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The Narratives of Children Looked After:
Promoting Academic Achievement and Supportive
Teacher-Student Relationships

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May 2020

Dedication and Acknowledgements

This thesis is dedicated to those who support me.

Special thanks go to my family for all their support and guidance. To my Mam for her endless patience and determination as Editor in Chief. To my Dad for reminding me to focus on what matters most and keeping life in perspective. To Tom for his loyalty and always being there.

Thanks go to Sophie for your kindness and the motivation you provide through our holidays and hopes for the future.

Thanks go to Fi and Richard in their roles as Supervisor on my research journey. Both of you have generously given your time and energy to listen, encourage and indulge me whilst remaining a critical-friend. Also to the wider tutor team for your shared knowledge and the experience of this course. You have allowed me to develop into the Educational Psychologist I want to be.

Thanks go to my friends who have continued to go to the pub with me despite times where all I have been able to talk about is psychology. Also to those new friends made on this course who are among the few who understand why that was.

Finally a special thanks to the young people who participated in this research, shared their stories with me and allowed me to publish them within this thesis. Without your generosity and openness this would not have been possible.

Thank you all.

Overarching Abstract

This thesis explores and generates new research about Children Looked After's experiences in education. It does this through qualitative evidence synthesis and narrative research. The rationale for this research is to address Children Looked After's low achievement in education. Whilst this research does not emerge from a transformative paradigm, it does seek to centrally position the experiences of a vulnerable and marginalised group with the hope of promoting change.

Chapter One: Qualitative Evidence Synthesis

This meta-ethnography explored 'How do Children Looked After perceive their achievement in education is supported or challenged?'. A model to guide professional practice supporting Children Looked After's achievement was generated. I suggest Children Looked After's pre-care experiences, whilst presenting challenge, provide them with a range of strengths and skills. Entry to care or transition provides opportunity. Children Looked After may be supported to achieve by the promotion of a sense of inclusion, security, agency and positive regard. These values are conveyed through relationships. This model and its potential application are discussed in relation to statutory processes and classroom practice.

Chapter Two: Bridging Document

This clarifies my philosophical position, justifies my decisions and demonstrates my understanding of the theoretical underpinnings of my research. It is written in a narrative style using the metaphor of a flower's lifecycle.

Chapter Three: Empirical Research

A narrative research method was used to explore how Children Looked After may experience supportive relationships with teachers within a mainstream secondary school. The data generated, from unstructured interviews with four Children Looked After in England, was analysed both within and cross-cases. Their behaviour, and its impact on teacher-student relationships (TSRs), dominated narratives. My interpretation is supportive TSRs have less conflict. A second narrative suggested supportive TSRs are developed and maintained when teachers takes actions perceived as caring. Approaches to promote supportive TSRs coherent to these narratives, whose implementation may be supported by an Educational Psychologist, have been suggested.

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Chapter One: How do Children Looked After perceive their achievement in education is supported or challenged?

Introduction

Children Looked After are frequently constructed as a vulnerable group who underachieve within education (Berridge, 2017; Forrester, Goodman, Cocker, Binnie, & Jensch, 2009; Welbourne & Leeson, 2012). Academic attainment is widely used as a definition of academic success (Berridge, 2007). In 2019, as a group, Children Looked After achieved an average Progress 8 score of 19.1 compared to 44.6 for Non-Children Looked After (Department for Education, 2020a). Furthermore, 7.2% of Children Looked After achieved threshold, of grade 5 and above, in both English and Mathematics GCSEs compared to 40.1% of Non-Children Looked After (Department for Education, 2020a). I use the term Children Looked After in this research, as a preferred alternative to Looked After Children, to indicate a legal status as defined in Section 22 of the Children Act.

E. Smith (2003) argues the term underachievement is unhelpful. Underachievement, regarding Children Looked After's academic attainment, has been applied within two contexts; in reference to the wider population and in comparison to standardised measures of intelligence or academic potential (Berridge, 2007). Such use of this term has been argued to be 'invalid', as the reference population is unclear and measures of intelligence do not directly relate to academic attainment (Berridge, 2007, p. 5; Chamorro-Premuzic, Harlaar, Greven, & Plomin, 2010; Furnham & Monsen, 2009; Hogan et al., 2010). This categorisation can also result in the construction of 'one group as failing and the other succeeding' (E. Smith, 2003, p. 576). Due to these methodological and ethical concerns, a more appropriate term may be 'low achievement' (Berridge, 2007, p. 5). I shall use this term.

Children Looked After's low achievement, as measured by academic attainment, is noted to be an internationally observed phenomenon (Berridge, 2017; Jackson & Cameron, 2012). Within England, this attainment gap has become a political focus and driven a strong political agenda to improve academic attainment of Children Looked After (Welbourne & Leeson, 2012). This political focus led to the publishing of 'Care Matters' and, more recently, 'Promoting the Education of Lookd After Children', as well as legislation including The Children and Families Act (Department for Education, 2018c; Department for Education and Skills, 2017). The increasing dialogue within society about

Children Looked After's education provides opportunity for further research into how Children Looked After may be supported to achieve within education.

Rationale for Research

This literature review synthesises and generates a novel understanding of the research about Children Looked After and Care Leavers' experiences in education. McClung and Gayle (2010) argue that educational achievement is fundamental to the life outcomes and opportunities of children. Success in education provides opportunity in adulthood in occupation, income and lifestyle (Bradshaw & Mayhew, 2005). Care Leavers experience increased disadvantage within life outcomes including poorer health, mental wellbeing, financial attainment and access to higher education, (C. Cameron, Jackson, Hauari, & Hollingworth, 2012; Reeves, 2004; Simkiss, 2012).

Research Method: Meta-ethnography

The research question explored in this literature review is:

'How do Children Looked After perceive their achievement in education is supported or challenged?'

To explore my research question a qualitative evidence synthesis (QES) was carried out; employing a meta-ethnography. I used Noblit and Hare's (1988) framework to support this. From this process I generated a model derived from the interpretation of the Children Looked After's voices within the studies synthesised. The purpose of this model is to guide the practice of professionals. The use of a framework can simplify circumstances by providing clarity and support the communication of objectives (Kelly, 2008).

Brief Discussion of Literature – An Alternative Perspective

Due to increased political interest and dialogue within the education system about how to support the achievement of Children Looked After, a developing research base has emerged. This research predominantly has a positivist epistemological stance in which attainment data is correlated with suggested factors (Berridge, 2017). Multiple factors may influence the outcomes for a child or young person (Horwath, 2009). These can be conceptualised as existing within the child and their immediate environment or wider systems they are within (Bronfenbrenner, 1979; Sameroff, 2010). The environment Children Looked After exist within may be complex (Coman & Devaney, 2011).

Coman and Devaney (2011) argue that to understand the outcomes for Children Looked After an ecological perspective is required.

Within-child Factors

Within-child factors argued to affect the outcomes for Children Looked After include pre-care experiences, such as adverse childhood experiences (ACEs: Bellis, Hughes, Leckenby, Perkins & Lowey, 2014) and poverty, attachment and special educational need (SEN). Pre-care experiences have been positioned as a within-child factor as understanding of their impact is individual to each child, despite the child's inability to influence these. Children Looked After's pre-care experiences contribute to their poorer outcomes (Berridge, 2012; Forrester et al., 2009; O'Higgins, Sebba, & Gardner, 2017; Stone, 2007).

Pre-care experiences - ACEs

ACEs are traumatic or stressful events that occur during childhood or adolescence, including abuse, neglect, parental incarceration and household mental illness (Bellis et al., 2016). The effect of ACEs is suggested to be cumulative (Bellis et al., 2016). There is significant association between ACEs and poorer academic outcomes, future employment, socio-economic status and a range of negative health outcomes (Bellis et al., 2016; Bellis et al., 2014; Metzler, Merrick, Klevens, Ports, & Ford, 2017). Children Looked After, by the very nature of the population, are likely to have experienced a higher total of these ACEs (Bruskas & Tessin, 2013).

Pre-care experiences - Poverty

Children Looked After are more likely to come from families experiencing a higher rate of financial difficulty and deprivation (Fletcher, Strand, & Thomas, 2015). Berridge (2012) highlights socio-economic risk factors, strongly associated with entry into care, also predict low academic attainment. Feinstein (2003), in an analysis of longitudinal data of a British cohort, demonstrated a link between socio-economic status and educational outcomes, as measured by qualifications achieved at the age of 26. This association has been reported within a range of studies (Brooks-Gunn & Duncan, 1997; Casanova, García-Linares, de la Torre, & Carpio, 2005; Taggart, Sylva, Melhuish, Sammons, & Siraj, 2014). It is not poverty, as such, that directly influences academic outcomes but the limited opportunities and resources deprivation and financial difficulty promote (Berridge, 2012).

Attachment

Attachment theory proposes all humans are born with an innate survival drive to seek proximity to a protective caregiver (Brisch, 2010; J. H. Kennedy & Kennedy, 2004). The pattern of behaviours a child adopts is determined by the response they elicit from the adults around them (Berghaus, 2011). These experiences are internalised and act as a filter for understanding current and future interactions (Bowlby, 1969). Through consistent, sensitive and responsive interactions with a caregiver, children are able to develop a secure attachment style (Bowlby, 1969). Bowlby (1958) argues that the quality of a young person's early attachment relationship has a profound effect on their subsequent development. Many Children Looked After experience adverse life experiences, including abuse or neglect (Department for Education, 2018a). This potentially affects the ability to form a secure attachment relationship (Baer & Martinez, 2006; van den Dries, Juffer, van Ijzendoorn, & Bakermans-Kranenburg, 2009). This may have a long term impact on their relationships, emotional-wellbeing and learning (Aviezer, Sagi, Resnick, & Gini, 2002; Millward, Kennedy, Towson, & Minnis, 2006; van Ijzendoorn, Schuengel, & Bakermans-Kranenburg, 1999).

Attachment theory has been critiqued due to its monocultural focus on western child rearing practices (Neckoway, Brownlee, & Castellan, 2007; Rottger-Rossler, 2014). Mercer (2011) critiqued a number of the central tenets of Bowlby's (1969) attachment theory including arguing the premise of a monotropic attachment figure (a primary caregiver) has become outdated. A more recent understanding is a child may have a small number of primary attachments that coexist with secondary and other attachments organised in a hierarchical manner (Mercer, 2011). There are also more recent theories of attachment which propose an alternate understandings for how patterns of behaviour develop, such as Crittenden's (2006) dynamic maturational model of attachment. Crittenden (2006) suggests these patterns of behaviour develop based on information processing.

There is a diverse understanding amongst individuals of attachment theory (Charles and Alexander, 2014). This has led to potential misunderstandings of the theory and associated concepts which arguably have problematic consequences (Sudbery, Shardlow, & Huntingdon, 2010). An example of this is the emphasis on the role of the mother and the aspirational ideal of secure attachment promoted in the literature. This has in part contributed to the narrative that a child's attachment style can be used as a judgement of maternal competency (Keller, 2013). This is despite Bowlby (1997) clarifying that his own use of the term mother referred to 'the person who mothers a child' and therefore is any primary caregiver regardless of gender (Bowlby, 1997, p. 29). Another example of how a superficial understanding of attachment theory has had unintended harmful consequences is a deterministic belief of negative life outcomes being associated to a non-secure attachment style. This is despite there being longitudinal research emphasising 'linkages between infant attachment

and theoretically relevant outcomes, while virtually always significant, in some cases were small' (Sroufe et. al, 2010, p. 6). Furthermore, more recent theories of attachment, such as Crittenden's (2006) dynamic maturational model of attachment, have argued attachment styles and their associated behaviours adapt throughout an individual's lifetime based on an their interactions and experiences.

Despite these challenges, I believe attachment theory remains a useful lens to understand how an individual's previous experiences of relationships, and the interaction with others they consist of, may influence their behaviour in the present. This is provided the reader critically engages with the theory and holds a nuanced understanding of its implications.

Special Educational Need (SEN)

In 2019, 56.3% of Children Looked After had an identified SEN in comparison to 14.4% of all children (Department for Education, 2020b). As highlighted by Fletcher et al. (2015), there is a contrast between what the identified primary SEN of Children Looked After is in comparison to all children (See Table 1 Below). The discrepancy in attainment between Children Looked After and non-Children Looked After remains when those with an identified SEN are removed from the sample, suggestive this is not the only reason for lower attainment (Department for Education, 2020b).

Table 1: Comparison of identified SEN in Children Looked After and total population (Department for Education, 2019, 2020a).

SEN Support	Children Looked After	All Children
% with SEN Support (Primary Need - %)	28.7 (Social, emotional and mental health – 47.5%)	11.9 (Speech, language and communication Needs – 23.4%)
% with Education, Health and Care Plan. (Primary Need - %)	27.2 (Social, emotional and mental health – 40.4%)	3.1 (Autism spectrum disorder – 29.0%)

Immediate Relationships

Teachers

Harker, Dobel-Ober, Lawrence, Berridge, and Sinclair (2003) argue as Children Looked After represent a small proportion of school population, teachers may be unaware they have a child in care within their classroom. Norwich, Richards, and Nash (2010) report that Educational Psychologists (EPs) believe teachers, due to a lack of experience and opportunities for professional development, do not have appropriate understanding of the needs of Children Looked After. This

may affect a teacher's self-efficacy (Bandura, 1986); for example to manage the child's behaviour or address concerns (Edwards, 2016). Harker et al. (2003) report that some Children Looked After consider teachers lack understanding of what it means to be in care and view them negatively. This has also led to negative stereotyping of Children Looked After as trouble makers who are not interested in education or are academically able (Barnado's, 2006; J. Francis, 2000). These limited beliefs and expectations can result in teachers not encouraging Children Looked After to achieve their full potential, as their personal beliefs and assumptions influence their practice (Brooks & Goldstein, 2008). However, Harker et al. (2003) report that teachers were still perceived to be the main source of support for educational achievement by Children Looked After.

Foster Carers

O'Higgins et al. (2017) report there is a positive association between the academic attainment of Children Looked After and the aspirations of foster carers. Children Looked After, who achieved academic success, reported it was important foster carers were involved with their education (Martin & Jackson, 2002). However, as highlighted by Comfort (2007), many foster carers may be challenged by how to approach schools to advocate for the children they support. Harker et al. (2003) report that foster carers can be perceived by Children Looked After to have a negative impact by failing to attend school events, promote attendance or provide support with learning in the home environment. However, the educational achievement of Children Looked After is not associated with the foster carer's own academic attainment (Pears, Fisher, Bruce, Kim, & Yoerger, 2010; Zima et al., 2000).

Environmental Factors

Schools

Inconsistency in school provision and attendance, related to a higher rate of exclusion and school transfers, affect the achievement of Children Looked After (Goddard, 2000; O'Higgins et al., 2017). Children Looked After experience significantly more absences and exclusions than other children (Fletcher et al., 2015), resulting in loss of learning opportunities. O'Sullivan and Westerman (2007) report school transfers are disruptive due to difference in curricula, potential loss of coursework and social support networks. However, these effects may be mediated depending upon how transfers are managed (Berridge, Dance, Beecham, & Field, 2008; O'Higgins et al., 2017).

Fletcher et al. (2015) report that educational provision attended is one of the most powerful predictors of academic attainment for Children Looked After; with those in mainstream settings

achieving higher attainment at GCSE than those in special schools, pupil referral units and alternative provision. This is not surprising given the streaming and access to GCSEs that occurs within these provisions. Children Looked After are disproportionately represented in these types of provision (Fletcher et al., 2015).

Social Care System

There is a narrative within the media and the political sphere that the care system is failing children and responsible for their poorer outcomes (Berridge, 2012; Forrester, 2008). However, this understanding has been argued to be 'simplistic...confusing correlation with causation' (Berridge, 2012, p. 1172). As Forrester (2008) argues measuring outcomes for Children Looked After as a reflection on the care system is a mistake. Children Looked After report that their entry to care was beneficial to their education providing increased support, stability and school attendance (Fletcher et al., 2015; Harker, Dobel-Ober, Akhurst, Berridge, & Sinclair, 2004). Children Looked After with greater experience of the social care system (longer than 12 months) outperformed those who had been in care for a shorter period prior to GCSE examinations (Fletcher et al., 2015). However, being in care may influence educational achievement due to placement instability, through factors such as low attendance and increased educational mobility (O'Higgins et al., 2017). Zorc et al. (2013) report attendance rates decrease as the length of time taken to achieve placement stability increases

Summary

Children Looked After may experience factors at multiple levels of their eco-system that place them at risk of not succeeding within education. Most of the previously cited research does not emerge from the perspective of Children Looked After or Care Leavers; there is paucity of this in the literature (Cotton, Nash, & Kneale, 2014; Goddard, 2000; Hollingworth, 2012). My meta-ethnography specifically explores the views of this population. I have structured this paper using Noblit and Hare's (1988) seven phases of meta-ethnography to promote clarity of the research method I have used and transparency in the development of my findings.

The Meta-ethnography - Phase One: Getting Started

Here the researcher identifies an area of interest that qualitative research might inform (Noblit & Hare, 1988). This research explores the self-reported experiences of Children Looked After due to interest in the area emerging from my practice. Research exploring children's views has been criticised for lacking validity and reliability (Morrow, 1999). I believe such objections are due to the

social construction of childhood; in which children are constructed as developing adults (James & Prout, 1997).

Tardy's (1985) social support theory promoted my interest in how Children Looked After's achievement in education may be supported or challenged. This theory was not used as a framework to guide data analysis. A criticism of interpretative methodologies is that decisions made are subjective and not transparent (France et al., 2014). By highlighting the influence of this theory on my thinking, I hope to support the reader's understanding of how my construction of support was developed and informed my consideration of whether a paper was relevant.

The decision to explore Children Looked Afters' views is supported by Tardy's theory. Tardy (1985) argues one of the five main aspects of support is the received/perceived dimension. This proposes support is received but not all received support will be perceived. Children Looked After may be supported by a personal education plan but not be aware this plan exists and therefore not perceive this as support. Perceived support is more positively associated with psychological adjustment, for example learning, wellbeing and the behaviour of an individual, than received support (Komproe, Rijken, Ros, Winnubst, & t'Hart, 1997). Further warrant to explore Children Looked After's views is offered by the theory of self-efficacy. Bandura (1986) proposes self-efficacy may be conceptualised as an individual's belief of their competency to complete an action. The source of these beliefs may be influenced by the support an individual receives, such as verbal persuasion or co-regulation of their emotional state (Bandura, 1977).

I therefore chose to focus on Children Looked After's views, as it is how these young people believe they are supported (or challenged) to achieve within education that will have the greatest impact. This led to the construction of my research question:

'How do Children Looked After perceive their achievement in education is supported or challenged?'

Phase Two: Deciding What is Relevant to the Initial Interest

Noblit and Hare (1988) suggest an exhaustive search of the literature is not required for meta-ethnography as the purpose is not to integrate all areas of research. However, a systematic search was used to ensure there was an appropriate number of papers to allow a meta-ethnography to be carried out (Atkins et al., 2008). Please see Appendix A for the search terms used and list of databases searched. A hand search was also used to explore literature relevant to my initial interest.

Table 2 below records the database, type of search used and number of results. Only papers published during or after 2004 were used, matching inception of The Children and Families Act, 2004. This Act led to significant changes in policy and socio-cultural context related to Children Looked After.

Table 2: Results of search of database and clarifying form of search used and filter applied.

