

University of Southampton Research Repository

Copyright © and Moral Rights for this thesis and, where applicable, any accompanying data are retained by the author and/or other copyright owners. A copy can be downloaded for personal non-commercial research or study, without prior permission or charge. This thesis and the accompanying data cannot be reproduced or quoted extensively from without first obtaining permission in writing from the copyright holder/s. The content of the thesis and accompanying research data (where applicable) must not be changed in any way or sold commercially in any format or medium without the formal permission of the copyright holder/s.

When referring to this thesis and any accompanying data, full bibliographic details must be given, e.g.

Thesis: Author (Year of Submission) "Full thesis title", University of Southampton, name of the University Faculty or School or Department, PhD Thesis, pagination.

Data: Author (Year) Title. URI [dataset]

University of Southampton

Faculty of Environmental and Life Sciences

School of Psychology

**Adult Perceptions of Attachment-Based Interventions Supporting Care-Experienced
Young People in Schools**

by

Sophie-Jane Stanwyck

BSc, MSc, PGCE

ORCID ID: 0000-0001-9146-844X

Thesis for the degree of Doctorate in Educational Psychology

June 2023

Abstract

This paper seeks to focus on all young people who are included under the umbrella term 'care-experienced young people' (CEYP). CEYP tend to have attachment-related needs, due to the relational disruption they have experienced in their past. These needs culminate in CEYP developing further challenges within schools, which need appropriate interventions to ensure students feel secure, connected to, and cared for within school. Thus, enabling them to develop a better sense of self-esteem and engage more fully in their learning and other opportunities within school. It is argued that gaining the perspectives of the adults supporting CEYP can be more helpful than utilising standardised measurements, as these adults can better contextualise the progress made by CEYP.

In the first chapter I introduce my research journey and why I am passionate about attachment-based interventions and taking relational approaches within school. In the second chapter I present a systematic review of research which explores the adult views and perceptions of attachment-aware interventions, carried out in school to support CEYP. A qualitative meta-aggregation method was taken in order to synthesise results. Categories of key findings include: the centrality of key adult relationships, the development of school-staff knowledge, emotional and behavioural considerations for both staff and students, impacts of interventions on students and potential barriers to intervention implementation. Implications for practice are discussed.

The third and final chapter, presents my research which explored the perceptions of school staff regarding a 'Designated Mentor' intervention designed to support care-experienced young people in schools. The programme trained school staff in attachment aware principles, key psychological theory, and approaches best suited to supporting students who have been involved in the care system. The intervention required school staff 'Designated Mentors' to run daily pupil-led sessions, lasting for at least 15 minutes with chosen CEYP Mentees. The sessions could be used to prepare students for their day ahead or debrief at the end of the day, and they had a key focus on fostering good relationships and a safe base for their students.

I ran four focus groups with 12 female Designated Mentors, who were trained in this year's cohort or previous cohorts. Data was transcribed and analysed using Inductive Thematic Analysis at a semantic level. There were six key themes identified, which included the central importance of the Mentor-Mentee relationship, The knowledge Mentors had gained and how it informed the approach they took to working with Mentees. Also, the barriers and enabling factors were discussed alongside how this Mentoring intervention met their Mentees needs. Implications for schools and educational psychologists are discussed.

Keywords: Attachment-Awareness, Looked After Child, Mentoring, Child Looked After, Educational Psychology

Table of Contents

Abstract	3
Table of Contents	5
Table of Tables	9
Table of Figures	11
Research Thesis: Declaration of Authorship	13
Acknowledgements.....	15
Adult Perceptions of Attachment-Based Interventions Supporting Care-Experienced Young People in Schools.....	17
Chapter 1: Introduction to Thesis	19
Why did I choose this thesis project?.....	19
What position did I approach this research project from?	22
How do I plan to disseminate my thesis project?	23
Chapter 2: Systematic Review.....	27
What Perceptions do Professionals Working in Schools Hold about School-based Attachment-Related Interventions that Support Care-Experienced Young People	27
Rationale and Review Question	34
Review Question.....	36
Method.....	37
Exclusion Process.....	41
Quality Assessment Tool	41
Theoretical Standpoint and Synthesis Plan	42
Results	43
Data Extraction	43
Key Findings	44
Quality Assessment Results	52
Discussion	54
Key Findings and Aims of Review	54
Discussion of Findings.....	54
Strengths and Limitations.....	58

ADULT VIEWS OF ATTACHMENT-INTERVENTIONS FOR CEYP IN SCHOOLS	6
Implications for Future Research	60
Implications for Future Practice	61
Conclusion	62
Chapter 3: Research Paper	63
Designated Mentor Intervention for Care-Experienced Young People in Schools:	
Reflections of Mentors' Experiences.....	63
Method.....	70
Designated Mentor Intervention	70
Participants.....	70
Design 70	
Focus Group Schedule.....	71
Procedure	72
Analytic Approach	72
Analysis – Results and Discussion	74
Research Question 1: To what extent did Training and Running the Intervention	
Impact Mentors' Understanding and Confidence in Supporting CEYP?.....	78
Research Question 2: What Helped and What Hindered the Running of the	
Mentoring Intervention?	86
Research Question 3: What Impacts did Mentors Perceive in their Mentees?	91
Conclusion.....	95
Summary	95
Strengths and Limitations	95
Implications for Future Research	97
Implications for School Staff - practice	98
Implications for Educational Psychologists	98
Appendix A - Full Syntax Search	100
Appendix B – Reasons for Exclusion	105
Appendix C – Quality Assessment	108
Appendix D – Data Extraction.....	114
Appendix E – Designated Mentor Intervention Details.....	152
Appendix F – Focus Group Schedule	155
Appendix G – Sample of Reflective Log	158

Appendix H – Example Quotes for Each Code172

Glossary256

References.....257

Table of Tables

Table 1 Sample Search Syntax	37
Table 2 Inclusion and Exclusion Criteria.....	38
Table 3 Collated Results of Key Study Characteristics	43
Table 4 Summary of Themes and Sub-Themes.....	74

Table of Figures

Figure 1 Research Positioning	23
Figure 2 PRISMA Chart	37
Figure 3 Thematic Map with Sub-Themes and Research Questions	76

Research Thesis: Declaration of Authorship

Print name: Sophie-Jane Stanwyck

Title of thesis: **Adult Perceptions of Attachment-Based Interventions Supporting Care-Experienced Young People in Schools**

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signature: Sophie-Jane Stanwyck Date: 05.06.23

Acknowledgements

To my family, you are my world, thank you for supporting me every step of the way. It is because of you I know I can always reach for my dreams, knowing my safety net will always be there to catch me.

To my dearest friend, I cannot thank you enough for all your support. I could not have done this without you. I look forward to championing you through your thesis one day too.

To my wonderful supervisors, I will be forever grateful to you for your support, guidance, and all the feedback you have provided me with throughout this journey.

To my Ed Psych family, I did not know what it was to truly belong till I met you all. You have helped me uncover and bring together the very best version of myself. To my placement partner, we began this journey together, and now we cross the finish line together, I'm so proud of us, and I look forward to starting our next chapter as colleagues.

To the wonderful Designated Mentors who kindly shared with me their voices. Your support, dedication, and advocacy for the students you support in school does not go un-noticed. Every day you change children's lives for the better. In my eyes, you are our true heroes.

To the young people I have been honoured to work with and support throughout my life. You have been my greatest teachers, every day I learnt something from you, and I will hold you all in mind as I continue my journey on. I wish you all the very best in wherever life's adventures take you. I dedicate this to you all!

**Adult Perceptions of Attachment-Based Interventions Supporting Care-Experienced
Young People in Schools**

Chapter 1: Introduction to Thesis

Why did I choose this thesis project?

“It only takes one adult who ‘believes in them’ to help a young person succeed despite great adversity” (Helton and Smith, 2004, p.214).

I came across this quote in the second year of my career, when I was embarking on my MSc in neuropsychology. As I read it, it resonated with me so strongly, it stopped me in my tracks. It made me look to my future professional journey and I promised myself there and then that this would be my mantra: I would always be that adult.

Prior to beginning the doctorate course, I worked within a variety of secondary schools for a little over a decade. In this time, I worked in specialist schools, mainstream schools, and private schools, in two different local authorities and one school, was in one of the areas in the country which has the highest level of deprivation. The roles I took on included, two different pastoral boarding house roles, teaching assistant, assistant psychology teacher and finally qualified teacher. I eventually learnt through experience that the best way to work with students and support them effectively was through building safe relationships with them. It was not always the easiest path to take as it takes a real investment of time to build that trust, and resilience to maintain that path as it also diverged from what leaders often expected of me. Upon qualifying as a teacher and starting to clamber through my first year of teaching, it soon became apparent that consistently handing out ‘green slips’ and detentions had zero impact on whether the ‘undesirable’ behaviour was repeated or not. The psychologist within me understood that this was because this behaviourist-based approach completely ignored any understanding of the context the students were in, or the underlying function of their behaviour.

What I began to learn through experience was that consistently being there for students, letting them know that I still cared, and reassuring them that I would still show up tomorrow and continue to support them, was fundamental in changing the student’s behaviour towards me. It happened slowly and over time, but once the students and I realised this, I barely needed to remind them of the potential consequences (e.g., detentions) because the fear of damaging our

relationship was more important to them. One particularly memorable moment was when a student brought me home made cakes to apologise the day after they had been overwhelmed in class and spoken to me harshly.

In secondary schools, it can be very difficult to build these relational foundations. The high levels of change throughout the day and the week meant that I would see some students once a fortnight or even less if they were absent. I also found that there was an implicit but powerful pressure to uphold behaviour policies in order to be a 'good practitioner'. Having quiet classes with regularly updated progress trackers was valued far more than having classes filled with students who could problem solve for themselves and feel connected to and cared for within school. That combined with the general pressure teachers are put under, including the unrealistic work expectations, means that sadly, taking a more relational approach is often missed. For context, as a relatively junior teacher, I ran an entire A level independently (with classes that were twice the size of most others) plus GCSE year eleven classes for two different subjects, year nine and ten GCSE classes in two different subjects, and year seven classes in 4 different subjects; meaning I would see about 500 different students in a fortnight. The planning and marking for all of that was simply unmanageable long-term and it always left me feeling exhausted and overwhelmed. As a Trainee Educational Psychologist (TEP), I look back and feel a great sense of guilt for colluding with behaviour systems which punished students for things they could not help and did not have the power to change. I often have to remind myself that I did the best that I could with the resources I had at the time (including mental and energy resources). My previous experience does remind me to always hold in mind these pressures and ensure I take a compassionate approach when working with school staff.

Now, as a TEP and at some-point soon, hopefully an Educational Psychologist (EP), I have a much firmer grasp of the knowledge and understanding that this is not the approach we should be taking to support our students. All students, but especially those who had aversive and challenging beginnings in life, need more appropriate methods of support in school and that this will bring about positive change for both staff and students. Now I am one step removed from

that unyielding school pressure, I have a position with which I can advocate for a better approach, to make sure that our systems are supporting students and not failing them. My first steps towards this professional goal lies within this thesis project.

For a long time, I've had an interest in attachment theory since I have taught it at A level for five years. It made a lot of sense to me, and I could see the behaviours playing out in the classrooms in front of me. In my first year on this course, I was therefore drawn towards writing one of my essays on attachment needs and a sense of belonging in schools. During my research for this, I was horrified to discover the national behaviour guidance policy the Department for Education has created for headteachers. Their key guiding statement is that "a clear school behaviour policy, consistently and fairly applied, underpins effective education...(all staff) should be clear of the high standards of behaviour expected of all pupils at all times." (DfE, 2018, p.8). In total the words 'punish' and 'discipline' are used 44 times within this document and 'power' is used 25 times in this 10 page document. This guidance fails to show any understanding of the communicative function behind behaviour or the impact the context and environment around a child can have on them and their behaviour. It assumes that all students are on an equal footing in terms of being able to always display high-standards of behaviour, and that the only tools available to school-staff to shape this behaviour is through the proverbial carrot or stick. This document still shocks and horrifies me in equal measure even now.

Furthermore, during the development of the Small Scale Research Project I am a part of, we uncovered some concerning attainment statistics about care experienced young people. There seemed to be an incongruence between the level of monitoring and input 'Looked After Children' students are supposed to be receiving in school and the outcomes that, on average, they still seem to be attaining. I am also aware that those students who do not quite fit the criteria for 'Looked After Children', but have had similar life experiences, can also experience great challenges within school and sometimes receive even less support because they are not entitled to the designated support. Therefore, I sought to include these students within my research. All of this combined further drove my desire to increase attachment-awareness in schools and become

part of the community of researchers that were seeking to bring about valuable change for these young people.

What position did I approach this research project from?

My first instinct was to seek data which included the voices of young people however, in my first iteration of the project I was unable to gain consent for any students. Despite sending documents to 25 Mentors, they found it difficult to either get families or social workers to return forms. Therefore, the second iteration of my research project (which was developed at the beginning of this academic year) sought to gather the views of the wonderful adults who volunteered to support these students. As the project grew, I saw the immeasurable value of gaining their views in both exemplifying the challenges these professionals have to navigate in order to provide support, and the impact their support could have on the lives of young people. Having discussed the findings with the Lead EP running the project, I am immeasurably proud of the intervention, the mentors, and the findings we have co-created.

Within the Systematic Literature Review (SLR) I sought to bring together the views of adults who have worked to support CEYP in similar attachment-based interventions in school. There is a wealth of research which works with at-home carers of CEYP, but very little on those in school and there was not a systematic review with this focus. I used the findings drawn from my literature review to create the questions for my focus groups. In addition, I hope the findings of the unique Designated Mentor intervention will helpfully contribute to the findings within my SLR.

I took a 'Big Q' qualitative approach to conducting this thesis. Within this approach the influence of the researcher is not viewed as a form of bias, rather the impact they have in co-creating the findings is a valued core part of the process.

Figure 1

Research Positioning



I selected an experiential qualitative approach because I was seeking the rich perspectives of the Mentors around their personal experiences and how they made sense of both receiving the training and then running the subsequent intervention (Braun and Clarke, 2022). I accepted an intentional theory of language whereby language is used to convey the speaker's unique perspective of reality (Harding, 2004; Naples and Gurr, 2014). I also adopted a critical realist ontology for this study as I acknowledged that the Mentors experienced a single reality, however, the data collected in the focus groups would be mediated through the context the Mentors were situated within, and the language they used to communicate their perceptions of reality (Braun and Clarke, 2022; Willig, 2013).

I approached this study from a contextualist epistemology, whereby the 'knower' cannot be separated from their knowledge and individuals cannot be isolated from their context and what gives meaning to their lives. This corresponds with the concept that there will be multiple perspectives of a single reality. Finally, I accepted that the results generated depended on my interpretative engagement with the data through coding and theme generation (Madill et al., 2000; Tebes, 2005).

How do I plan to disseminate my thesis project?

I would like to disseminate the findings of my two research papers. Post-viva, I plan to submit my systematic review paper to the 'British Educational Research Journal'. This journal aims to reach educational professionals and those involved in educational research, which seems an appropriate audience for my paper. Also, a couple of the systematic reviews I used in my introduction have been published here, suggesting that it would be a suitable type of paper for the journal. The word count is between 5000-8000 words, so it would require a few edits to cut the current word count down to meet this requirement.

Furthermore, post-viva, I would like to submit my empirical paper to the 'Adoption and Fostering' journal as I believe this is the most appropriate place to publish, due to the focus on the population of care-experienced young people. However, the word limit of a maximum of 7000 words, would be difficult to reach with my current paper. I would also be interested in submitting

to 'Pastoral Care in Education' journal as two of the key published papers on attachment-based interventions (Kelly et al., 2020; Rose et al., 2019) have been published in this journal, suggesting this topic, population and approach is something they value within their literature. Through discussions with my supervisors, we decided that prioritising the quality of the thesis and in particular preserving the results as they are within the analysis section was more important than cutting to a strict word count at this stage.

A final submission option for both papers would be to the 'Children and Youth Service's Review' journal. I contacted them and they have explained that there is no strict word count, and both the papers would be appropriate as the populations this journal focus on are those who are disadvantaged or otherwise vulnerable young people, families and the systems that are designed to support them. I noticed that the majority of published papers I have reviewed for this thesis, have very few appendices, so I would try to limit mine to those documents that are absolutely necessary, for example, I will not include my whole original transcription.

With regards to disseminating my findings more broadly, I intend to present my research to the EP service which this intervention is run within (which I will also be employed in from September). I think it is important for the EPs to be fully aware of, and hopefully more invested in the project. I would like to generate a team discussion around what wider learning we can take from this project and how we can support schools more on their journeys towards more relational practices.

I also intend to work with the EP leading this intervention to consider how my research can be used to evaluate and improve the intervention itself. Moreover, I would like to work with this Lead EP and the Virtual School to better promote this intervention as I believe, if it is run properly- it can bring about significant changes to CEYP's lives. I've had an idea which I am keen to share with the lead EP, around creating a promotional video. It could be made in collaboration with a current adult Mentor, their supportive senior leader, and potentially some Mentees too. I think this would be a really powerful way to share the interventions' transferability and value to a wider educational audience. This video, alongside my research could be shared with EP teams as a

method of encouraging them to deliver this intervention (or similar) in their local authorities.

Finally, over the last couple of years, I have been invited to join the meetings of the ARC (Attachment Research Community) in collaboration with the Lead EP, I would like to share the intervention and my research with them as well. I believe this community of EPs would value the opportunity to learn about the intervention and our findings, and they could be helpful in promoting this research and intervention more widely.

Chapter 2: Systematic Review

What Perceptions do Professionals Working in Schools Hold about School-based Attachment-Related Interventions that Support Care-Experienced Young People

The following review of literature seeks to explore interventions which have been used within schools to support students who have come into contact with the care system. To begin, this paper will identify the population which will be the focus of this review, and the challenges they often face. Children and young people who are placed under the care of a local authority can enter the system either through parents volunteering them to be placed in care or can be separated from their birth family by a court order (McGrath-Lone et al., 2016). In England between 2021-22, there were 82,170 'Children Looked After' including adoptees; an increase of 2% from the previous year. Children and young people who have been taken into care have historically been assigned several labels including: Looked After Children, Children Looked After, Children in Care, Previously Looked After and Care Leaver. In recognition of Jacob-Thompson's (2021) article 'Changing the language of care' and its prioritisation of the voices of these young people, this current paper will use the more inclusive term 'care-experienced young people' (CEYP). Under this term, all the following young people are included: those who may have experienced foster care, residential care, kinship care, and those who have been adopted or who live at home with a supervision requirement in place. Even though they will all have had unique experiences during their journeys, they will often have been shaped "by loss and change and the accompanying emotional turmoil" (Jacob-Thompson, 2021) as their close attachments are disrupted.

Attachment theory suggests that for young people to develop secure attachments (relationships characterised by feelings of trust and safety) with the key adults in their lives, those relationships need to be warm, consistent, and responsive to their needs. When infants are able to trust that they will receive nurturing support which meets their needs, they build a secure internal working model of relationships, which they will apply to all future relationships (Bowlby, 1969; 1975; 1980). This secure attachment can give young people a safer and more supportive environment and 'felt security' which helps them to form positive representations of others and

themselves. (Bowlby, 1988). When young people feel safe, they experience less fear, they feel more attuned to others, and they can have better insight into their own emotional and mental states. This greater self-understanding and connection with others helps young people to better learn to regulate their emotions and behaviour (Sroufe, 1995; Sroufe and Siegal, 2011). For CEYP, early attachments and relationships have typically been disrupted, which in combination with other challenges such as neglect, abuse, or family distress, can result in these young people finding it difficult to form relationships with peers and staff and develop emotional regulation skills (Cameron and Das, 2019). When young people do not have a sense of connectedness and belonging to those around them, this can impact their feelings of self-worth, self-esteem and impair their ability to achieve academically (Baumeister and Leary, 1995).

These attachment-related needs mentioned above seem to culminate in many CEYP achieving less well in school assessments. Government data indicates that outcomes for CEYP are often below average. The percentage of 'Looked After Children' (LAC) achieving grade 5 or above in English and Maths decreased from 7.7% to 7.2% in 2019. Also, in this year, research showed that the average attainment-8 score (the average score obtained by a student for their best 8 GCSE results) for 'Looked After Children' at GCSE was 19.1 which is significantly lower than 44.6 for their peers (DfE, 2020). Suggesting CEYP need high levels of intervention to help them feel safe to learn, develop emotional regulation skills and learn to build and maintain trusting relationships. When students feel safer, they are better able to engage with their learning more fully and therefore improve their chances of achieving better outcomes.

A comprehensive systematic review (O'Higgins et al., 2017) examined 39 full-text papers between 1990 and 2016, for factors which are associated with educational achievement for children in foster care or kinship care and they found over 70 associated factors. Overall, there was a consensus found amongst the papers that being male and coming from a minoritised ethnic background were associated with lower outcomes for CEYP. Also, having Special Educational Needs, or displaying behaviour that challenges staff, put CEYP at greater risk of academic difficulties than their non-CEYP peers. Several other factors around placement were found to have

mixed results, for example, length of time in care, the stability of care-placement or frequency of social worker changes. One study found that those in kinship care (over those in foster care) showed greater risk of low educational achievement (Font, 2014). A positive and protective factor was having a carer who had higher levels of school involvement, as well as the CEYP having good school engagement or higher future aspirations. Having high levels of school transfer and attendance problems, unsurprisingly were also associated with lower educational outcomes.

A large proportion of research investigating interventions which support CEYP has been conducted with adults who support young people in their home setting; therefore, this review will now explore some of this research. A promising approach to supporting CEYP in this way has been developed by Cameron and Maginn (2009) who created the Pillars of Parenting approach to professional childcare, which is a positive parenting and emotionally warm approach to empowering and upskilling significant adults in foster and adopted young people's lives. They state that those who have regular contact with the CEYP are best placed to provide them with appropriate tailored support, as they have the best knowledge of the individual CEYP, and so they trained foster and adoptive parents to provide tailored and appropriate support (Cameron and Das, 2019). Building on the initial success of their 10-month training programme for 14 CEYP and their carers (Cameron, 2017) Cameron and Das (2019) trained the at-home carers of 53 CEYP living in local authority children's homes. These results showed significant positive changes in both affective and behavioural measures e.g., resilience, close relationships and belonging.

Research has demonstrated positive outcomes for attachment and relationship-based interventions with adoptive parents. A pilot study found that child-parent-relationship-therapy for 61 adoptive families, brought about statistically significant improvements and large treatment effects (compared to waitlist conditions) on both parental empathy and reducing overall 'behaviour problems' in adopted children (Carnes-Holt and Bratton, 2014). A randomised controlled study aiming to replicate the study above allocated a sample of 49 adoptive parents (from across cultures) to either treatment as usual or child-parent-relationship-therapy. Findings showed that in comparison with the control group, adoptive parents who engaged in the therapy

reported statistically significant improvements (and large treatment effects on all measures) post-therapy, in their adopted children's 'behaviour problems', parental empathy and relationship's stress (Opiola and Bratton, 2016).

'Theraplay' is an intervention which aims to reduce trauma-presentations, through sessions which use playful interactions to engage, nurture, and challenge children into developing positive relationships with adults. Purrington et al. (2022) delivered a ten-week Theraplay intervention for 47 adoptive parents, the impact was measured pre- and post-intervention utilising a range of measures, including the Child Behavior Checklist and the Trauma Symptom Checklist for Young People. Adoptive parents scored significant reductions in the level of difficulty their adopted children faced with anger, anxiety, social problems, posttraumatic stress arousal, inhibiting responses, behaviour regulation, emotional control, self-monitoring and thought problems.

However, Walker (2017) argues that standardised measurements of CEYP's progress is not appropriate, because the consequences of attachment disruption and potential trauma can have long-term impacts on CEYP's well-being; meaning the baselines for comparison and the progress they may have made since entering care are not comparable with their peers. Similarly, Cairns (2002) has developed a three-stage 'Adaptive Emotional Development' trauma-recovery model, which is useful in understanding CEYP's recovery from any trauma-induced stress they experience prior to, and during being taken into care. Each stage of the model is a necessary part of their journey, but Cairns suggests that with high levels of trauma, there will be repetition and overlap of the stages. The first phase, 'stabilisation' is where a safe, stable, and low-stress environment can be created for CEYP to help them contain their emotions and develop the language they need to express their emotions. The second phase, 'integration' is where CEYP can be supported in processing their trauma and learning strategies to manage their emotions. The third phase, 'adaptation' is where social-connectedness, self-identity and more enjoyable activities can be engaged with as they look more optimistically towards the future. Considering this model can help to understand why CEYP may need considerable time in the 'stabilisation' phase before they

feel safe enough to engage with specific emotional-literacy, social-skills, or academic-based interventions. Cameron (2017) also reminds us that support and interventions which are provided for CEYP need to be carefully planned and tailored to each individual's needs. In this way it can be particularly useful to gather the adult perceptions and insights, of those supporting CEYP as they have a good understanding of the individuals and their context.

Mixed method and qualitative research which sought to share foster carer perspectives about training delivery, have generated useful insights and suggestions for improvements to attachment and trauma-informed training delivered to foster carers. One study suggested that foster carers input should be utilised in order to create appropriate training and interventions (Burton, 2012). Marrero and Stewart (2020) surveyed 13 foster parents, who reported that they commonly felt strong feelings of love and care for their foster child and could see the impact their foster child's traumatic past-life had had on them. They also explained that they found understanding and responding to the challenging behaviour their foster child showed, difficult and that they found the heightened emotional states their foster child showed especially tricky to navigate. Some of the training foster parents had previously been given was found to be unhelpful, but those that focussed on trauma, were more helpful. Participants wanted more practical strategies and techniques they could use at home to support their foster children.

Mixed methods research (Knight-Nwosu and McNamara, 2021) provided twelve foster parents with trauma-informed training to help develop their understanding and improve the bond with their foster children. Overall, these foster parents rated the training as helpful. However, they suggested that in order for the placement to be successful, the foster parents often needed support in resolving their own childhood insecure attachments or traumatic experiences before they were able to successfully support their foster youths. They also reported that training was required for the other members of the household, to enable family-wide bonding and support with their foster youth. Research from the USA (Alpert, 2015) explored the impacts of 'Peace4Kids' a community-based organisation, which delivered an intervention aiming to foster young people developing secure relationships and social-emotional skills whilst they engaged in

curricular and extra-curricular activities. Teachers, administrators, and parents reported that they noticed improvements in their foster children's social and emotional development after taking part in the intervention. They also noted that as these capacities grew, the foster youths began to develop their literacy and numeracy skills too.

There seems to be a good body of research utilising attachment and trauma-informed interventions, which has been conducted with adults who foster, adopt or care for CEYP outside of school. However, it has been suggested that there has been a scarcity of attachment-informed research within educational settings (Bergin and Bergin, 2009; Kennedy, 2008; Riley, 2009). In recent times, more research is beginning to be conducted, however, a fair proportion of this seems to be doctoral dissertations, which will be limited by the time and resources they have access to.

This review will now focus on research investigating supporting CEYP within schools. Liabo et al. (2013) systematically reviewed 11 papers that explored interventions which aimed to improve attendance, prevent exclusions (or drop-outs) and reduce absenteeism, of CEYP students aged 10–15 in mainstreams schools. They found a great diversity in the interventions that have been put in place including, private tutoring, reading encouragement or community projects. Through critical appraisal, the review found that none of the studies were robust enough to provide high quality evidence for the effectiveness of the interventions. It is possible that in order for interventions to be successful, they need to focus on the fundamental needs underlying the difficulties CEYP have. Focusing input on developing safe and trusting relationships so students feel safe and connected to school and helping them to understand and manage their emotions, so they can manage the demands of school-life, may well be more effective overall.

Evans et al. (2017) systematically reviewed 15 randomised controlled trial (RCT) studies, which reported results from 12 different interventions for CEYP students. Some interventions were delivered at home and others in the care setting. Interventions included transition support into kindergarten, another involved 50 hours of individual tutoring, another was a gifting

intervention (providing resources like reading books) and the wraparound Head Start programme for disadvantaged young people. Their quality assessment of the papers they reviewed indicated that overall studies had been conducted poorly and had several areas of bias for example, not blinding participants or personnel, high levels of missing data, and inadequate randomisation procedures. This made forming firm conclusions difficult and they recommended that more rigorously conducted RCT should be conducted. However, when conducting real-life research with CEYP, there are so many interrelated factors which all create different circumstances and challenges for each individual (e.g., level of trauma, supportive foster-care placement) as well as factors that will impact how consistently an intervention can be implemented (such as student or staff illness and school placement change). These will make running traditional RCTs and gaining useful results more difficult. It could be that qualitative research, which aims to understand experiences of CEYP or those who support them, could provide us with more helpful implications as they will not rely on statistical significance in order to be valuable to CEYP and those who support them.

In 2016, Underdown systematically reviewed eleven papers which provided implications for educational professionals in how they can better support CEYP in school. Results indicated that teaching-staff tended to demonstrate a limited understanding of the impact trauma and attachment difficulties can have on CEYPs well-being and behaviour. Research also showed that CEYP students performed worse on executive-functioning and language assessments (than their non-CEYP peers) as well as reporting that their teacher provided the main source of their educational progress and therefore are central to support CEYP students' development. Other research also showed that care and school placement stability helped a group of long-term foster care youths significantly decrease internalising difficulties, anxiety and depression whilst significantly increasing their adaptive behaviour scores. This suggests that providing consistent support is an important component in helping CEYP to make progress. Research also shows that multi-agency working, including working with educational psychologists to implement attachment-based interventions such as nurture groups, help CEYP students feel safer and more

ready to learn. Nurture Groups are a focused, short-term, small-group, school-based interventions which were originally designed by Mary Boxall (Bennathan & Boxall, 1996) to meet the needs of students who have attachment-related challenges, by changing a student's school environment. This change supports students in understanding how to feel safe and supported in relationships, as well as learning how to interact positively with those around them, which in turn, can help students to feel more settled in school and thus impact other areas, such as academic attainment and behaviour. Nurture Groups can also develop student welfare and growth through supporting their more basic needs such as providing meals and a sense of belonging to a group. Research has shown that Nurture Groups have been effective in supporting CEYP in schools for many years (Cooper & Whitebread, 2007; Iszatt & Wasilewska, 1997; Seth-Smith et al., 2010). Evidence has found that Nurture Groups can improve academic ability (Mackay et al., 2010) however this could be due to Nurture Groups consisting of smaller group sizes and often providing better work differentiation for individual students. Other research also demonstrates an improved sense of belonging in school for students (Roeser et al., 1996) as well as creating other positive changes for students within mainstream classes, whose schools have Nurture Groups (Binnie & Allen 2008). However, if schools are providing Nurture Groups as part of their provision, this could suggest that staff and senior leaders are more attachment aware and are providing nurturing and relational-based approaches throughout the school, therefore the whole-school improvements documented are not directly impacted by the Nurture Group provision itself. In addition, the provisions that are provided in each school can vary greatly, which makes direct comparison of results recorded by Nurture Group Research more challenging. Nevertheless, it seems that research suggests having Nurture Group provisions in school, are a useful method of supporting students, including those who are care-experienced.

Rationale and Review Question

Within the context of the COVID-19 pandemic, research with 350 young people in the UK found rates of probable mental health difficulties have increased to one-in-six. Additionally, young people from disadvantaged households are more than twice as likely to have increased mental

health concerns, than those from non-disadvantaged households (Vizard et al., 2020).

Government reports into the current challenges UK schools are facing includes high levels of staff and student absence, increased number of students requiring additional Special Educational Needs support, and an increase in emotional health and wellbeing challenges for staff and students (particularly in secondary schools) (Crossfield et al., 2023). These, and similar concerns, have brought the social-emotional experiences of students back to the forefront of school leaders' minds. Not only this, but CEYP are consistently a priority for schools, as progress and attainment are closely monitored by The Virtual School within local authorities. The research above also seems to suggest that focussing on developing academic or behavioural outcomes may be less helpful for CEYP, and that focussing more on meeting the attachment-related and social-emotional needs of CEYP could be more productive. Some schools are beginning to explore and invest more in appropriate interventions which are designed to support the emotional needs of CEYP. Educational psychology services, in tandem with Virtual Schools, are meeting this increased interest for attachment-based training and intervention and are working with schools to improve support in this area. Currently, schools are especially stretched in terms of staffing and resources, therefore it will benefit all parties if there is a clear and coherent picture of evidence about useful attachment-informed interventions for CEYP.

It also seems from the research above that focussing on purely quantitative measures or using standardised measurements of progress with CEYP, are providing mixed results, which could be less helpful in understanding what interventions could be helpful for individual students in schools. It is possible that qualitative research findings could help to better understand the circumstances leading to these mixed findings, therefore using a combination of quantitative and qualitative research could provide school staff with a more complete understanding of research and therefore help guide them in making informed decisions for their CEYP in schools. As mentioned above Walker (2017) advocates against the use of standardised measurements and Cameron and Das (2019) advocate for understanding the perspectives of the adults who work with CEYP as they can provide more contextualised and helpful suggestions. They may also offer

useful suggestions about systemic factors which also need to be considered. Research and reviews also seem to only focus on limited populations of CEYP, for example only foster youths or adopted young people, or those who have been defined by school monitoring systems as 'looked after children' and not the more inclusive CEYP population.

Therefore, the focus of this review is to systematically search for studies which gather adult perceptions of school-situated, attachment-focussed interventions, which aim to support all populations of CEYP, in order to ascertain what the accumulated literature is suggesting.

Review Question

What perceptions do professionals working in schools hold about school-based attachment-related interventions that support care-experienced young people?

Method

This review adhered to guidance from the latest PRISMA 2020 statement (Page et al., 2021) ensuring rigorous and transparent procedures were applied. I used several scoping searches to explore key terminology and identified four relevant bibliographic databases (PsychINFO, ERIC, Web of Science Core Collection and ProQuest Dissertations and Theses). The interventions included must be attachment-theory related (e.g., key adult for secure base). This is to focus the search more towards the care-experienced population and less towards ‘Adverse Childhood Experiences’ because my theoretical focus for this paper was on attachment theory, and it will also make the number of papers more manageable in the restricted time-frame I have.

These were used to search all the abstracts or titles for all published and unpublished literature. There were no dates or language limits applied to the searches and the only limit applied in ProQuest, was limiting the results to ‘Doctoral Dissertations only’. The search was formulated in collaboration with an information specialist and my supervisors. Table 1 shows a sample of the search syntax I used to explore one database, for full search syntax see Appendix A.

Table 1

Sample Search Syntax

Database	Syntax
PsychINFO	<p>TI(“attachment aware” OR “attachment-aware” OR “attachment informed” OR “attachment-informed” OR “Attachment theory informed” OR “trauma informed” OR “trauma-informed” OR Attachment OR “Attachment-relat*” OR “Attachment relat*” OR “Attachment need*” OR “Attachment-need*”)</p> <p>OR</p> <p>AB(“attachment aware” OR “attachment-aware” OR “attachment informed” OR “attachment-informed” OR “Attachment theory informed” OR “trauma informed” OR “trauma-informed” OR Attachment OR “Attachment-relat*” OR “Attachment relat*” OR “Attachment need*” OR “Attachment-need*”)</p> <p>AND</p> <p>TI(“looked after child*” OR LAC OR “child* looked after” OR CLA OR “Previously looked after” OR “care experience*” OR “care-experience*” OR “foster care” OR “foster-care” OR “local authority care” OR “special guardianship order*” OR SGO OR “care order” OR “kinship care” OR “kinship-care” OR “adopt*” OR “home supervision requirement*”)</p> <p>OR</p> <p>AB (“looked after child*” OR LAC OR “child* looked after” OR CLA OR “Previously looked after” OR “care experience*” OR “care-experience*” OR</p>

"foster care" OR "foster-care" OR "local authority care" OR "special guardianship order*" OR SGO OR "care order" OR "kinship care" OR "kinship-care" OR "adopt*" OR "home supervision requirement*")
 OR DE Foster Care OR DE Foster children
 AND
 TI(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)
 OR
 AB(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)
 AND
 TI(school* OR educat*)
 OR
 AB(school* OR educat*)
 OR DE Teachers OR DE Education Students OR DE Education
 AND
 TI(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train*)
 OR
 AB(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train*)
 OR DE Teacher Student Interaction OR DE Coaching OR DE Intervention
 AND
 TI(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact*)
 OR
 AB(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact*)
 OR DE Teacher Attitudes OR DE Educational Employee Attitudes

I screened all titles and abstracts through the use of the reference manager software, Rayyan. The full-text papers of any titles and abstracts that were considered relevant were obtained. The relevance of each paper was assessed according to the inclusion criteria detailed in Table 2. The papers which did not meet said inclusion criteria were excluded. The reasons for exclusion are listed alongside the papers' bibliographic details in Appendix B.

Table 2

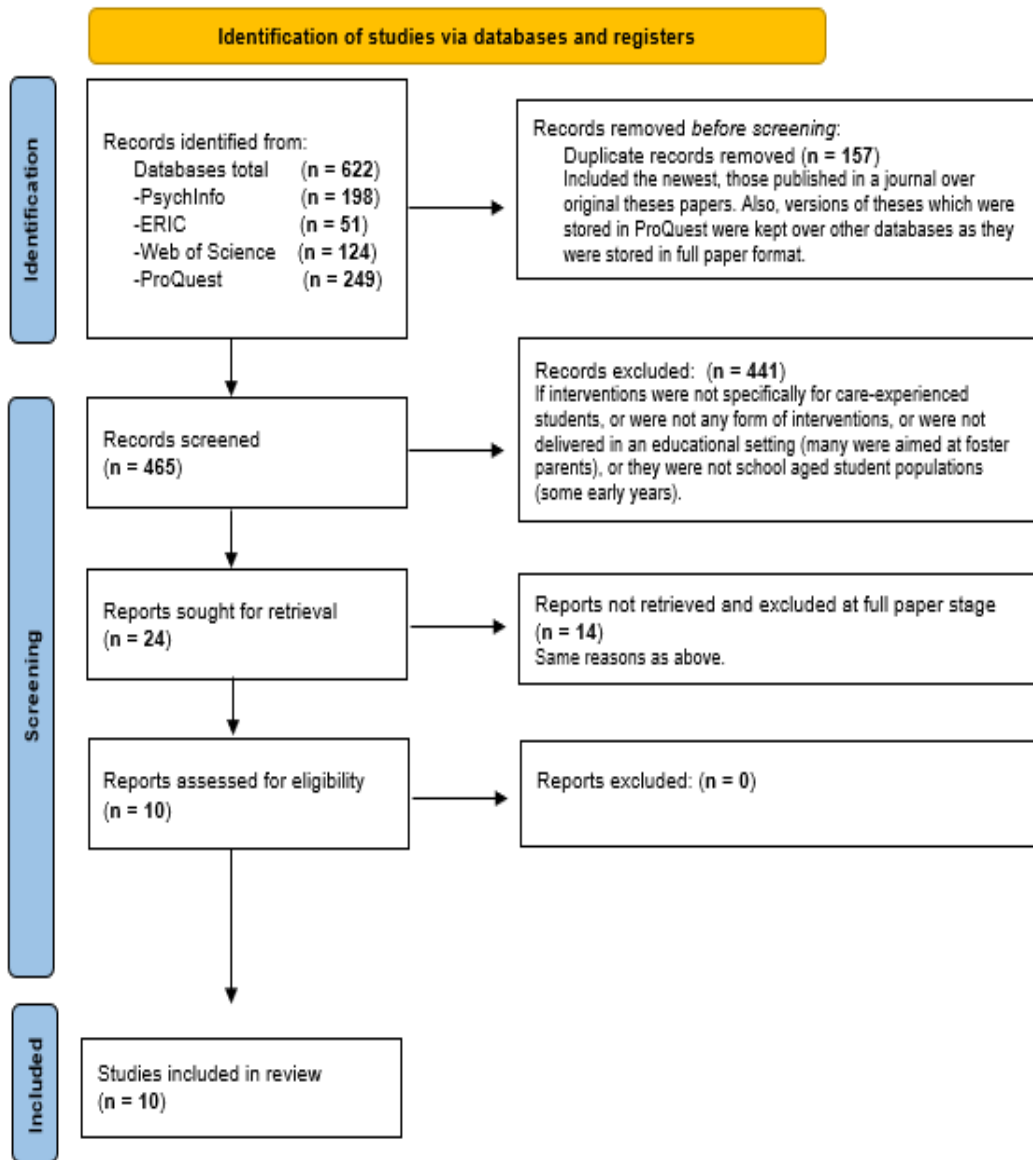
Inclusion and Exclusion Criteria

	Inclusion Criteria	Exclusion criteria
Sample	Professional adults, in education settings, running interventions for:	Early years children Samples solely consisting of other students who respond well to

	Inclusion Criteria	Exclusion criteria
	<p>School aged (Reception- Key Stage 5),</p> <p>Care-experienced young people (e.g., looked after child or in foster care or adopted)</p> <p>Samples which include care-experienced young people (may also include other 'at risk' students as well as care-experienced).</p>	<p>attachment-related interventions- examples from papers are those who have experienced trauma, those who have experiences Adverse Childhood Events or those who experience poverty.</p> <p>Research does not mention care-experienced students.</p>
Phenomenon of Interest	<p>Interventions must be attachment-theory related (e.g., key adult for secure base).</p> <p>The intervention must be adult facilitated, within an educational environment. The interventions must be aimed at supporting care-experienced young people. Some papers will include 'trauma-informed' approaches, as research investigating care-experienced students often focus on supporting students with their previous traumatic experiences. However, to be included in this search any paper investigating 'trauma-informed' approaches, must make specific reference to care-experienced young people in the target population.</p>	<p>If not an intervention, just collecting people's views or providing information about attachment.</p> <p>Student run interventions like buddy systems.</p> <p>Interventions taking place outside of educational settings, e.g., with foster parents in foster-home settings.</p>
Design	Any type of design will be included, interview, focus groups, surveys are all included.	N/A
Evaluation	<p>Interested in the perceptions and reported experiences of the adults running/ involved in the intervention.</p> <p>Any associated scores related to progress students made – as rated by adults.</p>	Views solely provided by the students or data about the students.
Research Type	Any type of research will be included, (e.g., quantitative, qualitative, and mixed methods). Both published and unpublished doctoral theses will be included.	<p>Commentary papers</p> <p>Books</p> <p>non-doctoral dissertations</p>

Figure 2

PRISMA 2020 flow diagram for systematic review which included searches of databases and registers only



Exclusion Process

Electronic searches identified 622 citations. Once duplicate papers were removed by hand, it left a total of 465 citations to screen for inclusion (see Figure 2, PRISMA chart for further details). I reviewed the titles and abstracts of these 465 papers, which resulted in 24 potential citations being retained. I retrieved the full texts of all 24 of these papers, to be screened again for inclusion. Whilst screening the full texts, a key inclusion criterion I focussed on, was that the interventions were used to support CEYP specifically. The key terms I searched for were “in care”, “looked after”, “foster”, and “adopt”. After rigorously applying the inclusion criteria for this second screening, 14 papers were excluded, eleven of those papers were excluded on the grounds of making no specific reference to CEYP. One paper was excluded because, although it did focus on foster young people, the intervention was not being carried out within an educational setting. Another paper only mentioned creating individualised strategies, but no other details of an intervention were present. Finally, one paper investigated the Designated Teacher role as an intervention however, it only focussed on multi-agency working and did not give any reflection on the intervention of the Designated Teacher role itself.

Quality Assessment Tool

The QuADS criteria was chosen to assess each of the 10 papers. This checklist has 13 questions, each with an inbuilt rating system ranging from 0-3. This allows each paper to be rated more objectively and reliably, culminating with a score for each paper. The checklist has been designed to be applicable to quantitative, qualitative, and mixed methods papers. This makes it an adaptable tool which suited the broad spectrum of published and doctoral theses papers I investigated. As the majority of the research results found were of a qualitative nature, I felt that a few questions from the CASP qualitative checklist could also provide a more detailed assessment of quality, so I included them (see Appendix C for further details) and gave them a rating scale which aligned with the rest of the QuADS checklist criteria. The primary process of the quality assessment was not to exclude any articles based on a pre-determined score, but instead to consider the methodological rigour within the final selection of papers.

Theoretical Standpoint and Synthesis Plan

I chose to take an integrative approach (as opposed to an interpretative approach) to the analysis of literature findings, because the concepts and categories found within the research e.g., secure base, key adult, or emotional regulation, are well defined and the concepts do not need exploring in themselves. This means that the findings from each study will be comparable and therefore suitable for aggregation. Boland and Cherry (2017) recommend considering the following to make an informed decision about the approach to synthesising findings: what the research question is, the time and resources available, the type of data likely to be reviewed and the output or use of the findings. Based on those four factors, I made the decision to take a predominantly 'qualitative meta-aggregation method' (Lockwood et al., 2015) to synthesising the results. This pragmatic and inductive approach allowed findings to be generated from the data, to create an accurate presentation of the results. The data that was collated into the findings, were all reported by the participants in the reviewed research papers. In order to identify findings, I read the papers several times; this included the process of data extraction and quality assessment. As I reviewed the papers, I noticed similar concepts within the research, I grouped those together to create the 5 final categories presented in the results. I sought to include at least two quotes, directly from the research to exemplify the findings I reported. As the synthesis is driven by the data presented within the papers, the collated findings should be useful for making recommendations about practices or policies (Lockwood et al., 2015).

Results

Data Extraction

Please see Appendix D for full tabulated results of the data extraction, see Table 3 for a succinct collation of key study characteristics, to introduce the results of this review.

Table 3

Collated Results of Key Study Characteristics

Study Characteristic	Collated Results
Summary of Methods	Six of the ten studies present in the final group were doctoral theses and the four remaining studies were published in a range of peer reviewed journals. Four of the studies took a mixed method approach to their research, whereas Gonshak (2011) is the only study which solely collected quantitative data. Interviewing participants directly was a popular data gathering tool within this group of studies; eight of the ten studies utilised either interviews or focus groups. A variety of surveys were used within these studies, some were pre-established and standardised measures like the Strengths and Difficulties Questionnaire (Goodman, 1997) which was used in two studies, whereas other papers, like Gonshak (2011) used surveys designed by the creators of the intervention.
Summary of Participants	<p>Eight of the studies were conducted in the UK and two were conducted within the USA. As the type of methodology used varied, the number of adult participants ranged from six to 297 and the sample size was not linked to whether the papers were published or not. Adult participants included: Designated Teachers for “Looked After Children”, headteachers, SENCos, teachers, teaching assistants, adult mentors, support staff and designated “key adults”. Both Webber (2017) and Gonshak (2011) drew their samples from single educational settings. The other articles gathered samples from between five and 40 different educational settings.</p> <p>Educational staff worked with a range of ages including, infant, primary, middle school, and secondary ages. The educational settings they attended included mainstream, special schools, Pupil Referral Units as well as a specialist educational and residential treatment setting for girls who have experienced severe trauma. The nature of student populations and their experience of care also varied from the aforementioned students to those who were in foster care, “looked after children”, adopted children, children in care with social, emotional and behavioural difficulties and groups of students who are deemed to be “at risk” or “vulnerable”, including students who are “in care”.</p>
Summary of Interventions	The training and interventions investigated were all put in place to meet the attachment needs of care-experienced students. Six out of the

Study Characteristic	Collated Results
	<p>ten studies described training that was delivered for the adults running the interventions in schools. Some studies included detailed accounts of the provided training and others lacked specifics, one study mentioned the training, but gave no further details (Webber, 2017). Some common concepts which were reported to be covered in the training included: the role of a key adult, attachment-related behaviours, understanding trauma and how it can affect behaviour, building positive relationships and self-esteem, neuropsychological theory and polyvagal theory (Porges, 2001).</p> <p>The interventions themselves most often involved having a “key adult”, one-to-one support, or mentor for selected students, someone who could be available to them and “check-in” with them regularly. Forming positive, understanding, trusting, and nurturing relationships, which could provide emotional support when needed, also featured in the interventions. Two studies focussed on the Designated Teacher role for “looked after children” (Bhagvanji, 2020; Underdown, 2016). Others focussed on providing specific approaches or interventions such as:</p> <p style="padding-left: 40px;">PACE- taking a Playful, Accepting, Curious and Empathetic approach to supporting students who have experienced trauma (Golding and Hughes, 2012).</p> <p style="padding-left: 40px;">Emotion Coaching- using empathetic engagement to co-regulate emotions with young people (The Gottman Institute, 2018).</p> <p style="padding-left: 40px;">The Circle of Friends intervention- which gathers together a group of students’ peers to create a circle of friendly support (Newton and Wilson, 2003).</p> <p style="padding-left: 40px;">Creating Nurture Groups- small, structured teaching groups which focus on building emotional literacy and social skills (Boxall, 1976).</p> <p style="padding-left: 40px;">Engaging students in Emotional Literacy Support Assistant interventions- which is a structured intervention which aims to improve specific emotional literacy skills.</p> <p style="padding-left: 40px;">Finally, two studies utilised a recognised intervention termed ‘Theraplay’ whereby sessions use playful interactions to engage, nurture and challenge children and develop positive relationships with staff members (Francis et al., 2017; Rose et al., 2019).</p>

Key Findings

Key Adult Relationships.

The role of providing a key adult for CEYP is mentioned in six of the ten studies, and these studies all reported the importance and value of this key relationship within the educational setting.

Underdown (2016) found that there was a great diversity (in terms of experience and level of seniority) in which members of staff were fulfilling the key adult role. Francis et al’s. (2017, p.315) participants “appreciated opportunities to build relationships with the child/children” and this helped to identify needs and individualise the support they provided within the intervention. For

the case study student in Webber's (2017, p.325) study, establishing "strong and stable connections with one or two main adults within the school" worked very well as a strategy in helping the student feel safe, settled and less anxious.

The specific characteristics of the role of a key adult are described in several of the studies. Knight's (2015, p.99, p.100) participants reported that building the relationship with the student was central to their role and that it seemed to be a necessary pre-condition "we had to build up that trust and a bond before we could kind of start putting that into place". Also, that consistency and dependability were important for CEYP: "[they've not had] a very constant life. He's had lots of changes" Knight (2015, p.100). For Rose et al's. (2019, p.173) participants it was important for them to "build trusting and strong relationships". For Underdown's (2016) participants, being the go-to person who acted as a "safe base" (p.61) who was always "there for them" (p.53) and helped students to develop a sense of trust was important. Kelly et al's. (2020, (p.346) participants reported that the key adult role is to be "a familiar face", "a good listener who makes the young person feel more valued and is available in difficult points of transition". Also, that having the key adult welcome the students into school in the morning, helped students to "feel noticed", valued and gave them an opportunity to talk over any worries. These results were consistent with Kimes' (2019, p.54) participants who believed that having the trusted go-to member of staff on campus was vitally important as it "help[ed] meet the needs" that are lower on Maslow's Hierarchy of Needs (1943). For example, it helped students to feel a sense of safety and develop more of a sense of belonging within the school community too. These key adult mentors also filled a practical role of being able to support students in accessing appropriate resources, such as career advice.

Knowledge Development.

Six out of the ten studies mentioned how their training had impacted their knowledge and understanding. Some studies reported positive findings, such as Kelly et al's. (2020, p.341) study which found a "75% increase in average point score of attachment awareness as individuals" and a "100% increase in average point score of knowledge and understanding of

attachment theory". Kimes' (2019) adult mentor participants reported that they strongly believed their training helped them to support the foster youths they mentored. Rose et al. (2019, p.173) reported that 72.24% of 107 school-staff scored that "yes" the training had had a "positive impact on their professional practice" working to support students in school. Gonshak (2011) found that teacher participants did show some increase in the levels of trauma-informed beliefs post-training, however these were non-significant increases.

For other studies the picture was far more mixed: Bhagvanji (2020, p.166) found that even though three of the Designated Teacher participants believed they were more knowledgeable about attachment due to their training, the other four participants "lack[ed] this deeper understanding". Patel's (2013) findings were in agreement, as school-staff felt the training "enabled staff to have a greater awareness and understanding of the factors influencing pupils' behaviour" (p.29) however in practice the participants only made very loose links to theory and felt they "struggle to remember ...what the key theories are and how I would apply them" (p.28). Similarly, Underdown (2016) found that participants felt they had some knowledge of the research and theory, particularly in relation to understanding the impact of Adverse Childhood Experiences, but this was rated as very little. The differences within this category of findings could relate to either the quality of the training, or the time since training had been given. It also could be impacted by qualities such as giving the audience sufficient time to practice and embed their newly learnt knowledge, as opposed to solely using 'chalk and talk' approaches when delivering training.

Much of the knowledge development mentioned by participants was in reference to how training had helped them to better understand the CEYP who they were supporting. For example, Underdown's (2016, p.54), participants' increased understanding led them to develop a more "holistic understanding of the needs of LAC". This enabled staff to take a less "within-child" focus and adapt their practice in order to provide more individualised support for each student. Kelly et al. (2020, p.348) found that participants felt their deeper understanding of the communicative function of behaviour helped staff to support students "to manage their own behaviour to greater

effect". Similarly, participants in Patel's (2013) study reported that their better understanding of student behaviour, ensured that the staff community could prioritise supporting the needs of CEYP more. Additionally, they reported a greater awareness and understanding of the needs of the family supporting the students as well as the student. Furthermore, participants in Rose et al's. (2019) study, reported that their greater understanding helped them view and respond to challenging behaviour differently, they felt they were less "dismissive", "more empathetic" (p. 175) and overall "more confident in tackling difficult behaviours" (p.174). Knight's (2015, p.116) participants had not received any specific training for the purpose of the intervention, although participants mentioned intermittent information given to them in staff meetings. They showed less understanding of psychological theory, however they did understand how CEYP's past experiences would affect them, which made them more empathetic when managing behaviour. For example, one participant said, "because of the difficulties he's gone through in his upbringing it's important to be mindful of that" when managing his behaviour.

Emotions and Behaviour

Student Related.

