

**Exploring Children and Young People's Experiences of Trauma-informed
School Provision: A Psychosocial Study**

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Psychology.

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Declaration

I confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

A handwritten signature in black ink, consisting of a series of loops and curves, likely representing the author's name.

6th May 2025

Abstract

Trauma informed practice (TIP) is an approach to working with individuals that aims to increase understanding of the negative impacts of trauma. The six principles of a trauma informed approach are safety, trustworthiness, choice, collaboration, empowerment, cultural consideration. Predominantly deployed in health and care settings, TIP approaches are now being implemented in schools to support not only pupils that have experienced trauma, but all pupils; Trauma Perceptive Practice (TPP) is but one adapted model. The evidence base for the impact on school outcomes as a result of TIP is extensive, yet exploration of children's experiences of the model are distinctively lacking, with research regarding TPP being absent entirely due to its relatively new inception. Via a psychosocial methodology and principles drawn from the free association narrative interview method to inform data collection and analysis, three separate focus groups involving 12 secondary school pupils from years 7 to 11 were completed. Participants each engaged in two focus groups organised according to year group (year 7, year 8-10, year 11) to explore the experiences of children and young people within TPP trained schools. Analysis of the available data revealed TPP to be hard to discern from school experiences and relational encounters in general, in which participant experiences were shaped by adults. The findings of this research highlight areas for change in the delivery and implementation of TPP so that children and young people's agency is centralised. Moreover, the methodology employed holds implications for the way in which children and young people's voices are accounted for in practice, research and policy in addition to EP statutory working and wider role. The current research provides a foundation for understanding the nature of experiences within TPP trained schools, for which further research is needed.

Keywords: agency, children and young people, experience, free association narrative interview method, methodological adaption, psychoanalytically informed research, psychosocial, qualitative research, relationships, trauma informed practice, trauma perceptive practice, voice.

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List of Abbreviations

C/YP	Children and young people
EP	Educational Psychologists
FANIM	Free Association Narrative Interview Method
FG	Focus Group
OHID	Office for Health Improvement and Disparities
PIPS	Psychoanalytically Informed Psychosocial [research]
SAMHSA	Substance Abuse and Mental Health Services
TEP	Trainee Educational Psychologist
TI	Trauma informed
TIC	Trauma informed care
TIP	Trauma informed practice

Chapter One: Introduction

1.1 Introduction To The Research

The research reported in this thesis explores the experiences of children and young people (C/YP) attending mainstream secondary provision that have adopted a whole-school trauma informed (TI) approach to practice known as Trauma Perceptive Practice (TPP), one conceptualisation of trauma informed practice (TIP). TIP, developed in response to rising levels and increasing awareness of trauma, aims to develop practitioner understanding of behaviour as a communication, shifting approaches from 'what's wrong with this person' to 'what does this person need' (Harris & Fallot, 2001), with a view to positively change practice (Hugh-Jones et al., 2024). Whilst TIP and TPP were developed to counteract the impact of trauma, understand behaviour and support wellbeing, the focus of the current research is not trauma per se, but rather exploring experiences within TIP schools, TPP specifically.

The qualitative methodology employed by this study is one grounded in a psychoanalytically informed psychosocial (PIPS) approach, where experience is understood to be a dynamic interconnectedness between the psychological and social (see, e.g., Clarke, 2002; Frosh & Baraitser, 2008; Hollway, 2008; Hollway & Jefferson, 2000) in which these internal and external influences are attended to at the conscious and unconscious level (Redman, 2016). Principles from Hollway and Jefferson's (2000, 2013) Free Association Narrative Interview Method (FANIM) were utilised for data collection and analysis, in which a series of focus groups (FGs) were undertaken with twelve students across school years seven to eleven within a TPP trained school. As an approach, FANIM has not been widely used with C/YP (Graham-Ray, 2020;

Khan, 2024), as such, it is hoped this research will illuminate an additional method of gathering and understanding C/YP experience in educational psychology research.

This introductory chapter will first provide definitions of TIP and TPP prior to describing the development of TIP. Local and national contexts will be presented in addition to how TIP (specifically TPP) has developed within schools. I then share the rationale for this research, provide an explanation of psychosocial methodology and psychoanalytic theory, and discuss briefly my personal and professional motivations for undertaking the research. I conclude the chapter by providing an overview of the thesis chapters.

1.2 Definitions

1.2.1 Trauma

Trauma is defined as ‘an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening... [which] can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being’ (Office for Health Improvement and Disparities [OHID], 2022). Khan (1963) theorised trauma to be a result of cumulative stress (not a single, but a repeated, negative experience) in which psychosocial experiences affect how trauma is managed (such as the development of defence mechanisms). Research regarding trauma has increased in recent decades as has recognition and understanding of experiences that could be potentially traumatic (such as disturbances in caregiver relationships, and threats to physical and psychological safety) (Felitti et al., 1998).

1.2.2 TIP

Whilst frameworks to support recovery and trauma were initially developed post 1980s (Bloom & Farragher, 2013), the term ‘trauma-informed’, only began to appear in the mental health literature in 2001 through the work of Harris and Fallot (2001). It is the collation of TI practices, practices that are grounded in an understanding of the impact of trauma on individual development and attempt to improve quality of care and avoid re-traumatisation through changes in policy and organisational approaches (OHID, 2022), such as training (Champine et al., 2022), that generally defines TIP. Despite general consensus of definition, conceptualisations¹ (Thomas et al., 2019) and terminology² vary between contexts (Maynard et al., 2019). This is due to the differing histories and priorities of the disciplines in which TIP is implemented (e.g. health care, justice systems, social services) (Addis et al., 2022; Hopkins, 2021; Knight, 2018) and reflects the ‘context sensitive process’ of TIP (Champine et al., 2021). Diverse conceptualisations make it challenging to draw conclusions from research in this area, due to the variety of trainings, models, and practices; UK specific evidence for TI approaches is lacking (Emsley et al., 2022). TIP is, nonetheless, not a trauma-specific singular therapy (such as Cognitive Behavioural Therapy; CBT) nor an individual training, such as Adverse Childhood Experiences (ACEs) (Felitti, et al., 1998). TIP is a whole-system approach (OHID, 2022) where a set of principles are embedded in practice with a view to change organisational culture (Simon et al., 2020).

1.3 Development of TIP

Harris and Fallot (2001) integrated trauma theory into practice and emphasised the need for a fundamental reorganisation of systems through a trauma lens, laying

¹ Thomas et al (2019), through a literature review of 33 articles, found 30 different models of TIP.

² Terminology such as trauma informed approach, practice or care are terms used interchangeably throughout literature.

the foundation for comprehensive, systemic understanding of responses to trauma. In their framework, to counteract the impact of trauma and prevent re-traumatisation, care systems are viewed as needing to adopt the core principles of safety (physical and emotional), trustworthiness and transparency (clear, consistent and honest communications), empowerment and choice (providing opportunities for voices to be heard and actively involved in decisions about their journey), and collaboration (levelling of power imbalances). In this way, Harris and FalLOT's work emphasised the importance of training and research to capture the complexity of trauma, in addition to the necessity of incorporating TIP principles within policy for organisational change.

Whilst primarily within medicine and mental health systems, Harris and FalLOT's (2001) framework has been adapted over the years for application across a range of educational³, health and welfare contexts, in the USA and more widely (e.g. Bloom's Sanctuary model, 2013) (Avery et al., 2021). The United States Substance Abuse and Mental Health Services Administration (SAMHSA) added the principle of acknowledging cultural, historical and gender issues to TIP and established the "4 Rs" (realise, recognise, respond, resist re-traumatisation) for identifying, responding to, and reducing re-traumatisation (SAMHSA, 2014). In turn, the United Kingdom Office for Health Improvements and Disparities (OHID, 2022), in response to an increasing focus on prevention and intervention at government policy level (National Health Service, 2019), developed their TIP guidance for health and social care settings by reviewing and adapting models, such as SAMHSA's (2014), to fit within the UK context. OHID's (2022) simplified framework illustrated safety, trustworthiness, choice, collaboration, empowerment, and cultural considerations as central to UK TIP practice.

³ Alternative models such as Trauma-informed Programs and Practices for Schools (TIPPS), Healthy Environments and Response to Trauma in Schools (HEARTS) approach, Attachment, Regulation and Competency (ARC) framework, and Trauma Skilled Schools (TSS) model.

SAMSHA, OHID and wider research (Knight, 2018) has also illustrated the influence of trusting relationships on development, minimising re-traumatisation, and maximising wellbeing.

1.4 National and Local Context

In the past twenty years, UK policy and legislation have developed in relation to a growing understanding of the pervasive impact of trauma (Emsley et al., 2022), with a call for TI approaches to be central in-service delivery across health, care and education disciplines (Mental Health Taskforce, 2016). Changes to policy have reflected the move from a 'medical' to a person-centred understanding of trauma, following an increased emphasis on the importance of C/YP voice in the Children and Families Act (2014), EU Strategy on the Rights of the Child (2021-2024) and the inclusion of social, emotional and mental health (SEMH) as an identified area of need in the SEN Code of practice (2015). The DfE highlighted the importance of bridging the gap between education and wellbeing, emphasising the role of schools in supporting both (DfE, 2017), and introduced the role of school mental health leads through the publication, *Promoting and Supporting Health and Wellbeing in Schools* (DfE, 2021).

The proposed Children's Wellbeing and Schools Bill (UK Parliament, 2024-2025) aims to formalise previous guidance through the development of statutory requirements for schools, to ensure that there is equality of care across settings rather than the current 'postcode lottery' (DfE, 2016). Within the locality of the current research, initiatives to support mental health and wellbeing, such as TPP and the Healthy Schools Programme, have been implemented across the county in attempts to mitigate such inequities. In 2020, in attempts to establish cross county TI provision, the National Health Service (NHS) commissioned exploration of stakeholder practice

which resulted in a developed TI framework foregrounded in a relational approach to TIP, necessitating changes to policy to support whole-system implementation (though not school specific) (Kennedy, 2020). A similar ‘roadmap’ was developed in Scotland specifying how to embed responsive change and TI ways of working within organisations (Ahmed et al., 2023). The new government is yet to illustrate changes to educational policy, as such it is unknown what implications for local authority, school, professional practice and the role of educational psychologists will be (DfE, 2015). What is clear, however, is that TIP remains a ‘work in progress’ (Kennedy, 2020; p.20) and how widely frameworks are utilised, particularly in schools, has not been empirically investigated within the UK.

1.5 Development of TIP in Schools

As illustrated in the above referenced guidance and research elsewhere, schools are influential contexts and have a role in countering the impact of exposure to trauma and adversity for students (Avery et al., 2001; Chafouleas et al., 2016; Diggins, 2021). Yet, without a clear framework, legislation or funding commitment to TIP (Emsley et al., 2022), the responsibility to plan for and support C/YP remains with individual schools and the resources available within them. TIP frameworks provide schools with a model for effective practice, and whilst frameworks differ between contexts (Casale & Linderkamp, 2024), all centre on creating safe, compassionate, relational environments, developed through enhanced understanding of trauma and behaviour (Carello & Butler, 2015; Plumb et al., 2016). Notably, the National Education Union (NEU) Trauma informed Practice and Approach toolkit for Educational Settings, developed from Harris and Fallot’s (2001) six principles of TIP, includes a TI strategy development plan template to support planning for a whole-school approach (NEU, 2024). The toolkit demonstrates TIP to be a four staged approach leading from trauma

aware to trauma informed, highlighting the nature of TIP as a development, and integration, of understanding and practice. Further examples of UK developed TIP frameworks for schools are the Islington Trauma informed Practices in Schools (ITIPS) (Aspland et al., 2020) and Trauma informed schools UK (TISUK, 2015), but again, how widely these have been utilised is not yet known.

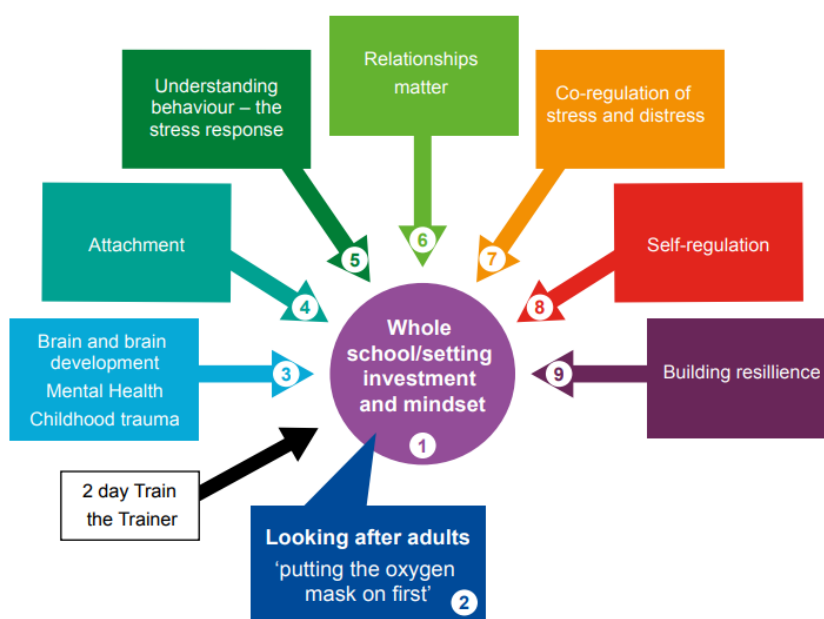
1.6 Development of TPP

The TPP framework, a UK conceptualisation of TIP, was developed from empirical research, local expertise, and a combination of developmental, psychological and neurobiological theory, in response to a growing recognition of increasing levels of trauma within a large local authority in 2019. TPP seeks to enhance understanding of behaviour, support the wellbeing of all C/YP (not only those who have experienced trauma) and create beneficial organisational and community change through development of TI knowledge, attitudes, skills and habits. Delivered via a “train the trainer” model, senior leaders are responsible for training setting staff and implementing the approach through the amendment of policy and practice, embedding the values and practices of TPP. The training was previously delivered by EPs but due to statutory responsibilities impacting capacity (British Psychological Society, 2024), has since been delivered by professionals within the SEND Operations team.

The training elements of TPP centre on understanding individual needs, experience and context. Elements are grounded in theoretical foundations of attachment theory (Bowlby, 1969; Ainsworth et al., 1978) and the 6 Core Strengths (the building blocks of a child’s development as theorised by Perry & Szalavitz, 2006) which accentuate the impact of relational experiences on development. The relational principles of TPP, similarly to Harris and Fallot (2001), are identified as trust,

openness, support, relatedness and respect, realised through values of compassion and kindness, connection and belonging, and hope. TPP training is delivered through nine elements (Figure 1.1), with a tenth (engaging parents) available once all previous trainings are completed. These elements focus on whole-setting investment and mindset, looking after adults, brain development, trauma, attachment, understanding behaviour, relationships, regulation, and resilience. The elements cohere around a recognition that to positively change experiences for C/YP, the environment and context of the child must change. TPP seeks to achieve this by educating and upskilling school staff in order to understand the impact of trauma, to enable school staff to respond appropriately to the need that the child may be communicating through their behaviour. Currently, no research regarding TPP exists.

FIGURE 1.1 ELEMENTS OF TPP



1.7 TIP and Educational Psychology

Across previous research, the value of educational/school psychologists⁴ in supporting organisational change has been evidenced (Gubi et al., 2019; Hopkins,

⁴ USA term for educational psychologist.

2021; Ormiston et al., 2020) due to the unique skills they possess such as assessment (auditing readiness), intervention (evidence based), delivery of training, and consultation (collaboration) (Ormiston et al., 2021; Smith & Watson; 2021). Additionally, the psychological knowledge and understanding Educational Psychologists (EPs) hold regarding C/YP and education (Purewal, 2020), can support educational system knowledge regarding TIP and C/YP development in general. In these respects, EPs are well placed to contribute to the delivery, implementation, and ongoing support of TPP and TIP in general (Carter & Borrett, 2023). However, there is limited research exploring the EP role in relation to TIP.

1.8 Overview of Previous Research

Previous research exploring TIP developed primarily within medicine and healthcare, with growing interest in the field of social work (Cavener & Lonbay, 2024), as well as educational research and practice (Avery et al. 2020; Ganigan, 2020; Price et al., 2023). Predominantly quantitative, previous studies measured the impact of TIP on school engagement (Chafouleas et al., 2016; de Stigter et al., 2025; Phifer & Hull, 2016; Wilson-Ching & Berger, 2024), school attendance (Dorado et al., 2016; Wall, 2020), suspensions and exclusions (Howard, 2018; Herrenkohl et al., 2019), academic outcomes (de Stigter et al. 2025; Dingwall & Sebba, 2018; Dorado et al., 2016; Herrenkohl et al., 2019; Oehlberg, 2008; Rishel et al., 2019), trauma symptoms (Rolfesnes & Idsoe, 2011), and levels of stress (Waddell, 2010). A core focus, of both quantitative and qualitative research, measures and explores the impact of TIP training (Anderson et al., 2015; Avery et al., 2022; Douglass et al., 2021; Howard, 2019; Parker et al., 2020; Post et al., 2022; Price et al., 2023) implementation, and the TIP foundation of a relational approach (Garcia-Moya, 2020; Geddes, 2005; Martin, 2014; Martin & Dowson, 2009; Martin, 2014; Maulana et al., 2013; Mowat, 2010; Pianta,

1992; Robinson, 2022; Roffey, 2002; Sjaastad, 2012; Tarlov, 2008; Tew, 2010; Thornberg et al., 2022; Verschueren & Koomen, 2012; Wall, 2000), in which empathy, compassion, and understanding are core constructs (Hickey et al., 2020; Phifer & Hull, 2016; Rishel et al., 2019). What remains relatively unknown are individual, C/YP specifically, experiences of TIP. Previous research that focusses on C/YP does so from an adult perspective, in which C/YP's experiences are conceived from an adult perspective, or quantitative methodology, and only with C/YP who have a history of trauma.

1.9 Research Approach

There is limited qualitative research regarding TIP, specifically research exploring formalised whole-school frameworks or experiences of TIP, with research regarding TPP absent entirely. Given the limited research available, the study reported in this thesis explored C/YP experiences within a TPP trained school. Through understanding of their experiences, educators and communities will gain an awareness of how the approach is experienced, enabling development of TPP in addition to school and community provision to meet the needs of C/YP. Furthermore, increased understanding may highlight ways in which EPs can support settings within their localities.

1.10 Psychosocial Research

The approach of this research is psychosocial, which is concerned with the 'interrelation of inner and external worlds' (Archard, 2020, p. 108) as a seamless entity (Frosh, 2003). Similarly to TIP, psychosocial research is conceptualised differently depending on the discipline (Hollway & Jefferson, 2013) but consistent across these are the aims to construct meaning from, rather than measure, experience (Frosh, 2003). A psychoanalytically informed conceptualisation is one in which individuals are

seen as ‘products of their own unique psychic worlds *and* a shared social world’ (Gadd & Jefferson, 2007, p. 4) where intra- (within) and inter- (between) personal relating are considered at a conscious and unconscious level. The psychoanalytically informed psychosocial (PIPS) stance adopted for this research, affords a more nuanced interpretation of how C/YP account for their experiences within TIP trained schools, as they are felt and lived through social relations (Clarke & Hoggett, 2009).

1.11 Psychoanalytic Theory

The integration of psychoanalytic theory to psychosocial research enriches understanding through the illumination of hidden undercurrents of experience (the unconscious) (Hook, 2008) as ‘people are structured by forces over which they do not have control’ (Frosh, 2003, p. 1552). Freud was the first theorist to introduce the concept of unconscious drives and the notion of repression as a fundamental mechanism through which painful experiences are kept from consciousness. Freud (1957) also introduced the concept of transference, in which events and emotions from the past are elicited and reenacted in the presence of another (Salzberger-Wittenberg et al., 1999). As the relationship and communication between the participant and researcher will also contain unconscious communications from past experiences, relationships and emotions, being aware of these dynamics can add a depth to understanding current experience.

Object relations theorists take varying positions (Klein, 1946; Fairbairn, 1952; Winnicott, 1965) but typically theorise individuals as relationship seeking, where one’s sense of self develops in relation to and exists within the context of, an other; the self as a combination of internalised relationships which unconsciously influence (and are influenced by) how we experience the external world (Grotstein & Rinsley, 1994). For those in caring professions, object relations theory can support understanding of

others 'who may otherwise seem unpredictable and baffling' due to the 'detailed focus on the internal and interpersonal unconscious processes' (Gomez, 1997, p. 5).

As an influential theorist in the object relations tradition, Klein's (1946) theories centred heavily on early experiences of anxiety in which the notion of splitting as a defence mechanism for psychological survival was introduced, in which the 'good' and 'bad' of experience are 'split' to enable the infant to maintain a trusting relationship with the object on which it is dependent (Scarff & Scharff, 2005). Splitting occurs through the unconscious processes of projection and introjection in which the separated 'bad' intolerable experiences and feelings are attributed to an external other, or are taken into the self and, similarly to Freud, repressed (Ellis, 2021; Sandler, 1987). Klein's notion of countertransference, in which splitting and projection are accompanied by identification (Likierman, 2001), theorises the receiver to experience, and respond to, projections as their own (Gomez, 1997).

Relating this insight to psychosocial research, Hollway and Jefferson (2013) approach their work from a Kleinian perspective, highlighting awareness of the 'defended subject' (in which experience remains unknown due to the unconscious processes) in which the researchers emotional experience within research can be valuable data for interpreting findings (Long & Eagle, 2009). Indeed, it may be said that at the heart of psychosocial research is a reflexive researcher (Clarke & Hoggett, 2009; Frosh, 2003).

Such unconscious dynamics are not only present in individuals, but also within groups, in which group defences against anxiety can present as a wish for togetherness and individuality can give way to group identity and development of a group culture (Stapley, 2006). This can involve projecting and internalising

experiences and emotions of the self and others (Anderson, 2015) and present the challenge of understanding what is 'me' and 'not me' (Ellis, 2021) (for both participants and researcher). Whole groups can engage in this process where the negative and unwanted group dynamics are projected into external groups (the 'out' versus the 'in') but these could also be directed towards individuals within the group, who are not perceived as a part of the 'in' group (Gomez, 1997); all of which can impact participant-researcher relating. Bion's (1961) group theory, in which anxiety is responded to in either dependency, pairing, or rejection of the perceived leader (in research, possibly the researcher), can support understanding of group dynamics and individual relating within. These dynamics may also offer some understanding of how adults and authority in the wider context are experienced and responded to.

Where Bion (1962) introduced the notion of the container<>contained, in which intolerable aspects of self are contained by the other before being fed back in manageable ways, Winnicott (1960) introduced the concept of the holding environment in which the mother (or other) is the mediator of the child's outside world, ensuring physical and psychological safety. Whilst these processes are typically therapeutic, they have been transposed to other contexts of professional helping, such as educational psychology (Arnold et al., 2021), and research in which a safe space for exploration can be established (Archard & O'Reilly, 2022).

Psychosocial researchers challenge the notion that participants are fully knowledgeable individuals when they share their stories, with the unconscious being understood to construct perceptions of reality and render aspects of experience 'outside the reach' of the researcher and the participant (Clarke & Hoggett, 2009; Hollway & Jefferson, 2013). The complex interplay between the inter and intra (Pianta et al., 2012) are relevant to consider in research due to the relational experience

between researcher and participant, who are co-producers of meaning and data (Hollway & Jefferson, 2013).

1.12 Motivations for the Research

As a practitioner researcher, my motivation for this work arose from my previous training as a psychodynamic counsellor, my experiences of working with C/YP, and my experiences as a mother. As a counsellor, I became aware of the lack of space individuals have to share, or even reflect on, their thoughts and feelings, and how many of their challenges stemmed from unresolved earlier experiences in childhood. My experiences motivated me to advocate for space and reflection for C/YP in schools, for their experiences to be heard by those around them, in which much of my work centred on listening to children and sharing their voices with the adults around them. As a practitioner, previously working with C/YP at risk of exclusion, and current practices as a trainee educational psychologist (TEP), I have remained concerned with how C/YP's voices can become lost within the education system and beyond. I recall experiences such as the exclusion of a boy from primary school due to the system having neither the capacity nor the desire to understand his needs and hearing from an incarcerated young person that "secondary school was where it all went wrong" as the relationships with teachers were not the same as in primary school. For this young man, the lack of relationships and feeling valued impacted on his engagement and self-worth, which he felt led to his current circumstances.

Often, I've found that my experience has been of adults deciding what is best for C/YP, from their assumptions and understanding of the C/YP rather than from experiences or thoughts of the C/YP themselves. I found myself troubled by how decision making was a process that was 'done to' rather than 'done with' C/YP, resulting in situations that were often detrimental to C/YP individual needs. I felt

tension between practice and ethics (personal and professional) in which at times the systems I was working within appeared detrimental to the young people I was working with (particularly exclusionary practices). I also recognised this tension in the systems manifesting as relational strain between students and teaching staff. As a mother I recognised the importance of listening to my children as a means to meet, or simply recognise, their needs in a way that is appropriate for them rather than led by my own thoughts.

The above experiences and reflections have all influenced my motivations for the current research. Additionally, I cannot underestimate the influence of my background in psychodynamic therapy or my current training at the Tavistock and Portman NHS Trust (as an institution with a tradition of applied psychoanalysis), both of which have influenced my methodological motivations for exploring C/YP's experience.

1.13 Chapter Summary

This chapter has provided an overview of TPP, motivations for the research, and a rationale for the research and methodology in which a psychosocial approach aligns with the purposes of exploring the relational nuances of TIP experience. Researcher reflexivity was introduced and highlighted as a core aspect of the research, particularly throughout data collection and analysis in which my own motivations will undoubtedly influence how experience is understood. Additionally, a brief overview was provided of current research regarding TIP in which qualitative exploration of experiences of TIP has been lacking. The presented research helps address this gap by qualitatively exploring C/YP's experiences within TPP trained schools.

The following chapters in this thesis will attempt to answer the research question of what the experiences of C/YP within TPP trained schools are. Chapter two will involve an in-depth exploration of the available qualitative literature regarding stakeholder experiences of TPP. Chapter three will outline the methodology in which considerations regarding adapting principles of FANIM to focus groups and C/YP will be shared, in addition to ethical considerations and the importance of researcher reflexivity. Chapters four and five will present the research findings in the form of core themes identified from participant narratives within the FGs. The three key findings of the research will be discussed in chapter six in addition to critical considerations and implications of the research. The thesis will conclude with chapter seven, a reflective chapter of my own thoughts regarding the research and research process.

Chapter Two: Literature review

2.1 Chapter Introduction

This chapter will reintroduce previous literature regarding TIP, followed by outlining the systematic scoping review methodology conducted to explore what is already known and what is yet to be established by literature regarding experiences within TPP trained schools. The literature review was completed in two stages as the first stage, regarding C/YP experiences, yielded minimal results resulting in completion of a secondary review regarding stakeholder experiences of TIP in schools. The search strategy and procedure are described and results presented in relation to themes identified across the literature. The chapter concludes with a rationale for the current research study.

2.2 Previous Literature Regarding TIP

In the previous chapter, I provided an overview of TIP development in which previous research regarding TIP primarily developed from the health disciplines (Emsley et al., 2022), with increasing interest from the social sciences disciplines (Cavener & Lonbay, 2024), particularly with regards to residential care (Price et al., 2023). There appears to be limited research from the field of educational psychology suggesting that TIP has not established itself in this field to the same extent as other disciplines.

Of the published empirical research available regarding TIP in schools, most take a quantitative (Avery et al., 2020; Thomas et al., 2019), or a mixed methods approach (Champine et al., 2021; Thornberg et al., 2022) to examine the impact of TIP (Dingwall & Sebba, 2018; Greene & Hill, 2005; Maynard et al., 2019). Qualitative research regarding TIP (particularly TIP in schools) is in short supply, originates mainly from the USA (with very little from the UK), and focusses on stakeholders as opposed

to C/YP's views (Cohen & Barron, 2021). Additionally, qualitative explorations typically focus on individual TIP interventions (such as CBT) (Munro-Kramer et al., 2024) rather than whole system approaches (TIP schools). TIP research that does explore C/YP's experiences does so only by exploring the impact on C/YP that have experienced trauma (Diggins, 2021), not C/YP in general. Further examples of TIP research foci were detailed in the previous chapter, including how researchers have emphasised the need for an increase in qualitative research regarding TI practices in schools (Maynard et al., 2019; Avery et al., 2020).

Previous research indicates TIP positively impacts school settings due to the increased understanding of trauma (Lawson et al., 2019) and behavioural communications (Wall, 2020), enabling student needs to be met more effectively (Rishel et al., 2019) owing to increases in staff confidence supporting students with trauma (Dingwall & Sebba, 2018; Rishel et al., 2019). Additionally, TIP has been reported to improve attitudes (Howard, 2019; Oehlberg, 2008) and engender a calmer school environment (Dingwall & Sebba, 2018; Oehlberg, 2008) for both students and staff, albeit primarily when changes were made at the leadership and policy levels (Burt, 2020).

2.3 Review Methodology

As TPP a relatively new in its inception, and with awareness that there is yet to be research completed regarding this framework, searches explored literature regarding TIP frameworks in general. Systematic scoping reviews are used to explore and map the range and type of literature available (Levac et al., 2010; Pollock et al., 2021) and identify current understanding regarding a topic (Anderson et al., 2008). As initial TIP literature searches revealed limited results, a scoping review was deemed the most appropriate approach to use. The content of the following review adopts a

similar process to the initial five steps of the Arksey and O'Malley (2005) six stage methodological framework for conducting scoping reviews.

1. Identifying the review question: Defining the parameters of the scoping study.
2. Identifying relevant studies
3. Selecting studies
4. Charting data
5. Collating, summarising and reporting results

2.4 Identifying the Review Question

As illustrated, TIP research primarily appears to centre around exploration of impact and implementation, illustrating the positive impact that successful implementation of TIP has in a range of areas. What is not known are the experiences of those within TIP school environments. Research exploring experience does so quantitatively or instead explores perceptions, thoughts of what experience might be, rather than lived experience. These studies centre on adult experience leaving a distinct lack of knowledge relating to C/YP experiences regarding TIP. In order to explore existing literature regarding C/YP's experiences within TIP schools, a systematic scoping review was conducted to answer the search question of what is known about C/YP's experiences within TIP trained schools but yielded no relevant results; C/YP experiences of TIP in schools is yet to be captured in research. Full details of this initial search can be found in Appendix A.

The review question was widened to include C/YPs experiences of TIP within other settings (i.e., what is known about C/YP's experiences of TIP) which returned two results loosely relevant to the review question, both exploring the experiences of young people living in residential care (Day et al., 2015; West et al., 2014). Day et al.

(2015) adopted a mixed methods approach (survey and closed question responses) to explore changes to C/YP experiences after implementation of the Heart of Teaching and Learning (HTL) curriculum pilot study (a popular TIP intervention in the USA for working with court involved youth). The study explored student perceptions of teachers and involved 70 female participants within a residential treatment facility school that they attended for three to six months. Results were reported quantitatively via pre and post measures (closed questions and self-report scaling measures), and findings can be summarised as C/YP behaviours and attitudes to school being highly impacted by teacher student relationships in which teachers created emotionally safe and responsive classrooms through the development of warm and trusting relationships. The researchers did not engage in open dialogue with the participants resulting in exploration of experiences being limited to the four closed questions asked by the researchers.