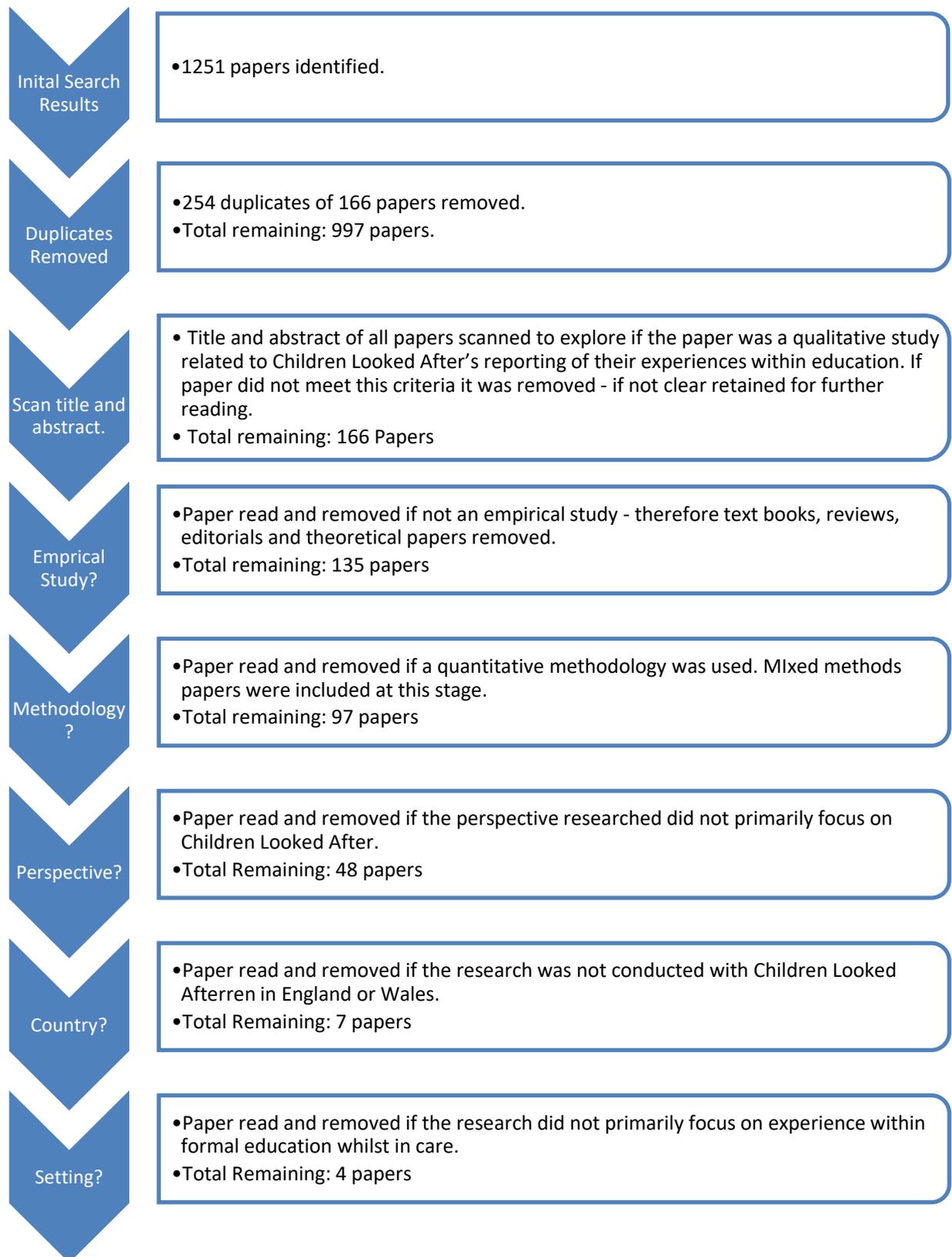
Database	Search used (Controlled or Key Word)	Filter Used	Results (No. of Papers)
PsychInfo	Controlled	Year Published: 2004+	295
British Education Index	Controlled		153
Scopus	Key Word		383
Web Of Science	Key Word		158
ERIC (EBSCO)	Controlled		262
Hand Search	N/A		2

The initial search resulted in the identification of a possible 1251 studies. Subsequently all duplicate papers were removed. The title and abstract of the remaining papers were scanned to explore if the paper was a qualitative study related to Children Looked After’s reporting of their experiences within education; if not it was removed. A process of berrypicking was then used (Bates, 1989). It is likely some relevant studies were excluded in this process. However, as reported above, an exhaustive search of the literature is not required for meta-ethnography (Noblit & Hare, 1988). The final inclusion criteria used in this study are recorded in Table 3 below. In this process judgment calls were made about the inclusion criteria applied and if a paper should be excluded from the subsequent synthesis (Light, 1980). After applying the evolving inclusion criteria, the number of potential papers was reduced until only 5 were identified for synthesis. See the flow chart below for an illustration of how papers were excluded at different stages of the search (See Figure 1 Below).

Table 3: Inclusion criteria and rationale for use within controlled search.

Inclusion Criteria	Rationale
Empirical Research	Papers in which empirical research was carried out to ensure accordance with meta-ethnography – first and second order constructs.
Methodology: Qualitative	To ensure appropriate papers for qualitative evidence synthesis and meta-ethnography.
Perspective: Children Looked After/Care Leavers (retrospective)	As Children Looked After’s views of support/challenge in education are the perspective I am interested in to answer my research question.
Country: England or Wales	To ensure my knowledge and understanding of the context, including legal, education system and broader (eco-systemic) factors surrounding the Children Looked After is appropriate. This also removed research conducted in countries where I perceive the education and/or social care system to be significantly different, for example Scotland and America.
Setting: Experience of education whilst in care	Due to transition from ‘Children Looked After’ to ‘Care Leaver’ after 18 th birthday and leaving formal education. There are different demands for Care Leavers to Children Looked After within education for example increased financial demands to support living expenses (rent, food, bills etc.).

Figure 1: Diagram demonstrating application of inclusion criteria to papers from systematic search.



The final five papers identified for synthesis are reported within the table below:

Table 4: A table displaying the five papers selected for synthesis.

Author(s)	Paper Title	Year Published
Mannay, D., Evans, R., Staples, E., Hallett, S., Roberts, L., Rees, A., & Andrews, D.	The Consequences of Being Labelled "Looked-After": Exploring the Educational Experiences of Looked-After Children and Young People in Wales	2017
Sugden, E. J.	Looked-After Children: What Supports Them to Learn?	2013
Driscoll, J.	Making Up Lost Ground: Challenges in Supporting the Educational Attainment of Looked After Children Beyond Key Stage 4	2011
Driscoll, J.	Supporting Care leavers to Fulfil Their Educational Aspirations: Resilience, Relationships and Resistance to Help	2013
Berridge, D., Bell, K, Sebba, J., and Luke, N.	The Educational Progress of Looked After Children in England Technical Report 3: Perspectives of Young People, Social Workers, Foster Carers and Teachers	2015

Phase Three: Reading the Studies

Within this stage, the researcher repeatedly reads the papers and notes interpretative methods (Noblit & Hare, 1988). Table 5 below contains contextual information about each study's sample, participants' current educational and residential setting and method of data generation and analysis. As can be seen below Berridge, Bell, Sebba, and Luke (2015) contains data collected from those other than care experienced young people. Only data reported to have emerged from the interviews with those who have previous experience of care was included within the analysis.

Table 5: Contextual information about selected papers.

Study	Sample	Setting – Education	Setting – Residential Placement	Method of Data Generation	Method of Data Analysis
Mannay et al. (2017)	Children Looked After / Care Leavers (67) Wales	Primary School (22); Secondary School (17); Completed Compulsory Education with Mixed Engagement with Further Education (26); Higher Education (2).	Foster Care (52); Foster, Residential and Kinship Care (4); Foster and Residential Care (7); Foster and Kinship Care (1); Foster Care and Semi-Independent (1); Residential Care Only (1); Unspecified (1).	Research with primary and secondary school-aged participants: One-to-One Interviews with Integrated Creative Methods. Research with post-compulsory education participants: Focus Groups. Research with participants in higher education: Telephone Interviews.	Grounded Theory.
Sugden (2013)	Children Looked After (6) England	Not Specified – Assumption primary school as 8-9 years old (6).	Foster Care (5); Respite Placement (1).	Semi-Structured Interviews – Diary Support.	IPA.
Driscoll (2011)	Children Looked After / Care Leavers (7) England	School (1); College (2); None (5).	Foster Care (4); Living with Boyfriend (1); Supported Lodgings (1); Independent Living (1).	Semi-Structured Interviews.	Grounded Theory.
Driscoll (2013)	Children Looked After / Care Leavers (7) England	School (1); College (2); None (5).	Foster Care (4); Living with Boyfriend (1); Supported Lodgings (1); Independent Living (1).	Semi-Structured Interviews.	Grounded Theory.
Berridge et al. (2015)	Children Looked After (26); Social Workers (17); Foster Carer (17); Residential Worker (1), Designated Teacher (20) England	Not Specified.	Not Specified.	Semi-Structured Interviews.	Grounded Theory.

Phase Four: Determining How the Studies are Related to One Another

There was considerable overlap between phases three to six as qualitative interpretation cannot be reduced to a sequence of mechanical tasks (Britten et al., 2002). Whilst reading the studies, in accordance with Noblit and Hare (1988), the key metaphors and concepts were recorded as second order constructs. Also, where possible, the first order construct from which the second order construct was derived (participant's quotation) was also recorded. Please see example of analysis tables created to support this process in Appendix B. Following this stage, a mapping table was created to support the interpretation of how the studies related to each other. This process was complex as the papers all had different foci. To support a comparison of the papers, a summary term for the second order constructs was utilised. For a list of all second order summary terms see the first column in the mapping table (Please See Appendix C). By using a second order summary term to enable comparison, I began the process of constructing new meaning and moved towards generating third order constructs. This method has been used in previous studies where there is a large number of second order constructs to support translation of the studies and remains coherent to the meta-ethnographic method as the categories are created on the basis of the primary data (Atkins et al., 2008; Pound et al., 2005).

Findings

Phase Five/Six: Translating the Studies into One Another and Synthesising Translations

Third-order constructs were generated and used to construct a framework derived from the second order summary terms (See Table 6 Below). Initially these third order constructs were: Inclusion, Agency, Security, Positive Regard, Opportunity, Relationships and Other. Other was used when a second order summary term did not apply to one of the other third order constructs. Not all second order summary terms were included in the final translation. Only those that supported or challenged an individual third order construct within more than one paper were included. Whilst I acknowledge that this has perhaps silenced the voice of some participants within the original studies this was unavoidable to ensure a coherent translation was developed. Subsequently only the second order summary term Pre-Care Experiences remained within the initial third order construct of Other. This was therefore re-named Pre-Care Experiences within the final translation and synthesis.

Table 6: Second order summary terms contained within the third order constructs they generated and were interpreted to support or challenge. Those underlined supported (green text) or challenged (red text) a third order construct within more than one paper and were included in the final translation.

Paper	Third Order Construct						
	Inclusion	Agency	Security	Positive Regard	Relationships	Opportunity	Other
Mannay et al. (2017)	<u>Children Looked After Label</u> , Othering, <u>Statutory Processes</u> , Additional Educational Support.	<u>Person-Centred Approach</u> , <u>Motivation</u> , Social Capital, <u>Preferences</u> . Children Looked After Label.	<u>Placement Instability</u> , <u>Statutory Processes</u> .	<u>Aspirational Beliefs</u> , Promote Academic Engagement. <u>Children Looked After Label</u> , <u>Limited Beliefs</u> , Lack of Academic Challenge.	<u>Significant Figure: Teacher, Peer, Foster Carer, Well Trained Staff</u> .	<u>Statutory Processes</u> .	
Sugden (2013)	<u>Belonging</u> , Social Capital, Friendship, Play Opportunities, Membership, Inclusive Ethos. <u>Social Skills</u> .	<u>Person-Centred Approach</u> , <u>Autonomy</u> , Social Skills, Preferences.	<u>Stability</u> , <u>Safety</u> . <u>Placement Instability</u> .	Self-efficacy, Self-Esteem, Praise, <u>Aspirational Beliefs</u> .	<u>Significant Figure: Teacher, Peer, Social Worker, Teaching Assistant, Educational Psychologist, Trust, Well Trained Staff</u> . <u>Significant Figure: Peer</u> .	<u>Transition</u> .	<u>Pre-Care Experiences</u> .
Driscoll (2011)	Universal Services. <u>Children Looked After Label</u> .	<u>Motivation</u> . <u>Statutory Processes</u> , Limited Finance	<u>Entry to Care</u> , <u>Stability</u> . <u>Placement Instability</u> .	<u>Mattering</u> . <u>Limited Beliefs</u> , <u>Criminal Record</u> .	<u>Significant Figure: Foster Carer, Designated Teacher, Trust, Consistency, Respect</u> . <u>Significant Figure: Family, Foster Carer, Designated Teacher, Instability, Inconsistency</u> .	<u>Entry to Care</u> , <u>Transition</u> .	<u>Post-16 Education</u> . <u>Pre-Care Experiences</u> , <u>Entry to Care</u> .

Paper	Third Order Construct						
	Inclusion	Agency	Security	Positive Regard	Relationships	Opportunity	Other
Driscoll (2013)		<u>Autonomy, Motivation, Person-Centred Approach.</u> Autonomy, <u>Statutory Processes, Impersonal Approach.</u>	<u>Placement Instability.</u>	<u>Mattering, Aspirational Beliefs, Criminal Record.</u>	<u>Significant Figure: Social Worker, Teacher, Foster Carer, Personal Relationship, Informal Source, Trust.</u> <u>Significant Figure: Family, Peers, Autonomy, Inconsistency.</u>	<u>Transition.</u>	<u>Pre-Care Experiences.</u>
Berridge et al. (2015)	<u>Social Club, Belonging, Bullying, Statutory Processes.</u>	<u>Person-Centred Approach, Motivation, Autonomy, Statutory Processes.</u> Unresponsive Support, <u>Statutory Processes.</u>	<u>Consistency, Stability, Entry to Care, Safety, Placement Instability, Lack of Trust.</u>	<u>Aspirational Beliefs, Mattering, Praise.</u> <u>Low Self-Esteem, Children Looked After Label, Uncaring, Limited Beliefs.</u>	<u>Significant Figure: Foster Carer, Family, Teacher, Social Worker, Pastoral Staff, Personal Tutor, Personal Relationship, CAMHS Worker, Trust, Services, Entry to Care.</u> <u>Significant Figure: Family, Social Worker, Unreliable, Instability, Non-trained Staff.</u>	<u>Transition, Entry to Care.</u>	<u>Children Looked After Label, Cultural Beliefs, Resources, Additional Educational Support.</u> <u>Pre-Care Experiences, Inconsistent Attendance, Mental Health and Wellbeing, Travel, Negative Emotions, Challenging Behaviour.</u>

Table 7: Translation of second order summary terms within third order constructs they generated and interpreted to support (green) or challenge (red).

Third Order Construct	Second Order Summary Terms	Second Order Construct Example	Description of Third Order Construct
Pre-Care Experiences	Challenge: Pre-Care Experiences	<p>Pre-Care Experiences: 'New relationships need to be founded on previous experience of stable and trusting relationships (Geenen and Powers, 2007). In this context Dean's explanation demonstrates that a rejection of professional help may represent a clear-sighted response to the cycle of rejection experienced by many Looked After Children.' (Driscoll, 2013, p. 144)</p> <p>Pre-Care Experiences: 'Young people had become looked after at different stages of their lives - the earliest aged 3 and the oldest at 16. They, and the adults involved in their care and education, emphasised how early experiences had a profound effect on their later development and schooling.' (Berridge et al., 2015, p. 4)</p> <p>Pre-Care Experiences: 'Emotional and behavioural problems were reported, across the sample, linked to these [pre-care] experiences that affected children's educational experiences and progress.' (Berridge et al., 2015, p. 6)</p> <p>Pre-Care Experiences: 'Only Dean attributed his difficulties in focusing at college to his complex relationship with his birth parents.' (Driscoll, 2011, p. 24)</p>	<p>This third order construct was termed 'Pre-Care Experiences' as across all papers pre-care experiences of Children Looked After were reported to have negatively affected their achievement in education. These pre-care experiences were reported to be perceived as responsible for difficulties in forming relationships with professionals, emotional and behavioural problems, difficulties in concentrating and general development. It is perhaps important to acknowledge that most Children Looked After did not begin life as Children Looked After but that the challenges they experience, in part, emerge from their pre-care experiences.</p>

Third Order Construct	Second Order Summary Terms	Second Order Construct Example	Description of Third Order Construct
Opportunity	Support: Transition, Entry to Care	<p>Entry to Care: 'Entry to care opened up a new set of relationships and reconfiguration of past ones...We asked young people for their overall assessment of whether entry to care had benefitted their education or not. There was an overwhelming view that becoming looked after had a positive effect [on their education].One interviewee felt that it had remained unchanged but none perceived that their schooling and attainment had deteriorated after admission.' (Berridge et al., 2015, p. 16)</p> <p>Entry to Care: 'None questioned the need to be in care, and perhaps the late entrants would have benefited from earlier removal from home.' (Driscoll, 2011, p. 23)</p> <p>Transition: 'Given the challenges in closing the educational attainment gap at 16, coupled with the identified potential for positive change during transition to adulthood, leaving care appears to be a period of particular significance in providing an opportunity for educational deficits to be redressed. The sense of a window of opportunity was articulated by a number of participants.' (Driscoll, 2013, p. 147)</p> <p>Transition: 'A place I can make choices (opportunities for change): Responses from some participants alluded towards the opportunities for change which school could offer them, for example, the chance to begin again following a move of placement or to develop specific skills.' (Sugden, 2013, p. 373)</p> <p>Transition: 'The transfer had been her choice and she felt that her new school was an improvement educationally and socially.' (Driscoll, 2011, p. 23)</p>	<p>This third order construct was termed 'Opportunity' to reflect the potential positive impact of entry to care and transition that was generally reported across the studies. The term 'window of opportunity' used within Driscoll (2013, p. 147) perhaps offers a positive reframing of transition that also may be applied to entry to care. This resonated deeply with my understanding of the experiences of Children Looked After reported within the studies.</p>

Third Order Construct	Second Order Summary Terms	Second Order Construct Example	Description of Third Order Construct
Relationships	<p>Support: Significant Figure (Teacher/ Foster Carer/ Social Worker/ Peer/ Personal Relationship), Well Trained Staff, Trust</p> <p>Challenge: Significant Figure (Family/ Peer), Instability, Inconsistency, Non-Trained Staff</p>	<p>Significant Figure (Teacher/Foster Carer/Social Worker/Peer/Personal Relationship): 'Young people were asked whom they considered to be their main source of educational support. A wide range of figures were identified including teachers, carers, grandparents, personal tutors, school mentors and counsellors; and personal sources such as a boyfriend and supportive adult. Teachers were most often singled out.' (Berridge et al., 2015, p. 26)</p> <p>Significant Figure (Teacher): 'All participants who took part in the study agreed that the teacher was the main adult that supported their educational progress.' (Sugden, 2013, p. 374)</p> <p>Trust: 'What is clear from their accounts is that where a relationship of trust and care is established, participants were willing and able to accept support.' (Driscoll, 2013, p. 145)</p> <p>Well Trained Staff: 'Training for educators, careers services, social workers and designated teachers with responsibilities for looked-after children might be considered in relation to countering the propensity for low attainment and career expectations, whilst supporting the young person with the academic aspects of completing their education.' (Mannay et al., 2017, p. 695)</p> <p>Significant Figure (Peer): 'Scott, who had deliberately turned his back on peers whom he regarded as a negative influence and set out to make more supportive relationships.' (Driscoll, 2013, p. 145)</p> <p>Significant Figure (Peer): 'Participants in the study perceived that friends could sometimes negatively affect their learning, for example, by trying to distract or talk to them when working.' (Sugden, 2013, p. 375)</p> <p>Significant Figure (Family): 'Despite acknowledging that their families cared about their education, none of the participants regarded their immediate birth family as supportive in relation to decisions about their future. Their explanations included a lack of perceived interest and understanding...an inability to engage due to mental health difficulties and a recognition that their families were a potential harmful influence.' (Driscoll, 2013, p. 143)</p> <p>Inconsistency: 'The young people in this study explained their rejection of professional help in terms of the need for such relationships to be built on mutual respect and trust, and identified the need for personal advice from a consistent and trusted source. 'Too many people' was a constant refrain in relation to dealing with social care professionals, and in this regard the continuity that a designated teacher can provide can only be an advantage.' (Driscoll, 2011, pp. 25-26)</p> <p>Instability: 'Three of the seven participants attributed their disappointing academic results to their relationships with their carers. John and Scott each blamed the breakdown of the relationship for triggering a downward spiral of problems at home and school.' (Driscoll, 2011, p. 23)</p>	<p>This third order construct was termed 'Relationships' as this describes the connection between the Children Looked After and the range of significant figures reported. There is some overlap between significant figures who are supportive and those who challenge the Children Looked After's success in education. Although it is also noted that across the studies teachers were frequently identified as the person who could support the Children Looked After's achievement in education the most. It does not appear to be the significant figure's role but rather the qualities of that significant figure, and quality of the relationship they have with the Children Looked After, which supports achievement in education. Relationships that were trusting, consistent and with well-trained staff were reported to be supportive. Whereas relationships that were inconsistent or unstable were reported to challenge achievement in education.</p>