Within the papers, there was a lot of discussion around emotions and behaviours of students and staff. Bhagvanji's (2020, p.7) participants believed that they were "emotion workers" and that providing emotional support to CEYP, so they can talk about and regulate their emotions, was a personal responsibility of theirs. One-to-one teaching assistant support in Webber's (2017, p.328) study helped the student to recognise and talk through their feelings. A key area of necessary support for the child was around supporting their emotional needs, in this case, physical contact through hugging, helped the child to manage their uncomfortable emotions. The whole school policy, developed within the setting, also focussed on enabling staff to have therapeutic "shame-reducing" conversations "in order to provide an empathetic response", and therefore avoid reinforcing any "feelings of worthlessness". Knight's (2015) participants reported that the students they worked with were sometimes "very angry about things that he can't understand or that he can't articulate" (p.116). Participants also reported that

they were able to “read” and were “tuned into” (p.109) CEYPs body language and the emotions they are experiencing, and that part of their role involved explicit teaching of emotional literacy skills. Some participants felt that managing behaviour was part of their role, whereas others believed that was the responsibility of other staff, this tended to relate to the level of authority they had within school.

Free-text responses within Rose et al’s. (2019, p.173) study described how a “consistent approach to behaviour management” and to supporting students’ emotional wellbeing, was helpful in building trusting relationships and improved students learning. Participants from Kelly et al’s. (2020) study described how their work included “de-escalation”, “avoiding conflicts” and helping to “co-regulate emotions” (p.346) with their students. This in turn was helping students to self-regulate more and “manage their own behaviour to greater effect” (p.348). However, The Strengths and Difficulties Questionnaire scores within Francis et al’s. (2017) study showed no change in the emotional difficulties score. It could be that as the overall stress scores indicated that the CEYP were still experiencing higher than average levels of stress, they were still in the first ‘stabilisation’ phase of recovery and were not yet ready to make progress with their emotional literacy. Additionally, within Gonshak’s (2011) study the teacher reported emotionally supportive behaviours actually decreased post-intervention. However, the sample size was only six, making it difficult to draw any firm conclusions from these results and generalise to other populations.

Staff Related.

Bhagvanji’s (2020) participants reported, that because the “emotion worker” (p.7) part of their role was not recognised by national or school policy, this resulted in them not receiving necessary emotional support themselves, in order to manage the “emotional impact” (p.177) their role had on them. Underdown’s (2016) participants also felt that providing an unconditional “positive emotional response” (p.52) was key to their role, and they also noted that supporting the students did have a “negative emotional impact” (p.53) on their wellbeing at times. Knight’s (2015) participants reported that working to support CEYP had impacted them emotionally, two

members of staff experienced “anxiety” around “saying the wrong thing” (p.110) or potentially taking an unhelpful approach to supporting their students. Most participants mentioned that they both required and greatly valued support from colleagues and line managers to help them manage the emotional impact of the role and to manage their own emotional responses to students’ behaviour. One member of staff who experienced significant emotional impacts of working with her student and felt a lack of support from her colleagues, was left feeling “depressed” (p.111) and had to take time off work due to stress.

Free-text responses from Rose et al’s. (2019, p. 178) participants showed that participants felt increased “self-control” over their own emotions and “increased confidence when discussing pupils’ emotions” post-training. Within Francis et al’s. (2017, p.315) study, key adults running the intervention were provided with psychologist-led consultations. The staff participants conveyed that they “valued... having protected time for their own well-being and learning”. Patel’s (2013, p.68) participants also felt that the peer-support they experienced during their training helped to “build capacity” and “promoted their wellbeing”. It seems to be that support from fellow colleagues is helpful in managing the emotional impact of working with CEYP and without it, staff can find the work even more challenging.

Student Impacts

Qualitative impacts on the CEYP who were being supported were generally positive. Francis et al. (2017) detailed many outcomes including: “increased positive relationships with peers” (p.316) and “key adults” (p.317), improved attendance, engagement with education, compliance to requests, attention, concentration, confidence, self-esteem, enjoyment, and positive behaviours. Kimes (2019, p.82) reported that the mentoring relationships helped students to feel “safe” to talk about their concerns and helped them feel a greater sense of belonging at school. Rose et al’s. (2019p. 170) study found a plethora of positive impacts on students, including significant improvements in academic scores (reading, writing and maths). As well as lowered levels of behavioural incidents and significantly lower levels of sanctions and exclusions being given to students. Free text-responses also described students were learning to

“self-regulate” and “problem solve”. Knight’s (2015, p. 101) participants reported that being a safe-base and building relationships with their CEYP helped students to feel more secure, which enabled them to access their learning more “there’s still that security...he knows I’m there” and “if he needs me... we’ve got a signal... I’ll go across”.

Quantitative measurements of impacts on students were mixed within this sample of papers. Francis et al. (2017) reported overall non-significant results from the Strengths and Difficulties Questionnaire, pre and post intervention. However, they did find some significant differences between gender for scores of hyperactivity, conduct, and pro-social behaviour, although the paper did not discuss this finding in any further detail. Rose et al. (2019) did however report a significant decrease in the overall difficulties rated by Strengths and Difficulties Questionnaires, pre and post whole-school intervention (end of term 1 to end of term 2). Furthermore, Gonshak (2011) reported no change in student ratings of trauma symptomology and perceptions of their relationships with their teachers.

Barriers and Improvements

Whole school systems and approaches commonly cropped up as a factor which brought about barriers and needed improving in order to provide better support for CEYP. Despite Kelly et al. (2020, p.342) finding that participants reported a 133% “increase in average point score of attachment awareness of their whole school community”, other participants were not positive about whole-school approaches. Unfortunately, Bhagvanji’s (2020, p.99) participants felt that supporting students to manage their emotions has been devalued and marginalised within education, which therefore affected how well they were able to support students and teach other staff about attachment-aware practices. They also felt that school policies often “conflicted” with their personal and professional views of CEYP, particularly with regards to behaviour management policies which often take a punishment or isolation approach to managing behaviour as opposed to a relational approach.

Participants in Underdown’s (2016) study also reported that within the wider school context they had other roles and responsibilities which took time away from providing support for

CEYP. Pressures of “admin”, “paperwork” (p.47) and lack of time, all impeded on their ability to deliver support. Additionally, the position of authority they held within the school meant that as much as some felt they had a sense of power to create change, others felt “isolated” (p.56), unsupported and had a “sense of powerlessness” (p.57).

Kimes’ (2019, p.99) foster parent participants felt that ensuring all staff were well aware of the foster status of students was important to ensure they accessed the correct support, however others felt the label was “more of a hinderance than a benefit” as it impacted staff’s views of the students. Furthermore, adult mentor participants wanted to see more whole staff training to potentially improve some staff’s lower levels of understanding or perceived empathy. They also reported that greater communication between key stakeholders needed to be a priority. Similarly, Knight’s (2015) participants reported that there needed to be a consistency of approach in managing behaviour from amongst staff, without it, it made students feel less safe and secure. Likewise, Webber’s (2017, p.327) case study school were in the process of changing their whole school approach to supporting students. One of the elements they chose to change was taking a “whole school approach of a therapeutic PACE approach” to supporting students as it ensured consistent support would be provided, which they found to be vitally important for students. They also predicted that the introduction of new teachers would be problematic in maintaining this whole school approach, so committed to training all new staff as well. Finally, they found that when good communication, both between staff and communication with families and multi-agency teams around CEYP, was not in place, it was more difficult to ensure consistent support for students.

Finally, school-staff in Patel’s (2013, p.34) study felt that sharing good practice with other staff and strong staff communication was a necessary step, however, staff often felt they had limited opportunities for this to take place. Also, it was important that there was a consistency in the approach staff took with interacting with students, and that it would be helpful to develop “whole school or team cultures” which are “empathic”. Unfortunately, staff reported that they felt they had often forgotten the content of previous training, which meant taking consistent or

differentiated approaches to supporting students in class was challenging. Additional barriers included limitations on staffing capacity, which made supporting students effectively, more difficult. Francis et al's. (2017) participants reported that the impact of the intervention was constrained by the time-limited sessions and the lack of embedment of the intervention approaches within schools.

Quality Assessment Results

Please see Appendix C for tabulated results of the quality assessment. Interestingly all the doctoral dissertations gained a higher score in the quality assessment than any of the published research. It is possible that the restrictive word counts which need to be adhered to in journals may be limiting the quality of how research is being reported. Two areas in which this issue was most apparent was in the justification of analytic method choice and evidencing the recruitment data. On average published papers scored 0.5, for providing recruitment data, whereas the non-published on average scored 1.5. More noticeably, for recruitment data, published papers scored 0.75 on average, whereas non-published papers scored 10.5 on average.

Utilising rigorous sampling methods, to gather more diverse and representative samples was mostly lacking across the data set. There were a couple of studies (Kelly et al., 2020; Rose et al., 2019) who managed to gather larger and more varied samples. However, many of the samples, were either from single locations (Gonshak, 2011; Webber, 2017) or were selectively or purposively sampled. Due to the time and resource constraints of doctoral theses, it is unsurprising that many of the samples were gathered through local authorities, teams or schools which are known to them, suggesting the impact of the researcher may be greater or the views shared may be less transferable to other settings.

Across all the studies there was very little involvement of key stakeholders. Investing in stakeholders is best ethical practice, as well as ensuring that the research is better informed by the experiences of those the interventions are seeking to support. This should be a key consideration for researchers investigating optimal supportive approaches for vulnerable young people, however, none of the researchers did this comprehensively. The impact of the

relationship between researcher and participants was hardly discussed at all within this sample of papers. Considering that nine out of ten studies collected qualitative data, mostly through direct interviews or focus groups, it is concerning that researchers seem to have reflected very little on this potential influence. Palaganas et al. (2017) explains the key importance of reflexivity in qualitative research to ensure transparency, lack of bias and the highest level of academic standards are upheld. Similarly, reflecting on any conflicts of interest was also scarcely mentioned. The majority of the published studies (and one thesis) briefly mentioned there were no conflicts of interest, without any further consideration. As many of these studies advocate for whole-school and widespread adoption of approaches or intervention (e.g., Rose et al., 2019) perhaps there should be greater consideration around potential conflicts including potential financial gain. To ensure we are practicing to the highest ethical standards, more detailed reflection and transparency is necessary.

From the discussion above, it is clear that care needs to be taken when drawing conclusions from the studies detailed within this review, due to the varied nature of their methodological quality. As mentioned at the beginning of this section, quality assessment scores may have been restricted by word-count as opposed to error, leading all the published research to score lower than the unpublished research. For example, Kelly et al., (2020) did not provide their recruitment data nor justify their analytic method, however they did use appropriate methods of data collection and analysis. As all studies have scored over 50% in the assessment their reasonable quality can be assumed.

Also, in terms of strengths within this collection of studies overall, they had clear research aims which were underpinned by clear theory or concepts. Studies were well designed, with appropriate data collection tools and described procedures clearly. Researchers identified their participants and settings well and used appropriate sampling methods. Studies reflected on their strengths and limitations, and all made valuable contributions to the field of literature and the lives of the young people they sought to investigate.

Discussion

Key Findings and Aims of Review

This paper used systematic review methodology to investigate the perceptions of professionals working in schools hold about attachment-related interventions that support CEYP in schools. Ten papers were included in the final review. Key findings from these papers included: the centrality of the key adult relationship, knowledge development through training and experience, student and staff related emotional and behavioural experiences, impacts on students, and finally barriers and improvements needed for the interventions.

Discussion of Findings

The collated findings noted in this paper align with what we know about attachment theory: that warm, consistent, and nurturing relationships with key adults in a young person's life can help them to feel safer and more secure (Bowlby, 1969; 1975; 1980). Also, that when young people experience this sense of psychological safety, this gifts them the space and insight to develop their emotional and behavioural regulation (Sroufe, 1995; Sroufe and Siegal, 2011). Similar studies found upskilling at-home carers, so they could build supportive relationships through an emotionally warm parenting approach, led to improved senses of security and belonging for CEYP (Cameron and Maginn, 2008; 2009; 2011; Maginn and Cameron, 2013).

Qualitative findings often reported how students found managing their emotions difficult, and that a key part of school-staff's roles was to support with that. Some research found that through this support, CEYP made progress with their emotional literacy and regulation skills (Rose et al., 2019). Similar to Alpert's (2015) study, building secure emotional and relational foundations helped the young people to develop their emotional, social, and behavioural capabilities, which further influenced their academic skills. However, it was interesting to see the diversity in results, when researchers utilised the strengths and difficulties questionnaires to measure progress (Francis et al., 2017; Rose et al., 2019). This could be in part explained by the different populations of students used within their samples, for example, more of those participants chosen for the 'Theraplay' intervention may have been still in the stabilisation phase

(Cairns, 2002), whereas those chosen for Rose et al's. (2019) study may have been further along their recovery journey. This study also had a variety of at-risk students and not just those who were care-experienced, who could have found the interventions more or less helpful than just CEYP. Finally, this study also utilised a whole school approach and a plethora of interventions and not just a single intervention, which may have been more helpful for students.

Cameron and Das (2019) advocate for the view that adults who know students well are best placed to deliver emotional and relational support. The results of this review suggest that these in-school adults were well-placed to be able to form consistent supportive relationships with CEYP. It is possible that as these relationships were well-established, this could be a factor in why school staff were able to indicate that their CEYP made several improvements. Qualitative results indicate that CEYP had learnt to better regulate their emotions, which suggests that the support adults put in place was well-matched to the individuals, and was found to be helpful. Improving their skills with emotional literacy and regulation, will help students to manage challenges, any sudden changes, and the highs and lows of daily school life better. If students are feeling more emotionally regulated, it is likely that they would display less dysregulated behaviour in school, therefore reducing the likelihood of receiving behavioural sanctions.

CEYP also experienced improved relationships with their peers and other adults in school, suggesting that the focus on repairing the attachment and relational trauma CEYP had experienced may well have helped. If students had learnt to trust in their key supportive adult, in time, this would have helped them to feel safer in trusting others in their community as well. CEYP also experienced improvements in attendance, self-esteem, and engagement with their education. As their relationships developed, this may have helped students to begin to feel more connected to their school community, through greater connection, they may have been experiencing a greater sense of school belonging. Similar research has found that training at-home carers of CEYP, can increase the levels of close relationships CEYP have and the sense of belonging they feel (Cameron and Das, 2019). Experiencing a greater sense of school belonging has been associated with numerous positive measures including academic achievement,

wellbeing, self-esteem, and life satisfaction (Datu and Valdez, 2019; Lam et al., 2015). Feeling a sense of belongingness will increase feelings of security in CEYP, also feeling successful in those relationships will help them to feel more successful and safer in school. When CEYP have this raised level of felt security, this could help them to feel safer to take chances and learn from mistakes in the classroom. This could explain why some results indicate an increase in academic focus and achievement.

It is possible that there is an element of confirmation bias influencing the results. If adult participants who were delivering the interventions were convinced of the intervention's effectiveness, it might be that they were more likely to notice and recall information which confirmed or fitted with this view. In this way the results may show an over-representation of positive findings. This could provide some insight as to why there was a disparity in the quantitative results, where some staff found significant improvements and others did not. It is possible their expectations of improvements were different depending on their expectations of the intervention.

An area of the findings which may not have been given enough credence is that of the emotional impact of working with CEYP, which three of the studies cited. This finding has also been reported for adults supporting CEYP at home, their own previous experiences of relational-trauma can affect their abilities to regulate their own emotions, this can impact on their ability to support the CEYP, which can lead to care-placement breakdowns (Knight-Nwosu and McNamara, 2021). For school-staff within this selection of reviewed papers, participants (especially key adults and Designated Teachers) reported an emotional impact of supporting CEYP which can negatively affect staff's well-being (Bhagvanji, 2020). Knight (2015) also discussed how having good support from colleagues, can ameliorate some of this impact on well-being. This suggests that prioritising good line manager supervision and opportunities for colleague support will be an important consideration for school leaders when they plan to run interventions for CEYP. When adults do not have a good sense of their own well-being, they will have less capacity to provide quality and nurturing support for students.

The results around whether attachment-based training led to increased knowledge and understanding of adults who support CEYP had mixed results within the literature. Research within educational settings reviewed in this paper sometimes found that staff reported positive impacts of training on their professional practice (Kelly et al., 2020; Rose et al., 2019). Although, some studies found that staff did not always apply their knowledge when working within their roles (Bhagvanji, 2020; Patel, 2013). There is a similarly mixed picture for at-home adult support, foster parents in Marrero and Stewart's (2020) and Knight-Nwosu and McNamara's (2021) studies report that some of the training was unhelpful, and that training needed to be delivered to all members of the foster household to provide optimal support. These mixed results could be explained by the diversity in implementation and depth or style of training, as none of the studies utilised exactly the same methods. Individual sessions or those with limited opportunity to apply or revise newly-learned knowledge may not lead to deep embedment and understanding of theory and skills. It is also possible that certain school-staff need a greater proportion of applicable strategies over psychological theory, or that some strategies have higher ecological validity and are found to be more applicable or useable in busy school situations. For example, taking an Emotion Coaching approach has been found to be a universally useful tool in supporting students within schools (Gus et al., 2015). It would be interesting to investigate the specifics of what participants found helpful within attachment-based training and what strategies or tools they used more regularly.

A final area which school-staff often mentioned in research were the barriers to intervention implementation. These include, staffing and resource pressure, school policies which conflict with attachment-aware strategies, and a lack of understanding and communication amongst staff and with families (Bhagvanji, 2020; Patel, 2013; Underdown, 2016). It seems as though when whole-school approaches are taken, more positive results are found (Rose et al., 2019). This could be because for this to take place, all staff will need to be made aware of psychological theory underpinning these approaches and the senior leaders and school staff will have made a commitment to move towards relational-based approaches. Therefore, it is more likely that school staff will be working towards a similar goal and will be more accommodating and

supportive of such interventions, which should reduce potential barriers. Schools have been under increasing pressure since the COVID 19 pandemic began (Crossfield et al., 2023) therefore, it is likely that there will continue to be a high level of potential barriers which could impede the successful application of attachment-based interventions currently being run in schools. CEYP will have had experienced attachment and relationship disruption in their past and potentially their current situation, so ensuring that adults in school are able to provide stability and consistency is key to helping them to feel safe and being able to learn to trust the adults around them (Schofield and Beek, 2005). Therefore, it is important that whatever the intervention and wherever it is being put in place, the potential barriers need to be reflected on and problem-solved prior to commencement and be regularly reviewed during the running of the intervention.

Strengths and Limitations

This review is the first to bring together the adult-reported findings of all school-situated, attachment-focussed interventions for CEYP. Unlike other research, this review also included all students under the inclusive 'CEYP' umbrella term. As all CEYP will have had some form of attachment or relational disruption, it is helpful to collate all the attachment-based interventions into a single review. This makes the overall review findings more applicable to a wider group of students within our school populations.

A second strength of this review is the robustness with which the search strategy was carried out with. The search terms were brought together through a comprehensive literature search, several discussions with supervisors, consultation with an information searching specialist, and a search for subject headings. These terms were searched within four databases with no restrictions imposed on the type of data or age of student, and both grey and published literature were included. This is particularly relevant for this search because over half of the final studies were unpublished doctoral theses, suggesting that key research could have been missed if grey literature was not included. In this way, this review provides a more holistic and complete picture of the findings. Another strength is that the quality of all of the studies were carefully assessed, to aid the overall value of the findings.

A limitation of this systematic review is that I completed the review independently and therefore there was no reliability checking of my application of the exclusion criteria. I also did not re-run the searches to check my final selection of studies. A second potential limitation is that I did not exclude studies which included non-CEYP in their sample. The groups of students who were included had a variety of needs, including those students with Special Educational Needs, English as an Additional Language and CEYP. The studies were included because they mentioned including CEYP in their samples and they were large-scale and whole-school approaches which I believed may yield important findings. However, the studies did not isolate the impact for the CEYP, and therefore the diversity of students within the samples could have impacted the results found, and we cannot be sure they are applicable for CEYP only. Also, there was limited research identified about nurture group provisions, which could possibly suggest this type of attachment-based interventions has been largely missed with the current search terms and exclusion criteria.

Finally, the interventions in each study were methodologically different, some were whole-school, and some were individually focussed, and each were provided for differing lengths of time before measurements were taken. This makes direct comparison between studies more challenging, however, the synthesis method used allowed the results to be brought together in a useful collection of findings, which can be applied to future research and practice.

The results of the quality assessment suggest that a key limitation for many studies was their recruitment procedures and sample sizes. This is partly because 60% of the studies were doctoral theses, which have limited time and resources to gather their samples in comparison with commissioned academic research. With the larger scale published studies there was little discussion about the recruitment procedures and efforts to gather a wider more representative sample. Therefore, without this information, and with other limited samples, some level of caution should be used when applying these results to existing school-populations. However, collating these studies together into a centralised review, has therefore offered a greater diversity within the whole sample. Also, there was good consistency of findings across all studies, suggesting some level of reliability in the results.

Implications for Future Research

As mentioned above, the great variety of training provided and interventions within this review (see results), makes direct comparison challenging. Therefore, greater transparency about the content of training and interventions would help to compare and contrast studies and their consequent findings more easily. Research groups working together to agree key standards like essential theory, level of practical application, whether they include regular supervision sessions, or whether they provide any refresher-training, would be helpful steps forward.

Similarly, as there is a plethora of theories and interventions which populate the studies within this review, it makes it tricky to assess which information, taught strategies and interventions are more or less useful. Taking Rose et al's. (2019) study as an example, which involved a whole school approach to emotion coaching, staff training and consultation, individual interventions like Emotional Literacy Support Assistants and group interventions, such as Nurture Groups. Isolating which factors, out of all those listed above, created specific changes for CEYP, is difficult. If researchers collaborated and used similar methods, with homogenous samples, but investigated different elements of support, it could help to show what progress can be made with each element. Although, it is still the case that CEYP will have had a variety of experiences and challenges and will be at different stages of recovery from this. Therefore, it's possible that interventions that are most helpful for one CEYP, will be less helpful for another. Also, some interventions could be providing more than one element of support, for example, a key-adult could inadvertently provide two interventions- providing a secure-base as well as teaching them specific emotional regulation strategies.

Pre-and-post testing on quantitative measures of student behaviour was quite mixed. Gathering large samples can be quite challenging for this population (due to gaining consent and more frequent changes in educational setting) which could be impacting the likelihood of gaining statistical significance. It is also the case that measurable differences on standardised measurements can take considerable time to be shown within this population (Walker, 2017). Considering Cairn's (2003) theory of trauma recovery, the initial stabilisation phase could take

substantial amounts of time before the young people are able to focus on learning new skills. Therefore, utilising more appropriate measures such as the Pillars of Parenting Checklist, for example, which was developed specifically for this population, could be helpful in demonstrating more measurable progress. A limitation of those studies which did manage to gather larger samples such as Kelly et al. (2020) and Rose et al. (2019), is that the samples were not solely made up of CEYP. If we want to be sure we are developing appropriate interventions for CEYP, then larger studies, with larger samples of just this population would be useful.

The quality checklist also uncovered some lack of transparency within the research. Within published papers, there needs to be greater transparency, and discussion about non-significant findings, as this could help to isolate the most helpful elements of interventions, which would promote future avenues of potential research. For qualitative papers, greater transparency, and reflexivity about the potential impact researchers had on their participants and justifications made around methods and analysis would be better practice. This will help readers to contextualise the results and conclusions that have been drawn, making results more meaningful for the reader and more transferable to other situations.

Both Francis et al. (2017) and Rose et al. (2019) found some gender differences, it could be that these would be helpful to explore further. With all research into CEYP, it is important to hold in mind that these populations consist of unique individuals with huge diversity in terms of their journeys and life experiences, therefore it could be that taking more ideographic and rich-case study approaches, will also provide immensely useful findings and should not be ignored.

Implications for Future Practice

When developing training and interventions, it is important to reflect on how some participants have reported that training can be unhelpful, and knowledge can be easily forgotten post-training. Therefore, ensuring that participants have sufficient time to learn new theory, as well as ample opportunity to practice applying their learning, in order to embed information more deeply is important. Also, providing either regular refresher sessions, or continued professional

supervision, where key theories and strategies can be discussed and revised, would also be beneficial.

Another key message to take from this research is that, working to support CEYP can have an emotional impact on staff-members. Stress levels and staff burn-out are particularly high post-pandemic (Crossfield et al., 2023) and it is essential that members of staff are regularly and appropriately supported through peer, group, or line-manager supervision.

One of the major barriers to implementing these interventions is a lack of whole-school approach or lack of a consistent understanding and approach from the staff body as a whole. Research employing whole-school approaches (Kelly et al., 2020; Rose et al., 2019) seem to have found the most significant impacts on CEYP's progress. Therefore, on top of tailored support for selected students, a consistent, nurturing, and relational-based approach to supporting students should be most effective. Consequently, it seems imperative that educational psychologists should be working with schools more regularly to create systemic and policy-level changes to bring about the best possible support for CEYP.

Conclusion

This paper has provided a useful review of the literature-base of school-staff perceptions of attachment-based interventions for CEYP within school settings. CEYP can have extremely challenging journeys which can affect many areas of their lives including their experiences within school. To ensure we are providing them with equitable access to their education, school-staff need to be appropriately equipped to support them best. The collated findings from this review give educational psychologists, Virtual School staff and senior leaders a good overview of what could be helpful, such as key-adult relationship development and high-quality training delivery. This can bring about several improvements for CEYP such as improved peer and staff relationships, emotional regulation, and academic attainment. Several barriers to intervention implementation have been noted and need to be addressed in order to ensure that CEYP are being provided with the best environments, opportunities, and support possible.

Chapter 3: Research Paper

Designated Mentor Intervention for Care-Experienced Young People in Schools: Reflections of Mentors' Experiences

This paper seeks to investigate a mentoring intervention, which has been designed to support children and young people who have encountered the care system. To begin, this paper will introduce the population concerned. Children and young people who are placed under the care of the local authority can enter the system either through parents volunteering them to be placed into care or can be separated from their birth family by a court order (McGrath-Lone et al., 2016). In England between 2021-22, there were 82,170 'Children Looked After' including adoptees; an increase of 2% from the previous year. Children and young people who have been taken into care have historically been assigned several labels, including Looked After Children, Children in Care, Previously Looked After and Care Leaver. In recognition of Jacob-Thompson's (2021) article 'Changing the language of care' and its prioritisation of the voices of these young people, the following paper will use the more inclusive term 'care-experienced young people' (CEYP). Under this term, all the following young people are included: those who may have experienced foster care, residential care, kinship care, and those who have been adopted or who live at home with a supervision requirement in place. Even though they will all have had unique experiences during their journeys, they will often have been shaped 'by loss and change and the accompanying emotional turmoil' (Jacob-Thompson, 2021).

This paper will now explore the key challenges CEYP face. All CEYP will have experienced a disruption to their attachment with their primary-caregivers in some form. Early ethologist research suggested that forming initial attachments is an innate survival mechanism which drives all infants (Lorenz, 1952). Evolutionary theory suggests that through forming initial attachments, all infants are more likely to survive as they are fed and protected by their attachment figure. Bowlby, who pioneered research into human attachment theory, incorporated evolutionary theory into his work, through indicating the crucial importance of quality of the mother-infant relationship (1969; 1975; 1990). Through developing a monotropic (single) secure-attachment to

a caregiver, infants can build an 'internal working model of relationships'. When infants can trust that they will receive nurturing support which meets their needs, they build a positive model of relationships, which they apply to all future relationships. Bowlby also suggested that disruption to this initial attachment can impact young people significantly, in some cases leading to consequences such as lowered IQ, impaired emotional development and delinquency (Bowlby, 1944). Schaffer and Emerson (1964) sought to develop a theory of how infants form and develop early healthy attachments. They suggested that infants move through stages, from 'asocial stage' to 'indiscriminate' in the early few months. By around 7 months infants will have formed a 'specific attachment' to their primary caregiver and infants will often show anxiety when faced with a stranger. From this security infants can go on to develop 'multiple attachments' with secondary attachment figures in their lives.

Mary Ainsworth (a student of Bowlby's) developed a method to measure the security of infant attachment. Ainsworth et al. (1978) observed infant-caregiver interactions and used the following behaviours to indicate a secure-attachment: seeking closeness to their caregiver, using the caregiver as a safe-base to explore from, showing anxiety when they are separated or presented with a stranger, and finally, how easily they are soothed by their caregiver. The results of this investigation showed that although the majority of infants were securely-attached to their caregiver, up to nearly a third of infants had insecure-attachments. Most insecure-attachments seemed to be 'insecure-avoidant', where the infants had learnt not to rely on the responsiveness of their caregiver. A small minority of students showed 'insecure-resistant' or 'disorganised' attachments, whereby inconsistency in care-givers responsivity and availability left infants feeling unsure about whether their caregiver would respond or not. Applying Bowlby's theory about how infants form internal working models from these early attachments, it suggests that young people who have had insecure or inconsistent relationships early in their lives, can learn to not trust in relationships with others and therefore will not feel secure in the knowledge they will have their needs met. This is reflected in research which shows that higher percentages of CEYP have insecure attachments (avoidant or resistant) (Zaccagnino et al., 2015) consequently research has also found that only 24% of CEYP were categorised as having secure attachments (compared 41%

of a control group) (Vorria et al., 2003). In addition, a high percentage of CEYP can be categorised as having a disorganised attachment style and in some samples, up to 82% (compared to 19% in control groups) will have this attachment style (Carlson et al., 1989).

Sadiq et al. (2012) reported that when young people have attachment related needs, they can also have impaired social relatedness and language skills, which impacts on their ability to communicate with and form relationships with peers and adults in school. Maslow (1943, p.9) also suggested that building and maintaining relationships is a crucial human motivation, that having affectionate relationships and a strong sense of belonging is something individuals will want “more than anything else in the world” and is a foundational element for growth and well-being. Baumeister and Leary (1995, p.497) explained that “the need to belong is a powerful, fundamental and extremely pervasive motivation” of behaviour. With regards to having a sense of belonging in school it has been defined as the “extent to which they feel personally accepted, respected, included and supported by others- especially teachers and other adults in school social environments” (Goodenow and Grady, 1993, p.61). When young people feel that they do not belong in school they can display behaviours such as withdrawing from social interactions, repeatedly seeking connection with staff, seeking power and control, or even seeking revenge (Dreikurs et al., 1998). Therefore, CEYP could be struggling with a lack of trust in relationships, a lower sense of connection and belonging in school, and therefore a lower sense of self-esteem, all of which can lead to displays of behaviour that can challenge school staff (Allen et al., 2016). When these behaviours are displayed in schools, they can be met with unhelpful behaviourist-based behaviour policies (which focus on rewarding desirable and punishing undesirable behaviour) which do not explore or support the communicative function of those behaviours. School behaviour policies often result in further removing power from students and isolating them from peers and nurturing staff relationships.

The attachment-related needs detailed above seem to culminate in many CEYP achieving lower than average in school assessments. The percentage of Looked After Children achieving grade 5 or above in English and Maths decreased from 7.7% in 2018, to 7.2% in 2019. Also, in this

2019, research showed that the average attainment-8 score (the average score obtained by a student for their best 8 GCSE results) for 'Looked After Children' was 19.1 which is significantly lower than 44.6 for their peers (DfE, 2020). Unfortunately, the challenges detailed above which CEYP face, seem to follow many care-leavers into their adult lives and can have considerable impacts. In 2015-2016, research indicated that 40% of prisoners under twenty-one had had contact with the care system (House of Common Education Committee, 2016). This suggests that CEYP need high-levels of intervention to help them feel safe to learn, develop emotional regulation skills and learn to build and maintain trusting relationships, so they can settle and achieve better in school and can build better networks of support in their adult lives.

Cairns (2002) developed a three-stage 'Adaptive Emotional Development' trauma-recovery model, which is useful in understanding CEYP's recovery from any trauma-induced stress they experience prior to, and during being taken into care. Each stage of the model is a necessary part of their journey, but Cairns suggests that with severe trauma, there will be repetition and overlap of the stages. The first phase, 'stabilisation' is where a safe, stable, and low-stress environments can be created for the CEYP, to help them contain their emotions and develop the language they need to express their emotions. The second phase, 'integration' is where CEYP can be supported in processing their trauma and learning strategies to manage their emotions. The third phase, 'adaptation' is where social-connectedness, self-identity and more enjoyable activities can be engaged with, as they look more optimistically towards the future. This is a helpful and realistic model which has been applied to supporting CEYP (see below for further details) through appropriate interventions.

One approach to healing the relational trauma and attachment difficulties CEYP face, is to provide an attuned, nurturing adult with whom the CEYP can learn to re-build healthy relationships. A seminal study asked 140 CEYP within 18 focus groups, what, in their view were the most important factors for their well-being. The results showed that for these CEYP, a key element was building trusting relationships with staff, peers, carers, and other professionals (Wood and Selwyn, 2017). Cameron and Maginn (2009) developed the Pillars of Parenting

approach to professional childcare, which is a positive parenting and emotionally warm approach to empowering and upskilling key adults in foster and adopted young people's lives. They state that those who have regular contact with the CEYP are best-placed to provide CEYP with appropriate tailored support, as they have the best knowledge of the individual (Cameron and Das, 2019). The authors have created a monitoring checklist with Cairn's model (above) in mind, which allows the steps of progress made towards recovery to be measured. Building on the initial success of their 10-month training programme for 14 CEYP and their carers (Cameron, 2017) Cameron and Das (2019) trained the at-home carers of 53 CEYP living in local authority children's homes. These results showed significant positive changes in both affective and behavioural measures e.g., resilience, close relationships, and belonging.

Within schools, The Virtual School (resides in every local authority) are responsible for monitoring and overseeing CEYP and the support they are given. They consist of a team of educational professionals who work with schools and social care teams to support the education and progress of CEYP (Southampton City Council. n.d.). They work closely with designated members of staff in schools, who "have the responsibility to promote the educational achievement of looked after children" (Children and Young Persons Act, 2008, p.6). These 'designated teachers' should work with families and the Virtual School to ensure, amongst other things, that staff have an awareness of attachment-related difficulties and how they impact students. Designated teachers should also be working to support both educational progress and mitigate the "emotional impact of their [CEYP] experience[s]" which will act as barriers to progress (p.8).

Schools are beginning to become more aware of the importance of understanding attachment and trauma-informed practice. Research has shown that implementation of whole-school attachment-aware principles has made measurable change to at-risk students including CEYP. For example, researchers Rose et al. (2019) and Kelly et al. (2020) provided whole school training in attachment theory and emotion coaching. Kelly, et al. (2020) found that staff reported students were better able to manage and regulate their emotions and behaviour. Rose et al.

(2019) found significant increases in academic attainment scores, significant decreases in behavioural indications on the Strengths and Difficulties Questionnaires (which measures emotional and behavioural symptoms, inattention, and peer problems) and reduced rates of exclusions. School staff also reported that the training had had a positive impact on their professional practice, their own self-regulation, and their confidence in discussing students' well-being. However, both these studies did not focus solely on CEYP within their samples, therefore these improvements may not have been found in just CEYP. Other research (Webber, 2017) found whole-school approaches, including the adoption of the PACE approach (taking a Playful, Accepting, Curious and Empathetic approach to support) (Hughes et al., 2019) could be used to successfully support a care-experienced case-study student. This approach found that establishing strong and stable connections with one or two key adults in school was helpful.

Another attachment-aware play-based intervention 'Theraplay' has also been used in schools to support CEYP. Francis et al. (2017) investigated the impact of a 'Theraplay' intervention in supporting 20 CEYP aged between five and 11. Overall, Strengths and Difficulties Questionnaire scores were reduced, and qualitative reports from staff indicated they noticed improvements in the CEYP's relationships, confidence, and level of engagement within school. Finally, a thesis study explored a programme which paired foster youths with supportive adult mentors within their educational setting and found that foster youths reported that the programme helped them to feel more secure whilst accessing their education (Kimes, 2019).

This present study seeks to explore a Designated Mentor intervention created and run by an educational psychology (EP) service within one local authority in the south of the UK. This intervention takes a targeted approach, as opposed to a whole-school approach, which could be more costly and require high levels of training and change for schools. Similar to approaches taken by Cameron and colleagues (Cameron, 2017; Cameron and Das, 2019; Cameron and Maginn, 2009) in-depth training into attachment theory and appropriate psychology-informed interventions was provided to adults who are already known to, and support CEYP. This intervention focussed on upskilling nurturing and attuned members of staff so they were

equipped to develop trusting relationships with CEYP. In order to build these relationships, Designated Mentors were required to meet their Mentees every day to provide them with tailored and responsive support. In line with Cairns' (2002) model, Mentors can adapt their support as their Mentees move through the stages, from helping them to feel safe (stabilisation) to developing social connectedness and self-identity (adaptation). For further intervention details, see Appendix E.

An alternative to gathering progress data or seeking CEYP's views, is eliciting the views of adults who support CEYP. Walker (2017) argues this is an appropriate approach when working with CEYP as supportive adults can contextualise the progress made for the individuals, without needing to compare them to peers or national standards. Consequently, the present study aims to explore the views of Designated Mentors. By eliciting the Mentors' views and gathering valuable qualitative data about the training and the experience of running the intervention, the effectiveness and usefulness of the Designated Mentor intervention can be assessed.

Given the research above, the present study seeks to explore the following three research questions with Mentors:

- To what extent does participating in Designated Mentor training and subsequent running of the intervention impact Mentor's understanding of Mentees' social-emotional experiences and therefore impact their confidence and approach to supporting CEYP?
- What helps and what hinders the running of the Designated Mentor intervention with CEYP in schools?
- What impacts of the Designated Mentor training and intervention did Mentors perceive in their mentees?

Method

Designated Mentor Intervention

The present study involved data collection from an Educational Psychologist run intervention, which trained Designated Mentors in schools. The training for the intervention was already commissioned by the Virtual School within a local authority in the South of the UK and therefore was free to all of those who joined the Designated Mentoring programme. As part of this training, Mentors were asked to run the intervention with pre-selected CEYP within their schools, which staff recognised as having attachment-needs. For further details of the training and intervention, see Appendix E.

Participants

Participants were 12 adult Mentors, all female, school-based staff, employed within local authority run mainstream and special needs schools. No demographic data were collected, however, from my knowledge the participants ranged in age from 21-65 and held a variety of roles in school including Teaching Assistants, Pastoral Support Workers, and Senior Leadership. The sampling method was purposive, as only the trained Mentors could provide an in-depth and detailed account of their journey through training and into running the intervention. The Mentor training was advertised in the School's Bulletin and flyers were sent to headteachers, Special Educational Needs Coordinators and Designated Teachers (for CEYP). Participants were drawn from three cohorts of Mentors beginning in the Januarys of 2023, 2022 and 2019. Once the current course had begun, all Mentors were invited to participate via an email sent by myself (the researcher) via the EP leading the intervention. Participants were offered £40 Amazon vouchers if they participated. At the time, I was a third-year trainee educational psychologist on placement within the local authority.

Design

This study employed a qualitative approach, using semi-structured focus groups conducted virtually via Microsoft Teams. I facilitated four focus groups with between two to five

Mentors in each group. This is in recognition of research that suggests between 3–6 focus groups will capture 90% of prevalent themes within a homogenous sample with a semi-structure interview approach (Guest et al., 2016). I selected an experiential qualitative approach because I was seeking the rich perspectives of the Mentors around their personal experiences and how they made sense of both receiving the training and then running the subsequent intervention (Braun and Clarke, 2022). I adopted a critical realist ontology for this study as I acknowledged that the Mentors experienced a single reality, however the data collected in the focus group would be mediated through the context the Mentors were situated within, and the language they used to communicate their perceptions of reality (Braun and Clarke, 2022; Willig, 2013).

Focus Group Schedule

The focus group schedule I developed (see Appendix F) was informed by my key research questions noted in the introduction and the findings from my systematic literature review. The schedule included seven key questions as well as associated prompts which allowed me to explore further depth of answers if necessary. The questions included, how Mentors felt at the beginning of the training, factors which helped or hindered intervention implementation, the approach Mentors took to providing support, any changes Mentors noticed in their level of understanding or confidence, whether they noticed any impacts on students, and what their key overall learning experiences were.

In line with my chosen contextualist epistemology, I accepted that my values, practices, and experiences would shape the knowledge that the participants and I co-created together (Madill et al., 2000; Tebes, 2005). Therefore, I aligned this research project with a 'Big Q' qualitative research approach, which does not see the influence of the researcher as a form of bias, but accepts the researcher and the impact they have, as a core part of the process. To ensure transparency I engaged in continual reflexivity throughout the research process, where I reflected on my experiences and values which would contribute to the final interpreted results I presented (Braun and Clarke, 2022). For a sample of my reflective log, see Appendix G.

Procedure

The University of Southampton's ethics committee granted ethical approval via ERGOII (78366). Once participants had agreed to participate and returned consent forms, they received a topic summary for the focus group. The focus groups were run in the second half of the Mentor's half-termly supervision sessions, with the lead EP present. Data was captured through visual and audio recording, and automatic transcription generated by Microsoft Teams. All data was stored via General Data Protection Regulations (Data Protection Act, 2018). At the beginning, participants were reminded about confidentiality and respecting their fellow Mentors, and final assent was gained for the recording to begin. I facilitated the focus group by predominantly allowing discussion to develop between participants, whilst also summarising key points raised and checking the accuracy of their statements with participants. This promoted member inclusion and aimed to help Mentors feel that their views were valuable and validated (Harper and Cole, 2012).

When the focus groups concluded, Mentors were emailed their de-brief form reminding them of their right to withdraw, along with their digital voucher as a reward for participation. I carefully reviewed all the transcripts twice. This allowed me to check and remove any confidential information and anonymise the participants, who were allocated a number in the place of their name. The data was transcribed in an orthographic format, which is a 'complete' record of the spoken words, including partial words or stutters (Braun and Clarke, 2013) to create a more accurate representation of what and how the participants spoke (See Appendix H for example quotes).

Analytic Approach

I utilised a Reflexive Thematic Analysis approach to analyse the data, as this gave me the flexibility to analyse my data in concordance with the aforementioned ontology and epistemology (Braun and Clarke, 2022). It also enabled me to use Braun and Clarke's six-phase framework (familiarisation; coding; generating initial ideas; developing and reviewing themes; refining, defining, and naming themes; and writing up) which allowed me to deeply engage with the data

and make sense of it. My initial data familiarisation occurred as I reviewed the accuracy of transcripts and anonymised them. As there are limited numbers of Mentors within the local authority, I made the decision to not refer to individual mentors (via pseudonyms/ numbers) when I wrote up the results to try and keep Mentors and their views as unidentifiable as possible. I used Nvivo software to identify and allocate code-labels to all meaningful elements of the data, which related to my research questions. As I was keen to capture the perspectives and experiences of the Mentors, I allocated code-labels inductively from looking at the story within the data. The code-labels I created were at a semantic level of meaning, as I wanted to share the perspective and sense-making of the Mentors as well as making the results accessible and valuable for school-staff. Although, my pre-existing knowledge and experience will have had some level of influence on my interpretation and therefore some code-labels and subsequent themes may include a more latent level of meaning as well.

Code-labels were initially grouped together to identify similar patterns of meaning in relation to my research questions. The initial candidate themes I developed seemed more like topic summaries than themes. Therefore, I re-engaged with the original transcription and reviewed the code-labels and re-grouped my code-labels into the final themes. I then interrogated my themes to explore if they were each meaningful, had a central unifying concept and clear boundaries from each other. From these, I was able to develop my final thematic map (see analysis) which clarified how each of the six themes related to each other and my research questions.

Analysis – Results and Discussion

The following analysis explores six themes generated from focus group discussions. Figure 3 below illustrates the interrelatedness of themes and how each theme is linked to each research question. Blue lines indicate how each theme provides data for that research question. Orange arrows indicate how each theme influenced other themes.

Figure 3

Thematic Map with Sub-Themes and Research Questions

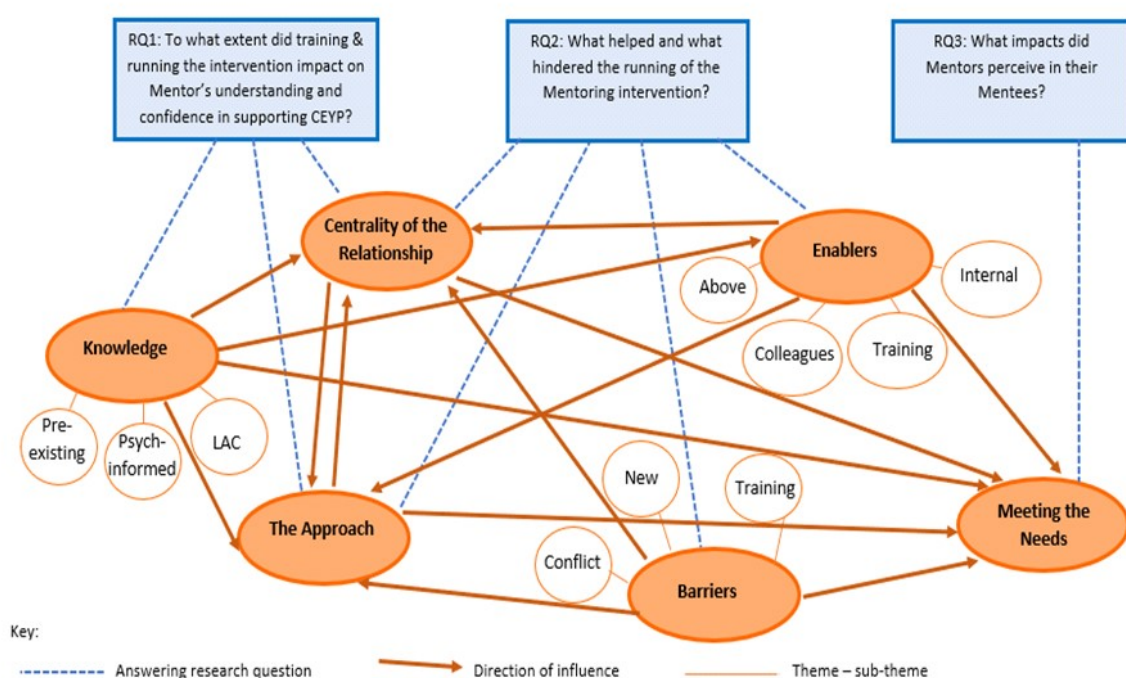


Table 4 illustrates how each subtheme is organised under each theme. It also summarises key information to introduce the following analysis. See Appendix I for example quotes for each code label.

Table 4

Summary of Themes and Sub-Themes

Research Question	Theme Title	Summary of Theme	Sub-theme Title
1	Knowledge	The knowledge Mentors reported, which was specific to ‘LAC’ children, the attachment	LAC characteristics and experiences

Research Question	Theme Title	Summary of Theme	Sub-theme Title
		and trauma related needs they can have or about the challenges CEYP often face in schools is discussed. Some knowledge seemed to originate from the EP-led Designated Mentor training and other information came from pre-existing knowledge Mentors had gathered through their experiences and other roles they delivered within school.	Psychology informed knowledge & applications <hr/> Pre-existing Mentor knowledge
1	Centrality of the relationship	The vital importance of building a strong Mentor-Mentee relationship in terms of being able to meet Mentees' needs is discussed. Mentors acted as a safe base for Mentees within school. Details around how this relationship was developed and maintained. Through taking a consistent approach, Mentees were able to build trust in their relationship. Mentors also reported a great sense of privilege in having this role.	(none)
1	The approach	The key factors in the approach Mentors took to providing support for their Mentees. Mentors took a predominantly child-led approach, which prioritised listening to their Mentee and giving them choice, where possible. They also emphasised the importance of taking a non-judgmental and sometimes playful approach and understood that a 'less is more' approach was often appropriate.	(none)

Research Question	Title	Theme	Summary of Theme	Sub-theme Title
2		Enablers	<p>Key factors that helped the Mentoring intervention run successfully included the relationships Mentors had with other school-staff. When Mentors were well supported by senior leaders or line managers this reduced the impact of logistical barriers, such as timetabling, and they were given more autonomy. Collaborating with other school-staff was also found to be helpful.</p> <p>Recognition of the theory and strategies introduced to them throughout the training. Alongside the realisation of the skills and knowledge Mentors had already accrued through experience. Mentors were motivated to learn and run the intervention. Through a realisation of their level of competence or through delivering the intervention itself, Mentors grew in confidence.</p>	<p>Support from above</p> <hr/> <p>Support from colleagues</p> <hr/> <p>Training related support</p> <hr/> <p>Internally supportive factors</p>
2		Barriers	<p>Mentors experienced conflict with other school staff when other staff misunderstood the intervention or the Mentors' role, or the approach Mentors took to supporting students. This made running the intervention for Mentors more difficult. Through advocating for the intervention or their CEYP, Mentors sometimes felt alone in school, and therefore greatly valued peer-supervision.</p> <p>Some Mentors were very early on in their Mentoring journey and so</p>	<p>Conflict with colleagues</p> <hr/> <p>New venture</p> <hr/> <p>Training-related challenges</p>

Research Question	Theme Title	Summary of Theme	Sub-theme Title
		did not yet feel confident in their role. A couple of Mentors mentioned that the training did not apply to the diversity of students they had in their school (infants or special schools) which led to further complications.	
3	Meeting the needs	Overall, the training and intervention was felt to be valuable, and it met the needs of the CEYPs they were supporting. Mentors reported noticing several improvements which, in turn, impacted on each other for example, improved emotional regulation and peer relationships. Mentors also reported that they felt better able to transfer their learning and support to other students within school as well.	(none)

Research Question 1: To what extent did Training and Running the Intervention Impact**Mentors' Understanding and Confidence in Supporting CEYP?****Knowledge.****LAC Characteristics and Experiences.**

Throughout the focus groups the Mentors specifically referenced the group of students in schools commonly labelled "LAC" (Looked After Children), which is the primary group targeted for this intervention. Several Mentors expressed that prior to training and running the intervention they held very little knowledge about CEYPs, they were "new to me". Also, that beginning to support CEYP introduced them to new knowledge "it was something that's kind of really opened my eyes into that, kind of world...I had never really experienced before". Another Mentor said, "I did not realise there was such a big umbrella of children". As all Mentors had been working in schools prior to the beginning of the training, it was interesting to learn that many Mentors had little knowledge about this group of their student population. Underdown (2016) also found that staff had limited understanding around the impact trauma can have on CEYP. This suggests other staff working in schools may also have relatively limited specific care-related knowledge. This is surprising considering the level of monitoring and prioritisation CEYP should be receiving from The Virtual School and Designated Teachers. It is possible that knowledge and understanding is not filtering down to all staff working daily with CEYP.

Direct work with their Mentees gave the Mentors insight into the challenges CEYP might experience, "I've had a better understanding of...how looked after children's past, could affect their future, even if they aren't aware of it". Particularly with reference to traumatic events "I don't think I'd realised that...trauma lasts from...those early days". This could have contributed to the more empathetic approach Mentors tended to take when managing behaviour. Mentors also suggested that in schools, there is little significance placed on CEYP's past-experiences and related impacts:

"the impact...on children who...have suffered those abandonment and...all the other things that come from, being a child who ends up in care...I think is...far bigger

than...perhaps...it's given credit for in...the school system...I think there can be this 'oh, they're in a safe place', now...forgetting that actually it impacts every, single part of their life....even something as simple as being in the dinner hall and being triggered...by a smell and...I think there isn't enough...credence given to children who actually, manage to function through all of that.”

A key challenge Mentors identified that CEYP experienced were difficulties in forming and maintaining relationships with both peers and adults. One Mentor said their Mentee “didn’t know...how healthy relationships worked...so, for him everything was very risky, and so wasn’t worth the risk of having a friendship”. They also suggested a reason as to why CEYPs could find making relationships with school-staff difficult. There will often be external professional involvement with CEYP, and due to time-pressures, CEYP can sometimes be given an “allotted time” and left feeling that “after thirty minutes I [the Mentees] don’t count”. This could be reinforcing a message that adult relationships are not reliable or long-term, which could make trusting school-staff and building relationships with them, more difficult.

Mentors also discussed how supporting CEYP to make progress with relationship building and recovery from trauma can often be a long journey. Cairns’ (2002) model demonstrates how nurturing students so that they feel safe, secure, and stabilised can take time and needs to be developed before any further progress can be made. Once this has taken place, Mentors can then begin supporting CEYP to start learning how to form and maintain relationships with others and developing their emotional literacy and regulation. One Mentor said that “Mentoring is almost like...the first step...building, where they don’t have any of those building blocks”. Therefore, supporting CEYP requires a long-term commitment, as measurable progress could take years to establish. One Mentor mentioned that they had supported a student for 3 years, and another Mentor reflected on the length of journey saying, “it’s almost like, you will plant the seed, and...you probably won’t see the outcome of that for a while, but...at one point, the fruit will...come.” This will be important for school-staff to hold in mind when considering the resources and time that will need to be invested in supporting CEYP with interventions in schools.

Psychology-Informed Knowledge and Applications.

Throughout the training, all Mentors were provided with pertinent psychological knowledge and theory (attachment and trauma-informed) which they reported finding helpful in their roles. Mentors reported that learning this helped them to understand behaviour better, for example, the reason why a CEYP might not be able to focus and learn effectively in school is “because they’re still learning to, trust the adults around them”. Mentors consequently showed an awareness of how attachment-needs could present in CEYP and how diverse those behaviours could look “it made me more observant” and “I always think now you look beyond the behaviour...you go a little bit deeper...it [the training] gives us the knowledge to do that”. They also reported it made them more aware of triggering situations and suggested that school-staff “need to give them [CEYP] the out. So, they’re not getting to that point where...all they can concentrate on is staying in their seat”. Several previous studies have also indicated that attachment and trauma-informed training can impact the level of knowledge and understanding school-staff report having (Gonshak, 2011; Kelly et al., 2020; Kimes, 2019; Rose et al., 2019). This increased understanding helped Mentors “it’s much easier, to be empathetic with a child whose, just thrown something at you or ((laughs))...for the hundredth time that day is swearing at you...[when you] know the reason behind it.” Mentors held in mind that “it’s not a choice, they’re not choosing to behave in that way”. This demonstrates that when school-staff understand the communicative function of behaviour, they feel better able to make informed decisions about managing behaviour.