West et al. (2014) adopted a qualitative approach to exploring C/YP experiences within an alternative provision, also implementing the HTL curriculum, within the same locality as Day et al.'s (2015) study. The research involved 39 court experienced students who participated across six focus groups to explore their lived experiences of trauma and how this impacted on their learning. Findings were to inform the development of TI training for teaching staff within the alternative provision that supported students at risk of exclusion. Participants were asked three open-ended questions, enabling for deeper exploration of experiences comparatively to Day et al. (2015). Findings highlighted the need for increased TI staff training to support teacher understanding of trauma and improve environments to be sensitive to their needs.

Teacher student relationships based on respect and caring were highlighted as central to relationship development and, in contrast, participant wishes for stricter

behaviour management were communicated, an interesting finding which Day et al. surmised to be a familiarity with the systems in which the C/YP were based (stricter environments). Both Day et al. (2015) and West et al. (2014) emphasised the limited research regarding C/YP experiences of TIP and highlighted this as a recommendation for further research, particularly in TIP schools.

To gain a deeper understanding of experiences within TIP trained schools, the review question was further widened to explore what is known about stakeholder experiences of TIP trained schools. The term 'stakeholder' was purposely used to capture a range of professionals' experiences within TIP trained schools.

2.5 Identifying and Selecting Relevant Studies

2.5.1 Search Strategy and Procedure

Eight databases were included for the literature search: APA PsychInfo, CORE, Education Source, ERIC, Psychology and Behavioural Sciences Collection, PsycArticles, SocINDEX, and MEDLINE. These databases were selected due to the TIP being a transdisciplinary concern, acknowledging the contributions of psychology, sociology, and medicine to knowledge of TIP. Hand searching was also completed through exploration of ProQuest, a global theses depository, literature reference lists, and Google Scholar. These methods were used to ensure a thorough exploration of the available research and confirm databases had returned all relevant literature on the topic. Once this reached a saturation point, in which further data collection yielded no additional insights (Saunders et al. 2018), this was deemed as an appropriate point to cease searching.

2.5.2 Key Subject Terms

Key subject terms relating to the review question were identified through reviews of the available literature and discussion in research supervision. The thesaurus function was used to expand these terms, along with the truncation symbol (*) to include word variations (e.g. teacher and teachers). In line with Pollock et al.'s (2021) guidance for scoping reviews, the identified terms and search strategy as a whole were discussed with a senior member of academic staff with expertise in literature reviews, on the M4 Child, Education and Community psychology doctorate. Previous literature searches were conducted between September 2023 and February 2025 and the final systematic scoping review, which utilising the identified terms detailed below (Table 1), conducted on 3rd March 2025.

TABLE 1 SCOPING REVIEW SUBJECT TERMS

Subject Terms	Teacher*	Trauma-informed	Approach	School	Experience*
Synonyms	Professional*	Trauma-aware	Care	Education	Engagement
searched	Staff	Trauma-focused	Practice	Provision	Participation
with 'or'	Stakeholder*	Trauma informed	Model	Setting	Involvement
		Trauma aware			
		Trauma focused			
Results	5,686,405	36,960	19,469,032	19,452,136	7, 564240

2.5.3 Inclusion and Exclusion Criteria

Search terms were combined with 'AND' and limited to peer reviewed journal articles or doctoral theses, between January 2010 and March 2026 resulting in 1,577 papers. Further limiters were applied to only include papers written in English and relevant methodology (empirical, qualitative, mixed methods, interview, focus group, field study) resulting in 466 titles. In line with guidance for scoping reviews, full

inclusion and exclusion criteria, including the rational for both are detailed in Table 2 (Pollock et al., 2021).

TABLE 2 INCLUSION AND EXCLUSION CRITERIA

Limiters	Inclusion Criteria	Exclusion Criteria	Rationale
Type of publication	Peer reviewed journal articles or doctoral dissertations	Magazines, blogs, books and papers not included in peer reviewed journals.	Peer reviewed research is deemed to have increased rigour and trust in the findings as they have been reviewed by experts to ensure quality standards have been met
Language	English	Published in a language other than English	The researcher is unable to read in another language
Date	Published between Jan 2010-March 2026	Published Pre 2010	Adoption of TIP to schools primarily post 2010.
Methodology	Study Design: Qualitative or mixed methods	Quantitative methods	There is much research utilising quantitative methodologies. This limiter was a means to exclude those from the current research review.
Setting	Location: Within schools	Studies in other settings	As this research is exploring experiences within school, understanding what research was already available within this setting was important.
Geography	Australia, Canada, Europe, New Zealand, UK, USA.	Other countries (e.g. South Africa, China).	Other countries education systems may differ too much from that of the UK which the study is situated.
Focus	Whole school TIP approaches or frameworks	Time limited interventions (such as CBT based individual interventions). Experiences of training.	Research regarding time limited interventions would not be reflective of a trauma informed approach to schooling as a whole. Experiences of training are well documented in the literature and not reflective of the experiences of an established TIP system.

Titles were screened for relevance and illuminated the range of research regarding psychological trauma, making identification of relevant literature challenging, as many of the studies explored impact (of trauma, of training, of individual interventions) or perceptions rather than lived experiences of TIP as a systemic approach. As expected, much of the literature was from medicine, allied health, and social science disciplines, with very little from educational psychology.

Research that explored impact of training, time limited or individual TIP approaches (such as CBT) were removed, resulting in thirteen papers. Abstracts were screened for relevance concluding with six papers relevant to the review question. These were further reduced as the content of three articles was not relevant resulting in three articles. Hand searching (ProQuest and references lists) provided a further six references resulting in a combined total of nine papers. To ensure thorough exploration of available research, Google Scholar and CoPilot (AI powered search engine) were used as additional search tools to illuminate any possible studies that had not been found through previous search methods. No further studies of relevance were returned.

2.6 Charting the Data

In order to synthesise the resulting literature, papers were 'charted' according to key information (Arksey & O'Malley, 2005), a process similar to data extraction but specifically for systematic scoping reviews. This enabled themes and similarities between the literature collected to be explored. As scoping studies do not typically appraise the quality of studies included (Levac et al., 2010), critical appraisal and risk of bias assessments were not required. Full charting of the literature can be found in Table 3 below.

TABLE 3 OVERVIEW OF THE LITERATURE

Source	Participants	Aims	Methodology	Findings and themes	Limitations
De Nike (2023) Educational psychology Doctoral Thesis, Wilkes University USA	4 School officers (school police, security and resource officers)	'To understand the lived experiences of school officers who have been trained in TI care when they respond to students in crisis... and how the principles of TIC shape their responses' (p.5)	Qualitative Phenomenological study. Semi structured interviews	1. Protect: aligned with safety, collaboration and mutuality. Participants shared they wanted to 'make sure everyone is safe' pp.47 and this appeared to be a priority for all. 2. Prevent: through the establishment of a trusting relationship achieved by being pre-emptive and providing students with choice. The importance of supporting de-escalation was illustrated. 3. Connect: Connection helps to build relationships. This is achieved by spending time with students, goal setting, decision making, and talking about emotions and how to control them. Familiarity and visibility were also supportive of relationship development.	Sample size. Timing of recruitment. Interview duration
Forber-Pratt et al. (2021) School Psychology Review USA	95 SSPs (60) and SROs (35) across elementary, middle and high schools in three school districts.	To examine SRO and SSP reactions and perceptions of TIC training	Qualitative Pilot evaluation Self-report training logs	1. School climate - Need to be aware of the influence of broader social contexts - Importance of sharing of own experiences and emotions for developing trust and relationship building. Being present, visible and seeing students with compassion are important for trust resulting in emotional safety. 2. Responding to youth ACEs - Difficulties of navigating role as teacher, listening and family member: Importance of listening skills and compassion. 3. Role differentiation - Differing motivation to participate in the TIC training impacting on how it is adopted and implemented	Contextual to the location and model. Not pre and post measures or exploration. No interviews and thus follow up questions were not possible.
Ganigan (2020) Educational psychology doctoral thesis USA	6 secondary school teachers from low-income areas in Hawaii	To explore teachers experiences with implementing TIP in their classrooms, noting challenges and benefits when using these practices.	Qualitative Case study. Interviews	TIP resulted in - Positive learning environment for students - Decrease in high-risk behaviours - Increase in academic engagement and peer collaboration - Challenges: Building capacity for cultural empathy - Challenges: Obtaining proper educator support and training. - Benefits: Builds positive relationships - Benefits: Teaches and enhances students' life skills	Contextual to the training received. Researcher attended and then worked at the setting being researched.

Source	Participants	Aims	Methodology	Findings	Limitations
May (2023) Educational and child psychology Doctoral Thesis University of Birmingham. UK	7 Teachers and SENCO's from primary settings who had completed all TIP training offered to the settings. All female.	To explore teachers experiences of supporting children exposed to developmental trauma, and their experiences of implementing TIA following whole school training	Qualitative. Semi-structured interviews Premeasures RTA.	1. Development of practice ○ Change is an ongoing processes, takes time and more 'established' teachers may be more resistant. Follow-ups and refresher training are important to maintain momentum. 2. Managing demands of the role ○ Importance of staff self-care to manage the competing priorities in the school context: SEMH vs Academic. Recognition of teacher capacity. 3. Understanding of theory ○ School as a buffer to early experiences and importance of understanding behaviour as communication 4. The adult is the intervention 5. The impact of pupils' home life must be considered.	Context specific. Recruitment process Timing of training not reported.
Miller (2018) Philosophy in Special Education Doctoral dissertation, University of Illinois USA	School social workers (18) and Early childhood special education teacher (17) working with three- to eight-year-olds. Engaged across multiple school districts. 852 districts contacted.	To explore the perceptions of special education team members related to barrier and facilitators when providing TI supports and the prevalence of abuse.	Qualitative Focus groups. Semi structured questions.	1. Prevalence: Not enough training for practitioners to feel confident and prepared in understanding, assessing, and being aware of trauma. 2. Negative impact: prevention, preparation and relationships not in place. TIC should be a priority but challenging with 'countless needs'. TIC not implemented consistently. Family relationships as a priority. 3. Facilitators and barriers: Barriers: system challenges (policies prioritising other initiatives, resource, reasons missed, traditional discipline, EC not a priority), lack of systemic initiatives, lack of preparation (professional development, lived experiences)	Limited contextual information gathered from participants. Number of participants
Muttillo, Murphy and Galletta (2022) Journal of Aggression, Maltreatment and Trauma USA	34 participants (SLT, mental health position, administrator, specialist, or teacher) across 6 non-profit therapeutic schools for 5–22-year-olds.	To explore staff members experiences and beliefs about TIC within an established TIC organisation. Sanctuary model	Qualitative Semi structured interviews followed by a focus group .	1. Strategically planned organisational change needed for TIC 2. Inconsistency across individuals and settings with regards to implementation due to varying definitions, understanding, skill, and staff commitment. 3. Importance of ongoing supervision and support 4. Understand our kids' worlds: Importance of understanding through listening and empathy. 5. Adjusted because she needed this: adjustment of expectations to meet individual needs. 6. Insufficient support for staff 7. Complexity of TIC due to individual and school culture, values, and established systems.	Specific to context Researcher employed with the organisation.

Source	Participants	Aims	Methodology	Findings	Limitations
Palluotto (2023)	13 school staff from schools across the UK.	Staff experiences and perceptions of trauma, its impact, and TIP	Qualitative	1. Theory to practice: Challenges defining trauma and TIP ○ Lack of familiarity with TIP resulting in doubts of skill and expertise.	It was not defined which participants had received training.
Clinical psychology	7 from primary		Critical realist	2. Practice to Theory: current response to trauma in school ○ Relationships, and the importance of consistency and predictability, as a foundation, with C/YP and their families as School may be safest place for C/YP.	Cultural representation.
Doctoral Dissertation	2 from secondary	To Identify any perceived barriers to TIP and how staff can be supported to implement TI approaches in schools.	Semi-structured interviews	○ Behaviour must be viewed in the context of experiences. The importance of knowing the child.	
University of East London	2 across schools		RTA	3. The influence of the wider context ○ Wellbeing not prioritised in education which limits capacity for settings to be TI. Demands of national curriculum as a barrier. ○ Lack of funding impacting school capacity to implement TIP. ○ Covid-19 affordances and constraints: pandemic was a form of trauma resulting in C/YP missing foundational classroom skills.	Lack of socioeconomic context.
UK	2 from pupil referral unit				
Smith (2024)	6 educators (teachers, teaching assistants or school leaders) in mainstream primary (2) and secondary (6) schools (some participants worked across both) where TIP training had taken place in the previous two years.	To explore how unconscious processes, systemic influences, and the intersect of these affect experience and use of TIP in schools.	Qualitative	Five themes- 17 subthemes.	TIP training an integration to practice not described.
Educational psychology			Psychosocial	1. There is an emotional labour in being trauma-informed	
Doctoral Thesis			12 Interviews (FANIM)	2. Relational practice is core for TIP	Limited race and gender diversity of participants.
University of Essex			OiTM as a stimulus.	3. Personal and professional identity shape how TIP is adopted and engaged with.	
UK			RTA	4. Practitioners must have sufficient knowledge whilst acknowledging that this is developed over time.	
				5. Internal systems and surrounding contexts do not always account for nor are designed for the emotions within it resulting in a tension between practice and TIP due to attainment over wellbeing. Limited resources, funding & time further impact	Narrow literature inclusion criteria.
Sun et al. (2024)	Early childhood Educators (9), organisational leaders (8), and childhood trauma consultants (5) from early childhood education and care settings.	To explore experiences and needs of child educators when supporting trauma impacted children.	Qualitative	1. Trauma is increasingly present in children attending ECEC settings and impacts those working with them	May not be generalisable due to contextual settings of participants.
School Mental Health			Interview (24-65 minutes)	2. Educators are generally unprepared and need support to work with trauma-impacted children	
Australia			TA	3. Several systemic barriers impede the implementation of trauma informed approaches	All participants had an awareness of TIP.
				4. Collective efforts starting from the top, with everyone involved is needed for an organisational change in ECEC.	

The resulting literature was published post 2018 and appeared to develop over the following years, suggesting an increased interest in exploring stakeholder experiences of TIP in schools. Similarly to wider TIP research, the scoping review results were generally from the USA (five studies) but also included one study from Australia and three from the UK. Whilst across disciplines, the resulting literature appears to stem primarily from the field of psychology, educational psychology specifically, suggesting an increasing interest regarding experiences of TIP in this field. This may be reflective of the scoping reviews methodology inclusion criteria, or possibly illustrative of the priorities and values educational psychologists hold regarding eliciting and understanding service user voice (DfE, 2015). In addition, six out of the nine studies were doctoral theses/dissertations, which suggests a growing interest across practitioner-based training courses in addition to a lack of committed research in this area. The above reflects a growing interest in the UK regarding experiences of TIP, across disciplines, and may also be reflective of how professional role and training influences research priorities.

2.7. Collating, Summarising and Reporting Results

In line with Arksey and O'Malley's framework (2005), what will follow is a thematic account of the literature, presented as a narrative overview, achieved by exploring key discussion points across the literature. Firstly, it is important to note the contextual differences across the literature, such as the country of origin and participants. Additionally, the differences in how TI training was conceptualised and delivered varied across the research gathered due to differences in school context, priorities and values, which would have resulted in differing experiences of TIP. A limitation in the research identified was the insufficient detailing of training content and duration, in addition to lack of clarity regarding the differing terminologies used. Only

Muttillio et al. (2022) provided information regarding TI training (The Sanctuary Model), which may be reflective of the lack of a cohesive framework from which to practice. To reduce confusion throughout the literature review, the term TIP will encompass all variations of training and approaches.

A final point for consideration is the differences in research settings as whilst two of the settings were deemed TIP schools (in which a school wide framework and emphasis on TIP was in place), others explored experiences of individuals adopting TI values to individual practice; the models adopted were, in some cases, not described. The lack of clarity regarding TIP conceptualisation and implementation will have impacted on what can be known about experiences of TIP.

Differences in participant professional roles should also be considered. For example, De Nike (2023) and Forber-Pratt (2021) interviewed gun carrying school officers and law enforcement in USA schools whose experiences may be significantly different to those of UK teaching staff. The lack of common participants (e.g., teachers in primary schools) emphasises further the need for more focused research in the area of stakeholder experiences of TIP in schools.

Whilst there were differences across the research, there were commonalities within the experiences being discussed. Charting of the data enabled the topics presented to be coded and developed into themes to illustrate what the existing literature tells us about stakeholder experiences of TIP trained schools. Whilst these themes are presented separately, they should be viewed as interconnected as they are all aspects of the dynamic experiences of stakeholders. The themes are identified as relational experiences, embedding TPP, competing systems, and wellbeing, and are presented in the following sections.

2.7.1 Relational Experiences

Consistent across the literature were experiences of relationship building and the positive impact this had in which “everything goes back to the relationship you have built... Without it you’re going to have some issues” (Ganigan, 2020, p. 73). There were clear practice-based approaches illustrated across the literature to support relationship development, particularly that of knowing the student, adopting TIP values (kindness and compassion), validating emotions through empathy, listening and co-regulation skills, and tuning into student needs. Muttillio et al. (2022), through semi-structured interviews with a range of thirty-four school professionals within a therapeutic setting in the USA, reported that TIP approaches increased attunement (emotional synchrony; Stern, 1985) with students, enabling needs to be understood and met more effectively. Attunement may have been more successful for Muttillio et al.’s participants due to the smaller class sizes and implementation of a formalised TIP framework (The Sanctuary Model) and may therefore not represent experiences in other settings.

May (2023), who explored teacher and SENCO experiences within UK TIP schools via interview, emphasised that in TIP the adult is the intervention and relationships are the key. Three of her seven participants were responsible for TIP development in school which may have resulted in a deeper understanding than participants across the collated literature. Smith (2024) adopted a psychosocial approach to his research with UK educators across settings, whose experiences highlighted the time, patience and effort needed for relationship development and the integral role relational practice plays within TIP settings. Experiences across the studies illustrated the positives of changing from traditional (which they described to be authoritarian) behaviour management to TI student-centred approaches, in which

the whole child is supported not just academic priorities. Changes to approach were evidenced to improve student behaviour and enable staff to develop positive relationships in which students appeared to feel understood, cared for, and respected. Additional strategies used by staff across the studies to support relationships were highlighted as being present and visible, showing interest, being aware of behaviour cues, and treating each student as an individual whilst remaining aware of cultural implications to building relationships.

Forber-Pratt et al.'s (2021) study, which sought the experiences of school security and resource officers in the USA, concluded that trust was essential for students being able to seek the support and feeling emotionally and physically safe, but as the method of data gathering was via self-report, how the participants came to this understanding was not illustrated. Trust would have been a priority for participants in this research due to the nature of participant role (school officers). The concept of developing trust was illustrated across all nine studies as a key aspect of TIP in which adult approaches, in the form of transparency and honesty, were vital.

Ganigan (2020) and Palluotto (2023), both through use of semi-structured interviews with school staff (predominantly teachers), reported on the challenges of establishing trust between staff and students in which participants in both studies shared experiences of relational rejection from students (rejection of adult support and care). Participants appeared to understand these rejections to be an outcome of previous trauma, highlighting similarities across countries (USA and UK respectively) in how behaviour is understood. Whether this understanding was developed individually or in relation to TIP training was not clear as participant training was not specified in either study.

Muttillio et al.'s (2022) research highlighted that empathy and understanding in relationally challenging instances are key as 'it's not their [the student's] fault' (Muttillio et al., 2022, p. 1040), but as their research was conducted within therapeutic schools, the increased attention to therapeutic techniques and understanding may have been increased, resulting in experiences of TIP being hard to discern. Participants in Ganigan's (2020) research shared the importance of staff developing authentic empathy, that which is developed from taking time to speak with students to develop an understanding of the challenges they have faced or are facing. As Ganigan's thematic findings were developed in relation to interview questions, rather than participant responses, the findings may have been restricted by research questions rather than capturing the range of participant experiences.

The conclusion across all these studies was that TIP helped to build better relational experiences due to the development of behavioural understanding (such as rejection of care), listening skills, empathy, and a person-centred approach. TIP appeared to improve staff responses and create a culture of care (Muttillio et al., 2022) but as highlighted, whether this is solely a result of TIP is hard to discern.

2.7.2 Embedding TPP

2.7.2.1 Individual

Experiences of embedding TIP into practice were discussed throughout the literature in relation to individual, organisational, and leadership roles and expectations. Miller (2018) interviewed (via FG) eighteen school social workers and seventeen special education teachers in the USA regarding their experiences of TIP, in addition to their experiences of working with neglect and abuse. Participants shared that they did not feel there was enough training for practitioners to feel confident and prepared in understanding, assessing, and being aware of trauma. Similar

experiences were reported across studies in which, as one participant put it in Ganigan's (2020) study put it, "just knowing about trauma isn't enough to be successful with them [students]. We need a lot more emphasis on showing teachers, modelling for them, how to build authenticity when building relationships with our students". It is challenging to generalise these experiences further, as the researchers did not illustrate the training that the participants received. What was apparent, however, is that confidence in TIP, regardless of role, increased through training. Stakeholders shared their sense of defeat regarding contexts outside of school as these were an area that TIP failed to impact (Muttillio et al., 2022), in which parental confidence and engagement were identified as vital for successful TIP, putting forth an argument for parental TIP training (May, 2023; Miller, 2018).

Sun et al. (2024) engaged twenty-two stakeholders in education and care settings (in Australia) in semi-structured interviews exploring their professional development in relation to TIP. Participants shared their initial experiences of feeling ill-equipped and lacking the confidence to work with students with trauma due to a distinct lack of TIP within teacher training programmes, emphasising the link between training, confidence, and quality of teaching. This study argued for the integration of TIP practices into teacher training programmes as a pre-emptive measure.

Muttillio et al. (2022) emphasised the complexity of adopting TIP due to individual and organisational culture, values, and personal beliefs; all of which can impact on attitudes towards TIP and the extent to which professionals engage with TIP (Forber-Pratt et al., 2021; Muttillio et al., 2022). Smith's (2024) psychosocial approach to his study illustrated how the internal and external cannot be separated in which 'we're made-up of every experience and interaction that we ever have' (Smith, 2024, p. 126), resulting in individual differences in how TIP is adopted. These findings

emphasised that whilst individuals may be trained in a similar model, how TIP is engaged with will be as individual as the students TIP is aimed to support.

Certain participants within the research shared their sense of being viewed as the ‘trauma informed saviours’ within their settings (Smith, 2024, p. 128), rather than TIP being understood as a shared organisational approach. Additionally, there were experiences of participants feeling that TIP was not always the best response to behaviours, in which certain situations justified a more authoritarian, ‘punitive’ approach (Muttillio et al., 2022, p. 1044). These experiences, however, would suggest that not all participants fully understood or embraced TIP as behaviour would have been explored with compassion rather than reacted to in such a way.

Personal and organisational motivation were illustrated to either support or hinder TIP, in which experiences of adopting TIP came more easily to some than others (Muttillio et al., 2022; Smith, 2024). Acceptance was also discussed as a factor across the literature in relation to changes needed for TIP (May, 2023) in which initial resistance, particularly from older or more established teachers, acted as a barrier. The limitations of TIP when faced with individual resistance was highlighted across research studies (May, 2023; Muttillio et al., 2022; Smith, 2024) and literature elsewhere (Chafouleas et al., 2016) in relation to the importance of openness and buy in from all staff.

2.7.2.2 Organisational

The need for system changes at the individual and organisational level were highlighted as essential for TIP in which participants felt that “while educator training is necessary, it alone cannot overcome structural barriers” (Sun et al., 2024, p. 961). Application of TIP was found to be dependent on the setting (in addition to individual

motivations) in which a culture of care and commitment needed to be established for change (Muttillio et al., 2022). Structural barriers such as resources (staffing, funding, and time available), and how these differ between settings and local authorities, were further highlighted as challenges (Miller, 2018). Experiences of dedicating time to TIP was of primary importance in Ganigan's (2020) research, but as her case study was conducted within a setting that had adopted TIP as a large community, this may not be reflective across all research settings in which competing demands may have impacted on capacity for TIP.

Participant experiences in De Nike (2023) and Forber-Pratt et al.'s (2021) research centred heavily on the importance of a school wide approach to creating a safe environment. The emphasis on physical safety may reflect the participant role (to ensure students are safe from harm) as participants were gun-carrying school officers within the USA which has a history of school shootings, suggesting that whilst TIP is valued, it may not have been the priority. The importance of psychological safety in schools was identified in further studies in which schools were understood to be the safest place for certain students, due to possible ongoing trauma in the home environment (Palluotto, 2023). There were examples of participants viewing school as a buffer in which "schools are considered to offer consistency and safety; they may also be appropriate spaces for C/YP to develop a secure base with a key member of teaching staff" (May, 2023, p. 77) highlighting the importance of relationships for psychological, in addition to physical, safety (Forber-Pratt et al., 2021). The importance of creating a culture that protects, prevents, and connects in relation to physical and psychological safety was also emphasised, in which experiences implied that both can be achieved with TIP (De Nike, 2023). Being aware of the influence of

broader social contexts was highlighted as supporting awareness of what students may be experiencing (Forber-Pratt et al., 2021).

The importance of integrating TIP into school policies was discussed across the literature in relation to developing a whole school culture of TIP. Only two of the research settings were TIP schools (Ganigan, 2020; May, 2023) suggesting that other research findings need to be taken as perspectives and intentions rather than experience. Consistent approaches to behaviour, supported through consistency and predictability across staff, were reported to support whole-school TIP approaches (Palluotto, 2023), in which policy developments could support the shaping of practice for both internal school staff and professionals collaborating with school and school staff (Muttillio et al., 2022;). This approach could help to bridge the 'silos between disciplines and sectors' (Sun et al., 2024, p. 970) resulting in holistic support.

Ganigan's (2020) research within a whole-school TIP setting illustrated how the approach resulted in a positive learning environment, which helped students feel safe and increased engagement. This was reported throughout the research with an added awareness that learning environment could be continually built on. Participants across studies shared that TIP supported the building of capacity for cultural empathy but recognised that differing understandings of trauma may result in additional support for certain members of staff. The importance of ongoing training and follow up were present across the studies and experienced by participants as supportive factors in the maintenance of whole school TIP culture, with recommendations for a dedicated TIP training lead being suggested for ongoing development (May, 2023).

2.7.2.3 Role of Leadership

The role of school leadership in developing and setting the expectations for TIP school culture and was consistent across the research, in which strategically planned organisational change, through the alignment of TIP with current systems and practices, at the senior leadership team (SLT) level supported successful integration of whole-school TIP (Muttillio et al. 2022; Palluotto, 2023; Smith, 2024; Sun et al., 2024). Whilst seemingly a shared experience across studies, it would have been beneficial to understand whether this opinion was also held at SLT level (challenging as experiences were collated rather than presented individually).

Smith (2024) offered insight into how educators experienced the emotional and relational complexities of their roles within the organisational context, which at times presented as resistance, dependency on leadership, frustration with colleagues, or the need for emotional support. Smith's (2024) work emphasised the relational and emotional nature of working within a TIP environment, in which individual approaches and system procedures can support, or prevent, unification of practice.

2.7.3 Competing Systems

2.7.3.1 Current Practices

A common barrier to engaging with TIP that was experienced and reported across the literature, was the competing systems within the education system that presented as systemic barriers and impeded the success of TIP. Systemic barriers were presented across the literature in the form of current school policies prioritising other initiatives, the implementation of other frameworks for practice, resource (such as time and funding), and early childhood not being a priority. Whilst the latter was only identified in Miller's (2018) research, it could be suggested that TIP in the early years would function as a preventative strategy, in which TI approaches are developed

in the early years, rather than later when the impact of trauma and teaching practices are more established. Unity across the diversity of sectors was presented as a complex endeavour due to TIP principles not extending to all systems within education; examples of these being Ofsted, Local Authorities, and the Government (Muttillio et al., 2022; Sun et al., 2024). Yet the importance of interdisciplinary collaboration to support capacity building and expertise in TIP, to enhance practice for a range of professionals, was emphasised (Sun et al., 2024). This perspective was possibly accentuated as one of the research studies involved five trauma consultants, a role that would have a strong perspective regarding transdisciplinary working.

Whilst there is much research regarding the impact of TIP in schools, there is little clarity regarding the differing TIP frameworks being implemented across settings, resulting in a lacking evidence base for individual frameworks such as TPP. A lack of evidence may impact on how schools (and individuals) value TIP and leave questions regarding whether it will complement their current practices. Additionally, Muttillio et al. (2022) were the only researchers to discuss the importance of developing “race conscious TIP”, in which the holistic experience of the individual is considered, whilst acknowledging the limitations of TIP with regards to impacting structural racism.

2.7.3.2 Relationship Before Curriculum

An elevated experience across the literature was the competing priorities between learning and mental health, in which demands on the former were experienced to impact on the latter. This was not only reported in relation to students, but also staff who were navigating role demands and expectations, impacting their own mental health. Ganigan (2020) emphasised the importance of prioritising “relationships before curriculum” (learning) as “regardless how important the academic curriculum is, teachers must focus on relationship building within the classroom”

(Ganigan, 2020, p. 120). Participants in May's (2023) research discussed the competing priorities within the school context and emphasised the need for curriculum adaptations in light of mental health, as the latter was understood to be essential for learning.

The tension caused by the two opposing systems of traditional discipline and practice within the education system (such as exclusionary practices) and TIP were highlighted across the studies (Miller, 2018) in which the academic system was described as a 'self-sustaining cycle which maintains the difficulties faced by schools' (Smith, 2024, p. 139). A participant in Palluotto's (2023) research shared that 'it's hard because you feel like you've got to fit all of this stuff in especially with the national curriculum' (Palluotto, 2023, p. 64) which, among other examples, highlighted the pressure within the education system, and the challenges of introducing TIP to the competing demands of the educational settings.

2.7.3.3. Capacity

Stakeholder reaction to TIP at times presented as 'oh, God, another thing to sort of worry about' (Palluotto, 2023, p. 64) illustrating how for some, rather than a supportive approach to incorporate into current practice, TIP could figure as a further strain on capacity within the system. Capacity was acknowledged as an issue across research studies and whilst it was acknowledged that TIP should be a priority, it was challenging to engage with due to the countless needs of students and competing demands on stakeholder role. The lack of reflection time regarding pupil needs, also impacted on staff capacity to take on TIP (Palluotto, 2023). This was particularly prevalent for teachers within research who placed the needs of pupils above their own (Smith, 2024). Two of the nine studies termed the education system a broken system,

in which a paradigm shift at policy and government level is needed (Palluotto, 2023; Smith, 2024).

2.7.4 Wellbeing

Stakeholder wellbeing, particularly the lack of prioritisation around this in education, was shared as limiting capacity to be TI in which some participants, whilst in receipt of wellbeing initiatives in their settings, felt these to be tokenistic rather than impactful (Palluotto, 2023). The need to increase wellbeing support for those working within TIP frameworks was present across the studies and whilst all focused on working with students with trauma, supporting all students is understood to impact on stakeholder wellbeing due to the emotional toll of the educational environment (supporting all students emotionally, academically, and physically not just those who have experienced trauma). These experiences were particularly prevalent for teaching staff and those facing students daily (May, 2024; Smith, 2024).