Agency	<p>Support: Person-Centred Approach, Autonomy, Motivation, Preferences</p> <p>Challenge: Statutory Processes</p>	<p>Person-Centred Approach: 'A place which personalises learning: All of the young people supported a theme relating to the importance of their schools understanding them as individuals and subsequently personalising their learning.' (Sugden, 2013, p. 374)</p> <p>Autonomy: 'These participants conveyed a strong sense of self-reliance. Having been let down, as they saw it, both by birth families and professionals, self-reliance was regarded as a positive attribute, recounted with some pride and emphasised particularly by the boys.' (Driscoll, 2011, p. 25)</p> <p>Autonomy: 'Although appreciative and rewarding of those who invested care and time in them, they were determinedly self-reliant in making decisions about their future and mistrustful of professional intervention.' (Driscoll, 2013, p. 146)</p> <p>Autonomy: 'The idea of personal agency was reflected for some young people in their role as strong self-advocate.' (Berridge et al., 2015, p. 14)</p> <p>Motivation: 'It is no doubt a truism but many young people stated that how well they did at school was mainly down to them.' (Berridge et al., 2015, p. 13)</p> <p>Motivation: 'The participants in this study displayed an admirable level of motivation and resilience in pursuing their education.' (Driscoll, 2011, p. 28)</p> <p>Preferences: 'A place I can make choices: School offered an environment in which they were given a variety of lessons and experiences and could subsequently make choices about these, for example which activities they enjoyed. In this sense school developed their ability to form views and have an individual voice.' (Sugden, 2013, p. 373)</p> <p>Statutory Processes: 'They [young people in the study] described the pathway planning and review process as impersonal and uncaring, with professionals seemingly concerned with a monitoring exercise rather than giving considered advice appropriate to the young person's circumstances. As a consequence, young people became disengaged, so that they were compliant with form filling, but ceased to engage meaningfully in the planning process because they had no expectation that anything would change as a result.' (Driscoll, 2013, p. 144)</p>	<p>I have named this third order construct 'Agency' as this resonates, and sometimes is explicitly reported, in the views of the Children Looked After within the studies. Agency is the capacity to act independently. This independence is reflected in the second order summary term autonomy which is discussed in terms of self-reliance and agency, which I suggest is the experience of autonomy. Agency is also the ability to make your own free choices, which will be informed by an individual's preferences. It is argued within Sugden (2013) that school provides the opportunity to develop preferences through the opportunity for experiences. I believe to construct an individual as agentic they have to be motivated and perceived as self-determined. This can be viewed as the engagement in behaviour directed towards a goal. This goal will be informed by an individual's preferences. Across the studies Children Looked After report that their achievement in education relies on them being motivated. However, agency is challenged by structure; this is the system, and beliefs of individuals within that system, around a person. The statutory process was reported to be a monitoring exercise, which is a far cry from the outcome focussed person-centred planning process it is supposed to be. The low expectation of relevant outcomes, informed by their involvement, reduces Children Looked After's engagement in decisions that will directly affect them. This could be considered as promoting a challenge to Children Looked After's agency.</p>
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<p style="text-align: center;">Positive Regard</p>	<p>Support: Aspirational Beliefs, Mattering, Praise</p> <p>Challenge: Children Looked After Label, Limited Beliefs, Criminal Record</p>	<p>Aspirational Beliefs: 'They predominantly felt that the most constructive approach was for schools to draw Looked After Children and Young People into the prevailing discourse of academic success by encouraging them to participate in lessons or schooling, and push them academically.' (Mannay et al., 2017, p. 691)</p> <p>Aspirational Beliefs: 'Professionals working closely with Looked After Children should continue to promote the role of education for this vulnerable group. School records which continue to monitor the progress which the child is making and promote high expectations of young people across both school and home environments are all opportunities to encourage attainment.' (Sugden, 2013, p. 378)</p> <p>Mattering: 'The young person quoted at length above was particularly interested in drama. She enjoyed the training and performances, liked the group and gained personal fulfilment. She made an important point about how interlinked were her achievements with the fact that someone cared about her enough to come and watch.' (Berridge et al., 2015, p. 15)</p> <p>Praise: 'All participant responses supported the claims of Brodie (2010). Brodie (2010) stated that young people in care want celebration and recognition of achievements, which seems to move beyond set reward schemes to take into account more general praise and positive comments bestowed by teaching staff.' (Sugden, 2013, p. 375)</p> <p>Children Looked After Label: 'In resonance with studies documenting hierarchical binaries within educational institutions, where the relational subject positions of 'successful' and 'failing' are routinely assigned to students, Children Looked After and Young People are routinely positioned outside dominant discourses of success.' (Mannay et al., 2017, p. 694)</p> <p>Children Looked After Label: 'Young people felt the dominant response to such knowledge and assumptions was pity and (sometimes false) sympathy. This informed their exceptional treatment, where they were routinely afforded numerous allowances, negating them being academically challenged, due to already being exposed to such complex and difficult life circumstances.' (Mannay et al., 2017, p. 691)</p> <p>Children Looked After Label: 'We investigated whether young people's educational progress was influenced by a stigma linked to being looked after. Clearly many had considered how they and others perceived their in-care status. Most responded that they dealt with their status, told close friends whom they could trust and got on with their lives.' (Berridge et al., 2015, p. 12)</p> <p>Limited Beliefs: 'Young people reflected at length on their educational experiences, and how this was formed by their positioning outside discourses of academic attainment due to their looked after status.' (Mannay et al., 2017, p. 690).</p> <p>Criminal Record: 'John's engagement with education had broken down at school but he had tried to return to studying. However, his college application had been turned down because of his criminal record, although his GCSE's and practical experience made him highly eligible.' (Driscoll, 2011, p. 24)</p>	<p>I have named this third order construct 'Positive Regard' due to my belief that this is the mindset required when constructing an understanding of Children Looked After. This positive regard will include holding aspirational beliefs, demonstrated through those supporting the child having high expectations and promoting challenge academically. This is also demonstrated through delivering praise and engaging in shared activities which make the child perceive they matter. This supports the young person to have positive regard of themselves. Children Looked After in the studies report positive regard is challenged by the negative construction of themselves, by others due to their Children Looked After label. This is used to position them as requiring pity, not being challenged and low expectations of their academic ability.</p>
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Third Order Construct	Second Order Summary Terms	Second Order Construct Example	Description of Third Order Construct
Inclusion	<p>Support: Belonging</p> <p>Challenge: Children Looked After Label, Statutory Processes</p>	<p>Belonging: 'Attendance at a school setting which provides a sense of belonging through the opportunity to be part of a school community and the opportunity to be understood.' (Sugden, 2013, p. 377)</p> <p>Belonging: 'It may have taken a long time to achieve but many had found a family where they felt they belonged.' (Berridge et al., 2015, p. 20)</p> <p>Children Looked After Label: 'In juxtaposition to the primary school aged children, young people displayed an acute awareness of their status of being looked after and how this label invariably demarcated them as being different by both professionals and peers.' (Mannay et al., 2017, p. 689)</p> <p>Children Looked After Label: 'Schools and colleges face a difficult balancing act. The troubled histories of this cohort are such that their education cannot be viewed in isolation from their wider care needs, the importance of school in providing a normalising environment where children can detach themselves from their looked after status should not be underestimated, but may be undermined by an over-emphasis on children's social care status within school.' (Driscoll, 2011, p. 27)</p> <p>Statutory Processes: 'These events were seen as exposing their personal lives, whilst making their differences from other students visible.' (Mannay et al., 2017, p. 689)</p> <p>Statutory Processes: 'Three young people specifically raised how they disliked being singled out and removed from class to attend their PEP meetings.' (Berridge et al., 2015, p. 13)</p>	<p>I have named this third order construct 'Inclusion' due to my beliefs about what inclusion is being echoed in the reports of the Children Looked After. I believe inclusion within education is a philosophy about providing an education system for all, regardless of any aspect of an individual's identity. Inclusive education should aim to facilitate a fair and equitable access to education for all; within the curriculum, outcomes and social environment. As highlighted in both Mannay et al. (2017) and Sugden (2013) the Children Looked After Label, an aspect of a Children Looked After's identity, has been experienced by the participants as identifying them as different. This is further reinforced by statutory processes, related to their Children Looked After status, reportedly being experienced as further exposing or singling out them out as different to peers, and therefore affecting their access to school's social environment. However, by the Children Looked After being understood and accepted, it is thought to provide a sense of belonging and access to social relationships as part of a school community and within foster families.</p>

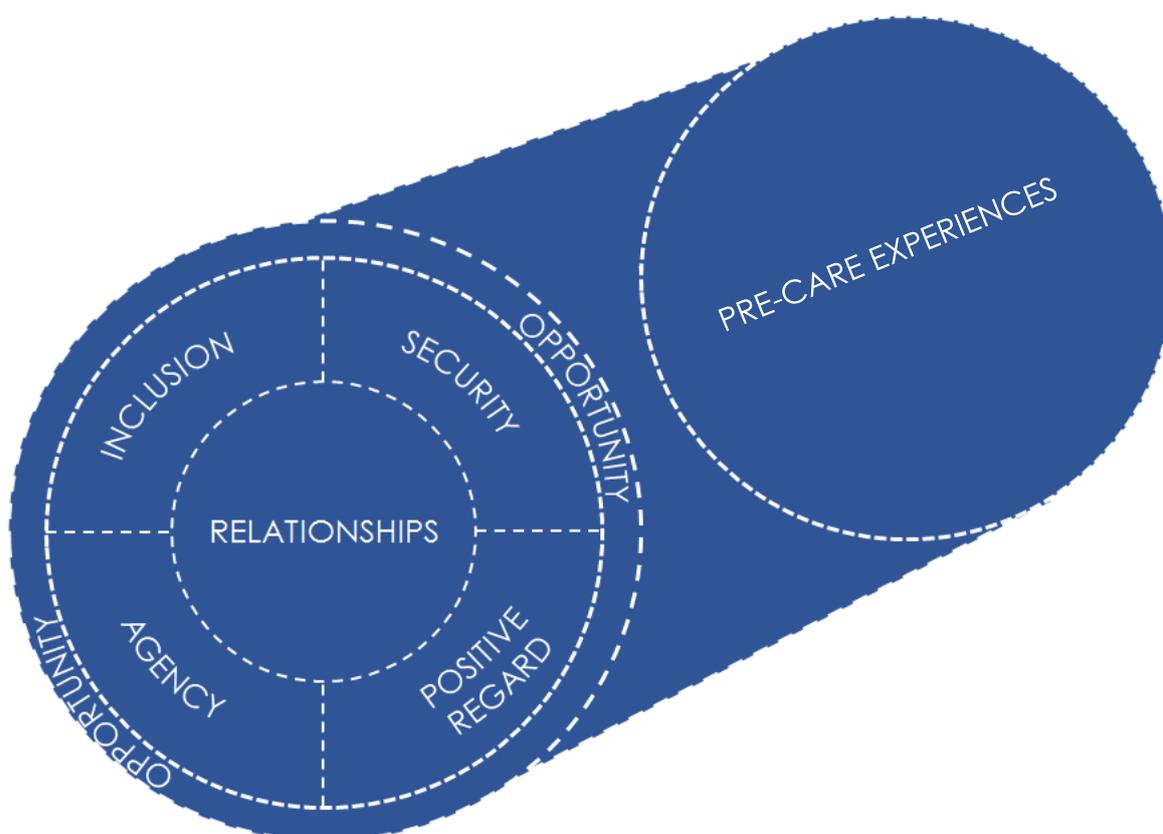
Third Order Construct	Second Order Summary Terms	Second Order Construct Example	Description of Third Order Construct
Security	<p>Support: Entry to Care, Stability, Safety</p> <p>Challenge: Placement Instability</p>	<p>Entry to Care: 'Charlotte was the only participant for whom entering care had stabilised their education: her mentally ill mother had frequent changes of mind about Charlotte's schooling.' (Driscoll, 2011, p. 23)</p> <p>Entry to Care/Stability/Safety: 'Young people attributed these changes [improved achievement in education following entry to care] to several factors, including being shielded from harmful parenting, leading a more settled lifestyle.' (Berridge et al., 2015, p. 16)</p> <p>Stability: 'A place where I am accepted (acceptance and belonging): '[School was] perceived as stable and reliable environment.' (Sugden, 2013, p. 372)</p> <p>Stability: 'One young woman spoke of her aggression but calmed down as her life became more settled.' (Berridge et al., 2015, p. 8)</p> <p>Safety: 'If they feel safe and secure at school, then they are more likely to establish sound relationships and work well.' (Sugden, 2013, p. 377)</p> <p>Placement Instability: 'Sally, who had achieved well at GCSE, notwithstanding severe abuse including starvation at home, considered unhappiness in her placement to be at the root of her disappointing 'A' Level results.' (Driscoll, 2011, pp. 23-34)</p> <p>Placement Instability: 'One of the reasons repeatedly provided to explain low attainment of Looked After Children is that of frequent change in placement and it is hoped that the implications which this has on a child's education have been noted.' (Sugden, 2013, pp. 377-378)</p>	<p>I have named this third order construct 'Security' as I believe it is suggestive of protection. This idea of protection, is reported in the second order summary term of entry to care. This is suggested to provide protection from harmful parenting. I also believe that security is promoted by a sense of stability. This is reflected in the Children Looked After's discussion of school being a stable, and therefore reliable, environment and becoming more settled themselves. Perhaps unsurprisingly, placement instability is suggested to challenge this sense of security. Participants in all studies reported this was a barrier to their success in education.</p>

Phase Seven: Expressing the Synthesis

The second order summary terms, included within the translation, indicate a relationship between the studies. These second order summary terms do not refute one-another; even where a third order construct was not identified in a specific paper or a second order summary term appeared within multiple third order constructs. The relationship between studies enabled a line of argument to be developed. I will now discuss how the line of argument was developed, from the reciprocal translation of the papers, and how this has been expressed within the model below (See Figure 2 Below).

Within the model third order constructs are not expressed as evaluative, either supporting or challenging achievement in education. Instead, they should be considered as factors that need to be acknowledged and may guide processes involving Children Looked After to achieve success in education. This is due to the importance of being treated as an individual, and therefore the importance of these factors will be a subjective decision for the Children Looked After. This view was expressed across the studies; for example, 'Solutions to children's educational problems need approaching individually.' (Berridge et al., 2015, p. 35).

Figure 2: The expressed translation of third order constructs from my meta-ethnography.



The model is three dimensional to allow for a sense of the passage of time from pre-care experiences to entry to care. As discussed above, 'Pre-Care Experiences' is not an evaluative construct. This was influenced by my understanding of 'Positive Regard' and need to not construct Children Looked After in response to the stigma associated with the Children Looked After label.

'Young people reflected at length on their educational experiences, and how this was informed by their positioning outside discourses of academic attainment due to their looked after status.' (Mannay et al., 2017, p. 690)

Children Looked After's pre-care experiences were reported to have a 'profound effect on their later development and schooling.' (Berridge et al., 2015, p. 4). However, it is also important to acknowledge because of these previous experiences Children Looked After have developed many strengths and skills; for example, 'The participants in this study displayed an admirable level of motivation and resilience in pursuing their education.' (Driscoll, 2011, p. 28).

The outer left circle, which contains 'Opportunity', is intended to separate partially these pre-care experiences from the children's current context, of local authority care. Entry to care was reported positively across a range of studies; for example, 'There was an overwhelming view that becoming looked after had a positive effect [on Children Looked After's education].' (Berridge et al., 2015, p. 16). Entry to care or transition between schools or home may require a change of conceptualisation from a negative experience to an opportunity to promote factors that may support future achievement. Entry to care was discussed as promoting opportunity for new supportive relationships and promoting a sense of security and positive regard:

'Entry to care opened up a new set of relationships and reconfiguration of past ones...young people attributed these changes [from entry to care] to several factors, including being shielded from harmful parenting, leading a more settled lifestyle, receiving encouragement and support, and improved resources.' (Berridge et al., 2015, p. 16).

However, placement instability was frequently considered to challenge Children Looked After's achievement in education; for example, 'moves were complex and stressful. If anything, the language used indicated that placement moves were usually traumatic.' (Berridge et al., 2015, p. 27). I argue placement instability may be a challenge because these transitions affect 'Relationships' and

'Security'. The importance of which are influenced by 'Pre-Care Experiences', as reported in the accounts of the Children Looked After.

'A history of loss or rejection often appeared compounded by experiences in care, and the fall-out from the breakdown of foster placements could be catastrophic.'

(Driscoll, 2013, p. 143)

'Participants attributed their disappointing academic results to their relationships with their carers ... resulting for Scott in expulsion from six primary schools and placement in a series of children's homes where his education was intermittent and inconsistent.' (Driscoll, 2011, p. 23).

However, from a holistic understanding of the studies, as discussed above, these transitions were an opportunity to promote 'Relationships' and 'Security'.

Within the model the central constructs of 'Agency', 'Inclusion', 'Positive Regard' and 'Security' were given equal representation. There was no hierarchy for how achievement should be promoted within the studies. The constructs within the model are separated by dashed lines to convey an understanding these areas influence each other, such as:

- Security - Inclusion: 'These events [PEP Meetings] were seen as exposing their personal lives, whilst making their differences from other students visible.' (Mannay et al., 2017, p. 689).
- Positive Regard – Agency: 'Young people felt the dominant response to such knowledge [care status] and assumptions was pity and (sometimes false) sympathy. This informed their exceptional treatment, where they were routinely afforded numerous allowances, negating them being academically challenged, due to already being exposed to such complex and difficult life circumstances. Such concessions can arguably be interpreted as an effort by schools to be responsive to the needs of students. However, responding to the label of 'looked after' through ascription to the 'supported' subject position potentially confers unintended harms by restricting opportunities for academic achievement.' (Mannay et al., 2017, p. 691).
- Agency – Positive Regard: 'Bob had wanted to join the army as a trainee officer but has lost motivation when missed school forced him to take Foundation level GCSEs.' (Driscoll, 2011, pp. 25-26).
- Positive Regard – Inclusion: 'In resonance with studies documenting hierarchical binaries within educational institutions, where the relational subject positions of 'successful' and 'failing' are routinely assigned to students, Looked After Children and Young People are routinely positioned outside dominant discourses of success.' (Mannay et al., 2017, p. 694).

- Positive Regard – Inclusion: ‘The young person quoted at length above was particularly interested in drama. She enjoyed the training and performances, liked the group and gained personal fulfilment. She made an important point about how interlinked were her achievements with the fact that someone cared about her enough to come and watch.’ (Berridge et al., 2015, p. 15).
- Security – Opportunity: ‘The factor most often identified as leading to improvements in educational experiences at secondary level was that by then, or around that time, they had left home and entered care.’ (Berridge et al., 2015, p. 9).

‘Relationships’ was positioned centrally as it appears this is the mechanism that promotes other constructs. These relationships were with a wide range of significant figures. Below are examples from across the studies how ‘Relationships’ achieve this:

- Relationships promoting Agency, through providing motivation and a supportive network: ‘Young people’s respect for and gratitude to people who were supportive of their education as aspirations were cited as motivation.’ (Driscoll, 2013, p. 145). ‘Charlotte wanted to succeed as a tribute to the memory of her foster carer who had died earlier in the year.’ (Driscoll, 2011, p. 25). ‘Although Looked After Children and Young People can actively resist academic failure, it is more difficult to successfully negotiate the educational terrain without these networks of support.’ (Mannay et al., 2017, p. 693).
- Relationships promoting Security, through providing consistency: ‘One young person made the interesting point that social work stability is particularly important when placements are changing: it is very difficult to cope with instability in both (YP9).’ (Berridge et al., 2015, p. 18).
- Relationships promoting Positive Regard, through providing a sense of mattering: ‘Relationships with teachers appeared to be far less problematic. In a number of cases, young people remembered teachers who had helped them beyond the boundaries of their professional role with enormous respect and gratitude.’ (Driscoll, 2011, p. 26).
- Relationships promoting a sense of Inclusion, through providing a sense of belonging: ‘The role which school staff play in making Looked After Children feel that they are part of the class and school community is important, for example, through displays of children’s work or highlighting their strengths and successes at school-wide levels.’ (Sugden, 2013, p. 378).