The knowledge they had developed was sometimes useful to other staff and supported Mentors in engaging in conversations with colleagues because it was no longer “just miss [Mentor 1] with her fluffy ideas...there’s actual science behind it”. It also enabled Mentors to comment on the inappropriateness of certain school practices “children with attachment needs...they shouldn’t really have internal exclusions because that could affect the way they see things...They need a better consequence”. Research shows that between 2011 and 2015 in England, ‘children in care’ were three time more likely to be permanently excluded than children not in care (9%

compared with 3%) (ONS, 2022). Mentors highlighted the toxic emotional states CEYP can experience due to school behaviour-management systems such as exclusions (or moving care-placements) “they have their shame, they have the regret...they sometimes feel they are not wanted...that they don’t fit in”. In terms of both academic performance and building relationships, when CEYP feel isolated, excluded, or rejected, behaviours such as “a lot of ours...self-sabotage...coz there’s a fear of failure” were evident. both in terms of academic performance and building relationships. In this way Mentors demonstrated the importance of taking whole-school relational approaches to managing behaviour. Research shows that through empathising and connecting with students, staff can prevent them experiencing such toxic emotional states and reinforcing relational trauma (Phillips, 2007).

Pre-Existing Mentor Knowledge.

Many Mentors claimed that the training helped them to build their CEYP-related theoretical knowledge and appropriate supportive strategies. However, some Mentors had rich experience from working with other CEYPs previously or through wearing ‘many hats’ within schools (roles, e.g., ELSA or Pastoral workers) which had gifted them with further knowledge and practical experiences to learn from.

Centrality of the Relationship.

All CEYP will have disrupted attachments with their primary care-givers at some point, this impacts to a greater or lesser degree on CEYP’s internal working model of how to form and maintain relationships (Bowlby, 1980). The Designated Mentor intervention has been designed around the premise that building one safe, trusting relationship with an attuned, nurturing adult in school will help to heal some of their relationship trauma, and therefore learn to trust in, form, and maintain relationships in the future (Cameron and Das, 2019; Sabol and Pianta, 2012). The first step Mentors mentioned in building this relationship was providing a “safe place” and being a “safe face” for the CEYP, this allowed them to feel secure, stable, and connected in schools.

“I think that’s...the nicest thing about it...the children learn that they have an adult there that they can, rely on, that’s not gonna...tell them off or...tell them they can’t feel the way they feel, and just being accepted as who they are”.

For some CEYP school can be an uncomfortable or frightening place. One Mentor suggested that the Mentoring intervention sessions “could be...the safest part of their day.” Mentors reported that above all, the relationship was paramount, “[the] power of relationship, power of connection and just holding a space...and having that time”. As well as building trust in the Mentees that when they really need that safety, it can be accessed “they know that when they’re in crisis, that they’ve got that safe person...you haven’t got to say anything, just be there, and let them...be themselves and how they’re feeling at that time...and they’re safe”. Previous research has also found that building strong, consistent relationships with key adults in school helped students to feel safe, settled and less anxious (Rose et al., 2019; Underdown, 2016; Webber, 2017).

Another factor which enabled trusting relationships to develop, was that Mentors needed to be consistently and reliably there for their Mentees. “Knowing that trust was there, that I would pick them up every day, whether that teacher thought it was necessary or not” also “I think having that time to build up that trust and that relationship and...that’s not going anywhere”. Mentors reported that Mentees seemed to value their consistent availability when they needed them “my children realise now that they can come to me anytime” and that if sessions were missed, the Mentors would “always try to catch up with them...so they know that I’m there.” The Mentors recognised that the intervention would not be successful without this consistency “it’s not going to work, if I’m letting this child down”. This finding aligns with Knight’s (2015) research where school-staff reported that being an attachment figure for their CEYP was central to their role. Also, one of the 5 key dimensions to the Secure Base Model (developed for supporting families with CEYP) is that through consistent support, children learn to trust and rely on the adult’s availability when needed, which helps them feel more safe and secure (Schofield

and Beek, 2005). Mentors also reported that their Mentees needed to know their relationship went beyond the set session time,

“even if you just see the child in the corridor...make sure you take the time to...really smile and acknowledge [them]...that’s a really huge thing to that child, because they are literally giving you, their darkest times, and then...you can be in a hurry in the corridor and that could...cause more relational damage, rather than the relational repair...we’re trying to do.”

To maintain consistency, Mentors had to advocate for themselves sometimes, in order to protect and prioritise the time they have dedicated for Mentoring. “Absolutely, blocking off that time, this is my time, nothing gets in the way of that, you can’t ring me...there’s not allowed to be an emergency when this is happening”. Within the current post-pandemic context, the education system is under great pressure to raise standards for students who have missed out on high-quality education. There are also high levels of staff sickness and schools are finding recruiting staff more challenging (Crossfield et al., 2023). The consistent requirements of this intervention could potentially be a barrier for schools.

When speaking about their relationship with their Mentee, many of the Mentors mentioned that they felt “lucky” to be in that position. One Mentor said she found it “very powerful. When they choose you as...their safe person”. Another said “gosh, I’m just very privileged” to “get [to build a] relationship with the children”. With the challenges and conflict discussed in later themes, it was surprising to hear how much value the Mentors placed on their Mentoring role, they did not take the trust Mentees had in them for granted and did not view it as a burden. Mentors also reported that it was a “completely privileged position” to understand the communicative function of CEYP’s behaviour and use it to support other staff in developing their understanding too. I noticed that this privilege and dedication seemed to lead to several Mentors going ‘over and above the call of duty’. For example, “given up lunch breaks...so we can watch films” and continuing to offer support to Mentees who have left school, or even searching lost-property boxes to retrieve belongings.

The Approach.

The approaches Mentors took to supporting their Mentees were made possible through the building of a trusting Mentor-Mentee relationship. The approach also created the conditions for their relationships to develop further. Mentors indicated that within the school day having one-to-one time is rare; one Mentor reported that their Mentee said, “it’s lovely that I come out with you because I’m not one of thirty”. This was a message he had been given in class when he had been seeking connection with staff. This made me reflect on the language we use as professionals, and how careful we need to be with meanings we can unintentionally convey.

Other social-emotional interventions such as ELSA tend to utilise adult-directed and targeted sessions, however, distinctive to this intervention, the training directed Mentors to allow their sessions to be predominantly child-led. Mentors found it “quite powerful” to give over control to their Mentee and that allowed Mentees to share “quite insightful [thoughts] about their lives”. Instead of directly questioning students, “put it over to the child and wonder”. Also, that this approach “really helped [build] those...longer-term skills in life, moving forward”. One Mentor reflected on the importance of being child-led:

“I think a big thing for me was...letting the children...guide where it was gonna go, instead of forcing them to, talk and express how they feel, if they wanna share what’s happened during their day, they can, but if they just wanna sit and talk about, their favourite film, their favourite book...that’s fine as well”.

Mentors reported that being child-led, also required flexibility and responsivity to each individual student, for example when Mentees are “active, they’ll talk to you if they’re walking, but [not] if you sit down next to them”. Mentors reported several of the strategies or resources which were mentioned in the training (see Appendix E for further details) alongside resources they created themselves, such as a personalised “memory game” or “a positivity journal”. Mentors also reported that giving Mentees choice was beneficial “having the choice, was incredibly important for him” as choosing the time and number of sessions helped him feel secure. Another Mentor spoke about involving their Mentees in choices like developing reward

systems, which they really valued. To give a child choice, you need to first truly listen to their wishes, one Mentor reported that sometimes being listened to was almost therapeutic for Mentees “you can almost see...the release...of being able to just, talk and have somebody listen”. Mentors also stated that listening to the CEYP was particularly important when they are “at crisis point, we need to...listen...to what they’re trying to communicate”. This allowed Mentors to make more informed decisions about appropriate responsive strategies. Having control over outcomes is something that tends to be taken away from students by behaviour management policies in schools. Therefore, giving over this sense of control could have helped Mentees to feel safer in those relationships and the intervention time itself. This supports Cameron and Das’ (2019) assertion that adults who have good knowledge of the CEYP and work with them on a regular basis are best placed to provide this form of emotional support. Additionally, research shows that having agency and control over learning is a key determinant of young people’s well-being as it enables them to be self-determined and therefore more motivated to engage (Roffey, 2017; Ryan and Deci, 2000).

Whilst working with their Mentees, Mentors recognised that part of their role was to be “consistently there, and not judging and just listening” because “The non-judgemental thing...it’s really important...because...all that stuff...[is]...mixed up with shame”. Mentors’ awareness of the toxic impact the feeling of shame had prompted them to reassure Mentees that they could “kick off...and push you away” but that the Mentors would “still turn up in the same frame of mind without that judgement”. One Mentor said it’s the “most simple thing, that...costs nothing...all they need is just to, have a voice and just be [listened to]...let them...be them, and...not pass judgement”.

Overall, Mentors indicated that they found taking a ‘less is more’ approach helpful. They were aware of the concept that “every interaction is an intervention.” One Mentor said, “sometimes just rocking up at the door, with a smile and...[saying] it’s our time together...that makes their day”. Alongside acceptance, curiosity and empathy, a key part of the PACE model for supporting CEYP is taking a playful approach, as it helps them to work through their trauma within

a psychologically safer environment (Hughes et al., 2019). A couple of Mentors explained why play is important for CEYP “they’ve missed out on play, a lot of the ones we’re working with, they missed out on those early experiences, [so] actually having an opportunity where they can do that” is important for their development.

Research Question 2: What Helped and What Hindered the Running of the Mentoring

Intervention?

Enablers.

Support from Above.

It was clear from the first focus group, that when Mentors felt respected and supported by their senior leaders or line managers, they felt more confident and empowered to create change for their Mentees. Mentors valued the support they were given, and it was most helpful when they were given more freedom and autonomy to run the intervention in the way they felt was best, “My line manager just kind of went, ‘oh you do it, and then I’ll support you in what you need’ ...that was quite nice to be able to have, that freedom...[it] was really nice to have that support”. When support was in place Mentors were more likely to have a space they could run the intervention from “we have a designated space which makes a massive difference...and then the child becomes familiar with the space”. Sometimes leadership indicated they valued the Mentor and intervention by giving the Mentors an elevated position within the school hierarchy, which enabled them to protect their Mentoring time “[it] is quite nice because...I don’t have to...try and negotiate timetabling...with anybody” and “where I’ve got my new role,... they realised actually I don’t have capacity to be pulled out every five minutes, which then gives me the capacity to do this more consistently”. One Mentor happily described a time when her line-manager asked for her advice in deciding on the best course of action in supporting a student who was in crisis. Finally, one Mentor was provided with a small Mentoring budget, which seemed to demonstrate to the Mentor and Mentee that the school were committed to providing support.

Support from Colleagues.

Mentors spoke favourably about many members of staff who supported the running of the intervention, and they emphasised how staff collaborated with them to support Mentees. Also, some Mentors mentioned that staff members sought out the Mentors' advice or support to aid their understanding of behaviour and connection with students.

Training-Related Support

The majority of Mentors mentioned that they found the training provided by the EP service helpful, particularly in relation to broadening their knowledge and understanding about attachment and equipped them to support CEYP better in schools. Mentors especially valued having opportunities to role-play techniques and activities in the training, as it allowed them to understand what their Mentees will experience.

As part of the Designated Mentoring training package, all Mentors were offered half-termly peer-group supervision, run by the lead-EP. Mentors reported greatly valuing the learning they experienced from their peers as well as the EP guidance and support. "I always find [Lead EP] really...calm and practical", "it takes some of that 'aaaah' out of it...which I'm really pleased about". Mentors also reflected on the associated emotional impact of working with CEYP. Mentors reported that peer supervision seemed to help manage the impact of this challenge: "I do think peer support is invaluable in our kind of roles because we're working with very vulnerable children that, potentially share some...really kind of heavy stuff". Previous research has found that staff working with CEYP reported that their work had an emotional impact on them, which they did not always feel supported with (Bhagvanji, 2020; Edwards, 2016; Underdown, 2016). Designated Mentors indicated that having a group where they had a shared-interest and a sense of belonging, created understanding and empathy "it's just really useful to be able to talk to other people who are...in a similar position, doing the same thing...I have found that really ...valuable" and that those people can "sympathise and empathise with what you're trying to do" and "you get people that understand how you're feeling and they're in the same boat". Knight's (2015) participants also reported that they greatly valued peer-support. It could be that

building better networks and peer supervision networks for school-staff with similar roles, could help to manage this impact for other staff too.

Internally Supportive Factors

Alongside a feeling of privilege, Mentors also expressed great interest and excitement about getting the opportunity to engage in the training and intervention “I was really excited” and “it was something I really wanted to do”. It was clear that Mentors wanted to take on this role “when I got offered the chance, I grabbed it”. A key motivation seemed to be around wanting to help students in their schools “I really thought I could...do something with it and help people”, “I know there’s so many pupils here that would benefit”.

Through reflecting on their training experience, the Mentors came to the realisation that they had already acquired high-levels of valuable knowledge and skills prior to training (see first theme). One Mentor said of the training and supervision “It almost joined the dots for me...on a personal and professional level” and another said, “I think sometimes...you don’t...necessarily realise you’re using some of these techniques”. It appears this realisation, increased the level of confidence Mentors had in themselves. One Mentor said, this helped her to feel “more relaxed...more comfortable” and “a lot more confident”. Another Mentor said, “I think it’s helped me grow in confidence in the fact that I know that...what I was already doing was the right thing to do”.

Barriers.

Conflict with Colleagues.

As mentioned above, senior leaders and line managers had great power and influence over the Mentors’ ability to run the intervention well. Another unhelpful (although understandable) factor which Mentors mentioned, was when senior leaders sought measurable progress from the Mentoring intervention, One Mentor said, “I can see some results coz obviously I see them all the time” but their manager wanted more quantifiable “results”. Another Mentor said, “results is a massive one coz...it puts pressure on us, which then we’re desperately trying not

to convey to the student...it would...be helpful not to have that". This will be a particular challenge for schools to overcome together. It could be that utilising measures such as those developed by Cameron and Maginn (2009) would help schools to track more meaningful progress.

Additionally, several Mentors reported difficulties working alongside other colleagues who did not fully understand their Mentee's needs "you can just point to the teacher that perhaps don't have that attachment...and...trauma awareness". They wanted to tell colleagues that "you're not listening to the child. You're not understanding...what they're trying to tell you". Sometimes Mentors reported that colleagues did not understand the intervention and/or the Mentor role and found it "quite hard to communicate...to...members of staff" around the expectation of the Mentoring session needing to be every day. When "there's a lot of pressure on teachers to get, targets hit", they can understandably be reluctant to let Mentees out of their lessons. Mentors reported that there did not seem to be an awareness that the Mentoring sessions would enable the CEYP to feel safe and more able to access their learning and make progress. This lack of understanding sometimes led to Mentoring sessions not being prioritised, then "people...come and get you and drag you away" to be "an extra pair...of hands in class". Mentors who saw the value of the intervention struggled to understand why others would "deprive a pupil of something, when they're really struggling, and this could be really supportive". Mentors also felt it was "so frustrating that they don't see...that the one-to-one time is not classed as important".

Some of these misunderstandings led to Mentors coming into conflict with other members of staff, particularly when they were advocating on behalf of their Mentees, "you have to develop a bit of a thick skin...stick to it and say no, actually...this is really important". One Mentor reported that she was directed to manage their Mentees' behaviour by another member of staff, and so had to remind her colleague of her role-boundary and said, "I'll deal with communication, if you can deal with the behaviour". This role boundary over managing behaviour was shared by some (although not all) of Knight's participants (2015). Another Designated Mentor described herself as a "Mama bear" who would "go and fight their corner" when her Mentees

needed someone to advocate for them. Unfortunately, this conflict led to some of the Mentors experiencing feelings of loneliness “in school it can be quite...lonely in a way”, “because I think sometimes you get...in a situation and you don’t know where to go”. This is one of the reasons that peer supervision sessions (mentioned above) were so important, as it helped them connect to a network of school-staff who understood and empathised with their perspective. Bhagvanji (2020) also found that Designated Teachers can sometimes feel in conflict with other staff and school policies, which can make them feel like outsiders at times.

Mentors had deduced that the conflict they experienced with other staff was coming from a place of reduced understanding, as their colleagues had not accessed the theory, knowledge, and experience Mentors had. They wanted more staff to be trained to ensure CEYP (and other students) could always access appropriate support in school.

“I think more people need to have that...basic awareness....he’s not a naughty child, or he’s not misbehaving. No, this is a real, embedded, deep thing for him...I think a lot of children are misunderstood in that sense, if you haven’t had the awareness in training...that we have to understand...what’s going on...like ‘it came out of nowhere’, nothing comes out of nowhere”.

New Ventures.

As seen in the enablers theme, many Mentors reported that the training had helped them feel more confident in their role and in supporting CEYP. However, most Mentors reported at the beginning of their journeys they felt “not very confident”, “nervous” or “daunted” by the prospect of setting up and implementing the intervention. Suggesting that in the initial stages of Mentoring, Mentors may need more intense support from peers, EPs, and line managers, to foster a more confident start.

Training-Related Challenges

There were a couple of Mentors who, although they spoke positively about the training overall, did indicate that sometimes, they found applying a few strategies suggested within the

training difficult with their student populations. One Mentor came from a specialist setting and reported that with any training she finds it difficult “to work out how it’s appropriate for our children” and that attachment issues “present...very differently” as they “need a lot of scaffolding and support”. Another Mentor worked within an infant school, and felt that “quite a bit of that training, I don’t necessarily use because they’re so little, motivational interviewing with a... four year old is difficult”. Under-developed communication skills added further challenges to working with these students. Both Mentors needed to adapt the resources and strategies, which took additional time. However, they were both able to recommend helpful solutions, like specialist supervision groups, or sharing adapted resources. As much as overall experiences of the training and supervision sessions were positive, many of Mentors mentioned that they would like a refresher of the training, as this would help them feel more confident and comfortable in continuing to deliver the intervention.

Research Question 3: What Impacts did Mentors Perceive in their Mentees?

Meeting the Needs

The final theme explored how the training and intervention was able to meet students’ needs in schools. One Mentor said, “I think it’s worked really well and we...really do see the positive impact”. As a whole, the Mentors spoke passionately about the intervention and were able to give examples of significant and in some cases, life-changing impacts for Mentees. “From where she was, to where she is now, she’s made massive steps” and that “the security you’re providing [as a Mentor] raises everything, all the other aspects” enabling Mentees to make progress across the board.

A key improvement noted by Mentors were developments in Mentee’s relationships. One Mentor recalled that their Mentee “struck up a really beautiful friendship...he didn’t really know how to do that before...he didn’t know how to have a friendship”. So, “this little boy...for the first time is experiencing, one of his peers, really caring for him...because [before] he’d pushed, others away because of his...life experience...to protect himself”. Mentors also connected how supporting Mentees’ emotional regulation enabled them to build better

relationships with their peers “because this little, boy is...calmer...[his peers are] more prepared to...take the chance on, involving him in games”. Mentors also spoke about improvements with the relationships with other adults, both at home and at school. One Mentor suggested that now their Mentee “will talk about certain things to other members of staff, and I think, once they start talking, they will feel more comfortable talking to others”. Francis et al’s. (2017) participants also reported that they noticed the CEYP they supported with an attachment-based intervention also began to develop more positive relationships with their peers.

Mentors reported that Mentees began to develop better emotional literacy skills such as understanding “their different emotions and put[ing] words to them...[it] really helps, because they can then verbalise it better...and people, seem to listen” better. Through greater understanding Mentees were “definitely more open to, talking about something that happened that upset her and, how she felt about”; others sought new vocabulary to explain a never before experienced feeling: “fuzzy in his tummy”. This greater awareness helped some Mentees to have “much more tolerance for things...and more resilience...now, [he] can regulate so much better” so “he’s not bubbling all the time”. Curiously, this Mentor went on to emphasise how this learning had taken place “it’s quite interesting how it hasn’t come from teaching him how to regulate his emotions...it’s come from, just being there, for him, and then slowly picking up those strategies as we’ve gone along...[through] modelling”. One Mentor explained that this modelling approach encouraged Mentees to “think for themselves...rather than trying to fix them and fix their problem, giving them the tools to be able to fix it for themselves and to think of different solutions” so they can “solve their own problems”. Relational-based approaches such as Emotion Coaching promote the use of adult modelling in supporting students’ learning. Research such as Rose et al. (2019) has found that developing whole-school approaches utilising Emotion Coaching has been successful in meeting CEYP’s needs.

Mentors reported that as Mentees began to experience success in their relationships and developed their skills in understanding and regulating their emotions, this began to foster further developments such as a greater sense of self-esteem. As one Mentee had started

to be included in more games with his peers it had helped grow “his self-esteem...he starts to feel better about himself, so it’s this kind of magic that then happens”. When Mentees learnt that “it’s OK, to make mistakes...and...it’s not always...their fault...you can see that helps with their self-esteem and how they feel about themselves”. Mentors were then able to link feelings of increased self-esteem with other improvements such as “how they get on academically...you’re more likely to give something a bit more of a go...[and] become more resilient as your self-esteem rises...it, affects everything”. Another impact of the regularity of the intervention which one Mentor mentioned, was “he’s a lot more relaxed...he can enjoy his time in the classroom more I think because...he knows when he’s gonna see me...[that] uncertainty has been taken out of his life”. This links with Rose et al’s. (2019) study, which found that through providing attachment-based intervention and emotional-regulation support, CEYP made several improvements including having significantly less sanctions and exclusions and significantly improved academic scores in reading, writing and maths. Mentors also indicated that they were not alone in noticing improvements “all of the staff can see the benefit...when these students have a safe space”. It could be that if all staff understood theories such as Maslow’s hierarchy of needs (1943) better, this would equip them in understanding, that by developing students’ feelings of safety, improving their self-esteem and sense of belonging, that this will provide the foundations for students to learn and achieve better. It is important to note that the Mentors who were able to speak about more significant Mentee improvements had been running the intervention for longer periods of time. As mentioned in the first theme, Mentors recognised the long-term commitment necessary to bring about these types of impacts.

A concluding sentiment which several Mentors reported was that they believed their attachment and trauma-informed “skills are transferable” and “useful for general practice” as they have “a lot of children whose life experience isn’t dissimilar”. One Mentor stated that the intervention “was really powerful” and that “I just...don’t think that...[it] should be underestimated how valuable...[the intervention]...is...every student that I’ve seen, it’s made a difference”. This suggests that all school-staff could benefit from similar training and learning

from their trained colleagues. Finally, one Mentor reflected “it’s so useful with all the children we work with because, you know, children all have a story to tell, don’t they?”.

Conclusion

Summary

The Designated Mentors participating in this study reported that building a safe, nurturing, and consistent relationship with their CEYP Mentees was central to their ability to provide effective support. The knowledge they gained from EP-led training and from previous experience working in schools, increased their confidence and equipped them to better understand the social-emotional experience of their Mentees (and other students), which better enabled them to meet students' needs. Mentors reported taking an entirely child-led approach, where listening to Mentees was prioritised and Mentees were given strategies, so they were able to advocate for themselves. Being dependable and consistent, as well as being flexible and adaptable to each individual student was also key to the Mentors' approaches.

Unfortunately, some barriers to providing effective support were discussed, for example Mentors sometimes had little influence within school, or found that policies, or colleagues seemed to work in opposition to the aims of the Mentoring role. Also, Mentors reported an emotional impact of their role, and conflict with other staff sometimes left them experiencing loneliness; this made peer-supervision and support essential. Having supportive senior leaders and good relationships with colleagues enabled Mentors to support Mentees more effectively, as logistics such as timetabling did not act as barriers to intervention fidelity and therefore progress. Mentors noticed several improvements in their Mentees, including improved emotional regulation, relationships with staff and peers, self-esteem, and engagement in academic learning.

Strengths and Limitations

A strength of this study is that it investigated a valuable method of providing support and enabling progress for a vulnerable group in school populations. The learning and implications from this research are not only useful to improving this intervention, but the approaches taken by Mentors are transferable to all school-staff providing support for CEYP in schools. It also provided insight into the barriers and enabling factors, which are useful for school-staff to be aware of, if they plan to run this or similar interventions. Additionally, Mentors reported that the knowledge

about understanding the social-emotional experience of students and the subsequent approach they took, was applicable to many other students as well.

Another study strength is that enough participants were gathered for a suitable number of focus groups, which should have capture 90% of prevalent themes (Guest et al., 2016). Although there were a few differing views, there were no complete outliers or themes which appeared in single focus groups. The thematic analysis was carried out with good transparency and reflexivity (see appendix G), which enabled readers to follow the analytic process and understand the context in which themes and conclusions were drawn. Within the final analysis, there is at least one quote included from each Mentor, ranging up to 18 quotes from Mentor 1, on average 9 quotes per Mentor were included.

A factor which can be both a strength and a potential limitation is the child-led and flexible approach the intervention takes. This could make the intervention more difficult to define and therefore deliver reliably, also, if different approaches are taken by different Mentors this could bring about varied outcomes for their different Mentees. However, all young people are unique and have different needs. CEYP will have had incredibly varied experiences and challenges, they will be in different care-situations and will be at different stages along their recovery journey from trauma. Therefore, it is conceivable that a tailored, responsive, and personalised intervention will be most effective in supporting those individual students. Although for the purposes of research it makes outcomes more difficult to compare directly, which is where a qualitative and idiographic approach could be helpful as it focusses on the lived experience of the person and not scores.

A limitation of this study is that two of the focus groups only had two Mentors. As they were good communicators, this was not problematic for these sessions. However, it is possible that richer and deeper discussions may have been elicited if more participants were present. A second limitation is that it only gathered the Mentors' views, it would also have been beneficial to gather senior leaders' views. This could also have provided an opportunity to discuss and proactively problem-solve some of the barriers reported. Additionally, it would have been

valuable to gain the insight of the Mentees. Sharing the voices of CEYP and assessing the intervention in collaboration with them would empower them in creating necessary change for themselves. Also, the results were not sense checked by a third party but were reviewed by two supervisors. In addition, collecting demographic data would have added further context to the findings.

Furthermore, another potential limitation was the presence of the Lead EP during the focus groups. My intention was to help Mentors feel more comfortable as they were familiar with the Lead EP and not the researcher. Mentors were able to give some critical comments about the training, which also suggests that the Lead EP's presence may not have impacted the Mentors. However, it is possible that the Lead EP's presence could have influenced the views Mentors' shared during the discussion and shaped the meaning we co-constructed in unforeseen ways.

A final potential influence on the focus group discussion was the familiarity I had (as the researcher) with 2 of the Mentors, as I was involved in training them for another intervention. I noted in my reflexive log that within the discussions I felt more of an 'insider' than an 'outsider' as I have previously worked in similar roles, and I work alongside professionals such as the Mentors on a regular basis trying to bring about positive change for young people. Therefore, although I aimed to present a balance of their quotes and comments within the findings, my objective was to present the Mentors in a positive light as I respect and support the work they carry out. This perception of mine could have influenced the meaning we co-constructed together in the focus groups. Therefore, I made sure I was transparent about my views and position by engaging in writing a reflexive log throughout the research process (see Appendix G).

Implications for Future Research

Trialling the Designated Mentor intervention in other local authorities across the UK, particularly those with a more diverse representation of culture and ethnic backgrounds, would be useful. Replicating the research method of this study could lead to new and valuable findings being explored. Gaining the progress data from the Pillars of Parenting checklist and a student progress measure alongside this qualitative data would provide firmer conclusions around how

well the intervention meets CEYP's needs. Finally, it would also be helpful to seek the voices of both senior leaders and CEYP (as discussed above).

Implications for School Staff - practice

The implications from this study suggest that if school-staff wish to support CEYP successfully they need to commit to conscious action, to move away from traditional behaviourist-based school behaviour management policies, towards attachment-aware and trauma-informed relational policies (Brighton and Hove City Council, 2018). Improving all school-staff knowledge about understanding the communicative function of behaviour, the impact of trauma and disruption to carer attachments and more appropriate ways in supporting students should be prioritised, to ensure CEYP receive the support they seek.

To begin this process, schools could request support from their link EPs in developing their knowledge bases, practices, and policies. Like some are already doing (see results), senior leaders could benefit from utilising the knowledge and skills of appropriately trained staff within their schools. Additionally, individual staff could collaborate with colleagues who have received relevant training, to plan appropriate approaches to supporting CEYP (and other students).

Although understandably difficult in the current education system context, schools need to value intervention fidelity for students to make progress. Through better understanding of the social-emotional experience of CEYP, senior leaders can make informed decisions about prioritising the consistency and quality of support and ensuring barriers to progress are reduced where possible.

Implications for Educational Psychologists

It is important that EPs continue to commit to dedicating resources to upskilling school-staff in meaningful ways, so they can provide more inclusive approaches within schools. Currently, many EP services are finding the numbers of statutory requests overwhelming. It is possible that running interventions such as this could help to reduce some referrals, because, if school staff feel

better able to support students, and students receive optimal support in schools, the need for high-level funding and intervention could be lessened.

The level of knowledge and understanding Mentors (and other EP-trained staff such as ELSAs) have around social-emotional experiences of students and appropriate methods of support can be considerable. EPs have a responsibility to empower these staff members and advocate for them within their school hierarchy. EPs have the power to work with senior leaders (and other staff) and encourage them to give these staff members the autonomy they need to implement interventions effectively.

This study demonstrated the value school-staff who work to support vulnerable populations of students placed on peer-supervision. Where possible, connecting school-staff to networks of similar professionals is important for fostering staff well-being and developing their learning. Finally, EPs could work with teacher-training course-staff to ensure trainee teachers are receiving high-quality attachment-aware and trauma-informed instruction. Such training would enable newly-qualified teachers to enter the profession with greater understanding, confidence, and compassion for students. Thus, the results of this study suggest that through working in collaboration with schools, we can move forward together in improving the outcomes for both schools and individual CEYP.

Appendix A - Full Syntax Search

Database	Syntax
PsychINFO	<p>TI("attachment aware" OR "attachment-aware" OR "attachment informed" OR "attachment-informed" OR "Attachment theory informed" OR "trauma informed" OR "trauma-informed" OR Attachment OR "Attachment-relat*" OR "Attachment relat*" OR "Attachment need*" OR "Attachment-need*")</p> <p>OR</p> <p>AB("attachment aware" OR "attachment-aware" OR "attachment informed" OR "attachment-informed" OR "Attachment theory informed" OR "trauma informed" OR "trauma-informed" OR Attachment OR "Attachment-relat*" OR "Attachment relat*" OR "Attachment need*" OR "Attachment-need*")</p> <p>AND</p> <p>TI("looked after child*" OR LAC OR "child* looked after" OR CLA OR "Previously looked after" OR "care experience*" OR "care-experience*" OR "foster care" OR "foster-care" OR "local authority care" OR "special guardianship order*" OR SGO OR "care order" OR "kinship care" OR "kinship-care" OR "adopt*" OR "home supervision requirement*")</p> <p>OR</p> <p>AB ("looked after child*" OR LAC OR "child* looked after" OR CLA OR "Previously looked after" OR "care experience*" OR "care-experience*" OR "foster care" OR "foster-care" OR "local authority care" OR "special guardianship order*" OR SGO OR "care order" OR "kinship care" OR "kinship-care" OR "adopt*" OR "home supervision requirement*")</p> <p>OR DE Foster Care OR DE Foster children</p> <p>AND</p> <p>TI(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)</p> <p>OR</p> <p>AB(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)</p> <p>AND</p> <p>TI(school* OR educat*)</p> <p>OR</p> <p>AB(school* OR educat*)</p> <p>OR DE Teachers OR DE Education Students OR DE Education</p> <p>AND</p> <p>TI(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train*)</p> <p>OR</p> <p>AB(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train*)</p> <p>OR DE Teacher Student Interaction OR DE Coaching OR DE Intervention</p> <p>AND</p>

Database	Syntax
ERIC	<p>TI(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact*) OR AB(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact*) OR DE Teacher Attitudes OR DE Educational Employee Attitudes</p> <hr/> <p>title("attachment aware" OR "attachment-aware" OR "attachment informed" OR "attachment-informed" OR "Attachment theory informed" OR "trauma informed" OR "trauma-informed" OR Attachment OR "Attachment-relat*" OR "Attachment relat*" OR "Attachment need*" OR "Attachment-need*") OR abstract("attachment aware" OR "attachment-aware" OR "attachment informed" OR "attachment-informed" OR "Attachment theory informed" OR "trauma informed" OR "trauma-informed" OR Attachment OR "Attachment-relat*" OR "Attachment relat*" OR "Attachment need*" OR "Attachment-need*")</p> <p>AND</p> <p>((title("looked after child*") OR title(LAC) OR title("child* looked after") OR title(CLA) OR title("Previously looked after") OR title("care experience*") OR title("care-experience*") OR title("foster care") OR title("foster-care") OR title("local authority care")) OR (title("special guardianship order*") OR title(SGO) OR title("care order") OR title("kinship care") OR title("kinship-care") OR title("adopt*") OR title("home supervision requirement*") OR title("foster child*"))))</p> <p>OR</p> <p>((abstract("special guardianship order*") OR abstract(SGO) OR abstract("care order") OR abstract("kinship care") OR abstract("kinship-care") OR abstract("adopt*") OR abstract("home supervision requirement*") OR abstract("foster child*")) OR (abstract("looked after child*") OR abstract(LAC) OR abstract("child* looked after") OR abstract(CLA) OR abstract("Previously looked after") OR abstract("care experience*") OR abstract("care-experience*") OR abstract("foster care") OR abstract("foster-care") OR abstract("local authority care"))))</p> <p>AND</p> <p>title(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)</p> <p>OR abstract(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)</p> <p>AND</p> <p>title(school* OR educat* OR teacher* OR education student*) OR abstract(school* OR educat* OR teacher* OR education student*)</p> <p>AND</p> <p>title(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train* OR "teacher student interact*" OR coach*)</p>

Database	Syntax
	<p>OR abstract(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train* OR "teacher student interact*" OR coach*)</p> <p>AND</p> <p>title(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact* OR "teacher attitude*" OR "educational employee attitude*")</p> <p>OR abstract(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact* OR "teacher attitude*" OR "educational employee attitude*")</p>
Web of Science Core Collection	<p>TI("attachment aware" OR "attachment-aware" OR "attachment informed" OR "attachment-informed" OR "Attachment theory informed" OR "trauma informed" OR "trauma-informed" OR Attachment OR "Attachment-relat*" OR "Attachment relat*" OR "Attachment need*" OR "Attachment-need*")</p> <p>OR AB("attachment aware" OR "attachment-aware" OR "attachment informed" OR "attachment-informed" OR "Attachment theory informed" OR "trauma informed" OR "trauma-informed" OR Attachment OR "Attachment-relat*" OR "Attachment relat*" OR "Attachment need*" OR "Attachment-need*")</p> <p>AND</p> <p>TI("looked after child*" OR LAC OR "child* looked after" OR CLA OR "Previously looked after" OR "care experience*" OR "care-experience*" OR "foster care" OR "foster-care" OR "local authority care" OR "special guardianship order*" OR SGO OR "care order" OR "kinship care" OR "kinship-care" OR "adopt*" OR "home supervision requirement*" OR "foster child*")</p> <p>OR</p> <p>AB("looked after child*" OR LAC OR "child* looked after" OR CLA OR "Previously looked after" OR "care experience*" OR "care-experience*" OR "foster care" OR "foster-care" OR "local authority care" OR "special guardianship order*" OR SGO OR "care order" OR "kinship care" OR "kinship-care" OR "adopt*" OR "home supervision requirement*" OR "foster child*")</p> <p>AND</p> <p>TI(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)</p> <p>OR</p> <p>AB(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)</p> <p>AND</p> <p>TI(school* OR educat* OR teacher* OR education student*)</p> <p>OR</p> <p>AB(school* OR educat* OR teacher* OR education student*)</p> <p>AND</p>

Database	Syntax
Proquest Dissertations and Theses	<p>Tl(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train* OR "Teacher Student Interaction" OR coach*) OR AB(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train* OR "Teacher Student Interaction" OR coach*)</p> <p>AND</p> <p>Tl(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact* OR "teacher attitude*" OR "educational employee attitude*")</p> <p>OR AB(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact* OR "teacher attitude*" OR "educational employee attitude*")</p> <hr/> <p>*limitation: only doctoral dissertations</p> <p>"attachment aware" OR "attachment-aware" OR "attachment informed" OR "attachment-informed" OR "Attachment theory informed" OR "trauma informed" OR "trauma-informed" OR Attachment OR "Attachment-relat*" OR "Attachment relat*" OR "Attachment need*" OR "Attachment-need*"</p> <p>AND</p> <p>"looked after child*" OR LAC OR "child* looked after" OR CLA OR "Previously looked after" OR "care experience*" OR "care-experience*" OR "foster care" OR "foster-care" OR "local authority care" OR "special guardianship order*" OR SGO OR "care order" OR "kinship care" OR "kinship-care" OR "adopt*" OR "home supervision requirement*" OR "foster child*"</p> <p>AND</p> <p>Tl(child* OR adolescen* OR youth* OR "young person" OR "young-person" OR "young people" OR "young-people" OR teen* OR pupil* OR student*)</p> <p>AND</p> <p>Tl(school* OR educat* OR teacher* OR education student*)</p> <p>AND</p> <p>Tl(Interven* OR strateg* OR program* OR support* OR mentor* OR provision OR train* OR "Teacher Student Interaction" OR coach*)</p> <p>AND</p> <p>Tl(view* OR opinion* OR thought* OR experience* OR attitude* OR perception* OR perceive* OR belie* OR evaluat* OR impact* OR "teacher attitude*" OR "educational employee attitude*")</p>

Appendix B – Reasons for Exclusion

Paper	Reason excluded
Alber (2020)	Trauma informed only- not a specific mention of intervention being applied to care-experienced YP.
Alpert (2015)	Does focus on foster YP, but intervention not run in an educational setting.
Arnold et al., (2020)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Cronin (2019)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Douglass et al., (2021)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Giboney Wall (2021)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Halko (2019)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Higgs (2006)	Designated Teacher (appropriate) but focussed on multi-agency working only.
Murray (2020)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Okoya (2019)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.

Paper	Reason excluded
Orapallo et al., (2021)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Phifer & Hull (2016)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP and a commentary paper.
Robertson et al., (2021)	Trauma informed only - not a specific mention of intervention being applied to care-experienced YP.
Sohrabi-Shiraz (2014)	Training described, but no details of an actual intervention taking place other than 'developing individualised strategies' in the last session.

Appendix C – Quality Assessment

Study Published/Un- published	Bhagvanji (2020) (un-pub)	<u>Francis et al.</u> (2017) (pub)	Gonshak (2011) (un-pub)	<u>Kelly et al.</u> (2020) (pub)	Kimes (2019) (un-pub)	Knight (2015) (un-pub)	Patel (2013) (un-pub)	<u>Rose et al.</u> (2019) (pub)	Underdown (2016) (un-pub)	<u>Webber</u> (2017) (pub)	Total %
1. Theoretical or conceptual underpinning to the research	2	<u>2</u>	2	<u>2</u>	2	3	2	<u>3</u>	3	<u>2</u>	77%
2. Statement of research aim/s	3	<u>3</u>	3	<u>1</u>	2	3	3	<u>2</u>	3	<u>3</u>	87%
3. Clear description of research setting and target population	2	<u>1</u>	3	<u>2</u>	2	3	2	<u>2</u>	3	<u>3</u>	77%
4. The study design is appropriate to address the stated research aims	2	<u>3</u>	3	<u>2</u>	2	3	3	<u>3</u>	3	<u>3</u>	90%
5. Appropriate sampling to address the research aim/s	1	<u>1</u>	0	<u>1</u>	1	3	2	<u>1</u>	2	<u>1</u>	43%

Study Published/Un- published	Bhagvanji (2020) (un-pub)	Francis et al. (2017) (pub)	Gonshak (2011) (un-pub)	Kelly et al. (2020) (pub)	Kimes (2019) (un-pub)	Knight (2015) (un-pub)	Patel (2013) (un-pub)	Rose et al. (2019) (pub)	Underdown (2016) (un-pub)	Webber (2017) (pub)	Total %
6. Rationale for choice of data collection	3	<u>2</u>	3	<u>0</u>	3	3	2	<u>1</u>	3	<u>3</u>	77%
7. The format and content of data collection tool is appropriate to address the stated research aim/s	3	<u>2</u>	2	<u>3</u>	3	3	3	<u>3</u>	3	<u>3</u>	93%
8. Description of data collection procedure	3	<u>1</u>	3	<u>2</u>	3	3	2	<u>2</u>	3	<u>2</u>	80%
9. Recruitment data provided	3	<u>2</u>	0	<u>0</u>	2	2	3	<u>1</u>	3	<u>0</u>	53%
10. Justification for analytic method selected	0	<u>2</u>	3	<u>0</u>	0	3	0	<u>0</u>	3	<u>0</u>	37%

Study	Bhagvanji (2020) (un-pub)	Francis et al. (2017) (pub)	Gonshak (2011) (un-pub)	Kelly et al. (2020) (pub)	Kimes (2019) (un-pub)	Knight (2015) (un-pub)	Patel (2013) (un-pub)	Rose et al. (2019) (pub)	Underdown (2016) (un-pub)	Webber (2017) (pub)	Total %
11. The methods of analysis were appropriate to answer the research aim/s	2	<u>3</u>	3	<u>3</u>	2	3	2	<u>3</u>	3	<u>3</u>	90%
12. Evidence that the research stakeholder have been considered in research design or conduct	1	<u>1</u>	1	<u>2</u>	2	1	2	<u>2</u>	1	<u>1</u>	47%
13. Strengths and limitations critically discussed	1	<u>2</u>	3	<u>2</u>	2	3	3	<u>3</u>	2	<u>1</u>	73%

Study Published/Un- published	Bhagvanji (2020) (un-pub)	Francis et al. (2017) (pub)	Gonshak (2011) (un-pub)	Kelly et al. (2020) (pub)	Kimes (2019) (un-pub)	Knight (2015) (un-pub)	Patel (2013) (un-pub)	Rose et al. (2019) (pub)	Underdown (2016) (un-pub)	Webber (2017) (pub)	Total %
14. Has the relationship between researcher and participants been adequately considered? (CASP Qual) 0 = Not at all 1 = to some extent 2 = researcher reflection evident 3 = taken into account when interpreting results/ stating conclusions or collecting data	3	<u>0</u>	0	<u>0</u>	1	2	0	<u>0</u>	1	<u>0</u>	23%
15. Have ethical issues been taken into consideration? (CASP Qual) 0 = No mention at all 1 = Ethical approval mentioned 2 = Some commentary on how ethical issues were overcome	3	<u>2</u>	2	<u>2</u>	2	3	2	<u>1</u>	1	<u>2</u>	67%

Study	Bhagvanji (2020) (un-pub)	Francis et al. (2017) (pub)	Gonshak (2011) (un-pub)	Kelly et al. (2020) (pub)	Kimes (2019) (un-pub)	Knight (2015) (un-pub)	Patel (2013) (un-pub)	Rose et al. (2019) (pub)	Underdown (2016) (un-pub)	Webber (2017) (pub)	Total %
3 = ethical issues considered throughout paper											
16. How valuable is the research? (CASP Qual) 0 = no real value 1 = some value to participants in study 2 = some value to target population and community 3 = wider political/economical or system level impact	2	<u>2</u>	2	<u>3</u>	2	2	2	<u>3</u>	2	<u>2</u>	73%

Study Published/Un- published	Bhagvanji (2020) (un-pub)	Francis et al. (2017) (pub)	Gonshak (2011) (un-pub)	Kelly et al. (2020) (pub)	Kimes (2019) (un-pub)	Knight (2015) (un-pub)	Patel (2013) (un-pub)	Rose et al. (2019) (pub)	Underdown (2016) (un-pub)	Webber (2017) (pub)	Total %
17. Are any conflicts of interest stated? 0 = not mentioned at all 1 = briefly mentioned 2 = mentioned in detail 3 = mentioned in detail and details of how the researcher attempted to limit conflict	0	<u>1</u>	0	<u>1</u>	1	0	0	<u>1</u>	0	<u>1</u>	17%
Total Score - out of 51 %	34 / 51 67%	<u>30 / 51</u> <u>59%</u>	33 / 51 65%	<u>26 / 51</u> <u>51%</u>	32 / 51 63%	43 / 51 84%	33 / 51 65%	<u>31 / 51</u> <u>61%</u>	39 / 51 76%	<u>30 / 51</u> <u>59%</u>	

Appendix D – Data Extraction

Author & Date of Publication	Title	Publishing context (peer review journal thesis)	Geographical and Setting Context	Nature of Study / Methodology	Adult Participants & Student Population	Intervention Details (inc Length) & Links to Attachment Theory	Key Relevant Findings	Additional Notes
---	--------------	--	---	--	--	---	------------------------------	-----------------------------

Bhagvanji, K. (2020)	An Exploration of Designated Teachers' Work with CEYP: What constrains and enables attachment-aware practice?	Doctoral Thesis - ProQuest	UK, Nottingham university 'Wood County'	<p>*<u>1st part</u> - Documentary analysis of key statutory and policy documents relating to DT role.</p> <p>*<u>2nd part</u> - Small scale interviews, ranging from 54-90 mins long- all conducted at schools. Used Vignette to elicit views about their role and approach to supporting LAC students.</p>	Population = all schools in Local Authority invited 29 Participants = 7 x interviewees - all Designated Teachers, 1 x male, 6 x female, 5 x primary school & 2 x secondary 4 were SLT as well	<p><u>Training</u> Not specified</p> <p><u>Intervention</u> *Designated Teacher Role - Key adult responsible for implementing attachment aware principles to support CEYP students in schools. *Having a positive relationship with a key person in school = the Designated Teacher role- being that secure base. Being consistently available to LAC students when needed. *To help with emotional regulation. *Support, security,</p>	<p><u>1st part</u> *Policy gaps mean that Designated Teachers and schools are not held accountable for failing to carry out all aspects of the Designated Teachers role such as strategic, whole school attachment work- leaving a greater risk that it could be neglected or not prioritised.</p> <p><u>2nd part</u> <u>Attachment Related:</u> *3 Designated Teachers believed they were knowledgeable about attachment due to training they had had, but 4 Designated Teachers lacked this deeper understanding. *All 7 Designated Teachers used attachment aware principles in supporting the child in the vignettes. *Less knowledgeable Designated Teachers or those who did not</p>	<p>* Recruited from own Local Authority * Recruited Designated Teachers through headteachers- some concerns about whether that influenced likelihood of participation & answers given (Amber- is DT an intervention- could look very different in different schools)</p>
----------------------	---	----------------------------	---	---	---	---	--	--

reassurance and checking in on them- and to act as a secondary attachment figure.

identify as 'attachment aware leads' felt less influential in whole school context.
*The virtual school policy does give the Designated Teacher role an attachment- aware focus to their work, however the multiple and contradictory policies constrain the level of attachment-aware work they can do with CEYP students.

Emotional Support:

*Supporting students to talk about and regulate their emotions enabled them to deliver attachment aware practice.

*Designated Teachers had formed professional identities as 'emotion workers' because of the emotional support they felt was their personal responsibility to provide and was in part developed by personal

and relational factors.
*for 3 Designated Teachers this identity lead to tensions between their professional/ personal values and those values held by the school or those encouraged through policy. Including how staff viewed and dealt with CEYP's emotional dysregulation & their lack of understanding of the purpose and nature of the Designated Teachers role.
*The devaluation & marginalisation of supporting students manage their emotions within education, affected how well they were able to support CEYP students and educate other staff about attachment difficulties.
*Because the 'emotion worker' role- identification was not recognised by policy or within schools, many of

the Designated Teachers did not receive the emotional support they needed to manage the job's emotional impact.

Francis et al (2017)	Evaluating the outcomes of a school based Theraplay® project for CEYP	Journal- Educational Psychology in Practice	UK, Leicester City	<p>*Intervention study</p> <p>*Strengths and Difficulties Questionnaire ratings (teacher) - pre & post intervention completed by significant adult staff member - compared to standardised teacher scores and un-related T-Tests completed to analyse further (quantitative)</p> <p>*Semi-structured interviews with student's significant adult (qualitative).</p> <p>*Feedback from students - obtained using creative age-appropriate activities and solution focused techniques (qualitative).</p>	<p>Referrals for students made to the Virtual School- assigned to group or individual intervention - most complex got individual intervention with key adult and psychologist.</p> <p>20 student participants - all from primary schools. LAC. aged 5 -11</p> <p>55% girls & 45% boys</p> <p>70% in Key Stage 1 and 30% in Key Stage 2</p> <p>Number of adult participants not recorded.</p>	<p><u>Training</u></p> <p>The Theraplay® approach builds relationships, self-esteem, trust in others and joyful engagement. It is based on the natural patterns of healthy, playful interactions between an adult and child and is personalise for each child.</p> <p>Theraplay® interactions focus on four essential qualities found in adult-child relationships: Structure, Engagement, Nurture and Challenge.</p> <p>provides boundaries for the child to follow the adult's</p>	<p><u>Quantitative:</u></p> <p>*Strengths & Difficulties Questionnaires -17 out of 20 completed pre and post measures.</p> <p>*Non-significant results found - Overall stress scores slightly reduced.</p> <p>*Reduction in overall Strengths & Difficulties Questionnaires scores for group, but increase for individual.</p> <p>*Post intervention Strengths & Difficulties Questionnaires remained higher than norms- but slight reduction for behavioural, hyperactivity and peer relations sub-categories.</p> <p>*Pro-social showed slight improvement.</p> <p>*Emotional Difficulties scores remained the same.</p> <p>*Some significant gender differences- hyperactivity, conduct and pro-social behaviour pre and post intervention.</p>	<p>*Number of adult participants not indicated</p> <p>*Diverse sample 60% white, 20% Asian &20% Black/ African/ Caribbean/ Black British.</p> <p>*Good details about student population taken from e.g., number of care placements and statements.</p> <p>*3 schools did not complete post Strengths & Difficulties Questionnaires so only 17 in sample.</p> <p>*No power or effect size calculation data</p>
----------------------	---	---	--------------------	--	--	--	--	---

*Small number of semi-structured interviews with carers and social workers (qualitative).

lead and for the adult to support the child to regulate their feelings. Engagement builds shared enjoyment and connection with another person. Nurture enables the adults to build a secure base for the child to develop their trust and self-worth. Challenge supports the child to take age-appropriate risks which builds confidence and mastery.

Intervention
Theraplay - 30 mins weekly- varied in number & content depending on

Qualitative:

•Carers and school staff felt that the child's early life experiences and placement instabilities impacted on their child's learning and staff felt the work was constrained by limited time for sessions, support for teachers and the intervention not being embedded in the school.
•Significant adult staff members appreciated opportunities to build relationships with the child/children and felt the intervention had an individualised nature which matched the child/children's needs.
*Staff valued the additional consultation sessions and having protected time for their own well-being and learning.
*Staff noticed -Increase in positive relationships with peers and key

need. (Welcome song, check in, theraplay based activities - nurture, challenge and engagement, snack & goodbye song). Groups between 4-16 sessions and individuals between 12-18 sessions. Key adults also provided with consultation support- From 3-20 sessions.	adults. *Increase in engagement with education, in attendance, the children following adults' requests, and their attention and concentration. As well as Increases in confidence, self-esteem, positive behaviours, and enjoyment. <u>*Children reported</u> enjoying the group, making friends and feeling happy, some children shared the activities with their carers at home.
--	--

Gonshak (2011)	Analysis of trauma symptomology , trauma-informed care, and student-teacher relationships in a residential treatment centre for female adolescents	Doctoral Thesis - ProQuest	Kentucky, USA	<p>*Pilot study- quasi-experimental</p> <p>*4 time points. 2 x pre-test & 2 x post-test for student changes in trauma symptomology and perceptions of their student-teacher relationship.</p> <p>*Teacher rating of beliefs about trauma-informed care and measure of classroom behaviour - pre and post training.</p> <p>*4 Classroom observations- using Classroom Assessment Scoring System- the emotional support subscale only & behavioural</p>	Teachers and students - female adolescent students at residential treatment centre in Kentucky. Caring and adoption centre- all have 'severe emotional disabilities, most often caused by traumatic experiences of abuse and neglect' (school as well as caring centre). 92 students- from 11-18, average 16.2 years, and 7 teachers - aged from 28-61 all female.	<p><u>Training</u></p> <p>*A trauma-informed training intervention for teachers called Risking Connection- is a training curriculum for working specifically with survivors of childhood abuse that is different than the traditional treatment model used in most mental health settings. (Lasts for 5 months).</p> <p>*The three areas emphasized in the Risking Connection curriculum are: (1) an overarching theoretical framework to guide work with trauma and</p>	<p>*<u>Student pre-test post-test scores</u> of trauma symptomology & perceptions of their relationships with their teachers - paired-sample T-Tests showed no significant change in the two post-test scores.</p> <p>*Increased student trauma-related schemas- feeling uncomfortable with others in control - negatively impacted their perceived quality of student teacher relationships.</p> <p>*<u>Teacher ratings</u> analysed through descriptive statistics due to small sample size (6).</p> <p>* Teacher reported trauma-informed beliefs - were moderate before the training.</p> <p>*Teacher reported emotionally supportive behaviours - were at the</p>	<p>*Racially diverse sample of both students and teachers</p> <p>*2 self-report measures used for teachers ('Risking Connection Curriculum Assessment' and 'Trauma-Informed Care Belief Measure'- both developed by the company that created the training programme - neither have been reliability or validity tested.</p> <p>*It states that effect size calculations were completed- but gives no data. Effect size of</p>
----------------	--	----------------------------	---------------	---	--	--	--	---

<p>checklist for assessing implementation of Risking Connection training program. These scores were both simultaneously entered as predictor variables into a multiple regression equation where the dependent variable was student ratings of the student-teacher relationship.</p>	<p>abuse survivors; (2) specific intervention techniques to use with survivor clients; and (3) a focus on the needs of trauma workers as well as those of their clients. Attachment and trauma theories inform us that healing from abuse and neglect occurs within the context of a safe, consistent relationship. *The curriculum teaches how attachment plays both a psychological and physiological role in mental health by explaining that</p>	<p>high end of moderate before the training. *Teacher reported trauma-informed beliefs - post training - increased slightly (non-significant) *Teacher reported emotionally supportive behaviour - post training - decreased (non-significant)</p> <p><u>Overall results:</u> *Teachers who endorsed trauma-informed treatment beliefs appear to have more positive relationships with their students. The degree to which teachers believed in the effectiveness of Trauma-informed care for this population was a significant predictor of positive student perceptions of the student teacher relationship. *Training of teachers needed to be more time intensive, specifically related to the school</p>	<p>impact of training on teacher attitudes: "revealed very low effects indicating little, if any, meaningful change in scores." ?</p>
--	--	---	---

early attachment experiences shape how one views relationships, as well as the direct effect on one's ability to interpret and regulate emotions. The practical guidance provided by the Risking Connection curriculum begins with how to and why a treater must build a positive connection with the client. *identifies the four components of a growth-producing therapeutic relationship: Respect (validation), Information,	setting and have frequent booster sessions. *May require some months before impacts can be seen.
---	---

Connection, and
Hope.