Further consensus across the literature was the challenging and impactful nature of working with trauma. Smith (2024) found that simply knowing about a student's psychological trauma increased the emotional burden and shared how an apparent lack of system emotional engagement, the lack of space for emotions due to academic demands, in fact increased emotions as there was no outlet for these. Challenging work conditions were reported to impact on wellbeing and result in decreased staff ability to provide quality education and care for students (Forber-Pratt, 2021; Sun et al., 2024). This was present across roles, settings, and countries suggesting this was not simply a contextual experience, whilst also emphasising the importance of supporting stakeholder wellbeing to ensure quality educational provision for C/YP.

Muttillio et al. (2022) found that staff vulnerability, a result of cumulative stress and/or secondary trauma, resulted in a move from TIP towards more traditional (authoritarian) behavioural practices in which control, rather than compassion, was prioritised. May (2023) illustrated how the emotional toll (compassion fatigue) of role, in which certain points of the term were harder than others, resulted in participants feeling drained and vulnerable, highlighting the need for a supportive school culture, as the emotional labour of being trauma informed requires systemic support such as the enhancement of emotional support and reflective spaces (Smith, 2024).

Smith's (2024) research concluded that the education system does not account for, nor is designed for, the emotions within it, in which participant experiences of TIP were hampered by the systems they worked within. Participants in Muttillio et al.'s (2022) research shared experiences of students being prioritised over staff and emphasised that TIP should apply to staff also as "over time staff are unable to perform at an optimal level and may become at risk for either drifting from TI practices or becoming traumatized themselves" (Muttillio et al., 2022, p.1043). Staff challenges of implementing self-care due to time constraints were illustrated across studies, as was the importance of protected time for supervision and support as being crucial to investing in educator wellbeing, as TIP may not be possible without it (Muttillio et al., 2022; Smith, 2023; Sun et al., 2024),

2.8 Rationale for Current Research

The research reviewed provides an understanding of what is known about stakeholder experiences of TIP in schools, in which challenges and benefits of relationships, embedding into practice, competing systems, and wellbeing were shared experiences. The literature also illustrated TIP as supportive of all students, not just those with a history of trauma, and made an argument for applying a TIP

approach to staff and parents also. Additionally, altering conceptualisations and models were present throughout literature, highlighting the lack of clarity, along with the individual and contextual nature, of TIP which may explain the lack of a national framework, particularly in the context of the UK. The TPP framework, but one model that has been developed, seeks to provide a consistent model for practice, across a large local authority in the UK, and includes training for parents and 'TPP for all'. TPPs formalised community approach of TIP is novel to the area, and as research regarding formalised frameworks is lacking (specifically that of a qualitative nature) the current study will help evidence experiences of a TIP framework.

This scoping review initially sought to understand the experiences of C/YP within TIP trained schools, and whilst gaining a deeper understanding of stakeholder experiences has provided valuable context and perspectives, there continues to be a large gap in qualitative research in which C/YP experiences of TIP are yet to be captured in research. Why C/YP voices have not been attended to in research regarding TIP in educational settings is unclear, but it can be assumed this may, in part, be due to setting capacity and C/YP being viewed as dependent individuals to be protected rather than individuals with agency. Additionally, as detailed in research elsewhere exploring C/YP experiences in school (Clarke & Platt, 2023) and experiences in general (Greene & Hill, 2005), the challenge of representing C/YP voices authentically requires adopting less conventional, child-centred research methodologies; a task that, for many researchers (myself included), can feel quite daunting. The standpoint from which this research will be undertaken foregrounds C/YP as defended but knowledgeable participants, using methodologies where participants can have agency over the sharing of their experiences (such as utilising FGs). A qualitative, psychosocial approach will be particularly valuable for gathering

understanding of their individual experiences, critically their emotional experiences, within the school environment.

The contribution made by the research reported in this thesis to the professional field will not only illuminate the experiences of C/YP in an area which appears to be lacking but will also illustrate a method for capturing C/YP voice and experience, whilst adding to the qualitative research base regarding TIP frameworks, specifically TPP. Exploring C/YP experiences of TPP can result in positive practice developments and provide valuable insights that are currently missing from TIP research. Primarily, the involvement in practices that are about them and for them, but not developed with them, will support the shift away from viewing C/YP as passive recipients (Frost & Hoggett, 2008) and instead view them as active agents of change regarding practices that affect them. Additionally, understanding C/YP experiences of TPP will enable discrepancies between adult intention and C/YP experience to be illuminated. This understanding will enable TPP practices and policies to be developed with a view to closing the distance between intention and actual experience, which will support enhancement of the school environment for C/YP and staff.

2.9. Chapter Summary

In this chapter, I have presented an overview of previous literature regarding TIP and provided justification for the current literature review. The review strategy was described in addition to the resulting research studies being collated and narratively reported on. The research presented offered an understanding of stakeholder experiences of TIP in which themes across the studies were presented. Finally, I presented the rationale for and significance of the current research, which will provide a foundational understanding of C/YP experiences within TPP trained schools, prompting further interest and continued research in this area.

Chapter Three: Methodology

3.1 Introduction

In the previous chapter, I presented what is currently known about experiences of TIP in schools, in which C/YP experiences are yet to be captured and clarified the rationale for the current research. The following chapter will outline the research methodology, including the research question, aims and purpose before describing the ontological and epistemological positions. The use and justification of implementing a PIPS methodology will be discussed, including associated considerations. The study design will be described, including participant selection, the research setting, the novel adaption of principles from FANIM to FGs for data collection, in addition to the method of data analysis. To conclude this chapter, ethical considerations, reflexivity, and research trustworthiness will be discussed prior to concluding comments.

3.2 Research Questions

The research aimed to address the following question:

- What are the experiences of C/YP within Trauma Perceptive Practice trained schools?

In addition to:

- What can be understood about the experiences of C/YP within TPP schools from a psychoanalytically informed psychosocial research perspective?

Questions were purposefully broad due to the lack of research in this area.

3.3 Research Aims

Where the introductory chapter highlighted how TIP approaches can support understanding and meeting of individual needs, the scoping literature review highlighted that exploration of C/YP experiences regarding TIP are lacking, particularly

TIP in school, which is unfortunate as they are the intended beneficiaries of the approach. This study thus seeks to provide insight into C/YP's experiences within TPP trained schools, and in so doing, schools (TPP trained or otherwise) can be supported to adapt and improve how C/YP in their settings are engaged with and supported through a TIP approach, e.g., in the development or alterations of school policies, practice, and staff training. Additionally, C/YP's insights regarding their experiences may illuminate needed developments within the TPP framework and for TPP delivery. EPs are well placed to support such changes due to their ability to work across systems (Pelligrini, 2009), their understanding of the education system (Harvest, 2018), and the application of psychology (such as systems psychodynamics) to practice (Purewal, 2020). Furthermore, the methodological design of the current study aims to offer insights regarding how to conduct research with C/YP, specifically in relation to data gathering and analysis.

3.4 Purpose of Research

The purpose of this research was to explore C/YP experiences within TPP trained schools, in which nothing is known. Employing an exploratory methodological approach, as noted by Stebbings (2001), allows for depth of understanding to underexplored phenomena. By combining exploratory (in which experience is explored rather than answers sought) and psychosocial methods in this research, the *why* and *what does this mean* of participant experience can be understood at a greater depth and richness (Hollway & Jefferson, 2016). This methodology is yet to be applied to research with C/YP in this area.

3.5 Ontological and Epistemological Position.

To ensure transparency within the current study, the ontological and epistemological positions that have guided the research process and the methods

used to explore C/YP experiences will now be detailed. In this study the ontological and epistemological positions are that of PIPS, a particular variant of psychosocial studies which is indebted to object relations theory and critical realism, in which the dynamic interplay between the internal and external, on the conscious and unconscious level, are centralised (Redman, 2016), which aligns with a critical realist stance.

3.5.1 Psychosocial Ontology

Ontology denotes the nature of reality, i.e., what is considered real (Scotland, 2012) and offers varying understandings of how a research subject can be theorised (Hollway, 2008); whether reality can be objectively observed and measured or whether reality is influenced by experience and context. A psychosocial ontological position theorises reality as a complex dynamic interplay of both objective and subjective phenomena that cannot be separated (Hollway, 2008; Hollway & Jefferson, 2013) in which the social context, such as relationships and social constructs (for example culture and religion), inform and evolve individual reality. A PIPS ontological position foregrounds the notion of reality as constructed at both conscious and unconscious levels (Frosh & Baraitser, 2008), such as the internalisation of previous relationships and events, informing our current view of the world and influencing our experiences within it. The PIPS ontological position of the current research understands reality to be a dynamic construct shaped by the interplay between the psychological and the social at both the conscious and unconscious level.

3.5.2 Psychosocial Epistemology

Epistemology can be defined as a way of explaining how we can come to know about a subject (Crotty, 1989), that is, how knowledge is constructed. In line with a PIPS ontology, PIPS epistemology seeks to understand experience through the

exploration of the psychological and social contexts of participants, at the conscious and unconscious level. Whilst this position is undoubtedly indebted to critical realism in which knowledge cannot be understood in isolation from external, material reality (Rustin, 1991⁵), Hollway (2008) highlighted the distinction to be that knowledge is developed through the interpersonal relationship between researcher and participant (Frosh, 2003; Hollway, 2008), at both the conscious and unconscious level, in which researcher subjectivity is used as a means of knowing. In order to understand the experiences of the C/YP participating in this research, attention will be paid to the interplay of participant and researcher experiences (such as thoughts and emotions evoked) and the social context (the school environment and culture), exploring how these interact with and inform one another at conscious and unconscious levels, whilst also attending to the interplay of participant internal and external experiences.

3.6 Research Methodology

3.6.1 Qualitative Research

To clarify the process through which knowledge has been acquired within the current study (Crotty, 2003), the following sections will detail the methodological approaches and procedures that align with the PIPS epistemological position of the research. Qualitative methods of data gathering correspond well to the research question as they move beyond broad generalisations and measurements to capture a more nuanced understanding of the dynamic experiences of participants (Agius, 2013; Yarley, 2016), providing depth (rather than breadth). Qualitative methods are considered to be more accessible for participants, particularly children, due to their relational approach (Barker & Weller, 2003) in which C/YP can be centralised (Green

⁵ Rustin (1991) set an argument for a psychoanalysis that moved away from sole exploration of inner psychic phenomena to a psychoanalysis that is socially informed.

& Hill, 2005), and typically involve methods of data gathering that are iterative and reflexive processes in which the researcher is an active participant (Denzin & Lincoln, 2011).

FGs were utilised within the current research to explore individual and group processes, complementing the exploratory, ontological and epistemological positions, in addition to the aims, of this research. Qualitative methods usually involve a smaller number of participants within a specific context or phenomena, (Bagnoli & Clark, 2010) in which findings must be considered within the context in which it is conducted (Denzin & Lincoln, 2018; Mey, 2000). For the current study, where 12 participants from one school were involved via FG, the data must be considered within the context of the FG group, the school, and (in line with a PIPS epistemology) the participant and researcher relationship. Whilst there may be assumptions made about generalisability to other participants and settings, this is not the objective of qualitative, nor psychosocial, research that instead focuses on deepening understanding of phenomena in specific contexts (Patton, 2002).

3.6.2 PIPS Research Methods

Psychoanalytic theory, as illustrated in chapter one, recognises individuals to be influenced by unconscious processes, in which experiences and emotions can remain outside of conscious thought. The inclusion of psychoanalytic concepts and methods (such as those described in chapter one) within psychosocial research adds an 'enrichment of interpretive understanding' (Frosh & Baraitser, 2008, p. 351) to the experiences of C/YP and provide a framework for understanding dynamics that can be opaque with other methodological approaches (Bartle, 2021). As illustrated in chapter one, individuals are governed by unconscious internalised experiences (Frosh, 2003) in which experiences from the past can be replayed in the present

(Freud, 1957), for example, past experiences being replayed within the school and research context. As such, classrooms (and schools in general) can be understood to be a space full of past experiences, emotions and unconscious dynamics of students and teachers (Bartle & Eloquin, 2021), influencing relational connections in the present. In this way, a PIPS approach supports exploration of participant experience within a social context, at a deeper level, supported by researcher reflexivity, a central tenet of PIPS methodology (Hollway & Jefferson, 2016; Meek, 2003).

Hollway and Jefferson (2013), who developed the FANIM (discussed latterly), aligned closely to Kleinian theory understood certain experiences to remain unknown due to unconscious processes against anxiety which can result in experience being altered or forgotten (repressed) entirely. They conceptualised research participants (and individuals in general) as defended subjects, shifting understanding of them from experts in their experience (Richardson, 2020) to experts in their *known* experience as defended participants (Hollway & Jefferson, 2013). By understanding participants to be defended subjects and thus attending to the unconscious undercurrents of experience through the researcher's feelings within the encounter (countertransference), insights can be offered in relation to participant emotional experience that may not have been captured otherwise (Ellis, 2021). It is important to distinguish that PIPS research methods diverge from the clinical practice of psychoanalytic therapy as the former adopts a psychoanalytic sensibility, utilising methods from the latter, to uncover that which may be unsaid rather than go to the depth of psychoanalysis which may seek and illuminate "that which is unthinkable" (Hollway & Jefferson, 2013, p.152).

3.6.3 Reflexivity

Researcher reflexivity, defined as the ongoing process of self-reflection for awareness of one's own emotional responses (Eloquin, 2021), is a foundational tool in psychoanalytically orientated qualitative research (Clarke, 2002) that enables researchers to illuminate latent data through awareness of personal experience, including transference and countertransference, within the research encounter (Ellis, 2021; Eloquin, 2021; Hook, 2008). Equally, researcher reflexivity can support awareness of what are the researchers' experiences and what are the participants (Ellis, 2021; Hollway, 2008), guarding against misinterpretation and additionally ensuring that the boundaries of research and role are kept (such as methodological decisions and remaining as researcher not therapist) (Archard, 2020; Ellis, 2021); reflexivity as a means to 'guard against bad interpretations and to assist with good ones' (Hollway & Jefferson, 2013, p.60).

Alongside the participant as defended subject, there is also the defended researcher (Flynn & Wengraf, 2021), in which unconscious experiences and defences are present and influence the research process (such as engagement with participants and the privileging of certain narratives over others) (Archard; 2020; Frosh & Baraitser, 2008). Regular supervision and utilisation of additional reflective spaces play a vital role in supporting researcher reflexivity, developing understanding of emotional experiences encountered throughout the research process and illuminating that which may not be within researcher conscious thought.

To support my own reflexivity and explore my personal connection with the subject matter, in addition to how my identities both professionally and personally may impact on how I engage with the research process, I attended monthly supervision and a reverie group space. The former was with a researcher with extensive

experience with psychosocial methodologies (in particular FANIM) and the latter facilitated by a senior lecturer with extensive knowledge and experience of conducting reverie groups. Further individual reflections, such as those that felt too personal to share in either space, were recorded in a research diary throughout the research process to ensure honest reflections void of a possible 'false self' (Winnicott, 1965). This was completed electronically and added to as and when thoughts regarding the research emerged. This diary was not intended as a space for analysis, more a means to note reflections and thoughts that could aid understanding and triangulation of the data at a later stage in the research process.

As psychosocial research understands meaning to be co-constructed, in which the researcher is unable to be an 'external other' (Frosh & Baraitser, 2008), reflexivity did not aim to eliminate researcher influence but instead illuminate influences that may have been part of meaning making throughout the research process. Additionally, reflexivity can support researchers to be aware of their 'interpretive authority over participants' (Archard, 2020: p.108), in which participant experiences are created and mediated within and through the researchers interpretive understanding. This can position the researcher as expert (Archard, 2020) and, as a result, impact on equality within co-collaboration of the research. Whilst reflexivity may not eliminate this entirely, awareness of such can guard against 'wild analysis' in the later stages of research (Clarke et al., 2008).

3.7 Research Design

3.7.1 Recruitment

In order to identify and recruit participants, the research focus was discussed with the local authority SEND Operations manager, who was heavily involved with the development and training of TPP. In order to ensure that participants and settings were

appropriate to answering the research questions, criteria for involvement in the study were agreed as follows. The setting will be:

- a secondary school, and
- have completed all training aspects of TPP
- have embedded TPP into practice

It was agreed that due to the contextual nature of school experience, in addition to the time limited nature of the research, data would be gathered from one setting with possibility to replicate the study in additional schools at a later date. The SEND Operations manager was able to identify School A as meeting the criteria and after an initial virtual meeting, consented to engaging in the research. Despite a further school visit and continuous communication between April to September 2024, the school ceased responding to communications. The SEND Operations manager connected me to a further three schools but unfortunately, school B was undergoing a change in leadership, impacting on TPP implementation rendering the setting not suitable for the research, and school C did not reply to communications. The fourth identified school, 'Eastfield'⁶ secondary, met the criteria and showed enthusiasm for the research to be completed in their setting. Information regarding the research, in the form of a poster (Appendix B) and information sheet (Appendix C), were shared via email.

Following the initial interest from Eastfield, communication halted and emails to arrange the research timescale were not responded to. This resulted in expansion of the research focus to include Stakeholder experiences of TPP (as the literature illustrated there was still a contribution to be made in this area). A final email was sent to Eastfield Secondary to thank them for showing initial interest in the research in

⁶ Eastfield is a pseudonym to protect the anonymity of the school.

which the response indicated that there had been staffing challenges, but they wanted to be involved in the research. An online meeting with the head teacher was arranged, a data collection schedule developed (Appendix D) and agreement to engage in the research received in writing (Appendix E). As detailed in my ethics submission, established groups would be approached initially as this would indicate participants were able to work in groups (participant criteria illustrated latterly), reduce the organisational challenges for the school, and enable the research to begin promptly. The head teacher arranged for me to attend a school council meeting to introduce the research, share the recruitment poster (Appendix C), and share participant information forms (Appendix D). Challenges with school communication are not specific to this study and have been experienced by researchers elsewhere also (Howard, 2019).

Students were asked to express interest to the school council lead, who were then referred to the head teacher's administrator. This resulted in 15 prospective participants. The administrator arranged a day for me to meet interested participants individually via Microsoft Teams, where I was able to further explain the research, answer questions, and ensure informed consent. The administrator provided participants with consent forms (Appendix F) and participant demographics (Appendix G) forms, the latter developed from the example proforma in Hollway and Jefferson's (2013) work. Forms were taken home for parents and/or carers to read and return with a signature from both parent/carers and participant. Consent was gained for thirteen participants. Participation in the research study was voluntary with no incentives provided by the researcher other than the opportunity for participants to share their experiences. Participants had a right to withdraw at any time during the data collection phase with any unprocessed data being removed prior to data processing. This process was made explicit to all participants.

3.7.2 Participants

Purposeful sampling, which can improve the relevance of information to the research questions (Campbell et al., 2020), was used to recruit participants with experience within TPP trained schools. Inclusion criteria for participation were as follows

- Within a TPP trained school.
- A good standard of receptive and perceptive English.
- Able to function in a group setting.

Criteria for participation was informally assessed during individual interviews and through the discretion of school staff. As eight of the twelve participants were part of the school council, they were deemed able to function in a group setting. School staff also supported assessment of applicability through their knowledge of the students. Students who had attended the setting for less than three months were not included in the research as experience may not have been fully formed (this resulted in a year seven FG being conducted at a later date). Where mental health needs may have been identified, impacting on participant capacity to take part (identified either through initial meeting, parental or school report), these C/YP would have been excluded from the study and signposted to support. This study purposefully did not specify “participants with experiences of trauma” as an inclusion criteria due to the nature of TIP as an approach for all C/YP. No participants were excluded, and participants of varying protected characteristics were encouraged to participate in the study. This was encouraged via the researcher’s inclusive approach and visually inclusive recruitment posters (in which individuals with varying protected characteristics were illustrated) (Appendix C).

For the purpose of the data collection method, participants were organised into FGs (discussed latterly) and asked to identify themselves through a chosen pseudonym, that they would be referred to by, throughout any written material. Participant pseudonyms, demographics, and allocated FGs are illustrated in Table 4; terminologies and identifying characteristics are those of the participants.

TABLE 4 PARTICIPANT CHARACTERISTICS AND GROUPINGS

FG 1: Year 11					
Pseudonym	King	THE Leader	Batman	Charlotte	
Gender	Female	Female	Male	Female	
Age	15	15	15	15	
Year group	11	11	11	11	
Country of birth	England	England	England	England	
Nationality	English	English	British	British	
Language(s) spoken	English	English	English	English	
Religion	Christian	None	Athiest	None	
Ethnic Group	Mixed British, African, Caribbean	Mixed British, Caribbean	White British	White British	
Family structure at home	Step-Mum, Dad, Brother, Stepbrother	Stepdad, Mum, little Brother, little Sister, little Brother	Dad, Nan, Cousin		

FG 2: Years 8, 9 and 10					
Pseudonym	Star	Linda	Jace	Rose	Jackie
Gender	Female	Female	Male	Female	Female
Age	12	13	13	13	15
Year group	8	9	9	9	10
Country of birth	England	England	England	England	England
Nationality	British	British	British	British	British
Language(s) spoken	English	English	English	English	English
Religion	C/E	None	None	None	None
Ethnic Group	Black/White Caribbean	White British	White British	White British	White British
Family structure at home	Living at Grandma's house with Sister, Aunt and Uncle	Mum and Dad	Mum, Dad, Brother, and Sister	Mum, Nan, and Brother	Mum and two sisters

Table 4 *Participant characteristics and groupings cont.*

FG 3: Year 7			
Pseudonym	Lyla	Jeffery	Dave
Gender	Girl	Male	Male
Age	11	11	11
Year group	7	7	7
Country of birth	England	England	England
Nationality	British	British	British
Language(s) spoken	English	English	English
Religion	None	C of E	C of E
Ethnic Group	White British	White British	White British
Family structure at home	Mum, Stepdad; Little Sister and Brother	Mum, Dad and Brother	Dad

Participants involved in the research were all pupils within Eastfield Secondary. The setting is a mixed gender 11-16 singular Secondary Academy secondary school in which 75% of students are of white British ethnic origin. The school has an annual intake of 240 pupils in year 7 with around 1200 pupils in the school as a whole⁷. The Vice Principle (also designated safeguarding, inclusion, and mental health lead) began TPP Train the Trainer in September 2022. I was informed by the school that a “slimmed down version” of TPP was delivered to all school staff and completed on the 21st of July 2023. There has been no official monitoring of TPP within their setting. The setting reported that they already have an underpinning ethos of unconditional positive regard and have integrated TPP into practice with ease as the approaches complemented one another.

3.7.3 Data Collection

3.7.3.1 Free Association Narrative Interview Method

To enable the complexity of experience to be captured within the current research, principles from FANIM (Hollway & Jefferson, 2008) were adapted for in-

⁷ Further details are not included to protect the anonymity of the setting.

person FGs (discussed latterly) within the school setting, for data collection and analysis. Hollway and Jefferson (2008) found semi-structured interviews tended to restrict participant narratives. FANIM, in contrast, facilitates a more open and explorative sharing of experience through engagement in an individual two-part interview, in which an initial interview aims to elicit freely associated data, and a second returns to identified themes for further exploration (Hollway & Jefferson, 2013). Researchers use open-ended questions and encourage participants to freely associate (a psychoanalytic technique) in an unstructured manner (to follow their own train of thought) to encourage participant experiences that are not necessarily structured by conscious logic to be elicited (Hollway, 2001; Hollway and Jefferson, 2008) as opposed to experiences that may have been intellectualised in response to a question (Hollway & Jefferson, 2000). Responses are interpreted by the researcher and returned to in a second interview which follows a more structured form (Archard, 2020). The current study followed the above structure and utilised the four principles of FANIM for data collection that are presented in Table 5.

TABLE 5 PRINCIPLES OF FANIM

Open ended not closed questions	Questions phrased as requests 'Can you tell me about...' 'Can you say more...' 'Can you say what comes to mind...'
Elicit stories	Exploring their narrative with them Not just exploring how they are telling a story, but also why they may have chosen to share this story
Avoid Why Questions	Why questions elicit an intellectualisation rather than exploration (Clarke & Hoggett, 2009)
Follow up using respondents' ordering and phrasing	Reflecting back participant phrasing Attentive listening Note taking Following their ordering and delivery so as not to impose a structure on their story.

The exploratory approach of FANIM allows for both conscious and unconscious processes (Archard, 2020), such as transference and projection, to be illuminated by attending to intersubjectivity within the research process and enabling exploration of meaning between the researcher and participant (Lothane, 2007); *how* individuals share, and the emotional undertones (Frosh, 2003), provides further insight regarding their experiences. Additionally, Hickman (2019) found FANIM to be a suitable method when researching with C/YP as they could set their own agenda, which lessened negative power imbalances and enabled participants to feel empowered within the research process. On this basis, FANIM was deemed suitable as a method for exploring C/YP experiences within TPP trained schools, as it attempts to not only provide deeper insight into the interplay of emotional processes within a social context, supporting development of a nuanced understanding of participant experiences, but also to empower participants. Participatory research methods were considered. However, due to the time constraints of the research and the time-consuming analysis involved with PIPS methods, this was not possible within the scope of the time available.

3.7.3.2 Critical Considerations of the Method

Whilst FANIM is known as an established method of psychosocial data collection, the lack of a clear framework can be daunting for some researchers and leaves the possibility for deviation from the psychoanalytic principles underpinning the model. This can result in researchers claiming to be practicing within the complexity of a psychoanalytically informed method when in fact, they may not be (Archard, 2020). There is also the question of researcher skill and knowledge of psychoanalytically informed techniques with regards to their ability in implementing the method effectively, along with the interpretive complexity required for analysis

(Archard, 2020). As a practitioner researcher, my background as a psychodynamic counsellor ensured skills and knowledge necessary for the method.

Further considerations relate to the comfortability of C/YP (and participants in general) within a less structured research method, who may feel less contained with regards to open ended questions and prolonged silences. Additionally, considerations regarding power inequalities (Hollway & Jefferson, 2013), in which researchers' analysis of data may result in participants being characterised in a way that is unfamiliar to them (Wetherell, 2003). This raises questions regarding the ethics of analysis and presenting analysis to participants. Careful consideration and exploration in supervision has supported with maintaining the boundary of researcher as opposed to the research being a space for individual analysis of participants. Data that informs participant experiences, rather than researcher interpretations that could be felt as inflicted or inaccurately exposing, has been included in analysis.

3.7.4 The *FANIM* Focus Group

FGs are a qualitative method in which data is collected through group interaction regarding a certain phenomenon, working and reworking experience within the group by the group (Farnsworth & Boon, 2010). The group setting can reveal individual and group experiences and social processes that may not occur within one-to-one interviews (Agius, 2013; Morgan, 1997), thus enabling the researcher to observe how group interactions shape and evolve opinions and group norms (Kitzinger, 1994). By paying attention to silences, non-verbal cues, how narratives are shared, and psychoanalytic concepts (such as defence mechanism and countertransference) within the group, experiences and processes that are reflective of the wider school experience may be revealed (Meek, 2003). The group setting can provide as space for free association to thrive within a collective dynamic (Bartle,

2021), capturing the complexities of experience, aligning well to the exploratory, ontological and epistemological positions of the research.

Whilst the benefit of utilising FGs in PIPS qualitative research are clear, the principles of FANIM have not been applied to FGs by Hollway and Jefferson (2008), nor it seems researchers elsewhere, possibly due to the complexities of attending to individual dynamics within a group setting (Bagnoli & Clark, 2010). Archard (2020), however, discussed how the principles of FANIM, such as free association, reflexivity and psychoanalytic thought, could enhance wider qualitative research suggesting applicability to FGs. Additionally, Graham-Ray (2020) evidenced the applicability and value of utilising principles of FANIM with C/YP. As such, the current study has applied the principles of FANIM to FGs for data collection, as the knowledge developed in the group will be grounded in the perspectives and lived experiences of the participants within the school context (Bagnoli & Clark, 2010; Burgess et al., 1988; Kitzinger, 1994) and the method will enable the complex richness of C/YP experiences within TPP trained schools to be captured.

Hollway and Jefferson (2000) recommended including between four and six participants for exploring phenomena using FANIM, but as there are no recommendations regarding the adaption of FANIM work to FGs, recommendations from Kruger and Casey (2000) and Kitzinger (1994) to include between six and 10 participants per group were followed. It was initially agreed to conduct two FGs with seven participants in one and six in the other but as four of the participants were in year 7, it was agreed that a third focus group would be conducted in December once they had attended the school for three months (in line with participant inclusion criteria). This resulted in the initial two FGs changing to three and reduced participant numbers within each group (FG1: four, FG2: five, FG3: 4). FG3 numbers were further

reduced to three participants due to participant absence. Participants were initially grouped according to year group, but it was reflected that some of the participants would benefit from being with their friends to ensure attendance.

3.7.5 The FANIM Focus Group Schedule

In order to explore participant experiences, six FG sessions were completed in total in which FGs each engaged in an initial and follow up session. These were conducted between one and two weeks apart (the latter was to accommodate for the October half term). The FGs were between one hour and one hour and thirty-nine minutes long. The time was inclusive of an initial check in and review at the end. Participants participated within their school setting during lesson times, not break, as this was expressed as preferable for participants. Consideration was paid to exam timetables and trips, and teachers were informed regarding study participation. Interview schedule and duration are available in Table 6 below.

TABLE 6 FOCUS GROUP SCHEDULE AND DURATION

Session	FG 1	FG 2	FG 3
Session 1	21 st October 2024 09:00 1h 25m	21 st October 2024 12:30 1h 2m	10 th December 2024 13:00 1h 00m
Session 2	6 th November 2024 13:00 1h 37m	6 th November 2024 09:00 1h 39m	17 th December 2024 13:00 1h 03m

Focus groups were attending in person in a separate conference room within the school setting and recorded using Microsoft Teams, as this allows for secure recording whilst also providing transcription for near accurate reporting; a digital recording device was used as a backup measure. The FGs experienced differing attendance throughout data collection. A participant from FG 3 was unwell resulting in

non-attendance throughout and a participant from FG 2 was unwell for our second interview, causing another participant to leave the second FG session shortly after starting (this was the participant identified as needing her peer with her to engage). FG 1 remained intact throughout data collection.

3.7.5.1 Initial FG Session

Participants were informed in advance of their FG time and date and reminded on the day by their form tutors. Not all participants received reminders resulting in some FGs starting after the agreed time. Time was provided for participants to enter and settle around the table before being reintroduced to the research focus. Introductions to one another were made (as it was not to be assumed that they all knew one another), in addition to discussing confidentiality and developing group rules that would be followed for the duration of the research process. I shared that we would have a check in at the end of the interview process and provide signposting for support if necessary. Participant perspectives regarding the research and research process were gained pre and post FGs to explore their experiences of the process and provide signposting where necessary. Contracting in this way acted as a function of holding (Winnicott, 1960) by attempting to develop a sense of safety, through predictability, within the group.