These relationships should be based on trust, be consistent and endure across time, with the recognition that a Children Looked After’s previous experience of relationships will influence their ability to engage in new ones. I believe this was best described by Dean, a participant in one of the studies, as:

“If you want to talk to someone and ask for help you've got to trust them...And if you ... can't even trust your own mother you are going to need more than someone coming around saying "I'm a social worker"... It's going to need more than a name and a nice smile and a cup of coffee.” (Driscoll, 2013, p. 144).

In summary, by considering the second- and third-order interpretations, the following line-of-argument can be expressed. Due to their pre-care experiences, which whilst presenting challenge also provide young people with a range of strengths and skills. Entry to care or transition provides these young people with opportunity. Children Looked After may be supported to achieve by the promotion of a sense of inclusion, security, agency and positive regard. I suggest these are conveyed within the relationships this young person has.

Discussion

The aim of this research was to develop a model to guide the practice of professionals in supporting the achievement of Children Looked After, in a manner coherent to their views, as represented within the literature. The application of this model may benefit two areas that emerge from the studies synthesised: statutory processes and classroom practice. Classroom practice is suggested as teachers were frequently cited as the main source of educational support. I suggest implications for practice, through my own engagement with the model, to illustrate how I perceive its use. I also make links to wider theory to support these potential implications for practice.

The following recommendations may already be part of policy, considered best practice or similar to those made in previous research. Due to a range of factors recommendations of best practice are not always consistently implemented (Diaz, 2020). I do not consider this to be a limitation in the application of the model. I draw attention to this to acknowledge there are barriers to effecting change in education and social care practice. However, despite these challenges, it is important recommendations continue to be voiced given professionals' ethical duty to follow and implement best practice guidelines (Parsons, 2001).

Statutory Processes

Across the studies, statutory processes were frequently discussed as a negative experience which challenged Children Looked After's inclusion, agency, security, and opportunity. Statutory processes

were described as ‘impersonal and uncaring, with professionals seemingly concerned with a monitoring exercise.’ (Driscoll, 2013, p. 26). This is a far cry from the outcome focussed person-centred planning approach described in statutory guidance (Department for Children Schools and Families, 2018). A number of possible practical changes could be made to promote the supportive aspects of this process, these are discussed below.

Time and Location of PEP Meetings

Holding PEP meetings in school time promotes a loss of opportunity, in regard to Children Looked After missing lessons to attend these meetings. A possible adaption may be to hold PEP meetings outside of school hours, potentially at a location other than the school site. Children Looked After reported this exposed their ‘looked after’ status to peers, a challenge to their security and inclusion. This may be conceptualised as the consequence of othering that occurs due to social categorisation (Tajfel & Turner, 1979).

Person-centred planning approach

Adopting a person centred planning approach, such as the PATH (O’Brien, Pearpoint, & Kahn, 2010), would demonstrate the positive construction of Children Looked After as agentic. Time should be explicitly allocated to Children Looked After to raise concerns and set their own personal targets. The rationale for this may be found in self-determination theory (Deci, Vallerand, Pelletier, & Ryan, 1991). An individual who perceives they have autonomy, and that actions will be relevant to their own self-directed goals, experiences greater intrinsic motivation which promotes engagement with an activity of their own volition (Deci et al., 1991; Jones, 2009). This is more likely to result in change for an individual and increased learning (Deci et al., 1991; Grolnick & Ryan, 1987; Jones, 2009).

Aspirational Goals

Setting aspirational goals as part of the PEP, to promote high expectations, and address the need for a sense of positive regard. It is surely better not to achieve an aspirational goal than to promote limited beliefs to ensure a target has been met. Cooperrider and Whitney (2001) suggest we are guided by our image of the future. An aspirational goal constructs the image of a potential positive future which an individual takes steps towards achieving in the present (Beach, 1993). The principle of an anticipatory reality motivating change can be found in a variety of possibility-focussed approaches (Boyd & Bright, 2007). Movement towards or achievement of these goals should also be

praised to demonstrate positive regard towards Children Looked After. Due to increased awareness of their own achievements and skills, Children Looked After's positive regard may be promoted through the identification of these by others (Cooley, 1902; Luft & Ingham, 1955).

Relationships

Ensuring Children Looked After have relationships based on trust and consistency with those who attend PEP meetings. This may require professionals to meet Children Looked After prior to the meeting. Whilst I acknowledge there is limited time in the busy life of professionals, such a meeting demonstrates positive regard and promotes a sense of security (Bowlby, 1969; Brisch, 2010; Simpson & Rholes, 2012). It is no doubt difficult to sit in a room of unfamiliar professionals given the power disparity and Children Looked After's pre-care experiences of adults.

Classroom Practice

Teachers were reported to be a significant figure in supporting Children Looked After's achievement in education. I have chosen to discuss how the model may be used to inform their practice. The construct of 'Agency' resonates with the assumptions of adult learners made by andragogy (Knowles, 2014). These assumptions have been critiqued due to a lack of empirical evidence; it is argued they may instead reflect Knowles' personal value system (Blondy, 2007; Loeng, 2018). However, the principles of an effective learning experience, that learning should be specific, problem centred, self-directed and take into account the prior experience of learners, which are based on these assumptions, are profoundly influenced by social constructivist learning theory (Blondy, 2007; Knowles, 2014).

Bruner (1966) conceptualised constructivist theory in relation to learning as an active process in which the learner constructed a new understanding based upon prior knowledge and experience. The facilitator's role in constructivist learning theory is to promote learners to discover principles of knowledge independently, by translating and scaffolding the learner's understanding of the content (Blondy, 2007; Sandholtz, 2002). This underpinning of constructivist learning theory echoes the central positioning of 'Relationships' within my model, as social constructivist theory posits knowledge is jointly constructed within relationships (Davis, 2003; Fox, 2001). Emerging from this is the understanding that, within this relationship, there is a 'shared ownership of learning' in which a teacher must respect the student's voice and sense-making (S. Thomas & Oldfather, 1997, p. 112). This democratic practice requires learners to be given 'Agency' and constructed with 'Positive Regard'. Furthermore, the teacher, fostering a climate of social responsibility and pro-social

behaviour, emphasises a sense of belonging which promotes 'Inclusion' (McMillan & Chavis, 1986; Wentzel, 1998). It has also been argued by Zmeyov (1998) that all areas of education can benefit from applying the principles of andragogy.

Another aspect of the model that may inform the practice of teachers is the construct of 'Pre-Care Experiences'. An understanding of how pre-care experiences may influence the behaviour of Children Looked After appears important. This could be addressed through training on attachment or ACEs (Bellis et al., 2014; Bowlby, 1969; Crittenden, 2006). However, any training on these areas should emphasise the need to consider Children Looked After as individuals rather than a homogenous group.

Potential Limitations

A potential limitation of this QES, as of all reviews, is publication bias. The literature synthesised was mainly from journals as I used database searches. I conducted a hand search to address this. However, it is unlikely all relevant studies were included.

Specific to this research, the studies Driscoll (2011) and Driscoll (2013) utilised data generated from the same interviews. However, this data was interpreted through different lenses; motivation and resiliency respectively. Given the purpose of meta-ethnography is to synthesise data that 'provides the most opportunity to learn', whether cases are related or not I do not consider this a methodological issue (Noblit & Hare, 1988; Stake, 2000, p. 446).

Also, my interpretation is influenced by my understanding of Children Looked After, which is not from lived experience. This constraint is inherent to the requirements of this QES. Perhaps, rather than a limitation, this offers opportunity for future participatory research to extend the findings of this QES. This could possibly include using the model produced as a visual tool to support discussion within focus groups or interviews with Children Looked After.

Conclusion

The reported views and experiences of Children Looked After have been interpreted in this meta-ethnography to develop a model to guide the practice of professionals in supporting the achievement of Children Looked After, in a manner coherent to their views. I suggest their pre-care experiences, whilst presenting challenge, also provide Children Looked After with a range of

strengths and skills. Entry to care or transition provides these young people with opportunity. Children Looked After may be supported to achieve by the promotion of a sense of inclusion, security, agency and positive regard. These values are conveyed within the young person's relationships. The potential application of this understanding to practice, through my own engagement with these constructs, has been discussed in relation to statutory processes and classroom practice.

Chapter Two: Bridging Document

The decisions made throughout this research arise from the philosophical perspective and the values I espouse as a researcher-practitioner. This chapter clarifies my philosophical position, defends the decisions I made and demonstrates my understanding of the theoretical underpinnings of my research. To that end it is written in a narrative style, structured employing the metaphor of a flower's lifecycle. This metaphor communicates growth, like my research journey. I hope this metaphor also conveys the beauty I found in my participants' narratives. I am immensely proud of this piece of research. It is authentic to my beliefs and values, and as such leaves me vulnerable, much like the delicate nature of a flower. Given this metaphor it is important to acknowledge my philosophical underpinnings, experiences and values that form the soil in which the seed of this research has developed and taken root.

The Soil

My Experiences

It is hard to remember a time before life as a Trainee Educational Psychologist (TEP) given the all-consuming nature of practice and study. This experience has been fundamental in developing and clarifying my philosophical position. However, the foundation of this belief rests in my experience of undergraduate study of psychology. Whilst appreciative of the privileged opportunity to undertake further study, I experienced dissatisfaction with the emphasis on the role of psychologist as scientific-practitioner. Lectures highlighted research from a positivist perspective alone and a significant difference between test conditions was presented as implying causality. An emphasis on criticality led to the conclusions drawn from this research appearing flawed. My greatest dissatisfaction emerged from thin descriptions of significantly complex aspects to understanding what it is to be human. It was not until my session on 'ologies, a rite of passage for TEPs, I discovered why. I found my frame of reference to be social constructionism.

My Philosophical Position

Social constructionism is an epistemological position which argues that reality and knowledge are constructed through language and social dialogue (Burr, 2004; Gergen, 2009). Developing from this philosophical position is the argument that as reality is socially constructed there are multiple

realities and therefore no universal truths (Gergen, 2009). This stance emphasises respect for all philosophical positions suggesting they may generate different forms of knowledge and promote a wider understanding of an issue (Gergen, 2009). It is for this reason research from a diverse range of philosophical positions has been included; as tension within the dialogic space produces insight and creativity (Wegerif, 2007).

The Seed

The seed my research developed from was my practice, specifically my use of a narrative therapy approach with a care experienced child. This casework led to an interest in narrative therapeutic approaches. It also highlighted Children Looked After as a potential area for my research given the paucity of literature I discovered about this topic.

This experience provided opportunity to reflect and reconsider my own understanding of therapeutic approaches. I believe the aim of therapy is not to produce change but open the space for dialogue from which a change in story and self-narrative is the inherent consequence (McNamee & Gergen, 1992). This conceptualisation derives from the nuanced understanding I developed of the dialogic process of construction of a shared knowledge and meaning that occurs through language within therapeutic dialogue (Gergen, 2009). Due to this experience I witnessed the potential strength of narrative therapeutic approaches. The powerful metaphors constructed as part of collaborative meaning making and subsequent self-determined change by this young person resulted in a significant transformation in my approach to practice: applying the espoused principles of narrative therapy. These principles are firstly, always maintain a stance of curiosity and secondly, always ask questions to which you genuinely do not know the answers (Morgan, 2000).

The Roots

Given my epistemological stance, it is important to clarify the key terms within my research, as language gives voice to socio-cultural traditions (Markova, 2000). The ethical implications of this may be that language can disable or empower individuals (Freire, 1972). My understanding of these key terms forms the roots which anchor my approach to this research and the findings generated. Through my clarification of terms, I seek to promote a shared understanding of this with the reader.

Children Looked After

Children Looked After, my preferred term for Looked After Children, indicates a child or young person's legal status as defined in Section 22 of the Children Act. Children Looked After refers to a heterogeneous group of individuals accommodated for a range of reasons within a variety of provisions for a length of time. It is important to state I feel a personal tension about the construction of children labelled as 'looked after'. Within my research the term Children Looked After is used to indicate that participants solely have a shared legal status. Whilst they may have experiences and challenges which are constructed as similar, each participant's understanding of these is unique. The label of looked after resonates with a larger dialogue within society where Children Looked After are constructed as homogenous which I believe to be essentialist and reductionist (Eyben, 2007).

My preference for Children Looked After to Looked After Children, or its abbreviation LAC, is derived from my understanding of the literature. Some Children Looked After report the commonly used abbreviation LAC is not their preferred term due to its phonetic similarity to lack and subsequent connotations of deficiency (Children's Commissioner for Wales, 2017; TACT, 2019). I have also not used the elongated form, preferring instead to prioritise the subject of Children, as I believe the human aspect of their identity should be emphasised in the construction of this group rather than their legal status.

Support

My construction of support was guided by Tardy's (1985) social support theory. Tardy (1985) proposed that support consists of the following content:

- Emotional – Support that provides a sense of belonging or being loved.
- Instrumental – Support that provides resources for example time, money and physical resources.
- Informational - Support that provides information and advice.
- Appraisal – Support that provides evaluative feedback.

Tardy's (1985) meta-theory uses the aspects of direction, disposition, description/evaluation, content and network to conceptualise social-support. This acknowledges individuals are influenced by the multiple relationships they experience, highlighted by the construct of network, which promotes an eco-systemic understanding of the origins of support (Tardy, 1985). This was important given my empirical research each participant's relationships with multiple sources of support (teachers). It is

also coherent to my belief that a young person's development is influenced by their relationships with multiple individuals within the systems surrounding them (Bronfenbrenner, 1979).

Achievement in Education

I believe achievement is a difficult concept to reconcile with education. Cole (1990) suggests there are two major conceptualisations of the term achievement in education;

- The acquisition of basic skills and facts.
- The development of higher order skills and advanced knowledge.

This understanding of acquisition/achievement promotes the testing of curricular goals (Cole, 1990). This echoes a discourse within society that achievement in education is related to academic attainment for example within league tables and in statistics produced by the Department for Education (Berridge, 2007; Department for Education, 2018b).

I suggest this derives from a limited understanding of what education may be. This is arguably greater than the content of instruction. Dewey (1910) argues education is a social process: 'the process of living, not the preparation for future living' (Dewey, 1910, p. 7). Dewey criticises a view of education as schooling; where there is 'certain information to be given, where certain lessons are to be learned, or where certain habits are formed' (Dewey, 1910, p. 8). Freire (1972) makes similar criticism of what he terms the banking concept of education. These alternate understandings consider education a social and dynamic interaction in which a learner and educator are constructing meaning, such as in Vygotsky's (1978) sociocultural theory of learning. Education as a process of socialisation is supported by Bruner who argues 'education is a major embodiment of a culture' (Bruner, 1996, p. 27). This also underpins feminist critiques of education such as the hidden curriculum as a device to enforce patriarchy (Skelton, 1997). My concept of the term achievement in education is instead informed by a lifelong learning perspective.

The central task of education is to implant a will and facility for learning; It should produce not learned but learning people...In times of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists. (Hoffer, 1973, p. 22)

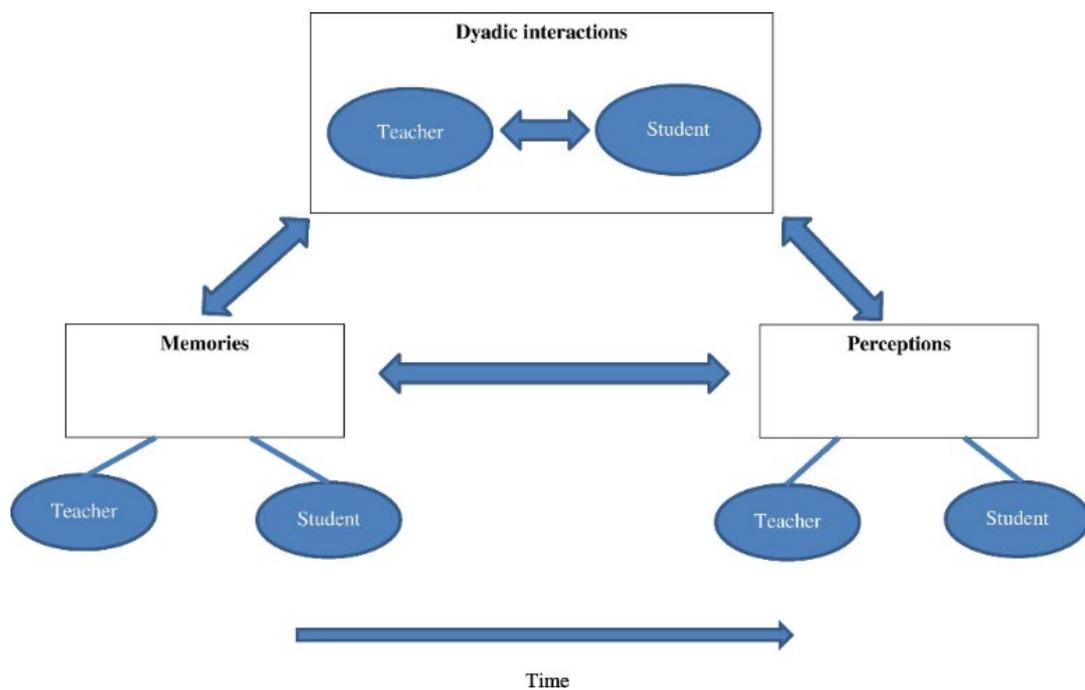
In summary I suggest achievement in education is the subjective decision of the individual about how prepared and motivated they are to continue learning; whether this is within a formal education setting or employment. This conceptualisation has been challenging to apply within my research as

none of the studies included within the qualitative evidence synthesis (QES) address this issue. However, I hope this understanding is reflected in my own discussion.

Teacher-student relationship (TSR)

TSRs are dyadic social process involving multiple interactions, between teacher and student, usually within the educational environment (Brinkworth, McIntyre, Juraschek, & Gehlbach, 2018; Pianta, 1999). An individual's subjective experience of a relationship can be considered within the construct of relational schema (Žvelc, 2010). Baldwin (1992) defines these as cognitive structures representing regularities in interpersonal relatedness patterns. These schemas involve cognitive, affective, physiological and behavioural dimensions (Žvelc, 2009). They form a lens through which future interactions are interpreted and consequently adapted (Baldwin, 1992). Brinkworth et al. (2018) visually represented this process, emphasising how current and previous aggregated perceptions of a dyadic interaction with a relational partner influence a TSR.

Figure 3: A model of teacher-student relationships by Brinkworth et al. (2018).



The Stem

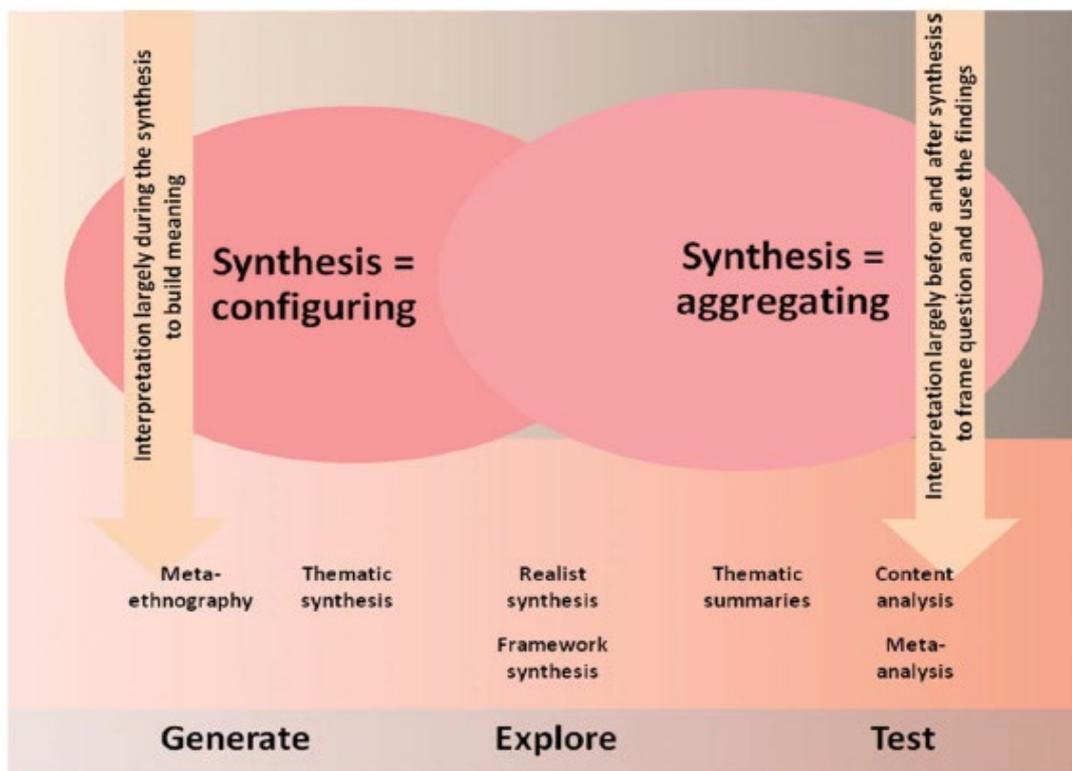
My qualitative research methodology supports and guides the processes and decisions I made from which the research finally emerged. Qualitative research methodologies consider how people perceive and understand their social world (Green & Thorogood, 2014). They address questions

related to meanings, concepts, definitions, characteristics and descriptions of issues (Berg & Lune, 2014). A qualitative research methodology is generally more appropriate to answer questions of how? (Petticrew & Roberts, 2006; Yin, 2014). Qualitative research methodologies employ a range of different research methods to explore such questions (Bryman, 2016).