*Also, the
curriculum trains
them how to
recognize and
respond to
dissociative
episodes and
flashbacks that
are common
for this
population, and
how to keep a
trauma
framework when
responding to
life-threatening
or other
dangerous
behaviours.

Intervention

To apply this
theory into
forming positive
and therapeutic
professional
relationships with
the students
which they teach
in small groups.

Kelly et al., (2020)	An attachment aware schools programme: A safe space, a nurturing learning community	Journal - Pastoral care in Education	Derbyshire Country Council, UK	Mixed methods evaluation - Pre and post questionnaires-measuring attachment awareness of staff. Also, face-to-face interviews- 6 months after programme completion.	17 x schools took part (5 secondary, 2 special, 1 Pupil Referral Unit, 2 Junior, 5 primary, 2 infant). LAC. Interviewer and 2 school staff per interview. Head teachers, teachers, Teaching Assistants and Support staff. 263 pre-Questionnaires and 154 post Questionnaires Rural and non-rural locations	<u>Training</u> *Knowledge of neuropsychology in child development like Fight Flight & Freeze response, toxic stress and trauma. *Understanding the role of adults in school as secondary attachment figures. *Year long programme and on-going network - training 2 staff one Senior Leadership Team member. *Taught-implications of attachment theory, behaviour and physical environment, understanding trauma and emotion coaching- with	<u>Questionnaires</u> 75% increase in average point score of Attachment Awareness as individuals 100% increase in average point score of knowledge and understanding of attachment theory 100% increase in average point score of training/ learning undertaken in understanding attachment. 133% increase in average point score of Attachment Awareness of their whole school community (necessary for sustainable change) <u>Interviews-</u> *Developing and re-evaluating policies and systems e.g. transition & exclusions policy *Safer and more nurturing environment- physical changes in and outside of school- quiet safe spaces, away from busyness, changes in	* Only the 1st year of data analysed *Not all results could be due to this programme as school development still ongoing in all areas. *No questions about how much impact schools saw due to Attachment Awareness Schools programme only. *No power or effect size calculation data
----------------------	---	--------------------------------------	--------------------------------	---	--	--	---	---

<p>materials for schools. Then action research-research associate, and bursary, support sessions and visits to schools.</p>	<p>sensory aspects - lighting, furnishings etc. *Staff development- key adult role is to be a familiar face, a good listener, helps the student feel valued & is available as difficult points of transition e.g., break-times.</p>
<p><u>Intervention -</u> *Universal approach to using emotion coaching when working with students. *Individual approach - the programme helped schools focus on the identification of keys adults-vulnerable students (including care-experienced can identify and name a safe adult, who becomes a</p>	<p>*Supporting student to de-escalate situations, avoid conflict, and co-regulate their emotions. *One to one well-being sessions. deliver across the week and taking a flexible in responsive approach. *Often having their key adult welcome them to school in the morning, to ensure they feel noticed, valued, have an opportunity to talk over any worries. *Forming an attachment within school and to help feel a sense of belonging. *Change/ expansion of Designated Teacher role *Supporting students to</p>

secondary attachment figures in school.	manager their own behaviour with greater effect- self regulate more. Positive relationships= greater confidence happier experiences, better relationships all round. *Strong and positive home-to-school link and better relationships with parents and carers, makes school feel safer and more permanent.
---	--

Kimes (2019)	Trauma informed interventions: Supporting foster youth through an on-site mentorship program in the secondary educational settings	Doctoral Thesis - ProQuest	California, USA	<p>Phenomenological study- development and implementation of Trauma-informed mentor intervention.</p> <p>*Interviews with former foster youth- the support they felt would have benefitted them in their academic and social emotional experiences.</p> <p>*Focus groups with staff mentors- interpreting Maslow's Hierarchy of Needs for foster youth in educational settings. Then Questionnaires about the training and experience-</p>	20 current/ former foster parents 67 non-mentor staff 18 mentors & 14 former foster youth. 1 school district- 5 x high schools and 3 x middle schools.	<p><u>Training</u> Training sessions developed and delivered by the district co-ordinator for foster youth. Children within the foster care system often have immature coping mechanisms and difficulty trusting adults, because those they relied on in the past have shattered their confidence. In addition, foster youth often feel significant guilt and blame in their removal from their families of origin, which negatively affects their abilities to connect with other adults. Therefore, can</p>	<p><u>Former foster youths:</u> *Younger former foster youths, reported that a safe member of staff who believed in them and noticed them on campus would have been important to them- linked to Sense of Belonging on Maslow's Hierarchy of Needs. *Former foster youths results demonstrated lack of connection to school & lack of awareness of resources available to them. *Former foster youths felt communication between stakeholders is key- trusted adult should be priority for new foster youths = safe knowledgeable support system and one that can help them access activities on campus to create a Sense of Belonging.</p> <p><u>Foster parents</u> *Former foster parents</p>	<p>*Interviews with foster youths are retrospective as well as well as foster carers perspectives *Impartial moderator facilitated the focus group- no bias *Range of participants 6 months - 4 years in program and both male and female. *Ethical decision to not include current foster youth *Researcher worked on campus and had pre-existing relationships with some participants. limited sample</p>
-----------------	--	----------------------------	-----------------	--	---	---	---	---

<p>was anything missed.</p> <p>*Surveys of current & former foster parents & previous staff mentors - evaluation of previous mentoring programme, how prepared their youth was for life post-school.</p>	<p>mistrust relationships and act destructively towards them. An understanding of these emotional responses serves as the bedrock of maintaining a commitment to a child who appears to reject adult supportive and compassion.</p>	<p>thought their foster youth had a trusted adult on campus- a formal mentorship programme would be helpful and would help bridge the gap in terms of their knowledge about resources.</p> <p>*Former foster parents - Had little knowledge about resources for post-school guidance - need specific training on this.</p> <p>*Some former foster parents felts staff being aware of foster youth was important, others felt the label was a hindrance.</p>	<p>only 1 school district</p>
	<p><u>Intervention</u></p> <p>All foster youths assigned an on-site trusted adult mentor & staff members assigned up to 5 foster youths to mentor. They provide significant support to meet the social-emotional and academic needs of the foster</p>	<p><u>Staff mentors</u></p> <p>*Current staff mentors very positive about the role- importance of meeting needs lower down on Maslow's Hierarchy of Needs, such as safety and Sense of Belonging through mentoring.</p> <p>*Current mentors</p>	

youths. No further details about what the mentoring involved.	strongly agreed their training helped them support foster youths, but wanted to see more whole staff training. *Trusted go-to person allows students to connect with someone. It creates a positive and supportive environment where they feel safe. *Staff mentors felt high risk of instability & disenfranchisement, where students do not feel part of their community and are likely to disengage from their education- sometimes the mentors influence is limited and unsuccessful. Increasing stability and timely communication between stakeholders is key- the mentors needed to seek opportunities to bring team together. *Some other staff were supportive, but others lacked empathy and understanding. A need for whole school training
---	---

and approach to
supporting students.

Author & Date of Publication	Title	Publishing context (peer review journal thesis)	Geographical and Setting Context	Nature of Study / Methodology	Adult Participants & Student Population	Intervention Details (inc Length) & Links to Attachment Theory	Key Relevant Findings	Additional Notes
Knight, J. (2015)	The experiences of primary-school teaching assistants working one-to-one with looked-after and adopted children who present with social, emotional, and behavioural difficulties: An exploration with the use of attachment theory	Doctoral Thesis - ProQuest	UK, Essex	Qualitative study - Semi structured interviews. Interpretative Phenomenological Analysis - exploring how teaching assistants make sense of their role and experiences in supporting CEYP who have social, emotional, and behavioural difficulties.	Adults - 6 Teaching Assistants in primary school, working in a one-to-one role working with target students for at least 10 hours a week, for at least 6 months. Students – either CEYP or children adopted from care - in mainstream primary school. All have social, emotional, and behavioural difficulties identified	Providing one-to-one support working with target student for at least 10 hours a week.	Role and relationships - centrality of relationship with target pupil - being an attachment figure and secure base. They also had a role in supporting learning progress and they recognised the need to balance the different elements of their role. Emotional experience- TAs felt tuned into the emotional experiences of the student they supported which enabled them to help with emotional regulation better. Also experiencing negative emotions (particularly anxiety) whilst carrying out the role - peer support was helpful in supporting this. Understanding and managing behaviour-	

Author & Date of Publication	Title	Publishing context (peer review journal thesis)	Geographical and Setting Context	Nature of Study / Methodology	Adult Participants & Student Population	Intervention Details (inc Length) & Links to Attachment Theory	Key Relevant Findings	Additional Notes
					through either the school's assessment or local authority's statement of Special Educational Needs.		understood the reason for pupils' dysregulated behaviour - background played a key role- this guided how they responded to pupils. Consistency of approach and reinforcing boundaries was important to help pupils feel safe and secure. Consistency between staff was also important. Team dynamics - relationships with colleagues- feeling valued and supported helped them carry out their role- supportive line managers and SENCos. The TA in relation to the team around the child- some felt their role was to manage behaviour- others felt that was for	

Author & Date of Publication	Title	Publishing context (peer review journal thesis)	Geographical and Setting Context	Nature of Study / Methodology	Adult Participants & Student Population	Intervention Details (inc Length) & Links to Attachment Theory	Key Relevant Findings	Additional Notes
								other staff to manage- depends how they viewed themselves in the school hierarchy.

Patel (2013)	Implementing change in practice following staff in-service training on attachment and resilience: An action research study.	Doctoral Thesis - ProQuest	UK, Exeter	<p>Action research- Mixed Methods</p> <p>Phase 1- Staff views of working in schools and their experiences of how training transfers to practice.</p> <p>Phase 2- The findings informed the second phase- staff supported to develop capacity, plan & implement actions to facilitate change. Case student approach for 2 schools.</p> <p>Staff perceptions of their transfer experiences of the Multi Agency Attachment and Resilience Group (MAARG) training - qualitative and quantitative.</p>	<p>Phase 1 - Questionnaire= 63 members of staff from 10 mainstream schools.</p> <p>Phase 2- focus group = 18 members of staff from 4 mainstream schools (group size 2-6)- infant, primary & secondary. All volunteered Headteachers & SENCos of all 61 schools which received the training contacted.</p> <p>Student population: 'vulnerable students' including those with attachment needs and</p>	<p><u>Training</u></p> <p>MAARG = Multi Agency Attachment and Resilience Group - delivered by EPs.</p> <p>*Raise awareness about attachment and resilience theories</p> <p>*Change staff attitudes about challenging behaviour and provide staff with alternative hypotheses for understanding behaviour.</p> <p>*Support staff to respond to vulnerable individual to help develop secure relationships.</p> <p><u>Intervention</u></p> <p>Staff to build trusting relationships and</p>	<p>*<u>Phase 1</u> - Questionnaire- *Some felt they struggled to remember and apply what they were taught to a variety of students. Others felt they were able to apply the principles to managing challenging behaviour displays.</p> <p>*It helped staff to have a greater awareness and understanding of factors influencing behaviour and the training reinforced previously held ideas and knowledge they had.</p> <p>*Overall staff rated low impact of training on their practice.</p> <p>*Staff mentioned the need to share good practice with other staff, and having discussion with other staff which now had a much deeper understanding of behaviour and making sure the staff community are prioritising these students.</p>	<p>*Of who agreed to participate- 3 schools did not return questionnaires & 7 members of staff did not attend focus group.</p> <p>*Questionnaire and Focus group schedule were piloted</p> <p>*No specific details about MAARG training- how long etc.</p> <p>*Eventual sample was small - cannot be generalised.</p> <p>*Participant variables could confound the response to transferring their learning e.g., motivation</p> <p>*Lack of</p>
--------------	---	----------------------------	------------	---	--	---	--	---

those who have been in care.	<p>provide emotional support for pupils. Supporting students to reflect on situations and feel supported. Using PLACE principles Focussed on vulnerable students Nurture group meeting each day to support and supporting in class</p>	<p>*Factors that supported implementation= good communication between staff, consistency of understanding and approach of staff, systems in place to remind staff of principles, whole school empathetic cultures which value genuine interaction with students. Other training and external professional support. Greater awareness of the needs of families and students. *Factors that act as barriers to implementation= limited formal opportunities to for staff to share info and develop practice with colleagues. Challenges with differentiating for student needs in classroom, and the perceptions of others. Forgetting the content of the training. Limited staffing capacity resources. Organisation of training was not</p>	<p>standardisation in how questionnaires were administered and collected *No power or effect size calculation data</p>
------------------------------	--	---	--

optimal.

Phase 2 - focus group-

*staff relied a lot on contextual knowledge and made only loose links to theory. In the group problem solving- few staff made specific links to theory and researcher knowledge learned in the MAARG training.

*School's perceived structure & process to be very suitable and applicable to their work- it helped them work more efficiently as it saved time and helped them have more focussed discussions.

*Having a coach to support them, opportunity to practice problem solving during 3 sessions significant in supporting staff to follow the process with fidelity.

*Helped to build capacity through peer support- sharing ideas and working collaboratively- some

reported it promoted their wellbeing and enabled them to feel more motivated & confident.

Rose et al., (2019)	Attachment Aware Schools: The impact of a targeted and collaborative intervention	Journal - Pastoral care in Education	UK,	Mixed Method research evaluation. Training phase and then action research approach- implementing & adapting Attachment Aware strategies and interventions. Tracking of selected 'at risk' case study students. Assessed using a variety of tools Including progress on academic measures, Strengths and Difficulties questionnaires rated by teachers, student sanctions and exclusion numbers. Staff exit	200 participants, recruited from 40 schools, in 2 Local Authorities. 107 x Teachers and support staff. Student population: 94 x case study children from 5 - 16 years old. Students are 'at risk', including those who are CEYP.	<u>Training</u> Attachment Aware Schools framework. *Promoting the importance of attachment, attunement & Trauma-informed practices along with strategies and interventions that support particularly vulnerable students. * Knowledge of attachment theory, trauma awareness, Emotion Coaching, neuroscience and Continued Professional Development. *Series of workshops outlining Attachment Aware Schools model-	<u>Strengths & Difficulties Questionnaire Score</u> *Using repeated measures T-Tests for average differences - Significant differences in average Strengths & Difficulties Questionnaire scores between time 1 and time 2. <u>Staff exit Questionnaires</u> *Overall - practitioners were positive - regarding the impact of adopting the Attachment Aware Schools framework and attachment-based strategies e.g., Emotion Coaching *From 107 staff- 72% indicated yes (25% somewhat) the training had a positive impact on their professional practice. *Free text response= whole school, consistent approach, consistent behaviour management- meets all students' needs, helps de-escalate	*Very all encompassing - but so many different factors /interventions, difficult to say what is more or less effective. *Got staff perceptions and measurable impacts for students *No control group *Lacked cross- cultural and socio- economic representation. *Did not control for Extraneous Variables or clearly identify directional variable influences. *No
------------------------	---	---	-----	--	--	---	---	--

questionnaires
with both
qualitative and
quantitative data

knowledge &
understanding of
maturational
neuroscientific
and physiological
processes,
attachment
theory, strategies
& interventions.
*Strong
partnerships and
collaborative
support.

Intervention
*Tracking of
selected 'at-risk'
individuals.
*Attachment
lead, key adults,
emotion
coaching,
transition
support, secure
bases,
supervision and
mindfulness.
*Whole school
use of Emotion
Coaching
*Targeted
interventions like

situation before occurs,
support emotional well-
being and learning, helps
to build strong trusting
relationships between
staff and students.
*74.33% yes (21.51%
somewhat) positive
impact on staff self-
regulation.
*Free text responses-
better able to cope &
more confident with
supporting students with
challenging behaviours,
increased understanding
& empathy, calmer & less
stressed.
*Increased feelings of
self-control of own
emotions and increased
level of confidence in
discussing students
wellbeing.
*Free text responses
included- Looked at
behaviour differently and
responded differently,
more empathetic rather
than dismissive.

Other positive pupil

independent
observations
were made-
some
subjective self-
report - social
desirability
bias.
*No power or
effect size
calculation
data

nurture groups, and Theraplay *1 year	<u>results</u> *significant difference in reading, writing, maths achievement - using chi square *Behavioural outcomes- exclusions, sanctions and overall difficulties rated by Strengths & Difficulties Questionnaires. *107 practitioners asked to indicate whether the training they had received had an impact on child behaviour - 66.93% = yes & 32.29% = somewhat. *Free text qualitative responses linked to pupils learning to self-regulate, problem solve, calm, understand emotions, improve behaviour, reduced behavioural incidents and helps them learn. *Significant decrease in exclusions in and outside of classroom and significant decrease in sanctions.
---	---

Underdown, (2016)	An exploration of secondary school staff's experiences acting as a key adult for CEYP	Doctoral Thesis - ProQuest	UK, Southampton	<p>Mixed methods- Quantitative- Survey - obtain data for sampling participants for next part. 'Who is providing the role of key adults for CEYP in secondary schools?'</p> <p>Qualitative - individuals lived experiences - semi-structured interviews. Lasted between 14 mins & 1 hour (average 40 mins).</p>	<p>*Quantitative Survey - researcher contacted 25 Designated Teachers across 17 mainstream secondary schools. 7 Designated Teachers completed the survey.</p> <p>*From this 17 individuals across 7 schools were identified as key adults for LAC students.</p> <p>*Qualitative Interviews- acting as key adults for minimum of 1 school term. *25 adults were invited, 18 declined. 7 agreed to participate-</p>	<p><u>Training</u> No training specified- all different</p> <p><u>Intervention</u> *Been acting as a key adult in school for at least 1 term *Key adult in school- role varies- secure base and forming attachments with key adult. Supporting in overcoming barriers and emotional support. *Relationship built on trust and respect *Based on needs of individual student - working in class, supporting with organisation, and checking-in. *Supporting</p>	<p><u>Quantitative Survey</u> *Lots of variety in terms of experience and role in school in terms of who are being 'key adults' in school.</p> <p><u>Qualitative interviews</u> 5 key (and inter-related) themes identified: *professional responsibilities - referred to key legislative guidance e.g., organising Personal Education Plan & review meetings. Collaborative and multi-agency working- foster carers, Social Workers quite frequently. Responsibilities to the CEYP e.g., gaining child views for meetings, academic & socio-emotional interventions and support, enacting positive change for them. Also being the 'go-to person' for that CEYP - safe base, always there for them (positive and negative) and sense of</p>	<p>*Recruited participants for interviews through maximum variation sampling = type of purposeful sampling- wide variation of dimensions of interest- wide variety of experiences. *Feels like very little attempt was made to really try and gather a generalisable sample- just using what was available to them. *interview schedule was piloted 3 times.</p>
-------------------	---	----------------------------	-----------------	--	---	--	--	--

<p>from different schools. - used snowball sampling.</p>	<p>other staff in deepening their understanding of LAC students and their needs.</p>	<p>trust and understanding. *Approach to the role - some flexibility based on needs to CEYP. e.g., supporting through year changes. Also adapting practice for individual child and their needs- influenced by knowledge and understanding. Advocate role for the CEYP - representing the voice of the child with other staff and professionals. Use of relationship to overcome CEYP related challenges. *Personal perspective - 1 ppt spoke about maintaining professional boundaries and did not seem to understand the impact on the CEYP's emotions. Relationship/ attachment to the CEYP - personal responsibility to be that positive emotional response. Also sometimes CEYP were having a negative impact on their own wellbeing. *Knowledge/</p>
--	--	--

understanding of CEYP - they had some knowledge of research and theory - but very little. Needing to take a holistic approach to understanding CEYP. Understanding about impact of Adverse Childhood Events- not within child focus, in-depth understanding of needs. CEYP felt stigma of label - acted as barrier to support

*The wider school context - they often had other roles and responsibilities which took time from CEYP. Knowledge of the budgets and finance available for supporting CEYP. Level of emotional support they received- varied greatly, mostly informal from colleagues was helpful. Some felt isolated. Some had a sense of power- and felt respect from other staff but 2 participants felt a

sense of powerlessness.
Lots experienced
professional challenges
like communication,
paperwork pressure, not
having enough time &
lack of admin support.

Webber, (2017)	A school's journey in creating a relational environment which supports attachment and emotional security	Journal - Emotional & Behavioural Difficulties	UK, South-East England	<p>*Case study method- multiple qualitative methods.</p> <p>*Phase 1- semi structured interviews with Head Teacher and SENCo</p> <p>*Phase 2- open-ended questionnaires with staff</p> <p>*Phase 3 - Focussed semi structured interviews with class teachers and teaching assistants</p>	<p>About one case-study student in primary school - in foster care- (academy around 450 students)</p> <p>*1 head teacher (m), 1 x SENCo & Designated Teacher (f), 3 class teachers (2 x f, 1 x m), 1 teaching assistant (f)</p>	<p><u>Training</u></p> <p>*Further reading for parents, education plans & profiles for adopted students</p> <p>*Parent training workshops</p> <p>*Private consultations from psychologist service</p> <p>No other training details specified</p> <p><u>Intervention</u></p> <p>*Using Pupil Premium funding for interventions</p> <p>*Individualised support and whole school 'PACE approach'.</p> <p>*Circle of friends intervention</p> <p>*2 x 2 hour weekly input with additional teacher</p> <p>*Meal time assistance</p> <p>*social stories</p>	<p><u>Selected case study student</u></p> <p>*Behaviour modification approaches for use with the student were not successful - just led to removal from classroom.</p> <p>*Establishing strong and stable connections with 1 / 2 key adults was a strategy which helped her feel more, safe, settled & less anxious, but more was needed.</p> <p>*One-to-One Teaching Assistant support (Pupil premium funded) effective- help to recognise & talk through feelings- focussed on her emotional needs and building attachments with key adults, over academic attainment.</p> <p>*The student also needed opportunities for physical contact (hugs) to help her manage her uncomfortable emotions.</p> <p><u>6 key components of whole school approach to</u></p>	<p>*Single case study- primary only</p> <p>*Not stated why school was chosen and if there were any biases</p> <p>*Interview schedules and survey not attached in appendix</p>
-------------------	--	--	------------------------	--	---	---	--	---

<p>*Emotional Literacy Support Assistant support</p> <p>*Develop close, nurturing individual relationships with the children and facilitate an emotionally safe and secure environment.</p>	<p><u>developing secure relationships were developed:</u></p> <p>*whole school approach of therapeutic PACE approach- heavy investment- nurturing and relational approach.</p> <p>*Communication between staff & transitions- connection with teacher- to be secure and safe base. Asking for advice & careful recruitment of new support staff.</p> <p>*Physical touch & regulating emotions- sensitive topic for schools- much debate- but essential for this students- having a cuddle helped form secure relationship.</p> <p>*Bespoke provision for each student- need a multitude of strategies & not a one size fits all- need holistic view academic and emotional.</p> <p>*Not shaming students - due to their sense of</p>
---	--

worthlessness -defiant or aggressive behaviours to gain control. Have therapeutic conversations with shame-reducing empathetic response -no reinforce feelings of worthlessness.
*Working with families and multi-agency- crucial - holistic support- greater understanding- staff training on impact of early experiences on attachment and shared approach to support.

Appendix E – Designated Mentor Intervention Details

The training began by introducing Mentors to attachment theory, how attachment-related needs can impact students and evidence-informed ways to support students. Information provided was based on traditional attachment theory (Bowlby, 1969; 1975; 1990) and attachment styles (Ainsworth et al., 1978). Also, they were introduced to The polyvagal theory (Porges, 2001) and Maslow's Hierarchy of Needs (1943). As well as 'The Window of Tolerance' (Seigel) and 'The Compass of Shame' (Nathanson). Likewise, the impact emotional dysregulation and trauma can have on executive functioning, the brain, and behaviour of students.

Tools such as ABCC (Antecedent, Behaviour, Consequence and Communicative function) charts to help interpret and better understand behaviour with regards to attachment-related needs were introduced. Alongside restorative approaches and trauma-informed approaches such as Dan Hughes' PLACE approach (Playfulness, Acceptance, Curiosity, Empathy and Love). Cairns' model of trauma-recovery was applied to the support they can offer their Mentees. Additionally, Mentors were shown the Pillars of Parenting checklist and the Lead EP demonstrated how it could be completed. In this way Mentors would be able to track the progress of their Mentees in a meaningful way.

A central part of the training was also to upskill Mentors, so they were able to be effective 'key adults' for children who have attachment-related needs. The training ran for the equivalent of four days followed up by half-termly supervision sessions facilitated by a senior EP. Line managers of the Mentors were required to attend the first two sessions to ensure they were aware of the commitment the intervention required. The role and expectations of the Mentor was clearly explained in the initial sessions. The training also introduced Mentors to active listening skills, which involves maintaining complete focus on conversations being had, attending to verbal and non-verbal signals and providing feedback to demonstrate your attention. As well as an introduction to therapeutic techniques including emotion coaching (adults to empathetically engage with student when they are in moments of heightened emotional arousal, help them feel safe, then discuss alternative emotional regulation strategies once students are calm) motivational interviewing (a counselling approach designed to support young people in finding their own motivation to make positive behaviour changes) and solution focussed coaching (which helps the coachees find their own solutions through structured questioning).

The training also introduced approaches, which focus on developing social and communication skills, like comic strip conversations. This approach uses simple drawings to represent conversations to enable young people to plan for future challenging situations or reflect on previous situations. Or using storyboarding to help graphic a students experience of a situation to enable deeper reflection and conversation. There was also the opportunity to share emotional

literacy and check-in resources such as 'The Bear Cards', 'Cards Against Anxiety' and 'Treasure Deck' cards. As well as introducing Mentors to using puppets or other objects to represent relationships within the students' lives and promote discussion around them (based on Personal Construct Psychology ideas). Mentors were also encouraged to search for and create their own resources which would be appropriate for their individual Mentees.

The intervention required Mentors to meet with their selected student Mentee every day for at least 15 minutes. The criteria for selected Mentees included any student who was care-experienced (any student who has been or is currently in care or from a looked-after background at any stage in their lives - no matter how short the time period. This includes adopted children foster children, those under special guardianship orders or who were previously looked-after). These students will all have experienced attachment disruption at some point in their lives and therefore may need support in learning to rebuild and trust in relationships.

These daily supportive sessions could be used to prepare students for the day (going through the timetable, identifying things they are looking forward to etc) or debriefing from the day (identifying things they did well and problem-solving difficulties). Students were encouraged to identify goals that could be worked on within sessions however, the sessions were predominantly child-led, and not to be focussed on adult set-goals. The aim of these sessions was to help develop the Mentors' position as a secure base for the student and to support the student in developing their emotional wellbeing, self-awareness and understanding of relationships.

Post training, all Mentors are offered half-termly virtual group-supervision sessions with the lead EP. In these two-hour long sessions, the EP encouraged Mentors to learn from their peers, whilst also supported their wellbeing and guiding their reflections and continued learning.

Appendix F – Focus Group Schedule

Focus Group Format and Script (schedule):

Thank you so much for participating in this focus group. The purpose of this study is to follow-up after the Designated Mentor training you participated in recently. Our interest is to better understand your experience of the training and whether your understanding, approach to and confidence in supporting students with attachment-related needs has changed. As well understanding a little more about any factors which enabled or interfered with your ability to implement the intervention within your schools.

Your input is extremely valuable, and we invite you to share your honest experiences of your learning journey. The results of this study will assist us in evaluating the effectiveness of the training as well as better understanding and improving the support we can all offer students with attachment-related needs in schools.

I hope these questions will stimulate discussion amongst you. I will not be contributing to the discussion, but I am here to moderate the session by keeping track of the time and ensuring that all of the areas we are interested in are discussed. You can ask me to repeat a question if you need to, but apart from that, I will contribute as little as possible.

I am also going to record the discussion (both through Teams and a voice-recorder as a back-up) so please speak as clearly as you can and remember that the audio recording will not pick up actions such as nodding in agreement. Please try to include everyone who wants to contribute in the discussion and try not to talk over each other as this will make deciphering the discussion later much more challenging.

As a reminder, please try to not use any pupil or school names, or identifying features (such as a child's rare medical condition for example) in order to preserve anonymity. If I notice any in the transcription I will seek to delete these as well. Also, to maintain confidentiality, it is important that we do not share specifics of this conversation with others. As much as we may reflect on the general themes, or our own learning experiences with others; we must not reveal any specific comments made by individuals.

This is a safe non-judgemental space where we can offer our honest reflections and experiences. we remind you to treat your colleagues with mutual respect by actively listening to each other and, be open to hearing each other's views and supporting each other during the discussion.

We truly appreciate you taking the time to share your experiences and impact from the training. This discussion is expected to take about 50 minutes of your time. Are we all happy for the recording and transcription to begin?

To begin with, could you each please just confirm which cohort you were part of- when did your training begin? Thank you.

Introductory Question:

- How did you decided to take part in the Designated Mentor training, how did you feel about participating in it?

Transition Question:

- What factors helped or hindered the implementation of the Designated Mentor intervention post-training?

Key Questions:

- Have you noticed any changes in your level of confidence in supporting students with attachment-related needs?
- To what extent has the Designated Mentor training impacted on your approach to supporting and interacting with students with attachment-related needs?
- To what extent has the Designated Mentor training enabled you to understand the social-emotional experience of students with attachment-related needs?
- Have you noticed any impacts of the Designated Mentor training, for the students you are Mentoring- for example in their relationships, attitudes towards learning or emotional regulation?

Ending Question

- Briefly reflecting on your whole Designated Mentor training journey, what key learning experience will you take forward with you into your future professional practice?
- Is there anything, which has not been discussed which you feel would be helpful to share with us?

Facilitating during the discussion:

The researcher will facilitate the discussion. The aim will be to ensure all participants are given an opportunity to share their views, whilst maintaining their right not to if they wish. If this has not occurred, the researcher will invite them using the prompts below. Once all participants have shared their views and the researcher feels there is data in response to each question, she will aim to move the discussion onto the next point, at an appropriate moment.

Prompts during the discussion may include:

Can you tell me a little more about that? Could you give me an example of that? Thank you for sharing your experience with us, did anyone else in the group experience similar... Thank you for your contribution, I wonder if anyone else would like to contribute? I am interested to hear what ___ thinks about this? I'm mindful of time and I am keen to hear your thoughts on the next question.

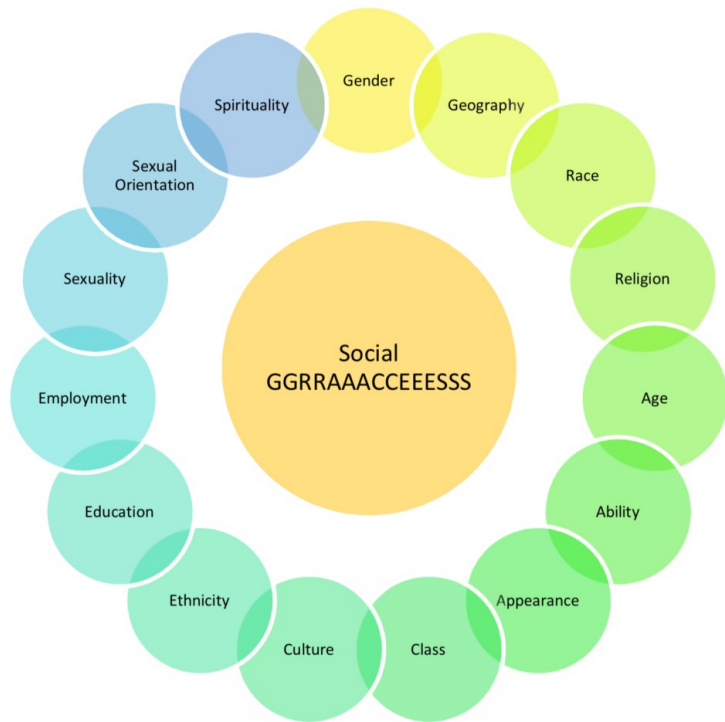
Appendix G – Sample of Reflective Log

Before beginning transcription - reflection on values and stance

- Reading chapter 8 in B&C – going to take a Big Q approach. Small q ‘assumptions and practices are at odds with qualitative research values’ p.239. Post positive-trying to minimise bias, using coding manual. Not for me. Accept that I am part of this analysis and will bring with it a unique interpretation. Having been part of the team that trained the Mentors and working with some of them as ELSAs as well – I know them well and will not be able to be an ‘outsider’. With Big Q approach, analysis is not a passive process ‘themes emerged’ but an active process of creating themes from data. Language should not be passive ‘pattern found’.

12.02.23

- Reflexive activity p.16 in B&C’s book.



G- Female
 G- South Coast UK
 R- White British
 R-none or Christian, but aware of many
 A-35
 A- Able- Neurodiverse, literacy diffs.
 A- Short
 C- Middle class
 C- white, hardworking,
 C- white, hardworking,

- Social privilege – cis-gender, heterosexual, middle class, rich (ish), white, Christian (technically), young (ish).
- Social marginality – female, neurodivergent, granddaughter of a migrant- surname.
- How they shape how I experience the world
 - A place that needs to be challenged
 - A place that I do not always trust
 - A place I feel I have to work hard in
 - A place I want to explore and learn more about
 - A place I want to belong to.
- How they shape my world view
 - feminism- slightly non-typical female, strong values, different goals or aims than some women.
 - Single and child free- can feel isolated / judged by others. My family is central.
 - Neurodivergent – always have to work twice as hard as everyone else to achieve the same aims it seems. Always support those who need it. Imposter syndrome- always feel I am not quite as good as others.

- Wealth – I am aware of the support and security I have always had and I am so grateful it. Determined to use what I have to better other's people's lives. Charity is important. Love to travel and continually learn- hope that it makes me more culturally competent.
- Daughter of Immigrant – aware of struggles, aware of where I come from.
- Education has taught me about many marginalised groups/ other religions- I am eager to learn, I want to be an advocate, but I recognise I am not always part of those groups which makes me feel uncomfortable, but I want to be accepting. Learning to continually reflect and re-evaluate my views. Aware of language and the power it can have.
- Employment – long and varied employment in education- have learnt from all of them- I bring that experience to what I do now. I remember the students and the stories. I want to make positive change now where I could not do then. Secondary schools often don't seem to be set up for success – behaviour seem to be in opposition to what we want for our students.
- Political and ideological commitments
 - Previously voted Conservative and Labour- not sure I want to vote- but aware of the sacrifices women made for my right to do so, therefore I will vote.
 - Wish people could work together as opposed to against each other.
 - Animal welfare- key importance and very emotive for me.
 - Organisations part of – BPS – a psychologist. Will be part of AEP... if I qualify.
 - Charities -animal rescues or sanctuaries, children's charities, Comic Relief and Children in Need. Shelter box. Oxfam. Smaller charities important too. Earth and nature charities like Greenpeace.
 - Activism, only through social media, not directly taken part, I fear any links to my profession. Have been part of letter sent to MPs about recent Trans legislation. I have learnt so much on this course. I greatly respect people I have met. I know course mates are passionate too, I like to be involved.
 - I don't feel 'typical' I have strong female role models and I have always been encouraged to reach for my dreams and decide for myself what I want out of life. I want everyone to have that choice and be respected for their differences.
- Knowledge, scholarship, and research practice
 - BSc dissertation- qualitative focus group. MSc dissertation child views – part quant part qual- misguided by an alluring idea.
 - Teaching A Level and GCSE psychology- all about the empirical method- evaluating all the time.
 - Great fear of maths and statistics, so favoured qual for this reason originally. But it makes much more sense to me. I am interested in people's views, and I want to share the child voice- this is especially powerful in creating change.
 - First thesis project, I wanted to show impact – quant- I got enthusiastic about thesis co-ordinator's enthusiasm. I believe in what we do, so I wanted to show the world it's impact. I also am more interested in outcomes for CYP than for the adults around them. Although I am on my journey in understanding that this is the majority of what EPs do and I can see how the impact trickles down through those adults who know them best.
 - Student – University of Southampton- never been to a Russel group uni before, very proud to be here and be part of an institution which creates change in the world.

- I don't believe there is an objective truth, nothing can even be 'proven'. I think asking people's views is important and it can capture the truth of their lives, but I also think people can sometimes not give the whole truth or their true feelings, due to social desirability bias. I do like to try and find the answer to why- although I recognise that there is always more than one possibility or view and I am beginning to learn that this is OK and being transparent about that is an important part of professional practice.
- Specific topic
 - Want to be an advocate for vulnerable groups. Want to show the hard work and importance of school staff and value the relationships they have with their students. I know that in my previous roles, the most I ever did, was just to be there for students and let them know I cared and that seemed to help.
 - That the relationship and the intervention is important and will have made a difference.
 - Privilege of being highly educated- might not set me alongside school staff likes TAs for example. But I work closely with them, and they have seen me in DM and ELSA training, hopefully building those relationships helps. I recognise the journeys both staff and students go on. I have seen what helps and the emotional impact of being in these relationships.
 - Insider and outsider researcher- as mentioned above, I have relationships with some of these participants. They know of my role and often work with people in my role. This helps with building rapport. EPs are trained in how to build rapport and I get lots of experience doing this too. I will be subjective (but that is OK) my questions and what I look for will be biased by when I have done previously and the knowledge about attachment aware practices. I will have an emotive connection to the data and the views that have been shared- during the focus groups there were some phrases which jumped out at me and made me feel emotional e.g., being their 'muma bear' to protect them and the most important thing for that child is just letting them know they are safe. They are also predominantly female (all females in final group) I feel that created more of a bond within the group and a similar nurturing approach- less ego or arrogance and more about care.

Transcription

13.02.23

- Further reflection on my impact on my research- My career pre-course has been very important to me. Being a teacher very much became part of my identity as well as my career. I am still on a journey of moving towards being an EP. I think I still feel like a member of school staff, which means a place myself alongside the mentors I interviewed.
- Completed going through transcription for focus group 1. I've noticed how many times the speech was interrupted by internet problems- making it inaudible- this is frustrating. It also interrupted the flow quite a bit, the mentors were a little hesitant as they spoke over each other a few times.
- I had reflected after this session with my supervisor that I added into the conversation too much myself- which I tried to change for the next session.

16.02.23

- Finished transcribing focus group 2. There is an implication for the training around ensuring there is support for specialist or infant level children. Making sure all recommendations are appropriate or can be differentiated or creating ways to share resources once they have been differentiated.
- There is an implication from the training around having a way for all staff to see the impact of the intervention from the beginning, so they will give it the time it needs and not pull mentors to do other things. I wonder if there could be some success stories shared, which can be shared with the staff team, or maybe a video filmed by mentors around what they do and the impact they have seen, which could be shared in staff briefings to help them understand.

17.02.23

- There is an implication from the training around having a refresher on certain topics. Maybe this could be done in a form of a video, on a Teams channel- short sharp videos on key aspects like the Pillars of Parenting checklist or some of the techniques that could be used.
- I have been asked by other Mentors to help them better understand the POP checklist, I wonder if coming back to that throughout the training might be useful and revisiting it, helping them to practice filling one version in with a case study maybe.
- I need to make sure I try to not focus solely on the implications of this intervention on a practical level. I need to focus on what the data is telling me.

19.02.23

- I have tried to not lead questions too much, I have tried to give them options or it may or may not be happening and some ppts have said for example they do not feel confident right now, so hopefully I have done a reasonable job of not leading people's answers too much. But I do recognise that in many of my questions I am pointing towards a certain view and I clearly express my views when I summarise answers sometimes. I did this to make them feel validated and listened too, and also I think it shows where I position myself with the school staff and not as an outside professional.

22.02.23

- Have uploaded to Nvivo and started to learn how to code using the software.
- First decision: where and how is meaning noticed- inductive (data-driven) or deductive (researcher/ theory driven). I want to aim for inductive approach to coding and analysis. B&C recommend the basic questions of, am I interested in things like the experiences, perspectives and meanings of participants. Also do I want to give them a voice? The answer is yes, so the aim would be to begin from a data-driven, inductive approach.
- However, following a 'purely inductive approach' is not possible if we accept the views of big Q qualitative research, because we need to accept that we bring perspectives and ideologies to the data analysis process. Meaning-making (as opposed to trust-seeking) and interpreting the data through coding is a subjective process, which we see as a strength. Through depth and rigor of analysis, where codes can evolve as the research develops better insight of the data, which is deemed good practise in reflexive TA- the analysis will be rich with meaning.
- In this way the designated mentors' experiences of their journey is through the training and implementing the intervention, is my starting point.
- Second decision: the level at which I will code: capture meaning from semantic (participants-driven, descriptive) to latent (researcher driven- conceptual). I will aim to stay at the semantic level = exploring meaning at the surface of the data. The codes will capture explicitly expressed meaning, and often stay quite close to

the overt meanings of the data. This fits my purpose because I want to know the experiences of mentor's journeys and the practical implications for future mentors and the CYP they support.

- I recognise that yet again (like inductive and deductive) latent and semantic are two ends of a continuum and that my project will likely have some elements of latent coding. I say this because I noticed that often mentors would say things like 'you know' instead of actually putting words to their sentiment. It might mean that I have to infer meaning behind the words they have given me on occasions.
- An example of my subjective interpretation – I have created a code called 'over and above the call of duty' data which has been assigned here includes instances of mentors giving up lunch breaks to watch films with students or continuing to support CYP after they have left school. I feel like as a school professional myself, I often went over and above for the students in my care, which may be why this code has resonated for me.

The screenshot displays a software interface for analyzing focus group transcripts. The main window shows a transcript with several lines of text highlighted in yellow. The text includes:

they're focused on more academic interventions, which is fine, that's their role. So, um I found those supervision sessions really enabling um, for me personally and barrier um this will be familiar ((laughs)) I'm sure as it's come up, um. Getting others to understand the importance of it. Um, you have to develop a bit of a thick skin (.) um, to, yeah, stick to it and say no, actually this is, this is really important and it's not going to work, if I'm letting this child down, that defeats the whole object. So it needs to be a set time and it needs to be stuck to regardless of (.) what piece of work needs, academic piece of work needs finishing.

Mentor 3: I agree with the barriers as same as [mentor 1] said. I had struggled as we said with, with that, with certain people. On the enabling side, our SENCo was the one who, (.) who wanted me to go on to it and so she's obviously enabled, gave me the time, and she can see the benefits and when you can see what (.) how much the students (.) trust you and then, will disclose to you about various things, that that's made a difference and I think they can all see that as well. So I think that's enabled a lot more. But I've obviously faced the barriers, like I said earlier.

Facilitator: Mm.

Mentor 2: I agree with supervision has been really useful as well because um like [mentor 1] was saying, you do you

On the right side, there is a 'CODE STRIPES' panel. It lists several codes with corresponding colored vertical bars indicating their presence in the text:

- Autonomy within mentor role
- Emotionally available adult
- Play
- Non-judgmental
- Practical learning within the training
- Conflict or hurt
- Previous training or knowledge
- Others understanding the importance of the intervention
- Learning through modelling
- Line managers support

The 'Coding Density' bar at the bottom of the panel shows the relative frequency of these codes in the text.

I went through the transcripts and any time I noticed a piece of information which was related to a research question I gave it a code label. In the section above, it identifies that Mentors were experiencing some form of 'conflict' within school which they needed to resist, that they wanted to increase 'other staff's understanding' and that this Mentor has a 'supportive line manager'.

24.02.23

- I have finished my first run-through with coding the transcripts. Now I am going to merge a few of my codes. I currently have 100. I realised that some are similar and this has meant I have coded some data to one code and other data to other codes, which really have the same meaning. Then I will try to go through and check my coding by using the coding stripes.

25.02.23

- I have combined a few codes that are similar e.g., excitement and wanting the intervention. 'Other staff not understanding' and the 'perception of mentor role'. Also changed several of the names of the codes to make them easier to find in the list. E.g., 'grown in confidence' to 'confidence grown and growing'.
- I'm noticing that even within some codes there are differences of opinions. For example, within the 'many roles or hats that mentors wear' code- some mentors have reported that being ELSA is helpful as it makes them more confident with the 121 situations and many of the skills and activities can be similar. However, there is also a feeling that the mentoring role is very, very different to ELSA because it is so child-led, and based in relationship building as opposed to targeted intervention. This can also be why it is difficult to measure progress with the mentoring intervention.
- It is taking me a long, long time to re-code everything, but I can see it's value. I can see when I add data to a code which hasn't been added before and that is happening quite often. So this second run through has been helpful and has further helped me to familiarise myself with the data.

Starting to develop themes

04.03.23

I moved my codes onto post-it notes so I can bring them together around central unifying concepts. I started by laying all the yellow ones out (code labels) and clustered similar ones together.

I went over a few times to see if they were similar or not. As I brought them together it felt like many of them made sequential links- whereby one code led to another – for example 'CYP triggers' leads to 'emotional or behavioural dysregulation' which led to 'shame'.

I then began to think about a central heading I could group these codes under- what was causing me to place them together on the table – pink post it notes – candidate themes)

Finally, I tried to see if there were sections or smaller groups within the big group, I could cluster the codes under (orange post it note – candidate sub-themes)



17.03.23

- Revisiting my development of themes. On reflection the candidate themes around improvements feels more like a topic summary than a theme. Also, the relationship/ intervention one I can't clearly define it's boundaries or central organising concept. I'm going to deconstruct the themes and try again.

25.03.23

- I am still trying to work out my epistemological position.
- I accept big Q and social constructivist ideologies in terms of valuing the interpretation and involvement of the researcher. I do not align with the ideals of trying to minimise bias and no wanting to accept the influence of the researcher on both the data that was gathered, as well as the subjective interpretation of that data. The choice of reflexive TA tends to lean more towards big Q. I can see my influence in the focus groups themselves, where I almost at times become a participant myself, my involvement and passion for this project and these CYP shines through.
- However, I also believe that the experiences that the participants gave are objective truths in themselves. They existed before I entered a Teams room with the participants. I am seeking the experiences journeys and knowledge of the participants. I may have influenced somewhat of what they chose to share with me or how they worded it, but those experiences were still real and separate from the research. For example, the observations of improvements CYPs made or the challenges with other members of staff mis-understanding their role.
- I will keep researching.

27.03.23

- *'Does this provisional theme capture something meaningful? Is it coherent, with a central idea that meshes the data and codes together? Does it have clear boundaries?'* – ask for each theme!
- CARE-EXPERIENCED KNOWLEDGE – **Meaningful** - Knowledge which is informing mentors approaches to supporting CYP better and helping to raise their confidence. **Central idea** – all knowledge that has been passed on or exists already. **Boundaries** – all thinking, not yet put into action.
- CENTRALITY OF THE MENTOR-MENTEE REALTIONSHIP - **Meaningful** – from this relationship all support and approaches can develop – without the relationship all the knowledge in the world would not help. **Central idea** – the characteristics of that relationship and how important it is. **Boundaries** – is it linked to the approaches they might take and informed by the knowledge they have gained, but it is the foundation step that must be taken to link the knowledge to the approaches.
- APPROACHES TO SUPPORT - **Meaningful** – Practical approached strategies etc, which worked for mentors and could be used by schools to provide support. **Central idea** – everything is an action or approach that was taken or used to support CYP. **Boundaries** – they are informed by knowledge and the conditions for their success are created by the relationship, but they are all practical approaches.
- FACTORS THAT HELP - **Meaningful** – helpful for both EP services and schools to see what conditions should be in place to make it successful. **Central idea** – all things which promoted the usefulness, or made the running easier or support given more effective. **Boundaries** – all supportive or helpful factors within person and outside of person.
- FACTORS THAT HINDER - **Meaningful** – helpful for both EP services and schools to see what can get in the way of providing effective support, including systemic changes. **Central idea** – anything which acted as a barrier to being able to run the intervention. **Boundaries** – all unhelpful.
- MEETING THE NEEDS - **Meaningful** – important outcomes for the CYP and the effect out intervention can have, helps to see usefulness and why schools should engage with intervention in the future. **Central idea** – impacts noticed for CYP and others in school. **Boundaries** – outcomes for CYP, informed by knowledge and supported by helpful factors in the context of a meaningful relationship.

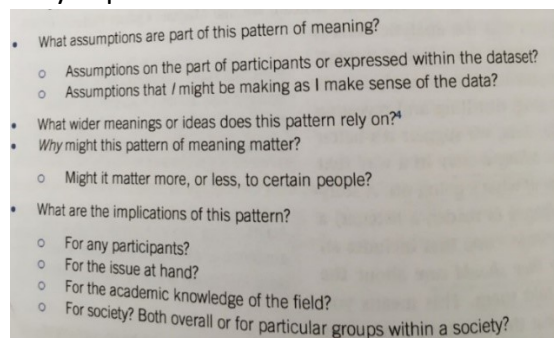
05.04.23

- I have finally got my head around the epistemology and ontology I am taking for my research.
 - I am taking an **experiential qualitative approach** – this is focussing on the experiences people have, what they think, do, feel and how they make sense of their own realities. Language is used as a tool to communicate meaning.
 - The theory of language I am accepting is **intentional language** – where it is used to convey the speaker's unique perspective, their own reality. Not a universal meaning. Mind-dependent truths.

- **My ontology is critical realist** – reality does exist separate to the researcher – but our experiences are mediated by our language and culture. Not multiple realities- one single- but we all have different perspectives of it. Can only access truth through the medium of people and their language. Researcher is part of the world.
 - Ontological realism = belief in independent reality
 - Epistemological relativism = all knowledge is partial, incomplete, interpretative.
 - Not a clear reflection of truth- but a mediated reflection of reality shaped by culture. Context and language.
 - Participants will bring a located, interpreted reality, which I then further interpret through TA. Through the lens of my cultural membership.
 - Goal is to create a coherent & compelling interpretation of data anchored by ppt accounts which are situated within their realities.

- **Epistemology is that of contextualism** – compatible Big Q research. Humans cannot be separated from their context and what gives meaning to their lives. Multiple accounts of one reality are possible. Some more valuable or useful. Knowledge is evaluated in terms of utility rather than accuracy. Knowledge cannot be separated from the knower. The researcher’s values and practices shape the knowledge they produce. Researcher and participants co-create meaning. Reflexivity of researcher is important, in order to consider the role they have in shaping meaning and making that visible for the readers. Results will be dependent on context and the interpretative engagement of the researcher. Analysis grounded in participants accounts. Also known as weak constructionism = fits with critical realism.
- In terms of interpretation = making sense of what things are, what they mean and why that matters. The interpretation will be based on our lens which is why reflexivity is important. It also needs to be focussed on and guided by the research questions too. It will be based on previous experience and knowledge of theory and context. It needs to be defensible- theory and context helps to build defensibility.
 - I need to locate within the wider context. I could consider the political structure of the school and the mentor’s position within them.
 - Historical aspects in terms of how the view of behaviour is moving away from a behaviourist perspective and towards more trauma informed approaches- but policy has not caught up yet.
 - Material aspects in terms of the current pressures and stresses within schools.
 - Policy aspects like the virtual school, designated teacher role and focus on LAC.
- In terms of ethical considerations whilst doing my interpreting – I do consider myself more of an ‘insider’ than an ‘outsider’ within this group and it is important to be aware of this. When writing the results - I should portray a positive view of the mentors – as there are only a few practicing

Mentors in the LA I want schools to understand the challenges they face, without feeling othered. So, I must be careful when I discuss the conflict they experience in school



- **CARE-EXPERIENCED KNOWLEDGE**

– assumptions that mentors understood and could remember new knowledge. That the knowledge that was provided in the training was applicable to the students they worked with. That the theories that were developed largely by white, westernised scientist would be applicable to all care-experienced CYP. Understanding of the term LAC and that mentors would have knowledge of/ experience of ‘LAC’ CYP. That all care-experienced CYP can be understood via a similar knowledge and that they are similar in nature- that there is a shared understanding around the term ‘LAC’. That there may be assumption made that ‘LAC’ CYP would have certain behavioural traits, potentially negative ones.

Implications – that both contextualised learning through experience and psychological theory about attachment and trauma are useful when supporting care-experienced CYP. Greater understanding of care-experienced CYP is important in creating the best environment and providing the best support for CYP.

- **CENTRALITY OF THE MENTOR-MENTEE RELATIONSHIP**

– assumptions that the CYP wanted to build a relationship with the mentor. That the mentor wanted to build a relationship with the CYP. That the mentor was good at building relationships and had no attachment issues of their own that they were carrying out the intervention with fidelity.

– Implications schools need to understand the centrality and vital importance of relationship building for all CYPs, but especially care-experienced. Academic- what are the key characteristics of that relationship which are so important and valuable. How do they help?

- **THE APPROACH TO THE SUPPORT PROVIDED BY MENTORS**

– assumptions that the approach they took was found to be helpful and knowledge informed. That they all took a similar approach. That there would be no cultural differences. They were all able to provide support to CYP. That the relationship was built in order to provide support. That's the mentors worked hard to provide the best support they could.

– implications could be considering the importance of child-led interventions within other interventions e.g., ELSA. Schools recognising this therapeutic support as a key step in care-experience CYP being able to make progress.