To open the session, participants were asked to share their experiences of school. This question was left purposefully broad to enable the participants to freely associate with the question. Further questions for the first interview were not developed to enable the group to be participant-led rather than research(er)-focused. Researcher interventions were limited to open ended and clarifying questions within group discussion to prevent researcher led narratives and instead elicit participant stories. Prompts to further clarify or expand were used in attempts reveal participants'

emotional experience of school and provide further understanding regarding their experiences. Space for silence was provided (but rarely utilised) along with providing participants space to share their experiences at their pace without interruptions. Silences, non-verbal communications and interactions were also noted through use of in-depth, 'process' notes.

3.7.5.2 Field Notes

Field notes, researcher reflections of their subjective experience, are highlighted as an integral aspect of a psychosocial approach that supports understanding of the research relationship and dynamics (Hollway & Jefferson, 2013), and aids later analysis of manifest and latent data. Field notes were completed during and after each interview, to capture moments or feelings that may provide understanding to conscious and unconscious experiences during the stage of analysis. Field notes included curiosities regarding the FG experience, how the group were relating to one another and myself, how they were sharing their experiences and my experiences of this. Additionally, notes on how the participants presented, what emotions were sensed in the room, group dynamics, and attention to syntax were all noted (for example, noting when participants seemed bored, or times I disconnected from the narratives). These notes enabled me to hold in mind interesting dynamics for later exploration and, in line with Hollway and Jefferson (2013), to support with analysis. Whilst similar to a reflexive diary, these notes are more closely connected to the live experience of the research.

3.7.5.3 Pen Portraits

Field notes supported the development of pen portraits, a cohesive interpretation of the participants, (Hollway & Jefferson, 2013), which are integral in understanding the behaviour and meaning of research participants (Hollway 2001).

These were created on completion of the first data collection session (after initial FG sessions) and developed on throughout the research process and in light of information provided via the participant demographic forms, my 'live' experiences of participants within the FG sessions and added to throughout the research process. Pen portraits enabled me to hold in mind the individual within the group and attempt to understand the sense they made of their experiences (Hollway & Jefferson, 2013). The pen portraits were not as extensive as would be possible with individual interviews that may involve more biographical information. Individual pen portraits of participants were developed first, and from exploration of interrelating experiences across participants, group pen portraits were developed to illustrate my interpretation of the group as a whole and support understanding of group dynamics; all possible representations of their wider experiences within the school context. Pen portraits were used as an analytic tool but are not included in the write up of the study to protect anonymity as, due to the descriptive nature of these, participants may be identified.

3.7.5.4 Second FG Session

The second session followed the same initial contracting as the first, in which rules were revisited to increase familiarity between participants, and participant and researcher. In line with FANIM, I presented the group with themes I had encountered in their first interviews and through FG transcripts, in addition to five questions that would explore the identified themes. Themes were identified through the repetition of certain narratives and the energy evoked in participants, or myself, in relation to certain experiences within the FG session. The questions used to explore the themes were phrased in terms of language the participants used within FGs, encouraging expansion of their explicit experiences with a view to elicit more unconscious narratives. Themes and questions presented to participants are detailed in Table 7.

TABLE 7 SECOND INTERVIEW QUESTIONS

FG 1 interview 2	
Themes	- o Feeling of being 'rushed' - o 'Double standards' - o Balance between independence and dependence
Questions	- o 'Can you tell me more about this feeling of being rushed' - o Could you say more about teachers 'double standards' and being strict on the wrong things'? - o Can you say more about how you and school staff get along? - o Can you say more about the hard balance between dependence and independence? - o What do you feel is valued here?
FG 2 interview 2	
Themes	- o Feeling unhappy - o Expectations - o Lack of equality - o Reputation - o Supporting each other
Questions	- o You said school is supposed to feel like a nice place, can you say more? - o You shared that there is an expectation that you will be in trouble and the focus is on what is wrong not what is right. Can you say more about how this makes you feel? - o What do you feel is important here and what values do the school hold? - o How do you support each other and how are you supported by staff.
FG 3 interview 2	
Themes	- o Being looked after - o Relationships - o Structure and routine - o Separation between home and school
Questions	- o What makes teachers 'nice' - o What are their values? - o What are the school values and do you experience these? - o You made many comparisons between primary school and secondary, can you say more? - o Do you feel you have a sense of belonging here?

Certain questions appeared to turn participants to exploring experiences of TPP values suggesting possible researcher agenda, and deviation from the principles of FANIM, in identifying these as themes. Whilst the second interview was more structured in nature, narratives continued to be mostly participant led, with continual encouragement from myself to freely associate, inviting further topics they may want

to explore. It is important to note that FANIM was a new methodology to me, and as such, my confidence increased throughout the process which may have impacted on how the FGs were conducted and experienced, particularly FG3 who were engaged with last.

3.8 Data Analysis

Methods of analysis must be synchronous with chosen methodologies (O'Reilly et al., 2025) and where this research is concerned with unconscious processes, methods of analysis that supports this must be utilised. Data analysis for this research followed the guidelines set out by Hollway and Jefferson (2013) for conducting PIPS research. PIPS analysis is typically related to exploring the 'data rich detail' (O'Reilly et al., 2025) of participant experiences, as defended subjects (Hollway & Jefferson, 2013). As Hollway and Jefferson's (2000) approach are only guidelines, how this is undertaken may differ between researchers depending on how psychoanalytically informed they are (for example, to what depth their analysis may reach). O'Reilly et al. (2025) define Hollway and Jefferson's (2013) six steps for conducting psychoanalytically informed analysis as follows:

1. Use data derived from interviewee centred interviews where questions are open ended and allow for participants to freely associate in response to the prompt.
2. Fieldnotes should be used alongside interview data as these help to capture the atmosphere and emotion that recordings may not gather.
3. Immerse yourself in the data. Listen and relisten to interview recordings whilst also rereading interview transcripts and exploring field notes.
4. Line by line coding of the data from two interviews per participant (in this instance, two interviews per FG). Hollway and Jefferson (2013) discuss the importance of taking a 'gestalt' approach, which is, the whole of experience. In

psychoanalytically informed research, this entails exploring the manifest and latent data, that is, the conscious (what is said) and unconscious (what is communicated that may differ to what is said). This involves exploring phrasing, ordering of how experience is shared, 'parapraxes' or slips of the tongue⁸, pauses, interruptions etc.

5. Development of pen portraits as a summary of participants. These are a reflection of the researchers' impressions of the participants gathered from the interview data (both conscious and unconscious, such as emotions)
6. Use pen portraits when constructing findings to avoid 'wild analysis' (Clarke et al., 2008). This supports analysis to remain in contact with the participants and context in which it originated.

O'Reilly et al (2025) emphasise that the above is not a conclusive process but one in which meaning is gathered from an ongoing iterative process. As can be seen through the attention paid to language, stories and researcher experience, the data analysis of this research holds similarities to, and indeed makes use of ideas from, discourse (examine language), narrative (examines participants telling of their story) and reflexive thematic analysis (encouragement of reflexivity) (Braun & Clarke, 2013); emphasising the complexity of capturing experience. As the analysis is not strictly one or the other, the approach here is described as a PIPS analytic approach.

The above six steps (O'Reilly et al., 2025) were followed for data analysis in which the emphasis on viewing the data as a whole, rather than part (Hollway & Jefferson, 2013), necessitated exploration on multiple levels in relation to individual participants (for pen portrait development), FGs, and across all FGs as a whole, in

⁸ A miscommunication or phrasing that could indicate an unconscious meaning or motivation.

which both conscious and unconscious data was attended to. Through the process of hand-correcting FG transcripts (the transcription software contained errors), I became immersed in the data and familiarised with participant and group communication styles and themes. The illustrations of paralinguistic features (e.g., “umms”), repetitions, and contradictions within participant accounts were noted, added to pen portraits, and contributed to the final analysis of the data. Transcripts were printed and colour coded by hand, line-by-line, in relation to latent and manifest content detected in participants narratives in which repetitions (or repetitions of absences) provided evidence to support interpretations (Hollway & Jefferson, 2013) increasing my trust in the identified themes. Themes were not explored in relation to individuals but the FG as a whole as knowledge (and thus the themes) were co-created, as opposed to belonging to one participant alone. Coding was supported by my field notes, pen portraits, and discussions in supervision, which enabled me to understand why I was interpreting the data in the way that I was. Once individual FGs were coded and themes identified, these were collated across focus groups in which a further round of coding was conducted to identify common themes of experience across participants, in which experiences of the school setting in general could be illustrated.

Breaking down the data into individual codes, whilst supportive of illustrating the *what* and *why* of experience, seemed to, at times, detract from the Gestalt of the data (Hollway & Jefferson, 2013). The attempts to isolate experiences as themes was messy and resulted in many reiterations of groupings as I recognised that the accounts could not be separated into succinct components. The complexity of analysis reflected the complexity of experience in which there were many interacting and influencing components that informed the whole of participant experience.

3.9 Dissemination Group

As part of contracting for the research, both School A, School B, the SEND Operations Manager, and the participants, expressed a wish for the research findings to be used to inform and positively change school experiences for all. I agreed to return once the data had been explored, to discuss key themes with participants and explore if and how they would like to share this with the head teacher. The head teacher has expressed her openness to change and welcomes participant feedback. This dissemination is planned for June 2025.

3.10 Ethical Considerations

Psychologists must act within the four ethical principles (BPS, 2021b) of respect, competence, responsibility, and integrity. The following section will illustrate how these principles were adhered to. Ethical approval to conduct the research (on completion of minor amendments) was received through the Tavistock and Portman Trust Research Ethics Committee on 13th March 2024 (Appendix H), and revised ethical approval (to include educational professionals) received 7th October 2024 (appendix I). Further ethical approval was not required or requested by the Local Authority the research was conducted within, but permission from a senior manager was sought and received in writing (Appendix J).

3.10.1 Informed Consent

Psychologists must ensure responsibility for gathering informed consent and ensure this is completed with integrity. All participants were provided with a clear and readable (in everyday language) explanation of the research and research aims, along with what would be required of them throughout the research process. Following receipt of this information, I met with interested participants (as detailed above) to further ensure they understood the research process and their role as participants.

Participants were aware that I would be utilising all the data, looking for themes across these, with a view to explore their experiences as a whole.

Whilst Hollway and Jefferson (2013) state that participants should not be informed that unconscious data will be explored, as this was felt to be over disclosing and counterproductive to free association within the interview, Archard et al. (2024) advocate for clear communication about the nature of the research to enable participants to have a realistic understanding so they can voice their expectations or concerns. Within the current study, the latter position (Archard et al.) was taken in which participants were verbally informed of the psychosocial nature of the study in which explicit (what is said) and implicit (how it was said and what it may mean) data would be explored. As a researcher, I did not feel comfortable engaging participants in a process they were not informed of.

3.10.2 Confidentiality

Psychologists must respect the autonomy of individuals (BPS, 2021a). Anonymity, and the processes in place to ensure this, were explained to participants throughout the research process, along with information regarding their right to withdraw up to the point of data analysis. Participants were asked to select pseudonyms to be used throughout the research process in which all written information relating to participants, except for initial consent forms, used these. Only the researcher and certain members of the school staff are aware of the true names of participants. Whilst all efforts were made to anonymise the data, due to the small number of participants, schools that have completed TPP training, and TPP being specific to one local authority, participant contributions may be identifiable, impacting on confidentiality; this was explicitly shared with participants, verbally and in writing. In line with Saunders et al. (2015) the balance of participant anonymity and preserving

the context of FG data were considered throughout the research, resulting in the decision not to include pen portraits in the writing of this these.

3.10.3 Data Storage

All electronic data involved in the research was password protected and kept on a secure device; handwritten notes used pseudonyms in which identifying details were removed. Only the researcher had access to the research data, and this was only discussed within research supervision. Once the research study is complete, the data will be securely stored for six to ten years after which electronic data will be safely removed and deleted from devices and handwritten notes shredded.

3.10.4 Risk of Harm

Psychologists must show respect for the care and dignity of participants (BPS, 2021a). Hollway (2006) highlights that care for the subject is the primary ethical challenge in psychosocial research, possibly impacted through researcher misrepresentation of data and the method positing that the researcher may become aware of experiences that the participant has defended against (through interpretation of the unconscious dynamics) (see also Long & Eagle, 2009). It is therefore vital when implementing the FANIM not to model the interpretations to fit the research questions or assumptions, but to follow the method as detailed and ensure data is participant led and grounded in the data gathered (Archard & O'Reilly, 2022). The importance of researcher reflexivity to guard against misrepresentation cannot be overstated as here the researcher can reflect on how they have come to the conclusion they have and how they may have influenced the data. To support with minimising misrepresentation, respect and curiosity regarding participant individual and cultural differences were maintained throughout, in addition to implementing principles of anti-oppressive practice. It is key to emphasise that the researcher is not necessarily reporting on the

‘truth’ or ‘facts’ of experience, but of their interpretation of the participants narratives, providing integrity in reporting the research findings.

There are also considerations regarding the ethics of using therapeutic techniques in the research environment (Long & Eagle, 2009). Throughout the research process, I have maintained awareness of the boundaries of my role as researcher and, as discussed previously with regards to FANIM considerations and researcher reflexivity, have held the boundary between researcher and therapist. Interventions made throughout the interviews were curious and reflective, and whilst informed by psychoanalytic techniques, I attempted to ensure these did not interpret individual experiences. Whilst no potential hazards, discomfort or distress for participants were expected, sensitivity was paid to the potential impact of my involvement with participants. Time at the end of each FG was allocated to checking in and signposting to further support and members of staff if required. Additionally, I remained vigilant in supporting the participants emotional needs throughout the research process, being led by their emotional responses and how they were interacting within the space.

3.10.5 Power Dynamics

Whilst efforts can be made to minimise power imbalance between the researcher and the participants, there is an assumed superiority within the analysis of data, which has been noted throughout this chapter (Archard, 2020; Long & Eagle, 2009). This is particularly relevant within PIPS research methods in which the researcher is exploring data that is not necessarily conscious to the participants. Green and Hill (2004) highlight that C/YP can perceive adults to have authority over them and as such, may find it difficult to disagree with adults, or feel that their views are being acknowledged. Conducting the research in the school setting, with

consideration paid to participant school timetables, was a practical attempt to reduce power dynamics and create a sense of control for participants. Language used through the sessions were 'we', rather than 'you' and 'I', in attempts to create a sense of unity. Transparency of the research process was shared with an emphasis on collaboration (discussed in second interviews) and dissemination of findings with school staff. Additionally, the use of free association enabled participants to be in control of what they shared, and how they did so, ensuring autonomy within the FG sessions.

3.11 Trustworthiness and Credibility

To ensure quality assurance in the research, Yardley's (2016) four principles for assessing credibility and trustworthiness were combined with Hollway and Jefferson's (2013) research principles. The principles are intended to be flexible and support researcher reflexivity, in addition to justification, regarding the methods they have used (Yardley, 2016), and how this has supported the development of an ethical research relationship.

3.11.1 *Sensitivity to Context and Sympathy*

The nature of the study and research questions emphasise participants as being seen as placed within a context (Yardley, 2016), in which we must pay mind to the school (in which the TPP model is implemented) research, and wider local authority context. As such, the research findings must be understood within these contexts. Sympathy, whilst not in line with psychoanalytic language as such (empathy may be more suitable), encourages the researcher to sit 'alongside' participants, to support understanding of them (Hollway & Jefferson, 2013). The methodology employed in the current research enabled me to explore their experiences and meaning alongside them, whilst holding in mind the impact my own contexts and experiences may have had on how I interpreted these experiences. Researcher

reflexivity and pen portraits enabled data to be analysed in relation to the participant in context, whilst also being aware of my own impact on the research process. The second interview (and dissemination group to follow) provided the opportunity to reflect to participants that they had been heard and their experiences understood.

3.11.2 Commitment, Rigour and Respect

To ensure commitment and rigour in research findings, the systematic approach to data collection and analysis has been presented (Yardley, 2016), particularly in relation to researcher reflexivity and data triangulation to ensure interpretive rigour throughout the research process (Flynn & Wengraf, 2021). Hollway and Jefferson (2013) describe respect in relation to participant entitlement to be paid attention to by the researcher and as such, time was provided within FGs to explore and elaborate on participant meaning (completed collaboratively as a group) and for difficult emotions to be responded to in a supportive manner. Research supervision and reflective note-taking supported exploration of my impositions on the data and encouraged careful consideration regarding the participant meanings. Data has been presented with respect for participants and extract selected in relation to their suitability and appropriateness to identified themes.

3.11.3 Transparency, Coherence and Honesty

To ensure transparency and coherence in this research, I have, in line with Yardley's (2016) principles, provided clarity regarding my position and detailed how this has influenced the chosen methodology, participant selection, data collection and analysis. The transparency regarding the psychosocial position I have adopted has enabled the process and findings to be viewed and understood through this lens. This has involved examination of my own experiences via researcher reflexivity, which has been engaged with at depth, and engagement with supervision to explore influences

that may not be within my conscious awareness. Use of a research diary and field notes has supported me to remain honest with myself, supporting how the research has been presented. Hollway and Jefferson (2013) speak to the challenges relating to reflecting the data that is available rather than attempting to extend or adapt what is available and highlight that research has its limits. By accepting and being aware of this I have been able to stay with the data that is available rather than extend or stretch meanings to meet with the researcher agenda.

3.11.4 *Impact and Importance*

Whilst research needs to be useful to be valid (Yardley, 2000), due to the PIPS position of this research in which the data is acknowledged to be situated within the context in which it was gathered, between the participant and the researcher, generalisability of the research has not been sought. This is not to say, however, that assumptions could not be made regarding C/YP within other school settings. The importance of hearing from those who are the beneficiaries of the TPP approach appears to have been missed prior to this research. Nevertheless, by providing the participants within this research a means in which to share their stories, their experiences will support and inform how to utilise or adapt TPP approaches.

3.12 Chapter summary

This chapter detailed the research methodology in addition to the justification of applying principles from FANIM to use with groups of C/YP as a PIPS methodological adaption. The practical and theoretical complexities regarding PIPS and FANIM respectively were discussed, some of which will be returned to later in the thesis. The importance of researcher reflexivity and the provision of spaces to support reflection were emphasised, in addition to the use of a reflective research diary. The complexities of data collection and analysis were presented in addition to the

complexities of understanding experience in general. The next two chapters will present, in two parts, the research findings, followed by a chapter discussing the implications of findings and a chapter containing personal reflections to conclude the thesis.

Chapter Four: Findings Part 1

4.1 Introduction

This chapter is the first of two reporting the four core themes that comprise the findings of my analysis of the available data; these are illustrated in Table 8 below. Throughout the findings, participant quotes, participant contexts (development of their pen portraits), and excerpts from my reflexive diary are included to support triangulation of the data and provide a rich account of experience. Further participant quotes in support of themes are available in Appendix K. Although presented separately, themes are interconnected and contribute towards an understanding of participant experience in a global sense. Consequently, the reader will note repetitions of similar narratives throughout the themes.

TABLE 8 CORE THEMES ONE AND TWO, AND SUBTHEMES

Theme	Subtheme
TPP: The unseen model	Experience of TPP Values
	Variable Experiences
TPP: For the few, not the many	Expectations, support and unreasonable adjustments
	Targeted
	Recognition, Rivalry, and Resentment

Prior to presenting the two core themes within this chapter, contextual dynamics that have supported and informed the findings will be attended to.

4.2 Contextual Dynamics

Throughout the research process, I have been aware of my own personal and professional identities interacting with the role of researcher. My identity as a mother, TEP, and psychodynamic counsellor culminate in personal and professional drives to

create therapeutic spaces for exploration, enabling beneficial change whilst advocating for, and reflecting the best in, C/YP. Such drives will influence how I interpret the data and, as such, will have impacted on how the data was gathered and analysed. For instance, I noted in my reflective diary “the sense of conflicting agendas between the research aims and my role as a TEP within the local authority the research setting is based” in which “I could focus on TPP centred experiences at the expense of other experiences being expressed by the participants” (reflective diary, 24.08.24). Additionally, my motivation to reflect the best of C/YP may have resulted in aspects of experience, in which participants may be seen negatively, being defended against such as being projected onto school staff. The latter was a dynamic I was aware of in which I found myself, at times, feeling ill-disposed towards school staff. Noting these dynamics and discussing these in supervision, particularly the purpose of the space to explore not analyse, enabled me to be aware of this possible drift and supported attempts to stay with participant narratives. However, the influences as mentioned above may be seen throughout the two findings chapters as not all influences will have been within my conscious awareness as a defended researcher. As understood in PIPS research, my identity will have figured in how the analysis was constructed.

The varied dynamics of the FGs, and the individuals within, are important factors to consider when exploring experiences. As explained in chapter three, there were significant changes to the dynamic of FG2 in the second session in which one participant’s absence due to illness, resulted in a second participant leaving the session shortly after starting. These were participants that the setting indicated should be together, which I perceived to be due to a comfortability with each other which enabled for the research space to feel safe.

Whilst participant narratives were contextually similar across FGs, their experiences within these varied between groups, and participants. For example, all participant narratives primarily evolved around relational experiences, yet how these were expressed differed. Such differences could be suggested to be developmental in nature, in which relational needs varied across FGs. Additionally, for FG2 in particular due to participants being across year groups, the influence of an unconscious group dynamic in which participant narratives aligned with a perceived group norm must be considered. The presence of such dynamics, invariably, influenced what and how participants shared throughout the FGs, in addition to how participants related to myself (and I with them) in the research process.

Relationships appeared to mediate all participant experiences particularly FG2 in which adult and student relationships were experienced by participants as disappointing and harmful, resulting in a negative view of school experience as a whole. This appeared to result in relational themes being presented as primarily negative, due to the consistency of these experiences in FG2, which may not reflect the differences between FGs. The propensity to focus on the negative could have in part reflected participant experiences of school processes, in which participants felt staff primarily focused on and publicly shared the failures of participants within the school setting. It could be that the FG sessions, and individual participants, were replicating a dynamic that they felt within the system. I noted, on more than one occasion, my own mind shifting to negatives during data collection and analysis and wondered whether my own need to create positive change had resulted in the negatives of the system being sought. Equally, I wondered whether I had internalized participants' experiences of this in the system, which I was party to replicating within

the focus group. Being aware of both, supported me to view the data from altering perspectives, enabling me to stay with participant narratives.

Participants were, however, able to share positive examples in relation to certain teachers and experiences at school, showing a capacity to acknowledge some good. For example, Star shared “well school, we’re making it out like school is the most horrid place on the Earth. It is not very easy. It is quite bad, but” which whilst showing ambivalence in her response was agreed with by Rose “there is some good things” (FG2: 2). When encouraged to think about why experiences shared had predominantly been unpleasant or hard to manage, Rose was able to illustrate her insight into the automaticity of her thoughts, in which “when we think of school, we think of bad things” (FG2: 2), resulting in joyful experiences being harder to recall, express and share.

Additionally, the context within and around each FG must be considered. FG3 were relatively new to the school (three months at time of interview) with narratives largely forward looking or spoken about in hindsight which may suggesting challenges connecting with current experiences due to the limited time they had to process current experiences, or, conversely, may point to anxiety within the new setting in which staying with present experiences is challenging. When participants in FG3 did reflect on their current experiences, they seemed to attempt to preserve the good (relational and wider experiences), noted in my diary as “possible defensive mechanisms to ensure school is safe to depend on in which all ‘danger’ is projected outside of the school so as to preserve it” (Reflective diary, 10/12/24). This was illustrated through deflections of conversation (“Where did your mind go to?” Researcher “Uh, Christmas. Yeah” Dave FG 3:1), minimising and normalising undesirable impact (“like we’re making it sound very bad, but it only happens like once a week... but you know, you’re

going to get people like that everywhere you go” Jeffery, FG3: 1), or projection of the ‘badness’ onto external others (“there are just literally people out there who would do that” Dave, FG3: 1). Interestingly, I found myself taking a gentler approach with FG3, one that could be described as maternal, which made me wonder about how I (and school staff in general) may be mediating experiences (and anxiety) for year 7s. This ‘pull’ to be ‘gentler’ seemed to meet with, what I perceived to be, participant expectations to lead the session, in which I noted the session dialogue was regularly scaffolded by myself, in contrast to FG1 and FG2 where participants took the lead. This difference may also be suggestive of how participants expected adults to respond to and support them, influencing the role that I adopted.

In contrast to FG3, FG1 were nearing the end of their time within the school setting in which anxiety regarding mock exams and applications for college presented throughout both FG sessions. These competing demands on their capacity appeared to influence their engagement in the research and the functioning of the group as a whole in which the space did not appear to be consistently valued.

For FG2, the dominant context was that of daily school life, in which they were neither at the beginning of their formal schooling nor the end. There seemed to be a feeling of being stuck, unable to move forward or create change, with participants reflecting “you go home and like you have to do it again the next day” (Star, FG2: 1), a dynamic I felt myself and recorded as “it feels like groundhog day, the same every day” (reflective diary, 21/10/24). This heavy sense of being “on repeat. Like the day is like nothing ever changes for school. Like you're always doing the exact same thing” (Leader, FG1: 2) was shared in FG1 also.

FG contexts appeared to contribute to the development of individual and group defences, such as conformity to group norms (as suggested above), within the FG

sessions. Examples of these were participant contradictions and changing of positions to meet with the views and perspectives of others in the group. This was most dominant in FG2, possibly due to the range of school years within the group. There seemed to be a shifting dynamic between 'in' and 'out' groups (Bion, 1961), particularly within second sessions. For FG2 I seemed to become part of the in group, possibly due to an increase of trust between us, or viewing me as separate to school adults; where for FG3, participants became less dependent on me comparatively to their first session, resulting in me being spoken over or at times not responded to. Within FG1, there was a sense of me consistently being part of the 'out group' in which I regularly felt sidelined (even rejected). Reflections regarding my own contribution to the roles and positions I held within the group led to questions regarding my own ambivalence to be part of or separate to the group, resulting in my own sense of disconnecting in some way. Equally, my ambivalence may have been reflective of participant experiences, thoughts that supported development of themes such as identity and conformity.

Additional group defences were noted as continual reorientation to stay on task, present across all focus groups which presented as verbalisations to return to the task of talking about school experiences (e.g. "but anyways back to topic. Yeah" Dave, FG3: 2). These return to task examples seemed to serve as a deflection away from challenging or emotive topics, suggesting that the "work group" function within group dynamics (Bion, 1961), in fact served as a defence mechanism. For all groups there appeared to be a defence against emotions.

Individual participant qualities, such as being 'smart', 'independent', 'good student' (words taken from participant accounts), added an additional layer of complexity to the dynamic of experiences, which impacted on how and which

experiences were shared. These qualities were illuminated through manifest (directly expressed) and latent occurrences in their narratives, such as contradictions, pauses and deflection away from certain themes. At times, participants appeared to use leaving the FG sessions (physically or through disengagement with conversation) as a means of maintaining a desired quality (leaving the space so as not to show emotion or an alternative quality), whilst for others, being a dominant speaker throughout the sessions may have been used as a means to show (and hide) aspects of the self within the group setting. A need to be perceived as 'smart' or 'the good student' may have caused participants to speak with more caution rather than freely associate for concern of saying something that would contradict their positions. Awareness of the lens through which individuals viewed their experiences was valuable data for understanding their experiences and behaviours within the group (supporting development of their pen portraits) yet I sensed, however, an undercurrent across all participants of a wish to be accepted, informed by my own feelings of wanting to be accepted during FG sessions.

These processes may not have always been conscious (hence the notion of the defended subject) and may have contributed to the experience of disconnect I felt at times between myself and participants, in addition to the challenges of bringing emotion into the research encounter. I also found myself responding differently across the groups in which I felt I was positioned and responded to participants differently. These dynamics supported development of participant pen portraits, which helped me to understand the intricacies of their experiences, how their own wish to be seen a certain way may have influenced their presentation within the FGs, their wider school experiences and relationships.

4.3 TPP: The Unseen Model

4.3.1 Experience of TPP Values

Initial explanations of TPP, and what it means for a school to be TPP trained, were provided by myself throughout the recruitment phase yet participants did not appear to have a sense of, nor did they explicitly name, TPP or TPP values (hope, compassion and kindness, and connection and belonging) within their accounts. The only explicit reference to knowing and understanding of TPP was within FG3 session one (FG3: 1) in which Jeffery reflected “Oh, wait, aren't we something... I don't know. I can't remember” latterly confirming “oh yeah that's it” once I explained. I have wondered whether in my attempt to adhere to the principles of FANIM, particularly free association, in addition to attempting to counteract possible TEP motivations, if my own lack of explicitly naming TPP further contributed to the model's absence throughout the research data.

Whilst explicit naming of TPP was not present across participants' accounts, TPP values (or in some instances the lack of) were often discernible. Hope, for example, was evident across participant experiences in the form of teachers' hope for students, hope for individual potential, and hope for positive changes to experiences. In FG1 session 2 (FG1: 2) Leader described teaching staff as having said ‘we're like, always gonna give you, like, another chance. Like, we're not gonna give up’. In a similar vein, Batman (FG1: 1) referred to teachers as thinking that ‘everyone deserves another chance’. In FG3 session 2 (FG3: 2), Dave showed hope for his peers by explaining that ‘They can always just change it around... they always have the chance to change it’.

This being so, experiences of hope appeared to fluctuate across and within groups depending on their current contexts. For King, hopelessness was expressed

in relation to her mock exams in which she'd "given up on that... I don't even want to pass it" (FG1: 2). My own experiences of "feeling heavy within the sessions" seemed to reflect the weight of the experience and "how hard it was to hold onto hope" (reflective diary, 21/10/2024). In contrast, FG3, who were relatively new to the school, held onto hope for their future school experiences, in which Jeffery shared that his brother said, "secondary school starts getting good at around year nine" (FG3: 1). These examples suggested hope was contextual, and as such, may suggest TPP to be also.

Reflecting on current experiences appeared to be a challenge for FG3 across their sessions, in which looking forward and nostalgia were prioritised narratives. This may reflect the limited time they have had at the school but also may be illustrative of the absence of belonging (a TPP value) across the school as belonging was not expressed to be experienced by participants in FG1 or FG2 either. My own experiences within FG sessions of not belonging may not have simply been in relation to each group, but a representation of their wider experience of belonging to the school projected into me within the research encounter. Examples of school attempts to create belonging and establish connection between members of the school community were present across all focus groups but it seemed that connection was felt as imposed by the school (removal of mobile phones, mixed years during lunches, mixed form classes) and did not result in connection, but instead seemed to create disconnect and resentment among participants.

Charlotte shared how year group mixing created the opposite of connection in which she felt "like we're so disconnected from each other. I think that's why, nobody really gets along" and how, what appeared to be felt as forced connection, resulted in "so much conflict between people because nobody is. I mean we're all shoved

together, but nobody's like. Working together, like were all working against each other” (FG1: 2). Narratives indicated an awareness of the school implementing what they felt was best for, without exploring with, students, which appeared to leave participants feeling they have no choice in the processes around them, which was expressed by Leader in relation to forced connection (“I don't want to be mixed “, FG1: 1). This was interesting to note as most participants were part of the school council and as such, one would hope they had experiences of choice and influence at school.