Qualitative evidence synthesis (QES) – Meta-Ethnography

QES is a process that integrates or compares the findings from qualitative studies (Booth, 2006). There is a number of possible research methods to carry out qualitative evidence synthesis (Barnett-Page & Thomas, 2009; Snilstveit, Oliver, & Vojtkova, 2012). Barnett-Page and Thomas (2009) argue differences between these methods are related more to terminology describing the process of synthesis than the process itself. Snilstveit et al. (2012) suggest a shared feature of these different methods is their seeking to synthesise studies using a structured approach. However, J. Thomas, Harden, and Newman (2017) propose the distinguishing characteristics of different methods is the degree authors interpret the evidence synthesised and their purpose; to test, explore or generate theories. The purpose of these methods can be conceptualised on a continuum from aggregative to interpretative (configurative) approaches (Campbell, Pound, Morgan, Daker-White, & Britten, 2011; Snilstveit et al., 2012).

Figure 4: Methodological continuum of qualitative evidence synthesis approaches and methods by Snilstveit et al. (2012).



My choice of research method was guided by Noyes, Popay, Pearson, Hannes, and Booth (2009) who suggest choice of synthesis depends on:

- The purpose of synthesis: Aggregative approaches aim to test a hypothesis or theory whereas interpretative (configurative) approaches aim to explore or (re)conceptualise an issue (J. Thomas et al., 2017).
- The nature of the data, as '[t]he method of synthesis should be appropriate to the research being synthesised' (Britten et al., 2002, p. 214). Integrative synthesis may be more appropriate for descriptive or thin data which is conceptualised as comparable and can be integrated; research methods appropriate to integrative synthesis include content analysis (Campbell et al., 2011; Snilstveit et al., 2012). Interpretative synthesis requires rich data that is subjective and cannot be integrated (Snilstveit et al., 2012). Instead concepts are constructed through a process of induction; research methods appropriate to interpretative synthesis include meta-ethnography and thematic analysis (Campbell et al., 2011; Snilstveit et al., 2012).
- Resources: Time, research team's group size and the researcher's skills may affect the method chosen (Snilstveit et al., 2012).

I chose to explore my research question using meta-ethnography. Meta-ethnography is an interpretative synthesis method that reconceptualises themes within qualitative data and extends the findings by generating a translation of these synthesised constructs (Britten et al., 2002; Noblit & Hare, 1988). Meta-ethnography is the most widely adopted form of qualitative evidence synthesis within the literature (Booth, 2006). I chose to use the framework suggested by Noblit and Hare (1988) as it is a widely used and allows a shared understanding of the research method I have used.

Empirical Research - Narrative Research Method

Narrative theory informed my approach to the empirical research. There are significant differences between narrative theory as an approach to therapeutic intervention, my initial application of this theory, and as a research method. Firstly, the purpose of the conversation was not to explore a problem but the individuals' beliefs about the relationships they have with teachers. Secondly, as the focus of the conversation was an individual's relationships, issues discussed were not consistently attributed to the self but to the self and another. Thirdly, whereas in narrative therapy individuals are involved due to their own volition, participants were involved in a process they did not actively seek out.

The Bud

Pupil Voice

There is a current movement to promote empowerment of young people within the education system through the elicitation of pupils' views of their learning (Hardy & Hobbs, 2017). The inclusion of young people within research is also supported by a child's right to be listened to and have their views accounted for in matters that concern them. This is enshrined within the United Nations Convention on the Rights of the Child (United Nations General Assembly, 1989). This provides a strong ethical and legal basis for my choice to explore the views of Children Looked After within my research.

The Corolla (Petals)

Emerging from the bud of pupil voice are the petals, the narratives of the participants. In their entirety these narratives create a complex whole, as petals on a flower form a corolla. These narratives are unique not just to the participants but the moment we co-constructed them (Josselon, 2011). I feel extremely privileged to have shared in this. Where possible I have sought to use the words of the participants. This was done in an attempt to remain authentic to their voices and to promote transparency by seeking to address confirmability; a qualitative standard of evidence (Shenton, 2004).

Storms

Flowers do not grow in perfect conditions and my research is the same. I am aware there are potential challenges to my approach to this research. I address these storms below and defend my decisions

My Positioning

I have made subjective decisions. These include defining my inclusion criteria and their application and interpretation during data analysis. These decisions were shaped by my own understanding and prior experiences. However, I believe the idea of 'the objective researcher [to be] a myth' (Greene & Hill, 2010, p. 8). It is important for a researcher to be reflexive and acknowledge how subjective decision made influenced their research (Creswell, 2009). I have sought to achieve this by stating my

personal and epistemological position (Willig, 2008). I have communicated this to the reader in my clarification of the terms. Within the QES I have provided rationale for my inclusion criteria and demonstrated how they were applied. Also within data analysis I have included illustrative quotations, although I actively participated within this subjective selection of narrative evidence (Braun & Clarke, 2006).

The use of free narrative interview and my subsequent positioning as an active part of the research will of course have affected the process of data generation (Guba, 1981; Shenton, 2004). However, given this research's epistemological underpinning, which emphasises dialogue as a co-constructed process of meaning making (Gergen, 2009), such criticism is not a concern. I was encouraged to adopt this approach by Lippke's (2014) discussion of how within her own research she struggled to separate her identities of researcher and psychologist. Instead Lippke (2014) proposes leaning in to interviews and accepting research cannot be objective. She encourages a researcher to use the skills they have to engage the participant whilst being reflexive.

As discussed above, my experiences as a practitioner were the seed my research developed from and influenced my choice of research area and approach to the empirical research. Interestingly, I have found that my experiences as a researcher have in turn influenced my practice. The opportunity to engage further with the literature on narrative theory allowed me to explore a range of approaches to its application when contemplating data generation, as well as deepening my understanding of their philosophical underpinning. The application of narrative theory within the interviews, and listening to myself doing so in the process of transcription, allowed me to reflect on my style of questioning and the language I use. These experiences also led to a greater appreciation for how narratives emerge in conversation. During the interview participants' responses could have led to the exploration of multiple possible narratives. However, by only responding to what appeared most important to the participant, and what aroused my own genuine curiosity, led to the participant being more actively engaged in the conversation. This resulted in the participant speaking at length with greater enthusiasm. I also found that an opportunity to follow up on unexplored issue often emerged again later in conversation and the participant would prompt this discussion. I liken this to walking along a beach. Waves bring multiple stones and shells to shore before taking them back to the sea again. It is not possible to explore every stone and pebble as you walk along a beach. However, by staying attuned for those pebbles that appear to have been brought to shore multiple times I am more successfully able to facilitate a narrative conversation.

The dichotomy between an educational psychologist's identity as a researcher and practitioner also appeared to be a significant distinction for a range of professionals I was involved with during the

recruitment process. On several occasions professionals did not believe it was appropriate for the young person to engage with me in my role as a researcher. These professionals were rightly cautious to safeguard my access to the young people they worked to support and care for. This observation upon professionals' response to research contrasts to their enthusiasm for my involvement in supporting Children Looked After in my role a practitioner.

Issues of Quality

I have not applied a quality criteria framework to evaluate the studies within the QES. There is no consensus on whether quality criteria should be applied within meta-ethnography (Atkins et al., 2008). However, given awareness of this debate, I will clarify my rationale. Quality criteria frameworks generally seek to apply positivist ideals regarding scientific rigour and truth (Atkins et al., 2008). These ideals are conceptualised as standards of evidence and include internal and external validity and reliability which are argued to be essential for trustworthiness within research (Guba, 1981, p. 79; Shenton, 2004). However, these concepts and their philosophical underpinnings are antithetical to my own. There are approaches that emerge from a constructionist philosophical underpinning such as Savin-Baden and Fisher's (2002) honesties. I have not applied these frameworks because I believe they still seek to apply positivist ideals and make claims about the nature of truth. Further support for this decision can be derived from the argument that these frameworks assess the quality of the content of a written report rather than the research itself (Barbour, 2001).

Traditional standards of evidence are not meaningful for narrative research from a social constructionist position (Emerson & Frosh, 2004). However, I have sought to demonstrate trustworthiness in my research by applying Shenton's (2004) provisions (See Table 8 Below). These provisions are derived from Guba's (1981) evaluative constructs for qualitative research.

Table 8: Provisions to address trustworthiness made in my empirical research.

Guba's (1981) Constructs	Positivist standard of evidence	Provision made within my research to address this:
Credibility	Internal validity	<ul style="list-style-type: none"> • Use of appropriate, well recognised research methods including narrative interviews, inductive thematic analysis and hermeneutics. • Member checks of data collected and interpretation – participants were frequently asked to clarify terms used in the process of data generation (narrative interview). I did not carry out a member check following data analysis. This may be a potential weakness of my method. However, this was not performed due to ethical concerns about the temporary and transient nature of my involvement within these young people's lives. • Development of early familiarity with culture of participating organisations – participants were Children Looked After in the local authority I practiced within. Three participants attended schools I worked into. I also met all participants for a prior to the narrative interview as part of the process for gaining their informed consent. • Triangulation of interpretation via use of cross case analysis. • Regular debriefing sessions between researcher and supervisor. • Use of reflective commentary – contained within research journal and bridging document. • Description of the qualifications of the researcher – see title page. • Thick description of participants' narratives of teacher-student relationship. • Use of previous research and psychological theory to frame findings.
Transferability	External Validity	<ul style="list-style-type: none"> • Provision of background data to establish context of study; the criteria for each participant's inclusion in study. • Detailed description of phenomenon in question to allow comparisons to be made. This was the teacher-student relationship and my conceptualisation of this has been clarified above.
Dependability	Reliability	<ul style="list-style-type: none"> • In depth methodological description to allow study to be repeated.
Confirmability	Objectivity	<ul style="list-style-type: none"> • Triangulation to reduce effect of investigator bias; use of multiple participants and cross case analysis. • Admission of researcher's beliefs and assumptions; clarified within this document. • Recognition of shortcomings in study's methods and their potential effects. • In-depth methodological description to allow integrity of research results to be scrutinised. To promote transparency, I have provided documents from all stages of the data analysis process within the appendices. • Use of diagrams to demonstrate audit trail of data generation and analysis process.

Summary

I have described my research journey using the metaphor of the lifecycle of a flower to structure my narrative. The seed of my experiences in practice was embedded in the soil of my world view, finally developing the petals of my participants' narratives. The understanding of this process is anchored by the roots of my key terms and supported by the stem of my methodology. It seems appropriate to have written about this journey using metaphor as central to this story is the belief people's lives are understood in narrative

Chapter Three: How do Children Looked After, within a mainstream secondary school, report the experience of a supportive relationship with teachers?

Introduction

This research explores a specific aspect of teacher-student relationships (TSRs). It seeks to generate an understanding of how Children Looked After experience supportive relationships with teachers within a mainstream secondary school. This research question has been guided by the significance of teachers as a main source of support for achievement in education expressed by Children Looked After within relevant literature (Berridge et al., 2015; Driscoll, 2011; Harker et al., 2003).

The context and wider literature relating to TSRs are explored, preceded by a review of the methodology and findings. This is then followed by a discussion, within the context of relevant literature and conclusions, which outlines the potential implications of this research.

What is a teacher-student relationship?

TSRs are dyadic social processes involving multiple interactions, between teacher and student, usually within the educational environment (Brinkworth et al., 2018; Pianta, 1999). An individual's subjective experience of a relationship can be considered within the construct of relational schema (Žvelc, 2010). Baldwin (1992) defines these as cognitive structures representing regularities in interpersonal relatedness patterns. These schemas involve cognitive, affective, physiological and behavioural dimensions (Žvelc, 2009). They form a lens through which future interactions are interpreted and consequently adapted (Baldwin, 1992).

Why is the teacher-student relationship so important?

TSRs are central to educational environments as classrooms are a social context (Brinkworth et al., 2018). Learning and teaching are fundamentally social acts (Goodnow, 1992). From a socio-cultural perspective of learning I argue it is through the TSR that a young person's (YP) intellectual, social and emotional development is promoted (Pianta, 1997; Vygotsky, 1978). An understanding of TSRs provides a unique perspective for professionals working to develop the social and learning

environments of schools (Hamre & Pianta, 2006). There is a political agenda within England to increase standards of attainment and a focus on accountability of teachers for this (Glazzard, 2014). This focus on accountability and a teacher's role in instruction should not confuse the significant contribution that the social quality of TSRs has on a YP's development (Ainscow, Booth, & Dyson, 2006). Learning involves cognitive and social dimensions and both need to be considered if academic achievement is to be maximised (Hallinan, 2008). Gehlbach (2010) argues that a focus on improving TSRs provides a promising approach to improving student outcomes, including attainment.

Background Literature

Since 1990 the literature on TSRs has developed significantly and undergone a number of phases (Hughes, 2012; Roorda, Koomen, Spilt, & Oort, 2011; Verschueren & Koomen, 2012). The first generation focussed on exploring the reported effects of these relationships on children's behavioural and academic adjustment. At this time TSRs were frequently discussed as an educational asset that may be considered a protective factor (Hughes, 2012; Sabol & Pianta, 2012). The current second generation of research aims to conceptualise how TSRs develop, processes that may contribute to their reported effects and evaluate theoretically-informed interventions to promote supportive high quality TSRs (Hughes, 2012). However, in this time there has been a consistent reported finding; positive TSRs have a positive association with achievement in education. See Roorda et al. (2011) for a meta-analytic approach to interpret statistical findings from 99 international studies published between 1990 and 2011 across primary and secondary school settings.

Theoretical Perspectives

It is important to consider underlying beliefs about the nature of adult-child relationships. These beliefs have the potential to constrain how a TSR is constructed and the understanding of possible influences and consequences of this experience (Davis, 2003). It has been argued there are three dominant perspectives to studying TSRs: attachment perspectives (Bowlby, 1969; Crittenden, 2006), motivation perspectives, such as self-determination theory (Deci et al., 1991), and socio-cultural perspectives, including social-constructivist approaches and ecologically orientated systems theories, such as developmental systems theory (DST) (Ford & Lerner, 1992). These perspectives should not be viewed as mutually exclusive and there is a great deal of conceptual overlap (Davis, 2003; Pianta, 1999). However, each perspective offers a unique conceptualisation of what a quality TSR may be (Davis, 2003). See Davis (2003) for further reading on how the TSR has been conceptualised.

Teacher-Student Relationships and Children Looked After

The purpose of this study is to explore the TSR within a specific context, the relationship between Children Looked After and their teacher. I use the term Children Looked After in this research, as a preferred alternative to Looked After Children, to indicate participants' legal status as defined in Section 22 of the Children Act. There is a paucity of literature exploring the TSR within the context of Children Looked After and a teacher. However, the literature surrounding Children Looked After frequently derives from an attachment perspective (Y. J. Francis, Bennion, & Humrich, 2017; Howe, Brandon, Hinings, & Schofield, 1999; Rees, 2006). Given the common early life experiences of many Children Looked After, such as neglect and abuse, it is frequently assumed Children Looked After will not have received sensitive attuned interactions leading to them potentially developing insecure attachment styles (Millward et al., 2006). It is important to note that recently the research on attachment theory, such as the dynamic maturational model of attachment (Crittenden, 2006), has developed the original conceptualisation of attachment theory beyond infancy and suggested an alternate understanding of how patterns of behaviour develop based on information processing. An attachment perspective stresses the affective quality of TSRs (Sabol & Pianta, 2012; Verschueren & Koomen, 2012). A teacher's role is to act as a secure base from which a child can explore and learn about their academic and social surroundings whilst being provided security and support through sensitive responsiveness to their behaviour in interactions (Sabol & Pianta, 2012; Schuengel, 2012; Verschueren & Koomen, 2012). Traditional dimensions of parent-child attachment relationships, commonly defined in terms of closeness, conflict and dependency, are consistent to dimensions used to conceptualise TSRs (Davis, 2003).

The Present Study

In response to this identified literature gap, this empirical research explores how Children Looked After within a mainstream secondary school report the experience of a supportive relationship with teachers. Generating a rich understanding of Children Looked After's experiences of supportive TSRs, that may be similar to the experience of others, may be important to professionals looking to support Children Looked After's achievement in education.

Methodology

Research Context

This research was conducted with four Children Looked After who were under the care of a north-east local authority in England. I had not previously been directly involved with any of the participants in my professional role. However, I had been involved with other young people who attended the same educational settings as three of the participants. To ensure the privacy and anonymity of the participants, specific details surrounding their pre-care and care experiences are not provided and they each have a pseudonym. However, all participants within the study met the following criteria:

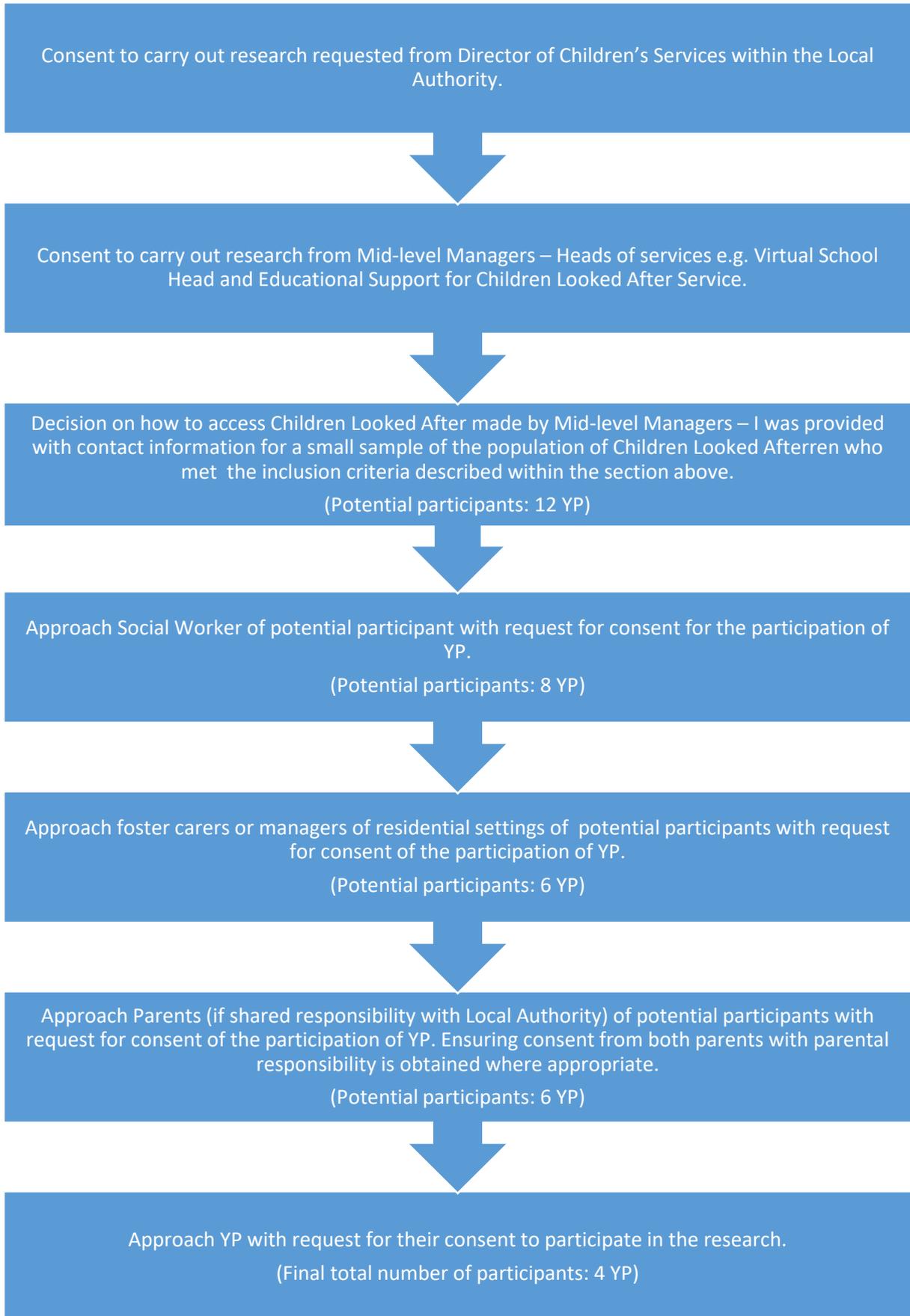
Table 9: The recruitment criteria for participants in this study.