- FACTORS THAT HELP THE RUNNING OF THE INTERVENTION

– assumptions that mentors were not SLT or held positions on seniority within the school. That the intervention was run successfully. That all mentors would come across some helpful factors. Other staff would be aware of their intervention. That all CYP would respond well to the intervention. That school staff and mentors wanted the intervention to be successful.

– implications – these helpful factors should be considered for all social-emotional interventions. SLT need to be fully onboard and understand the conditions they are responsible for providing to help CYP make progress. SLT need to recognise the power they have in CYPs outcomes. EPs need to target SLT more.

- FACTORS THAT HINDER THE RUNNING OF THE INTERVENTION

– assumptions that all schools would have similar pressures and barriers to overcome. That all mentors would come across some hinderance factors. That conflict between staff was a hinderance as opposed to an opportunity for growth.

– implications are that hinderance factors should be reduced wherever possible. That whole staff training and understanding is helpful in reducing barriers. Supervision is helpful in developing the confidence of mentors and supporting them. Is this why ELSA is successful. Refreshers of all training is important, even when staff carry out interventions on a daily basis.

- MEETING THE NEEDS OF CYP

– That this intervention did meet the needs of CYP and that improvement would have been seen. That all CYP had similar needs. that mentors believed in the intervention. That mentors carried out the intervention with fidelity. I did not ask about any negative outcomes of the intervention such as time lost learning in class or social times such as tutor.

– This intervention can support care-experienced CYP make progress. Schools are held to account over ‘LAC’ outcomes, should this intervention be widely provided. Do we need to create centralised components of the intervention so it could be replicated in other LAs with similar effects. Do we have appropriate tools to measure progress and are these valued by those to seek to measure CYP outcomes?

Writing up the results

11.04.23

- Today and yesterday, I have been working on my results section. I have decided to complete it in layers. My first layer is using the code labels to ‘tell the story’ of my data and get to grips with the narrative of my findings. Secondly, I will work in the quotes themselves as evidence, altering the narrative where necessary. Finally, after completing the introduction research, I will add research to the points to discuss and interpret the data in light of that research.
- There are so many quotes about the relationship with their mentee, the more I write about the data I feel like things it the theme from which all other themes hang or are impacted by.

17.04.23

- I’m noticing that the orthographic punctuation sometimes looks strange within the quotes. The flow does not quite make sense. I am not going to change it as I want to stay true to how the Mentors shared their views.

12.05.23

- Going through my results section trying to cut it down as the whole paper is about 5000 over word count.
- I shared my results section with my sister, and we went through it together. I talked through the results and justified why I had quotes and discussion around them. This was a really helpful process because not only did I realised that some things I was relying on my knowledge of their importance, which I had not made it explicitly clear in the paper. It also helped me see that some of the quotes I was keeping in for example about mentioning that the Mentees had good class teachers, I really didn’t need to quote to add anything to that point.
- Going through it again, we looked at the enablers and barriers themes- there seemed to be a reflection of the sub-themes – support from colleagues and conflict from colleagues. Therefore, I went through and chose the sub theme with the most poignant quotes to include.

Appendix H – Example Quotes for Each Code

Theme title	Sub theme title	Codes included within theme	Quotes
<u>Knowledge</u>	LAC characteristics and experiences	CEYP Specific.	<p>So, I felt that, it would be, just useful to general practise, but obviously focusing in on on the, looked after children</p> <p>We only have a couple of looked after children here,</p> <p>I I was just going to say about the um, that the impact um, on children who, um have suffered those abandonment and, and all the the other things that come from, being a child who ends up in care. Um, I think is, is <u>far</u> bigger than, than perhaps um it's given credit for in this, in the school system. Um I think there can be this 'oh, they're in a safe place', now, um, and, forgetting that actually it impacts every, single part of their life. Um, you know, even something as simple as being in the dinner hall and being triggered, triggered by a smell and, um, and I think there isn't enough (.) credence given to children who actually, manage to function through all of that, um, so yes, I would say that, the impact on children is <u>far</u> bigger than I realised.</p> <p>another child, looked after children <u>needed</u> something, and so it was put to me that I do that and I was very pleased to do that. I already had a relationship with this child,</p> <p>Um, so we have one looked after child, um</p> <p>but it came up because we had a <u>specific</u> student, um, that was felt would benefit from the kind of one to one um (.) kind of targeted approach, um for <u>him</u>. So yeah, it came up through, through specific child having two new looked after children in reception this year. Um who are twins, so having done the training, I've automatically now, got, you know, trebled my numbers ((laughs)). Um, which is the. (.) was a bit alarming, but, um, it's going OK.</p> <p>having er (.) the care of and looking after looked after children at that is new to me. Um. And understanding some of the, you know the the vulnerabilities that come with that. Um. That uh and and also (sigh) maybe hadn't realised, but, because they're all long term, fostered or adopted. Um. (.) And they're they're quite settled, I thought mayb-, I don't think I'd realised that, that trauma that lasts from,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>(.) those early days, you know, there are only four, as I said, that some of the children look after, and you kind of assumed (.) I don't know, I, it's always dangerous to assume, isn't it? I'd assumed that there would be too young to have picked up on that trauma, but actually that, you know, the more I explore that with them and with their families. Um, you know, that that isn't true, and that's, um you know, there's some, (.) deeply embedded uh attachment issues, which you can't really. Er, which, if I think about too much, frightens me a little bit, ((laughs)) so I try not to think about it too much. Um, so that is a new thing for me, looked after children.</p> <p>I think I like, looked after children. Is is not some, is not something I've ever, you know, experienced before</p> <p>I mean, we've got a child, is adopted and then at the time when we had someone else so it was something that's kind of really opened my eyes into that, kind of world that I didn't really, I had never really experienced before, um, it's something I'd love to know more about to be honest with you for me, the training came at a great time, I've always worked within well-being, within the school. It always, you know, for a long time and my degree in psychology, so it's sort of always been my <u>world</u>, but actually I started my role, which is actually <u>just</u> for looked after children, so we're quite a special position in the school, that <u>is</u> my job, so the training came in <u>amazing</u> time, because I was straight into the role, new to me, straight into that training, and a lot of it I did know, but a lot of it I very much didn't and and it was fascinating and interesting,</p> <p>It it was useful as well because it (.) I've had a better understanding of, um how, err looked after children's past, could affect their future, even if, they aren't aware of it. Um, we had a, an incident where um, one of the boys I was mentoring, something had triggered a response that he doesn't remember, and he had a full (.) like, not quite like a breakdown, he just threw himself on the floor and completely shut down.</p> <p>Well they've missed out on <u>play</u>, a lot of the ones we working with, they missed out on those early experiences actually, having an opportunity where they can do that, especially for <u>secondary</u>, where it's not, It's not a, it's not a thing, it's encouraged and it's <u>normal</u> and it's <u>nice</u>, just being able to play, so joyful</p> <p>it's having that <u>understanding</u>, that, children have missed those play opportunities, they haven't had those opportunities. And I, and I think that, probably for <u>me</u> is <u>massive</u> having that understanding of those, really early attachment issues, those really early kind of, um, what, you know, what children have</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>missed out on, because I think so often, you know, the, the child that we have is, is happily adopted, he seems quite settled well, <u>actually</u>, is he? Like, and, I think having that understanding of (.) of er, the attachment needs and that trauma, I think really helped, me kind, of to be able to unpick things a bit better,</p> <p>but I think for me, having that understanding, of those attachment needs and um I think it was really kind of <u>powerful</u> for me to be able to kind of say, oh, actually, this is why (.) you know, we see this or this is why and then, you know, hopefully, in time I can kind of get that across the school, but that's a long, <u>that's</u> a long term project, um but um, yeah that that really like deeper understanding of, of, you know, attachment needs within looked after children or adopted children, was really yeah, really powerful for me</p> <p>it was like the first day of my, in the new role as and pastoral support worker and somebody else was booked onto the course because we had we were having two look after children coming, and they decided it would make more sense for me to do it, so, I will admit my first thing, was really <u>daunted</u>, because that was a, was a <u>new</u> role anyway for me, having been a TA before,</p> <p>I stopped mine after a while because, um, because the child I was working with had, actually had very secure attachments with foster carers in the end, so, we, so, but I have continued to just once a week, so it's not really part, quite the same as the mentoring, but we had to, we did do that very intense stuff so that he was familiar with me.</p> <p>Because all these pupils that we work with are, you know, they haven't had that, that's what they've missed, isn't it? And they, you know, they're probably not getting it now, so.</p> <p>I don't <u>really</u> know, I've never been in care myself, um, I don't really. Um (.) I, we have, one child, ((inaudible)) special guardianship, but other than that, I I wasn't really aware of (.) um, the dynamics really of a child that was in care, so, yeah, so I did not realise there was such a big <u>umbrella</u>, of children, and their different concerns, but I was very excited, and it was a real <u>eye</u> opener as well.</p>
		It is a long journey when you support LAC CYP.	<p>um the success story I was talking about earlier, you know, we had a <u>real</u>, ((laughs)) real journey with him I think perhaps I'm in a bit of a unique position here because actually I mentored a child for about three years, we've finished now</p> <p>it will get there, it's almost like, you will plant the seed, and you will, you probably won't see the, the outcome of that for a <u>while</u>, but it, you will certainly at one point, the fruit will kind of, come,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			I mean, I've worked with him a <u>long</u> time,
		The challenges CYPs have with relationships.	He didn't <u>know</u> how relationships, not healthy ones, he didn't know, how healthy relationships worked. Um, so, for him everything was very risky, and so wasn't worth the risk of having a friendship, I think as so many of these children, they're given an allotted time with um, a counsellor and allotted time with the social worker and then that's it. Like you've had your, thirty minutes done, next person, so they're <u>used</u> to actually <u>feeling</u> that, you know, after thirty minutes, I don't count
		The relationships care-experienced CYPs have with non-school-staff professionals.	I think as so many of these children, they're given an allotted time with um, a counsellor and allotted time with the social worker and then that's it. Like you've had your, thirty minutes done, next person, so they're <u>used</u> to actually <u>feeling</u> that, you know, after thirty minutes, I don't count
	Psychology informed knowledge & applications	Psychological, attachment & trauma-informed theory & knowledge.	<p>For me personally, I would say <u>hugely</u>, um, all this stuff about the amygdala and the brain and and the attachment. I, I, you know, I read a bit about attachment and I kind of thought I knew a bit about attachment from things I'd read, but um, that was really ((inaudible)) to the workplace, it's not just miss [mentor 1] with her fluffy ideas, um, there's actual science behind it ((laughs)) and also understanding, the actual physical effect for the child on their brain.</p> <p>for the hundredth time that day is swearing at you, if you, kind of know the reason behind it and you think, oh, actually this is just a stage of the brain, you know, the brain has been affected in this way because, of what they've experienced,</p> <p>and there's where the attachment and and everything like you say with being able to do a bit more <u>scientifically</u>, rather than like you say being fluffy, they do tend to respond <u>better</u> from that point of view, so I think it's been brilliant.</p> <p>especially with the with the fight, flight and freeze.</p> <p>I think attachment, the, attachment, definitely definitely definitely considering that, definitely. That's that's an amazing thing to consider.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>it has to work for the kids that we've got, um, you know, a lot of have the same attachment <u>issues</u> as their, sort of mainstream peers, <u>but</u> it presents very differently, and we have to kind of (.) yeah, work around that.</p> <p>also (sigh) maybe hadn't realised, but, because they're all long term, fostered or adopted. Um. (.) And they're they're quite settled, I thought mayb-, I don't think I'd realised that, that trauma that lasts from, (.) those early days, you know, there are only four, as I said, that some of the children look after, and you kind of assumed (.) I don't know, I, it's always dangerous to assume, isn't it? I'd assumed that there would be too young to have picked up on that trauma, but actually that, you know, the more I explore that with them and with their families. Um, you know, that that isn't true, and that's, um you know, there's some, (.) deeply embedded uh attachment issues, which you can't really. Er, which, if I think about too much, frightens me a little bit, ((laughs)) so I try not to think about it too much.</p> <p>children do remember, do you have things in their subconscious and in their memory that, you know aren't, (.) they don't remember, you know, children don't remember until a certain age do they, then I think. I think more people need to have that, just basic awareness of that kind of thing to go well, he's not, you know, he's not a <u>naughty</u> child or he's not misbehaving. <u>No</u>, this is a real, embedded, deep thing for him, um and I think that's, I think a lot of children are misunderstood in that sense, if you haven't had the awareness in the training and the (.) you know, stuff that we have to understand that that <u>is</u>, you know, that's what's going on, It's not a, or, like 'it came out of nowhere', nothing comes out of nowhere. OK, I'll say nothing. It's <u>very rare</u> that something comes out of nowhere, behaviour wise. Um, it just might take some unpicking</p> <p>you're absolutely right, when we're talking about children who have attachment issues, it's not appropriate for them to have an attachment to one person. But <u>yet</u>, most schools only have one or two people that are mentors,</p> <p>it's having that <u>understanding</u>, that, children have missed those play opportunities, they haven't had those opportunities. And I, and I think that, probably for <u>me</u> is <u>massive</u> having that understanding of those, really early attachment issues, those really early kind of, um, what, you know, what children have missed out on, because I think so often, you know, the, the child that we have is, is happily adopted, he seems quite settled well, <u>actually</u>, is he? Like, and, I think having that understanding of (.) of er, the attachment needs and that trauma, I think really helped, me kind, of to be able to unpick things a bit better,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>but I think for me, having that understanding, of those attachment needs and um I think it was really kind of <u>powerful</u> for me to be able to kind of say, oh, actually, this is why (.) you know, we see this or this is why and then, you know, hopefully, in time I can kind of get that across the school, but that's a long, <u>that's</u> a long term project, um but um, yeah that that really like deeper understanding of, of, you know, attachment needs within looked after children or adopted children, was really yeah, really powerful for me</p> <p>I think it's also helped me to understand children with attachment needs more for like, for example, when you said um, it was mentioned that, they shouldn't really have internal external exclusions because that could affect the way that they see things, and before that I didn't really realise that like, well, that needs to be like a, because they what they've done needs a the correct (.) I don't like using the word punishment, but. [Facilitator: Mm]. They need better <u>consequence</u>. That's the word, yeah. Um, but actually now looking at it, it's like, well actually that child needs to be <u>in</u> the classroom because that's what's gonna benefit them <u>more</u>, than being outside of the class.</p> <p>but since doing this course, I've understood it <u>more</u>, because you can kind of see the bigger picture and um, thinking about the diagram, I can't remember what it's called, but it's like if a child (.) doesn't have strong emotional and social skills, they can't then focus on their work, and they can't focus on, what the adults saying, and sometimes they might not even focus on, any of it [Facilitator: Mmh] because they're just not in that right frame of mind, and that was really useful to be like ohh, actually, it's <u>OK</u> at that moment if that child, isn't taking on all of their learning, because they're still learning to, trust the adults around them, to be able to get them to the point that they feel like they <u>can</u>, do their work before the, training, I just thought there's one type of attachment, really, I, I, I'd read <u>lots</u> about attachment before, but never really (.) no, I didn't realise there was so many different types of attachment, does that make sense? Um and so when (.) you know, you know, I now know that just because , one, child, shows attachment issues with, um just crying continually coz they've left mummy, you know there could be, other behaviours to look for, that would <u>also</u> signify that that child maybe has some attachment difficulties, um and then hone in on and I think it made me more observant, should I say, into attachment, rather than, like I said before really, that, you know, a, behaviour is showing a communication, but, your looking for those little signs, that aren't always just right in front of you, like screaming and crying and not wanting to leave an adult, that you think they trust so much, um, or crying out for an adult that is, is not in their life anymore, you just, it's looking for those other cues, that, child</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>that's withdrawn in the corner, um, that doesn't want to have any, any attachment with anybody, and you think, ooh, OK, that's different what I've seen before, so yeah, making me more observant definitely, of people's behaviour, <u>children's</u> should I say.</p> <p>I think it was mainly the <u>science</u> behind it, you don't realise that sometimes there's science behind these, um behaviours, or symptomatic behaviours that, are causing that, that breakdown sometimes and, um, (.) when you put that, you're like, '<u>ohhh</u> my gosh <u>really</u>, is <u>that</u> what the brain does when you're, traumatized, or when, a child reacts or behaves a certain way', because sometimes you have to put a name to it, it's right to say, the behaviour is <u>erratic</u>, or it's <u>volatile</u>, whatever, but <u>actually</u>, no, no, no, let's, let's take a step <u>back</u>, and I think and and look at what's happening here. Um, for me, that was, to take that away, and it's that's helped me with quite, some, some of our, maybe more challenging children (.) um, in any circumstance and it's like, OK, now she's, he or she's at crisis point, we need to, you know, <u>listen</u>, listen to what they're trying to communicate, and, like I said before, I didn't really realise that before, I just would name, the hitting, the kicking, the everything else, but <u>not</u> what they were actually, trying to communicate over. [Facilitator: Mm] and, that's what I take from that, and, and that's helped me then with the ELSA um, and trauma informed schools, I, you know, I've taken all that from the designated mentor and it give me a real foundation, of like, 'oh, I, I'm getting this, I'm understanding this more and more and using it all the time in different circumstances'.</p> <p>the care of and looking after looked after children at that is new to me. Um. And understanding some of the, you know the the vulnerabilities that come with that. Um. That uh and and also (sigh) maybe hadn't realised, but, because they're all long term, fostered or adopted. Um. (.) And they're they're quite settled, I thought mayb-, I don't think I'd realised that, that trauma that lasts from, (.) those early days, you know, there are only four, as I said, that some of the children look after, and you kind of assumed (.) I don't know, I, it's always dangerous to assume, isn't it? I'd assumed that there would be too young to have picked up on that trauma, but actually that, you know, the more I explore that with them and with their families. Um, you know, that that isn't true, and that's, um you know, there's some, (.) deeply embedded uh attachment issues, which you can't really. Er, which, if I think about too much, frightens me a little bit, ((laughs)) so I try not to think about it too much. Um, so that is a new thing for me, looked after children. some of the stuff [supervisor] showed us in the training of the, you know, the brains of children that have been you know, traumatised, and, I think, I think we underestimate, or I certainly underestimated, because the children I work with have additional <u>needs</u>, ((inaudible)) they won't have picked up on that</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>kind of stuff, yeah, potentially they <u>have</u>. And um, I think that's. You know, really scary and really, you know, hard to think that these children have been through , not even the <u>mentor</u> training, but just some form of. Um (.) kind of adoption, looked after child training to actually for them, I don't think a lot of people that work in schools <u>truly</u> understand, the embedded psychological impact. <u>Even</u> if there hasn't been any trauma, even if it's, you know, been a relatively smooth, you know process</p> <p>obviously the more we know about kids that have gone through trauma, then the more we, the more we know, about the, you know, the best ways we can assist them, and I think it's, eh anything that we're doing like that well and we'll increase our knowledge, and our skill then.</p>
		Understanding and empathising with CYPS and their behaviour.	<p>Um, then makes it it's it's much <u>easier</u>, to be empathic with a child who's, just thrown something at you or ((laughs)) you know, for the hundredth time that day is swearing at you, if you, kind of know the reason behind it and you think, oh, actually this is just a stage of the brain, you know, the brain has been affected in this way because, of what they've experienced, so that for me was really interesting, <u>really</u>, really interesting, and as I say, empowering as well.</p> <p>Um, but I think in a way, knowing that <u>I'm</u> like that about some thing,s helps me to understand the students as well, so if they start to get <u>angry</u> and they're and they're kind of (.) kicking off or playing up, then I know that's how I feel, if you put me in an epi-pen training session, I'm feeling that inside, but in a really different way and, I'm just concentrating on staying on my seat and not ending up on the floor. someone who might also be having those kind of reactions and, and they are, you know, real reactions and things that you can't do anything about. I can't make myself no matter how much I've tried watching <i>Operation Ouch</i> and things like I can't make myself less squeamish. It's just <u>not</u> happening. Um, and I know that some of my students are really going to struggle, not feeling like they need to get up and walk out of the building or out of the room if it's too much for them because, that's, that's the the point that they're at. And so, I think it's really helpful to work with, all young people, and then understanding that, this isn't it's, it's not a <u>choice</u>, they're not <u>choosing</u> to behave in that way, it's, they, <u>just</u> really really can't help it and then helping them to come around, with, with strategies that are going to help them to deal with that. So how can we how can we <u>express</u>, that? That's how I'm feeling. ((inaudible)) I still can't quite do it myself ((laughs)). But, I think it's something that that we need to, work really hard with them and I think it's probably made me <u>even</u> more aware than I was before, and to bring up more strategies. Um and I work really hard now to get students, <u>out</u> before they get to that point, um, by looking at the real</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>really, really subtle little changes. and then spread that across to the staff in my team as well, that this is, that the, these children are all <u>individual</u> and there's lots of <u>different</u>, trigger points for them, and we need to look for those and we need to give them the out. So that they're not getting to that point where they or all they can concentrate on is staying on their seat or whatever, but but they they feel more rounded and happy.</p> <p>almost going through at the same time as learning about it, and I think it's just yeah, <u>definitely</u>, definitely made me more in tune with some of my students.</p> <p>I guess for, some staff as well, I think it's really good just to help to understand everybody and and, um kind of like everyone's, starting point and and where they're at, and as adults we're normally better at explaining ((inaudible)) stuck in traffic this morning and um, whereas our younger people are much less likely to come in and tell us about those things but I think, it's really important, but I think <u>actually</u>, they're very different in actually <u>truly</u> understanding, a child's, experience and will never truly understand it like that's, silly for me to sit here and go 'Ohh I completely understand'. Like we <u>won't</u>, but I think, um, kind of along the same kind of lines really, that I think it's, (.) I've got a <u>better</u> understanding from the training of, <u>potentially</u>, (.) the issues that some of our children are gonna have, and I <u>think</u>, it really opened my eyes to the fact that (.) you know, I I don't really think I'd ever thought about, I'll be honest, I don't think I'd ever really thought about the attachment needs</p> <p>I think I needed to understand, <u>potentially</u>, what um, this young lad had been through, so kind of, coz we'll never truly empathise, that would be lying if you know, coz I'll never understand what that I've never, I'm not, I'm not adopted, I don't know what that's like. Um, but I think just having the training kind of opens your eyes to the potential of what could have been going on</p> <p>some of the stuff [supervisor] showed us in the training of the, you know, the brains of children that have been you know, traumatised, and, I think, I think we underestimate, or I certainly underestimated, because the children I work with have additional <u>needs</u>, ((inaudible)) they won't have picked up on that kind of stuff, yeah, potentially they <u>have</u>. And um, I think that's. You know, really scary and really, you know, hard to think that these children have been through</p> <p>it breaks my heart to think that children have gone through this. Um and then to think, well, how can we support them?</p> <p><u>Even</u> if there hasn't been any trauma, even if it's, you know, been a relatively smooth, you know process I think (.) because I see a lot of, sort of staff saying and things, and you think 'ohh, but you're not. You're</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>not <u>listening</u> to the child'. 'You're not understanding'. But what they're trying to tell you is', and <u>that's</u> because I've had the training. <u>That's</u> because I've had <u>this</u>, um you know the <u>awareness</u> of these issues. It it was useful as well because it (.) I've had a better understanding of, um how, err looked after children's past, could affect their future, even if, they aren't aware of it. Um, we had a, an incident where um, one of the boys I was mentoring, something had triggered a response that he doesn't remember, and he had a full (.) like, not quite like a breakdown, he just threw himself on the floor and completely shut down.</p> <p>it was useful for our SENCo to be able to come and find um, one of us. He ended up finding me, because I wasn't in a meeting, and, it was useful to have someone who'd had that training to go in and be able to, just kind of watch this student, and see, what the best course of action was going to be for them. Um I think more people need to have that, just basic awareness of that kind of thing to go well, he's not, you know, he's not a <u>naughty</u> child or he's not misbehaving. <u>No</u>, this is a real, embedded, deep thing for him, um and I think that's, I think a lot of children are misunderstood in that sense, if you haven't had the awareness in the training and the (.) you know, stuff that we have to understand that that <u>is</u>, you know, that's what's going on, It's not a, or, like 'it came out of nowhere', nothing comes out of nowhere. OK, I'll say nothing. It's <u>very rare</u> that something comes out of nowhere, behaviour wise. Um, it just might take some unpicking</p> <p>it's having that <u>understanding</u>, that, children have missed those play opportunities, they haven't had those opportunities. And I, and I think that, probably for <u>me</u> is <u>massive</u> having that understanding of those, really early attachment issues, those really early kind of, um, what, you know, what children have missed out on, because I think so often, you know, the, the child that we have is, is happily adopted, he seems quite settled well, <u>actually</u>, is he? Like, and, I think having that understanding of (.) of er, the attachment needs and that trauma, I think really helped, me kind, of to be able to unpick things a bit better,</p> <p>but I think for me, having that understanding, of those attachment needs and um I think it was really kind of <u>powerful</u> for me to be able to kind of say, oh, actually, this is why (.) you know, we see this or this is why and then, you know, hopefully, in time I can kind of get that across the school, but that's a long, <u>that's</u> a long term project, um but um, yeah that that really like deeper understanding of, of, you know, attachment needs within looked after children or adopted children, was really yeah, really powerful for me</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>I think it's like you always like (.) I always think now you look beyond behaviour, but I think with the training we have is like, you go a little bit deeper, even more, and it gives us the knowledge to do that. (pause) Or we might see students, say, display a behaviour or (.) Or act in a way that's been mentioned during training,</p> <p>I agree, I think it does give you more knowledge and I do think that you can, even if you don't always realise it, you're it, it's, it's in there somewhere (mentor 9: Yeah) and you're always looking behind the behaviour to see what that's about and not, and not just going oh yeah they're <u>attention seeking</u>, you know, the you know that there's something behind it, wider scope of knowledge about what that something, might be. And obviously the more we know about kids that have gone through trauma, then the more we, the more we know, about the, you know, the best ways we can assist them, and I think it's, eh anything that we're doing like that well and we'll increase our knowledge, and our skill then.</p> <p>Because all these pupils that we work with are, you know, they haven't had that, that's what they've missed, isn't it? And they, you know, they're probably not getting it now, so.</p> <p>now also, it's like a workload as well, so, like I was saying earlier, it was like, you know, we need you to help with this behaviour like you were saying just a minute ago. 'Can you help with this behaviour?' and it's like, 'is it behaviour or is it communication?'</p> <p>I think it's helped me grow in a confidence in the fact that I know that (.) what I was already doing was the right thing to do, um, I think it's also helped me to understand children with attachment needs more for like, for example, when you said um, it was mentioned that, they shouldn't really have internal external exclusions because that could affect the way that they see things, and before that I didn't really realise that like, well, that needs to be like a, because they what they've done needs a the correct (.) I don't like using the word punishment, but. [Facilitator: Mm]. They need better <u>consequence</u>. That's the word, yeah. Um, but actually now looking at it, it's like, well actually that child needs to be <u>in</u> the classroom because that's what's gonna benefit them <u>more</u>, than being outside of the class.</p> <p>I think for me, like, being a lot calmer when things happen and realising that there's a reason why the child has reacted in the way that they have reacted, or, they behave in that way because they don't really know, how else to react to the situation or, knowing that, something has had to happen <u>first</u>, before they react in that way.</p> <p>but since doing this course, I've understood it <u>more</u>, because you can kind of see the bigger picture and um, thinking about the diagram, I can't remember what it's called, but it's like if a child (.) doesn't have</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>strong emotional and social skills, they can't then focus on their work, and they can't focus on, what the adults saying, and sometimes they might not even focus on, any of it [Facilitator: Mmh] because they're just not in that right frame of mind, and that was really useful to be like ohh, actually, it's <u>OK</u> at that moment if that child, isn't taking on all of their learning, because they're still learning to, trust the adults around them, to be able to get them to the point that they feel like they <u>can</u>, do their work.</p> <p>before the, training, I just thought there's one type of attachment, really, I, I, I'd read <u>lots</u> about attachment before, but never really (.) no, I didn't realise there was so many different types of attachment, does that make sense? Um and so when (.) you know, you know, I now know that just because , one, child, shows attachment issues with, um just crying continually coz they've left mummy, you know there could be, other behaviours to look for, that would <u>also</u> signify that that child maybe has some attachment difficulties, um and then hone in on and I think it made me more observant, should I say, into attachment, rather than, like I said before really, that, you know, a, behaviour is showing a communication, but, your looking for those little signs, that aren't always just right in front of you, like screaming and crying and not wanting to leave an adult, that you think they trust so much, um, or crying out for an adult that is, is not in their life anymore, you just, it's looking for those other cues, that, child that's withdrawn in the corner, um, that doesn't want to have any, any attachment with anybody, and you think, ooh, OK, that's different what I've seen before, so yeah, making me more observant definitely, of people's behaviour, <u>children's</u> should I say.</p> <p>I think it was mainly the <u>science</u> behind it, you don't realise that sometimes there's science behind these, um behaviours, or symptomatic behaviours that, are causing that, that breakdown sometimes and, um, (.) when you put that, you're like, '<u>ohhh</u> my gosh <u>really</u>, is <u>that</u> what the brain does when you're, traumatized, or when, a child reacts or behaves a certain way', because sometimes you have to put a name to it, it's right to say, the behaviour is <u>erratic</u>, or it's <u>volatile</u>, whatever, but <u>actually</u>, no, no, no, let's, let's take a step <u>back</u>, and I think and and look at what's happening here. Um, for me, that was, to take that away, and it's that's helped me with quite, some, some of our, maybe more challenging children (.) um, in any circumstance and it's like, OK, now she's, he or she's at crisis point, we need to, you know, <u>listen</u>, listen to what they're trying to communicate, and, like I said before, I didn't really realise that before, I just would name, the hitting, the kicking, the everything else, but <u>not</u> what they were actually, trying to communicate over. [Facilitator: Mm] and, that's what I take from that, and, and that's helped me then with the ELSA um, and trauma informed schools, I, you know, I've taken all that from the</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>designated mentor and it give me a real foundation, of like, 'oh, I, I'm getting this, I'm understanding this more and more and using it all the time in different circumstances.</p> <p>Emotional or behavioural dysregulation.</p> <p>so if they start to get <u>angry</u> and they're and they're kind of (.) kicking off or playing up, then I know that's how I feel, if you put me in an epi-pen training session, someone who might also be having those kind of reactions and, and they are, you know, real reactions and things that you can't do anything about</p> <p>I know that some of my students are really going to struggle, not feeling like they need to get up and walk out of the building or out of the room if it's too much for them because, that's, that's the the point that they're at</p> <p>or I'd be called down there when he was. Uh (.). Upset um, or not behaving well, when we first sort of started the mentoring, she was quite (.) quite immature, er, emotionally and mentally, and, if something upset her, although she wouldn't want to show <u>it</u>, because she hates crying and who, who likes it? But, often she would have these very <u>intense</u> emotions and, would kind of shut down. Would talk about it eventually, but would maybe take a while.</p> <p>I think for me, like, being a lot calmer when things happen and realising that there's a reason why the child has reacted in the way that they have reacted, or, they behave in that way because they don't really know, how else to react to the situation or, knowing that, something has had to happen <u>first</u>, before they react in that way.</p> <p>before the, training, I just thought there's one type of attachment, really, I, I, I'd read <u>lots</u> about attachment before, but never really (.) no, I didn't realise there was so many different types of attachment, does that make sense? Um and so when (.) you know, you know, I now know that just because , one, child, shows attachment issues with, um just crying continually coz they've left mummy, you know there could be, other behaviours to look for, that would <u>also</u> signify that that child maybe has some attachment difficulties, um and then hone in on and I think it made me more observant, should I say, into attachment, rather than, like I said before really, that, you know, a, behaviour is showing a communication, but, your looking for those little signs, that aren't always just right in front of you, like screaming and crying and not wanting to leave an adult, that you think they trust so much, um, or crying out for an adult that is, is not in their life anymore, you just, it's looking for those other cues, that, child that's withdrawn in the corner, um, that doesn't want to have any, any attachment with anybody, and</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>you think, ooh, OK, that's different what I've seen before, so yeah, making me more observant definitely, of people's behaviour, <u>children's</u> should I say.</p> <p>now, knowing the the different activities to to do in that time, I can really zone in on those, those children that (.) you know, I always just thought they knew happy and sad and they were quite happy with that, and, but actually for them to understand, their different emotions and put words to them, especially down the lower end of the school, I think that really, really helps because they can then verbalise it better, um, and, and people, seem to <u>listen</u> when they can verbalise things better instead of just pushing it, brushing it to one side. Um (.) so, yeah, I in- I've enjoyed doing those, zoning in on these little things like, emotional literacy and helping them to, to decide, you know, <u>are</u> they, upset? Are they really <u>cross</u> or <u>frustrated</u> with their adult, that hasn't, turned up to contact or, hasn't come forward with their trainers that day or, whatever it might be? They can go. 'I'm really actually [mentor 11] I'm really cross with that person. I'm', you know, 'they haven't come and you're, you're here and you're looking through the cupboard, you're looking through the lost property box for me to see if there's some shoes I can have' and they, they're confident enough to come and, express that to somebody. [Facilitator: Mm]. And I think that's a <u>real</u> bonus, since I've been in this, this role. Definitely.</p>
		CYP triggers.	<p>and then spread that across to the staff in my team as well, that this is, that the, these children are all <u>individual</u> and there's lots of <u>different</u>, trigger points for them, and we need to look for those and we need to give them the out. So that they're not getting to that point where they or all they can concentrate on is staying on their seat or whatever, but but they they feel more rounded and happy. Um, I think is, is <u>far</u> bigger than, than perhaps um it's given credit for in this, in the school system. Um I think there can be this 'oh, they're in a safe place', now, um, and, forgetting that actually it impacts every, single part of their life. Um, you know, even something as simple as being in the dinner hall and being triggered, triggered by a smell and, um, and I think there isn't enough (.) credence given to children who actually, manage to function through all of that, um, so yes, I would say that, the impact on children is <u>far</u> bigger than I realised.</p> <p>It it was useful as well because it (.) I've had a better understanding of, um how, err looked after children's past, could affect their future, even if, they aren't aware of it. Um, we had a, an incident where um, one of the boys I was mentoring, something had triggered a response that he doesn't remember, and he had a full (.) like, not quite like a breakdown, he just threw himself on the floor and completely shut down.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			it's evident that he doesn't remember. Um, what this trigger was, and I found that really interesting that, this can have a massive impact on a child's life, but they can't remember it.
		Feelings of shame.	<p>so it could be the feeling they have when they have to leave a mainstream school, so if the school that, isn't meeting their needs for whatever reason, or, or they feel that they can't go to school, they have that level of, of um (.) they have their <u>shame</u>, they have the <u>regret</u>, they, they have sometimes the feeling that they're not <u>wanted</u>, that the school didn't want them, um and that they don't fit in. So they they <u>feel</u> these same kind of feelings as children who feel the same from, from home and so they they carry that around with them too.</p> <p>I found that <u>long</u> term, that's probably been the biggest impact for this child is his ability to, decision make and to reflect, safely without shame, so he actually got to the point where he apologised to a teacher the other day, and if you know this child back in year seven, you think that would <u>never</u> have happened ((laughs)) ever.</p> <p>that's very much the same really, it's like, so I know, like, they'll talk about things, whereas they wouldn't normally talk about. Um, er, whereas like, to some people they would feel shame, um, so they they they feel comfortable with that,</p> <p>coz a lot of ours are self-sabotage before, you know, coz there's fear of failure, so they'll sabotage it, so they don't have to do it. (mentor 10: yeah) Um, so for them to just give it a go and to let that, member staff in class, <u>help</u> them to give it a go, I think that's, you know, they wouldn't have done that sort of a year ago, but they'll do it <u>now</u>, so</p> <p>Yeah. The non-judgmental thing is as well, yeah, you're right, it's really important, I think, because because it's that, all that stuff that's mixed up with shame and and, and, (mentor 9: Yeah) and then to know, that, like you saying before that they can kick off and kick out and you know, push you away, that you're <u>still</u> turning up and you're still turning up in the same, frame of mind without that judgment, yeah, yeah, It's really important,</p>
		Uncomfortable emotional experiences of CYP like isolation,	<p>when they have to leave a mainstream school, so if the school that, isn't meeting their needs for whatever reason, or, or they feel that they can't go to school, they have that level of, of um (.) they have their <u>shame</u>, they have the <u>regret</u>, they, they have sometimes the feeling that they're not <u>wanted</u>, that the school didn't want them, um and that they don't fit in. So they they <u>feel</u> these same kind of feelings as children who feel the same from, from home and so they they carry that around with them too.</p> <p>so they're <u>used</u> to actually <u>feeling</u> that, you know, after thirty minutes, I don't count</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		rejection, or exclusion.	<p>I think it's helped me grow in a confidence in the fact that I know that (.) what I was already doing was the right thing to do, um, I think it's also helped me to understand children with attachment needs more for like, for example, when you said um, it was mentioned that, they shouldn't really have internal external exclusions because that could affect the way that they see things, and before that I didn't really realise that like, well, that needs to be like a, because they what they've done needs a the correct (.) I don't like using the word punishment, but. [Facilitator: Mm]. They need better <u>consequence</u>. That's the word, yeah. Um, but actually now looking at it, it's like, well actually that child needs to be <u>in</u> the classroom because that's what's gonna benefit them <u>more</u>, than being outside of the class. they have their <u>shame</u>, they have the <u>regret</u>, they, they have sometimes the feeling that they're not <u>wanted</u>, that the school didn't want them, um and that they don't fit in.</p> <p>So, I've ended up doing quite a lot of work with, two young people in my school in <u>particular</u> who aren't having relationships with their, with their dads and, and working through <u>their</u> feelings, so although ((inaudible)) tonnes of support at home from, from mum, but the feeling of um, <u>rejection</u> that they have and the feeling that perhaps they've done something wrong, and then feelings of anger and things are are, some of the, I think a lot of the the training and the skills are, are, I've used there too massively the care of and looking after looked after children at that is new to me. Um. And understanding some of the, you know the the vulnerabilities that come with that. Um. That uh and and also (sigh) maybe hadn't realised, but, because they're all long term, fostered or adopted. Um. (.) And they're they're quite settled, I thought mayb-, I don't think I'd realised that, that trauma that lasts from, (.) those early days, you know, there are only four, as I said, that some of the children look after, and you kind of assumed (.) I don't know, I, it's always dangerous to assume, isn't it? I'd assumed that there would be too young to have picked up on that trauma, but actually that, you know, the more I explore that with them and with their families. Um, you know, that that isn't true, and that's, um you know, there's some, (.) deeply embedded uh attachment issues, which you can't really. Er, which, if I think about too much, frightens me a little bit, ((laughs)) so I try not to think about it too much. Um, so that is a new thing for me, looked after children. when I first worked with him, every time he spoke, he would, check, my, um response, sort of almost look, to see if what he said was OK</p>
	Pre-existing Mentor knowledge	Previous training or	<p>I knew a little bit, obviously done a <u>tiny</u> tiny tiny bit of training. it was kind of put forward to me because I'm already ELSA trained, um, It just felt like the right kind of um (.) thing to add to my, my skills, I suppose. I love all that kind of stuff <u>anyway</u>,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		knowledge mentors have.	I've got a degree in Psychology, so it kinda makes sense, you know, I've done a bit of attachment kind of stuff, through my uni degree know, and some of those techniques obviously are, from ELSA training as well, I was familiar with, yes, I'm ELSA trained, yes, I've got a degree in psychology, for me, the training came at a great time, I've always worked within well-being, within the school. It always, you know, for a long time and my degree in psychology, so it's sort of always been my <u>world</u> , but I kind of understood it, from working with a boy for, four years as a one to one, before this course, um, he had really quite strong attachment needs, to the point of, (.) he didn't feel safe anywhere and because of his <u>past</u> , I kind of knew that that's why he reacted in the way he did
		Many roles or hats mentors have in schools.	I already had a relationship with this child, um, from seeing him through ELSA work, it was kind of put forward to me because I'm already ELSA trained, um, It just felt like the right kind of um (.) thing to add to my, my skills, I suppose. know, and some of those techniques obviously are, from ELSA training as well, I was familiar with, I would say definitely it, it, it helped my confidence in that sort of one to one, and it and it is a <u>slight</u> , it is a different role to to, to ELSA, and um yeah, it did definitely help me. I am Elsa trained, but again it's it's a different, it's a totally different, totally different thing. would say obviously you know, being an ELSA and pastoral care, you know, social, emotional support. You know, it's it's the bread and butter, isn't it? yes, I'm ELSA trained, yes, I've got a degree in psychology, or I'd be called down there when he was. Uh (.) Upset um, or not behaving well, it was like the first day of my, in the new role as and pastoral support worker and somebody else was booked onto the course because we had we were having two look after children coming, and they decided it would make more sense for me to do it, so, I will admit my first thing, was really <u>daunted</u> , because that was a, was a <u>new</u> role anyway for me, having been a TA before, so I did my ELSA training <u>and</u> my designated mentor, almost at the same time, so I anxiety around <u>getting</u> it started and implementing it and, and I think, you know, I don't wanna start something, and especially with this little lad that's like with this attachment, um, and be sort of flitting in and out, I wanted to like. (.) Be <u>certain</u> that I could, um to support <u>his</u> needs, is like to fulfil what I was meant to be, doing as a designated mentor um, and not, you know, and I had to um to like, make sure that it was more consistent than a pastoral.