That mobile phone use was not permitted at school was understood by participants to be a result of adults wanting to encourage socialisation, yet it appeared to present as a negative experience for all participants. For instance, Linda's understanding that “they [school staff] wanted us to socialise at break... what if you need to call your mum like and she's picking you up or something” (Linda, FG2: 1) highlights the difficult consequence of what seemed to be a constructive intention, in which the connection with home and the outside world was impacted. Linda's feelings were shared by other participants such as Leader who communicated “it's been such like an impact because like my phone was my way to just stay connected to my outside world when I was locked inside of school. And now I literally have no way of communication outside the school” (FG1: 2). Comparable concerns regarding disconnect were also expressed by both Jeffery (FG3: 1) and Charlotte (FG1: 1) as “something could happen outside of school and you'd have no way of knowing” (Jeffery, FG3: 1).

Conversely, there were examples of participants consciously separating home and school, as a means to prevent negative school experiences from impacting on time at home, as illustrated by Charlotte's experience in which she kept school “out of sight, out of mind kind of thing. I came home and I just wasn't thinking about things

that was going on at school because I learned to separate the two" (FG1: 1). Listening to such statements, I noted my own awareness of being disconnected but how, as a professional engaged in sensitive work, this was a commonality and expectation within my role. It made me reflect on the 'norms' that we place on C/YP when, as the above narratives illustrate, needs and expectations differ.

School rules preventing participants from remaining connected to the "outside world", appeared to be experienced as a lacking understanding regarding, or compassion for, the relational needs of the C/YP. Compassion, and additionally kindness, did not explicitly factor in participant narratives, other than when Jeffery explained "compassion's where you like, help... feel sorry for them... I can't remember (FG3: 2) and only seemed to appear latently when discussing relationships with form tutors and familiar teachers. Star explained her form tutor to be her "safe place" in which she could always "go and talk to her and stuff" (FG2: 1). A similar sentiment was shared by Jace who spoke about how he "had a form tutor, and he like, cared about me, He helped me through year 7 'cause that was a rough time for me then" (FG2: 1), whilst becoming visibly emotional and tearful while speaking about the experience, highlighting the impact his form tutors' compassion had on his school experience (explored further latterly). It was clear, across participant accounts, that "knowing" enabled teacher compassion and kindness, and were not presented as separate across accounts.

Experiences of "rudeness" were expressed throughout FG1 and FG2 in which "some teachers are rude for no reason when really they should be nice since they're in this school environment" (Batman, FG1: 1). A lack of kindness was experienced as intentional by participants, for example by Jackie, when discussing one teacher in particular, shared "he could just like say something nice but instead he just like, moans,

straight away (FG2: 1). Rudeness was a particularly prevalent theme within FG2 narratives, which may speak back to the developmental contexts previously discussed (in which participants have different relational needs and are responded to differently by adults). My own experiences within this group comprised of being spoken over, dismissed, and at times responded to abruptly. I wondered whether this could be how the participants feel in the school system, dismissed, in which this dynamic was being unconsciously replayed within the research setting to increase my understanding through experience of it. Additionally, at times these dynamics felt to be a test of my composure and whether I would continue to attempt connections with certain participants. My experiences seemed to reflect the nature of participant relationships in the wider setting, and I wondered about adult capacity to reflect, similarly to how I had, on the undertones of relational encounters. The incidences of “rudeness” would suggest that space for reflective capacity and understanding is challenging within the school system.

4.3.2 Variable Experiences

The differences in how participants within FGs experienced and expressed values that could be attributed to TPP in their accounts (compassion, trust, belonging) may reflect fluctuations in how TPP is adopted, but also how they are interacted with and responded to by school staff. In relation to the former, the setting shared that a “slimmed down” version of TPP was presented, meaning that the full extent of TPP may not have been shared with all staff and, as previous literature has illustrated, some staff may require additional support to implement TPP values. In relation to staff approaches to participants, these appeared to differ between teachers, in which the teachers age was perceived to be a factor. Leader shared her experiences of older teachers.

Well, it just depends on the teacher like cause some teachers like they really understand and overall, like, there's some older teachers that like get you and like they'll really understand, like where you're coming from. But then like, there's some older teachers that completely have like their old, like their old values. And like they don't think like school should be anything to do with like, how you feel, and you should just learn. But then some of the younger teachers. Like, just they care for you and then some don't (Leader, FG1: 2)

Whether staff values developed in relation to TPP, or whether these are individual values held by specific adults and developed in relationships over time cannot be discerned, however participant accounts indicated that “different teachers have different. Like. Different aspects like that they see in you” (Rose, FG 2:2), suggesting values to be held individually rather than school wide. I noted that how I responded to, and interacted with, the FGs also fluctuated in which “my tone is softer, speech slower, and I am providing more clarity regarding my thoughts and theirs in FG3. I feel drawn to be more maternal with this group comparatively to the year 11s in FG1. There is a sense of trying to be alongside the year 11s as an equal and an adopting the role of protector to the year 7s in FG3” (reflective diary, 11/12/24). This dynamic may also be present in the school system reflecting developmental differences in how students are responded to; these differences are challenging to conclude without exploring with members of staff.

There was a sense of participants being aware of school wide approaches of compassion in the form of wellbeing approaches (for example “the school is very, very big on mental health, like mental health days, mental health, like, don't be rude to

someone because you're mental health" Rose, FG2: 2). Yet, this did not seem to be experienced by participants directly, other than with form tutors, suggesting the focus on wellbeing has not been adopted by, nor is being applied to, all in the system.

4.4 TPP: For The Few Not The Many

4.4.1 Expectations, Support, and Unreasonable Adjustments

Experiences of values being inconsistent across members of staff presented in the majority of participant narratives in relation to staff being kinder, more compassionate and providing different levels of support and "punishment"⁹ to certain peers; peers described by participants as the 'bad' or 'naughty' C/YP who would display externalising behaviours such as shouting, throwing chairs, or leaving the classroom. Differences in approach presented as frustrating for Batman who shared that "a lot of the teachers, think everyone deserves another chance. I believe in second chances, but not when it's 10th 11th 12th 13th... They should just get turned out, but they just have like a restart button". (FG1: 2). Participants in FG1 and FG2 expressed further frustration regarding the differences in expectations and "punishment" that teachers held for certain students and the impact of this on others in the class, expressed by King as "just annoying 'cause then the teacher pauses and says I'll wait and it's like, yeah, I'm waiting too Everyone gets punishment anyway" (FG1: 2). Experiences of students being treated differently were particularly present in FG2: 2 in which Rose shared "it frustrates me so much because, like, kids that mess around and don't listen at all. They get the help that they need.. other people get help, but like I don't" (FG2: 2). FG3 did not share experiences of being responded to differently by staff within the current setting, only within primary school.

⁹ Participants used the word punishment in their accounts. TPP does not use this word as the focus is on connection and understanding rather than punishment and shame.

Participants shared that they felt staff focus on mental health resulted in less “punishment” and increased support for certain students, but not all, which impacted on participant experiences negatively, as expressed by Charlotte who felt “some teachers in the school care too much about kids, mental health to tell them like. It's not OK” (FG1: 1). This seemed to impact on the trust, respect, and expectations participants held for staff. FG1 narratives indicated concerns as a group around reaching learning goals and the need for support in learning. Charlotte’s experience and understanding expressed the apparent conflict between educational expectations and perceptions of childhood. She explained how “the school want us to do so well in education but they’re forgetting we are still just children... we shouldn't have all this pressure upon us at like 15-16 years old.” (FG1: 2). Alongside the high learning expectations for FG1 participants, they felt that adult support for learning was not provided fairly in which teachers “like to help those people [those that weren’t interested in learning] more like if you ask for help it’s like, I’m busy” (Charlotte, FG1: 2). This felt to participants like “they [teachers] actually don’t care” (King, FG1: 2), impacting on support “because then all the attention was, is on the people that are running around and not the people who have been sitting there” (FG1: 2).

In contrast, FG3 shared positive experiences of support (available when needed), found expectations to be fair, and spoke positively of their interactions with staff in which Jeffery felt staff to be “like really kind and they always support you if you’re struggling in class... they’ll come over and help you to make sure you understand it” (FG3: 2). This was echoed by Lyla who shared “like just knowing you can always talk to them and stuff if you ever need something (FG3: 2) was supportive. For FG2, participant experiences regarding support and staff expectations of them varied. Star, Jackie and Linda described receiving individual support from teachers, in

which it “feels good knowing that you've got someone (Linda, FG2: 1). Rose and Jace did not share these experiences and, in FG2 session 2, spoke candidly about their experiences of unfairness in relation to peers, using the language of “naughty kids”, that was not present in FG1 session 1. This shift may have been due to the change in dynamic in FG2: 2 resulting in Jace and Rose feeling freer to talk about their experiences.

4.4.2 Targeted

The differing perspectives and experiences of participants across FGs supports the notion that values (that could be attributed to TPP) are being directed towards certain pupils but not experienced by participants within the current study who shared experiences of feeling unfairly targeted by adults. Feeling targeted by school staff was a strong narrative across FG2 experiences, in which “yeh... teachers like target, like certain students” (Star, FG2: 1). Rose shared experiences of teachers “always blame[ing] you for like, oh, you shouldn't have been talking. You shouldn't be doing this It's like a lot of the teachers don't really see other people that mess around” (FG2: 2), as well as further experiences of feeling unjustly targeted “you're talking again. You're talking again, but when everyone else is talking, she don't tell them off and she picks out like certain people to, like, keep telling about and it's so annoying” (FG2: 2). Rose felt particularly “annoyed” at being “picked out” by this teacher because “it makes me look like such a bad person. Because I apparently keep talking, I apparently keep getting points. I'm gonna get a detention, and that's that's not the person that I want to be” (FG 2:2), nor the person she felt she was. Jackie also shared experiences of teachers forming opinions of her based on their impressions rather than who she was “I came back from the summer holidays, and I was so good before that. And I just got put straight back on report” (FG2: 1).

In FG1, similar experiences were reported to those in FG2, with a collective sentiment that adult perspectives were established on first impressions and challenging to change in which “it’s like they definitely like, hold on to like the first impression you give them” (King, FG1: 1). During these discussions within FG1 and FG2, there was a notable heaviness, in which participants spoke slower and with less energy. I considered this to reflect how draining the experience was for participants and how challenging it would be going to a lesson where you are expecting to be unfairly targeted. There were many examples throughout the sessions that highlighted the detrimental impact this anticipation had on the participant, for example Rose’s experience in which “like you might be having, like, a bad day and that’s just gonna make it worse” (FG2: 1).

FG3 did not share experiences of feeling unfairly singled out by adults but instead shared experiences of feeling targeted by other students in which others “were like shouting at me and stuff” (Lyla, FG3: 1) but these experiences were also minimised by participants and related to in a palatable way as can be seen through Jeffery’s account: “It’s just, you know, occasionally they just come up to you, you know. Like they just do it for fun” (FG 3:1).

Participant narratives illustrate how being “picked out” could be experienced as helpful and supportive, or embarrassing and detrimental, in which “naughty” students were perceived to be in receipt of the former, and “good” students felt the latter. This appeared to be dependent on staff perceptions of the students, who they were directing their attention towards and how, all impacting on participant experience. There appeared to be experiences of teacher favouritism, as shared by Leader “they all have their favourites” (FG1: 2). This was an interesting dynamic I experienced throughout the focus group in which I felt a preference for certain participants,

impacting on my engagement with individual participants and how I prioritised their narratives. I reflected on the “challenges of providing for individual needs whilst maintaining fairness for others” (reflective diary 21/10/24). In hindsight, I wondered if there was a participant desire to be the “favourite” within the school setting, in which this was repeated through a parallel process in the research encounter, and whether my own feelings of wanting to be liked by participants were, in fact, a product of an identification with that of the participants.

4.4.3 Recognition and Rivalry

Closely connected with the sense of being targeted were experiences of praise in the school system. In the school context, praise is awarded for behaviour and effort through a points system which affords rewards such as verbal and visual recognition in class and the wider school (such as school communications home), certificates, sweets, or attendance on school trips. Praise was a consistent narrative across all FGs in which a lack of praise, and praise being provided to those who were not felt by participants to be deserving, were common experiences. FG1 and FG2 narratives questioned the equality of praise and recognition, as illustrated by King who questioned “Yeah. But then it's like, do you deserve this certificate? (FG 1:1)

Jace shared his experiences of praise in which “I’m no longer like that. I don't get much now. Even though I’m quiet, I don't” but how “like naughty people. They get loads of school points, and the good ones are just all quiet, don't say anything, don't mess around. And then when they speak, once they get told off and then they don't get school points” (FG2: 2). Jace’s frustration regarding these experiences of unfairness were shared by Rose who explained how “that happens all the time” (FG2: 2). There was a general consensus among participants that praise was typically

reserved for certain pupils, and that differences in school years and behaviour contributed to this difference, as Leader's experience illustrates.

Yeah. It's difficult, cause like when like your year seven like getting praise is so easy because like you're new to the school. Like teachers want to love you like it's your first like impression of them. It's like your first year. So, like you're always getting like the most school points or the most like like you're getting praise in some sort of way. But like as the years go on and like you find your personality and you find like what you're going to be like. Teachers either praise you a lot less because like, you've constantly been doing good. Or they're praising you a lot more for, like changing your behaviour (Leader, FG1: 1)

Whilst participant experiences of inequality of praise presented as frustrations, participants in FG1 and FG3 showed understanding of why approaches differed for certain pupils which, for participants in FG1, possibly developed as a result of King and Leader's friendship with, and understanding of, Batman who self-identified as a reformed "naughty kid". Their understanding of him may have increased their capacity to hold both the unfairness they felt and the need for individual approaches from staff towards certain pupils. On the other hand, Batman's presence in the group may have resulted in King and Leader censoring their frustration through kindness and understanding. For FG3 participants, Dave showed understanding regarding these approaches to "sort of encourages them ["naughty kids"] a bit more to do that and like the feeling they have might, sort of encourage them to keep doing it" (FG3: 2), understood by Batman to be adult "tactics" (FG1: 1).

When exploring what praise meant to participants, it became apparent that this was more than sweets and school trips, as “yeah. it’s like a recognition” (King, FG1: 2); participants wish to be seen, acknowledged, and accepted. It seemed that for all participants, praise was the marker of how well they were doing across school, and as an individual, in relation to the individual characteristics they valued in themselves (as discussed above). In contrast to praise, there was a collective view across FGs that the school system focused heavily on negative points, a focus on what students were lacking or where they had done something that was deemed to be in opposition with school rules and values. Rose’s experiences, reiterated by Jackie, highlight examples of feeling publicly embarrassed in which:

Not a lot of people like to talk about positive points, mainly how many negative points you have. Like even in form... We see like who's got negative points this week, like who's done bad this year, [Jackie: yeh who's that in the form] and it's always like it's on the board as well. So, like, if you've got negative points like everyone in the form can see it. So, it's like last week I got a few, like, negative points. And then it was on the board and like everyone can see it. And it's like they don't really praise you for, like, positive points (Rose, FG2: 1)

These experiences would have been particularly difficult for participants who wished to be seen as “good” or “smart” students, in which these public presentations of “negative points” seemed to be experienced as blame and shame, the opposite of compassion and kindness, in which the behaviour policy appeared to work against TPP values. For participants, it seemed that the school focus on supporting and praising “naughty” students came at the expense of the “good”, in which in “naughty”

students were rewarded, and “good” students went unnoticed. This increased what appeared to be an established socially constructed divide between perceived “good” and “bad”, resulting in an increased disconnect between students, in addition to undercurrents of rivalry and resentment in response to the ‘special treatment’ received by certain pupils.

Rivalry was a dynamic that was also present within the FG sessions, suggesting that experiences of competition were not isolated to singular students or groups of students, but in fact were a general dynamic between all students. At times, rivalry felt like healthy and playful competition (as can be seen in the choice of pseudonyms between King, Leader, and Batman), but at other times these felt to be unhealthy rivalries in which participants interrupted, ignored or responded to one another in condescending ways. Interestingly, these dynamics were prominent among participants that were closest to one another. Regardless, experiences of praise and recognition were felt to be a measure of you as an individual in which “the top five people [are] always fighting to be better than each other because like when you’re like, number one like you’re the best” (Leader, FG 1:1).

Experiences of rivalry were not isolated to between participants, as these included myself also. At times I was interrupted, disregarded, or responded to curtly, and at other times I felt a need to assert myself in the group. These experiences were not static but a continual and everchanging relational dynamic between all members (myself as one) of each FG and spoke to how rivalry, and a need to be “the best”, created relational complexities within the FGs. These dynamics appeared to reflect, and were further enhanced by, the structures of the school system regarding praise and recognition, which I also appeared to contribute towards. Additionally, “the propensity of the focus groups to name the negatives... [seemed to be] a symptom of

the wider system... in which I have myself been pulled to look for what is not working, what is not in place, rather than the positives of their experiences” (reflective diary, 23/01/25), resulting in the range of their experiences possibly not being captured.

4.5 Chapter Summary

This chapter presented the contextual dynamics regarding participants and focus groups prior to reporting on the first two themes of TPP as an unseen model and TPP being directed towards the few not the many. The next chapter extends on these initial two themes to report on the remaining themes which consider the experiences of school more generally, as presented through participant narratives.

Chapter Five: Findings Part 2

5.1 Introduction

This chapter is the second of two findings' chapters. It specifically attends to the third and fourth themes identified in the analysis which relate to the centrality of education, and the emotional experience of schooling. The two presented themes are comprised of six subthemes, all developed from analysis of the available data within the research process. These are presented in Table 9 below.

TABLE 9 CORE THEMES THREE AND FOUR, AND SUBTHEMES

Theme	Subtheme
The Centrality of Education	Learning, Pressure and performance
	Rules and restrictions
	Conformity, agency, and identity
The emotional experience of schooling	Emotions and capacity
	Relationships and Trust
	Dependence and independence

5.2 The Centrality of Education

5.2.1 Learning, Pressure and Performance.

Participant experiences in the previous chapter illustrated inconsistencies across staff towards students with regards to values that could be attributed to TPP. Whilst related to individual approaches, such inconsistencies could be explained by the conflicting priorities between TPP, in which the focus is on the creation of a trauma sensitive environment, and the education system, in which the imperatives are to educate and academically. Conflicting agendas were particularly relevant for participants in FG1 who experienced their academic performance (mock exams) as

taking priority over their wellbeing (time for self-care and “fun”), in which there was little time for either and “so everything does feel a bit rushed like our whole entire year” (Leader, FG1: 1). Lessons and learning were discussed across all FGs but were of primary importance for participants in FG1 due to their impending mock exams, in which the relevance of teaching and learning, in addition to the ways in which they are assessed, were discussed, as illustrated by Leader and King below.

Leader: ok ok there's like certain things we need to learn to a certain like level like maths. Like obviously you should know how to do like division or multiplication. Do I really need to know like Pythagoras theorem or like trigonometry and then like it's like English course you need to learn how to write? You need to learn like how to structure sentences and stuff like that. But like I need to know 15 poems that only two are going to come up an exam.

King: and then I like kind of think like we do need to be taught like random skills that we're not really going to use like but. To remember it all. I don't think we should, like, have to remember it, or I think we should, like, be based on what we've actually learnt and not what we can just remember in one like hour exam. Then it's like some stuff we don't need. (FG1: 1)

Throughout the above discussion I noted “having the same thought... about how dated the curriculum is as it is the same learning from my school years 25 years ago.” (reflective diary, 29/10/2024) which transported me back to my own schooling. Leader continued to share her thoughts regarding the relevance of the education system in which “years ago they just needed like people who would sit down and work... But like now like you can become something like different.... And you can

choose what to do. But like the school system isn't like reflecting that" (FG1: 2); highlighting her own sense of being restricted by the learning she was expected to engage in. Leader recognised that "it's not even like the school's fault at this point, like it's just like the school system, like the school can only go so far to what, like the government has for the school" (FG1: 2). Leader's comment highlighted the contextual systemic influences, decisions made far away at the government level, and how these impact on school experiences. Leader continued to express a sense of hopelessness, even powerlessness, regarding change.

I don't know what the school could do to like, help us because it's the school system. It's not just the schools... I just think school as a whole like, like the whole systems, like unstable. Like, I just feel like it doesn't work anymore. Like our generation. Like, we need totally different than what it was like more than 100 years ago (Leader, FG1: 2)

This sense of powerlessness felt similar to the 'stuck' sense FG2 participants expressed in relation to change in the school system and seems to speak to the lack of perceived participant agency within, and relevance of, their schooling, impacting on how they valued their education and learning. Throughout FG sessions, I felt a sense of participants resigning themselves to the status quo of schooling, rather than presenting with energy to challenge. I wondered how participants valued the research process, that is, as an opportunity or unhelpful process, and whether my feelings of the session being pointless (FG1: 1 and FG2: 1) reflected this or the capacity student had to engage.

For FG2, experiences of learning and pressure centred around (and through) relationships with teachers, in which the relationships seemed to either support or hinder individual commitment to learning. Linda, for example, described her dislike for her PE teacher which appeared to result in her having “a really, really bad day” (FG 1:2). Rose shared similar experiences in which “I used to really enjoy some lessons, but like the teachers like make me like, don’t enjoy it as much. It’s like if I have a really good lesson, like art. But like my teachers really bad. So, like, I don’t really enjoy it as much as I used to” (FG 2:1). Rose reiterated this, again, in the second FG sessions “it’s like, as I said like last time, if I have a good teacher, it makes me look forward to that lesson” (FG2: 2). For participants in FG3, learning and lessons were discussed in relation to relationships with teachers in which “when I started to know them, they were actually like really nice... And I felt like I’m a lot more comfortable after like 10 minutes in the room” (Dave, FG3: 1). Participants in FG3 agreed that knowing someone, resulted in feeling more comfortable with them, emphasising the power of relationships within classrooms.

The pressure to “perform” (academically and behaviourally) was present across FG sessions and participants. For FG3 participants, pressure was experienced in relation to understanding school procedures, likely a reflection of their duration at the school and the differences in expectations of them as a result. For example, Jeffery spoke about how his teacher “still let some have a chat and have fun with our friends at the same time” (FG3: 1). For FG2, pressure was mainly experienced in relation to completing homework on time and “trying not to mess up” (Jackie, FG2: 1), the latter of which seemed to preoccupy school experiences.

The pressure to conform to school expectations (to hand homework in on time, to wear the correct uniform, to be quiet in class) was paired with the fear of

unpredictability in being “told off” (Rose, FG2: 1) due to differences in expectations of students and teacher approaches. A product of this appeared to be participant concerns of being “in trouble”, every day, for even the “smallest things” which appeared to place considerable pressure on them through the school day. Anticipation of being reprimanded in some way (guilty or not) was a common narrative throughout the other FGs but did not present with the same intensity as it did for FG2 which could suggest developmental differences regarding performance and behavioural expectations of students, resulting in differences in how students are responded to and the level in which pressure within the school system is experienced¹⁰

For FG1, pressure was in relation to academic performance. There were recurrent references to time pressures and academic performance in which Leader shared how “lessons don't really give you like the time to revise because like you're normally learning up to like GCSE, like your GCSE exams...sometimes you're still learning up to mocks” (FG1: 2). Interestingly, I found reported pressures to parallel my own experience working under time pressures as a doctoral student. This parallel process was an ongoing dynamic through FG1 session two in which I found it challenging to engage with the participants anxiety, due to holding my own. The complexity of what was mine and what was theirs was challenging to depict, and possibly why time, performance, and pressure were felt to be such dominant themes in participant narratives, in which both myself and participants met in our experience and emotion, or more accurately, defended against the latter.

¹⁰ Moreover, concerns regarding reprimand may have disrupted participant engagement with the group dialogue, in which free association may have been replaced with more structured and considered (i.e., guarded) sharing to maintain control over how one was perceived by others.

5.2.2 Rules and Restrictions

School rules were referenced multiple times across all participants and part of the FG sessions in which each group developed their own rules as a means of contracting for the space (to create a sense of safety). School rules did not appear to create a sense of safety, rather they presented as a point of frustration for participants in FG1 and FG2. FG2 also found them challenging, and for FG3, the challenge was in relation to learning all the rules (“there’s probably a few rules that I don’t know” Jeffery, FG 3:2). Whilst participants showed understanding of the purpose of school rules (connection with one another in place of mobile phones use, belonging expressed through school uniform, surveillance for safety, silence for learning), there were differences across FGs in terms of their acceptance of rules. FG3 spoke about rules without complaint and illustrated examples of effortless conformity. FG1 discussed the frustrations regarding the rules, but these were spoken about with a sense of understanding (in addition to hopeless acceptance). For FG2 however, conformity to school rules appeared to be inherent to their school experiences.

The enforcement of rules presented in participant narratives as being constantly under surveillance and policed (“the teacher will get someone to come in and search all your bags” Linda, FG2: 1), rather than supportive. Rose reported that “the less rules they have, like the less rules, they’re gonna break though” (FG2: 1) as she, as did other participants (particularly within FG3), found remembering the entirety of school rules challenging because “there’s so many different ones and it’s like I don’t go a day like without, like, in form without like getting told off about something because there’s so many different things that... you’re meant to follow. It’s so so confusing (Rose, FG2: 1) which Linda described to be “basically impossible” (FG2: 1). In contrast, participants in FG1 acknowledged that surveillance and staff presence could, at times, increase a

sense of safety for students (“so we feel safer” Charlotte, FG1: 1), which was echoed by Star in FG2, when sharing experiences of staff checking CCTV on her behalf after a difficulty with another pupil. Yet, staff presence was not consistently easy to access (“running around trying to find them Where d’you go?”, Charlotte, FG1: 2) or staff were viewed as only present to reprimand. “I only see them when I’m doing something wrong” (King, FG1: 1).

King in FG1 appeared to find rules to be infantilising and contradictory by highlighting “if they want us to act like an adult... why do we have the same exact rules as we did in year 7?” (King, FG1: 2), and highlighted these to be “like the exact same rules we had, like reception as well, sit quietly and like, listen. Look at them while they’re speaking” (King, FG1: 2), and questioned, in relation to these rules, “so how are we supposed to be adults now?” (King, FG1: 2). Whilst not differing across the year groups, FG1 shared experiences of rules being enforced differently dependent on the teacher, and dependent on the day, in which there seemed to be varying standards of what was acceptable and how these were enforced in which participants felt “some rules to some teachers mean a lot more than to like some people than other teachers” (Leader, FG1: 1) and teachers to be “strict on the wrong things I think” (Batman, FG1: 1). Participants in FG1 connected being “old fashioned” (King, FG1: 1), part of a “different generation” (Batman FG1: 1), with how strict teachers were, further illustrating perceptions of an outdated approach to learning and behaviour.

Rose experienced rule enforcement, similarly to her other experiences of school, as a process of being unfairly targeted, in which rule enforcement was directed towards certain students but others “like get away with it, but like certain teachers like pick on certain people. And that’s what I think is really annoying” (FG 2:1). Comparatively, Dave and Jeffery (FG3) appeared to find school structures and

processes as comforting, predictable and safe, and welcomed these in their school experience. Creating a sense of safety may have been more present for FG3 due to their lack of familiarisation with the school environment.

For participants in FG1 and FG2, experiences of “double standards” (Leader, FG1: 1) between students and teachers regarding rules and restrictions were a cause of much frustration. Batman felt teachers were “setting a bad example” (FG1: 1) which was shared by Linda who felt “that’s not really fair because they’re meant to be our role model” (FG2: 1). Rose extended this to explain that “it feels like they could do what they want. (FG1: 1). For some participants, rule enforcement appeared to be experienced as a means for adults to assert authority, rather than to enforce a rule. “Yeh, she looks in your face while she’s telling you to spit it out while she’s full on just chewing, not even like trying to keep it low” (Jackie, FG2: 1). Rose stated that “if they [adults] were following the same rules as us... we wouldn’t have a problem... But it’s like, they can do what they want. But, like, we can’t.” (FG2: 1).

5.2.3 Conformity, Agency, and Identity.

Participant experiences of rules and restrictions could be said to illustrate more latent themes in relation to participant perceptions of conformity, adult authority and the impact of this on their own freedom. The tension between conforming to the rules at, what participants appeared to feel as, the expense of their agency, as individuals. Participants described a system in which C/YP are answerable to adults rather than themselves, and rules are a means of enforcing this. These experiences leave questions regarding how participants feel their voice is valued and heard within the system, as expectations for C/YP to listen to adults was evident throughout transcripts but feeling listened to did not seem to factor. Instead, the opposite was experienced.

For example, “they don't listen to you” (Leader FG1: 2) or “ they don't listen to a word I've said” (Charlotte, FG2: 2).

Interestingly, eight of the twelve participants were part of the student council, in which they are to act as representatives for the wider school population (to be their voice), yet even within these experiences, it seemed they did not feel listened to. Rose shared how she'd “been in things before, like student council like student leadership. And when you talk up about something, I think it's like they just kind of ignore it” (FG 2: 1). There were times within the FGs where I felt I took on an experience of being unheard, i.e., of not being listened to or spoken over, where I may have internalised the experiences of the participants (this did not feel to originate within myself) but also been experienced by the participants as a perceived (adult) authority.

Authority was an interesting dynamic to consider in relation to being heard and particularly participants frustrations regarding reprimand for rule breaking. Intriguingly, participant narratives regarding rule breaking held no accountability for breaking the rules. This could be suggestive of a negation of responsibility (and thus projecting the issue into the adults within the system) but equally, it is possible that breaking of the rules has been used to indirectly challenge authority. Therefore, rules could be said to have a manifest function of maintaining order within the school system, but also, on a latent level, function as a contention for authority and agency, unintentionally provoking tension between those in power and those who perceive themselves to be (or are) without. In contrast to experiences of not feeling heard, FG3 participant discussions suggested that they felt they would be heard, and had a certain amount of agency and that change would occur as a result, as illustrated by Dave “I feel like we should bring it up in school council that, we should change it” (FG3: 2). The contrast

in experiences suggests differences in perceptions of agency, and differences in how participants voices are valued by adults in the system.

Conformity has already been touched on in relation to rules and agency, but there appeared to be additional tension between conforming to school expectations and identity, in which it seemed participants did not feel they do both. In FG1 and FG2, frustrations in relation to restrictions of self-expression were present across participants in which teachers were “allowed nice nail colours. We’ve got to stick to French tips and nude colours... It's just not fair” (Jackie, FG2: 1) and how “teachers can almost show off their own personalities through, through their like clothes and their hairstyles. cause like there's like we can't because we're all dressed the same” (Leader, FG1: 1).

A point of real contention for participants was the wearing of lanyards for identification in which “they force you to put it on... if it's not on you, then you'll get in trouble” (Jace, FG2: 1). The meaning behind why participants objected to lanyards in particular did not come into conscious narratives (despite open ended questions in attempts to explore further) suggesting a defended nature to this topic. Based on what was communicated, lanyards appeared to act as both a depersonalisation (conformity and uniform) and exposure of self; the latter of which preventing anonymity within the school setting (“there's no privacy” King, FG1: 2). The tension between being seen and maintaining privacy was evident throughout FGs in which participants appeared to alter between what felt to be sharing and, what felt like, withholding of their thoughts and experiences, a dynamic I felt myself within the sessions resulting in withholding of my own thoughts. The function of my withholding could be contributed to the nature of the methodology (in which research attempts not to lead participant narratives), but this felt to be more akin to a withholding of self, possibly a parallel process to that of

participants. Alternatively, the issue taken with lanyards could be another example of challenging authority in which the annoyance is in relation to compliancy with authority, rather than the lanyards themselves.