Criteria	Description
Children Looked After	All participants were currently legally defined as Children Looked After and had been for a minimum of three years prior to the interview. YP who have recently become looked after are in a period of transition, having experienced recent loss within their social network. Consequently, it would be unethical through this research process to develop a temporary relationship with these participants. Also, it ensures that any additional support the participant receives is established and embedded within the school setting.
Age	All were 14-16 years old allowing 'categorisation' of the participants within the education system – Key Stage 3 and 4. This allows this research to provide a greater understanding of the experiences of YP within a particular stage of education.
Mainstream Education	This enables further categorisation of the YP in this study within a certain context within the education system and cautiously allows a greater understanding of the experiences within this form of universal educational provision
Local Authority	I have chosen to recruit from north-east local authorities in England due to convenience, being based in a north-east local authority as a Trainee Educational Psychologist.

Recruitment

Due to the participants (Children Looked After) involved in this research and the complexity and dynamic nature of the multiple professionals present in their eco-system, a formalised process for gaining consent derived from Heptinstall (2000) was used:

Figure 5: The stages undertaken in the process of recruitment and gaining consent.



Ethics

This project was subject to an enhanced ethics assessment and subsequent approval by Newcastle University's Ethics Committee. This research also adhered to the British Psychological Society's Code of Human Research Ethics (British Psychological Society, 2014). The young people who took part, as well as key-partners and those with parental responsibility, were issued with an information pack that detailed the aims and purposes of the research, their rights, how and where data would be stored, and relevant contact information. For examples of this documentation see Appendix D.

Whilst all participants had the right to anonymity and privacy, this was bounded by the need for safeguarding these young people (British Psychological Society, 2014). If a disclosure was made, I was prepared to follow the safeguarding policy of the local authority these young people were in the care of. This was highlighted to all participants within the information pack they were given, see Appendix D, and in conversation prior to the interview. To ensure safeguarding was understood by the participants I explained the meaning of this term as 'reporting a situation where they had been hurt or there was a danger they or someone else may be hurt'. I also clarified the type of situations where I would need to break confidentiality using the examples of 'if you were to report a teacher had bought you alcohol or you talk about using drugs'.

I believe 'ethics is not merely a series of boxes to be ticked as a set of procedural conditions...but is an orientation to research practice that is deeply embedded in those working in the field in a substantive and engaged way.' (Groundwater-Smith & Mockler, 2007, p. 205). As such, I ensured that I remained attuned to the participants during data generation. This included verbally checking-in and observing for non-verbal signs of distress. This was due to an awareness of the inevitable researcher-participant power imbalance and Children Looked After's common negative life experiences of adults (van der Riet & Boettiger, 2009). This engagement with research ethics also goes beyond data generation. It is hopefully reflected in my positive construction of these young people and their narratives in the data analysis.

Narrative Research Method

Narrative theory provided the theoretical framework that guided my approach. This takes as a premise that people live and understand their lives in storied form (Sarbin, 1986). These stories organise and connect events through time as in a plot (Ricoeur, 1988; Sarbin, 1986). Their narratives represent meaning making and respect the relativity and multiplicity of truths. Such narrative truth involves a subjective constructed account of experience rather than an objective factual truth

(Josselson, 2011; Spence, 1982). Narratives are influenced by their context, including the intended audience and the narrator's purpose. Narrative research explores aspects of individuals' personal experience to promote a nuanced reader understanding and critical engagement with associated theories and concepts (Josselson, 2011).

Data Generation - Narrative Interview

As part of the process of gaining their informed consent I met all participants prior to the interview. This allowed me to begin the process of developing rapport with these young people. I did this by engaging socially with them through asking about their wider interests and potential plans for the ongoing school holidays, as well as sharing my own. This supported my ability to have five or so minutes of conversation with the participant about their previously discussed interests or plans when we next met prior to conducting the interview. I believe this was important in making the participant feel comfortable as well as promoting the sense that the interview process was a conversational exchange.

Three of the four interviews were conducted in the young person's school setting with the other occurring in a community setting. The interviews that occurred within a school setting were held in a small office or meeting room. The interview that was in the community setting was conducted within an office in a community centre. All participants had chosen a date and time to meet me, as well as the location. In the school-based interviews the young people had met their Key Worker at this time who then escorted them to where we were meeting. In the community-based interview I arrived prior to the time chosen by the young person and set up for the interview before waiting in front of the community centre for them.

In all the interviews a similar seating arrangement was used. We shared a desk with the participant sat at the far end of the longer side. I sat at the shorter end facing them at roughly a forty-five degree angle. A dictaphone was placed between us to record our conversation and allow a transcript to be generated to support the data analysis. I used a pen and paper to make notes to support myself in holding narratives in mind during our conversation. This was placed on the table and rotated slightly so notes made were visible to the participant. All young people had a drink available to them; either they had brought their own water bottle or a glass of water was provided.

All participants took part in interviews lasting approximately one hour. An initial pre-prepared question was used to start each interview:

“Can you tell me about a teacher who is helpful to you?”

There were no subsequent structured questions. The narratives and discussion were co-constructed between myself and the participant. This approach was informed by principles used in narrative therapy (Morgan, 2000). For information about these interviews and the data generated see Appendix E.

Data Analysis – Within Case

The data was analysed initially within cases using latent inductive thematic analysis (TA: Braun and Clarke, 2006). TA is considered a flexible method to make sense of qualitative data (Braun & Clarke, 2006). TA was consistent with my social-constructionist epistemological position (Braun & Clarke, 2006). It was also suitable for constructing an overview of the data whilst maintaining the depths of the individual narratives (Braun & Clarke, 2013). The TA process was guided by Braun and Clarke’s (2006) established six phases and involved continual cycles of reflection on the data. Themes were generated, refined and presented using a thematic map as detailed in Table 10. The colour coding and page numbers referred to within other areas of this text are consistent with the transcripts of my interviews with Sam, Sarah, Vicki and Shaun.

Table 10: Six Phases of Thematic Analysis (Braun & Clarke, 2006).

Phase	Process	Example
Familiarisation with the data	Immersing oneself with the data through a process of reading and re-reading and taking tentative notes on meaningful content.	Appendix F
Generating initial codes	Producing codes that reflect the content of the data and are of interest or are meaningful to the analyst and developing a list of initial codes.	Appendix G
Searching for themes	From the list of initial codes, collating and combining the codes that focus on specific themes. Identifying the themes that appear most significant, and considering how all themes may be combined, refined or discarded.	Appendix H
Reviewing themes	Refining themes, potentially collapsing, discarding and diversifying them to create overarching themes and sub-themes. Producing an overview of codes and corresponding quotes into a working document.	Appendix H Findings
Defining and naming themes	Defining the themes and providing names and definitions for each theme, ensuring each is distinct and contributes to the overall understanding of the data. Creating a clear representation of each theme from the data excerpts. Refining the thematic map, which clearly encompasses and demarcates overarching themes and sub-themes.	Findings
Producing the report	Selecting the evidence from the data to provide a succinct coherent and interesting account of the data, alongside the researcher’s argument regarding the research question.	Findings and Discussion

Data Analysis – Cross Case

Following the initial within case analysis a subsequent cross case analysis was carried out. Within the cross case analysis I sought to develop an understanding of convergence and divergence in the narratives of the young people, as in hermeneutics (J. A. Smith & Osbourn, 2003). This process was supported by the initial phase of within case analysis. An example of an annotated transcript that supported this process is included in Appendix F.

Findings

Within Case Analysis

Through TA (Braun & Clarke, 2006), initial codes were identified in the narrative data (See Appendix H Below). The codes were reviewed and refined to create basic themes, and through further detailed analysis, were subsumed into overarching themes to represent my interpretation of the narrative data in its entirety. These themes included:

Table 11: Findings from the within case latent inductive thematic analysis.

Who	Description	Sub Themes	Theme
Sam	<p>Sam made a number of links to respect. Respect was often associated with how teachers managed the challenging behaviour Sam reported as demonstrating in the classroom. He discussed a number of ways a teacher could show respect; such as making requests “calmly” (12; 30), by “not shouting” (13; 7), being understanding and allowing him to “redeem” himself after incidents of challenging behaviour (21; 18-28). Sam also discussed how being given advice from a teacher could support him to self-regulate his behaviour. This increased self-regulation of his behaviour supported positive relationships with teachers. By a teacher doing these things Sam believed he was able to “do better” (1; 9-13), “concentrate more” (17; 4) and have an opportunity to use strategies to “calm down” (20; 7). This was understood by Sam as a teacher being “nice” (11; 10-32). When Sam perceived respect was present and that a teacher was nice, he believed it promoted him to reciprocate this. This was demonstrated by an increased effort to regulate his behaviour and engage in learning.</p>	<p>‘[Mutual] Respect’, ‘Advice’, ‘Fair’, Allow me to ‘Redeem myself’ and ‘Be nice to each other’</p>	<p>Respect</p>
	<p>Sam also reported that positive aspects of his behaviour or achievements in academic work should be celebrated by being given “praise” from a teacher (9; 28-34). To achieve success in academic activities and regulating his behaviour, he may need a teacher to “make it easier” for him (3; 22-24). Sam reported this occurred by adapting the structure of a lesson to provide “breaks” (23; 15) or individually telling him what was expected in activities. This experience of success and its recognition through praise promoted Sam’s “confidence to be good” (5; 24). This extended beyond the lesson to further lessons, possibly allowing Sam to have positive experiences with other teachers he interacted with that day.</p>	<p>‘Praise’ and ‘Make[s] it easier’</p>	<p>Praise</p>
Sarah	<p>Sarah discussed how it was important for a teacher “being there” for her (3; 3-26). This could require the teacher to “make time” to do this even when challenging for them (8; 35-39). It could negatively impact their relationship with Sarah if they did not do this as it communicated to her she was not “worthy” of the effort to do so (9; 3). When a teacher made time for Sarah, she hoped they were able to talk honestly and discuss challenges she was experiencing. This was helpful as they could develop a joint understanding of issues and the teacher could provide strategies Sarah might use within school. Being there was important as it also conveyed a teacher was “caring” (4;40). This promoted the further development of Sarah’s relationship with a teacher as this caring was reciprocal. If the teacher acted in a caring way towards Sarah, she was more likely to also “show them that” (5; 1). It is perhaps important to acknowledge that for Sarah a teacher being there had moved past the boundaries of education and she was “still [getting] support off them now” even though she had finished her exams in school (8; 21). This perhaps communicated authenticity in their relationship as this teacher “doesn’t have to do that but she does” (8; 25). This appeared an important resource to Sarah as she reported she did not have a lot of relationships with adults where she could speak to them for support.</p>	<p>‘By being there’, ‘Make time’, ‘Understanding or tried to understand’, (Be) ‘honest if I ask [your] opinion’, (Be) ‘Caring’ and ‘Know about the school and who [they] are’</p>	<p>Being there</p>
	<p>A number of the stories Sarah told involved “friction” (conflict) between herself and teachers (7; 8). It appeared that Sarah had challenging relationships with teachers who were strict about “silly little” rules in school (6; 17-21); especially when the hierarchical power structure of the setting was reinforced. Teachers who did this appeared to be classified as “a professional” rather than “a friend” (5; 32-33). Sarah discussed her experience of this professional dynamic as being characterised by processes which had to be done in a certain manner or her involvement was “compulsory” (12; 8-9). Sarah hoped she would be able to develop her own way of doing things with a teacher who would listen and negotiate in a non-judgemental manner like a friend. Frequently Sarah discussed how being listened to supported her in school. By teachers doing this she was able to retain some power in the negotiation of an outcome that could “make us both happy” (4; 8-11). This need for power, and possibly to be constructed and treat in an agentic manner, appeared so important to Sarah that from the narratives she discussed she appeared unable to develop a positive relationship with teachers who did not do this.</p>	<p>(Give young people) ‘power over themselves and the decisions [they] make’, ‘Listen and negotiate’, (Acting) ‘like a friend and not like a professional’, (Be) ‘[less] strict’ and (Be) ‘Non-judgemental</p>	<p>(Give you) ‘power over yourself and decisions [you] make’</p>

Who	Description	Sub Themes	Theme
Vicki	<p>Vicki discussed how her behaviour in school could be challenging for teachers and affect their relationship negatively. She likened a school day to a “roller coaster” where she was up and down (17; 24). She believed a supportive relationship with a teacher would involve them helping her through this daily ride. She reported teachers were able to do this by proactively supporting her to regulate her behaviour and emotional state by suggesting she used time out and providing advice. This was further supported if a teacher knew “a bit” about her past (1; 30). Vicki identified it was due to her past experiences she could get “annoyed” and “kick off” (6; 17-18). She reported it would help a teacher to understand her behaviour more if they knew about this. Vicki discussed how she would be reluctant for teachers to know significant details about her past and would prefer that it was just a general outline of information that was shared. She also discussed how she would prefer for this information to be shared by a professional rather than herself.</p>	<p>‘Help us through the rollercoaster’, ‘Knows a bit about my past’ and ‘Advising’</p>	<p>‘Help us through the Roller Coaster’</p>
	<p>Vicki appeared to discuss proudly the number of postcards, a school based rewards system, she had received. It appeared extremely important to her that those working with her were able to identify positive aspects of her identity rather than those she perceived were ascribed to her due to her family name and the reputation attached to this. A teacher could also communicate they “actually liked” Vicki by joking with her and making her laugh rather than their relationship being an obligation that the teacher had to develop and maintain (3; 30). This use of humour and “actually listening” to Vicki was considered to communicate “respect” for her as an individual (3; 26-44). Perhaps the absent but implicit message (White, 2007), communicated by the use of actually, is that Vicki did not always feel she was listened to. When summarising the discussed qualities and actions of a teacher with whom she had a helpful relationship, I asked Vicki if they could use a metaphor to describe what this type of person was. Vicki reported all these qualities are shown by her Foster Carer, who is like a “mam” (19; 19-28). She reported a teacher who would show these qualities and was someone they could “talk to” and “trust” would be a good teacher (19; 28). Whilst it appeared that Vicki hoped for a close personal relationship with a teacher, she also professed that it was important for a teacher to “help everyone out” rather than she personally received substantial individual attention in front of her peers as “it’s not just about [her]” (2; 5-15).</p>	<p>(Be) ‘Like a mam’, ‘Being seen in a positive way’, (Make me feel) ‘respected’ and ‘Help everyone out’</p>	<p>(Be) ‘Like a Mam’</p>
Shaun	<p>Shaun frequently discussed his behaviour within school and the success he had in the ability to “control” this now (23; 24-26). Shaun appeared to have been on a significant journey to achieve this. He was perhaps shocked by previous incidents such as attempting to fight a Police Officer. Shaun attributed this success to himself and believed that there was nothing a teacher could have done other than “putting up with me” to support him until he changed (9; 31). However, Shaun did discuss certain actions a teacher could take to support him in regulating his behaviour which otherwise may negatively impact on their relationship. This included “keeping [him] active” within the classroom by ensuring there was appropriate challenge in the work set (14; 19-23). He also believed it was important that teachers “know where [he] came from” (23; 12-14) and did not blame Shaun for incidents without taking the time to talk to him about what occurred from his perspective. Shaun believed by understanding his past experiences and current perspective, teachers may understand his actions more. Whilst teachers may dislike his behaviour, due to this understanding it would not result in them disliking him as an individual or assigning blame inappropriately. Shaun also discussed how teachers by “keeping it firm” and by having boundaries within the classroom teachers would receive “respect” from students (25; 27 & 32-33). This respect was expected to be reciprocal. Shaun reported that as children became older, this approach had to develop and a teacher had to show more of a “human side” by engaging in “banter” with students (18; 1-4). This acknowledged their maturity and ability to be responsible for learning. Having “consequences at home” could also support positive behaviour within school (19; 10). It appeared that within the home environment accountability for behaviour in school had been important in promoting the change Shaun discussed he had made.</p>	<p>(By) ‘putting up with me’, ‘Keeping me active’, ‘Know where I came from’, (By) ‘keeping it firm’, (Show) ‘an actual human side’, ‘Because there’s consequences at home as well which is even worse than school’ and Don’t ‘finger point’</p>	<p>(By) ‘putting up with me’</p>

Who	Description	Sub Themes	Theme
Shaun	Shaun discussed how he hoped to be treated as an adult within his future studies at a college. This related to being given the responsibility to independently learn and behave appropriately. This focus on the future also meant that success within examinations was important to Shaun; as “if you don’t stick in you’re not going to do well” (2; 2-3). He appreciated those that would “put time and effort” in to support him to achieve success in examinations by providing additional teaching outside of lessons (5; 1). Perhaps furthering this idea Shaun also discussed the importance of a teacher “being one of the people that help” (6; 43-44). I believe this implied that some professionals are not always helpful. He discussed how a teacher whose actions had positively supported him during an unspecified incident had led to the development of their relationship. It appeared that positive outcomes, that were meaningful to Shaun as a perceived consequence of a teacher’s involvement, supported the development and maintenance of their relationship.	‘Treat you as an adult’, ‘Put time and effort into things’ and [Be] ‘one of the people that help’	‘Treat you as an adult’
Note: Quotations within this table follow a consistent coding: (Page Number; Line Numbers)			

Cross Case Analysis

I will now describe and reflect on my understanding of the experience of TSRs for Children Looked After derived from cross case analysis of the participants’ narratives; highlighting areas of convergence and divergence. I will draw on psychological theory to support the communication of these ideas. As above, the colour coding and page numbers are consistent with the analysis of my transcripts.

Conflict

Across all participants there was a consistent narrative that supportive relationships with teachers were characterised by the absence of conflict. The participants acknowledged, with what I perceived as honesty and openness, that at times they displayed behaviour not considered appropriate or coherent to the behavioural expectations of their setting. This negatively affected their relationship with teachers as it resulted in incidents of conflict.

“I think some of the teachers know about my past. So it’s quite good that they know. Some teachers do”...“Because when I get annoyed that’s some of the reason why I do. I just burst out in tears and then kick off and everything.” Sarah (6; 12-13 & 17-18)

Sam, Sarah and Vicki made explicit links to their behaviour being influenced by their pre-care experiences. In relationships described as supportive, Sam, Sarah and Vicki all discussed the importance of their actions being understood through this lens rather than attributed to them choosing to misbehave. Within the literature, those who experience abuse and neglect are frequently constructed as having experienced trauma (D'Andrea, Ford, Stolbach, Spinazzola, & van der Kolk, 2012). There is a number of perspectives providing a rationale for why Children Looked After may experience difficulty in regulating their emotions and the subsequent behaviour attributed to this; such as attachment perspectives (Geddes, 2003; J. H. Kennedy & Kennedy, 2004) and neuro-biological perspectives (Cicchetti & Toth, 2004; Teicher et al., 2004).