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>trying to balance the change from pastoral, making sure you're setting it up properly, I think all those things like that the same, just making sure that I was doing the right thing, But the flip side of that is that people don't respect that, because things happen and they, you know, they come and get you and drag you away and. (.) I'm not particularly with <u>him</u>, but just generally in the role, um, I'm sure you agree, [mentor 9] that you just get called for things and Um. [Mentor 9: nodding, 'I do'] and it's then it's hard to have that sort of protected time for, <u>every</u> day, that's it's quite hard to imp- ((inaudible)) that. People don't always, people that are calling on you for help, don't always get that, that's important, particularly when you're talking about the <u>attachment</u> and the mentor role, I think. I'm comfortable with the one to ones, and like, you know, working with the more complex one, we went through um, a phase, I think I even said to [supervisor] regarding ELSA, like actually, they keep pulling me <u>out</u>, um and I took the decision then to cease, like put hold on the ELSA, for, for a few weeks. Um. But, I think, you know, it's them not understanding, the <u>importance</u> of it and that it's OK (.) and I just think, OK, so is it more important to have an extra pair, an extra pair of hands in class, then to fulfil this one to one? <u>My</u> perception is I think it's more important to fill that one to one with his attachment, I think for me, it's like because it's something you do more often, I'm now more relaxed, about it and I feel more (.) comfortable. Um (.) And, and yeah, I do feel more self-confident, I think because it's something you do more often. [Facilitator: Mmhm]. Um, and then with the other bits and pieces you do as well, all the other roles, and I think there's a lot of them, there's so many similarities, that I use it, like skills I use in my, ELSA, my pastoral, my designated mentor, my ELSA, you know, the interventions, the therapies that I work with, um, and I just think so many of the skills you <u>use</u> um, all across, and I just feel more, I do feel more <u>relaxed</u> and I just feel (.) more (.) Just get on it really, I don't have to worry about it like they <u>knew</u> that that's the role that I'd be taking on, as well as pastoral support, um and ELSA. where I'm a behaviour mentor as <u>well</u>, um, I'm often used as the person that if a card gets sent for behaviour issue, I'll get, I'll have to go and deal with that. So at the time when I worked with the, (.) boy that I did, he had a lot of behaviour issues too, so it was very conflicting, he didn't want to come out to interventions with me straight away, because he thought I was gonna talk about what he had <u>done</u> during the day, and um yeah, there was a lot of reassurance, but I do feel (.) <u>now</u>, now when things have calmed down with it, it did work a lot better, but it was that conflict of being two different roles at the</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			same time, and it was hard for him to understand, and also hard for people at work, because I was <u>new</u> to the course, and new to this role, that I wasn't the right person to go, <u>to</u> him.
<u>Centrality of the relationship</u>	(none)	The relationship the mentors have with their mentees.	<p>It's more (.) you, you learn to(.) like kind of, like back off in a sense, but also, be there, if you know what I mean almost going through at the same time as learning about it, and I think it's just yeah, <u>definitely</u>, definitely made me more in tune with some of my students.</p> <p>I found it very, very <u>powerful</u>. When they choose you as like they're safe person as well, and, and and they come to, they come and look for you even when it's not, like they're actual sessions, and they will ((inaudible)) they will <u>trust</u> you and they will, they will, you know you, like you, <u>use</u> you as they're safe person. I find that really, that was really powerful, just, that, when I started doing the sessions, <u>how</u>, important they found having the person they can just come and say things to, when they needed to. I need to go in and speak to them, but they did let them know, that I had, you know, I'd kind of been concerned or however it is worded, and they said they really appreciated that, that I was obviously, despite the fact I wasn't there. I was kind of there, if that makes sense. I think the relationship that you build are just, you you can't, you know ((inaudible)) -zing. And I'm really lucky to have done that. (Facilitator: Mm).</p> <p>the student success student I mentioned previously, um who's now left the school but, but drops back in, to, to say hello</p> <p>that level of (.) the <u>gap</u>, between, you know between the, the relationship, but it means that you <u>stay</u> more consistent for them, rather than the ups and downs that they have in those, kind of closer family, bond or relationships, so having that, being that little bit further apart from them but, consistently there I found that it's really useful to make sure that I've got time after, seeing a student that I can just make a few notes so that I <u>remember</u>, so they, because I I don't ever want them to think if they've told me something, that I've just discounted it just because I've forgotten it or something happened. So for me it was, having setting up the time so that I had time <u>afterwards</u> that I could just make a few, a few notes even if you just see the child in the corridor, to make sure you take the time to, you know, really smile and acknowledge that they're there, um, and although I like to think I did that, I, actually, the, the that's a really <u>huge</u> thing to that child, because they are literally giving you, their darkest times, and then, you know, you can be in a hurry in the corridor and that could actually, really be, you know, cause more</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>relational damage, rather than the relational repair that we're trying to do. Um, and, yeah, I think that every time, you see the child to make sure that, they know that you're really pleased to see them, so no matter what the, no matter what the situation is that actually, <u>all</u> of those little times, <u>all</u> of those interactions are really, part of that relationship building.</p> <p>If I've had students um, be absent and miss a session or couple of sessions, even if it's not the time they're supposed to see me, I <u>always</u> try and catch up with them, when they're back in so they know that, I'm there.</p> <p>I already had a relationship with this child, um, from seeing him through ELSA work, so, from that point of view, um, you know, we already had a connection and we got on well, so. Um, I was keen to do the training and to explore um, that relationship with him, that mentorship relationship</p> <p>And then BCP kind of informed me of the student they wanted me to work with, who I, like others, had a pre-existing relationship with, and then it all sort of fell into place, and I I was super excited to do it after that.</p> <p>we've not long done the training, so it's quite, hard to say whether it's going well at the minute um, at the moment I'm just building a relationship with the student. So it, I er I haven't got anything, that's going well, but there's nothing, ((inaudible)) at the moment we're just playing games and building a positive relationship, so that's all fine.</p> <p>So I think it it was all relationship, and it gets to the point where I'd look <u>forward</u> to them coming, as times gotten on, um I felt more confident in asking. 'Ohh, how's <u>this</u> relationship going? Or do you want to tell me what happened at the weekend', like, coz I've heard something's happened from someone else as a heads up, and I I felt, um, trusted enough by the student that I could prompt discussion but, also not forcing them to say <u>anything</u> er, if they don't want to. And I think that's, helped build relationships massively with my two students.</p> <p>Mentoring is almost like, I find, mentoring almost the <u>first</u> step [mentor 5: yes], so It's almost like building, where they don't have any of those building blocks, you're helping them right where they're at, but <u>then</u> it needs to widen, doesn't it</p> <p>part of our job, is to get relationship with the children, which is like, then, you know, it's <u>incredibly</u> privileged position to be in and it's lovely. <u>But</u> what happens if we're off sick, what happens if we're like today, I've had a couple of people come to the door and say 'can you talk?'. 'No, I can't. I'm sorry'. Um. And I think that, you know, that <u>somehow</u> at <u>some</u> point needs to change so that, you know, children</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>who have attachment issues, you know, don't come to one person coz that's not healthy, is it? And I, you know, I think (.). Yeah, it's interesting that other schools are kind of (.) you know, saying the same kind of things,</p> <p>I've only just started to, build the relationship with the student, but he's definitely, like at the <u>beginning</u>, he's was sort of scared about what, why he was coming out the class, er, whereas now he sort of skips out the class because he's, he's happy to come, um so it's nice to see the change in that, he knows that, it's not a <u>bad</u> thing for him coming out, actually he likes it sometimes because I get him out of his maths lesson. Um so yeah, he, he <u>definitely</u> seen the difference, in his just personality towards me,</p> <p>I think really interesting just to add to that, obviously being in the same school, I know this child very <u>well</u>. um, actually, it's <u>so</u> interesting because she shares things with [mentor 6] because she sees her that kind of <u>every</u> day, she'll share things that she <u>won't</u> share with me and that it's just really, it's really nice that she has a person, she knows that actually I, I have to contact professionals, I <u>have</u> to be speaking to her carer, I <u>have</u> to be speaking to social care, whatever it is, but actually, I think it's so important for her to know that when she goes to [mentor 6], she can just have that space. And [mentor 6]'s not gonna do anything with it, she's not fixing it, but she's <u>being</u> there, and I think, I think that's really, it's a really <u>interesting</u> position for <u>me</u> to be in to see that, what we both offer, within the relationships. She'll go to me, for certain things, you for certain things and other members of staff, I think I think that's really special for her, actually.</p> <p>sometimes just rocking up at the door, with a smile and it, and you know, it's our time together (.) is, you know, that makes, makes their day, and I mean that's it is such a I would say that's such a privilege to have that relationship with a, child, that's not your own.</p> <p>I think power of relationship, power of connection and just holding a space, just having a space, and having that time,</p> <p>I think that's why I was like, um,(.) getting the <u>expectations</u> right, like I've already mentioned just now, actually, were my expectations, are they too <u>high</u>, am I expecting too much, you know like, [supervisor] has now reminded me that it's actually more about conversation, you can do like practical activities, but, it's just that safe building relationships, you don't have to actually, evidence any (.) sort of learning from it do you. It's, it's just so, yeah, I think um, its taken me a <u>long</u> time to get to that point. [Facilitator: Mm]. To feel comfortable with that point. I think.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>I stopped mine after a while because, um, because the child I was working with had, actually had very secure attachments with foster carers in the end, so, we, so, but I have continued to just once a week, so it's not really part, quite the same as the mentoring, but we had to, we did do that very intense stuff so that he was familiar with me.</p> <p>My children realise now that they can come to me anytime and they're happy to do that and talk to me throughout the day. ((inaudible)) -ever they are at school, which is <u>brilliant</u>, and they and they know that, that I'm <u>there</u> most of the time I don't ever promise, because sometimes I I can't see them for a particular reason or just something might happen, um, but they they know now, knowing the the different activities to to do in that time, I can really zone in on those, those children that (.) you know, I always just thought they knew happy and sad and they were quite happy with that, and, but actually for them to understand, their different emotions and put words to them, especially down the lower end of the school, I think that really, really helps because they can then verbalise it better, um, and, and people, seem to <u>listen</u> when they can verbalise things better instead of just pushing it, brushing it to one side. Um (.) so, yeah, I in- I've enjoyed doing those, zoning in on these little things like, emotional literacy and helping them to, to decide, you know, <u>are</u> they, upset? Are they really <u>cross</u> or <u>frustrated</u> with their adult, that hasn't, turned up to contact or, hasn't come forward with their trainers that day or, whatever it might be? They can go. 'I'm really actually [mentor 11] I'm really cross with that person. I'm', you know, 'they haven't come and you're, you're here and you're looking through the cupboard, you're looking through the lost property box for me to see if there's some shoes I can have' and they, they're confident enough to come and, express that to somebody. [Facilitator: Mm]. And I think that's a <u>real</u> bonus, since I've been in this, this role. Definitely.</p> <p>I love their excitement when you, you, you're coming, you're waiting at the door and they go 'oh you want me, you want me, don't you? You want me', and they're like 'oh OK'. And I <u>love</u> that,</p>
		Reliability and consistency are important.	<p>it's not going to work, if I'm letting this child down, that defeats the whole object. So it needs to be a set time and it needs to be stuck to regardless of (.) what piece of work needs, academic piece of work needs finishing.</p> <p>that level of (.) the <u>gap</u>, between, you know between the, the relationship, but it means that you <u>stay</u> more consistent for them, rather than the ups and downs that they have in those, kind of closer family, bond or relationships, so having that, being that little bit further apart from them but, consistently there,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>and not judging and just listening and being able to help them to, to think about, what they need to do and giving them the time and the space to do that, I think has led to, that that level of trust, If I've had students um, be absent and miss a session or couple of sessions, even if it's not the time they're supposed to see me, I <u>always</u> try and catch up with them, when they're back in so they know that, I'm there.</p> <p>my year two, boy who I've been seeing for longer um, er and is that a little bit older. I definitely, noticed that having, um <u>set</u> time with me and er the <u>regularity</u> of that, um, has really benefited him um, in the classroom, he's a lot more relaxed. Um, I used to, go and see him, but it was irregular and I, or I'd be called down there when he was. Uh (.). Upset um, or not behaving well, um but now having that, that regular time with him really, benefits him. And as I say, he can enjoy his time in the classroom more I think because he is, he knows when he's gonna see me, um and so that um, uncertainty has been taken out of his life and I think, for him that's really allowed him to flourish, in the classroom. Um academically and socially</p> <p>I can see that how his <u>need</u> for, for, for <u>me</u>, as his special person, um having that regularity has really helped him.</p> <p>the short term impact, absolutely regular, really helped, then he didn't have to worry about it.</p> <p>I anxiety around <u>getting</u> it started and implementing it and, and I think, you know, I don't wanna start something, and especially with this little lad that's like with this attachment, um, and be sort of flitting in and out, I wanted to like. (.) Be <u>certain</u> that I could, um to support <u>his</u> needs, is like to fulfil what I was meant to be, doing as a designated mentor um, and not, you know, and I had to um to like, make sure that it was more consistent than a pastoral.</p> <p>and I think the continuity of having me all the way through, even if it has been not as, long, I think it <u>has</u> made a difference, I think. Yeah, I do think it's been positive.</p> <p>once you have that <u>start</u> of that relationship in the showing up at the same time and being constantly, reinforces that, but it's all about, um, yeah, showing up and listening, isn't it, I think, um I think that, yeah, I think that's the key to it all really.</p> <p>Yeah. The non-judgmental thing is as well, yeah, you're right, it's really important, I think, because because it's that, all that stuff that's mixed up with shame and and, and, (mentor 9: Yeah) and then to know, that, like you saying before that they can kick off and kick out and you know, push you away, that</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>you're <u>still</u> turning up and you're still turning up in the same, frame of mind without that judgment, yeah, yeah, It's really important, but also <u>knowing</u> that that trust was there, that I would pick them up every day, whether that teacher thought it was necessary or not, and it wasn't <u>just</u>, for behaviour management.</p> <p>My children realise now that they can come to me anytime and they're happy to do that and talk to me throughout the day. ((inaudible)) -ever they are at school, which is <u>brilliant</u>, and they and they know that, that I'm <u>there</u> most of the time I don't ever promise, because sometimes I I can't see them for a particular reason or just something might happen, um, but they they know</p>
		Safe space - safe face.	<p>when these students have a safe space, as most of our students need to I found it very, very <u>powerful</u>. When they choose you as like they're safe person as well, and, and and they come to, they come and look for you even when it's not, like they're actual sessions, and they will ((inaudible)) they will <u>trust</u> you and they will, they will, you know you, like you, <u>use</u> you as they're safe person. I find that really, that was really powerful, just, that, when I started doing the sessions, <u>how</u>, important they found having the person they can just come and say things to, when they needed to.</p> <p>for her she, she knows that, that we are a safe space and I think having that time to build up that trust and that relationship and that, that's not going anywhere that she might have, have left school and is now moving on in her life, but the security that that she knows, you know, we've always said if there's any, if you're a point where you're ever in a problem, come and see us and we're you know we can talk to you and help you through,</p> <p>if he's having a really bad day, he still will choose to come back</p> <p>Because it's dangerous then to have <u>one</u> person in school that you can go to. So then it's then building them up to feel safe, that actually lots of people can be this person,</p> <p>at least he's at least he's got some place at school that he likes going to,</p> <p>I think power of relationship, power of connection and just holding a space, just having a space, and having that time,</p> <p>I think it just like so frustrating that they don't see (.) that the one to ones aren't classed, or that <u>time</u> is not classed as important, but to <u>that</u> pupil. It's like <u>really</u> important, um and it's like, it could be that's the safest part of their day. [Facilitator: Yeah]. Yeah, Safe space. Safe space, safe face, yeah.</p> <p>it's just nice as well as like, you know, that they know that when they're in crisis, that they've got that safe person, um, that you can just go and, just you <u>haven't</u> got to say anything, just <u>be</u> there and, and let</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>them, um and just until they're sort of regulate, I just think it's, they know they can be <u>themselves</u> and how they're feeling at that time (.) um and their safe.</p> <p>I love their excitement when you, you, you're coming, you're waiting at the door and they go 'oh you want me, you want me, don't you? You want me', and they're like 'oh OK'. And I <u>love</u> that, and I think, one bit that I just recently, well last week a child said to me, I went to pick him up, he's a year six boy, he's obviously he's going into, um (.) er, senior school obviously in September and he went, 'it's lovely that I come out with you because I'm not one of thirty' and it's like '<u>ohh</u> my gosh', and I said to him, I said 'why did you, why, why do you think that?' And he said that, or if I, when I have to go to so-and-so, they say, 'look, can you just go and sit down please, I've got thirty other children here that also need my attention' and I think for that <u>twenty</u> minutes of that day, he loves that, so yeah, big smiles, they're always, they're, you know, if, and you can tell then, you've been with them nearly every day, so if they are a bit sad, you're like, 'ohh I'd picked up on that, come on tell me, tell me what's going on, let's go and talk about that', and I think we pick up on it better as a designated mentor, <u>than</u>, the other adults that <u>do</u> have, <u>all</u> of those other, needs, within their class and that can't be helped, but, it's good that we can take that (.) you know that child and they're happy to come out and, and speak and share.</p> <p>also, kind of seeing the power of, having an emotionally available adult rather than the need to fix things Um but actually the kind of the power of having an emotionally available adult, just came through loud and clear on the training and kind of changed my view of, of, what fixing I guess was.</p> <p>I found it very, very <u>powerful</u>. When they choose you as like they're safe person as well, and, and and they come to, they come and look for you even when it's not, like they're actual sessions, and they will ((inaudible)) they will <u>trust</u> you and they will, they will, you know you, like you, <u>use</u> you as they're safe person. I find that really, that was really powerful, just, that, when I started doing the sessions, <u>how</u>, important they found having the person they can just come and say things to, when they needed to.</p>
		Trust of the CYP.	<p>how much the students (.) trust you and then, will disclose to you about various things, that that's made a difference and I think they can all see that as well. So I think that's enabled a lot more.</p> <p>I found it very, very <u>powerful</u>. When they choose you as like they're safe person as well, and, and and they come to, they come and look for you even when it's not, like they're actual sessions, and they will ((inaudible)) they will <u>trust</u> you and they will, they will, you know you, like you, <u>use</u> you as they're safe person. I find that really, that was really powerful,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>for her she, she knows that, that we are a safe space and I think having that time to build up that trust and that relationship and that, that's not going anywhere that she might have, have left school and is now moving on in her life, but the security that that she knows, you know, we've always said if there's any, if you're a point where you're ever in a problem, come and see us and we're you know we can talk to you and help you through, and I think from, from where she was, to where she is now, she's made massive steps and I think it was that, putting trust in somebody, who's not <u>in</u> the moment and not that connected that it could all blow up and go wrong,</p> <p>that level of (.) the <u>gap</u>, between, you know between the, the relationship, but it means that you <u>stay</u> more consistent for them, rather than the ups and downs that they have in those, kind of closer family, bond or relationships, so having that, being that little bit further apart from them but, consistently there, and not judging and just listening and being able to help them to, to think about, what they need to do and giving them the time and the space to do that, I think has led to, that that level of trust, as times gotten on, um I felt more confident in asking. 'Ohh, how's <u>this</u> relationship going? Or do you want to tell me what happened at the weekend', like, coz I've heard something's happened from someone else as a heads up, and I I felt, um, trusted enough by the student that I could prompt discussion but, also not forcing them to say <u>anything</u> er, if they don't want to. And I think that's, helped build relationships massively with my two students.</p> <p>it was useful to have someone who'd had that training to go in and be able to, just kind of watch this student, and see, what the best course of action was going to be for them. Um. And it's someone that this student trusted, and we were able to eventually, go, we went to our forest school area and he, like, sort of took me through what happened,</p> <p>but also <u>knowing</u> that that trust was there, that I would pick them up every day, whether that teacher thought it was necessary or not, and it wasn't <u>just</u>, for behaviour management.</p> <p>I think that's probably the nicest thing about it is, that, the children learn that they have an adult there that they can, rely on, that's not gonna (.) sit there and tell them off or like, tell them they can't feel the way, for how they <u>feel</u>, and just being accepted as who they are and they can (.) be themselves.</p> <p>I think it was that, putting trust in somebody, who's not <u>in</u> the moment and not that connected that it could all blow up and go wrong</p> <p>and not judging and just listening and being able to help them to, to think about, what they need to do and giving them the time and the space to do that, I think has led to, that that level of trust,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		Willingness and engagement of CYP.	<p>I would say one of the things that makes it <u>easy</u> for me to do the um, er (.) intervention is the willingness of the children to do it with me, um they're all very keen and they're all very young, which I think helps um, they're not cynical ((laughs)). Um, as maybe they could become, um and having special time with anybody. Er, well, I I'm seen as a bit of a, you know, fairy godmother kind of role, I go into the class and everybody wants to go away with me, So, I, you know, I, er, the beauty of working with small children (.) so they're very keen to be with me,</p> <p>I found, that a couple of things that make it a bit easier are, like others have said, sort the students willingness to come out of lessons and, actually <u>want</u> to talk to you, rather than sort of being like, 'no, I don't know what that is. No, thanks'.</p> <p>I've only just started to, build the relationship with the student, but he's definitely, like at the <u>beginning</u>, he's was sort of scared about what, why he was coming out the class, er, whereas now he sort of skips out the class because he's, he's happy to come, um so it's nice to see the change in that, he knows that, it's not a <u>bad</u> thing for him coming out, actually he likes it sometimes because I get him out of his maths lesson. Um so yeah, he, he <u>definitely</u> seen the difference, in his just personality towards me, is going through a very difficult time, the family, family are not happy, um but actually he spoke to parents the other day and said he doesn't like this, he doesn't like this, 'but I really like going to [mentor 5]. I really enjoy going to see [mentor 5]'. So that was a real <u>nice</u> (.) kind of <u>win</u>, I guess for me, you know, it's not, it's not a long term, you know, it's not a, you know it's taking a <u>while</u> for us to get that relationship and it was just really lovely, that he listed all the things he didn't like at school and then went, oh, 'but I like going to see [mentor 5]'.</p>
		Protecting mentoring time.	<p>absolutely, blocking off that time, this is my time, nothing gets in the way of that, you can't ring me, you can't, there's not allowed to be an emergency when this is happening, this is, this is it, we went through um, a phase, I think I even said to [supervisor] regarding ELSA, like actually, they keep pulling me <u>out</u>, um and I took the decision then to cease, like put hold on the ELSA, for, for a few weeks. Um. But, I think, you know, it's them not understanding, the <u>importance</u> of it and that it's OK (.) and I just think, OK, so is it more important to have an extra pair, an extra pair of hands in class, then to fulfil this one to one? <u>My</u> perception is I think it's more important to fill that one to one with his attachment, I think I definitely have a lot more on my workload <u>now</u>, and that's positive because they come to you, 'oh [mentor 11], can you just quickly talk to this person, or can you quickly' and it's like, and I have had to say this last couple weeks. 'Oh, do you know what I <u>must</u> do, my designated mentoring children first, I</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p><u>will</u> talk to them, that child', they're like, 'ohh, it's really good, you really, I think you connect with this child better' and that's <u>brilliant</u>. But <u>no</u>, my designated mentor children are definitely, the priority. So, yeah, that's, I think that's positive that they can, feel that they can come to you, with any, of the situations that they have [facilitator: Mm] and, you know, they're quite happy to stand and chat, and, and communicate all those things and want the best for their children, so, yeah, that's really positive in our school.</p>
		The privilege of the mentor role.	<p>And I'm really lucky to have done that. because of the time restrictions of, of people's job and it are, goodness me, it's no, gosh, I'm just very privileged that, I get to do the job, I do that I can carry it on we are privileged in that way to be able to, take the time to explore that side of, of of a child in in school, the kind of <u>wider</u> school, um and you can just point the teachers that perhaps don't have that attachment awareness and that's trauma awareness and it's been really, I suppose, a nice position to <u>be in</u>, to be able to kind of, support those staff through that as well, because, you're right, we're in a completely privileged position to be able to see that in children. part of our job, is to get relationship with the children, which is like, then, you know, it's <u>incredibly</u> privileged position to be in and it's lovely. sometimes just rocking up at the door, with a smile and it, and you know, it's our time together (.) is, you know, that makes, makes their day, and I mean that's it is such a I would say that's such a privilege to have that relationship with a, child, that's not your own. you can almost see, particularly in my year two, the release of that, of being able to just, <u>talk</u> and have somebody listen because I have the time, I guess to do that and um, and er, so I'm lucky there.</p>
<u>The approach</u>	(none)	One-to-one intervention.	<p>they have that need, to to be listened to and to have that that one to one intervention and help, I'm comfortable with the one to ones, and like, you know, working with the more complex one well last week a child said to me, I went to pick him up, he's a year six boy, he's obviously he's going into, um (.) er, senior school obviously in September and he went, 'it's lovely that I come out with you because I'm not one of thirty' and it's like '<u>ohh</u> my gosh', and I said to him, I said 'why did you, why, why do you think that?' And he said that, or if I, when I have to go to so-and-so, they say, 'look, can you just go and sit down please, I've got thirty other children here that also need my attention' and I think for that <u>twenty</u> minutes of that day, he loves that, so yeah, big smiles,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>you can tell then, you've been with them nearly every day, so if they are a bit sad, you're like, 'ohh I'd picked up on that, come on tell me, tell me what's going on, let's go and talk about that', and I think we pick up on it better as a designated mentor, <u>than</u>, the other adults that <u>do</u> have, <u>all</u> of those other, needs, within their class and that can't be helped, but, it's good that we can take that (.) you know that child and they're happy to come out and, and speak and share.</p>
		Targeted intervention.	<p>but it came up because we had a <u>specific</u> student, um, that was felt would benefit from the kind of one to one um (.) kind of targeted approach, um for <u>him</u>. So yeah, it came up through, through specific child, but I think I was chosen because of my, you know, existing skills, I guess. So yeah, that's kind of how it came about for us, but it's <u>very</u> new to the school, we've never done anything, no one's ever been a mentor before, um, it was very new to us as a school, um so it's still kind of in its <u>very</u> early days.</p>
		Being child- led.	<p>I think I've learned, it's not like a, you <u>have</u> to do this by this, it's taking <u>very</u> much at their pace to start with, he he wouldn't really wanna talk and it would be a lot of <u>me</u> led, which was exact opposite ((laughs)) of what we were told to do um, but then as they got used to it, I think I think <u>I</u> grew in confidence then.</p> <p>my confidence <u>definitely</u> grew, um, especially with asking questions to prompt discussion. So whe I first, started with my student, it, I was very much, in the mindset of, right, I need to let them just talk, um and it would end up being about, music or TV shows or, the school play that they were in, um sort of general day-to-day stuff, which was good, but sort of as times gotten on, um I felt more confident in asking. 'Ohh, how's <u>this</u> relationship going? Or do you want to tell me what happened at the weekend', like, coz I've heard something's happened from someone else as a heads up, and I I felt, um, trusted enough by the student that I could prompt discussion but, also not forcing them to say <u>anything</u> er, if they don't want to. And I think that's, helped build relationships massively with my two students.</p> <p>The thing I think that I'm going to find the <u>most</u> difficult, is that it is child led, um because our children need a lot of scaffolding and support. Um I'm being very generic, not all of our kids need that help, but on the <u>whole</u>, um, you know, coz in the mentor training, you said, you know, you wait for the children to tell you things and that's great. But when you have children that that, struggle with that. Um, it is finding ways to kind of get that conversation <u>without</u>, saying directly. 'So and so has told me that this happened, can you tell me about it'? Because (cough) sorry, that's not what this is about,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>I created a memory game, er, for the boy that I mentor, coz he has memory problems, so I made it with, um, with stuff that he likes, and again, I was like 'ohh should we do this, or do we want to do this'? He was like, 'no, just uno, or the memory game'. 'Ohh OK'.</p> <p>and to be able to say. I'm here, like 'I'm here, I'm, you know, I'm just here to talk to you. Like, whatever you wanna talk about. It's cool'.</p> <p>for <u>me</u> it was (.) um, knowing that I didn't have to solve it I didn't have to have an answer for somebody, I didn't have to I, before I felt like the teachers wanted me to go in there with, a way to, to engage this child in something they didn't want to ((inaudible)) get engaged in. Or. Or. ((inaudible)) about, maybe, um, it wasn't up to me to solve that, it's not up to nobody, you know, it's not up to me to be that, go right, this is what I think you should do. This is what <u>I</u> think you should do, and to put it., over to the child and wonder, like ((inaudible)), communicate, I didn't really think of it before, like, I wonder, I imagine, is ((inaudible)) work and (.) I really didn't understand them before and I think they're quite powerful when you use them, in sessions, cause, they're not, you're not telling them, they've <u>got</u> to tell you, and and it's, it's (.) it's nice that it's so <u>natural</u>, and, by the time then they think (.) 'oh, she asked me a question', they've said, they've said something that's quite insightful about their lives or quite, like (.) you think,' oh, OK. I didn't realise that's how you <u>felt</u>, and maybe that's why you're communicating that behaviour in that classroom' (.) or, um, yeah, I think (.) um and for me, it was definitely not having to solve somebody I think a big thing for me was like, letting the children kind of, guide where it was gonna go, instead of <u>forcing</u> them to, talk and express how they feel, if they wanna share what's happened during their day, they <u>can</u>, but if they just wanna sit and talk about, their favourite film, their favourite book, the thing that they're liking at the moment, then that's fine as well, and like, having their input in like (.) when they make reward cards and, 'what rewards, do <u>you</u> want?' not the ones that we just have to, have right in front of us, 'is there anything that you really like to do?' And sometimes it's as simple as just like, reading a book with an adult. (.) And just like sitting and having a conversation, and that's really nice to feel like the children have (.) their own (.) <u>say</u> in what (.) kind of things, they <u>can</u> have a say in, [facilitator: Mm] not obviously, 'I don't want to do my work, because I don't like maths', but, or 'if I do do my maths, then I can go outside and play with cars or I can do', something, that they <u>really</u> would like to do.</p>
		Giving the CYP choice.	then him having the <u>choice</u> , was incredibly important for him, being able to choose <u>actually</u> , I don't want to see you every day, I wanna do three days and this is when I want to do them because I like my lessons,

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>um, and actually I found that <u>long</u> term, that's probably been the biggest impact for this child is his ability to, decision make and to reflect, safely without shame</p> <p>I think a big thing for me was like, letting the children kind of, guide where it was gonna go, instead of <u>forcing</u> them to, talk and express how they feel, if they wanna share what's happened during their day, they <u>can</u>, but if they just wanna sit and talk about, their favourite film, their favourite book, the thing that they're liking at the moment, then that's fine as well, and like, having their input in like (.) when they make reward cards and, 'what rewards, do <u>you</u> want?' not the ones that we just have to, have right in front of us, 'is there anything that you really like to do?' And sometimes it's as simple as just like, reading a book with an adult. (.) And just like sitting and having a conversation, and that's really nice to feel like the children have (.) their own (.) <u>say</u> in what (.) kind of things, they <u>can</u> have a say in, [facilitator: Mm] not obviously, 'I don't want to do my work, because I don't like maths', but, or 'if I do do my maths, then I can go outside and play with cars or I can do', something, that they <u>really</u> would like to do.</p>
		Taking a non-judgmental approach.	<p>consistently there, and not judging and just listening and being able to help them to, to think about, what they need to do</p> <p>That nice sort of simple thing, isn't it, of like, well, it's <u>not</u>, but you know the most simple thing, that (.) cost nothing and you know, that's all they need is just to, have a voice and just be lis- and not judge, not judged um (mentor 10: Yeah). Um and just be, let them, you know, be be <u>them</u>, and and be not passed judgment, and I think that is the most valuable thing I think (.) that I've learnt.</p> <p>Yeah. The non-judgmental thing is as well, yeah, you're right, it's really important, I think, because because it's that, all that stuff that's mixed up with shame and and, and, (mentor 9: Yeah) and then to know, that, like you saying before that they can kick off and kick out and you know, push you away, that you're <u>still</u> turning up and you're still turning up in the same, frame of mind without that judgment, yeah, yeah, It's really important,</p>
		Listening to the CYP.	<p>they have that need, to to be listened to</p> <p>that level of (.) the <u>gap</u>, between, you know between the, the relationship, but it means that you <u>stay</u> more consistent for them, rather than the ups and downs that they have in those, kind of closer family, bond or relationships, so having that, being that little bit further apart from them but, consistently there, and not judging and just listening and being able to help them to, to think about, what they need to do and giving them the time and the space to do that, I think has led to, that that level of trust,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>I found that teachers, maybe listen, one of my um students, identified that there's a couple of lessons that, you know, ((inaudible)) to do, and we went and sat down with his head of year, and they listened and there was it. The student wasn't gonna take it as an option, so we managed to get that extra homework or I think it was extra homework slots that I got him, for this ((inaudible)). You, er, It was quite nice that, they, listened. They listened more, I think it's made it ((inaudible)) easier ((inaudible)) as well, because they're being listened to.</p> <p>I think they can all benefit, with a little bit of time when you just been given the time and somebody to listen to and to go through and, and learning those kind of like active listening skills. [Facilitator: Mmhm] ((inaudible)) and pose questions to themselves to solve their own problems. Um, it's it's really really helpful,</p> <p><u>Even</u> if there hasn't been any trauma, even if it's, you know, been a relatively smooth, you know process I think (.) because I see a lot of, sort of staff saying and things, and you think 'ohh, but you're not. You're not <u>listening</u> to the child'. 'You're not understanding'. But what they're trying to tell you is', and <u>that's</u> because I've had the training. <u>That's</u> because I've had <u>this</u>, um you know the <u>awareness</u> of these issues. as I say, much easier because mine are small. Um, but yeah, sometimes I think, my God, I've I really don't think I've done <u>anything</u> here apart from maybe, play a game, or just listen, listen to what they wanted to tell me about their weekend, um and they are, It, it, you can almost see, particularly in my year two, the release of that, of being able to just, <u>talk</u> and have somebody listen because I have the time, I guess to do that and um, and er, so I'm lucky there. So yeah, I basically don't do a lot in my job is what I've just said ((laughs)) just described there, but not all days like that, obviously [facilitator: Mm] but, sometimes it's just the little things, that can make really big difference and to be able to say. I'm here, like 'I'm here, I'm, you know, I'm just here to talk to you. Like, whatever you wanna talk about. It's cool'</p> <p>It doesn't <u>have</u> to be a lot, to, to fulfil that pupil's needs, I mean, it might just be the fact you don't have to say anything, just <u>be</u> there, and I think it, you don't have to like (.) <u>plan</u> anything, or <u>do</u> anything, um, just to, to fulfil that pupil's needs, where it might just be, they might just need someone to listen (.) um, and I think that's more, I think, that sometimes isn't valued as much as it should be.</p> <p>I was going to say it's those active listening skills, because, because they're key to <u>every</u> relationship you have. Um, and, once you've practiced them and you get used to them more and you, remind yourself of them sometimes, but they're still something you can work on, but actually, <u>most</u> people, not just the</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>children we work with, people just want to be heard and have their feelings validated and <u>that actually</u>, at the crux of the matter, that's what it's, that's what it's all about, so I think, once you have that <u>start</u> of that relationship in the showing up at the same time and being constantly, reinforces that, but it's all about, um, yeah, showing up and listening, isn't it, I think, um I think that, yeah, I think that's the key to it all really.</p> <p>I love their excitement when you, you, you're coming, you're waiting at the door and they go 'oh you want me, you want me, don't you? You want me', and they're like 'oh OK'. And I <u>love</u> that, and I think, one bit that I just recently, well last week a child said to me, I went to pick him up, he's a year six boy, he's obviously he's going into, um (.) er, senior school obviously in September and he went, 'it's lovely that I come out with you because I'm not one of thirty' and it's like '<u>ohh</u> my gosh', and I said to him, I said 'why did you, why, why do you think that?' And he said that, or if I, when I have to go to so-and-so, they say, 'look, can you just go and sit down please, I've got thirty other children here that also need my attention' and I think for that <u>twenty</u> minutes of that day, he loves that, so yeah, big smiles, they're always, they're, you know, if, and you can tell then, you've been with them nearly every day, so if they are a bit sad, you're like, 'ohh I'd picked up on that, come on tell me, tell me what's going on, let's go and talk about that', and I think we pick up on it better as a designated mentor, <u>than</u>, the other adults that <u>do</u> have, <u>all</u> of those other, needs, within their class and that can't be helped, but, it's good that we can take that (.) you know that child and they're happy to come out and, and speak and share.</p> <p>let's take a step <u>back</u>, and I think and and look at what's happening here. Um, for me, that was, to take that away, and it's that's helped me with quite, some, some of our, maybe more challenging children (.) um, in any circumstance and it's like, OK, now she's, he or she's at crisis point, we need to, you know, <u>listen</u>, listen to what they're trying to communicate, and, like I said before, I didn't really realise that before, I just would name, the hitting, the kicking, the everything else, but <u>not</u> what they were actually, trying to communicate over.</p> <p>I think a big thing for me was like, letting the children kind of, guide where it was gonna go, instead of <u>forcing</u> them to, talk and express how they feel, if they wanna share what's happened during their day, they <u>can</u>, but if they just wanna sit and talk about, their favourite film, their favourite book, the thing that they're liking at the moment, then that's fine as well, and like, having their input in like (.) when they make reward cards and, 'what rewards, do <u>you</u> want?' not the ones that we just have to, have right in front of us, 'is there anything that you really like to do?' And sometimes it's as simple as just like, reading</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>a book with an adult. (.) And just like sitting and having a conversation, and that's really nice to feel like the children have (.) their own (.) <u>say</u> in what (.) kind of things, they <u>can</u> have a say in, [facilitator: Mm] not obviously, 'I don't want to do my work, because I don't like maths', but, or 'if I do do my maths, then I can go outside and play with cars or I can do', something, that they <u>really</u> would like to do.</p>
		Flexibility and responsiveness of sessions.	<p>we might kind of take some of those and move them around and so, it's kind of more organic and natural with what's around us rather than I'm bringing <u>this</u> to today's session, I think I've learned, it's not like a, you <u>have</u> to do this by this, it's taking <u>very</u> much at their pace and, and not, feeling like you know you need to do every activity, complete it and, and that kind of thing. I think also different things with different students and they and, so um, like, one of, one of my students really likes to, to walk, they're active, they'll talk to you if they're walking, but if you sit down next to them. ((inaudible)) Then they'll do polite conversation about trainers and things like that, but <u>that's</u> as far as it's going to go, but if you're, if you take them out for a walk or do something more active so they're they're more likely to open up, whereas, you know my other student, before I asked them to go out for a walk they're, they're really don't want to but, they're quite happy to sit and doodle and draw and, and, you know which is sort of see why they, they had a go at storyboarding with somebody else, because that's, that's what <u>they</u> like but they know that, that you're showing that interest and they might see you go off with somebody else for a walk or sit down with somebody else says they can, probably notice that, that you've, taken that time to work out what <u>they</u> like and you're, you're meeting them doing the activity that suits <u>them</u> rather than well,' I like to go for a walk, so we're all gonna go for a walk'. Or 'it's too cold, I don't want to go for a walk. We're going to sit down', but actually you're, you're it's, it's ((inaudible)) tailored around, what's going to work for them. [Facilitator: Mm] I think that, that really helps.</p> <p>just as long as I adapt everything to be football based, um I think I'm gonna be fine.</p>
		Useful strategies, resources, activities or techniques.	<p>of the actual training, doing, doing the games and the things together was really useful. Um actually putting it in practise, because that was really interesting, how, how, you know, we had some pebbles, and and when we did that one, I remember thinking, oh, you know, I'll, I'll pick that one because that's innocuous kind of, you know, nobody's going to pick up anything from that. And then, we started talking and I found myself saying about my bad morning, you know, and I never intended to. And so I think actually experiencing it for yourself, within the group and within a safe environment was quite was, (.)</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>not quite, It was a really good way of doing it, um, because then you can see how it will work for the child, that or the young person you're working with. So yeah, that was a good bit of the training. then helping them to come around, with, with strategies that are going to help them to deal with that. So how can we how can we <u>express</u>, that? That's how I'm feeling. ((inaudible)) I still can't quite do it myself ((laughs)). But, I think it's something that that we need to, work really hard with them and I think it's probably made me <u>even</u> more aware than I was before, and to bring up more strategies. Um and I work really hard now to get students, <u>out</u> before they get to that point, um, by looking at the real really, really subtle little changes. and then spread that across to the staff in my team as well, that this is, that the, these children are all <u>individual</u> and there's lots of <u>different</u>, trigger points for them, and we need to look for those and we need to give them the out.</p> <p>there's that thing isn't there, every interaction is an intervention</p> <p>I think sometimes at the time you just you don't realise that when you go back and like reflecting on that emotion coaching, um, you know, it does become embedded in what you do, I mean you don't really necessarily realise you're, you're <u>using</u> some of these techniques. Um. Uh and then to go back and think about actually that is, that is what I am doing, you you realise that it is going in, which is nice, and having resources, you know, having things there that you can talk about, I've been, you know, the car, I have those car cards and having um, bear cards and er the blobs, that kind of thing I think are always really good and helped with <u>my</u> confidence, throughout the training, I would say.</p> <p>I created a memory game, er, for the boy that I mentor, coz he has memory problems, so I made it with, um, with stuff that he likes, and again, I was like 'ohh should we do this, or do we want to do this'? He was like, 'no, just uno, or the memory game'. 'Ohh OK'.</p> <p>I totally agree with you there, its not till you go, to, refresh on something, you think 'oh yeah I actually do that' (.) and then, yeah, and then there are a few things I think, 'oh, no, I really need to. I don't don't use that tool and perhaps I <u>should</u>' um, but yeah (.) Yeah. I think it's why, you, I get, with me, It's like I know lots of things that work for me, and then I forget to use or try something, that I'm not that (.) familiar with, whereas I should.</p> <p>I was going to say it's those active listening skills, because, because they're key to <u>every</u> relationship you have. Um, and, once you've practiced them and you get used to them more and you, remind yourself of them sometimes, but they're still something you can work on, but actually, <u>most</u> people, not just the children we work with, people just want to be heard and have their feelings validated and <u>that actually</u>,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>at the crux of the matter, that's what it's, that's what it's all about, so I think, once you have that <u>start</u> of that relationship in the showing up at the same time and being constantly, reinforces that, but it's all about, um, yeah, showing up and listening, isn't it, I think, um I think that, yeah, I think that's the key to it all really.</p> <p>Um definitely for <u>me</u>, after the, after the training and during the training, it was, (.) knowing that the type of activities and the strategies like the active <u>listening</u>, and I was doing it already, but I didn't know I was doing it' and it's like, 'aaah, I'm on the right line here, that's amazing', and then it was like, 'I am definitely OK in this role, I'm, this role was made for me and it's like, ooh, I <u>love</u> it'.</p> <p>I noticed that, I've definitely (.) once I I <u>knew</u> my job role better, I was like, right, this is, this is my role, this is what I'm doing to support you, and this is <u>how</u> I can support you, and then there's all those different units and they all interlink, don't they? They all interlink, you have to do the active listening, to do, to support them in all the other things, um, and the motivational um interviewing, and things like that, and again, it is things that we, naturally do, but to put a name to it and to put it in <u>place</u>, that was nice, I knew then I had a system, to work from, um, so that <u>gave</u> me the confidence to then. (.) Yeah, um, perform, perform my job role really. [Facilitator: Mm] Um, so yeah, for me it was more (.) knowing that, that confidence was already there and, working, working through it with the children, really, and then they were more confident in <u>me</u>, because they then knew that I was, I could, I would share what they wanted me to share, but also <u>knowing</u> that that trust was there, that I would pick them up every day, whether that teacher thought it was necessary or not, and it wasn't <u>just</u>, for behaviour management.</p> <p>for <u>me</u> it was (.) um, knowing that I didn't have to solve it I didn't have to have an answer for somebody, I didn't have to I, before I felt like the teachers wanted me to go in there with, a way to, to engage this child in something they didn't want to ((inaudible)) get engaged in. Or. Or. ((inaudible)) about, maybe, um, it wasn't up to me to solve that, it's not up to nobody, you know, it's not up to me to be that, go right, this is what I think you should do. This is what I think you should do, and to put it., over to the child and wonder, like ((inaudible)), communicate, I didn't really think of it before, like, I wonder, I imagine, is ((inaudible)) work and (.) I really didn't understand them before and I think they're quite powerful when you use them, in sessions, cause, they're not, you're not telling them, they've <u>got</u> to tell you, and and it's, it's (.) it's nice that it's so <u>natural</u>, and, by the time then they think (.) 'oh, she asked me a question', they've said, they've said something that's quite insightful about their lives or quite, like (.) you think,' oh,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>OK. I didn't realise that's how you <u>felt</u>, and maybe that's why you're communicating that behaviour in that classroom' (.) or, um, yeah, I think (.) um and for me, it was definitely not having to solve somebody now, knowing the the different activities to to do in that time, I can really zone in on those, those children that (.) you know, I always just thought they knew happy and sad and they were quite happy with that, and, but actually for them to understand, their different emotions and put words to them, especially down the lower end of the school, I think that really, really helps because they can then verbalise it better, um, and, and people, seem to <u>listen</u> when they can verbalise things better instead of just pushing it, brushing it to one side. Um (.) so, yeah, I in- I've enjoyed doing those, zoning in on these little things like, emotional literacy and helping them to, to decide, you know, <u>are</u> they, upset? Are they really <u>cross</u> or <u>frustrated</u> with their adult, that hasn't, turned up to contact or, hasn't come forward with their trainers that day or, whatever it might be? They can go. 'I'm really actually [mentor 11] I'm really cross with that person. I'm', you know, 'they haven't come and you're, you're here and you're looking through the cupboard, you're looking through the lost property box for me to see if there's some shoes I can have' and they, they're confident enough to come and, express that to somebody</p> <p>I did a positivity journal with him, to think of all the positive things during the day, and what's gone <u>well</u>, and he <u>really</u> enjoyed it,</p> <p>it's nice that, like, be able for, I guess the teachers have a little bit of an insight to what's going on in the child (.) because they may not express some of things that they do, but um, (.) like when I'd finished an activity before and then I said, 'oh, should we share this with your teacher?' and um, most of the times he would say, 'yeah', so we would go and show the teacher, and he'd be like, 'look, this is what we've done'. and like, 'if if I'm, if I feel angry, I'll use this', and it's nice for the teacher to be like, 'ohh', like, 'I didn't actually realise at that point he <u>was</u> feeling angry, but, because he's been able to show it rather than tell me, then he can calm down quicker' um, (.) yeah, be able to get back on track to what he was meant to do. [Facilitator: Mm]. Um, it's nice to have that little bit of insight, for the teachers to have, I think as well.</p> <p>I think it for me it was the, the different activities that you can do</p> <p>So I think having the different techniques, and, some of the things that I think even during the training, I remember we were watching a video about puppets and I was still thinking 'cor, I'm really not sure' you know, I was trying to think of some of my learners, I was thinking if I shove a puppet and their face, it's going from back at great speed but, but then (.) adapting that so, so it hasn't not necessarily kind of been,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>with with puppets but, where I've got lots of different like well look here's my pen (shows pen) and lots of different kind of fiddle things, and then sometimes when we're talking we might kind of take some of those and move them around and so, it's kind of more organic and natural with what's around us rather than I'm bringing <u>this</u> to today's session, um I think has worked really well</p> <p>I found um, one of my students who I worked with. Um talking to another student, um, a couple of weeks ago, and they were, they were talking through something that had happened, and I noticed they picked up a pen and a piece of paper and they were like, 'so tell me about it' ((laughs)) they started storyboarding, 'so you did this. Ohh, why did you'?</p>
		<p>"Less is more".</p>	<p>and not, feeling like you know you need to do every activity, complete it and, and that kind of thing. It's more (.) you, you learn to(.) like kind of, like back off in a sense, but also, be there, if you know what I mean.</p> <p>the understanding actually how <u>little</u> it seems from my point of view, how little (.) you need to necessarily give to a child, for them to really take (.) such a lot from it. Does that make sense? It doesn't really make sense, um, you know, I don't have to put an <u>awful</u> lot of effort into some of my, you know, I'm not sitting there researching every time, you know, a new thing I can do with them or anything sometimes just rocking up at the door, with a smile and it, and you know, it's our time together (.) is, you know, that makes, makes their day,</p> <p>as I say, much easier because mine are small. Um, but yeah, sometimes I think, my God, I've I really don't think I've done <u>anything</u> here apart from maybe, play a game, or just listen, listen to what they wanted to tell me about their weekend, um and they are, It, it, you can almost see, particularly in my year two, the release of that, of being able to just, <u>talk</u> and have somebody listen because I have the time, I guess to do that and um, and er, so I'm lucky there. So yeah, I basically don't do a lot in my job is what I've just said ((laughs)) just described there, but not all days like that, obviously [facilitator: Mm] but, sometimes it's just the little things, that can make really big difference</p> <p>you could have <u>all</u> the resources in the world to, try and help a child, like, talk and, and um open up about something, but at the end of the day, they'll just wanna play Uno</p> <p>I created a memory game, er, for the boy that I mentor, coz he has memory problems, so I made it with, um, with stuff that he likes, and again, I was like 'ohh should we do this, or do we want to do this'? He was like, 'no, just uno, or the memory game'. 'Ohh OK'. ((laughs)) Sometimes simple is, is better.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>I think that's why I was like, um,(.) getting the <u>expectations</u> right, like I've already mentioned just now, actually, were my expectations, are they too <u>high</u>, am I expecting too much, you know like, [supervisor] has now reminded me that it's actually more about conversation, you can do like practical activities, but, it's just that safe building relationships, you don't have to actually, evidence any (.) sort of learning from it do you. It's, it's just so, yeah, I think um, its taken me a <u>long</u> time to get to that point. [Facilitator: Mm]. To feel comfortable with that point. I think.</p> <p>It doesn't <u>have</u> to be a lot, to, to fulfil that pupil's needs, I mean, it might just be the fact you don't have to say anything, just <u>be</u> there, and I think it, you don't have to like (.) <u>plan</u> anything, or <u>do</u> anything, um, just to, to fulfil that pupil's needs, where it might just be, they might just need someone to listen (.) um, and I think that's more, I think, that sometimes isn't valued as much as it should be.</p> <p>That nice sort of simple thing, isn't it, of like, well, it's <u>not</u>, but you know the most simple thing, that (.) cost nothing and you know, that's all they need is just to, have a voice and just be lis- and not judge, not judged um (mentor 10: Yeah). Um and just be, let them, you know, be be <u>them</u>, and and be not passed judgment, and I think that is the most valuable thing I think (.) that I've learnt.</p>
		The importance of play.	<p>I created a memory game, er, for the boy that I mentor, coz he has memory problems, so I made it with, um, with stuff that he likes, and again, I was like 'ohh should we do this, or do we want to do this'? He was like, 'no, just uno, or the memory game'. 'Ohh OK'. ((laughs)) Sometimes simple is, is better.</p> <p>Mentor 7: Well they've missed out on <u>play</u>, a lot of the ones we working with, they missed out on those early experiences actually, having an opportunity where they can do that, especially for <u>secondary</u>, where it's not, It's not a, it's not a thing, it's encouraged and it's <u>normal</u> and it's <u>nice</u>, just being able to play, so joyful</p> <p>it's having that <u>understanding</u>, that, children have missed those play opportunities, they haven't had those opportunities. And I, and I think that, probably for <u>me</u> is <u>massive</u> having that understanding</p>
		"Over and above the call of duty".	<p>I've given up lunch breaks and bits so we can watch films, and just watching the relationship being rebuilt they've got like a an exclusion and I was like panic, and I was, I was on the you know text can I come in, can I, I mean I mean because I'm you know op ((inaudible)). My ((inaudible)) was, you know, I need to go in and speak to them</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>that she might have, have left school and is now moving on in her life, but the security that that she knows, you know, we've always said if there's any, if you're a point where you're ever in a problem, come and see us and we're you know we can talk to you and help you through,</p> <p>If I've had students um, be absent and miss a session or couple of sessions, even if it's not the time they're supposed to see me, I <u>always</u> try and catch up with them, when they're back in so they know that, I'm there.</p> <p>I created a memory game, er, for the boy that I mentor, coz he has memory problems, so I made it with, um, with stuff that he likes, and again, I was like 'ohh should we do this, or do we want to do this'? He was like, 'no, just uno, or the memory game'. 'Ohh OK'. ((laughs))</p> <p>'they haven't come and you're, you're here and you're looking through the cupboard, you're looking through the lost property box for me to see if there's some shoes I can have'</p>
		Not needing to "fix the problem".	<p>having an emotionally available adult rather than the need to fix things. Um, I think probably before the course, I felt that, there were things I I needed to kind of I need to be able to <u>fix</u>, fix things in it for an intervention to be successful. Um but actually the kind of the power of having an emotionally available adult, just came through loud and clear on the training and kind of changed my view of, of, what fixing I guess was.</p> <p>I think it for me it was the, the different activities that you can do and actually getting them to, to think for themselves. So rather than trying to fix them and fix their problem giving them the tools to be able to fix it for themselves and to think of different solutions and actually what is it gonna look like if it's fixed.</p> <p>I think it's so important for her to know that when she goes to [mentor 6], she can just have that space. And [mentor 6]'s not gonna do anything with it, she's not fixing it, but she's <u>being</u> there, for <u>me</u> it was (.) um, knowing that I didn't have to solve it I didn't have to have an answer for somebody, I didn't have to I, before I felt like the teachers wanted me to go in there with, a way to, to engage this child in something they didn't want to ((inaudible)) get engaged in. Or. Or. ((inaudible)) about, maybe, um, it wasn't up to me to solve that, it's not up to nobody, you know, it's not up to me to be that, go right, this is what I think you should do. This is what I think you should do, and to put it., over to the child and wonder, like ((inaudible)), communicate, I didn't really think of it before, like, I wonder, I imagine, is ((inaudible)) work and (.) I really didn't understand them before and I think they're quite powerful when you use them, in sessions, cause, they're not, you're not telling them, they've <u>got</u> to tell you, and and it's, it's (.) it's nice that it's so <u>natural</u>, and, by the time then they think (.) 'oh, she asked me a question',</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			they've said, they've said something that's quite insightful about their lives or quite, like (.) you think,' oh, OK. I didn't realise that's how you <u>felt</u> , and maybe that's why you're communicating that behaviour in that classroom' (.) or, um, yeah, I think (.) um and for me, it was definitely not having to solve somebody, you know, I'm not trying to fix you, I'm trying to support you.
		Wanting to "fix the problem".	I do agree that you always kind of want to, you want to make things right don't you think if a young person is struggling you just have that thing, well how can I make it right?
		Removal of barriers to promote growth.	sometimes they won't speak directly to the member of staff how they're feeling, you're that con- ((inaudible)) you can, you can, sometimes you, ((inaudible)) way than they would and and does remove the barriers, and it makes it easier for the students, to get on, generally, just, you know, just if barriers have been removed and you know they can say a bit more and say have a bit more.
<u>Enablers</u>	Support from above	SLT, line managers/ SENCOs wanting the interventions &/or providing support.	<p>our SENCO was the one who, (.) who wanted me to go on to it and so she's obviously enabled, gave me the time, and she can see the benefits and when you can see what (.) how much the students (.) trust you and then, will disclose to you about various things, that that's made a difference and I think they can all see that as well</p> <p>it was suggested to me by the my, the SENCO of the school, who is not here anymore, but she had done the training with a fellow colleague of mine at the school.</p> <p>And then [LA] kind of informed me of the student they wanted me to work with, who I, like others, had a pre-existing relationship with, and then it all sort of fell into place, and I I was super excited to do it after that.</p> <p>I got approached by my manager, er, but also you'd sent him an e-mail ((laughs)) um, and he had thought of <u>me</u> and approached me, and at first I, was a bit apprehensive because I didn't know, what it was supposed to be, but then I was, I was almost flattered, that I'd been chosen.</p> <p>I was pretty similar, I was approached by my line manager because I worked with a student who's got attachment needs. um but after doing the course, um, we had a conversation, and it was decided that he wasn't the best student for me to be a mentor for, and we've actually got a different student. And so yeah, what, what I was intended for was changed.</p> <p>senior leadership team have been very, keen for me to develop relationships with, them, especially having two new looked after children in reception this year.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>so I'm quite lucky in terms of I have a very supportive kind of senior leadership team. Um that, you know, when these training courses come up, they were like, yeah, yeah, go on them. like, whatever you can do to kind of support our children, mine involved in my actual work role because that's, they <u>knew</u> that that's the role that I'd be taking on, as well as pastoral support, um and ELSA. So, mine was definitely, we're putting you on this course, this is what you <u>need</u> to have really, when my line manager told me about this course, it does go with what, I do in school as well with um, other groups, my line manager, she knows, she knows, she <u>agrees</u>, a positive as well is like, for me my line manager just kind of went, 'oh you do it, and then I'll support you in what you need' and that was quite nice to be able to have, that freedom to be like 'ohh no, I <u>think</u> this is a direction that he wants to go in', and she was like well then go with it, so that was really nice to have that support from her.</p>
		Having autonomy within the mentor role.	<p>Um which is quite exciting really, and it's exciting to be part of that um you know, I quite <u>like</u> taking something new on and, running with it. Um, so yeah, it's quite excited to be part of it and, um, kinda yeah, make it my own and kind of run it the way that <u>I</u>, you know, want to run it, which is nice when you're on your own, so yeah. a positive as well is like, for me my line manager just kind of went, 'oh you do it, and then I'll support you in what you need' and that was quite nice to be able to have, that freedom to be like 'ohh no, I <u>think</u> this is a direction that he wants to go in', and she was like well then go with it, so that was really nice to have that support from her.</p>
		The benefits of having an elevated role in school.	<p>the position ((inaudible)) is quite nice because I can. I can say, well, this is when I'm going to see them, so I don't have to um. I don't have to try and negotiate timetabling it with anybody since September where I've got my new <u>role</u>, whereas they realised actually I don't have capacity to be pulled out every five minutes, which then gives me (.) the capacity to do this more consistently, whereas the role I've got <u>now</u> is OK, they don't tend to pull me out.</p>
		Mental Health being a whole school focus.	<p>I'm quite lucky, our school have got real mental health kind of push, um, because it's an SEN setting the last couple of years I think sort of post-pandemic, we've kind of, there's been a real push for the mental health side of things for our kids</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		Finding it easy to run the intervention.	it's been just quite easy to do. So I think. Being in a small school it's much easier to put in these interventions because, that, all the groups are small and and the the staff and the students are used to students coming out for
		Having a space / room for the intervention.	we have a designated space which makes a massive difference, so, it was when I first started just a little cupboard off a, with the curtain, but I have my <u>own room</u> now, which is very exciting, but that made a massive difference. And then, and then the child became familiar with the space So <u>helpful</u> . Helpful is that I do have my own space.
		Timetabling in the intervention is easy.	the position ((inaudible)) is quite nice because I can. I can say, well, this is when I'm going to see them, so I don't have to um. I don't have to try and negotiate timetabling it with anybody. So. So for me it's it's been just quite easy to do
		Having a budget to spend on the intervention.	I'm allowed to use money from our SEND budget to get bread and butter for toast so that, um I have one, she's quite food orientated, so, it's nice for her to have toast and hot chocolate in it. Sort of helps her share a bit more.
	Support from colleagues	Working with and having support from other staff.	I'm lucky that the school kind of support what I'm trying to do, so I'm lucky in terms of um (.) the teachers and staff do understand they are now come, try and coming to find me to ask me questions now they know what I do. So that's really nice. Because when you're then having conversations with, with, other staff members or, or or family members of that child, you can, you've got a place of real science, I found that teachers, maybe listen, one of my um students, identified that there's a couple of lessons that, you know, ((inaudible)) to do, and we went and sat down with his head of year, and they listened and there was it. The student wasn't gonna take it as an option, so we managed to get that extra homework or I think it was extra homework slots that I got him, for this ((inaudible)). You, er, It was quite nice that, they, listened. They listened more, I think it's made it ((inaudible)) easier ((inaudible)) as well, because they're being listened to. sometimes they won't speak directly to the member of staff how they're feeling, you're that con- ((inaudible)) you can, you can, sometimes you, ((inaudible)) way than they would and and does remove the barriers, and it makes it easier for the students, to get on, generally, just, you know, just if barriers have been removed and you know they can say a bit more and say have a bit more

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>it was useful for our SENCo to be able to come and find um, one of us. He ended up finding me, because I wasn't in a meeting, and, it was useful to have someone who'd had that training to go in and be able to, just kind of watch this student, and see, what the best course of action was going to be for them. Um that's not just down to the, to the mentoring supervision that, it starts in there, it was then a <u>massive</u> team around that child, and then being able to communicate with staff, I think it put me in a unique position that was <u>really</u> helpful for him,</p> <p>it's a really <u>interesting</u> position for <u>me</u> to be in to see that, what we both offer, within the relationships. She'll go to me, for certain things, you for certain things and other members of staff, I think I think that's really special for her, actually.</p> <p>I think I definitely have a lot more on my workload <u>now</u>, and that's positive because they come to you, 'oh [mentor 11], can you just quickly talk to this person, or can you quickly' and it's like, and I have had to say this last couple weeks. 'Oh, do you know what I <u>must</u> do, my designated mentoring children first, I <u>will</u> talk to them, that child', they're like, 'ohh, it's really good, you really, I think you connect with this child better' and that's <u>brilliant</u>. But <u>no</u>, my designated mentor children are definitely, the priority. So, yeah, that's, I think that's positive that they can, feel that they can come to you, with any, of the situations that they have [facilitator: Mm] and, you know, they're quite happy to stand and chat, and, and communicate all those things and want the best for their children, so, yeah, that's really positive in our school.</p> <p>it's nice that, like, be able for, I guess the teachers have a little bit of an insight to what's going on in the child (.) because they may not express some of things that they do, but um, (.) like when I'd finished an activity before and then I said, 'oh, should we share this with your teacher?' and um, most of the times he would say, 'yeah', so we would go and show the teacher, and he'd be like, 'look, this is what we've done'. and like, 'if if I'm, if I feel angry, I'll use this', and it's nice for the teacher to be like, 'ohh', like, 'I didn't actually realise at that point he <u>was</u> feeling angry, but, because he's been able to show it rather than tell me, then he can calm down quicker' um, (.) yeah, be able to get back on track to what he was meant to do. [Facilitator: Mm]. Um, it's nice to have that little bit of insight, for the teachers to have, I think as well.</p>
		Other staff understand the	All of the staff can see the benefit, so when when these students have a safe space, and the staff see the benefit when we do that with the students that then they can be more focused

Theme title	Sub theme title	Codes included within theme	Quotes
		importance & can see the benefit of the intervention.	<p>I think it's worked really well and we also we we do really see the positive impact of having them with the students.</p> <p>our SENCo was the one who, (.) who wanted me to go on to it and so she's obviously enabled, gave me the time, and she can see the benefits and when you can see what (.) how much the students (.) trust you and then, will disclose to you about various things, that that's made a difference and I think they can all see that as well.</p> <p>I don't think it's till they see the impact it's having. [Facilitator: Mm]. That they, it's it's then, but I think I wish they could see <u>that</u> at the beginning. [Facilitator: Mm]. So they could see what potentially, you the impact you can have rather than waiting, to see the impact it's having they're like, 'ohh, it's really good, you really, I think you connect with this child better' and that's</p>
		Good class teachers	<p>Um I don't think that's <u>all</u> me, I think it's a lot to do with his class teacher this year, I think it's also now that he has a particularly good teacher</p> <p>I think not, not necessarily just me, but maybe it's the teacher he's got now, he had before, so he's, and they built up a really good relationship, when he transitioned from year two to year three, um, his teacher that he had, had for two years he had in reception and year two, she was leaving and he got so worried because she was the person that he could rely on, um, and had a really good bond to,</p>

	Training related support	Training content was found to be useful.	<p>So I think having the different techniques, and, some of the things that I think even during the training, I remember we were watching a video about puppets and I was still thinking 'cor, I'm really not sure' you know, I was trying to think of some of my learners, I was thinking if I shove a puppet and their face, it's going from back at great speed but, but then (.) adapting that so, so it hasn't not necessarily kind of been, with with puppets but, where I've got lots of different like well look here's my pen (shows pen) and lots of different kind of fiddle things, and then sometimes when we're talking we might kind of take some of those and move them around and so, it's kind of more organic and natural with what's around us rather than I'm bringing <u>this</u> to today's session, um I think has worked really well, Agree with what [mentor 1] said. It, it's it's it has helped me a lot. Yeah, absolutely. I, I agree and I think, I think it's helped. It's helped me working with a <u>whole</u> range of students</p> <p>It almost joined the dots for me on a, on a personal and professional level that, that, although these are things that I <u>knew</u>, um, actually it was quite a safe space to find out more about it. And, um, yeah, and I, I just found that the training, helped working with those children, I think a lot of the the training and the skills are, are, I've used there too massively. that was again another thing that we kind of acted out, in our, our training um, say somebody came in the room and after we'd just said about our feelings about something and then, <u>didn't</u> acknowledge us, and, and as a ((laughs)) I like to think of fairly balanced adult, I thought, oh, oh, like, I've just told you everything. And yeah, it was very powerful and definitely stuck with me. the days, in with other people training were really good. yeah, the course was good.</p> <p>I absolutely love training and and this kind of thing is is absolutely my all game, is absolutely my interest, it's my love, it's my passion, etcetera, etcetera. So, doing the training was amazing, there was an <u>awful</u> lot in there,</p> <p>I <u>think</u>, it really opened my eyes to the fact that (.) you know, I I don't really think I'd ever thought about, I'll be honest, I don't think I'd ever really thought about the attachment needs</p> <p>I just think it's really fascinating and the training definitely, kind of opened my eyes to that for me, the training came at a great time, I've always worked within well-being, within the school. It always, you know, for a long time and my degree in psychology, so it's sort of always been my <u>world</u>, but actually I started my role, which is actually <u>just</u> for looked after children, so we're quite a special position in the school, that <u>is</u> my job, so the training came in <u>amazing</u> time, because I was straight into the role,</p>
--	--------------------------	--	---

		<p>new to me, straight into that training, and a lot of it I did know, but a lot of it I very much didn't and and it was fascinating and interesting,</p> <p>It it was useful as well because it (.) I've had a better understanding of, um how, err looked after children's past, could affect their future, even if, they aren't aware of it. Um, we had a, an incident where um, one of the boys I was mentoring, something had triggered a response that he doesn't remember, and he had a full (.) like, not quite like a breakdown, he just threw himself on the floor and completely shut down.</p> <p>but having done the course, it was really well done and it made me feel, sort of ready to tackle that I suppose.</p> <p>I've learned so much from it and I think it enhanced, so- some of the skills that I've done through that was <u>reusing</u> and refreshing a lot of skills, as well that we don't use for a while.</p> <p>I think for me it's sort of formed my knowledge base because, because the ELSA and the past-, the designated mentor started in my first, bit in role, so, I had has some experience, I wasn't entirely unexperienced, but but both those training courses formed, formed, how I worked really</p> <p>I I think I think the <u>more</u>, I learn from training, I think you take away sub-consciously and then.</p> <p>[Facilitator: Mm]. You know, it's like you might be (.) dealing with a situ-, you know, or something with that pupil, and (.) and then, you do think. Ohh yeah, quite often I'll flick through like, previous like, modules and that that I've took notes on and (.) yeah I was doing it yesterday like, and I do keep going through, sometimes I think oh I just remember, I'll just have a quick look through and just yeah, so I think it is very, yeah, it just helps me and it guides me.</p> <p>I think it's like you always like (.) I always think now you look beyond behaviour, but I think with the training we have is like, you go a little bit deeper, even more, and it gives us the knowledge to do that. (pause) Or we might see students, say, display a behaviour or (.) Or act in a way that's been mentioned during training</p> <p>I agree, I think it does give you more knowledge and I do think that you can, even if you don't always realise it, you're it, it's, it's in there somewhere (mentor 9: Yeah) and you're always looking behind the behaviour to see what that's about and not, and not just going oh yeah they're <u>attention seeking</u>, you know, the you know that there's something behind it, wider scope of knowledge about what that something, might be. And obviously the more we know about kids that have gone through trauma, then the more we, the more we know, about the, you know, the best ways we can assist them, and I think it's, eh anything that we're doing like that well and we'll increase our knowledge, and our skill then.</p>
--	--	--

but since doing this course, I've understood it more, because you can kind of see the bigger picture and um, thinking about the diagram, I can't remember what it's called, but it's like if a child (.) doesn't have strong emotional and social skills, they can't then focus on their work, and they can't focus on, what the adults saying, and sometimes they might not even focus on, any of it [Facilitator: Mmh] because they're just not in that right frame of mind, and that was really useful to be like ohh, actually, it's OK at that moment if that child, isn't taking on all of their learning, because they're still learning to, trust the adults around them, to be able to get them to the point that they feel like they can, do their work.

before the, training, I just thought there's one type of attachment, really, I, I, I'd read lots about attachment before, but never really (.) no, I didn't realise there was so many different types of attachment, does that make sense? Um and so when (.) you know, you know, I now know that just because , one, child, shows attachment issues with, um just crying continually coz they've left mummy, you know there could be, other behaviours to look for, that would also signify that that child maybe has some attachment difficulties, um and then hone in on and I think it made me more observant, should I say, into attachment, rather than, like I said before really, that, you know, a, behaviour is showing a communication, but, your looking for those little signs, that aren't always just right in front of you, like screaming and crying and not wanting to leave an adult, that you think they trust so much, um, or crying out for an adult that is, is not in their life anymore, you just, it's looking for those other cues, that, child that's withdrawn in the corner, um, that doesn't want to have any, any attachment with anybody, and you think, ooh, OK, that's different what I've seen before, so yeah, making me more observant definitely, of people's behaviour, children's should I say.