5.3 The Emotional Experience of Schooling

5.3.1 *Emotions and Capacity*

Emotive language and explicit naming of emotions were absent across participant accounts, in which emotions appeared to be beneath the surface of experience rather than actively engaged with or acknowledged. Throughout participant narratives were examples of participants saying “I feel” or “it feels” but these were in relation to practical aspects, or presented in an objective manner “you feel upset about yourself because you're not doing something that you feel like you should be doing” (Leader, FG1: 2). In the place of emotive words, participants appeared to adopt words or terms that would mask any expressions of emotion. The word ‘annoying’ was (over-)used in instances where other descriptors for other emotions (such as angry, upset, frustrated) seemed more apt. For example, “It's annoying as well when, like, the teacher explains that and then like. Your whole table is like messing around and you can't hear the teacher like it's annoying. It's annoying” (Rose, FG2: 2). For all participants in FG1, the term “it's a lot” was used to express their emotive experiences, rather than connecting to the individual emotions involved suggesting, similarly to “annoying”, that these phrases were indicative of a defence against the emotional aspects of schooling.

For all participants, acknowledging emotions was, in some instances, actively avoided by deflecting conversation, ignoring, giggling, rejecting, changes in tone of voice (trailing off to a whisper), arriving late, or leaving the physical space entirely to escape. Remaining in the FG space appeared to be particularly difficult for participants

in FG2 who arrived late at different times, disconnected when in the session, and finding reasons to leave the space such as asking, “is it alright if I just quickly pop to the toilet?” (FG2: 2) and not returning. There was a consensus within FG1 and FG2 regarding school toilets being used as “time out” (Rose, FG2: 2), an escape from the pressures of the school day (“if like people like don't want to go lesson and then they're just in the toilet” Star, FG 2:1), and a way to be alone as “there's no privacy in the school, at all” (King, FG1: 2). The toilets seemed to become a place of escape for participant (and students in general), a physical defence against difficult experiences within school.

Disconnect from and defences against emotions were further reflected in my reflective diary in which I recorded “it regularly felt like they [participants] were speaking on the surface level, and when we got close to something that felt more ‘emotional’, it was moved away from back to the practicalities of day to day” (reflective diary, 06/11/2024). This was also reflected in my own feelings of needing to “switch off and disconnect post interview” (reflective diary, 06/11/2024) rather than engage in reflection regarding the experience. I found my own ability to be in touch with, stay with, or even name emotions was challenged throughout the research process, resulting in identification and polarised reporting of emotions throughout experiences (categorised simply as positive or negative). This included how my own “current process of learning had impacted on my emotional capacity” (reflective diary, 12/12/2024), in which emotions felt to be dangerous to engage with and of secondary importance to my learning priorities. Although this was not explored with participants, I wondered whether my feelings were also an identification with their experiences, in which we were engaged in a parallel process of reduced emotional capacity due to contextually conflicting demands.

Where emotions were named, they were either done so by myself (“It feels sad when you say it like that”) or attributed to others (“they get angry” Jace, FG2: 2; “you can just see how sad they are” Rose, FG2: 2), and whilst participant emotions were typically absent from session narratives, they were evidenced to be present under the surface (as illustrated by FG2 when Jace became unpredictably emotional, and when a participant left the space). When emotions did come into the research space, participants appeared to deflect attention away from them. I found myself struggling with my own emotions at times, in which had a physical sense of emotions trying to come to the fore that felt uncontrollable. It may be that I had attuned to affective undercurrents within the space and introjected a dynamic regarding the capacity of the participants, and the system as a whole, in which emotions felt unsafe. This was reflected in my diary as “something that was also in the system in which there is so much emotion but there isn’t the capacity to engage with it, so everything is about containment. I needed time to contain my own thoughts and emotions” (reflective diary, 21/10/2024).

Differences in how emotions were held were evident across FGs. FG1 and FG2 showed a sense of needing to contain their emotions independently, rather than depending on others. Leader reflected the need to “talk to someone you feel who understands you” but the challenges of this as “at this point like even like your friends will never actually understand what you or another person is feeling... they're going to feel something different... there's no one in the world that actually gets you. So, you feel quite alone” (FG 1:2). Leader’s experience suggested that it was not possible for her to depend on others, as they wouldn’t understand. This was a similar experience for Rose who when asked where she goes with her emotions shared “I don’t go anywhere now” (FG2: 1). Throughout these two different sessions I noted similar

experiences of “a real sense of holding everything in, noticing my own chest was tight and I felt that I had scrunched myself inwards” (reflective diary, 21/10/24) and wondered if I had introjected the student experience of trying to contain their emotions.

The atmosphere in FG3 sessions presented as light and positive comparatively to FG1 and FG2 which could be suggestive of developmental differences regarding how emotions are expressed and contained (by individuals and those around them), or additionally the absence of challenging experiences. Their emotional experiences were primarily in relation to learning (“we’ve got to do double maths. That’s just sad” Jeffery, FG3: 1) but also impacted by others (“Yeah, happy, I’d say, but it’s well, actually it depends what teacher” Jeffery, FG3: 2). I wondered where more difficult emotions were in FG3, which was reflected in my reflective diary as “a sense of anxiety in myself, but this is more like muted, deep anxiety that isn’t expressed on the surface” (reflective diary, 17/12/24), suggesting the presence of defences against emotion; this sense was present across all FG participants. Participant experiences of feeling “drained” (Star, FG2: 1) and constantly “so tired” (King, FG1: 1) further suggests the presence of defences against emotion, in which energy is being spent on containing emotions within.

5.3.2 Relationships and Trust

All participants discussed the impact of relationships on their school experience, as illustrated throughout the presented themes, in which positive (feeling understood and cared for) and negative (feeling unfairly targeted) examples were shared. While peer relationships were discussed, experiences mainly centred around relationships with school adults; how these were experienced differed across FGs. FG3 appeared to idealise school staff (“I love my teachers” Dave, FG3: 1) and minimise any difficulties with other pupil as “most of it is an accident” (Jeffery, FG3: 1).

Contrasting the accounts of participants in FG3, participants in FG2 appeared depreciating towards staff (“he’s ‘orrible” Linda, FG2: 1) and discussed them with a sense of dissatisfaction and suppressed (or expressed) anger (“I hate when teachers do that” Jackie, FG2: 1) which seemed to be attributed to participants feeling misunderstood, without agency (as previously discussed), and feeling that their needs were not met by school staff, with form tutors being the exception. Feelings of needs not being met were also a foremost narrative for FG1, predominantly in relation to learning needs, in which Leader shared her experiences of “teachers like know the issue like they don’t usually try and help you” (FG1: 2) with King sharing that “even if you get help as well, it’s just a worksheet” (FG1: 2). The variations across FGs may be a further example of differing developmental needs of participants, in which relationships were viewed as meeting these needs. For FG1 participants, this appeared to be in relation to learning, FG2 participants in relation to equality and compassion, and for FG3 participants, in relation to caring and support. For FG2, relationships were central in participant narratives, the impact of such explained well by Star.

I feel like school’s not like, it’s not supposed to like, feel like that. It’s supposed to be like, like a nice place to be. Like, like it’s supposed to be, like, somewhere like you can see your friend. Yeah and like, learn and stuff. But like some people, like some people in school and some teachers like make it very different to that... some people make other people feel like they don’t want to come to school and stuff like that (FG2: 1).

Star's statement of "it's not supposed to like, feel like that" points to an internalised expectation of what school and school relationships should be, yet her experiences appear to contrast this. This may also be a dynamic for other participants, in which there is a contrast between the school experience they hope for, and the school experience they have, resulting in continual disappointment within their realities.

FG1 highlighted "communication" (Batman) "respect" (Leader and King) "understanding" (Charlotte), "knowing" (Batman), and also "trust" (all) to be the qualities they wanted in relationships (FG1: 1), in which participant narratives suggested these were not present in their current experiences. Many of those named are TPP qualities, further suggesting that these may not have been held by school staff they were interacting with. Charlotte emphasised the importance of familiarity for relationships and hinted at the challenges within secondary school in relation to consistent members of staff, stating the need for "a teacher that's actually in like, more than once a week" (FG1: 2). Trusting and being trusted were shared experiences for FG1 and FG2 where the genuine nature of adults was at times questioned, for example, Leader's experience that "some teachers just feel like really fake towards you" (FG1: 1).

The notion of trust also extended to students feeling as though they were not trusted by adults as experienced by Jackie in relation to staff believing she was ill "if you're like, say, you're like sick in the toilet or something. They'll ask for proof" (FG 2:1). Throughout FG sessions, I found it difficult to develop relationships with participants and wondered whether my "sense of feeling outside the group... not being part of... "(reflective diary, 21/10/24) could be participants unconsciously holding me

at arm's length as an adult that may not be trusted, or equally, whether they felt I was genuine.

For FG1, there was a sense of separateness between participants and adults in which I recorded my own sense of “feelings of hostility from [certain participants]. Offering reflections that were rejected and wondering if this was a knee jerk rejection rather than a true rejection. Not wanting to develop a connection with me in favour of being seen as and remaining independent” (reflective diary, 06/11/24). My experience of rejection occurred within FG sessions in general in which I noted that the more established the relationship between participants became, the more redundant I felt. My experiences of rejection may have been participant attempts to mediate authority, rejecting the adult authority I represented in the space (the transference relationship), or, on the other hand, may have been an internalisation of participant experiences. I wondered whether our dynamic was a reflection of participant relationships with adults in the wider school system, in which the research relationship paralleled relational experiences between participants and school staff¹¹.

Conversely, I also wondered what the impact of filtering, and at times withholding, myself had within FG sessions in which I too may have been seeking to avoid relationship development for wish not to be depended on by others when I had my own needs. My thoughts extended to the “need for openness in relationships, but how this can be challenging when you perceive the system you are in to be punitive, one that publicly exposes your failings, or unfairly singles you out, in which relationships may be seen as a danger, rather than supportive, resulting in adults being kept at arm's length” (reflective diary, 12/12/2024). I wondered about the fear

¹¹ Staff experiences of being rejected by students were present in the reviewed research in chapter two (Ganigan, 2020; Palluotto, 2023).

of dependency, of connecting and not being, in a Winnicottian sense (see, e.g., Winnicott, 1960), held by the other (school staff), and how the need to maintain a sense of control within an unpredictable system (Ellis et al., 2017) may result in dependency on what is felt to be the only constant, the self.

5.3.3 *Dependence and Independence*

Dynamics of dependence and independence have been latently presented throughout participant accounts, the contextual dynamics of the FGs, and the identified themes within the research. Experiences of dependence varied, in which participants in FG2 and FG3 indicated a continuing dependence on parents (“say like, you need to like, call your mum or something”, Jackie, FG 2:1, and “like sometimes you’re not sure if your parents are going to get off work in time to pick you up”, Jeffery, FG3: 1). Yet for FG1, dependence was predominantly in relation to each other (“we help each other out” Batman, FG1: 1) and the self (“you sort of have to figure out on your own” Leader, FG1: 1).

Dependence on school staff was not explicitly named by participants but presented in varying ways throughout the sessions. For FG3, dependency was in relation to support throughout the school day, navigating school dynamics (such as challenges with peers), and ensuring basic needs were met. Dave found that “you can ask someone, and they’ll help you. They’ll help you get it fixed” (FG1: 1), indicating a level of trust in adults, and his dependency on them for help. For participants in FG2, there seemed to be a conflict between dependence and independence in which participants felt frustrated by what felt to be restrictions (such as school rules and conformity as previously discussed), preventing them from being independent. Adults in this system appeared to contribute to this, in which participants shared experiences of what appeared to be confusing and contradictory school and staff expectations as

illustrated through Linda's experiences of staff who "say that we're responsible for everything else. Why can't we be responsible for our phones?" (FG2: 1).

For FG1, participants felt expectations of independence regarding school priorities could be excessive, that is, that adults "can't expect us to be like 16-year-olds doing GCSEs. Manage our feelings. Do revision. Have a social life. That's a lot of things for just a 16-year-old to cope with and on your own" (Leader, FG1: 2). Charlotte has similar experiences in which she felt "like it's a lot of pressure... Just considering we're kids" (FG1: 2). Time, and the lack of time remaining as a child, were consistent narratives across FG1 participants which added to the pressure of independence, particularly in relation to exams and the end of school in which it felt to be "a year away... I'm going to have plenty of time. And then you hit year 11 and you're like [pause] I need to start revision... so everything does feel a bit rushed like our whole entire year, well the past five years" (Leader, FG1: 1). Participant experiences suggested a sense of not feeling ready for what appeared to be perceived linear independence (unable to return to dependency on others), expressed by Leader in relation to practical aspects of adulthood in which she had "not gone over on anything to do with... like taxes or bills or like what to expect when you're older" (FG1: 2) which left her feeling "completely clueless".

Charlotte discussed that whilst "you can be independent in different ways, then, other things, we might need help. It's just completely neglected because 'we're independent' " (FG1: 1) illustrating the worries they had about perceived adult, school staff and parental assumptions regarding the status of their independence. Batman described adults as presuming that "if you're independent in this one thing, you should be independent of another thing" (Batman, FG1: 1) which Charlotte furthered to explain "when we do things by ourselves, the parents are like, oh, you're independent,

So you can do it” (FG1: 1) but how this generalised assumption increased anxiety regarding independence as “there are things that we just don't know... what if we go off.. by ourselves and then, we don't know what to do” (Charlotte, FG1: 1).

Whilst participants in FG1 showed understanding regarding the developmental transition from dependence to independence in which “you obviously do become more dependent, like independent” (Leader, FG1: 1), there seemed to be a wish to remain dependent (noted in the initial misuse words) and return to playful aspects of childhood (“tell us jokes or, like, tell us stories. And he's put music on. And it was just such a relaxed thing and, like, nice environment. that I actually wanted to be in” Rose, FG2: 2). Yet, play and joy seemed to be quite separate from learning, with playfulness being restricted (by the system and by participants) within the school setting, and also throughout the research encounter. At times, I felt a sense of needing to restrict my own playfulness, a possible internalisation of participant experiences suppressing their wish for play in favour of meeting expectations of independence. It could be suggested that play was perceived as not being synchronous with independence. There were feelings of sadness in relation to the move from dependence to independence (which I myself felt). However, these appeared to be defended against, such as through a giggle, “cause then you really realise you're like, oh, you are separated [giggles]” (FG1: 1), or the turning to discuss more practical experiences suggesting this transitional stage to be overwhelming, challenging to process, and perceived as irreversible by participants.

The state of independence for participants in FG1 seemed to present as a confusion, which was reflected in my diary as “confusing to know where you are, thoughts on how confusing it is at this age for children and young people... the seesaw of the age between childhood and adulthood” (reflective diary, 27/10/24). By

comparison, the feelings I had in FG2 sessions appeared to echo participant experiences of feeling their independence to be restricted. The developmental differences detected across FGs presented in the form of happy dependence for FG3, restricted independence for FG2, and unprepared independence for FG1. Each of these dynamics impacting participant experiences of school and school relationships, and how they were experienced and responded to by staff within the school setting.

5.4 Chapter Summary

The previous and current chapter have presented the four core themes identified from the available data (participant and researcher experiences, pen portraits, field notes, reflective diary) which are: TPP: the unseen model, TPP: for the few not the many, the centrality of education, and the emotional experience of schooling. The overall experiences of participants suggest differences in how the school system is experienced, in which adult interactions are an important dimension. Relational dynamics and school processes whilst at times supportive, felt to be beneficial for only certain pupils, not all, and seemed to at times act as a means to resolve unconscious tensions between adults and C/YP (such as school rules as a means for asserting or rejecting authority). Experiences of TPP values, it seems, were challenging to apprehend through participant accounts, and where these were present, again did not feel to be directed towards all pupils suggesting perceived inequalities in adult approaches and the wider system.

Throughout participant accounts, it appeared that the value of school as a place of learning was lost, in which relationships, authority, and independence took primary importance. Therefore, participants seemed to be navigating not only the practical requirements and expectations of them as pupils, but also the complexities of unconscious relational and emotional dynamics of school experience. My own

experiences across FG sessions of holding too much, reflected “just how much young people are holding. We [adults] try to encourage them [C/YP] to be independent, but it appears to be too much too soon, particularly when there is just so much to juggle” (reflective diary, 21/10/25). In these respect, the themes presented across these two chapter illuminated the complexity of participant experiences, in which individual and group dynamics impacted on participant narratives and self-conceptions, illustrating the psychosocial nature of experiences within TPP schools. In the following chapter, I will discuss the findings of the research and implications for practice before concluding this research study with a reflective chapter.

Chapter Six: Discussion

6.1 Introduction

The research reported in this thesis explored the experiences of C/YP within TPP trained school provision and the previous two chapters described the overarching themes developed from a PIPS exploration of participant experiences. This chapter discusses the implications of the key findings. To summarise, the first key finding is that experiences of TPP are hard to discern as these did not factor in participant accounts. The second is that experiences are shaped, for better or worse, by adult relationships within the school setting, and the third is that in order to understand the nature of C/YP experiences of TI schooling provision, methodologies that engage with social and emotional complexity are required. In this chapter, implications of the above findings will be presented as will the contribution of the current study to TIP research, followed by a critical evaluation and reflections regarding the use of a PIPS methodology. Recommendations for future research will also be presented along with a dissemination strategy.

6.2 Key Findings

6.2.1 *TPP is Hard to Discern*

The first key finding of this research is that TPP values and practices are hard to discern as these did not seem to explicitly figure in participant experiences. Implicit examples of staff and system engagement with principles and values that could be attributable to TPP (hope, connection, and compassion) were present throughout the data, often discussed in relation to the absence of such values, experienced by participants as the opposite (hopeless, disconnection, and unkindness), or experienced inequitably (staff appeared to direct approaches towards some, but not all, students). Where participants did discuss experiences that could be attributed to

the adoption of TPP, it was hard to discern whether these were a result of TPP values that were already held by the system and individuals within it or attributed to another model adopted by the school¹². Additionally, whilst there were examples of the system attempting to implement values at a systemic level (e.g. development of hope, connection and compassion through system processes and expectations), essentially, values that could be attributed to TPP were noticeably absent from staff and participant interactions within the present study. As the current research is the first to explore C/YP experiences in this area, it is not possible to conclude if the findings reflect general student experiences (nor would this be expected with a PIPS methodology due to understanding data to be a product of a unique relational and contextual dynamic).

Whilst train-the-trainer (top-down) models are proven to support staff development, confidence and motivation (Eiraldi et al., 2024), Eastfield's SLT delivery of a "slimmed down" TPP whole-school training may have contributed to TPP not being implemented at the staff and student interaction level within participant experiences. Understanding the need for in-depth training and organisational change to support TIP is clear across research (Harris & Fallot, 2001; Muttillio et al., 2022) and policy (NEU, 2024), in which the success of TPP (and TIP by extension) can be limited by the context and capacity of the adopting system and individuals within it; the framework will only go as far as the system enables it to.

School systems are not isolated systems and are influenced by individual (C/YP, parents, and stakeholders), community, and wider systemic contexts such as government policy and societal expectations (unwritten rules of how individuals should behave). These complex and dynamic contexts shape experiences of school in which

¹² School have also embedded 'Positive Regard' training.

contextual challenges can disrupt how TPP (and TIP by extension) is adopted and delivered (Muttillio et al., 2022), particularly in relation to capacity, resources (such as time and funding), attitudes, and readiness for change (Chafouleas et al., 2016). For example, if the wider school system does not have the resources (Miller, 2018) nor is ready and open to adapting policies and procedures in relation to TPP/TIP, staff within systems may not be incentivised or have the means to adapt their own practices to incorporate TIP principles (Muttillio et al., 2022). However, where the current research setting adopted TPP throughout its practice and policy, it is yet to be experienced by participants. The findings of this study appear to further evidence how system pressure and strain, from within and external to the school (such as government agendas), can limit capacity for patience and relational approaches, resulting in conformity overriding psychological health and individuality, causing reversion to more traditional, authoritarian approaches (Muttillio et al., 2022). Participant experiences provided examples of school practices (such as the behaviour policy regarding praise and reprimand) appearing to favour “authoritarian” approaches void of principles akin to TPP in which, at times, rules seemed to be a means to assert control and authority (Jackie’s experience of a teacher chewing gum), as opposed to their intended function (such as to create connection and belonging).

Where conformity and control are prioritised over collaboration and wellbeing, TIP will be unable to thrive (or be detected) due to the competing agendas, emphasising the need for a shift in educational priorities from conformity to collaboration, where relationship is prioritised over curriculum (Ganigan, 2020; Howard, 2019; May, 2023) for TIP frameworks to succeed. Whilst developments have been made at government policy level (DfE, 2017; OHID, 2022) to prioritise wellbeing, the conflict between academic (performance) and wellbeing (therapeutic) initiatives

remain. It is hoped that the Children's Wellbeing and Schools Bill (UK Parliament, 2024-2025) will formalise within policy, not just guidance, changes that further emphasise the importance of wellbeing and relational approaches (such as the adoption of a TIP framework for practice) over, or in the minimum equal to, academic success as whilst these decisions are made at a distance, they have a large impact on school experiences (Committee of Public Accounts, 2025). Whilst certain decisions made far away have a large impact on C/YP, it appears that others do not, as seems to be the case with TPP.

6.2.2 Participant Experience is Shaped, For Better or Worse, by Adults

The second key finding is how adult decisions and approaches shape, for better or worse, C/YP experiences, impacting on how participants feel within the school system and within themselves. The impact of relational approaches is evidenced across previous research (Day et al., 2015), within TPP and TIP frameworks, throughout participant narratives within the current study, and embedded within the ontological perspective of this research. Yet, relationships between participants and school staff appeared lacking, often disappointing (with the exception of form tutors) or felt to be forced (in terms of adults forcing false kindness and practices being on students). Participants experienced staff understanding of them to be based on assumptions, rather than knowing, resulting in a disconnect between participants and school staff where participants felt of no value.

Where participants understood certain adult-led practices to be constructive (such as school rules), this was not always reflected in participant narratives as practices were often experienced in opposition to their intention (attempts at connection experienced as disconnect) or perceived as unfairly implemented (applied to some, not all). Experiences of inequality added to this further, contributing to social

constructs such as “good” and “bad” in which school wide practices appeared to have a divisive effect rather than connect its community. Additionally, inequality of approaches, in which some were perceived to be treated more favourably, appeared to result in the value of conforming to adult behavioural expectations and learning reducing for consistently “good” students. Relationships were explicitly expressed by participants to impact on how lessons and subjects were respected and enjoyed, indicating learning to be relationally motivated rather than valuing learning alone. Supportive relational connections seemed to result in motivation for, and enjoyment within, learning in which how adults were experienced in the school system influenced participant school experiences in general.

The developmental differences of participants, in relation to the need for dependence or independence, seemed to impact on how relationships were experienced, wanted, or rejected (as illustrated in chapter 5). This, at times, appeared to result in well-meaning approaches by adults being experienced negatively (participants thus rejecting adults), and at others, where participants perceived the demands of the school system to be too great for example, resulted in participants perceiving adults to be abandoning them (adults perceived as rejecting of participants). Additionally, the conflicting and differing adult expectations of independence often resulted in confusion for participants, increasing anxiety and decreasing trust in adults. Consequently, these dynamics highlighted the complexities and ambivalence of adolescence, where the transition from childhood to adulthood attempts to be navigated (Arnett, 1999), the need for consistency and clarity within relational encounters, and the challenges of such during this stage of development.

Whilst there appeared to be concerns regarding (what was perceived to be linear) independence, participants tended to represent themselves as subject to forces

beyond their control in which the school system was not reflective of the realities of the current world, resulting in decisions about, and processes for, C/YP not meeting or understanding their needs. Children have historically been viewed as inherently different to adults (Aries 1962), and merely passive beings rather than active participants (Young-Bruehl, 2012), resulting in adults assuming authority over children and the practices for them, particularly reflected in school system structures and processes. Participant accounts reflected as much, in which there appeared to be a lack of collaboration and agency, resulting in participants resigning themselves to the status quo of educational system practices. Yet, there felt to be an undercurrent of a battle for agency between participants and school staff (particularly participants in FG2), in which rules and relationships were weaponised as “tactics”, a means of asserting control and gaining power. For some this was realised in school relationships externally, for others, however, this battle appeared to remain internalised, further deepening a sense of being passive recipients of adult direction (Frost & Hoggett, 2008), increasing tension and disconnect in school relationships. Regardless of action, the wish for agency within their experiences was present.

Participant narratives, interestingly, did not explore aspects of school experiences where they held agency. For example, when discussing rule breaking, accountability was not expressed and instead, frustration was directed to the adults’ implementing consequences suggesting challenges with accepting fault within actions. Expression and labelling of emotions were limited in accounts, suggesting something of participant, and possibly the systems, capacity for emotions. This was reflected in my own challenges to name emotions or include emotive language throughout the writing of this thesis; the notion of the defended subject, and researcher, in which experiences (or fault) and emotions were too challenging to

acknowledge. Additionally, opposing experiences, indicating defensive splitting (Klein, 1946), were evident throughout the research findings, such as TPP vs education, conformity versus individuality, child versus adult, teacher's versus student, good versus bad. The oppositions in participant accounts may not necessarily represent the actuality of their experiences, but rather a lack of capacity for both/and (and the range of experiences in-between), impacting on how participants perceived, shared and connected to their experiences.

The experiences of participants indicated that adult approaches were inconsistent and deficient in values that could be attributed to TPP (bar form tutors), with decisions regarding C/YP often completed without their input, resulting in practices and policies remaining disconnected to the needs and experiences of C/YP. Adult decisions, from how they speak to C/YP to developing policies and practices for them (such as TPP), need to be carefully considered in terms of impact, which can only be realised by gaining a deeper understanding of C/YP needs and how decisions may be received by them. This key finding highlights that whilst frameworks such as TPP can increase understanding of behaviour and inform practices to support C/YP, the crux of the framework must be the relationships within; the adult is the intervention (May, 2024). Whilst the importance of relationships is not a new finding within research (Roffey, 2002), this study adds further emphasis to the prioritisation of relational approaches within school settings and within TPP; the latter of which is not evidenced elsewhere.

6.2.3 The Need for PIPS Methodologies to Understand Experience

The third and final finding of the research is that in order to understand the nature of C/YP experiences within TI schooling provision, methodologies that engage with, at both the conscious and unconscious level, the social and emotional

complexities of experience are needed (Frosh & Baraitser, 2008). Methodologies such as that presented within this study in which focus groups, based on Hollway and Jefferson's (2008) psychosocial approach, are a suitable candidate. By exploring experiences of TIP directly with C/YP, from a PIPS methodology that can explore how experience has been and is being constructed, we can better understand how, and if, processes are factoring in their experiences and how these may be adapted to meet their needs.

While these methods enhance deeper exploration (Ellis, 2021) of school experiences, their use in educational psychology research presents various practical, ethical, and conceptual considerations (Long & Eagle, 2009). Reflexivity is needed at multiple levels to support use of psychoanalytic frameworks and navigate the tensions of interpreting experiences from an 'expert' perspective (Archard, 2020; Clarke et al, 2008) whilst striving to elevate the voices of children and young people in relation to TIP. By turning to experiences within, experiences being replayed within the research can enhance understanding through lived experience, adding to the depth of understanding that may not be gathered through other means. To fully encapsulate school experiences, surface level actions must be considered in relation to the underlying functions beneath, illuminating relational and individual processes at play, shaping experience (Hollway & Jefferson, 2013).

6.3 Implications Of The Findings

6.3.1 Development of TPP

The key findings identified within the current research have implications in a number of areas. The key implication of the current study is the need to develop the TPP framework and implementation model to ensure values reach C/YP within the setting. This may include enhanced train the trainer support (such as codelivery to

whole school), individual needs assessments for staff regarding change and relationship development, in addition to augmented support for some, follow up support for all, and an ongoing emphasis on 'TPP for all' to ensure equality of approach. Research elsewhere has illustrated relational skills underpinned by therapeutic techniques, such as empathy, attunement and active listening (Wilson-Ching & Berger, 2023), to result in the development of positive classroom environments (Jennings & Greenberg, 2009) by enhancing capacity of systems hold emotions. Whilst included in the TPP framework, support for development of such skills could be enhanced through additional training. The need for supervision in relation to TIP has been highlighted previously (Smith, 2024) and is supported by the findings of this research which further emphasises the need for ongoing professional support and development for school staff. Psychodynamically informed supervision, in which conscious and unconscious dynamics are uncovered, can enable supervisees to explore experiences and relationships that may otherwise have remained hidden (Shaldon et al., 2021), and, similarly to supervision for researchers, is of particular value to school staff in creating a deeper understanding of the psychosocial nature of school experiences,

Including C/YP within the TPP delivery process may be advantageous with regards to implementation, but in the minimum students should be informed of the framework and anticipated changes, hence fostering collaboration between students and staff further supporting implementation of TPP values such as developing a sense of belonging. Participants within the research indicated that they are not currently included in school decisions (such as school rules) and practices implemented (TPP approaches) for, and about, them. Yet, their experiences could inform and support targeted changes at the organisational level through policy orientation.

The TPP framework, whilst inclusive of theories that centre relational experiences (Bowlby, 1969; Ainsworth et al., 1978; Perry & Szalavitz, 2006), could be developed to include further psychoanalytic understanding to support school staff to understand relationships and behaviour at more depth. The inclusion of concepts such as object relations theory, for one example, could deepen understanding of relational encounters through exploration of transferential relationships (for example, teachers embodying, or being responded to as, the kind or critical mother) (Klein, 1946), whilst other concepts, such as projection, could support understanding of what is theirs, and what is not theirs, (Ellis, 2021); both enabling a shift in the dynamic from engaging with an externalised previous relationship, to relating with the 'live' individual, enhancing connection. Furthermore, by understanding psychological developmental dimensions of experience, what C/YP need and how the TPP approach is experienced at different stages, can support adaption of approaches to meet C/YP where they are.

There would need, however, to be careful consideration regarding integration of psychoanalytical understanding to working with C/YP. Firstly, processes such as transference and identification can be challenging to grasp and even more challenging to engage with in environments such as classrooms and the wider school environment, in which there are an array of conscious and unconscious dynamics, distractions, and limited time (and capacity) for reflection (as illustrated throughout the current study in relation to data collection and analysis). Additionally, whilst useful in deepening relational understanding, incorporation of psychoanalytic understanding would be positioning school staff as emerging psychotherapists, within a role that presently holds a high level of responsibility for achievement and wellbeing, in which capacity (time) is already stretched. Furthermore, psychoanalytic insights require considerable ethical consideration as they can easily be weaponised, with adults adopting an expert

position, impacting on how children are and can be heard. Whilst there may be benefits to having psychoanalytically informed school staff, power, agency, and wellbeing (of both C/YP and adults) may be at stake. Having considered the preceding points, should a psychoanalytic sensibility be paired with curiosity and exploration of C/YP experiences (directly with C/YP), in addition to adequate training and regular supervision for school staff, psychoanalytic concepts could be supportive of enhanced relational understanding and improved relationships between C/YP and school staff.