“Cos she helps you fix the stuff when you do wrong”...“Like if you do something wrong she’ll teach you how to do better.” Sam (1; 7 & 9)

“She was just like ‘Social Worker’s been in touch. She wants you to have a pastoral mentor and that.’ So... I had [Name of teacher 5] for a year.”...“She just got on my nerves.”...“Cos she made them meetings like compulsory. Like you had to turn up but then [Name of teacher 1] like I can just turn up when I want to turn up.” Sarah (12; 3-4 & 8-9)

Sam, Sarah and Vicki discussed how relationships with teachers provided a source of support for issues regarding their behaviour. This resulted in more supportive TSRs with a range of teachers by reducing conflict from what the participants attributed as their own actions. For these participants the context in which this relationship developed was the same; a mentor. The relationships developed in mentoring were useful as they provided an opportunity to receive advice and strategies about how to regulate their behaviour or address challenges they were experiencing. Sarah also described how these relationships could also be unhelpful given the approach adopted by the teacher. Sarah found a mentoring relationship with a teacher who acted like a friend helpful unlike her experience of this relationship when it was compulsory with a teacher who acted like a professional.

“Well it wasn’t anything to do with school it’s more me that kind of had to change in a way but I didn’t know what that change was. But then I think it’s just growing up to be honest.” Shaun (9; 2-4)

Unlike in my conversations with the other young people, where relationships with teachers were a source of support to address issues with behaviour in school, Shaun positioned this as a personal responsibility. Shaun discussed how when he was younger there was “nothing” a teacher could have done other than “putting up with me” (9; 2-37). He reported the belief that “until you can look back and see what it was, and what happened, and what it looked like, then you’ll never change” (9; 10-

11). This discussion resonated with my understanding of the trans-theoretical model of change (Prochaska, Climente, & Norcross, 1992).

“Because every person needs the toilet and needs a drink and needs to use their timeout so I don’t see why they can’t let you. Stupid rules.” Vicki (10, 2-3)

“Like keeping it firm yeah”...“The teachers wouldn’t get the respect they would if they didn’t have them. They wouldn’t have any respect from the students.” Shaun (25, 27 & 30-33)

All the young people discussed how a teacher’s actions could promote incidents of conflict, resulting in a less supportive relationship. It appeared that for some of these young people relationships with teachers who displayed a high degree of control in their classroom management style were significantly less supportive, and characterised by conflict. Sam, Sarah and Vicki discussed how they especially experienced a challenge in conforming to what were described as “little” or “stupid” rules in school (Sarah, 9; 21 and Vicki, 10; 3 respectively). An understanding of classroom management style may be conceptualised within the social discipline window (Glaser, 1964; Wachtel & McCold, 2000). Shaun, unlike the other participants, described how unless a teacher was “firm” students “push it too far” and this would affect the ability of other young people in the class to learn (25; 27 & 30). Perhaps given Shaun’s prior experience at a Pupil Referral Unit, which from his narratives appeared a chaotic learning environment, his preference for this approach is understandable.

“Well it makes me feel like my point is like... It’s being thought about and then she was also putting her point in with mine and then we come up with something that makes us both happy and makes it easier for the both of us.” Sarah (5, 8-10)

Across Sam, Sarah and Vicki’s narratives about certain rules resulting in conflict, I developed the impression this was a thin story (White, 2007). The thicker story appeared to suggest it was perhaps not the rules that were the challenge but how they were implemented, especially when this confronted a young person’s power and agency. Across all participants it was frequently discussed how it was important for a teacher to listen to them and from this multiple links were made to respect. This appeared to be especially important to Sarah who explicitly discussed how relationships with teachers who listened and negotiated with her so they could develop an outcome that made them both happy were more supportive.

“Not really because it was forgot about the next day.” Sarah (2; 39)

“Because they know they’ve got the power innit. They’re the ones that’s in charge so I kind of have to.” Shaun (12; 28-29)

“Redeem myself.” ... “Yeah, show them I can be good.” Sam (9; 17 & 20)

Conflict occurred frequently within the narratives of TSRs reported by all participants. It may be important to consider what occurs following these incidents. Sarah and Vicki discussed how they believed it was important that following an incident within the classroom it was forgotten about. This provided them with a blank slate. Shaun discussed how he would apologise if he considered he was at fault. This appeared to be motivated by an understanding of the roles of a student and teacher and the power differential between these. However, within my conversation with Sam he discussed that following an incident of conflict he hoped to redeem himself. I was struck by a YP who professed the need for such a theistic concept. Sam reported that the opportunity for this was motivated by a need to “show [the teacher] [he] can be good” (9; 20). Sam would demonstrate this by “sitting down and [doing] all my work straight away” (9; 22); An act of atonement so he could gain this teacher’s respect back. It may not have been important for all the participants to restore their relationship with a teacher following an incident of conflict but it might be for some young people.

Caring

“She kind of like, I don’t know if this is professional, but she kind of like... she kind of acted like a friend and not like a professional.” Sarah (5; 32-33)

“Like be more casual instead of being more of a teacher in a way.” Shaun (7; 3)

Narratives about conflict and the negative consequences of this for the participants and their relationships were dominant within all the conversations. However, there also appeared to be a second narrative which also was consistent across all the participants. This narrative addressed the role of teachers as being caring within a supportive relationship. It was discussed how teachers could be like a “mate” (Sam, 11; 27), “a friend and not like a professional” (Sarah, 5; 33) and even possibly a “mam” (Vicki, 19; 25-28). It appeared this was important as it conveyed that teachers had positive regard for the YP as an individual and that they and their relationship were valued. Across the young people it was often discussed how it was important for teachers to use humour, praise and banter to achieve this dynamic within relationships.

Sam further discussed how it was important for a teacher to be caring. He made links to not just how this was supportive in his own relationships with teachers but how a teacher should show emotional warmth as it “keeps the whole class in a good mood” (24; 3). This positive emotional climate was preferable for Sam as it allowed him to be less “stressed” and “concentrate” on his work (16; 23 & 17;4). Reyes, Brackett, Rivers, White, and Salovey (2012) report that through a teacher establishing a

positive emotional climate within the classroom, students demonstrate increased engagement and a reduction in challenging behaviour; mirroring the experience of Sam.

“I still get support off them now. Like me and [Name of teacher 1] email.” ... “Cos she doesn’t have to do that but she does that. So...” Sarah (8, 21 & 25)

For most young people their relationships with teachers were solely within the school environment. However, Sarah frequently discussed a teacher who she had developed a relationship with that went beyond this. This relationship appeared instrumental in providing support as she transitioned into unknown settings and educational opportunities following formal education. She discussed how beyond this teacher she did not have many adults whom she perceived she could seek support from. Sarah attributed this to the teacher’s qualities, as “she had every student’s best interest at heart” (3; 34-45). Sarah felt this teacher was going beyond their defined role. Perhaps this teacher’s actions throughout and following their relationship in school demonstrated authenticity and had allowed such a special bond to develop. Whilst I have sought to explore how TSRs are developed and maintained, as noted by Verschueren and Koomen (2012), these relationships are not enduring and therefore must at some point likely end. Managing this effectively and sensitively is a possible future research focus.

Discussion

The main findings from the cross case analysis are that supportive TSRs have low incidents of conflict and that the teacher takes actions which are perceived as caring. This discussion will seek to suggest how these issues can be addressed within a mainstream secondary setting drawing on psychological theory. Additionally, I suggest how EPs may be well positioned to facilitate these approaches.

Conflict

I have been led to reflect on a number of potential approaches that may promote supportive TSRs for Children Looked After in response to the narratives about conflict. These are positioned as factors attributed to the young person, the teacher and the environment.

Young Person Factors

All the participants discussed multiple experiences where their behaviour did not meet the expectations of behavioural policies within the setting they attended. This resulted in incidents of

conflict and less supportive TSRs. Frequently it appeared that behavioural expectations were challenging for the young people to meet consistently and incidents discussed were commonly motivated by a need for power. It has been argued young people within school settings typically lack power (Catling, 2014). Participatory action is an approach to provide young people with power and agency; this extends beyond pupil voice to actions being taken that derive from processes led by young people independently (Hart, 1992; Head, 2011). A common framework used to consider this issue is the ladder of participation (Hart, 1992). Young people's participation in decisions that affect their education, such as the curriculum, requires changes to policy that go beyond a school setting (Tisdall, Davis, Prout, & Hill, 2006). However, at a more micro level young people can be included within decision making at a school level through action research and the creation of systems such as school councils or simply by offering choice within the classroom. It appears important for the development and maintenance of supportive TSRs that Children Looked After should be provided with opportunities to exercise their own power. This would require teachers to be sensitive to this and provide opportunity to fulfil this constructed need. An awareness by teachers of how their actions, such as implementing expectations and consequences within behavioural policy documents, can directly challenge this is also required.

Sam, Sarah and Vicki discussed a particular supportive TSR they had developed was in the context of mentoring. They discussed how they benefitted from this relationship by being provided advice or strategies that supported the self-regulation of their behaviour. This reduced conflict in their relationships with other teachers. From Sarah's experience of mentorship, it appears important for teachers and other professionals involved with Children Looked After to consider how this process is carried out. Sarah described her experience of participation in mentoring as mandatory despite her insistence that she did not want to take part. This had resulted in increased conflict with a range of teachers. This issue can be conceptualised using the theory of a therapeutic alliance which can be considered the collaborative relationship between the therapist and client (Horvath & Symonds, 1991). It may consist of three essential elements: agreement on the aim of therapy, agreement on tasks and the development of a personal bond consisting of mutual positive regard (Bordin, 1979). It appeared in Sarah's story that this relationship was not collaborative and there was significant disagreement on the aim and tasks that consisted as part of this mentoring relationship. Mentorship may be a process that can promote supportive TSRs, by developing a young person's ability to self-regulate their behaviour, but this needs to be implemented collaboratively. This collaborative approach resonates with the discussion above about a teacher's approach to working with Children Looked After requiring sensitivity to their potential need for power.

Teacher Factors

A number of the young people discussed how they believed it was important that teachers with whom they had relationships knew about their background and pre-care experiences. They discussed how this would support teachers to understand their behaviour. An awareness of the looked after status of an individual is perhaps useful to teachers as their behaviour may be influenced by their pre-care experiences, as suggested by Vicki. I suggest that an awareness of this in care status is not enough. I believe an understanding that these experiences will influence Children Looked After's behaviour is present amongst many teachers. However, it may be beneficial for this understanding and approaches that are coherent to this be further developed. A number of theoretical lenses may be used to understand the behaviour of Children Looked After; such as attachment perspectives (Geddes, 2003; J. H. Kennedy & Kennedy, 2004) and neuro-biological perspectives (Cicchetti & Toth, 2004; Teicher et al., 2004). Despite variations in how these lenses construct and position Children Looked After and their behaviour training to support the development of this understanding may be beneficial.

Training is reported to be a main function of the role of the EP that offers the opportunity for EPs to support others to link research theory with practice to promote change (Bramley, 2003; British Psychological Society, 2017; Scottish Executive Education Department, 2002; Tonhauser & Buker, 2016). EPs are well positioned to carry out such work due to their understanding of psychological concepts and expertise in evaluating scientific literature (P. Kennedy & Llewelyn, 2001). However, it is important to emphasise that the experience of training and the theory or practice communicated within it are of limited value to an organisation if they are not generalised and applied within practice, and maintained over time (Kozlowski & Salas, 1997; Yamnill & McLean, 2001).

Environmental Factors

As mentioned above all the young people discussed how conflict, which promoted less supportive TSRs, occurred when their behaviour did not meet the expectations of behavioural policies. This was positioned as the result of factors related to themselves or teachers. However, an alternative perspective may be that the behavioural policies and the expectations espoused are unrealistic and inappropriate to meet the needs of Children Looked After. They appeared to create a system where the young people, or teachers who implement these policies, are constructed as the problem. A traditional punitive approach to behaviour management may be largely effective for the majority of pupils to create a successful learning environment (Delaney, 2009). However, this approach may be

unsuccessful and also exclusionary (Henricsson & Rydell, 2004). This appeared to be the experience reported within the participants' narratives.

An alternate to the punitive system of behaviour management is restorative practice. Restorative practice within the school setting views challenging behaviour not as school-rule-breaking but as a violation against people and relationships (L. Cameron & Thorsborne, 2001). Restorative practice is a process by which offenders, victims and key others resolve difficulties and build and repair relationships (Morrison, 2007). Restorative practice provides an opportunity to develop skills in conflict resolution and brings about emotional, intellectual and social growth (Daniels, 2013). A positive change in behaviour is driven from within the individual and not as a result of fear or coercion (Daniels, 2013). This approach appears more appropriate to promoting supportive TSRs with Children Looked After given the reported importance of being listened to and provided opportunity to restore relationships following an incident (Gregory, Clawson, Davis, & Gerewitz, 2016; McCluskey et al., 2008).

Restorative practice may also address issues related to a need for power experienced by some the participants. This approach is conceptualised as a collaborative process emphasising working with students rather than against, as in traditional punitive models, within the social discipline window (Glaser, 1964; Wachtel & McCold, 2000). This collaborative approach also appears to resonate with the young people's reported preference for a relational dynamic similar to 'friendship'.

However, the introduction of restorative practice is not straightforward and requires considerable planning and negotiation (Wearmouth, McKinney, & Glynn, 2007). There are a number of barriers to effectively implementing systemic and organisational change; these include the complex nature of systems, poor leadership and management, lack of resources, lack of motivation for change, lack of clarity or directions of change, poor communication and the fear of change (Bushe, 2010). Furthermore, McCluskey et al. (2008) argue a challenge specifically to adopting a restorative approach within an educational setting is that it requires a significant culture change within a school environment to which all teachers must commit fully. Although these barriers exist, this does not mean this work should not be undertaken. EPs are well positioned to facilitate and support organisational change due to their understanding of theory relating to systemic practice and the application of approaches within educational settings to achieve this.

Caring

Alongside conflict, another significant theme reported within the findings was the importance of teachers being caring. This was communicated by the teacher using positive humour. This fostered a positive emotional climate within the classroom. The emotional climate within a classroom is influenced by the quality of social and emotional interactions between and among students and teachers (Pianta, La Paro, & Hamre, 2008; Reyes et al., 2012). The theoretical underpinning for this concept emerges from ecological models of child development which theorise that the quality of interactions between a child and their proximal environment influences their development (Bronfenbrenner, 1979; Sameroff, 2010). The classroom is considered a micro context in which social interactions occur (Reyes et al., 2012). Hamre and Pianta (2007) report that a classroom with a positive emotional climate has teachers who are sensitive to students' needs, take students' perspectives into account, refrain from using sarcasm or harsh punitive sanctions. Also within this environment TSRs are warm, caring, nurturing and congenial (Hamre & Pianta, 2007).

Attuned interactions within the classroom develop a positive emotional climate which may promote supportive TSRs (Brinkworth et al., 2018; Hamre & Pianta, 2007). A possible way to achieve this may be through application by the teacher of the principles of attunement (H. Kennedy, Landor, & Todd, 2011). Video enhanced reflective practice (VERP) is a tool to support individuals or groups to improve their effective communication skills based on these principles (H. Kennedy, Landor, & Todd, 2015). VERP involves practitioners reflecting on video clips of successful interactions and identifying working points to strengthen future practice (H. Kennedy et al., 2011). A potential barrier to implementing this suggested approach within a mainstream secondary school is the multiple classroom environments and teachers Children Looked After must interact with on a daily basis. However, perhaps an alternative may be for it to be implemented in specific classrooms where Children Looked After are experiencing difficulties; to explore in a collaborative manner with a teacher the style of interactions and level of attunement that is present.

Potential Limitations

Like all research, this project has potential limitations. Firstly, common to narrative research, it includes a relatively small number of participants and may not be representative of all Children Looked After. However, inherent to narrative research's philosophical underpinning, I make no claim that the understanding generated is generalisable. Instead, the narratives of the participants and my interpretation have provided opportunity for a critical engagement with theory and led to the tentative suggestion of approaches to practice that may benefit Children Looked After's TSRs. These

approaches, and their application to Children Looked After's TSRs, can be explored within further research emerging from alternate paradigms. Secondly, due to the method of analysis chosen, and need for a succinct representation of data within all reported research, it has not been possible to represent the diverse and complex narratives generated fully. However, by the inclusion of a within-case analysis and use of illustrative quotes, I hope the voice of my participants may be heard by the reader. Thirdly, I have not used member checks of my interpretation of the participants' narratives. This was due to ethical concerns about the development of a prolonged relationship with participants, given the temporary and transient nature of my involvement within their lives. This process may have involved an endless cycle of checking my interpretation as there is no one-to-one correspondence between the self and reality (Gergen, 2009; Lincoln & Guba, 2000). I did seek to address this concern in the process of data generation, frequently asking participants to clarify terms used in the interview.

Distinctive Contribution to the Literature

In previous research exploring Children Looked After's views on promoting their achievement in education, teachers have been identified as a main source of support (Berridge et al., 2015; Driscoll, 2011; Harker et al., 2003). Supportive TSRs have a positive association with achievement in education (Roorda et al., 2011). My research provides an original contribution to the literature by generating a rich understanding of Children Looked After's experiences of supportive TSRs and how they may be promoted in a mainstream secondary school. My findings indicate Children Looked After believe TSRs which are low in conflict are supportive. Such relationships are maintained by the teacher taking actions which are perceived as caring.

This understanding led to my recommendation of approaches, for use within an educational setting, that appear to be coherent to the views of the participants in this research. These recommendations, as discussed earlier, include: providing opportunity for Children Looked After to exercise their own power; using mentoring to teach coping strategies; training on the potential impact of Children Looked After's pre-care experiences; adopting a restorative rather than punitive approach to behaviour management; the use of VERP to promote attuned interactions within the classroom. I have suggested their implementation by Teachers may be supported by Eps. This is due to EPs' understanding of psychological theory and role as an agent of change (P. Kennedy & Llewellyn, 2001; Roffey, 2015).

Some of these recommendations have been made in previous research focussed on supporting Children Looked After in education. These include training for teachers on attachment theory,

providing young people with opportunities to exercise their own power and use of mentoring (Berridge, 2017; Cameron, 2007; Dearden, 2004; Driscoll, 2011; Driscoll, 2013; Sugden, 2011). However, the role of these approaches to support specifically Children Looked After's TSRs has not been previously suggested. Furthermore, a range of the recommendations made in my research are novel in their application explicitly to supporting Children Looked After specifically. Example of this include the use of restorative approaches and VERP to promote attuned interactions in the classroom. Importantly, these approaches have been reported to be effective for children in education which is something Children Looked After are (H. Kennedy et al., 2011; McCluskey et al., 2008; Stephens, C.M. Jackson, & Cross, 2018; Wearmouth, McKinney, & Glynn, 2007).

Conclusion

In summary, the young people who took part in this study have discussed numerous actions that promote supportive TSRs. Across these conversations, issues about challenging behaviour and its impact on TSRs dominated the narratives discussed. This has been interpreted as suggesting that relationships that Children Looked After experience as supportive have low incidents of conflict. A second narrative also was constructed that supportive TSRs are developed and maintained when the teacher takes actions perceived as caring. A number of possible approaches, whose implementation may be supported by an EP, have been suggested. Whilst the purpose of this research has been to explore Children Looked After's reported experience of supportive relationships, the findings appear to suggest that these young people are seeking what I tentatively suggest all young people may be in a TSR; low conflict and teachers who are caring. However, due to their pre-care experiences and subsequent experience of relationships with professionals whilst in care, the importance of these factors are perhaps more crucial for these young people to develop supportive TSRs.

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Appendix A

The following is a list of databases searched and search terms used as part of the systematic search used in the qualitative evidence synthesis in Chapter One. The systematic search was carried out in November 2017. The following databases were searched:

- Scopus
- Psychinfo
- British Education Index
- Eric Ebsco
- Web of Science

The following searches were used depending whether the database used a key words search or controlled terms search:

Key Word Search: (("Looked After Child*" OR "Looked-after Child*" OR "Looked-after-Child*" OR "lac" OR "l.a.c" OR "looked after adolescent*" OR "Children in care" OR "CIC" OR "C.I.C" OR "child* in Care" OR "Adolescent* in care" OR "care leaver*" OR "Foster* Child*" OR "Foster Care" OR "Foster Children" OR "young person in care" OR "young-person in care") AND ("School" OR "Education") AND ("Experience" OR "Perceive" OR "Perception" OR "Belie*" OR "Views" OR "Student Attitudes" OR "Child Attitudes" OR "Report") AND ("Suppor*" OR "Help" OR "Assistance" OR "Provision" OR "Social Support" OR "Intervention" OR "School Based Intervention"))

Controlled Terms Search: (("Looked After Child*.mp" OR "Looked-after Child*.mp " OR "Looked-after-Child*.mp " OR "Looked After Children.mp " OR "L.A.C..mp " OR "Looked After Adolescent*.mp " OR "Children In Care.mp " OR "CIC.mp " OR "C.I.C..mp " OR "Child* In Care.mp " OR "Adolescent* In Care.mp " OR "Care Leaver*.mp " OR "Foster* Child*.mp " OR "Foster Care.mp " OR "Foster Children.mp " OR "Young Person In Care.mp " OR "Young-Person In Care.mp ") AND ("exp Schools" OR "School.mp" OR "Education.mp" OR "exp Education") AND ("Experience.mp" OR "Perceive.mp" OR "Perception*.mp" OR "Belie*.mp" OR "Views.mp" OR "exp Student Attitudes" OR "exp Child Attitudes" OR "Report.mp") AND ("Suppor*.mp" OR "Help.mp" OR "Assistance.mp" OR "exp Assistance (Social Behaviour)" OR "Provision.mp" OR "exp Social Support" OR "Intervention.mp" OR "exp School Based Intervention"))

Appendix B

The following is an example of the data analysis tables produced to support phase four of the meta-ethnography performed in Chapter One. This is the table produced for the paper by Mannay et al. (2017).