I think it was mainly the science behind it, you don't realise that sometimes there's science behind these, um behaviours, or symptomatic behaviours that, are causing that, that breakdown sometimes and, um, (.) when you put that, you're like, 'ohhh my gosh really, is that what the brain does when you're, traumatized, or when, a child reacts or behaves a certain way', because sometimes you have to put a name to it, it's right to say, the behaviour is erratic, or it's volatile, whatever, but actually, no, no, no, let's, let's take a step back, and I think and and look at what's happening here. Um, for me, that was, to take that away, and it's that's helped me with quite, some, some of our, maybe more challenging children (.) um, in any circumstance and it's like, OK, now she's, he or she's at crisis point, we need to, you know, listen, listen to what they're trying to communicate, and, like I said before, I didn't really realise that before, I just would name, the hitting, the kicking, the everything else, but not what they were actually, trying to communicate over. [Facilitator: Mm] and, that's what I take from that, and, and that's helped me then with the ELSA um, and trauma informed schools, I, you know, I've taken all that from the

			<p>designated mentor and it give me a real foundation, of like, 'oh, I, I'm getting this, I'm understanding this more and more and using it all the time in different circumstances'.</p> <p>I think it's just nice to, have the training, to be able to see people and like, get their own experiences from school</p> <p>when we did the training it was really nice to be able to do it in person to, (.) see different people, and see what they think as well.</p> <p>no, the training was brilliant, I can't, there's nothing I would, think to alter or anything like, [mentor 12] just said really, that <u>sharing</u>, the sharing of your own experiences, um and [supervisor] was very good at sort of saying right, now we need to stop sharing so much, we've got to get through this content, um there, there was, a, maybe a <u>few</u> things that, I, probably wasn't listening to you, because I was mulling over somebody else's experience, like 'ohh my gosh, I think I've just missed something', but having the hand-out there, you could go over and, and you know, review it in your own time and go oh, actually, I just need [supervisor] to' go through that and, like I say, [supervisor] was <u>more</u> than happy to do that on the training days, um, and you felt very supported and the information that was given, was, you knew was good to content, and it was, easy to apply when you come back into the workplace, so yes, yeah, no, good training, wouldn't fault it.</p> <p>Um I don't think so. Just, um, I guess, of the actual training, doing, doing the games and the things together was really useful. Um actually putting it in practise, because that was really interesting, how, how, you know, we had some pebbles, and and when we did that one, I remember thinking, oh, you know, I'll, I'll pick that one because that's innocuous kind of, you know, nobody's going to pick up anything from that. And then, we started talking and I found myself saying about my bad morning, you know, and I never intended to. And so I think actually experiencing it for yourself, within the group and within a safe environment was quite was, (.) not quite, It was a really good way of doing it, um, because then you can see how it will work for the child, that or the young person you're working with. So yeah, that was a good bit of the training.</p> <p>for me anyway. I have to like do things (.) more than once er, you know, I like to embed, I'm more of a practical learner.</p>
--	--	--	--

		Supervision was helpful	<p>I was going to say enabling for me has been the supervision sessions, and that carry on afterwards So I would say the supervision sessions for me have been really enabling to be able to bring any, um, any tricky customers um the success story I was talking about earlier, you know, we had a <u>real</u>, ((laughs)) real journey with him and um it's just really useful to be able to talk to other people who are doing, in a similar position, doing the same thing. And that <u>I</u> have found <u>really</u>, really valuable because in school it can be quite, um, lonely in a way because other people don't understand it they're focused on more academic interventions, which is fine, that's their role. So, um I found those supervision sessions really enabling um, for me personally</p> <p>I agree with supervision has been really useful as well because um like [mentor 1] was saying, you do you can do lots of training, and then, you sometimes there's small things that you forget and actually when you when you turn up to supervision there might be something and it's as you're explaining it you start to see the answer yourself. You're like 'ohh why didn't I think about that', and people can remind you of things, that you've done previously um, and I have like a book of notes from the course and I'm I'm one of those people who writes down absolutely everything that's on the board and keep so many notes. And so I go back through them frequently to try and think of ideas, but, actually doing, like talking to other people and just bouncing ideas off them, is is really, really useful.</p> <p>I really like the, the supervision and being able to, to um, to touch base with other people even, even if you have, you're not coming with a problem you just, just want to kind of chat to other people who are doing something similar.</p> <p>Yeah, definitely. I think um, learning from your colleagues is, you know, invaluable, isn't it? And people who been in similar situations, and can um, sympathize and empathize with what you're trying to do. Um, you know that that I find that very supportive. Um and er I, I I feel the same way about my ELSA supervision, I find that helpful. And so it's um, you know, jobs, I've had, I've <u>always</u> had supervision. So, I guess it's quite a natural thing for (.) me to do and t,o to be able to to learn from, so yeah, definitely.</p> <p>Yeah, I definitely think it's helped hearing that other people weren't comfortable at the beginning because, I was stressing it was just me. But come and, see that everyone had those difficulties at the beginning as well, It's it's nice to hear, as as bad as I feel for you at the time ((laughs)) it's nice to hear that you also struggled.</p> <p>I do think peer support is invaluable in our kind of roles because we're working with very vulnerable children that. Potentially share some (.) really kind of heavy stuff. Don't they? And I think it's really important to have that. Obviously, it's my first supervision for a mentor, and I just think it's really nice to get that (.) Because I think sometimes you get so kind of. <u>In</u> a situation and and you don't know where to</p>
--	--	-------------------------	---

		<p>go. It's just nice to get someone else to go, actually, have you thought about this or have you thought about this or? I've had this before.</p> <p>I really value peer support, always kind of have, and you know I really enjoy the supervision kind of sessions. I really, I <u>like</u> that it's part of the training. I <u>like</u> that you know, you don't just go on a course and then that's it, like see you later kind of thing. I like the fact that we've got that ongoing, um support, you know for each other and for sort from [supervisor] and stuff. So I think it is, yeah, for me, I really value that. Um, and the fact that it's quite regular as well, I think it's really important that we don't kind of get <u>lost</u> and it's not just the training course. You going, 'yeah see you later, learn all that stuff', we <u>can</u> bring it back, we <u>can</u>, say I'm not sure about that, can you go through that again? Um I'm not that that, you know, that takes time to kind of build that confidence up, but I think that's. Um. Yeah, I just think it really valuable to have this this space to kind of say this isn't working, or help, I don't know what I'm doing. Um, I think that's really important in (.) our line of work really.</p> <p>actually, today has made me feel much better, because, that's the good thing about supervision, isn't it? Is that, you get people (mentor 9: Yeah) that understand how you're feeling and they're in the same boat and so, you think 'oh, it's OK', and [supervisor] saying, I always find [supervisor] really, um calm and practical anyway, and just say, 'it's just this, this and this' and you go 'Oh, so its fine', so <u>actually</u> actually the supervision is really valuable, and, um, speaking to colleagues, also speaking to the Ed Psychs is just that, that, two different views, but, they always brings something that's beneficial, I think and (.) and then yeah, and it takes some of that 'aaaaah' out of it, which is, which I'm really pleased about ((laughs)) actually today, because I was feeling a bit like that, and now I feel like, 'ohh, it's OK I can just go back and revisit <u>this</u> and look at <u>that</u>, and I'll be (.) I'll be fine'.</p> <p>sometimes I feel like, 'oh gosh', you know, stuff that, I think I should, I really like, be wanted, needing to ask these questions, like I've been doing it all this time, but <u>actually</u> you, you get to groups like this and actually everybody feels the <u>same</u> (.) so, and it's <u>OK</u> to feel like that, so it's <u>OK</u> to not know everything these supervision meetings have been really helpful because actually, you think about things that maybe you might not have thought of before or like it can bring light, to, (.) your own situation, and like, on the last time you had a supervision meeting, I really found it hard to get through to the child, and it was really helpful to, be able to be like no, maybe try this, and then I tried it and (.) yes. Is quite nice to have someone from <u>outside</u>, give you some advice, because then you look at it when you're in the situation, and you see it differently then what, someone else might do from outside of the situation. So I really appreciate being able to have these supervision meetings,</p>
--	--	--

Theme title	Sub theme title	Codes included within theme	Quotes
		Up-skilling mentors.	<p>But, but I just felt that the more skills we could get to to help the children we've got, the better. it was kind of put forward to me because I'm already ELSA trained, um, It just felt like the right kind of um (.) thing to add to my, my skills, I suppose.</p> <p>I think sometimes at the time you just you don't realise that when you go back and like reflecting on that emotion coaching, um, you know, it does become embedded in what you do, I mean you don't really necessarily realise you're, you're <u>using</u> some of these techniques. Um. Uh and then to go back and think about actually that is, that is what I am doing, you you realise that it is going in, which is nice, I've learned so much from it and I think it enhanced, so- some of the skills that I've done through that was <u>reusing</u> and refreshing a lot of skills, as well that we don't use for a while.</p> <p>I think for me it's sort of formed my knowledge base because, because the ELSA and the past-, the designated mentor started in my first, bit in role, so, I had has some experience, I wasn't entirely unexperienced, but but both those training courses formed, formed, how I worked really, I kind of understood it, from working with a boy for, four years as a one to one, before this course, um, he had really quite strong attachment needs, to the point of, (.) he didn't feel safe anywhere and because of his <u>past</u>, I kind of knew that that's why he reacted in the way he did, um, but since doing this course, I've understood it <u>more</u>, because you can kind of see the bigger picture and um, thinking about the diagram, I can't remember what it's called, but it's like if a child (.) doesn't have strong emotional and social skills, they can't then focus on their work, and they can't focus on, what the adults saying, and sometimes they might not even focus on, any of it [Facilitator: Mmh] because they're just not in that right frame of mind, and that was really useful to be like ohh, actually, it's <u>OK</u> at that moment if that child, isn't taking on all of their learning, because they're still learning to, trust the adults around them, to be able to get them to the point that they feel like they <u>can</u>, do their work.</p> <p>before the, training, I just thought there's one type of attachment, really, I, I, I'd read <u>lots</u> about attachment before, but never really (.) no, I didn't realise there was so many different types of attachment, does that make sense? Um and so when (.) you know, you know, I now know that just because , one, child, shows attachment issues with, um just crying continually coz they've left mummy, you know there could be, other behaviours to look for, that would <u>also</u> signify that that child maybe has some attachment difficulties, um and then hone in on and I think it made me more observant, should I say, into attachment, rather than, like I said before really, that, you know, a, behaviour is showing a communication, but, your looking for those little signs, that aren't always just right in front of you, like</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>screaming and crying and not wanting to leave an adult, that you think they trust so much, um, or crying out for an adult that is, is not in their life anymore, you just, it's looking for those other cues, that, child that's withdrawn in the corner, um, that doesn't want to have any, any attachment with anybody, and you think, ooh, OK, that's different what I've seen before, so yeah, making me more observant definitely, of people's behaviour, <u>children's</u> should I say.</p> <p>now, knowing the the different activities to to do in that time, I can really zone in on those, those children that (.) you know, I always just thought they knew happy and sad and they were quite happy with that, and, but actually for them to understand, their different emotions and put words to them, especially down the lower end of the school, I think that really, really helps because they can then verbalise it better, um, and, and people, seem to <u>listen</u> when they can verbalise things better instead of just pushing it, brushing it to one side. Um (.) so, yeah, I in- I've enjoyed doing those, zoning in on these little things like, emotional literacy and helping them to, to decide, you know, <u>are</u> they, upset? Are they really <u>cross</u> or <u>frustrated</u> with their adult, that hasn't, turned up to contact or, hasn't come forward with their trainers that day or, whatever it might be? They can go. 'I'm really actually [mentor 11] I'm really cross with that person. I'm', you know, 'they haven't come and you're, you're here and you're looking through the cupboard, you're looking through the lost property box for me to see if there's some shoes I can have' and they, they're confident enough to come and, express that to somebody. [Facilitator: Mm]. And I think that's a <u>real</u> bonus, since I've been in this, this role. Definitely.</p> <p>but <u>not</u> what they were actually, trying to communicate over. [Facilitator: Mm] and, that's what I take from that, and, and that's helped me then with the ELSA um, and trauma informed schools, I, you know, I've taken all that from the designated mentor and it give me a real foundation, of like, 'oh, I, I'm getting this, I'm understanding this more and more and using it all the time in different circumstances'.</p>
		Peer learning and support through useful supervision sessions.	<p>useful to be able to talk to other people who are doing, in a similar position, doing the same thing. and people can remind you of things, that you've done previously</p> <p>actually doing, like talking to other people and just bouncing ideas off them, is is really, really useful</p> <p>Yeah, definitely. I think um, learning from your colleagues is, you know, invaluable, isn't it? And people who been in similar situations, and can um, sympathize and empathize with what you're trying to do. Um, you know that that I find that very supportive. Um and er I, I I feel the same way about my ELSA supervision, I find that helpful. And so it's um, you know, jobs, I've had, I've <u>always</u> had supervision. So, I guess it's quite a natural thing for (.) me to do and t,o to be able to to learn from, so yeah, definitely.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>Yeah, I definitely think it's helped hearing that other people weren't comfortable at the beginning because, I was stressing it was just me. But come and, see that everyone had those difficulties at the beginning as well, It's it's nice to hear, as as bad as I feel for you at the time ((laughs)) it's nice to hear that you also struggled.</p> <p>I do think peer support is invaluable in our kind of roles because we're working with very vulnerable children that. Potentially share some (.) really kind of heavy stuff. Don't they? And I think it's really important to have that. Obviously, it's my first supervision for a mentor, and I just think it's really nice to get that (.) Because I think sometimes you get so kind of. <u>In</u> a situation and and you don't know where to go. It's just nice to get someone else to go, actually, have you thought about this or have you thought about this or? I've had this before.</p> <p>I think you learn a lot from your peers, I think there's a real value in (.) peer support. Um, because we all know that we're going through the same stuff, like we've all done the same training</p> <p>I really value peer support, always kind of have, and you know I really enjoy the supervision kind of sessions. I really, I <u>like</u> that it's part of the training.</p> <p>actually the supervision is really valuable, and, um, speaking to colleagues, also speaking to the Ed Psychs is just that, that, two different views, but, they always brings something that's beneficial, I think and (.) and then yeah, and it takes some of that 'aaaaah' out of it, which is, which I'm really pleased about sometimes I feel like, 'oh gosh', you know, stuff that, I think I should, I really like, be wanted, needing to ask these questions, like I've been doing it all this time, but <u>actually</u> you, you get to groups like this and actually everybody feels the <u>same</u> (.) so, and it's <u>OK</u> to feel like that, so it's <u>OK</u> to not know everything these supervision meetings have been really helpful because actually, you think about things that maybe you might not have thought of before or like it can bring light, to, (.) your own situation, and like, on the last time you had a supervision meeting, I really found it hard to get through to the child, and it was really helpful to, be able to be like no, maybe try this, and then I tried it and (.) yes. Is quite nice to have someone from <u>outside</u>, give you some advice, because then you look at it when you're in the situation, and you see it differently then what, someone else might do from outside of the situation. So I really appreciate being able to have these supervision meetings,</p> <p>like, [mentor 12] just said really, that <u>sharing</u>, the sharing of your own experiences, um and [supervisor] was very good at sort of saying right, now we need to stop sharing so much, we've got to get through this content, um there, there was, a, maybe a <u>few</u> things that, I, probably wasn't listening to you, because I</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>was mulling over somebody else's experience, like 'ohh my gosh, I think I've just missed something', but having the hand-out there, you could go over and, and you know, review it in your own time and go oh, actually, I just need [supervisor] to go through that and, like I say, [supervisor] was <u>more</u> than happy to do that on the training days, um, and you felt very supported and the information that was given, was, you knew was good to content, and it was, easy to apply when you come back into the workplace, so yes, yeah, no, good training, wouldn't fault it.</p>
		The emotional impact on mentors and supportive strategies.	<p>Um but I found that it's really useful to make sure that I've got time after, seeing a student that I can just make a few notes so that I <u>remember</u>, so they, because I I don't ever want them to think if they've told me something, that I've just discounted it just because I've forgotten it or something happened. So for me it was, having setting up the time so that I had time <u>afterwards</u> that I could just make a few, a few notes. But also, ((inaudible)) time for myself to debrief afterwards, so just to go, go away and make a cup of tea or something just because you can, take on a lot of other people things and just to kind of have a bit of time to, process it before moving on to the next thing. So I think, yeah, organising the, the timings of it I think was really important,</p> <p>I do think peer support is invaluable in our kind of roles because we're working with very vulnerable children that. Potentially share some (.) really kind of heavy stuff. Don't they? And I think it's really important to have that. Obviously, it's my first supervision for a mentor, and I just think it's really nice to get that (.) Because I think sometimes you get so kind of. <u>In</u> a situation and and you don't know where to go. It's just nice to get someone else to go, actually, have you thought about this or have you thought about this or? I've had this before.</p>
		Common problems with previous training.	<p>quite often we go and do training and then that, that's that's it. You're kind of left in your, sent off and and over time you can forget things, you can, you know and even if you go back and look through a manual it's not quite the same as talking things through.</p> <p>can do lots of training, and then, you sometimes there's small things that you forget don't just go on a course and then that's it, like see you later kind of thing.</p>
	Internal supportive factors	Mentors being or becoming aware of their own skills.	<p>I think sometimes at the time you just you don't realise that when you go back and like reflecting on that emotion coaching, um, you know, it does become embedded in what you do, I mean you don't really necessarily realise you're, you're <u>using</u> some of these techniques. Um. Uh and then to go back and think about actually that is, that is what I am doing, you you realise that it is going in, which is nice,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>I've learned so much from it and I think it enhanced, so- some of the skills that I've done through that was <u>reusing</u> and refreshing a lot of skills, as well that we don't use for a while.</p> <p>I'm comfortable with the one to ones, and like, you know, working with the more complex one, I think for me, it's like because it's something you do more often, I'm now more relaxed, about it and I feel more (.) comfortable. Um (.) And, and yeah, I do feel more self-confident, I think because it's something you do more often. [Facilitator: Mhm]. Um, and then with the other bits and pieces you do as well, all the other roles, and I think there's a lot of them, there's so many similarities, that I use it, like skills I use in my, ELSA, my pastoral, my designated mentor, my ELSA, you know, the interventions, the therapies that I work with, um, and I just think so many of the skills you <u>use</u> um, all across, and I just feel more, I do feel more <u>relaxed</u> and I just feel (.) more (.) Just get on it really, I don't have to worry about it like</p> <p>and I'm aware when we're talking, I think, 'oh yeah, I do that'. Same as when you go on a training course, you go, '<u>oh</u> thank goodness I do do that bit', or you think 'oh that's new', or 'I'd forgotten it', so it will be interesting to see which bits <u>are</u> just generally embedded in the work I do, without really, like you say, you get more relaxed with it, or, which bits are, bits that have probably gone by the wayside, that would be good for me to refresh on, so yeah.</p> <p>I totally agree with you there, its not till you go, to, refresh on something, you think 'oh yeah I actually do that' (.) and then, yeah, and then there are a few things I think, 'oh, no, I really need to. I don't don't use that tool and perhaps I <u>should</u>' um, but yeah (.) Yeah. I think it's why, you, I get, with me, it's like I know lots of things that work for me, and then I forget to use or try something, that I'm not that (.) familiar with, whereas I should.</p> <p>I agree, I think it does give you more knowledge and I do think that you can, even if you don't always realise it, you're it, it's, it's in there somewhere (mentor 9: Yeah) and you're always looking behind the behaviour to see what that's about and not, and not just going oh yeah they're <u>attention seeking</u>, you know, the you know that there's something behind it, wider scope of knowledge about what that something, might be. And obviously the more we know about kids that have gone through trauma, then the more we, the more we know, about the, you know, the best ways we can assist them, and I think it's, eh anything that we're doing like that well and we'll increase our knowledge, and our skill then.</p> <p>but I I feel <u>now</u> I've done it a while, I know that that's, I was, the right, person, not in like a, ((facilitator laughs)) you know, ((laughs)).</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>Um definitely for <u>me</u>, after the, after the training and during the training, it was, (.) knowing that the type of activities and the strategies like the active <u>listening</u>, and I was doing it already, but I didn't know I was doing it' and it's like, 'aaah, I'm on the right line here, that's amazing', and then it was like, 'I am definitely OK in this role, I'm, this role was made for me and it's like, ooh, I <u>love</u> it'.</p> <p>I noticed that, I've definitely (.) once I I <u>knew</u> my job role better, I was like, right, this is, this is my role, this is what I'm doing to support you, and this is <u>how</u> I can support you, and then there's all those different units and they all interlink, don't they? They all interlink, you have to do the active listening, to do, to support them in all the other things, um, and the motivational um interviewing, and things like that, and again, it is things that we, naturally do, but to put a name to it and to put it in <u>place</u>, that was nice, I knew then I had a system, to work from, um, so that <u>gave</u> me the confidence to then. (.) Yeah, um, perform, perform my job role really. [Facilitator: Mm] Um, so yeah, for me it was more (.) knowing that, that confidence was already there and, working, working through it with the children, really, and then they were more confident in <u>me</u>, because they then knew that I was, I could, I would share what they wanted me to share, but also <u>knowing</u> that that trust was there, that I would pick them up every day, whether that teacher thought it was necessary or not, and it wasn't <u>just</u>, for behaviour management. I kind of understood it, from working with a boy for, four years as a one to one, before this course, um, he had really quite strong attachment needs, to the point of, (.) he didn't feel safe anywhere and because of his <u>past</u>, I kind of knew that that's why he reacted in the way he did</p>
		Mentoring being a career development opportunity.	I was almost flattered, that I'd been chosen. And, I thought <u>actually</u> this is a great way to develop my career, differently from sort of, just being a TA in the classroom,
		Feeling excited, interested & motivated to be involved and learn more.	<p>I was excited.</p> <p>I was <u>really</u> excited</p> <p>Um, <u>so</u> having that science behind it gives it a bit more gravitas. And it's fascinating.</p> <p>Um, I was keen to do the training and to explore um, that relationship with him, that mentorship relationship, so I was very positive about, going on the training.</p> <p>I love all that kind of stuff <u>anyway</u>,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>Um which is quite exciting really, and it's exciting to be part of that um you know, I quite <u>like</u> taking something new on and, running with it. Um, so yeah, it's quite excited to be part of it and, um, kinda yeah, make it my own and kind of run it the way that <u>I</u>, you know, want to run it, which is nice when you're on your own, so yeah.</p> <p>And then [LA] kind of informed me of the student they wanted me to work with, who I, like others, had a pre-existing relationship with, and then it all sort of fell into place, and I I was super excited to do it after that. So that's my experience.</p> <p>I absolutely love training and and this kind of thing is is absolutely my all game, is absolutely my interest, it's my love, it's my passion, etcetera, etcetera. So, doing the training was amazing, there was an <u>awful</u> lot in there,</p> <p>it was something that's kind of really opened my eyes into that, kind of world that I didn't really, I had never really experienced before, um, it's something I'd love to know more about to be honest with you, something that I've been I think is really interesting and, um, you know, the whole, I didn't know anything about the adoption process, so I've gone on and learnt about <u>that</u></p> <p>I just think it's really fascinating and the training definitely, kind of opened my eyes to that so the training came in <u>amazing</u> time, because I was straight into the role, new to me, straight into that training, and a lot of it I did know, but a lot of it I I very much didn't and and it was fascinating and interesting,</p> <p>I was really excited, and it was something I really wanted to do and I think it like. Um (.) coz I know there's so many pupils here that would benefit from that.</p> <p>but I was very excited, and it was a real <u>eye</u> opener as well.</p> <p>when I got offered the chance, I I grabbed it.</p> <p>I was really interested in doing it because I thought. Well, they, I'm in a small school we we don't have a large number of children who are looked after</p>
		Wanting to help CYP.	<p>I'd really like to help <u>really</u> thought I could I could do something with it and help people.</p> <p>you want to make things right don't you think if a young person is struggling you just have that thing, well how can I make it right? How can I help them?</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>but I can also, sort of try and help some students <u>outside</u> of their learning, um with their sort of emotional support, but, would also impact their learning in a positive manner. it breaks my heart to think that children have gone through this. Um and then to think, well, how can we support them? I was really excited, and it was something I really wanted to do and I think it like. Um (.) coz I know there's so many pupils here that would benefit from that. I anxiety around <u>getting</u> it started and implementing it and, and I think, you know, I don't wanna start something, and especially with this little lad that's like with this attachment, um, and be sort of flitting in and out, I wanted to like. (.) Be <u>certain</u> that I could, um to support <u>his</u> needs, is like to fulfil what I was meant to be, doing as a designated mentor um, and not, you know, and I had to um to like, make sure that it was more consistent than a pastoral</p>
		Confidence of mentors has grown or is growing.	<p>but in terms of kind of confidence, um, I think it's just gonna take <u>time</u> to be honest with you. Um. I think it's, you know, gonna take time for, for the kids to kind of get to know me. Um for me to kind of grow as a, as a mentor, this is a very <u>new</u> thing for me. I think in terms of confidence, it will take a little bit longer, probably for <u>me</u> to be confident in what I'm doing and, um, confident to to know what I can and can't use, um because you know some of the things aren't gonna be appropriate for children that you know we discussed in the training, which is OK. Um, but I think it's going to take a little bit longer for <u>me</u> to be <u>truly</u> confident in, what I'm doing and making sure I'm doing it right because it does look different. Um. for our kind of setting and our and our kids just naturally, because the children we have. Um. Um, so yeah, I think it would probably take me a little bit longer potentially than others to kind of build that confidence up and <u>get there</u>. I'm pretty similar to [mentor 5]. I'm not, I'm not very confident at the moment. I think it is because it's very new to new to us ((inaudible)) and so I hope it will just grow, as time goes on. that takes time to kind of build that confidence up and I'm aware when we're talking, I think, 'oh yeah, I do that'. Same as when you go on a training course, you go, '<u>oh</u> thank goodness I do do that bit', or you think 'oh that's new', or 'I'd forgotten it', so it will be interesting to see which bits <u>are</u> just generally embedded in the work I do, without really, like you say, you get more relaxed with it, or, which bits are, bits that have probably gone by the wayside, that would be good for me to refresh on, so yeah.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		Feeling empowered.	and as I say, empowering as well. Because when you're then having conversations with, with, other staff members or, or or family members of that child, you can, you've got a place of real science, as I say, just not kind of are, sadly, our role can sometimes be considered a bit rainbow and unicorns ((laughs)). Um, so having that science behind it gives it a bit more gravitas.
<u>Barriers</u>	Conflict with colleagues	Other staff not understanding the intervention or holding misperceptions about the mentor role.	<p>other people don't understand it they're focused on more academic interventions, which is fine, that's their role.</p> <p>Getting others to understand the importance of it. Um, you have to develop a bit of a thick skin (.) um, to, yeah, stick to it and say no, actually this is, this is really important and it's not going to work, if I'm letting this child down, that defeats the whole object. So it needs to be a set time and it needs to be stuck to regardless of (.) what piece of work needs, academic piece of work needs finishing.</p> <p>I was just going to say about the um, that the impact um, on children who, um have suffered those abandonment and, and all the the other things that come from, being a child who ends up in care. Um, I think is, is <u>far</u> bigger than, than perhaps um it's given credit for in this, in the school system. Um I think there can be this 'oh, they're in a safe place', now, um, and, forgetting that actually it impacts every, single part of their life. Um, you know, even something as simple as being in the dinner hall and being triggered, triggered by a smell and, um, and I think there isn't enough (.) credence given to children who actually, manage to function through all of that, um, so yes, I would say that, the impact on children is <u>far</u> bigger than I realised.</p> <p><u>Even</u> if there hasn't been any trauma, even if it's, you know, been a relatively smooth, you know process I think (.) because I see a lot of, sort of staff saying and things, and you think 'ohh, but you're not. You're not <u>listening</u> to the child'. 'You're not understanding'. But what they're trying to tell you is', and <u>that's</u> because I've had the training. <u>That's</u> because I've had <u>this</u>, um you know the <u>awareness</u> of these issues. the kind of <u>wider</u> school, um and you can just point the teachers that perhaps don't have that attachment awareness and that's trauma awareness and it's been really, I suppose, a nice position to <u>be in</u>, to be able to kind of, support those staff through that as well,</p> <p>children do remember, do you have things in their subconscious and in their memory that, you know aren't, (.) they don't remember, you know, children don't remember until a certain age do they, then I think. I think more people need to have that, just basic awareness of that kind of thing to go well, he's not, you know, he's not a <u>naughty</u> child or he's not misbehaving. <u>No</u>, this is a real, embedded, deep thing</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>for him, um and I think that's, I think a lot of children are misunderstood in that sense, if you haven't had the awareness in the training and the (.) you know, stuff that we have to understand that that <u>is</u>, you know, that's what's going on, It's not a, or, like 'it came out of nowhere', nothing comes out of nowhere. OK, I'll say nothing. It's <u>very rare</u> that something comes out of nowhere, behaviour wise. Um, it just might take some unpicking</p> <p>But the flip side of that is that people don't respect that, because things happen and they, you know, they come and get you and drag you away and. (.) I'm not particularly with <u>him</u>, but just generally in the role, um, I'm sure you agree, [mentor 9] that you just get called for things and Um. [Mentor 9: nodding, 'I do'] and it's then it's hard to have that sort of protected time for, <u>every</u> day, that's it's quite hard to imp- ((inaudible)) that. People don't always, people that are calling on you for help, don't always get that, that's important, particularly when you're talking about the <u>attachment</u> and the mentor role, I think. we went through um, a phase, I think I even said to [supervisor] regarding ELSA, like actually, they keep pulling me <u>out</u>, um and I took the decision then to cease, like put hold on the ELSA, for, for a few weeks. Um. But, I think, you know, it's them not understanding, the <u>importance</u> of it and that it's OK (.) and I just think, OK, so is it more important to have an extra pair, an extra pair of hands in class, then to fulfil this one to one? <u>My</u> perception is I think it's more important to fill that one to one with his attachment, <u>why</u>, deprive a pupil of something, when they're really struggling, and this could be really supportive, um, to go and support where, you shouldn't need to</p> <p>I think it just like so frustrating that they don't see (.) that the one to ones aren't classed, or that <u>time</u> is not classed as important, but to <u>that</u> pupil. It's like <u>really</u> important, um and it's like, it could be that's the safest part of their day. [Facilitator: Yeah]. Yeah, Safe space. Safe space, safe face, yeah.</p> <p>I don't think it's till they see the impact it's having. [Facilitator: Mm]. That they, it's it's then, but I think I wish they could see <u>that</u> at the beginning. [Facilitator: Mm]. So they could see what potentially, you the impact you can have rather than waiting, to see the impact it's having</p> <p>Mines to do more with time, really, the timing of how much, so originally when I was taking them out, and I had a bit ((inaudible)) -course, I was just checking in with them, maybe having a little game of something, just to, gain a bit more trust, and then I went on the course and we talked about how long it should take, maybe fifteen – twenty minutes and then, and it was every day and they were like, 'oooh, I don't know if we can do every day. They've got a lot to catch up on, we're a lot behind and that they're quite significant, they've got significant needs in the classroom'. It's like, but this is my job, this is my,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>designated mentor role, I need, I want to touch in with these children every day. 'Ohh can. It's got to be a specific time?' and it's like 'mm, not really, It's when that child <u>needs</u> me sometimes, and that may not be at that <u>time</u>', um (.). So that was quite hard to communicate over to certain, members of staff, 'I'll deal with the communication, if you can deal with the behaviour'. Um and yes, that was (.). that's a barrier for me because it's like, sort of, I'm not a <u>teacher</u>, I tell them that all the time, I I, I understand your role, um, but I'm, this is <u>my</u> role, um, so yeah. So that's hard to get a balance.</p> <p>I love their excitement when you, you, you're coming, you're waiting at the door and they go 'oh you want me, you want me, don't you? You want me', and they're like 'oh OK'. And I <u>love</u> that, and I think, one bit that I just recently, well last week a child said to me, I went to pick him up, he's a year six boy, he's obviously he's going into, um (.). er, senior school obviously in September and he went, 'it's lovely that I come out with you because I'm not one of thirty' and it's like '<u>ohh</u> my gosh', and I said to him, I said 'why did you, why, why do you think that?' And he said that, or if I, when I have to go to so-and-so, they say, 'look, can you just go and sit down please, I've got thirty other children here that also need my attention' and I think for that <u>twenty</u> minutes of that day, he loves that, so yeah, big smiles, they're always, they're, you know, if, and you can tell then, you've been with them nearly every day, so if they are a bit sad, you're like, 'ohh I'd picked up on that, come on tell me, tell me what's going on, let's go and talk about that', and I think we pick up on it better as a designated mentor, <u>than</u>, the other adults that <u>do</u> have, <u>all</u> of those other, needs, within their class and that can't be helped, but, it's good that we can take that (.). you know that child and they're happy to come out and, and speak and share.</p> <p>it's not just miss [mentor 1] with her fluffy ideas, um, there's actual science behind it ((laughs)) and also understanding, the actual physical effect for the child on their brain</p> <p>you've got a place of real science, as I say, just not kind of are, sadly, our role can sometimes be considered a bit rainbow and unicorns ((laughs)). Um, so having that science behind it gives it a bit more gravitas. And it's fascinating.</p> <p>But the flip side of that is that people don't respect that, because things happen and they, you know, they come and get you and drag you away and. (.). I'm not particularly with <u>him</u>, but just generally in the role, um, I'm sure you agree, [mentor 9] that you just get called for things and Um. [Mentor 9: nodding, 'I do'] and it's then it's hard to have that sort of protected time for, <u>every</u> day, that's it's quite hard to imp- ((inaudible)) that. People don't always, people that are calling on you for help, don't always get that, that's important, particularly when you're talking about the <u>attachment</u> and the mentor role, I think.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>where I'm a behaviour mentor as <u>well</u>, um, I'm often used as the person that if a card gets sent for behaviour issue, I'll get, I'll have to go and deal with that. So at the time when I worked with the, (.) boy that I did, he had a lot of behaviour issues too, so it was very conflicting, he didn't want to come out to interventions with me straight away, because he thought I was gonna talk about what he had <u>done</u> during the day, and um yeah, there was a lot of reassurance, but I do feel (.) <u>now</u>, now when things have calmed down with it, it did work a lot better, but it was that conflict of being two different roles at the same time, and it was hard for him to understand, and also hard for people at work, because I was <u>new</u> to the course, and new to this role, that I wasn't the right person to go, <u>to</u> him.</p> <p>It's like, but this is my job, this is my, designated mentor role, I need, I want to touch in with these children every day. 'Ohh can. It's got to be a specific time?' and it's like 'mm, not really, It's when that child <u>needs</u> me sometimes, and that may not be at that <u>time</u>', um (.) So that was quite hard to communicate over to certain, members of staff</p> <p>now also, it's like a workload as well, so, like I was saying earlier, it was like, you know, we need you to help with this behaviour like you were saying just a minute ago. 'Can you help with this behaviour?' and it's like, 'is it behaviour or is it communication?'</p> <p>knowing that I didn't have to solve it I didn't have to have an answer for somebody, I didn't have to I, before I felt like the teachers wanted me to go in there with, a way to, to engage this child in something they didn't want to ((inaudible)) get engaged in. Or. Or. ((inaudible)) about, maybe, um, it wasn't up to me to solve that, it's not up to nobody, you know, it's not up to me to be that, go right, this is what I think you should do. This is what <u>I</u> think you should do, and to put it., over to the child and wonder,</p>
		Conflict or hurt experienced by the mentors.	<p>develop a bit of a thick skin (.) um, to, yeah, stick to it and say no, actually this is, this is really important I had struggled as we said with, with that, with certain people.</p> <p>where I'm a behaviour mentor as <u>well</u>, um, I'm often used as the person that if a card gets sent for behaviour issue, I'll get, I'll have to go and deal with that. So at the time when I worked with the, (.) boy that I did, he had a lot of behaviour issues too, so it was very conflicting, he didn't want to come out to interventions with me straight away, because he thought I was gonna talk about what he had <u>done</u> during the day, and um yeah, there was a lot of reassurance, but I do feel (.) <u>now</u>, now when things have calmed down with it, it did work a lot better, but it was that conflict of being two different roles at the same time, and it was hard for him to understand, and also hard for people at work, because I was <u>new</u> to the course, and new to this role, that I wasn't the right person to go, <u>to</u> him.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		Loneliness of the mentor role.	<p>I have found <u>really</u>, really valuable because in school it can be quite, um, lonely in a way because other people don't understand it they're focused on more academic interventions, which is fine, that's their role. So, um I found those supervision sessions really enabling um, for me personally make it my own and kind of run it the way that <u>I</u>, you know, want to run it, which is nice when you're on your own,</p> <p>Yeah, definitely. I think um, learning from your colleagues is, you know, invaluable, isn't it? And people who been in similar situations, and can um, sympathize and empathize with what you're trying to do. Um, you know that that I find that very supportive. Um and er I, I I feel the same way about my ELSA supervision, I find that helpful. And so it's um, you know, jobs, I've had, I've <u>always</u> had supervision. So, I guess it's quite a natural thing for (.) me to do and t,o to be able to to learn from, so yeah, definitely. Yeah, I definitely think it's helped hearing that other people weren't comfortable at the beginning because, I was stressing it was just me. But come and, see that everyone had those difficulties at the beginning as well, It's it's nice to hear, as as bad as I feel for you at the time ((laughs)) it's nice to hear that you also struggled</p> <p>Because I think sometimes you get so kind of. <u>In</u> a situation and and you don't know where to go.</p>
		Training for more staff needed.	<p>I think <u>more</u> people need to go in the training, to understand. Um, not even the <u>mentor</u> training, but just some form of. Um (.) kind of adoption, looked after child training to actually for them, I don't think a lot of people that work in schools <u>truly</u> understand, the embedded psychological impact. <u>Even</u> if there hasn't been any trauma, even if it's, you know, been a relatively smooth, you know process I think (.) because I see a lot of, sort of staff saying and things, and you think 'ohh, but you're not. You're not <u>listening</u> to the child'. 'You're not understanding'. But what they're trying to tell you is', and <u>that's</u> because I've had the training. <u>That's</u> because I've had <u>this</u>, um you know the <u>awareness</u> of these issues.</p> <p>but there <u>has</u> to be some way that, other people could, coz, if you hadn't been there, you know what would have happened, if you hadn't been there or. That kind of thing, and I think that's the kind of (.) next step, I guess from my kind of school perspective for, for all staff to be not necessarily you know the training week <u>we've</u> had, but have an awareness,</p> <p>children do remember, do you have things in their subconscious and in their memory that, you know aren't, (.) they don't remember, you know, children don't remember until a certain age do they, then I think. I think more people need to have that, just basic awareness of that kind of thing to go well, he's</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>not, you know, he's not a <u>naughty</u> child or he's not misbehaving. <u>No</u>, this is a real, embedded, deep thing for him, um and I think that's, I think a lot of children are misunderstood in that sense, if you haven't had the awareness in the training and the (.) you know, stuff that we have to understand that that <u>is</u>, you know, that's what's going on, It's not a, or, like 'it came out of nowhere', nothing comes out of nowhere. OK, I'll say nothing. It's <u>very rare</u> that something comes out of nowhere, behaviour wise. Um, it just might take some unpicking</p> <p>but yeah, we do need staff on board,</p> <p>you're absolutely right, when we're talking about children who have attachment issues, it's not appropriate for them to have an attachment to one person. But <u>yet</u>, most schools only have one or two people that are mentors,</p> <p><u>But</u> what happens if we're off sick, what happens if we're like today, I've had a couple of people come to the door and say 'can you talk?'. 'No, I can't. I'm sorry'. Um. And I think that, you know, that <u>somehow</u> at <u>some</u> point needs to change so that, you know, children who have attachment issues, you know, don't come to one person coz that's not healthy, is it? And I, you know, I think (.). Yeah, it's interesting that other schools are kind of (.) you know, saying the same kind of things,</p>
		The success of the intervention needing to be measured.	<p>fix things in it for an intervention to be successful.</p> <p>and then sort of seeing results, um, I can see some results coz obviously, I see them all the time, but I have, had um, sort of my manager, a couple times ask me, 'why are they doing this?' 'What's the result?' 'Do you need to see them every day?' They need to be, kind of like, 'I <u>kind</u> of need to see them every day, but, I guess I could do three times a week because, I'm in their lessons'.</p> <p>there my kinda three difficult ones, Um, space, time and the results,</p> <p>I think, yeah, results is a massive one cause I think then it, it puts the pressure on <u>us</u>, which then we're desperately trying not to convey to the student, you know so it's kind of it would almost, be helpful not to have that but also we understand why it does,</p> <p>I think that's why I was like, um,(.) getting the <u>expectations</u> right, like I've already mentioned just now, actually, were my expectations, are they too <u>high</u>, am I expecting too much, you know like, [supervisor] has now reminded me that it's actually more about conversation, you can do like practical activities, but, it's just that safe building relationships, you don't have to actually, evidence any (.) sort of learning from it do you. It's, it's just so, yeah, I think um, its taken me a <u>long</u> time to get to that point. [Facilitator: Mm]. To feel comfortable with that point. I think.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			I don't think it's till they see the impact it's having. [Facilitator: Mm]. That they, it's it's then, but I think I wish they could see <u>that</u> at the beginning. [Facilitator: Mm]. So they could see what potentially, you the impact you can have rather than waiting, to see the impact it's having
		The challenge of finding the space	few things I found difficult is, having like the space, having a <u>room</u> to go, that is, also familiar and permanent, um we are in the process of using, or getting an office ready, for us to use <u>for</u> it. But it's, we've got a couple more things to do and then it's gonna be the habit of, getting that student to come and find me there rather than, collecting them. there my kinda three difficult ones, Um, space, time and the results,
		The challenge of finding the time.	like it's always hard to fit things in, say, timings, always really hard. barriers are time, you know, that we're always time short, aren't we in schools, um, and time to fit in around their, er, round their <u>lessons</u> , I would say that's what um, (.) that's probably a barrier to <u>most</u> of the interventions I do with <u>most</u> children I see is, but they just starting their maths or we've got to do phonics or, um, the usual stuff, but it it it, um, I can work around that, so I do get to spend my allotted time with them but I think it's, you know, like most schools, it's the barriers of kind of time And also fitting it in with lessons, there's a lot of pressure on teachers to get, targets hit and stuff like that, and time, is difficult because I'm a full time TA, as well, um so it's sort, of we need you in this lesson for half an hour, but then you also need to do your mentoring, and then also, you can't be late for your duty and sort of, time is the big one, I'd say. there my kinda three difficult ones, Um, space, time and the results, I'm pretty similar in the sense that being a <u>TA</u> , in the classroom, is then hard to, to, then come out, you know that ((inaudible)) if one TA. so if he's having a bad day, then I can't come out, and do my mentor and so that's probably my <u>biggest</u> barrier, is just trying to (.) <u>Get</u> time, to come out for that. Um, as well as being present in the classroom, But the flip side of that is that people don't respect that, because things happen and they, you know, they come and get you and drag you away and. (.) I'm not particularly with <u>him</u> , but just generally in the role, um, I'm sure you agree, [mentor 9] that you just get called for things and Um. [Mentor 9: nodding, 'I do'] and it's then it's hard to have that sort of protected time for, <u>every</u> day, that's it's quite hard to imp-

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>((inaudible)) that. People don't always, people that are calling on you for help, don't always get that, that's important, particularly when you're talking about the <u>attachment</u> and the mentor role, I think you get too comfortable, but I think it's time as well, like <u>time</u> to be able to get to use that resource properly</p> <p>Mines to do more with time, really, the timing of how much, so originally when I was taking them out, and I had a bit ((inaudible)) -course, I was just checking in with them, maybe having a little game of something, just to, gain a bit more trust, and then I went on the course and we talked about how long it should take, maybe fifteen – twenty minutes and then, and it was every day and they were like, 'oooh, I don't know if we can do every day. They've got a lot to catch up on, we're a lot behind and that they're quite significant, they've got significant needs in the classroom'. It's like, but this is my job, this is my, designated mentor role, I need, I want to touch in with these children every day. 'Ohh can. It's got to be a specific time?' and it's like 'mm, not really, It's when that child <u>needs</u> me sometimes, and that may not be at that <u>time</u>', um (.) So that was quite hard to communicate over to certain, members of staff,</p>
		Mentors being advocates for CYP.	<p>I think I'm almost a bit like. (.) like a kind of Mama bear sometimes with them</p> <p>I will go and I'll fight their corner,</p> <p>I found that teachers, maybe listen, one of my um students, identified that there's a couple of lessons that, you know, ((inaudible)) to do, and we went and sat down with his head of year, and they listened and there was it. The student wasn't gonna take it as an option, so we managed to get that extra homework or I think it was extra homework slots that I got him, for this ((inaudible)). You, er, It was quite nice that, they, listened.</p> <p>sometimes they won't speak directly to the member of staff how they're feeling, you're that con- ((inaudible)) you can, you can, sometimes you, ((inaudible)) way than they would and and does remove the barriers, and it makes it easier for the students, to get on, generally, just, you know, just if barriers have been removed and you know they can say a bit more and say have a bit more</p> <p>'I'll deal with the communication, if you can deal with the behaviour'.</p> <p>I think it's helped me grow in a confidence in the fact that I know that (.) what I was already doing was the right thing to do, um, I think it's also helped me to understand children with attachment needs more for like, for example, when you said um, it was mentioned that, they shouldn't really have internal external exclusions because that could affect the way that they see things, and before that I didn't really realise that like, well, that needs to be like a, because they what they've done needs a the correct (.) I</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>don't like using the word punishment, but. [Facilitator: Mm]. They need better <u>consequence</u>. That's the word, yeah. Um, but actually now looking at it, it's like, well actually that child needs to be <u>in</u> the classroom because that's what's gonna benefit them <u>more</u>, than being outside of the class.</p>
	New ventures	Being early on in mentor journey.	<p>that's kind of how it came about for us, but it's <u>very</u> new to the school, we've never done anything, no one's ever been a mentor before, um, it was very new to us as a school, um so it's still kind of in its <u>very</u> early days. Um which is quite exciting really, and it's exciting to be part of we're very <u>new</u> to this, it's very early in our, kind of mentor journey, um, so I think it'll be something that kind of evolves and changes. [Facilitator: Mm]. To fit our children, we've not long done the training, so it's quite, hard to say whether it's going well at the minute um, at the moment I'm just building a relationship with the student. So it, I er I haven't got anything, that's going well, but there's nothing, ((inaudible)) at the moment we're just playing games and building a positive relationship, so that's all fine.</p> <p>So, doing the training was amazing, there was an <u>awful</u> lot in there, but in terms of kind of confidence, um, I think it's just gonna take <u>time</u> to be honest with you. Um. I think it's, you know, gonna take time for, for the kids to kind of get to know me. Um for me to kind of grow as a, as a mentor, this is a very <u>new</u> thing for me.</p> <p>I'm pretty similar to [mentor 5]. I'm not, I'm not very confident at the moment. I think it is because it's very new to new to us ((inaudible)) and so I hope it will just grow, as time goes on.</p> <p>I'm the same as [mentor 8] we did the training together so, We're very, <u>very</u> early on in this,</p>
		Nervousness or hesitation about the mentor role or intervention.	<p>Initially for me, I was really <u>nervous</u> because I had <u>no</u> idea what it was at all ((laughs)), so I was sort of given, I just started my job with looked after children, got given this leaflet, I thought it sounds amazing, but didn't really understand, so I sort of turned up, not really knowing, and at first I, was a bit apprehensive because I didn't know, what it was supposed to be, but then I was, I was almost flattered, that I'd been chosen</p> <p>it was like the first day of my, in the new role as and pastoral support worker and somebody else was booked onto the course because we had we were having two look after children coming, and they decided it would make more sense for me to do it, so, I will admit my first thing, was really <u>daunted</u>, because that was a, was a <u>new</u> role anyway for me, having been a TA before,</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>then it was, and then it was COVID the year after ((laughs)), so it was, just all that bit was a whole blur, but that, yeah, I think I did my first designated mentor training within my first week. So I was, I er, I didn't know what I was doing really,</p> <p>I was worried. I was anxious about it because it's like. um and then I was thinking, OK, and it was like. (.) I anxiety around <u>getting</u> it started and implementing it and, and I think, you know, I don't wanna start something, and especially with this little lad that's like with this attachment, um, and be sort of flitting in and out, I wanted to like. (.) Be <u>certain</u> that I could, um to support <u>his</u> needs, is like to fulfil what I was meant to be, doing as a designated mentor um, and not, you know, and I had to um to like, make sure that it was more consistent than a pastoral. [Facilitator: Yeah]. And so that's, that's how I felt and I think it took me (.) a little while to, feel that it's, to get to the point that I wanted to be at.</p> <p>I think I wish I'd been in role for a little bit longer before I, before I'd undertaken it, because it was just a lot. It was, (.) quite, well, just a lot to take on in, in within that first month, so I think have I had a bit more experience in the <u>role</u>, um (.) some of those things about being daunted might have been, not there and I'd have been more sort of established and more comfortable. It was trying to, like you say, trying to balance the change from pastoral, making sure you're setting it up properly, I think all those things like that the same, just making sure that I was doing the right thing,</p> <p>I agree after having such a <u>long</u> break, yeah, I'm quite daunted by the idea of doing it again and doing it properly,</p> <p>sometimes I feel like, 'oh gosh', you know, stuff that, I think I should, I really like, be wanted, needing to ask these questions, like I've been doing it all this time,</p> <p>I did actually feel a little bit <u>nervous</u> because I was a bit like or am I right for this role, even though I had worked with children in care before, but I just felt a little bit, like nervous how it would fit <u>in</u> and like (.) would I be able to do it to correctly to help the children,</p>
	Training-related challenges	Training was not found to be completely helpful.	<p>I think from in terms of a <u>course</u>, um, with <u>any</u> course, for me it's very difficult for me to work out how it's appropriate for our children.</p> <p>I would say quite a <u>bit</u> of that training, I don't necessarily use because they're so little, motivational interviewing with a, you know, a four year old is <u>difficult</u>. Um, so er some of it isn't relevant, but that's because of the children I've got,</p>
		Adaptations for SEN needed.	It it's quite tricky for us to find interventions and programs that kind of fit with our children.