Further implications of the findings are the need for consistent approaches to TIP within settings and across disciplines (Parameswaran et al., 2023), in which adults within TIP adopted schools (or wider settings), practice consistently from the same shared values; this also extends to parents and C/YP. The contextual challenges of TIP and TPP (such as differences in staff and school motivation, capacity, and resource) have been discussed, but it is hoped that ongoing developments in government policy will result in a clearly communicated vision, with trauma informed practice at its core (Garcia et al., 2023), in the form of a TIP framework that is manageable enough to meet school and individual capacity without losing its depth and value. Additionally, legislative and funding commitments to support TIP (Emsley et al., 2022), would be welcomed.

6.3.2 Professional Practice

The findings within this research emphasise the need to relieve the tension and pressures of professional practice within (and beyond) the education system to enable practitioners to have capacity to provide quality of care for students. The competing demands of the education system (achievement over wellbeing) appeared to often result in prioritisation of authoritative practices that were felt to be punitive and demanding rather than supporting and caring relational approaches. Authoritative

practices can be understood as a means of short-term compliance at the expense of long-term effectiveness, impacting on academic and emotional outcomes (Jones et al., 2023). Prioritisation of human connection over performance needs to be considered in relation to reassessment of disciplinary policies. Additionally, the function and structure of policies and systems within (and around) school settings need to be explored as participants in the current study felt these did not meet them developmentally (for example certain rules), nor did they reflect the current experiences and advancements of the 21st century (content of the national curriculum). Exploring with C/YP their current experiences of the educational and surrounding systems should be an ongoing priority for practice and future research into educational experiences and practices.

A core implication of the current research relates to changes needed for professional practice in how children's voices are considered and incorporated in relation to TIP schooling, and wider practices. Participant experiences within the current study of not feeling heard, valued, and treated in relation to adult perceptions emphasise the need to gather C/YP voice directly rather than working from adult assumptions (Jago et al., 2021), as only by understanding the experiences of C/YP and gaining their insights can systems work with and meet the needs of those within. There needs to be a shift from "done to" to "done with" to increase C/YP agency (regarding the development of practices that support them and to avoid C/YP being viewed and positioned as 'problems to be fixed', limiting the recognition of children as humans with their own capacities (Reay, 2024). The findings emphasised the importance of including C/YP in decisions and practices, made and implemented for and about them, in relation to TIP. Their experiences can inform and influence positive change at the organisational level through policy orientation, as well-designed support

systems that actively involve young people's voices have transformative potential (Goding et al., 2022). Careful consideration as to how this is achieved is needed to ensure a move away from tokenistic "giving voice", to a purposeful gathering of understanding that is acted upon (Lundy, 2007). Additionally, it is important for adults to recognise that C/YP can have both agency and needs, in which the former does not become overshadowed by adults meeting the latter as, at times, adult approaches aimed to support may further affect the autonomy of C/YP (Carr, 2017).

6.3.3 Educational Psychology Practice

The implications of the current research findings, as illustrated above, provide a multitude of implications for EP practice due to the systemic and contextual nature of TPP (and TIP). Implications such as the role of EPs in supporting TIP training, implementation, practice and providing ongoing support such as supervision for school staff. EPs can offer support to senior leaders regarding development and implementation of policy to practice (which will be of high relevance in relation to government standardisation of school practices) whilst navigating the therapeutic and democratic agendas within the school system. Additionally, consultation can be used as a means to create collaborative spaces for C/YP within schools, and families, to gather their views as a means of understanding experiences and sharing these back to (with consent) the wider system for development of provision (Ormiston et al., 2020). Adoption of a psychotherapeutic approach to EP consultation, can enhance understanding of the complex dynamics of experience within and between consultees (school, home, C/YP) in which EPs will, as a result, be better placed to support change.

Additionally, PIPS concepts can be applied, and of immense value, to EP statutory work (and report writing in general), in which enhanced understanding of C/YP experiences can enable identification of appropriate provision. Furthermore, EPs

can enhance C/PY agency through these methods, supporting a shifting in narrative from “reports written about children” to “reports written with children”. Where PIPS epistemology understands knowledge to be created between researcher and participant, this understanding can be applied to EP and C/YP reports in which reports are a construct of the individual it is written about and the individual by whom it is written. This has vast implications for how statutory reports are constructed, understood, and responded to in practice in which the resulting document must be viewed in relation to the context it was written (rather than a conclusive report of the C/YP and their needs).

Furthermore, the research highlights the role EPs have in advocating for and supporting change through engagement with research, the focus of which often developed from their understanding of child, educational and community contexts as practitioner-researchers. The current research findings advocate for C/YP agency in decisions that are about, and impact, them which could implicate changes to the ways in which EPs conduct research regarding C/YP. Where a PIPS methodology can deepen understanding and illuminate undercurrents of experience, incorporation of PIPS with participatory methods can increase C/YP understanding *and* enable for agency in shaping their care (Children and Families Act, 2014). Whilst C/YP research groups are not a new conceptualisation, with youth perspectives incorporated within university and government level research, more is to be done regarding valuing C/YP experience and voice at a practice level which EPs are well placed to do.

6.4 Contribution to TIP Research

The current research contributes to research regarding experiences of TPP and TIP practices in general, in addition to offering a methodological adaption to research involving children. As explored in chapter two, previous research regarding TIP has

primarily been qualitative with little focus on TIP in school. From the available qualitative research that explores experience, the focus is on adult experiences, with research involving children focusing on social care or justice settings, not schools. Additionally, TIP research involving children tended to include participants with a history of trauma, in which experiences of TIP are understood in relation to this rather than experiences of C/YP in general. Furthermore, the current study helps address a lack of available empirical research exploring experiences of the TPP framework.

Additionally, the research methodology provides a novel framework for exploring C/YPs experiences in which the PIPS methodology and utilization of focus groups was able to capture the shared experiences of participants whilst also providing a means in which these experiences could be explored and understood in relation to the dynamic interplay of both the psycho and social. Through these methods, the absence of TPP values and factors shaping C/YP experiences were illuminated resulting in insight regarding the impact of adults approaches and decisions on C/YP, and C/YP agency, within school systems were gained. Moreover, the methodology emphasised the importance of researcher reflexivity in which the additional understanding of the defended subject, and the extension of this to the defended researcher, contributes a complex and interesting dynamic to research across disciplines.

Due to the implications of the current research, the study will be of interest to the local authority in which TPP is implemented, school settings implementing TIP, and other school stakeholders. The research may also have implications for professionals working with children in wider settings and within the field of mental health, such as social care. This study may be of interest to those who are in roles that support and instigate change in educational systems, and professionals involved in

policy development, such as the NEU. Additionally, this research may be of interest to individuals that have an interest in developing frameworks that advocate for children's agency.

6.5 Critical Considerations

There are several critical considerations regarding the current research, the first of which relating to the practical aspects of data collection and analysis. FGs were smaller in participant numbers than planned (due to attendance and receipt of parental consent) and whilst it is not felt to have effected exploration of experiences, it is acknowledged FGs typically have more participants. Additionally, whilst FG1 and FG3 comprised of participants from singular year groups, FG2 included a mix. As developmental themes were identified throughout FGs, in hindsight, year groups could have been kept separate for deeper exploration and understanding of developmental dynamics. Furthermore, research elsewhere has evidenced that it takes time for system changes to be felt and seen (de Stigter et al., 2025) and as the research setting only completed TPP training in July 2023, this must be considered in relation to the presence of TPP values and practices in participant experiences. Moreover, the lack of exploration regarding individual characteristics, particularly race and culture, has been noted previously to be missing in research regarding TIP (Mutillo et al., 2022). The current study has not rectified this gap as participant histories and individual characteristics were not explored. Individual aspects of identity may have added valuable insight during analysis of the data, yet these did not seem to consciously factor in participant experiences as they were not introduced within FG sessions.

Where application of principles from FANIM to focus groups enabled participants to freely share their experiences, participants were not directed towards experiences regarding TPP which may have contributed to the absence of such in

their accounts. This enabled, however, participants to share the experiences that were relevant to them, allowing for the research that wanted to be done to occur (Hollway & Jefferson, 2013). Chapter three presented critical considerations of FANIM in which the lack of a robust framework for practice in addition to need for researcher knowledge and skill were highlighted as possible challenges (Archard, 2020). These challenges were met by clearly illustrating and following the steps identified in previous studies (although these were more akin to guidelines than a systematic process) (Hollway & Jefferson, 2013; O'Reilly et al., 2025), in which my background in psychodynamic counselling supported the knowledge and skill needed for the method.

Whilst the methodology enabled for individuals to share their experiences without an external, or researcher led, agenda, the influence of the group setting on how (and what) experiences were shared was evident throughout participant narratives (contradictions and changing of narratives). Whilst these are natural occurrences within group dynamics it is wondered how participant narratives would have differed in individual interviews or participatory approaches. The presence of others, including the researcher, must be considered in all research encounters regardless of the methodology as these dynamics influence how data is constructed and presented.

Whilst participant narratives were similar across FGs, group contexts (as described in chapter four) and the uniqueness of the data, as a construct between the participants and researcher, resulted in differences. As data from the three FGs was synthesised as one, findings may not fully capture these differences, nor the nuances of individual participant experiences. The psychosocial position does not attempt to definitively answer 'what is experience', but in fact illustrates that we can never fully know experience (Hollway, 2001) due to the nature of humans as defended subjects.

In this vein, the research presents an account of what *can* be known about the experiences of the participants from the data available within this study.

Just as participants are understood to be knowledgeable defended subjects, I acknowledge that I am a defended researcher. Analysis of the data and reporting of the findings must be considered in relation to my motivations for the research and the research being undertaken in the locality where I will be working in the future, as these factors may have resulted in certain themes being unconsciously prioritised over others. Whilst reflexivity has been employed throughout the research process, supported by supervision and a reverie group, certain experiences and understandings will be out of my realm of 'knowing' and unknowingly have impacted on the research process. Additionally, it is acknowledged that, similarly to participant experiences being mediated by school adults, the experiences they shared through the research process have been mediated through researcher understanding. This not only adds complexities to understanding the experiences of the participants through the experiences of the researcher but also impacts on C/YP agency within the research as the method positions the adult as the expert (Archard, 2020). This is an important consideration for future PIPS research with C/YP, which is discussed latterly (see directions for further research).

6.6 Reflections on methodology

The current study presented a methodological adaption to research exploring C/YP experiences, in which the qualitative iterative process provided understanding over time in relation to participant experiences and of the methodology itself. Additionally, the value of incorporating psychoanalytically informed methods within research was evident through the insight gained in uncovering C/YP inner worlds highlighting the benefits of integrating practitioner-researcher boundaries (Archard,

2021). Such methodologies are supportive in understanding emotions and human behaviour, matching well to exploring the phenomena of school experiences and TPP, as they move beyond surface responses (Archard, 2021), enriching psychosocial research through flexible use and dynamic integration of psychoanalytic principles (Frosh & Baraitser, 2008; Hook, 2008). Rustin (2024), in relation to infant observations, highlighted how psychoanalytically informed methods can detect often non-verbal developmental dynamics furthering the value of such methods for when working with children. Psychoanalytically informed research methods have also been termed a “empathetic scholarship” (Reed & Towers, 2023), in which attunement with participant emotions can present as therapeutic within the research encounter. Therefore, clinical competencies, those attributed to psychoanalytic methods, can enhance the depth and reflexivity of research (Lukac-Greenwood & Bager-Charleson, 2024) and provide an empathetic space for exploration.

Psychoanalytically informed methodologies acknowledge the unconscious to be outside the realms of individual, knowing resulting in complexities within data collection and analysis. Yet, the unconscious is there whether you attend to it or not (Hollway & Jefferson, 2013) and through familiarisation with psychoanalytic concepts and engaging in researcher reflexivity, understanding can be gained by exploring these dynamics, providing a wealth of understanding to participant experiences (such as in this study) that may not have been captured otherwise.

The methodological learning gained throughout the research process and through incorporation of PIPS to FGs with C/YP has developed myself as a practitioner researcher by offering new methods of gathering data and understanding of those I work with. I have shared implications for the role of EPs above, in which the implications for report writing have been of particular value for myself. However,

increased understanding regarding how conscious and unconscious dynamics are reported and how these may be received in practice, particularly in systems where the focus is primarily on results and impact, needs further exploration. For example, statutory EP reports need to be defensible in the event of a tribunal, and it is unknown how accepting disciplines would be of reports on unconscious processes identified by the assessing practitioner.

As indicated, FANIM may be daunting for researchers due to the lack of a clear framework, but additionally, the interview method may be daunting for participants due to the lack of initial structure. By contracting for the space I hoped to support a sense of containment (boundaries) in the sessions but I wondered whether a session “flip”, in which a more structured interview is engaged with first, would enable participants to feel more comfortable to share their experiences due to familiarity (the latter expressed in participant accounts and previous research as important for relationship development), as participants within the current study seemed to have challenges engaging freely (as discussed throughout the findings and current chapter). It is recognised, however, that this ‘flip’ may impact on participant freedom within accounts due to the more structured approach, additionally limiting illumination and exploration of unconscious dynamics. Furthermore, within the context of the current research participants anticipated reprimand within, what was experienced as, a punitive system. This dynamic may have further contributed to participant challenges with utilising the space freely due to fear of reprimand or exposure within the research setting. I recommend researchers consider limitations of methodological approaches in relation to research contexts as these may increase participant defence mechanisms.

Methodological challenges presented in relation to attending to the wealth of data within the research process (myself included), FGs, and the wider setting due to

the varying levels of dynamics within individuals, on both conscious and unconscious levels, in addition to noting changes across the FGs, all of which were mediated through my own interpretation as a defended researcher. This is a challenging and almost impossible feat but, nonetheless, the experiences of these dynamics have informed the gestalt of the data, and whether reported or not, have supported formulation of the findings. There needs to be a level of trust in oneself as a defended researcher with respect to analysis of the data. The capacity for reflexivity, with regards to participant and researcher dynamics, will support exploration of relational undercurrents, enabling data to be reported with transparency.

As discussed in chapter three and above in relation to critical considerations of adopting FANIM, can be daunting for researchers, as it was for myself throughout the research process due to the lack of methodological structure and complexities of engaging with data on so many levels. Researchers using FANIM need to be in receipt of good quality supervision (preferably with a researcher familiar in the model or well versed in reflexivity) (Archard, 2020) and have additional spaces (such as reverie groups) available to support them with method engagement and researcher reflexivity. Integrating psychoanalytic theory into these spaces, with reflexivity at its core, can support a move towards approaches that foster a holistic understanding of experience (Bartle, 2021; Shaldon et al., 2021), of both the researcher and participants. The weight of this task (both practically and emotionally) must not be underestimated and requires careful consideration prior to engaging in PIPS methodologies, particularly in relation to the additional time and availability of these spaces to ensure sufficient reflexive support is possible (Archard et al., 2022).

A final reflection regarding the methodology is the time and capacity required for collection and analysis of data. How much data a PIPS researcher can gather and

report on should be consider on a pragmatic basis. Adopting the notion of being a “time limited researcher” is important for maintaining researcher perspective and preventing a study from running away from you. This is of particular relevance on training programs in which the pressure to complete and conclude within a set time scale does not always align with the research that wants to be done, or indeed the data that is available for analysis, resulting in an ending of what could be an ongoing project. Within the current study, the goals of developing on and implementing the findings with the research participants is an ongoing process and one that continues past the completion of the written thesis.

6.7 Directions for further research.

TPP is still relatively new in its inception and, as discussed when critically evaluating the study, may not have had time to be fully integrated into the research setting. Time for TPP to be embedded, in addition to longitudinal research, is needed to explore the experiences of C/YP within TPP settings, and TIP settings in general (Herrenkohl et al., 2019). Additionally, conducting research within other TPP schools may illuminate contextual factors to TPP implementation that are yet to be considered in which stakeholder experiences would also be beneficial to capture. Another line of interest would be to further explore the developmental needs of C/YP in relation to TIP in which exploration and understanding of C/YP experiences within primary settings would be a welcome addition to TPP research, and TIP in general. This may be achieved through completion of a comparative study, in which participants across year groups are involved. Furthermore, as reflected above, experiences in relation to individual differences (specifically race and culture) are seemingly absent from TIP research (Muttillio et al., 2022). Understanding individual differences in relation to TIP

would be valuable for ensuring differing aspects of experience are understood and supported.

Primarily, exploring with C/YP their current experiences of the education system should be a priority for future research in general as by working with children on matters that impact them, educational experiences and practices can be developed more effectively to meet their needs. Additionally, research exploring C/YP experiences of agency (for example student experiences of school council) will support understanding of how C/YP experience being heard and listened to, in addition to how their voices are being valued, within school systems; the impact of systems and practices on C/YP agency must be considered. It is recognised that the current research methodology and process restricted participant agency, as despite attempts to emphasise participants as knowledgeable defended subjects, the researcher continues to assume the role of “expert” in which findings are shaped through their interpretations. Future adaptations to PIPS research could be to incorporate a participatory dimension, as introducing participants to PIPS methods would not only help counteract the participant researcher power imbalance but also present as an opportunity for individual development through increased understanding of the dynamic components and influences of experience, acting as an intervention itself within the research process. This would shift participants from being knowledgeable defended participants, to knowing defended co-researchers. Further thought regarding the time capacity of participants and the time needed for PIPS research is needed in addition to exploring how to integrate methodological frameworks, such as FANIM and Kellet’s (2005) instructional text. It will be interesting to follow the research currently being undertaken at the University of Lincoln’s current regarding the experiences of C/YP with complex needs and trauma informed practice in which a

qualitative co-production research methodology has been employed, another beneficial addition to TIP research, illustrating continued interest regarding C/YP experience of TIP in the UK.

6.8 Dissemination

Dissemination of the research findings will be presented at the Professional Doctorate in Child, Community and Educational Psychology all year's event and at the Eastleigh Projects and Research event. I will also, as previously highlighted, return to present the findings to the research participants with a view to facilitate the sharing of their experiences with the school senior leadership team, enabling ongoing taking of the findings with participants. In addition to the above, I plan to publish a paper regarding the research findings in addition to a separate paper illustrating the methodological implications of using FANIM in research with children.

6.9 Conclusion

This chapter has presented the overall findings of the research and illustrated that whilst implemented in the school context, TPP is hard to discern from school experiences and relational encounters in general. The implications of the findings were offered in relation to individual, organisational, and government practice and policies, in addition to highlighting the implications for EP practice. Critical considerations of the research were presented with particular reference to C/YP agency in addition to recommendations for the integration of participatory and PIPS methodologies for future engagement with C/YP. Whilst the current research provides a starting point for researching C/YP experiences of TPP (and TIP in general), there remains much to be done, and as such, recommendations for future research have been made. The following and concluding chapter will present further reflections and thoughts

regarding my role as a researcher, TEP, and parent within the research in addition to my reflections on the research as a whole.

Chapter Seven: Concluding Reflections

This final chapter brings the thesis to a close by reflecting on the process of this research in relation to my experiences, learning and implications for my own practice. As detailed in the introductory chapter, my own motivations for this research stemmed from practice and parenting, in which I was concerned with how C/YP voices can, and have, become lost in systems that are designed to support them. Throughout the research process, I became aware of the impact that adult-led systems (and individual adults) can have on C/YP agency, further decentring C/YP and their voices. As a practitioner researcher, the process of undertaking this research has led to changes in not only myself as a researcher, but as a practitioner in which the “practice-near” research (Cooper, 2009) has impacted me professionally, and emotionally.

My intentions for the current research were to illuminate the voices of the C/YP within TPP trained schools, to understand and shed light on their experiences with a view to increase understanding in the systems around them. I believed that by doing so, systems could be improved to support their needs. As a broad body of ideas, psychoanalytic terminologies and concepts have proven the most useful language for thinking about how experience is shaped by the systems and relationships around participants, and whilst the current study has only reported on a fraction of the known dynamics (let alone those that remain unknown), the value of viewing experience in this way has been clear and enabled me to feel confident integrating such aspects into practice. However, the tension of “giving voice to” and advocating for C/YP agency remains, in which the uncomfortability of reporting on aspect participants may not be aware of and how participants are spoken about (Billington, 2006), impacted how explicitly these were presented throughout the research.

The use of PIPS methodologies enabled me to dig below the surface in which I realised the research was more than just about meeting needs more effectively, it was about addressing the systemic structures oppressing C/YP agency. By becoming aware of the unconscious dynamics at play, I was able to see the battle that was being fought within the research setting, for power and control, shaped by wider contextual systems and priorities in which the C/YP appeared to be lost; processes for C/YP designed through adult intention, often missing the mark. This seemed to be an artifact of childism (Young-Bruehl, 2012) in which adults cannot be completely transparent with children because too much knowledge is dangerous in some way in which adults retain power as school is a system where control/cohesion is needed; a dynamic I recognise myself engaging with not only with C/YP, but with professionals I work alongside.

Current school systems, in which control is needed to meet academic demands which is prioritised over individuality and wellbeing, contrasted with my own liberal schooling in which the latter was prioritised. My personal experiences highlighted the positive impact adults can have when systems enable them to, leading to frustrations as a practitioner and researcher in relation to my own agency for change within the systems and processes I work, so, seeing possibility for change but not having the power, authority, nor capacity, to act. This appeared to parallel the experience of participants, and possibly the adults within the systems as well.

However, I find I remain hopeful. Notably, there were connections that impacted on participants in profound ways, where adults made them feel valued, cared for and safe. My experiences of working with the school suggested adult motivation and dedication to hearing from the participants of the study with a view to create an environment in which students could thrive. The contrasting experiences have been

discussed and complexities within understanding this explored. Nonetheless, my own shifting between “good” and “bad”, and a sense that “good enough” was not on the table, appeared to align with the perspectives of participants; a meeting of our internal struggles between perfection and denigration.

As Cooper (2009) puts it, “the world we are investigating is our world — a construct of meanings, affects, relationships etc. that can never be fully independent of the researcher” (p.431). As such, the themes that we construct in our work are personal to us, resulting in parallels between participant and researcher processes. The extent of which only became apparent to me through my own free associations within a reverie group, in which the emotions I thought were absent were felt intensely below the surface, informing a perspective of participants that may not have been gained otherwise.

Experiences within research can overwhelm and intensify the data. Thoughts regarding “how much reality can we bear to know about” (Cooper, 2009, p.441), further compounding the notion of the defended researcher leaving questions regarding what is not there in the findings and why might I have neglected (defended against) these. Yet, as practitioner-researchers, we must try and engage with even the most unwelcome aspects of task if we are to succeed in our responsibilities (Cooper, 2009). Exploring the emotional experiences of conducting research (Reed and Towers, 2021), not just as a reflexive process to add to the data, but also for personal transformation, can be affirming and may further enrich the topic under study through personal insights gained (Reed & Towers, 2021). This was indeed the case for me.

This process of this current research has provided transformative learning in relation to the value of incorporating PIPS methodologies to explore and understand

the dynamic depth of experience, supporting transparency in role (where possible) with regards to my own understanding and thoughts. Increasing and sharing understanding through collaborative means can support bridging the gap between expectations and realities of school experience, not just for C/YP but professionals within the system. An aspect of the research that has struck me, particularly, is the need for a framework to teach and encourage us to be compassionate and caring within practice. I wonder how much these should, simply, be considered core human values.

The current research further highlights the mediation of C/YP, on many levels, by adults. For the participants in this study this was primarily in relation to identity and agency. The notion that adults 'give voice to' C/YP, rather than an implicit understanding that C/YP voices are heard, further illustrates how C/YP lives are restricted (rather than supported) by adults. Where voices are heard, there needs to be a purposive action as a result to avoid falling into tokenism (Lundy, 2007). Children have a right to have a choice about matters about them in which collaboration, for advocacy and agency, should be a core tool in the professional toolbox, and one that is of primary place in my own.

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Appendix

Appendix A: *Initial literature scoping review.*

Two initial reviews were conducted to explore the following research questions.

- Literature review A: What is known about children's experiences of trauma informed practice in educational settings?
- Literature review B: 'What is known about children's experiences of trauma informed practice?

Eight databases were included for the literature search: APA PsychInfo, CORE, Education Source, ERIC, Psychology and Behavioural Sciences Collection, PsycArticles, SocINDEX, and MEDLINE. These databases were utilised due to the across discipline nature of trauma informed practice, acknowledging the contributions of psychology, sociology, and medicine to knowledge of trauma informed practices. Databases were accessed through the Tavistock and Portman NHS Foundation library website. Hand searching was completed through use of Google Scholar to explore additional articles and confirm databases had returned all relevant literature on the topic. Reference lists of research found through the database searchers were explored by hand to illuminate any further studies and ensure a thorough exploration of the research available. Once this reached a saturation point, in which no new studies were identified, this was deemed as an appropriate stopping point.

Key subject terms relating to the search question were identified through initial scoping reviews of the available literature and discussion in research supervision. The thesaurus function was utilised to expand these terms, along with the truncation symbol (*) to include word variations (e.g. teacher and teachers). These terms were

then discussed and agreed with both my supervisor, and the deputy course director for research on the M4 Child, Education and Community psychology. Previous searches were conducted between September 2023 and February 2025. Scoping review Literature review A and B and the identified terms are detailed below (Table A1 and Table A2). Search A was conducted 24th February 2025 and Search B on the 28th of February 2025.

Table A1

Literature Review A Search terms

Subject Terms	Child*	Trauma-informed	Approach	School	Experience*
Synonyms searched with 'or'	Pupil* Young people Adolescent* Youth Teenager	Trauma-aware Trauma-focused Trauma informed Trauma aware Trauma focused	Care Practice Model	Education Provision Setting	Engagement Participation Involvement
Results	10,978,964	36,960	19,469,032	19,452,136	7,564,240

Search terms were combined with 'AND' and limited to peer reviewed journals between January 2010 and March 2026 resulting in 869 papers. Further limiters were applied to only include papers written in English and relevant methodology (empirical, qualitative, interview, focus group, field study) resulting in 162 titles. Titles were screened for relevance resulting in 7 papers. Abstracts were then screened for relevance resulting in no articles that were relevant to exploring children's experiences in TIP trained schools.

Table A2*Literature Review B Search Terms*

Subject Terms	Child*	Trauma-informed	Approach	Experience*
Synonyms searched with 'or'	Pupil* Young people Adolescent* Youth Teenager	Trauma-aware Trauma-focused Trauma informed Trauma aware Trauma focused	Care Practice Model	Engagement Participation Involvement
Results	10,978,964	36,960	19,469,032	7,564,240

Search terms were combined with 'AND' and limited to peer reviewed journals between January 2010 and March 2026 resulting in 3,377 papers. Further limiters were applied to only include papers written in English and relevant methodology (empirical, qualitative, interview, focus group, field study) resulting in 209 titles. Full inclusion and exclusion criteria are detailed in Table A3. Titles were screened for relevance resulting in 3 papers. Abstracts were then screened for relevance resulting in one article that was relevant to exploring children's experiences in TIP.

Full inclusion and exclusion criteria are detailed in Table A3.

Table A3*Inclusion and exclusion criteria*

Limiters	Inclusion Criteria	Exclusion Criteria	Justification
Type of publication	Peer reviewed journals	Magazines, blogs, books and papers not included in peer reviewed journals.	Peer reviewed research is deemed to have increased rigour and trust in the findings as they have been reviewed by experts to ensure quality standards have been met
Language	Academic journals published in English	Published in a language other than English	The researcher is unable to read in another language
Date	Published between Jan 2010-March 2026	Published Pre 2010	Adoption of TIP to schools dominantly post 2010.
Methodology	Study Design: Qualitative or mixed methods	Quantitative methods	There is much research utilising quantitative methodologies. This limiter was a means to exclude those from the current research review.
Setting	Location: Within schools	Studies in other settings	As this research is exploring experiences within school, understanding what research was already available within this setting was important.
Geography	Australia, Canada, Europe, New Zealand, UK, USA.	Other countries (e.g. South Africa, China).	Other countries education systems may differ too much from that of the UK which the study is situated.
TIP approach	Whole school TIP approaches or frameworks	Time limited interventions (such as CBT based individual interventions) or experiences of training	Research regarding time limited interventions would not be reflective of a trauma informed approach to schooling as a whole

Appendix B Participant Recruitment Poster



Sam Lewis
Trainee Educational Psychologist

RESEARCH PROJECT

EXPLORING YOUR EXPERIENCES OF SCHOOL

Contact

Dr Archard 02074357111
slewis@tavi-port.nhs.uk
parchard@tavi-port.nhs.uk
The Tavistock and Portman NHS Foundation Trust

About me

- I work with adults and young people.
- I feel strongly about children and young people having a voice and being heard.
- I am passionate about supporting young people to reach their potential.
- I work hard to advocate for the rights and needs of young people.



Project Description

There is a lot of research out there that looks at school experiences, but very little research explores this from the perspective of young people, like yourself.

Additionally, your school adopts a Trauma Perceptive Practice approach, and again, whilst there is a lot of research in this area, there is little from the perspective of young people.

My research aims to explore your experiences of your school, from your perspective!

What you will be asked to do

- Engage in 2 face to face group sessions called focus groups.
- Sessions will be no longer than two hours each.
- Groups will involve a maximum of 8 students who will likely be from a range of year groups.
- I will ask you questions regarding your experience of school. You will not be asked to share anything you are not comfortable sharing.
- The sessions will be recorded to support me to explore your experiences in greater depth.

Where and When?

- June and July 2024
- In your school

What next?

If you are interested in being part of the research, simply let one of your teachers know and I will be in contact with you.

What if you change my mind?

You will be provided with further information and an opportunity to discuss the research with me so that you may give your informed consent to participate.

You are not obliged to take part in this study and are free to withdraw at any time during or after data gathering up to the point of data analysis (September 2024).

Appendix C Participant Information Sheet

Research Information

If you have any queries regarding the conduct of the programme in which you are being asked to participate, please contact:

Paru Jeram, Trust Quality Assurance Officer pjeram@tavi-port.nhs.uk

The Researcher

I am Samantha Lewis, a Trainee Educational Psychologist conducting research as a student on the M4 Child, Community and Educational Psychology Doctorate. My research is sponsored by the Tavistock and Portman Trust and overseen by Dr Philip Archard, my doctoral thesis supervisor, deputy director and lead for research on the M4 course.

Address: The Tavistock and Portman NHS Foundation Trust, 120 Belsize Lane, London, NW3 5BA

Phone: Dr Philip Archard +44(0)20 7435 7111

Email: slewis@tavi-port.nhs.uk / parchard@tavi-port.nhs.uk

My research has received formal approval to go ahead from Tavistock and Portman Trust Research Ethics Committee, the **** Local Authority, and your school.

Consent to Participate in a Research Study

The purpose of this letter is to provide you with the information that you need to consider in deciding whether to participate in this study. You will also have the opportunity to discuss this information with myself directly.

Project Title

Exploring the Experiences of Children, Young People, and Educational Professionals in Trauma Perceptive Practice trained schools in *****.

Location

The study will be conducted in the school setting in which you attend.

Project Description

The research will focus on and explore your experiences of your current school, which is a Trauma Perceptive Practice trained school. You will be asked to engage in two, in-person, face-to-face focus groups which will last for a maximum of 90 minutes each session. Focus groups are a research method used to gather insight regarding a certain topic, in this instance, your school experiences. Your group will involve a maximum of seven other students from your school, which will likely be from a range of school years or already a group in another way (such as members of school council). I will support the group by keeping time and asking questions. At times, I may ask you if you could expand on what you have said but you will not be asked to share anything you do not want to or be asked to speak about anything other than your experiences of school. There will be time at the end of each group for us to explore any questions and check in with each other. Some experiences may evoke emotions, as such, you will also be signposted to other adults and agencies should you feel you need additional support or support from a familiar adult. School staff will be aware of your involvement in the research study and will be available to support you if you would like them to.

The focus groups will be recorded using the video recording platform Microsoft Teams, which will also transcribe (produce in text) what has been discussed. The virtual room used for the group recording will

be secure and password protected preventing others from entering the space. Once we have finished our second focus group, I will explore the data, your experiences, and look for themes across these. Once I have explored the data, I will return to your school to share my findings with you and discuss if and how you would like to share the findings with the school leadership team. By sharing your experiences, your teachers and other staff will have a better understanding of what it is like to be a young person in your school.

Participation in this research is voluntary and you can withdrawal consent and any unprocessed data at any time up to the point of data analysis (when I try to understand what the data is telling me). This will be in December 2024. Participation or non-participation in this research will not impact on any assessment or support that you are currently, or may need to, receive in your school.

Confidentiality of the Data

All data collected will be anonymized in which you will be asked to select your own pseudonyms (a different name to prevent you from being identified in the research findings). Electronic data will be password protected and kept on a secure device; handwritten notes will use pseudonyms with identifying details removed. Only I will have access to the research data, and this will only be discussed with my research supervisor. Once the research study is complete, the data will be securely stored for six to ten years after which electronic data will be safely removed and deleted from devices and handwritten notes shredded. Whilst all efforts will be made to anonymise the data, due to the small number of participants your contribution may be identifiable, meaning this may have implications for confidentiality. Additionally, confidentiality may need to be breached if there is a risk of harm to self, harm to other, or a breach of law.

Data generated in the course of the research will be retained in accordance with the Trusts Data Protection and handling Policies.: <https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>

Disclaimer

You are not obliged to take part in this study and are free to withdraw at any time during or after data gathering up to the point of data analysis (December 2024). Should you choose to withdraw from the programme you may do so without disadvantage to yourself and without any obligation to give a reason. If you have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Head of Academic Registry (academicquality@tavi-port.nhs.uk)

Further information

Should you have any further questions or would like clarity regarding any of the information above, please don't hesitate to contact me via email directly.
slewis@tavi-port.nhs.uk

Appendix D *Data Collection Schedule*

When	What	Who
Thursday 10 th October	Sam to attend school council meeting to introduce the research, share participant information and consent sheets, and answer any brief questions.	Sam, School council
Thursday 17 th October	Interested participants to book a 5-minute check in via Teams with Sam to clarify study and answer questions they may have	Member of school staff to arrange bookings. Sam Lewis Prospective participants
Prior to 21 st October	Consent forms gathered and shared with Researcher. Consent forms must also be signed by parents.	School Staff Prospective participants and their parents
Monday 21 st October	Initial Focus Groups First group: 9am- 10:30am Second group: 1pm- 2:30pm	Sam Lewis Identified children
Wednesday 6 th November	Follow up Focus Groups First group: 9am- 10:30am Second group: 1pm- 2:30pm	Sam Lewis Identified children
TBC: Likely early December	Dissemination: Follow up discussion to explore what they may want to share with school staff	Sam Lewis Identified children

Appendix E *Approval to engage with setting in research*

(Headings, footers, names and signatures removed to protect anonymity).

15th October 2024

Re. Trauma Perceptive Practice in Schools

To whom it may concern,

This letter is to provide written approval for Sam Lewis to conduct data collection for her research project, exploring the experiences of children, young people, and educational professionals in trauma perceptive practice trained schools, within our setting.

Sam has provided information regarding the methodology that will be used, what the research will involve, and when this is likely to take place. We are more than happy to support her research.

Yours faithfully,

Miss ***
Principal
Secondary school

Appendix F Participant Consent Form

Consent to Participate in Research

Research Title: Exploring the Experiences of Children, Young People, and Educational Professionals in Trauma Perceptive Practice trained schools in *****.

Researcher: Samantha Lewis Trainee Educational Psychologist conducting research as a Student on the M4 Child, Community and Educational Psychology Doctorate.

I have read the information leaflet relating to the above research in which I have been asked to participate and have been given a copy to keep. The nature and purpose of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researchers involved in the study will have access to the data. I understand that confidentiality may need to be breached if there is a risk of harm to self, harm to other, or a breach of law. I understand that as there are a small number of participants this may have implications for anonymity, but steps will be taken to minimize this (such as using pseudonyms). It has been explained to me what will happen to my data once the research has been completed.

I understand that the research will be published, and dissemination of the findings will be made publicly available by reporting via publication, thesis completion, and presentations in various professional settings. I am also aware that the researcher will return to present the findings to the research participants with a view for their experiences to be shared with the school senior leadership team.

I hereby freely and fully consent to participate in the study which has been fully explained to me. Having given this consent I understand that I have the right to withdraw from the programme at any time without disadvantage to myself and without being obliged to give any reason.

Participant's Name (BLOCK CAPITALS)

.....

Participant's Signature

.....

Parent/Guardian Name (BLOCK CAPITALS)

.....

Parent/Guardian Signature

.....

Researcher's Name (BLOCK CAPITALS)

.....

Researcher's Signature

.....

Date:

Appendix G *Participant Demographics Collection Form*

Participant Information	
Pseudonym*	
Gender	
Age	
Year group	
Country of birth	
Nationality	
Language(s) spoken	
Religion	
Ethnic Group (e.g. the researcher is white British)	
Family structure (who lives with you at home)	
Previous schools attended	

Appendix H Ethical Approval (subject to amendments)

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699

<https://tavistockandportman.nhs.uk/>

Samantha Lewis

By Email

16 April 2024

Dear Samantha,

Re: Trust Research Ethics Application

Title: *'Exploring the Experiences of Children and Young People in Trauma Perceptive Practice trained schools.'*

I am writing to inform you that your application has been reviewed by the Assessors and I can confirm that your research ethics application has not been approved at this stage. Please note that **Minor amendments** have been requested.

Ethical approval is given subject to formal ratification by the Trust Research Ethics Committee (TREC) and on the proviso of minor amendments requested by TREC assessors are addressed.

The amendment is as follows:

Condition	Comments
1	The researcher should be encouraged to address the points made above in the body of the application in order to demonstrate that these have been thought about and that the researcher is ready to actively address these.

Please ensure that your amendments be made in the form of either a revised application form and/or specific supporting documents e.g., consent letter (where appropriate). Your supervisor/research lead is responsible for guiding you through the ethical approval process and for signing off minor amendment requests; and with this in mind, please ensure that the amended application is signed by yourself, your supervisors and the research lead/course lead **AND** that you copy your supervisor/research/course lead in your response to this letter.

We appreciate that this requires further work on your part, but it would be helpful if you could return your amended application by **30 April 2024** to the Quality Assurance Department (academicquality@taviport.nhs.uk). Please include a brief statement in the email explaining how the above amendments/conditions have been met.

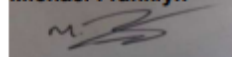
See addendum.

In the meantime, you MAY NOT begin to undertake your research work at this stage.

If you have any further questions or require any clarification do not hesitate to contact me.

Best wishes,

Michael Franklyn



Academic Governance and Quality Officer

T: 020 938 2699

E: academicquality@tavi-port.nhs.uk

cc. Course Lead, Supervisor, Research Lead

	Criteria	Addressed? (please delete as appropriate)	Comments
1	Do the research aims, methods or methods of analysis give rise to ethical concerns?	Yes- No	On the whole, no. If one accepts the methodology of Focus Groups. However, in this instance a number of issues are raised for this assessor: 1. How will the researcher take account of group dynamics in the Focus Groups of children? 2. How will the researcher derive pen portraits from such limited contact with the children individually? 3. How will the inclusion criteria of "being able to function in a group" be assessed?
2	Are participant selection criteria appropriate and justified?	No	It is not clear whether ethnicity is a participant selection criteria. If it is not, there might be a risk that minority children will not put themselves forward to take part and therefore be unwittingly excluded.
3	Will written informed consent be obtained? If otherwise, is it justified and ethical?	Yes Yes	
4	If payment will be offered, is this ethical?	NA	

Appendix I Revised Ethical Approval

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699

<https://tavistockandportman.nhs.uk/>

Samantha Lewis

By Email

07 October 2024

Dear Samantha,

Re: Trust Research Ethics Application

Title: *'Exploring the Experiences of Children and Young People in Trauma Perceptive Practice trained schools.'*

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

Please be advised that any changes to the project design including changes to methodology/data collection etc. must be referred to TREC as failure to do so. may result in a report of academic and/or research misconduct.

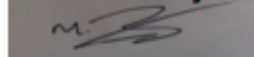
If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Michael Franklyn



Academic Governance and Quality Officer

T: 020 938 2699

E: academicquality@tavi-port.nhs.uk

cc. Course Lead, Supervisor, Research Lead

Appendix J *Letter of Ethical Approval from the Local Authority*

Date: 24.01.24

To whom this may concern,

This letter of approval is on behalf of ***** Local Authority to authorise Samantha Lewis to conduct her research regarding “Children and young people Experiences within trauma perceptive practice trained schools”.

Please do contact me if you require any further information.

Yours sincerely,

Interim Deputy Principal Educational Psychologist

Enquiries to: *****@*****.gov.uk

Appendix K Further Participant Quotes in Support of Theme Development

Theme	Subtheme	Participant quotes
TPP: The unseen model	Experience of TPP Values	Batman: I think, a lot of the teachers, think (FG 2:1) Researcher: is it a value that they have. So are they are they hopeful for you? Are they hopeful for themselves, do you gain a sense of hope from being here? Dave: yeah, Definitely they, every teacher or maybe not every. But most of the teachers actually care what you do with your life. And they care a lot what they you grow up to be and what you want to be (FG 3:2) Leader: I'm hopefully going to do better in my year 11 Mocks (FG 1:2) Charlotte: I'd probably say I have negative experience of school, but I'd say it definitely could be improved (FG 1:2) Dave: so like maybe someone I don't like now. They can always just change it around if they actually realise what they're doing a bit and they always have the chance to change it. Researcher: sounds like you've got quite a lot of hope as well. Dave: Yeah. (FG 3:2) Researcher: And am I right in saying that all of you are thinking, oh, I hope I don't get into trouble for being late. All [unison]: Yeah (FG 2:1) Leader: some exams, like you have to like give up on nearly to, like, focus on the ones that you do want to pass that you do want to do well with' (FG1: 2) Researcher: yeah. So I asked you if you feel like you've belonged to the school now. And you spoke, you moved it straight forward to the year 10 [Dave: Yeah] but what about now? [Jeffery and Dave speaking together] Jeffery: I would say Dave: I don't think we've been here long enough. Jeffery: Yeah, I went to my primary schools Christmas fete on Friday, and it still felt like I was just part of that school (FG 3:2) Leader: Our form is so mixed like we'll put into our houses forms, but I feel like it just doesn't work like I would much rather be in a form with like. Mixed like a mixed like people King: people with similar classes. Leader: Yeah like like my class groups. (FG 1:1)

Charlotte: there's so much conflict between people because nobody is. I mean we're all shoved together, but nobody's like. Working together, like were all working against each other... It sometimes feel like the hunger games where we've all just be shoved in in in like a place and just told to fight for our lives

King: it doesn't help that the school loves to preach community as well they're like. Oh, we're a community. We're like a family [**Leader:** we're absolutely not]. And it's like, I don't know his name. I'm not his family, this doesn't help (FG 1:2)

Charlotte: if something happens outside of school and it's important you don't know about it until you go home and you're like how I've gone the whole day and you've known that and I've been told or I've not known about it. (FG 1:1)

Researcher: what do they do, that's nice.

Linda: They just like they just like, take care of me and they know they just know me.

Researcher: They know you

Linda: Yeah. (FG 2:1)

Linda: They just like they just like, take care of me and they know they just know me. (FG 2:1)

Leader: Yeah. Yeah. I feel like it just really depends how much your teacher knows you [**Researcher:** mmmm] cause like, if you had the same teacher since year seven and you're in year 10, now, obviously they're gonna know what you're like. If you're having a bad day, like obviously, they're gonna understand that. (FG 1:2)

Linda: The teachers can be rude sometimes (FG 2:1)

Star: Yeah, but he's just like rude for, like, no reason. And just like, I don't get why, you have to be rude. [big breath]

Researcher: Is that the sense you all have aswell

Jackie: Yeah, he could just like say something in a nice one but instead he just like, moans, straight away.

Linda: I can't walk into the classroom and sit down without him [inaudible]. He's really rude (FG 2:1)

Rose: And it's like the teachers are meant to be like this safe person. So you can go and talk to and, like, you can tell your problems too. But the amount of cases I've had that like. Teachers have been like so rude to me or they've like said, oh it don't matter. or like. They'll stop saying that so that it'll be fine. It doesn't make me want to go with them anymore because I know what's going to happen (FG 2:2)

Batman: but there's always people that you can talk to. And there's the people that are in the HUB that will help, like specifically for that mental health or just helping. Your form tutors are always going to be open (FG 1:1)

Rose: The school is very, very big on mental health, like mental health days, mental health, like, don't be rude to someone because you're mental health.... this school is so big on it. Like, oh, we need to improve our mental health. We need to improve, improving upon our best. (FG 2:2)

	Individual differences	Leader: Yeah, like some teachers have really high standards, they expect, you know, not talk. Listen, sit down. Like, just do your work. Some teachers like. just expect a little bit less from you (FG 1:2)
TPP: For the few, not the many	Expectations, support and unreasonable adjustments	Charlotte: But now, most of our school is happening at home. So now when I'm trying to, like, relax, all I can think about is my checklist of things I have to do (FG 1:1) Researcher: Do you get extra help if you need it or? Rose: sometimes, not really (FG 2:2) King: Especially when the teachers are threatening and they're not actually doing anything as well [Leader: yeah] it's the one, they're saying that, oh, we'll send you out and then it's like 30 minutes later they've thrown like 3 balls across the classroom and no one sent them out. Leader: Yeah, some teachers, like, they talk a big game, but they will never actually do it (FG 1:1) Charlotte: I feel like some people in this scho, some teachers in the school care too much about kids, mental health to tell them like. It's not OK [Researcher: mmm] because I understand that if it's genuinely a problem for you, then you need support for it. What they do is they spend their time chasing around people that are misbehaving, saying like, oh, it could be cause of this, cause this and cause of this and not take it into consideration that they're probably just not wanting to do it. And then they're not thinking about other people who are having to sit through this at multiple times a day (FG1:2) Star: she was just like she she like, it's like she left the lesson she left. She left everyone else to do something else. And then she just came out. Just help me... Researcher: Is that something everyone else has too with a certain teacher maybe [Jackie and Linda: yea] with someone here that's, and how does that impact on your experience? Linda: It's really like good because it feels good knowing that you've got someone (FG 2:1)
	Targeted	Rose: Some people like get away with it, but like certain teachers like pick on certain people. And that's what I think is really annoying because like, if, a lot of teachers like have favourites because they like, they let people get away with it. But some people, they just keep like picking on every single lesson. Researcher: What's sense do you make of that the favourites or? Rose: It's like I dunno, some people in my class that they do things that like they're like not meant to be doing but like they never get told off. But like. I dunno. The teachers always just like, see something wrong with like certain people and always sum up about it. Star: You know, I feel like I feel like that happens a lot. Umm. That happens a lot, but like also if like, if there's like someone who's like like, not good at lesson and then they do, they do something like they're not wearing their lanyards

or like, not wearing their their ties or whatever. And then it's like a teacher will like, put a blind eye to it. But like, if someone who's good in lesson will like, umm do that then like the teacher will like, get on your case like like so quick or like the other way around. Umm. Yeah, but I do feel like teachers like target, like certain students (FG 2:1)

Jackie: there is but then there's like. It could literally be anything. It all depends like I feel like, certain things like talking too much. You shouldn't get sent to the zone unless obviously, like you're taking the mick you've been sent out and. But I feel like you should like get a chance and then find your things first instead of just straight away on call. (FG 2:1)

Star: Like they just target some people who who have, like, been bad in lesson once, and then they're just like like, keep on going at them. And it's just like really, just like, I don't get it why they do that (FG 2:2)

Leader: I feel like almost the naughty kids get special treatment because when they walk out of class like teacher will just walk around with them and, like, have a conversation with them or they can go to den (FG2)

Recognition,
Rivalry, and
Resentment

Rose: That happens all the time because like, if you're a student, that's like known to the teacher for, like, constantly talking, or like messing around or throwing stuff. And then one day you come to lesson. You're, like, really good. You don't do anything. They're like, oh, you did so good this lesson, I'm going to give you lots of points [**Jace:** yea] But the people that do good, every single lesson. They don't get recognised for it and it's so annoying. (FG 2:2)

Leader: Like, fair enough. But if you change your behaviour, you're gonna get praise. But I don't think they should get, like, a whole lot more. And you should, like, ignore the people that should be doing good for a while to, like, praise someone that's been like doing good for like, a short time.... It's expected from, like the people that have been good to like, carry on being good. But then like if you don't get the praise its like its like, why am I even doing this anymore. (FG 1:1)

Jeffery: And also the trip. There's like, this trip at the end of every, Is it whole term or term [**Dave:** term] So yeah, and if your top 50 for achievement points and you have 0 behaviour points, then you can go on it. We went, didn't we? (FG 2:2)

Jace: like some of them have more behaviour points than like, some people have like, I don't know, maybe 20 behaviour points and they get on the trip. Whereas, I got three behaviour points for some, for forgetting to do like the tiniest bit of work, I wasn't allowed on the trip (FG 2:2)

Leader: yeah, like if you've worked good for like half a year, but one person is constantly put in the effort. Every day comes and sits down and does the work goes above and beyond. Do the person that's turned around half the year, acted good or the person constantly for who gets it? (FG1:1)

Jace: like naughty people. They get loads of school points, and the good ones are just all quiet, don't say anything, don't mess around. And then when they speak, once they get told off and then they don't get school points. (FG 2:2)

Rose: It confuses me a lot about this school cause they're like help people, like improve upon your best like a really big thing. But when you do that, you just get off. You don't like. Get any praise for it at all and that's just what annoys me. (FG 2:2)

Rose: But it's like there's some people in that class that were actually chewing gum. But one didn't get told off at all, and it's also like, people make it so clear that they're chewing gum. But the teachers don't tell them off at all. And some people, like, in my class were throwing stuff across the classroom. But then I get told off for having a sore throat sweet. And it's it's annoys me because. A lot of the kids like mess around so much, like throw stuff. Like kick chairs like all these different stuff, they just get told. Like, oh, can you stop doing that? They don't get any consequences at all. But the people that do like the most, minor things they get told off so much about it (FG 2:2)

Batman: I was naughty and it was more recognisable since I've become nice whereas, these two have been good all the way [**King:** yeh] through.

Leader: yeh but I find that so annoying. Because, like me and King, I'm not even saying we've been, like, amazing this year. But like for we [**King:** we sign up for everything] yeah, we've never been like, a terrible, like children of the school this school like, as soon as like one like Naughty Age kid, like turns around and then like, they're acting better. Like, they get so much more praise than, like, a lot of people have been doing good for, like a while. And it's like pretty frustrating when you've been like, good, but they're gonna pick someone that's been like, alright for like a, like a little while just because like. They've like sort of changed it, but then like you never get praise for something you've been doing good for, like a while on.

King: yeh

Batman: its tactics

King: Yeah, but then I'd also say, like, the people who do change, like, need the praise to stay. [**Leader:** Yeah] that way. But. But then, like, I see, like, it is definitely unfair. But I don't think there's anything we can really do to fix that [**Leader:** yeah] cause some people just need it more (FG 1:1)

Rose: And it's like they don't really praise you for, like, positive points it's like.

Linda: everyone in your form goes oh, she's got a negative point (FG 2:1)

Rose: They only really noticed about, like, negative points.

Jackie: Yeah. Because then they're like, oh, you're letting down the form.

Rose: And it's like, it's all your fault. Because that's how they make it like. (FG 2:1).

The
Centrality
of
Education

Pressure and
performance

Leader: Yeah. And we have not gone over on anything to do with actually, we've done like maybe like. What job do you want to do? But we haven't done like taxes or bills or like what to expect when you're older. We've just done, like,

Batman: Just mainly consent

King: yeah.

Leader: yeah. We've done consent for like five years in a row.

King: Mhmm

Batman: Like it does, it's interesting I comes to the point where you watch the same video, four times in a row, 4 lessons in a row which my class has done and it's like. We're all understanding, my whole class. Can't we just move on? (FG 1:1)

Charlotte: But like in English as well, when the teacher is just like, are we gonna annotate and then we're gonna write out for you, and then you're gonna do it. So when they're doing it, you're like, you see them do it, but you don't understand how because I don't explain it. And then when it's time for you to write, like, where do I even start? What do I put? Why am I doing this? (FG 1:1)

Star: Like some certain teachers that like that aren't strict... I feel like it makes like the students feel like more comfortable in your lesson (FG 2:1)

Jackie: well my worse lesson's maths. I think. I can't stand the teacher. (FG 2:1)

Researcher: So there's something to begin about knowing someone and someone knowing you [**Dave:** yeah] helping you to feel comfortable at school.

Dave: Yeah.

Jeffery: yeah (FG 3:1)

Researcher: So maybe what's important to you is actually what you enjoy doing

Dave: yeah.

Jeffery: If it's for what you enjoy doing it. Um I definitely wouldn't say that maths and English and my core subjects. Umm. Probably PE.

Researcher: PE is your favourite.

Jeffery: Yeah. Also when you have P/E. Last I love it because you have like something to look forward to all day (FG 3:1)

Charlotte: Especially because it's now two years instead of three. We, we're not, for a lot of the subjects we're doing. We're not even finished the learning (FG 1:2)

Rose: like at least probably once a day you're going to get to told off, like, about something like even if it's like the smallest thing ever (FG 2:1)

Jackie: I have to deal with all the teachers and getting moaned out by people and trying not to. Umm. Trying not to mess up and get shouted out or anything happen.

Researcher: and is that sense of trying not to mess up, like that's something you feel a lot when you're at school.

Jace: Yeah,

Rules and
restrictions,
policing and
protection.

Researcher: I can see other nods as well. Do you all feel that? [**Jackie:** mmm] Like you've just constantly trying not to make mistakes?

Jackie: Yeah (FG 2:1)

Jace: I was double checking that I had my homework with me. In case, he comes like, have you done your homework.

Rose: I handed in my friend's homework because she's not in. I handed it in for her.

Jace: I sent in a picture of my homework on Arbour (FG 2:2)

Researcher: So I wonder about what happened here a minute ago, because you all, it's probably because you all hear all the classes changing because all the other people in school are moving rooms. There's a lot of noise outside. You all kind of look to the clock and then you all started thinking about your next lessons and your next teachers. And am I right in saying that all of you are thinking, oh, I hope I don't get into trouble for being late.

All [unison]: Yeah.

Researcher: so that's something you're all thinking about [Star: I was] but you and you are aware

Linda: have they been told we're going to be in a meeting? (FG 2:1)

Jackie: yeh. I don't know how you meant to keep up with it all, you walk into any class and form and it's just like, there's always something to moan at me about like You need to get this on or something.

Star: Yeah (FG 2:1)

Jeffery: No, not really. It's just like. I was worried that I'd get caught in a crowd and then I'll be late to lesson and then I'll get a detention and then I'm away for the detention. So I'll get a longer detention. Then I get suspended. You know that stuff

Researcher: So real worries about, suppose what you're saying is following the rules. (FG 3:1)

Researcher: and do you feel like you've got it all now? Like, do you know all the rules, all the expectations? processing?

Jeffery: I wouldn't say every single rule

Researcher: No

King: Like the other week, when um [**Leader:** yeah]. One of our teachers, she walked up to us. And just like went pull down your skirts like just out of nowhere, we'd been walking around for like, the whole of break by then (FG 1:1)

Batman: It is a bit difficult for them to know where we are tho to be honest, but I do think they are. For some random things that are very strict, but they are very lenient and other things as well, but they're strict on the wrong things I think.

Leader: Yeah.

King: Like, tucking in your shirt (FG 1:1)

Leader: Yeah, like some teachers have really high standards, they expect, you know, not talk. Listen, sit down. Like, just do your work. Some teachers like. just expect a little bit less from you then they're like, oh, why don't you do something

good? It's like I'm going to give you School points because you're, like, amazing. And there's, like, certain classes. It's like my English class. Like, if we don't like, talk for an entire lesson like, oh, well, like for amazing class like we're not. We're going to get School points but like in our triple science, which is held to a higher standard. Cause like if you talk. Over the teacher once it's like, oh, you've done terrible this lesson like shouldn't do that again. Which is like different classes of different standards.

Batman: I think there's different teachers as well.

Researcher: Mmm

King: Some teachers are bit more like old fashioned like they care so much about the rules. You don't have your lanyard on. That's like detention.

Leader: yeah [**King:** its like] And then newer teachers are like, oh, it's chill, like

Batman: because they're younger and a different generation with different beliefs. (FG 1:1)

Researcher: so for you, having that structure helps you feel comfortable at school.

Dave: yeah yeah it really, yeh. (FG 3:1)

Jeffery: if there is a teacher there when it happens, they do stop it. I've seen someone like do something to someone else and the teacher stopped it [**Researcher:** mmm] So that's good. (FG 3:1)

Leader: Like, you're not allowed to wear a coat in, like, the heart space until it gets to a certain temperature. Where you're allowed to? But I'm like some teachers still wear them inside and I'm like, how is that fair [**Researcher:** mmm] some teachers don't follow the rules and then like, why do I have to if some of the teachers don't? [**Researcher:** mmm] It's frustrating because then like you see a teacher and you're like she has that. Why aren't I allowed that?

Researcher: hmm

Batman: yeah I think it's a bit. like, forgot the word now but It's bad. What's the word

Leader: double standard?

Batman: yea kind of.

King: hypocritical

Batman: It's like um, they have their phones out. We're not allowed phones at all. It's like they're. That's the word. a bad example for us. Having their phones out, having coats in school, not wearing their lanyards as well. (FG 1:1)

Researcher: Yeah, there seems to be a real sense of things not being fair at school.

Jace: Yeh

Star: Yeah.

Star: Like if you need the toilet, you need the toilet like like sometimes teachers. Like they don't do it that much. But like sometimes teachers just tell another teacher to watch their class while they go to the toilet. Why can't we do that? I don't gets. Like, it's not like we're going to miss that much learning. It's not like we're going to be two hours in the toilet (FG 2:1)

	Identity and conformity Leader: It just feels like it's like it's like on repeat. Like the day is like nothing ever changes for school. Like you're always doing the exact same thing. And like, obviously you go to school to learn and like sometimes you're on trips. But like think about like the fact that you just come to school, you sit down, you have breaks like you're not allowed out of school. Like teachers have a little bit more freedom to like. They have frees inside of lessons. They can go outside of school, but like every single day we're in this building, just learning. It's sitting down and doing the same thing until you leave and then you carry on doing that unless you choose to go to college Researcher: and being restricted and how individual you can be within that is something that came up quite a lot the last time when you were talking about hair and nails and the teachers, wearing short skirts and things instead. And you guys aren't allowed to Leader: year cause teachers can almost show off their own personalities through through their like clothes and their hairstyles. cause like there's like we can't because we're all dressed the same. (FG 1:1) Charlotte: I mean, when I was at school last year and I did a school show. that's the only time that I've been in school. And I felt like my own person doing that, I actually enjoy instead of just being like a robot on a day-to-day basis and just doing the same thing over again. (FG 2:2) Leader: but I think I don't understand the thing about lanyards. If I, like, show you my lanyard, you know I go to this school, It's for like identification. But if I've gone to this school for five years, fair enough. If you're a year seven, not everyone might know you people in year 11, they know you. I do not need this lanyard this red lanyard around my neck that has this card thing here. They don't look at them, they just want to see them. They don't look to see if you go to this school. It's just annoying
The emotional experience of schooling Emotional capacity	Charlotte: I feel like it's a lot (FG 1:2) Batman: It's a lot (FG 1:2) My feelings of not knowing what to do with what Star was telling me, wondering if this is also how teachers are.... Recognising my own feelings of exhaustion (Reflective diary, 06/11/2024) Dave: not to be like all sad, but then we'll definitely come a day where. The thing is, this has nothing to do with school, but. You never know how good you have it till it's gone (FG 3:2)

Relationships
and Trust

Researcher: your teachers can have a real negative impact, but actually maybe the ones that hit you more are the ones that have a positive impact on you.

Star: Yeah, (FG 2:1)

Researcher:? Do you feel like they're a core reason as to why things are easier? They can make things easier at school.

Rose: Yeah.

Researcher: How do you think your experience would be if they weren't here?

Jackie: I don't really know to be fair. We wouldn't be like, I don't think I'd have the relationship with anyone else, but I don't. But the close teachers. (FG 2:1)

Researcher: And I know that we mentioned earlier how that a positive relationship, so that connection with the teacher. Can positively impact on how you are in the lesson with the learning as well.

Jeffery: Yeah. Yeah, yeah, definitely

Researcher: yeah. And is that something that you guys you all feel that connection helps?

Dave: Yes.

Jeffery: Yeah. (FG 3:2)

Researcher: I'm wondering about what impact the lack of those relationships has on your experiences

Charlotte: I feel like it depends. Because for all my teachers, I don't feel comfortable going up to them saying like, oh, can I have some help (FG 1:2)

Batman: I think they a lot of it's about trust and I think they gotta, I think some teachers should almost get to know their students more. That's what I think makes a really good teacher.

Researcher: Someone that knows the kids in their class

Batman: mhmm

Batman: at the end of the day it's going to be your word against our word (FG 1:2)

Star: then I was literally going to, like, be sick. And then, they didn't let me. They didn't let me go home. So I just sat there, for so long until, I was actually like, I'll actually like sick and then and then they finally let me go home. But they didn't actually call my mum. As soon as I was sick, they waited like 20 minutes because they said I would., I would feel better after that. And I was like,

Linda: but once you get sick, you need to go home.

Rose: They don't even let you leave lesson as well (FG 2:1)

Researcher: I'm getting the feeling that you're talking about teachers not trusting you?

Star and Jackie: yeh. (FG 2:1)

Charlotte: it's a little hard to build a relationship with teacher if they're more interested in helping the people that don't want to do it. So that's impossible (FG 1:2)

Dependence
and
independence

Leader: Because I feel like that's something that hidden from you and school also doesn't teach you about it. And it's like, once you get to that age, you, like completely clueless. And then you have to learn on your own. And then, like, you don't like when you're kids. Like, it's like you don't tell them about taxes either. And then they have to figure out on your own. (FG 1:1)

Rose: Like, I try and help them as much as I can, but I'm not the teacher in this school. It should be their teachers doing it. Like, I don't mind, like, sitting and talking to them and making sure they're OK. But their teachers should be the ones doing that. Cause like I don't work at this school. I should. I'm the one that should be getting that as well. Like, I shouldn't just be, like, giving the help to other people. I don't mind doing it. I love, like, helping other people. But it's like everyone should be getting that (FG 2:2)