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>I think from in terms of a <u>course</u>, um, with <u>any</u> course, for me it's very difficult for me to work out how it's appropriate for our children. Um, because obviously I know that mainstream schools <u>have</u> SEN children within their schools, we have a <u>whole</u> school of SEN kids, so it's about finding ways to make sure that our children are supported, um, with attachment needs, but in an appropriate, way. I always kind of joke that we get given a resource, I'm like <u>great</u>, how do I adapt that? <u>How</u> can I change that? How can I make it fit for <u>our</u> kids? Um, so that's kind of a barrier in terms of, you know my own, you know, (.) it's it's tricky sometimes to me to make things fit, around the kids that I support. It's um. It's fine, I can make it work. Obviously, that takes more <u>time</u>, um I can't just take a resource, and run with it, I have to put symbols to, put a sign to it, whatever, you know. Um in terms of sometimes a barriers, obviously, that takes <u>time</u>. I know [mentor 4] mentioned time, but it takes <u>time</u>, um and obviously staffing you know, it's, it's tricky at the minute, you know, we we are quite short staffed, so it's having that time to come out of class and. it has to work for the kids that we've got, um, you know, a lot of have the same attachment <u>issues</u> as their, sort of mainstream peers, <u>but</u> it presents very differently, and we have to kind of (.) yeah, work around that.</p> <p>I think that's what's really tricky, like, with <u>my</u> kids, because, (.) It's very difficult for them, a. to remember something that's happened and b. to understand something that's happened, and c. then talk about it. The thing I think that I'm going to find the <u>most</u> difficult, is that it is child led, um because our children need a lot of scaffolding and support. Um I'm being very generic, not all of our kids need that help, but on the <u>whole</u>, um, you know, coz in the mentor training, you said, you know, you wait for the children to tell you things and that's great. But when you have children that that, struggle with that. Um, it is finding ways to kind of get that conversation <u>without</u>, saying directly. 'So and so has told me that this happened, can you tell me about it'? Because (cough) sorry, that's not what this is about, um, so I'm gonna be that annoying person, that's like, but in the SEN world, um, because it is very different for us, and it's a very different. Um, it <u>looks</u> very different for us. So I think in terms of confidence, it will take a little bit longer, probably for <u>me</u> to be confident in what I'm doing and, um, confident to to know what I can and can't use, um because you know some of the things aren't gonna be appropriate for children that you know we discussed in the training, which is OK. Um, but I think it's going to take a little bit longer for <u>me</u> to be <u>truly</u> confident in, what I'm doing and making sure I'm doing it right because it does look different. Um. for our kind of setting and our and our kids just naturally, because the children we have. Um. Um, so yeah, I think</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>it would probably take me a little bit longer potentially than others to kind of build that confidence up and <u>get there</u>.</p> <p>I'm gonna be that annoying SEN person, I did it on the training, speak to [supervisor] 'what about us, what about us'? Um it's just whether there's any way to kinda have (.) because obviously attachment needs are quite prevalent within SEN <u>anyway</u>, um' and so I guess for me, it was whether there was any way of kind of having like a one off, um' kind of training thing just specific to' kind of SEN because we have a massive array of needs within our school, we're not just specific on, on one or two conditions. So I think um, for <u>me</u>, basically any training I go on, I'm like <u>can</u> we adapt that to SEN. Um, so that's my kind of, only, it's not criticism, its just my only kind of, observation, um, is whether there's any way we could have (.) I don't know, had any kind of supports, any specific SEN kind of support, because it does look different and it is, you know, it is, slightly more difficult for us or even like having supervision, I know we've discussed it, we discussed it training of having supervision, I know we've discussed it at the training, having supervision, specifically for SEN um settings, because it, you know we, we do have different, needs and experiences, so that's my only kind of, I'm gonna be that annoying SEN person in the background that. Honestly, every training I go on, I'm really like ,what about SEN? What about those kids'? Because it is my <u>whole</u> job, It's not just, I don't just have one or two children with additional needs, It's <u>everyone</u>. Um, so it, yeah it is, yeah, slightly trickier for us.</p> <p>we can't just take a resource, or take a, you know like those, those car cards are great, but I can't use them, they're too abstract, um, so it's about kind of, yeah, finding ways that we can, simplify things for our kids</p> <p>even if it was something that, you know, those of us that do work in SEN schools, changed their resources, then <u>share</u> it, like I'm not against sharing stuff, um, it's just how we do that (.) in a kind of formal setting and in a way that you know, because you know, you guys were talking about the, the child in your school that, you know obviously has additional needs, so, I know I'm not the only, you know, I'm not the only one thing ((inaudible)) it's just me. I know it's not, um but it's how we can, help each other, and so that when you <u>do</u> have a child with additional needs, you can go. 'Ohh yeah, I know', you know, we can, It's already made, It's already, you know, bank of resources for, you know, those that potentially need it slightly more simplified or, need those slightly, you know, reduced, you know, communication, you know, reduce communication stuff or, you know, symbols, all that kind of stuff.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		Adaptations for different age groups needed.	<p>I remember we were watching a video about puppets and I was still thinking 'cor, I'm really not sure' you know, I was trying to think of some of my learners, I was thinking if I shove a puppet and their face, it's going from back at great speed but, but then (.) adapting that so, so it hasn't not necessarily kind of been, with with puppets but, where I've got lots of different like well look here's my pen (shows pen) and lots of different kind of fiddle things, and then sometimes when we're talking we might kind of take some of those and move them around and so, it's kind of more organic and natural with what's around us rather than I'm bringing <u>this</u> to today's session, um I think has worked really well but those are things that I might have thought, oh no that's far too primary and, and secondary won't work with it. But it's amazing how it can, so it was developing those ideas and skills really. we can't just take a resource, or take a, you know like those, those car cards are great, but I can't use them, they're too abstract, um, so it's about kind of, yeah, finding ways that we can, simplify things for our kids</p> <p>having very <u>young</u> children who, um (.) you can't write um, and um, in the case of one of my children, can't really, um, doesn't form her words very well, so we have communication difficulties, I guess that, er er, a lot of that, you know, you're kind of adapting as you go. Um, but, you know, I do feel that a lot of the training we had is, it is adaptable down and I guess because through ELSA, I'm used to, maybe using some resources in a slightly different way. But yeah, I mean it's it's a difficult role for you to have to cover everyone from 19 to 2 ((laughs)) and all over all a range of um, you know needs and abilities, but um yeah, I guess, thinking about the <u>very</u> small people.</p> <p>he was very little when I started, so we, and, really not up for, talking very much, except um. So, we, we, we, played games and that's what we did and he would play alongside me and I, you know, did all the, try to find the positives and all all of that kind of thing</p>
		A refresher of the training was wanted.	<p>I know it's really hard to do but, if there was another, almost day of training once you've done it for a while, just like refresher, or just coming back together, just if there are other, kind of new strategies or things that weren't introduced on the days that could be put in place. I think that's that's really valuable as well and I suppose, to schools as well, it would put it back up on the, being important highlight of stuff for having to go back out for, for an additional top up day, um, they they might find that, is quite useful. was whether there was any way of kind of having like a one off, um' kind of training thing just specific to' kind of SEN</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>and I'm aware when we're talking, I think, 'oh yeah, I do that'. Same as when you go on a training course, you go, 'oh thank goodness I do do that bit', or you think 'oh that's new', or 'I'd forgotten it', so it will be interesting to see which bits <u>are</u> just generally embedded in the work I do, without really, like you say, you get more relaxed with it, or, which bits are, bits that have probably gone by the wayside, that would be good for me to refresh on, so yeah.</p> <p>I totally agree with you there, its not till you go, to, refresh on something, you think 'oh yeah I actually do that' (.) and then, yeah, and then there are a few things I think, 'oh, no, I really need to. I don't don't use that tool and perhaps I <u>should</u>' um, but yeah (.) Yeah. I think it's why, you, I get, with me, It's like I know lots of things that work for me, and then I forget to use or try something, that I'm not that (.) familiar with, whereas I should.</p> <p>you might be (.) dealing with a situ-, you know, or something with that pupil, and (.) and then, you do think. Ohh yeah, quite often I'll flick through like, previous like, modules and that that I've took notes on and (.) yeah I was doing it yesterday like, and I do keep going through, sometimes I think oh I just remember, I'll just have a quick look through and just yeah, so I think it is very, yeah, it just helps me and it guides me</p> <p>think sometimes I think, 'ohh you know, I wish I could have a refresher'. On like the pillars of the parenting and all that initial, um, yeah, I think that would be <u>really</u> supportive for me. Um. Is, because I think, with me I've just had the one (.) Um and I'll admit, I haven't been brilliant at keeping the data, but I would like to start doing that. So, um I think for me it would be a, a, refresher of just like, of the main things that we probably don't use that often, but like the pillars of parenting and all that, I think that for me would be really supportive, to have a refresher on that. [Facilitator: Mm] I don't know, if, for me anyway. I have to like do things (.) more than once er, you know, I like to embed, I'm more of a practical learner.</p> <p>it's a lot of information, I know it's spread out, It's a <u>lot</u> of information, so that refreshing bit of the sort of the <u>key</u> aspects, is, never a bad thing.</p> <p>I just really feel that a refresher course for me would be really supportive.</p> <p>Not of everything just like the, you know, like the, data, keeping of data and, um, and understanding the pillars of parenting more for me would be good.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
<u>Meeting the needs</u>	(none)	Improvements in CYP's relationships noticed.	<p>I've seen, since I've been doing the intervention. The older one almost like was looking well, he was looking after the younger two at one point, but you know. And didn't really want much to do with his siblings ((inaudible)) but since we've been doing interventions bit by bit. It's ((inaudible)). Which to me is everything. When you actually see them asking, in the annual reviews to have a certain time where they can meet up and they can do things. And we, you know, I've given up lunch breaks and bits so we can watch films, and just watching the relationship being rebuilt from, one where the older one was kind of like, oh, I don't want to be around him too much because I had to sort of bring him up to like, we're brothers, we can do things ((inaudible)) if it wasn't for this programme, it wouldn't have happened. It's that simple. It <u>really</u> is that simple.</p> <p>found um, one of my students who I worked with. Um talking to another student, um, a couple of weeks ago, and they were, they were talking through something that had happened, and I noticed they picked up a pen and a piece of paper and they were like, 'so tell me about it' ((laughs)) they started storyboarding, 'so you did this. Ohh, why did you'? And I was thinking it was it was really funny that they'd actually, and then I started reflecting, maybe I'm storyboarding too much and perhaps I should try different things, but I thought it was really good that that um, that she kind of was listening to somebody else and it was, it was a kind of active listening and drawing and, and the other one was really joining in and was saying 'wow, yeah, this happened and and I said, I said that'. Yeah. So, I thought that was really good. I thought actually, it's teaching <u>them</u> skills then that, so because they model what we do, <u>so</u> much that actually that's a really good skill, going forward for them to have as well.</p> <p>I guess relationship with their peers as well, because they, um, they start to see them differently, um. Certainly, because this little, boy is, you know, he's calmer and he doesn't react to things so quickly, actually, they're more prepared to kind of, take the <u>chance</u> on, involving him in games and things, and there was one girl in particular and they, struck up a really <u>beautiful</u> friendship and (.) he didn't really know <u>how</u> to do that before, um, he didn't really know <u>how</u> to have a friendship. He didn't <u>know</u> how relationships, not healthy ones, he didn't know, how healthy relationships worked. Um, so, for him everything was very risky, and so wasn't worth the risk of having a friendship, and, and actually they made a really <u>beautiful</u> little bond between them um,</p> <p>this little boy who for the <u>first</u> time is experiencing, one of his peers, really caring for him. Um, because, he'd pushed, others away because of his, his life experience to, to protect himself, so, um yeah, that is really an enormous thing, isn't it?</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>for the first time now, he talks about different aspects of his life, he's always been really compartmentalised about (.) um, yeah, <u>actual</u> family, and first long-term foster, and now this one, and then what happened at school, but he's started to talk about, all of those things <u>to</u> the other parties, which is <u>massive</u>,</p> <p>that's very much the same really, it's like, so I know, like, they'll talk about things, whereas they wouldn't normally talk about. Um, er, whereas like, to some people they would feel shame, um, so they they they feel comfortable with that, but also as well as I noticed that the more they open up to <u>me</u>, they'll open up, not probably with the <u>same</u> things, but they will talk about certain things to other members of staff, and I think, once they start <u>talking</u>, they will feel more comfortable <u>talking</u> to others, I think they're just get to, it's <u>OK</u> to talk. [Facilitator: Mm]. Um, you know, I think once they start talking to the likes of of our, you know, to <u>us</u>, um, and then, it's not such a um, you know, there's no, It's not like they're continually trying to hold on to it (.) it's more easy for them, because they've already spoken, does that make sense? is that how you yeah? It's not like something, like, a lot of the thoughts, like, I can't say anything, I can't tell them, but once I start talking and sharing. Um it is easy for them to share with other members of staff.</p> <p>and I think that you can see <u>that</u> helps with their self-esteem and how they feel about themselves. (pause) which then impacts on how they get on with their peers, doesn't it?</p> <p>coz a lot of ours are self-sabotage before, you know, coz there's fear of failure, so they'll sabotage it, so they don't have to do it. (mentor 10: yeah) Um, so for them to just give it a go and to let that, member staff in class, <u>help</u> them to give it a go, I think that's, you know, they wouldn't have done that sort of a year ago, but they'll do it <u>now</u>, so</p> <p>I think that's probably the nicest thing about it is, that, the children learn that they have an adult there that they can, rely on, that's not gonna (.) sit there and tell them off or like, tell them they can't feel the way, for how they <u>feel</u>, and just being accepted as who they are and they can (.) be themselves.</p> <p>when he transitioned from year two to year three, um, his teacher that he had, had for two years he had in reception and year two, she was leaving and he got so worried because she was the person that he could rely on, um, and had a really good bond to, but then when he did go to year three, he did feel happy and, um, we did like a positivity jo-. I did a positivity journal with him, to think of all the positive things during the day, and what's gone <u>well</u>, and he <u>really</u> enjoyed it, and when, then when he left the school he did feel sad about going, and that he felt like he had made those strong attachments, <u>to</u> other</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		Improvements in CYP's emotional literacy and / or regulation.	<p>people other than the teacher that he had (.) for two years, so, that was something really positive to take away from that.</p> <p>the the boy that I spoke about before, he, is just so much, has been so much <u>calmer</u> um so where, where it didn't take much to just, tip him ((laughs)) over the edge, um he just has much more <u>tolerance</u> for things happening and more <u>resilience</u> for things happening. Um. And (.) and there was a point at the beginning where I wasn't sure we'd ever get to that, um but he, he now, can regulate so much better and. And it's quite, (.) it's quite interesting how it hasn't come from teaching him how to regulate his emotions. Um it's come from, just being there, for him, and then slowly him picking up those strategies as we've gone along. Um, like you were saying back there about the modelling, they do, follow what you do. So, you know, that, we were doing the thing about breathing and, you know, after a few weeks. I noticed <u>he</u> was starting to do it, and he would come out and say 'I'm <u>trying</u>, I'm trying to do it, I'm trying to do the breathing thing' and um, and over time, that's just worked so well for him. He's, he's just calm, just more calm and more able to deal, with, the things life throws at him, and just even those simple things at school that before would have just tipped him right over the edge. He's just got more resilience, for that and more (.) yeah, more, kind of tolerance for that (.) so he's not bubbling all the time (.) There are less bubbles. ((laughs)).</p> <p>and I think from, from where she was, to where she is now, she's made massive steps I guess relationship with their peers as well, because they, um, they start to see them differently, um. Certainly, because this little, boy is, you know, he's calmer and he doesn't react to things so quickly, actually, they're more prepared to kind of, take the <u>chance</u> on, involving him in games and things, so um, that, <u>has</u>, had an impact and in <u>turn</u>, that helps his self- esteem and, um, and he starts to feel better about himself, so it's this kind of <u>magic</u> that then happens, isn't there</p> <p>it's funny ((laughs)) we used to talk in emojis, and he came and he spoke to me because he didn't know what the emoji was, that when, he saw this girl and she said that she wanted to, um, share the Play-doh with him, he said it made him feel fuzzy in his tummy and he didn't know which emoji is that, because, he could only express himself through emojis and, and it was just a really <u>amazing</u>,</p> <p>my year two, boy who I've been seeing for longer um, er and is that a little bit older. I definitely, noticed that having, um <u>set</u> time with me and er the <u>regularity</u> of that, um, has really benefited him um, in the classroom, he's a lot more relaxed. Um, I used to, go and see him, but it was irregular and I, or I'd be called down there when he was. Uh (.) Upset um, or not behaving well, um but now having that, that</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>regular time with him really, benefits him. And as I say, he can enjoy his time in the classroom more I think because he is, he knows when he's gonna see me, um and so that um, uncertainty has been taken out of his life and I think, for him that's really allowed him to flourish, in the classroom. Um academically and socially</p> <p>to be able to, yeah, mistake make, take responsibility, um, and do that without kicking <u>off</u>, essentially, which he would literally kick off. Um, so yeah, it's been <u>lovely</u>, I suppose, for everyone, um it's been lovely to see the <u>long</u> term,</p> <p>I've seen with er, the girl I mentor (.) I, overall, this year I've found that she is a lot <u>calmer</u>.</p> <p>I found that <u>now</u>, she, she's definitely more open to, to talking about something that's happened, that upset her and, and how she felt about it. She still brushes it off, there's sort of like, 'yeah, but whatever'. Um, but she speaks about it. Uh, I know it was her, her parents birthday, who passed away a few years ago and normally she would completely, not talk about him and, then not talk about them, don't want to acknowledge that that's happened, but, she openly said 'Ohh I was upset because I missed their birthday, I forgot', um, and she sort of had the emotional maturity to reflect on that and not (.) sort of, not overreact, but have a bigger display of emotions than she did, and, I think that's one thing I've noticed with her, is that she's a lot, a lot more regulated with sharing how she feels.</p> <p>actually for them to understand, their different emotions and put words to them, especially down the lower end of the school, I think that really, really helps because they can then verbalise it better, um, and, and people, seem to <u>listen</u> when they can verbalise things better instead of just pushing it, brushing it to one side. Um (.) so, yeah, I in- I've enjoyed doing those, zoning in on these little things like, emotional literacy and helping them to, to decide, you know, <u>are</u> they, upset? Are they really <u>cross</u> or <u>frustrated</u> with their adult, that hasn't, turned up to contact or, hasn't come forward with their trainers that day or, whatever it might be? They can go. 'I'm really actually [mentor 11] I'm really cross with that person. I'm', you know, 'they haven't come</p> <p>it's nice that, like, be able for, I guess the teachers have a little bit of an insight to what's going on in the child (.) because they may not express some of things that they do, but um, (.) like when I'd finished an activity before and then I said, 'oh, should we share this with your teacher?' and um, most of the times he would say, 'yeah', so we would go and show the teacher, and he'd be like, 'look, this is what we've done'. and like, 'if if I'm, if I feel angry, I'll use this', and it's nice for the teacher to be like, 'ohh', like, 'I didn't actually realise at that point he <u>was</u> feeling angry, but, because he's been able to show it rather</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			than tell me, then he can calm down quicker' um, (.) yeah, be able to get back on track to what he was meant to do. [Facilitator: Mm]. Um, it's nice to have that little bit of insight, for the teachers to have, I think as well.
		Improvements in CYP's self-esteem.	<p>actually, they're more prepared to kind of, take the <u>chance</u> on, involving him in games and things, so um, that, <u>has</u>, had an impact and in <u>turn</u>, that helps his self- esteem and, um, and he starts to feel better about himself, so it's this kind of <u>magic</u> that then happens, isn't there?</p> <p>when I first worked with him, every time he spoke, he would, check, my, um response, sort of almost look, to see if what he said was OK and I hadn't really thought about it, and then I was talking to his class teacher recently and went I've just realised he <u>doesn't do</u> that anymore, it's, I mean, I've worked with him a <u>long</u> time, but like I said, only the once a week after that initial (.) that initial mentor, I did do the mentoring at the beginning, but actually that's a <u>huge</u> thing, is that he's comfortable enough with me that he <u>never</u>, he doesn't ever do that anymore,</p> <p>I think ((inaudible)) you can see in their self-esteem, like they feel a little bit more, (pause) feels a bit more like (.) you can see his self-esteem, like he's not, is is <u>better</u> and he's got a long way to go, believe me, it's like, you know, he's still feels um, he doesn't <u>like</u> himself, but some days he <u>does</u>, so like to not always, not like yourself, but to like yourself <u>sometimes</u>, is like progress, isn't it? So, um, yeah, and it and I think for them to understand that it's <u>OK</u>, to make mistakes, and, you know, and they're not, it's not always, um, their fault, and I think that you can see <u>that</u> helps with their self-esteem and how they feel about themselves. (pause) which then impacts on how they get on with their peers, doesn't it?</p> <p>and I think how they get on academically, because I think (mentor 9: Yeah). When you, because you're more likely to give something a bit more of a <u>go</u> and you're, you know, become more resilient as your self-esteem rises, I think it, I think it, it, affects everything, doesn't it, even if it's only a <u>tiny</u> little bit, I think, (mentor 9: Yeah) everything that you raise on that front and the security you're providing raises everything, all the other aspects, I think.</p>
		Improvements in CYP's learning or classroom behaviour. Other positive improvements	I definitely, noticed that having, um <u>set</u> time with me and er the <u>regularity</u> of that, um, has really benefited him um, in the classroom, he's a lot more relaxed. Um, I used to, go and see him, but it was irregular and I, or I'd be called down there when he was. Uh (.) Upset um, or not behaving well, um but now having that, that regular time with him really, benefits him. And as I say, he can enjoy his time in the classroom more I think because he is, he knows when he's gonna see me, um and so that um, uncertainty

Theme title	Sub theme title	Codes included within theme	Quotes
		for CYPs noticed.	<p>has been taken out of his life and I think, for him that's really allowed him to flourish, in the classroom. Um academically and socially.</p> <p>and I think how they get on academically, because I think (mentor 9: Yeah). When you, because you're more likely to give something a bit more of a <u>go</u> and you're, you know, become more resilient as your self-esteem rises, I think it, I think it, it, affects everything, doesn't it, even if it's only a <u>tiny</u> little bit, I think, (mentor 9: Yeah) everything that you raise on that front and the security you're providing raises everything, all the other aspects, I think.</p> <p>coz a lot of ours are self-sabotage before, you know, coz there's fear of failure, so they'll sabotage it, so they don't have to do it. (mentor 10: yeah) Um, so for them to just give it a go and to let that, member staff in class, <u>help</u> them to give it a go, I think that's, you know, they wouldn't have done that sort of a year ago, but they'll do it <u>now</u>.</p> <p>I think it's worked really well and we also we we do really see the positive impact of having them with the students.</p> <p>it was really good that that um, that she kind of was listening to somebody else and it was, it was a kind of active listening and drawing and, and the other one was really joining in and was saying 'wow, yeah, this happened and and I said, I said that'. Yeah. So, I thought that was really good.</p> <p>Yeah, I think it's really helped those, the longer-term skills in life, moving forward</p> <p>I've only just started to, build the relationship with the student, but he's definitely, like at the <u>beginning</u>, he's was sort of scared about what, why he was coming out the class, er, whereas now he sort of skips out the class because he's, he's happy to come, um so it's nice to see the change in that, he knows that, it's not a <u>bad</u> thing for him coming out, actually he likes it sometimes because I get him out of his maths lesson. Um so yeah, he, he <u>definitely</u> seen the difference, in his just personality towards me,</p> <p>I think they're just get to, it's <u>OK</u> to talk. [Facilitator: Mm]. Um, you know, I think once they start talking to the likes of of our, you know, to <u>us</u>, um, and then, it's not such a um, you know, there's no, It's not like they're continually trying to hold on to it (.) it's more easy for them, because they've already spoken, does that make sense? is that how you yeah? It's not like something, like, a lot of the thoughts, like, I can't say anything, I can't tell them, but once I start talking and sharing. Um it is easy for them to share with other members of staff.</p> <p>actually I found that <u>long</u> term, that's probably been the biggest impact for this child is his ability to, decision make and to reflect, safely without shame, so he actually got to the point where he apologised</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			to a teacher the other day, and if you know this child back in year seven, you think that would <u>never</u> have happened ((laughs))
		Improvements in problem solving.	<p>and actually getting them to, to think for themselves. So rather than trying to fix them and fix their problem giving them the tools to be able to fix it for themselves and to think of different solutions and actually what is it gonna look like if it's fixed.</p> <p>I found um, one of my students who I worked with. Um talking to another student, um, a couple of weeks ago, and they were, they were talking through something that had happened, and I noticed they picked up a pen and a piece of paper and they were like, 'so tell me about it' ((laughs)) they started storyboarding, 'so you did this. Ohh, why did you'? And I was thinking it was it was really funny that they'd actually, and then I started reflecting, maybe I'm storyboarding too much and perhaps I should try different things, but I thought it was really good that that um, that she kind of was listening to somebody else and it was, it was a kind of active listening and drawing and, and the other one was really joining in and was saying 'wow, yeah, this happened and and I said, I said that'. Yeah. So, I thought that was really good. I thought actually, it's teaching <u>them</u> skills then that, so because they model what we do, <u>so</u> much that actually that's a really good skill, going forward for them to have as well.</p> <p>Yeah, I think it's really helped those, the longer-term skills in life, moving forward learning those kind of like active listening skills. [Facilitator: Mmhm] ((inaudible)) and pose questions to themselves to solve their own problems. Um, it's it's really really helpful</p>
		The importance of the mentoring intervention.	<p>I find that really, that was really powerful, just, that, when I started doing the sessions, <u>how</u>, important they found having the person they can just come and say things to, when they needed to.</p> <p>if it wasn't for this programme, it wouldn't have happened. It's that simple. It <u>really</u> is that simple.</p> <p>Just that I don't think that it should be underestimated how valuable it is. (.) It is a <u>really</u> important thing and (.) I've seen, you know, I've seen <u>every</u> student that that I've seen, it's made a difference, there's nothing else, it's just so important.</p> <p>actually it's, such an important role, isn't it? Like, to start that process, it will get there, it's almost like, you will plant the seed, and you will, you probably won't see the, the outcome of that for a <u>while</u>, but it, you will certainly at one point, the fruit will kind of, come, I think really interesting just to add to that, obviously being in the same school, I know this child very <u>well</u>.</p> <p>um, actually, it's <u>so</u> interesting because she shares things with [mentor 6] because she sees her that kind</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>of <u>every</u> day, she'll share things that she <u>won't</u> share with me and that it's just really, it's really nice that she has a person, she knows that actually I, I have to contact professionals, I <u>have</u> to be speaking to her carer, I <u>have</u> to be speaking to social care, whatever it is, but actually, I think it's so important for her to know that when she goes to [mentor 6], she can just have that space. And [mentor 6]'s not gonna do anything with it, she's not fixing it, but she's <u>being</u> there, and I think, I think that's really, it's a really <u>interesting</u> position for <u>me</u> to be in to see that, what we both offer, within the relationships. She'll go to me, for certain things, you for certain things and other members of staff, I think I think that's really special for her, actually.</p> <p>is going through a very difficult time, the family, family are not happy, um but actually he spoke to parents the other day and said he doesn't like this, he doesn't like this, 'but I really like going to [mentor 5]. I really enjoy going to see [mentor 5]'. So that was a real <u>nice</u> <u>why</u>, deprive a pupil of something, when they're really struggling, and this could be really supportive, um, to go and support where, you shouldn't need to</p> <p>I think it just like so frustrating that they don't see (.) that the one to ones aren't classed, or that <u>time</u> is not classed as important, but to <u>that</u> pupil. It's like <u>really</u> important, um and it's like, it could be that's the safest part of their day. [Facilitator: Yeah]. Yeah, Safe space. Safe space, safe face, yeah.</p> <p>I love their excitement when you, you, you're coming, you're waiting at the door and they go 'oh you want me, you want me, don't you? You want me', and they're like 'oh OK'. And I <u>love</u> that, and I think, one bit that I just recently, well last week a child said to me, I went to pick him up, he's a year six boy, he's obviously he's going into, um (.) er, senior school obviously in September and he went, 'it's lovely that I come out with you because I'm not one of thirty' and it's like '<u>ohh</u> my gosh', and I said to him, I said 'why did you, why, why do you think that?' And he said that, or if I, when I have to go to so-and-so, they say, 'look, can you just go and sit down please, I've got thirty other children here that also need my attention' and I think for that <u>twenty</u> minutes of that day, he loves that, so yeah, big smiles, they're always, they're, you know, if, and you can tell then, you've been with them nearly every day, so if they are a bit sad, you're like, 'ohh I'd picked up on that, come on tell me, tell me what's going on, let's go and talk about that', and I think we pick up on it better as a designated mentor, <u>than</u>, the other adults that <u>do</u> have, <u>all</u> of those other, needs, within their class and that can't be helped, but, it's good that we can take that (.) you know that child and they're happy to come out and, and speak and share.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		CYP learning through modelling.	<p>but I thought it was really good that that um, that she kind of was listening to somebody else and it was, it was a kind of active listening and drawing and, and the other one was really joining in and was saying 'wow, yeah, this happened and and I said, I said that'. Yeah. So, I thought that was really good. I thought actually, it's teaching <u>them</u> skills then that, so because they model what we do, <u>so</u> much that actually that's a really good skill, going forward for them to have as well.</p> <p>he now, can regulate so much better and. And it's quite, (.) it's quite interesting how it hasn't come from teaching him how to regulate his emotions. Um it's come from, just being there, for him, and then slowly him picking up those strategies as we've gone along. Um, like you were saying back there about the modelling, they do, follow what you do. So, you know, that, we were doing the thing about breathing and, you know, after a few weeks. I noticed <u>he</u> was starting to do it, and he would come out and say 'I'm <u>trying</u>, I'm trying to do it, I'm trying to do the breathing thing' and um, and over time, that's just worked so well for him.</p>
		Giving the students the tools to help themselves.	<p>I think it for me it was the, the different activities that you can do and actually getting them to, to think for themselves. So rather than trying to fix them and fix their problem giving them the tools to be able to fix it for themselves and to think of different solutions and actually what is it gonna look like if it's fixed. I think they can all benefit, with a little bit of time when you just been given the time and somebody to listen to and to go through and, and learning those kind of like active listening skills. [Facilitator: Mmhm] ((inaudible)) and pose questions to themselves to solve their own problems. Um, it's it's really really helpful,</p> <p>put it., over to the child and wonder, like ((inaudible)), communicate, I didn't really think of it before, like, I wonder, I imagine, is ((inaudible)) work and (.) I really didn't understand them before and I think they're quite powerful when you use them, in sessions, cause, they're not, you're not telling them, they've <u>got</u> to tell you, and and it's, it's (.) it's nice that it's so <u>natural</u>, and, by the time then they think (.) 'oh, she asked me a question', they've said, they've said something that's quite insightful about their lives or quite, like (.) you think,' oh, OK. I didn't realise that's how you <u>felt</u>, and maybe that's why you're communicating that behaviour in that classroom' (.) or, um, yeah, I think (.) um and for me, it was definitely not having to solve somebody</p>
		Meeting the need of other	<p>but I just felt the skills would just be so transferable, because we have a lot of children whose life experience isn't dissimilar.</p>

Theme title	Sub theme title	Codes included within theme	Quotes
		students in schools.	<p>and it's not just the students that are looked after you know, traditional looked after, we've got other students maybe that live with different family members and you can kind of see all the attachment and it makes you understand. And then you, you know, you can hopefully try ((inaudible)) and there's where the attachment and and everything like you say with being able to do a bit more <u>scientifically</u>, rather than like you say being fluffy, they do tend to respond <u>better</u> from that point of view, so I think it's been brilliant.</p> <p>I, I agree and I think, I think it's helped. It's helped me working with a <u>whole</u> range of students and um, especially with the with the fight, flight and freeze</p> <p>And so, I think it's really helpful to work with, all young people, and then understanding that, this isn't it's, it's not a <u>choice</u>, they're not <u>choosing</u> to behave in that way, it's, they, <u>just</u> really really can't help it and then helping them to come around, with, with strategies that are going to help them to deal with that. So how can we how can we <u>express</u>, that?</p> <p>that it's, it doesn't only just have to be, like not being with parents, so it could be the feeling they have when they have to leave a mainstream school, so if the school that, isn't meeting their needs for whatever reason, or, or they feel that they can't go to school, they have that level of, of um (.) they have their <u>shame</u>, they have the <u>regret</u>, they, they have sometimes the feeling that they're not <u>wanted</u>, that the school didn't want them, um and that they don't fit in. So they they <u>feel</u> these same kind of feelings as children who feel the same from, from home and so they they carry that around with them too. So, it's been, you know, really useful, working with those students and also some of the students who have one parent and they don't see their <u>other</u> parent, are also feeling a lot of these feelings too.</p> <p>So, I've ended up doing quite a lot of work with, two young people in my school in <u>particular</u> who aren't having relationships with their, with their dads and, and working through <u>their</u> feelings,</p> <p>Perhaps just how powerful it is with other students as well. It doesn't just have to be looked after child because it's um, I know, the titles LAC mentoring, but um, (.) I think perhaps sometimes it can be considered <u>only</u> for looked after children, but actually it's, (.) you know, I think, like we've all been saying, it's so useful with <u>all</u> the children we work with because, you know, children all have a story to tell, don't they?</p> <p>I think it's so useful, not it, for all the children</p> <p>I know I've looked at some of, a lot of these things and and put them in context and use them with my own children at home um, and I think it's just, it's, it's really it's really really helpful for (.) all, all of the</p>

Theme title	Sub theme title	Codes included within theme	Quotes
			<p>students, I think they can all benefit, with a little bit of time when you just been given the time and somebody to listen to and to go through and, and learning those kind of like active listening skills. [Facilitator: Mmhm] ((inaudible)) and pose questions to themselves to solve their own problems. Um, it's it's really really helpful, so I think, I think it's useful across the board I was really excited, and it was something I really wanted to do and I think it like. Um (.) coz I know there's so many pupils here that would benefit from that.</p>
		Transferring their learning.	<p>I also thought some of the things that I might learn there would be transferable to a lot of the students in our school as well. So, I felt that, it would be, just useful to general practise, I just felt the skills would just be so transferable, but those are things that I might have thought, oh no that's far too primary and, and secondary won't work with it. But it's amazing how it can, so it was developing those ideas and skills really. and then with the other bits and pieces you do as well, all the other roles, and I think there's a lot of them, there's so many similarities, that I use it, like skills I use in my, ELSA, my pastoral, my designated mentor, my ELSA, you know, the interventions, the therapies that I work with, um, and I just think so many of the skills you <u>use</u> um, all across, a real, um change of direction for me, I was in nursery before, um, and, but it just goes to show you can transfer all your skills (.) to another area, and to be honest, the children that I have now, are older, a lot of the time for my mentoring and, I didn't think I could do the older children, I thought I was this, it's funny how, they still liked that <u>nurturing</u> (.) that I don't think that ever goes does it? because actually, as adults, we still like a bit of nurturing, so I think (.) for <u>me</u>, it was having the confidence to know that, those skills completely transferable, to any age group, and I think that was (.) that was a good positive for me, because I <u>really</u> thought that was going to be one of them barriers, but it wasn't, it was definitely a positive thing. I agree with what you said [mentor 11], I think, like the skills are transferable, like I can use the same skill that I used in with a reception child all the way up to a year six child, and they will still understand and they still get it,</p>

Glossary

- Attachment-Aware Having a good understanding of the impact significant relational traumas and losses can have on young people.
- Care-Experienced..... any person who has been or is currently in care or from a looked-after background at any stage in their lives (no matter how short the time period was). This includes adopted children, foster children, those under a special guardianship orders, or who those who were previously looked-after.
- ELSA..... Emotional Literacy Support Assistants – a school-based adult who has been trained by educational psychologists to support the emotional wellbeing of students. Support tends to be shorter-term, with targeted interventions running for about half a term, in weekly sessions.
- Epistemology The philosophical study of knowledge, how it is gained or constructed and where it derives from.
- GCSE..... General Certificate of Secondary Education – key exams taken in final year of secondary school.
- Ontology The philosophical study of the nature of reality and the nature of being.
- Reflexivity The examination of one’s own beliefs, judgments, and practices during the research process and how these may influence the research.

References

- Ainsworth, M. D., Blehar, M. C., Water, E., & Wall, S. N. (2015). *Patterns of attachment: A psychological study of the strange situation*. Routledge
- Alber, C. M. (2020). *Developing trauma-informed schools: A needs assessment of social and emotional learning, professional development, and implementation for primary teachers in Indiana* [Unpublished doctoral dissertation]. Indiana State University.
- Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2016). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 1-3.
<https://doi.org/10.1007/s10648-016-9389-8>
- Alpert, C. (2015). *Fostering peace: The impact of a nonprofit community-based organization on young foster youths' social-emotional development and pre-academic skills* [Unpublished doctoral dissertation]. Loyola Marymount University.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.
- Bennathan, M., & Boxall, M. (1996). *Effective Intervention in Primary Schools: Nurture groups*. David Fulton
- Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review*, 21, 141–170.
- Bhagvanji, K. (2020). *An exploration of designated teachers' work with looked-after children: What constraints and enables attachment-aware practice* [Unpublished doctoral dissertation]. University of Nottingham.
- Binnie, L. M., & Allen, K. (2008). Whole school support for vulnerable children: The evaluation of a part-time nurture group. *Emotional & Behavioural Difficulties*, 13(3), 201-216.
<https://doi.org/10.1080/13632750802253202>
- Bowlby, J. (1944). *Forty-four juvenile thieves*. Balliere, Tindall and Cox.
- Bowlby, J. (1969). *Attachment and loss. Vol 1*. Pimlico.

- Bowlby, J. (1975). *Attachment and loss, Vol 2*. Penguin
- Bowlby, J. (1990). *A secure base: Parent-child attachment and healthy human development*. Routledge.
- Boxall, M. (1976). The nurture group in the primary school. *Therapeutic Education*, 4(2), 13–18.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practice guide for beginners*. Sage Publishing.
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. Sage Publishing.
- Brighton and Hove City Council. (2018). *Developing an attachment aware behaviour regulation policy: Guidance for Brighton and Hove schools*.
[file:///C:/Users/User/Documents/ED%20PSYCH/Work/Essays/Essay%20%20-%20Emotional%20Elements%20of%20Learning/Brighton%20and%20Hove%20-%20Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1%20\(1\).pdf](file:///C:/Users/User/Documents/ED%20PSYCH/Work/Essays/Essay%20%20-%20Emotional%20Elements%20of%20Learning/Brighton%20and%20Hove%20-%20Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1%20(1).pdf)
- Burton, M. M. (2012). *An illuminative evaluation of foster carers' experiences of attending an attachment theory and practice service training programme offered by a child and adolescent mental health service for looked after children* [Unpublished doctoral dissertation]. University of Portsmouth.
- Cairns, K. (2002). *Attachment, trauma and resilience: Therapeutic caring*. British Association for Adoption and Fostering.
- Cameron, R. J. (2017). Child psychology beyond the school gates: Empowering foster and adoptive parents of young people who have been rejected, neglected and abused. *Educational and Child Psychology*, 34(3), pp. 75–96.
- Cameron, R. J., & Das, R. K. (2019). Empowering residential carers of looked after young people: The impact of emotional warmth model of professional childcare. *British Journal of Social Work*, 49, 1893-1912.
- Cameron, R. J., & Maginn, C. (2008). Professional childcare: The authentic warmth dimension. *British Journal of Social Work*, 38(6), 1151–72.
- Cameron, R. J., & Maginn, C. (2009). *Positive Outcomes for Children in Care*. SAGE.

- Cameron, R. J., & Maginn, C. (2011). Living psychology: The emotional warmth dimension of professional childcare. *Educational and Child Psychology, 28*(3), 44–62.
- Carlson, V., Cicchetti, D., Barnett, D., & Braunwald, K. (1989). Disorganized/ disorientated attachment relationships in maltreated infants, *Developmental Psychology, 25*(4) 525-531.
<https://doi.org/10.1037/0012-1649.25.4.525>
- Carnes-Holt, K., & Bratton, S. C. (2014). The efficacy of child parent relationship therapy for adopted children with attachment disruptions. *Journal of Counselling and Development, 92*(3), 328-337.
- Children and Young Persons Act. (2008). (Section 20). *Legislation.gov.uk*
<https://www.legislation.gov.uk/ukpga/2008/23/section/20>
- Cooper, P., & Whitebread, D. (2007). The effectiveness of nurture groups on student progress: Evidence from a national research study. *Emotional & Behavioural Difficulties, 12*(3), 171-190.
<https://doi.org/10.1080/13632750701489915>
- Cronin, D. (2019). *Impact of implementing trauma-informed practices on student- and staff- level school-wide outcomes* [Unpublished doctoral dissertation]. William James College.
- Crossfield, J., Behailu, A., Stiell, B., Willis, B., Rutger, D., Clarkson, L., McCaig, C., Ramaiah, B., & Hallgarten, J. (2023). *School recovery strategies: Year 2 findings*. (Research Report). Department for Education. https://cfey.org/wp-content/uploads/2023/01/School_recovery_strategies_year_2_findings.pdf
- Datu, J. A. D., & Valdez, J. P. M. (2019). Psychological capital is associated with higher levels of life satisfaction and school belongingness, *School Psychology International, 40*(4), 331-346.
- Department for Education. (February 2018). The designated teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

- Department for Education. (2020). *Outcomes for children looked after by local authorities in England, 31st March 2019*. National Statistics.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884758/CLA_Outcomes_Main_Text_2019.pdf
- Dreikurs, R., Grunwald, B., & Pepper, F. (1998). *Maintaining sanity in the classroom (2nd Ed.)*. Taylor & Francis.
- Edwards, L. N. (2016). Looking after the teachers: exploring the emotional labour experienced by teachers of looked after children, *Educational Psychology in Practice*, 32(1), 54-72,
<https://doi.org/10.1080/02667363.2015.1112256>
- Evans, R., Brown, R., Rees, G., & Smith, P. (2017). Systematic review of educational interventions for looked-after children and young people: Recommendations for intervention development and evaluation. *British Educational Research Journal*, 43(1), 68-94. <https://doi.org/10.1002/berj.3252>
- Font, S. A. (2014). Kinship and nonrelative foster care: The effect of placement type on child well-being. *Child Development*, 85(5), 2074–2090. <http://dx.doi.org/10.1111/cdev.12241>
- Francis, Y. J., Bennion, K., & Humrich, S. (2017). Evaluating the outcome of a school based Theraplay project for looked after children. *Educational Psychology in Practice*, 33(3), 308-322.
<https://doi.org/10.1080/02667363.2017.1324405>
- General Data Protection Regulation. (2018). Data Protection Act. (legislation.gov.uk)
<https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
- Golding, K. S., & Hughes, D. A. (2012). *Creating loving attachments: Parenting with PACE to nurture confidence and security in the troubled child*. Jessica Kingsley Publishers.
- Gonshak, A. B. (2011). *Analysis of trauma symptomology, trauma-informed care and student-teacher relationships in a residential treatment center for female adolescents* [Unpublished doctoral dissertation]. University of Louisville.

- Goodenow, C. & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among urban adolescent students, *The Journal of Experimental Education*, 62(1), 60-71. <https://doi.org/10.1080/00220973.1993.9943831>
- Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38, 581–586.
- Guest, G., Namey, E., & McKenna, K. (2016). How many focus groups are enough? Building an evidence base for non-probability sample sizes. *Field Methods*, 29(1), 3-22. <https://doi.org/10.1177/1525822X16639015>
- Gus, L., Rose, J., & Gilbert, L. (2015). Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being. *Educational and Child Psychology*, 32(1), 31-41.
- Harding, S. G. (Ed.). *The feminist standpoint theory reader: intellectual and political controversies*. Routledge.
- Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to group therapy? *Qualitative Report*, 17(2), 1–8. <https://doi.org/10.46743/2160-3715/2012.2139>
- Helton, L. R., & Smith, M. K. (2004). *Mental health practice with children and youth: A strengths and well-being model*. Haworth Social Work Practice Press.
- House of Commons Education Committee. (2016). *Mental Health and Well Being of Looked after Children*. (Fourth Report of Session 2015-2016). London. <https://publications.parliament.uk/pa/cm201516/cmselect/cmeduc/481/481.pdf>
- Hughes, D. A., Golding, K. S., & Hudson, J. (2019). *Healing relational trauma with attachment-focused interventions: Dyadic developmental psychotherapy with children and families*. W. W. Norton & Company, Inc.
- Iszatt, J., and Wasilewska, T. (1997). Nurture groups: An early intervention model enabling vulnerable children with emotional and behavioural difficulties to integrate successfully into school. *Educational and Child Psychology*, 14 (3), 121–39.

- Jacob-Thompson, C. (2021). Changing the language of care - The British Psychological Society. *British Psychological Society*. <https://www.bps.org.uk/psychologist/changing-language-care>
- Kelly, P., Watt, L., & Giddens, S. (2020). An attachment aware schools programme: A safe space, a nurturing learning community. *Pastoral Care in Education*, 38(4), 335-354. <https://doi.org/10.1080/02643944.2020.1751685>
- Kennedy, B. L. (2008). Educating pupils with insecure attachment histories: Toward an interdisciplinary theoretical framework. *Pastoral Care in Education*, 26(4), 211–230.
- Kimes, K. L. (2019). *Trauma informed interventions: Supporting foster youth through an on-site mentorship program in the secondary educational setting* [Unpublished doctoral dissertation]. Concordia University Irvine.
- Knight, J. (2015). *The experiences of primary-school teaching assistants working one-to-one with looked-after and adopted children who present with social, emotional and behavioural difficulties: A exploration with the use of attachment theory* [Unpublished doctoral dissertation]. Tavistock and Portman.
- Knight-Nwosu, A. M., & McNamara, P. (2021). *Foster parents perceived benefits of their trauma informed training for foster children in developing symbolic bonding and placement stability* [Unpublished doctoral dissertation]. Northcentral University.
- Lam, U, F., Chen, W-W., Zhang, J., & Liang, T. (2015). It feels good to learn where I belong: School belonging, academic emotions, and academic achievements in adolescents. *School of Psychology International*, 36(4), 393-409.
- Liabo, K., Gray, K., & Mulcahy, D. (2013). A systematic review of interventions to support looked-after children in school. *Child and Family Social Work*, 18, 341-353. <https://doi.org/10.1111/j.1365-2206.2012.00850.x>
- Lockwood, C., Munn, Z., & Porritt, K. (2015). Qualitative research synthesis: Methodological guidance for systematic reviews utilizing meta-aggregation. *International Journal of Evidence Based Healthcare*, 13, 179-187

- Lorenz, K. Z. (1952). *King Solomon's Ring: New Light on Animal Ways*. Thomas Y. Crowell.
- Mackay, T., Reynolds, S., & Kearney, M. (2010). From attachment to attainment: The impact of nurture groups on academic achievement. *Educational and Child Psychology, 27*(3), 100-110.
- Madill, A., Jordan, A., & Shirley, C. (2000). Objectivity and reliability in qualitative analysis: Realist, contextualist and radical constructionist epistemologies. *British Journal of Psychology, 91*(1), 1-20.
- Maginn, C., & Cameron, R. J. (2013). The "emotional warmth" approach to professional childcare: Positive psychology and highly vulnerable children in our society. In Proctor, C., & Linley, P. A. (Eds.), *Research, Application and Intervention for Children and Adolescents: A Positive Psychology Perspective* (pp.165-182). Springer.
- Marrero, A. D., & Stewart, A. (2020). *A qualitative study of the foster parent experience: "I try to weather the storm"* [Unpublished doctoral dissertation]. James Madison University.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. <https://doi.org/10.1037/h0054346>
- McGrath-Lone, L., Dearden, L., Nasim, B., Harron, K., & Gilbert, R. (2016). Changes in first entry to out of home care from 1992 to 2012 among children in England. *Child Abuse and Neglect, 51*(171), <https://doi.org/10.1016/j.chiabu.2015.10.020>
- Naples, N. A., & Gurr, B. (2014). Feminist empiricism and standpoint theory. In S. N. Hesse-Biber (Eds.), *Feminist research practice: A primer* (pp.14-41). Sage.
- Newton, C., & Wilson, D. (2003). *Creating Circles of Friends: A Peer Support and Inclusions Workbook*. Inclusive Solutions UK Limited.
- Office for National Statistics (ONS). (November 2022). *Who are the children entering care in England?* (Data and analysis from Census 2021). <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/socialcare/article/whoarethechildrenenteringcareinengland/2022-11-04>

- O'Higgins, A., Sebba, J., Gardner, F. (2017). What are the factors associated with educational achievement for kinship or foster care: A systematic review. *Children and Youth Services Review, 79*, 198-220.
<http://dx.doi.org/10.1016/j.childyouth.2017.06.004>
- Opiola, K. K., & Bratton, S. C. (2016). *The effects of child parent relationship therapy (CPRT) for adoptive families* [Unpublished doctoral dissertation]. University of North Texas.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *British Medical Journal, 372*(71), <http://dx.doi.org/10.1136/bmj.n71>
- Palaganas, E. C., Sanchez, M. C., Molintas, V. P., & Caricativo, R. D. (2017). Reflexivity in qualitative research: A journey of learning. *Qualitative Report, 22*(2), 426-438.
- Patel, S. (2013). *Implementing change in practice following staff in-service training on attachment and resilience: An action research study* [Unpublished doctoral dissertation]. University of Exeter.
- Phillips, R. (2007). The need for information on how the attachment difficulties of adopted and looked after children affect their schooling. *Adoption & Fostering, 31*(3).
- Porges, S. W. (2001). The polyvagal theory: Phylogenetic substrates of a social nervous system. *International Journal of Psychophysiology, 42*(2), 123–146.
[http://dx.doi.org/10.1016/S0167-8760\(01\)00162-3](http://dx.doi.org/10.1016/S0167-8760(01)00162-3)
- Purrington, J., Glover-Humphreys, E., Edwards, H., & Hudson, M. (2022). The impact of a brief neuro-collaborative play-based intervention on the presentations of developmental trauma and attachment difficulties in adopted children: A service evaluation. *International Journal of Play Therapy, 31*(4), 237-247.
- Riley, P. (2009). An adult attachment perspective on the pupil-teacher relationship and classroom management difficulties. *Teaching and Teacher Education, 25*, 626–635.

- Roeser, R. W., Midgley, C., & Urdan, T. C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, 88(3), 408-422. <https://doi.org/10.1037/0022-0663.88.3.408>
- Roffey, S. (2017). The ASPIRE principles and pedagogy for the implementation of social and emotional learning and the development of whole school well-being. *International Journal of Emotional Education*, 9(2), 59-71.
- Rose, J., McMGuire-Sniekus, R., Gilbert, L., & McInnes, K. (2019). Attachment aware schools: The impact of a targeted and collaborative intervention. *Pastoral Care in Education*, 37(2), 162-184. <https://doi.org/10.1080/02643944.2019.162542>
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/110003-066X.55.1.68>
- Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher-child relationships. *Attachment and Human Development*, 14(3), <http://dx.doi.org/10.1080/14616734.2012.672262>
- Sadiq, F. A., Slator, L., Skuse, D., Law, J., Gillberg, C., & Minnis, H. (2012). Social use of language in children with reactive attachment disorder and autistic spectrum disorders. *European Child & Adolescent Psychiatry*, 21, 267-276.
- Schaffer, H. R., & Emerson, P. (1964). The developments of social attachments in infancy. *Monographs of the Society for Research in Child Development*, 29, 1-77.
- Schofield, G., & Beek, M. (2005). Providing a secure base: Parenting children in long-term foster family care. *Attachment & Human Development*, 7(1), 3-24. <https://doi.org/10.1080/14616730500049019>

- Seth-Smith, F., Levi, N., Pratt, R., Fonagy, P., & Jaffey, D. (2010). Do nurture groups improve the social, emotional and behavioural functioning of at risk children? *Educational and Child Psychology*, 27(1), 21-34.
- Southampton City Council. (No date). *Virtual School*. <https://www.southampton.gov.uk/schools-learning/support-education/virtual-school/>
- Sroufe, A. (1995). *Emotional development*. Cambridge University Press.
- Sroufe, A., & Siegel, D. (2011). *The verdict is in: The case for attachment theory*. Psychotherapy Networker. <http://www.drdansiegel.com/uploads/1271-the-verdict-is-in.pdf>
- Tebes, J. K. (2005). Community science, philosophy of science, and the practice of research. *American Journal of Community Psychology*, 35(3-4), 213-230.
- The Gottman Institute. (2018). *Emotion Coaching: The Heart of Parenting*. <https://emotioncoaching.gottman.com/about/#:~:text=John%20Gottman%20named%20these%20skills,%2C%20emotionally%20healthy%2C%20successful%20kids>.
- Underdown, K-M. (2016). *Supporting the attachment needs of looked after children in education settings* [Unpublished doctoral dissertation]. University of Southampton.
- Vizard, T., Sadler, K., Ford, T., Newlove-Delgado, T., McManus, S., Marcheselli, F., Davis, J., Williams, T., Leach, C., Mandalia, D., & Cartwright, C. (22 October 2020). *Mental health of children and young people in England, 2020*. (Wave 1 follow up to the 2017 survey). NHS Digital. https://files.digital.nhs.uk/AF/AECD6B/mhcyp_2020_rep_v2.pdf
- Vorria, P., Papaligoura, Z., Dunn, J., van Ijzendoorn, M. H., Steele, H., Kontopoulou, A., & Sarafidou, Y. (2003). Early experiences and attachment relationships of Greek infants raised in residential group care. *Journal of Child Psychology and Psychiatry*, 44(8), 1208-1220. <https://doi.org/10.1111/1469-7610.00202>
- Walker, G. (2017). Children aren't standardized, they are unique: Using Bourdieu to expose the complexity behind educational outcomes of looked-after children. *International Journal of Technology and Inclusive Education*, 6(1), 980-988.

Willig, C. (2013). *Introducing qualitative research in psychology (3rd ed.)*. Open University Press.

Webber, L. (2017). A school's journey in creating a relational environment which supports attachment and emotional security. *Emotional and Behavioural Difficulties*, 22(4), 317-331.

<https://doi.org/10.1080/13632752.2017.1295553>

Wood, M. and Selwyn, J. (2017) Looked-after children and young people's views on what matters to their subjective well-being, *Adoptive and Fostering*, 40(1), 20–34.

Zaccagnino, M., Cussion, M., Preziosa, A., Veglia, F., & Carassa, A. (2015) Attachment representation in institutionalized children: A preliminary study using the child attachment interview, *Clinical Psychology and Psychotherapy*, 22, 165-175. [https://doi.org/10.1002/cpp.1882\(1989\)](https://doi.org/10.1002/cpp.1882(1989))