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
	Children in the study did not delineate themselves as being different, and the label of 'looked after' did not form a central part of their identity... In juxtaposition to the primary school-aged children, young people displayed an acute awareness of their status and how this label invariably demarcated them as being different.	Children Looked After Label	Inclusion	Challenge
“I think be a doctor and have a car” (Jessica, aged 9). “I want to be an architect... Because I like art and most of my family are builders” (Hulk, aged 12). “I want to go to college. Once I’ve finished college I’ll go to university to learn about geography.” (Roxy, aged 12). “I want to be a teacher. When I’ve finished university, I’m going to find a school and ask the headmistress if I can join.” (Imogen)	They voiced aspirations for their future with enthusiasm and confidence, expressing career ambitions similar to those desired by non-Looked After Children and Young People, including professional roles.	Aspirational Beliefs	Positive Regard	Support
“I wouldn't mind making a lot of money, just in case I have a family so we're actually able to look after them and keep them safe” (Bishop)	Discussion of future ambitions for stability may reveal an underlying concern regarding either disrupted home circumstances or possibility of future placement moves.	Placement Instability	Security	Challenge
“We don't want people to be 'looked after', you want to be a normal kid too you know because it's only one, its only label of you.” (Female participant, focus group)	In juxtaposition to the primary school aged children, young people displayed an acute awareness of their status of being looked after and how this label invariably demarcated them as being different by both professionals and peers.	Children Looked After Label	Inclusion	Challenge

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
<p>“We don't want people to be 'looked after', you want to be a normal kid too you know because it's only one, its only label of you.” (Female participant, focus group)</p>	<p>In Juxtaposition to the primary school aged children, young people displayed an acute awareness of their status of being looked after and how this label invariable demarcated them as being different by both professionals and peers.</p>	<p>Othering</p>	<p>Inclusion</p>	<p>Challenge</p>
<p>“I hate people feeling pity for me. I'm just a normal child, like... I'm in foster care, it doesn't mean you're just some pity child.” (Male participant, focus group)</p>	<p>Through the introduction of this difference a hierarchical schema of identities inevitably took hold, with the Looked After Children and Young People subject position being imbued with negative connotations of 'troubled', 'scroungers' and 'of concern'.</p>	<p>Children Looked After Label</p>	<p>Positive Regard</p>	<p>Challenge</p>
	<p>Even where participants expressed hope and optimism for their future, they remained aware of the identity society had ascribed for them.</p>	<p>Limited Beliefs</p>	<p>Positive Regard</p>	<p>Challenge</p>
	<p>The majority of young people expressed frustration at being viewed and understood through the lens of being 'looked after'. Thus they were keen to reject the this notion of difference, which was grounded in the restrictive and homogenous marker of Looked After Children and Young People.</p>	<p>Children Looked After Label</p>	<p>Agency</p>	<p>Challenge</p>
<p>Author Summary (<i>Not true first order construct</i>): ‘Young people described incidents of attending local authority care (Looked After Child) reviews and meetings with social workers conducted at school, in rooms where they were visible to passing peers. On occasion, Social Workers would call them out of class to attend meetings, or Support Workers would sit with them during lessons’</p>	<p>Inscription of such indices of difference also manifested within the school context , with the label 'looked after' assuming a prominent role in their educational experience.</p>	<p>Children Looked After Label</p>	<p>Inclusion</p>	<p>Challenge</p>

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
<p>“I don't know bad bit was like the Looked After Child reviews and whatever because the teachers kind of knew that you were in care and whatever and that, they all were, people would be like 'oh why are you going with Miss So-and-so?’” (Nadine, aged 21). “I just didn't want it, I was like I don't need that, it's singling me out and it's making me seem special when I not, I'm a normal person.” (Female participant, focus group). “Any meetings, if they are necessary, should be held outside school time, not just at a time that is convenient for the professionals.” (Female participant, focus group)</p>	<p>These events were seen as exposing their personal lives, whilst making their differences from other students visible...Meetings in school time were not only detrimental in terms of being seen as different, they also impacted on Looked After Children and Young People's emotional health and the routines of the school day. Many of the participants missed out on education because of these meetings and reviews, which made them fall behind with work and disrupted their school days. Being removed from lessons also created stress and anxiety, as meetings were often emotive and returning to class meant facing questions about the nature of the absence. Consequently, a meeting of 45 minutes might lead to disruptions in the days leading up to the review and those following the meeting. Hence through these routine practices and performances, the differences attributed to Looked After Children and Young People become reified and even amplified.</p>	Othering	Inclusion	Challenge
<p>“I don't know bad bit was like the Looked After Child reviews and whatever because the teachers kind of knew that you were in care and whatever and that, they all were, people would be like 'oh why are you going with Miss So-and-so?’” (Nadine, aged 21). “I just didn't want it, I was like I don't need that, it's singling me out and it's making me seem special when I not, I'm a normal person.” (Female participant, focus group). “Any meetings, if they are necessary, should be held outside school time, not just at a time that is convenient for the professionals.” (Female participant, focus group)</p>	<p>These events were seen as exposing their personal lives, whilst making their differences from other students visible...Meetings in school time were not only detrimental in terms of being seen as different, they also impacted on Looked After Children and Young People's emotional health and the routines of the school day. Many of the participants missed out on education because of these meetings and reviews, which made them fall behind with work and disrupted their school days. Being removed from lessons also created stress and anxiety, as meetings were often emotive and returning to class meant facing questions about the nature of the absence. Consequently, a meeting of 45 minutes might lead to disruptions in the days leading up to the review and those following the meeting. Hence through these routine practices and performances, the differences attributed to Looked After Children and Young People become reified and even amplified.</p>	Statutory Processes	Inclusion	Challenge

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
<p>“I don't know bad bit was like the Looked After Child reviews and whatever because the teachers kind of knew that you were in care and whatever and that, they all were, people would be like 'oh why are you going with Miss So-and-so?’” (Nadine, aged 21). “I just didn't want it, I was like I don't need that, it's singling me out and it's making me seem special when I not, I'm a normal person.” (Female participant, focus group). “Any meetings, if they are necessary, should be held outside school time, not just at a time that is convenient for the professionals.” (Female participant, focus group)</p>	<p>These events were seen as exposing their personal lives, whilst making their differences from other students visible...Meetings in school time were not only detrimental in terms of being seen as different, they also impacted on Looked After Children and Young People's emotional health and the routines of the school day. Many of the participants missed out on education because of these meetings and reviews, which made them fall behind with work and disrupted their school days. Being removed from lessons also created stress and anxiety, as meetings were often emotive and returning to class meant facing questions about the nature of the absence. Consequently, a meeting of 45 minutes might lead to disruptions in the days leading up to the review and those following the meeting. Hence through these routine practices and performances, the differences attributed to Looked After Children and Young People become reified and even amplified.</p>	Statutory Processes	Security	Challenge
	<p>Young people became increasingly aware of their construction of being different, they also considered how such entrenched notions of difference led to their positioning outside the dominant discourses of success within schools.</p>	Limited Beliefs	Positive Regard	Challenge
	<p>They spoke of friends and school staff, with each identifying teachers who were nice to class, and those who were mean to everyone. Such statements were not evident amongst the primary school aged children, whose assessment of school was descriptive and evaluative.</p>	Significant Figure - Teacher	Relationship	Support
	<p>They spoke of friends and school staff, with each identifying teachers who were nice to class, and those who were mean to everyone. Such statements were not evident amongst the primary school aged children, whose assessment of school was descriptive and evaluative.</p>	Significant Figure - Peer	Relationship	Support
<p>“[School] is 'great, super, supercalifragisticexpialidoscious” (Caitlin). “Work, work and work. School is boring.” (Musa)</p>	<p>Some students spoke of school as an enjoyable experience meanwhile Musa maintained that it was '[Musa's quote – see first order construct]’.</p>	Preferences	Agency	Support

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
<p>“Various foster carers and people to do with the care system were like 'oh people in care don't go to into higher education'. I wish social services would focus less on that because a lot of them have social work degrees so who are they to be telling anyone else they're not worthy of university? It's like they don't believe that children in care will do anything. And so if they don't believe it, then how is anyone going to believe it about themselves?” (Female participant, focus group). “I remember telling the head of sixth form that wanted to be a teacher and whatever, and she said you should look at college courses and stuff, and I was just like no I want to go to university.” (Female participant, focus group). “Some teachers were openly against us, you know, they were like 'oh there's no point in trying with them' sort of thing.” (Female participant, focus group)</p>	<p>Young people reflected at length on their educational experiences, and how this was formed by their positioning outside discourses of academic attainment due to their looked after status.</p>	<p>Limited Beliefs</p>	<p>Positive Regard</p>	<p>Challenge</p>
<p>“Various foster carers and people to do with the care system were like 'oh people in care don't go to into higher education'. I wish social services would focus less on that because a lot of them have social work degrees so who are they to be telling anyone else they're not worthy of university? It's like they don't believe that children in care will do anything. And so if they don't believe it, then how is anyone going to believe it about themselves?” (Female participant, focus group). “I remember telling the head of sixth form that wanted to be a teacher and whatever, and she said you should look at college courses and stuff, and I was just like no I want to go to university.” (Female participant, focus group). “Some teachers were openly against us, you know, they were like 'oh there's no point in trying with them' sort of thing.” (Female participant, focus group)</p>	<p>Young people reflected at length on their educational experiences, and how this was formed by their positioning outside discourses of academic attainment due to their looked after status.</p>	<p>Children Looked After Label</p>	<p>Positive Regard</p>	<p>Challenge</p>

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
Author summary (<i>Not true first order construct</i>): 'Some participants did provide best-practice case examples, where teachers had supported and encouraged their aspirations, but most documented professionals' low expectations for their achievements and career trajectories.'	Participants perceived these expectations to be grounded in professionals' assumptions that being looked after was linked to lower intellectual capabilities, combined with an awareness of the intimate and complex aspects of their home life.	Limited Beliefs	Positive Regard	Challenge
"As soon as I went into care, then back to school and my teachers majority of them treated me completely different, because I was in care they moved me down sets, they put me in special help, they gave me - put me in support groups. And I was just like I don't need all this shit, I've only moved house, that's it I was like yeah I might be in care but the only difference to me is I've moved house, that's it... they looked at all my papers and where I was in my levels and they was like you're more than capable of being in top set but we don't think you're going to be able to cope." (Female participant, focus group).	Young people felt the dominant response to such knowledge and assumptions was pity and (sometimes false) sympathy. This informed their exceptional treatment, where they were routinely afforded numerous allowances, negating them being academically challenged, due to already being exposed to such complex and difficult life circumstances. Such concessions can arguably be interpreted as an effort by schools to be responsive to the needs of students. However, responding to the label of 'looked after' through ascription to the 'supported' subject position potentially confers unintended harms by restricting opportunities for academic achievement.	Lack of Academic Challenge	Agency	Challenge
"If we was a child that wasn't in care we'd be made to sit there and get on with our work or something, like if we wasn't having family problems if we were just in a mood. Then some children that are in care could go into school and just go 'I ain't doing this today', and then they'd just be left to the side because they think it's just family problems, but it might not be, it might just be them being a normal child." (Female participant, focus group)	Young people felt the dominant response to such knowledge and assumptions was pity and (sometimes false) sympathy. This informed their exceptional treatment, where they were routinely afforded numerous allowances, negating them being academically challenged, due to already being exposed to such complex and difficult life circumstances.	Children Looked After Label	Positive Regard	Challenge
"It's about the motivation. All you need is a good kick up the arse. And I think if somebody had given that to me when I was 16 or 17, I would have probably been like 'right, that's it I want to, I'm going to do something with my life.'" (Male participant, focus group)	They predominantly felt that the most constructive approach was for schools to draw Looked After Children and Young People into the prevailing discourse of academic success by encouraging them to participate in lessons or schooling, and push them academically.	Aspirational beliefs	Positive Regard	Support

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
<p>“It’s about the motivation. All you need is a good kick up the arse. And I think if somebody had given that to me when I was 16 or 17, I would have probably been like ‘right, that’s it I want to, I’m going to do something with my life.” (Male participant, focus group)</p>	<p>They predominantly felt that the most constructive approach was for schools to draw Looked After Children and Young People into the prevailing discourse of academic success by encouraging them to participate in lessons or schooling, and push them academically.</p>	<p>Promote Academic Engagement</p>	<p>Positive Regard</p>	<p>Support</p>
	<p>Whilst many thought it was important that schools offer additional support, they felt it should be developed in consultation with the individual, so that presumptions about their needs and experiences are not made.</p>	<p>Person-Centred Approach</p>	<p>Agency</p>	<p>Support</p>
	<p>Participants also indicated the need to offer universally available resources, such as a designated person or safe room, to all students in order to avoid the label of ‘looked after’ being interpreted as an indicator that an individual is of concern or problematic.</p>	<p>Othering</p>	<p>Inclusion</p>	<p>Challenge</p>
<p>Author Summary (<i>Not true first order construct</i>): ‘Participants also indicated the need to offer universally available resources...to all students in order to avoid the label of ‘looked after’ being interpreted as an indicator that an individual is of concern or problematic.’</p>	<p>Such sentiments resonate with the broader literature pertaining to the unintended harms of targeted interventions, where negative labels are assigned to participants (Evans, et al, 2015) alongside those that emphasise the need to involve young people in decisions about their care.</p>	<p>Person-Centred Approach</p>	<p>Agency</p>	<p>Support</p>
<p>“My sixth form leader, she basically told me that I had no chance of getting into university ... she made me feel quite rubbish sometimes. And I was just like no I want to go to university. So it was kind of like I don’t know, like that I will show her that I could get there.” (Nadine)</p>	<p>Amidst participants’ acute awareness of how their assignment of the ‘supported’ subject position restricted their opportunities for academic attainment, they also demonstrated how they challenged and resisted the label ascribed to them by teachers and other professionals.</p>	<p>Limited Beliefs</p>	<p>Positive regard</p>	<p>Challenge</p>
<p>“My sixth form leader, she basically told me that I had no chance of getting into university ... she made me feel quite rubbish sometimes. And I was just like no I want to go to university. So it was kind of like I don’t know, like that I will show her that I could get there.” (Nadine)</p>	<p>Amidst participants’ acute awareness of how their assignment of the ‘supported’ subject position restricted their opportunities for academic attainment, they also demonstrated how they challenged and resisted the label ascribed to them by teachers and other professionals.</p>	<p>Motivation</p>	<p>Agency</p>	<p>Support</p>

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
<p>“When I'd come home crying because my Teacher said I'm not going to be able to do it (my foster carer) used to say no you can, you can, she was just really supportive... I was part of the Looked-After Care council and we went to a conference thing and they were saying about students in care like not achieving and what they should and whatever, and saying that only 1% like go to university and whatever. And my foster carer... she was like, 'you're going to be that 1%'. And I don't know it kind of just put a little more belief in me and I just made me want to do it that little bit more.” (Nadine)</p>	<p>To resist the positioning of academic failure, individuals required the support and belief of other salient adults in their lives.</p>	<p>Aspirational Beliefs</p>	<p>Positive Regard</p>	<p>Support</p>
<p>“Without my foster carer I wouldn't be where I am today... her children went to university as well so was, she was all for it whereas I know other foster carers maybe who had not had the same experiences as my foster carer so it is definitely important.” (Nadine)</p>	<p>Despite evidence of young people's ability to circumvent the subject position of academic failure, it is important to acknowledge the social and cultural capital afforded to Nadine, whilst acknowledging that not all Looked After Children and Young People have the same foundational base of support, experience or knowledge.</p>	<p>Social Capital</p>	<p>Agency</p>	<p>Support</p>
<p>“I'd always wanted to go. Just when college and school messed up like the first time, I kind of just thought I'd wait until I was a mature student and figure out what I actually wanted to do. Like mainly because everyone always told me that I couldn't. So it was just a kind of think of I wanted to go just because I could.” (Megan)</p>	<p>Although Looked After Children and Young People can actively resist academic failure, it is more difficult to successfully negotiate the educational terrain without these networks of support, as illustrated by Megan's account '[Megan's quote – see first order construct]'. Like Nadine, Megan also resists the low expectations of 'everybody', replacing the attribution of 'couldn't' with the binary opposite of 'I could'. However, without a supportive framework, Megan's early educational account is one of conflict, educational failure and a representation of dominant self-fulfilling prophecies for Looked After Children and Young People.</p>	<p>Social Capital</p>	<p>Agency</p>	<p>Support</p>
	<p>Again this centralises the powerful influence of expectations and reinforces the argument raised earlier that when the label of 'looked-after' is interpreted as an indicator that an individual is educationally problematic, this creates barriers to their progression.</p>	<p>Limited Beliefs</p>	<p>Positive Regard</p>	<p>Challenge</p>

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
	Taken together these accounts evidence the agency of Looked After Children and Young People to challenge their positioning as 'failing' subjects, drawing on their 'looked after' experience and belief in their own abilities.	Motivation	Agency	Support
	In resonance with studies documenting hierarchical binaries within educational institutions, where the relational subject positions of 'successful' and 'failing' are routinely assigned to students, Looked After Children and Young People are routinely positioned outside dominant discourses of success.	Children Looked After Label	Positive Regard	Challenge
	In resonance with studies documenting hierarchical binaries within educational institutions, where the relational subject positions of 'successful' and 'failing' are routinely assigned to students, Looked After Children and Young People are routinely positioned outside dominant discourses of success.	Children Looked After Label	Inclusion	Challenge
	However, inculcation with the 'failing' subject position is a nuanced process often couched in an expression of concern and sympathy by teachers and broader institutional structures. Indeed it may be more accurately defined as the 'supported' subject position. Within this process, Looked After Children and Young People are already considered to have challenging and often chaotic life circumstances, and are excluded from encouragement to strive academically in order to mitigate against the risk of further stressful life events'.	Limited Beliefs	Positive Regard	Challenge

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
	<p>However, inculcation with the 'failing' subject position is a nuanced process often couched in an expression of concern and sympathy by teachers and broader institutional structures. Indeed it may be more accurately defined as the 'supported' subject position. Within this process, Looked After Children and Young People are already considered to have challenging and often chaotic life circumstances, and are excluded from encouragement to strive academically in order to mitigate against the risk of further stressful life events.</p>	Lack of Academic Challenge	Positive Regard	Challenge
	<p>Discussions pertaining to the supported subject position bring sharply into focus concerns around the unintended harms of targeted intervention with vulnerable or at risk individuals. The additional resources and exceptional treatment provided to Looked After Children and Young People were often considered to be stigmatising in their foregrounding of students difference from the rest of the school population, whilst occasionally diminishing young people's future expectations for themselves.</p>	Additional Educational Support	Inclusion	Challenge
	<p>The accounts of younger children were aspirational and, despite some references to the problematic nature of moving home and school changes, they documented their educational journeys as a largely positive experience. This sat in contrast with the reflections of young people, which highlighted more problematic educational trajectories. This difference has been attributed to the erosion of stability, as older children have often experienced disrupted learning opportunities because of multiple placement moves and the associated inadequate information transfer between agencies.</p>	Placement Instability	Security	Challenge
	<p>Looked After Children and Young People are note not simply passive recipients of their ascribed academic identities. Rather the paper centralised the agency of Looked After Children and Young People in relation to their active rejection of this attribution and their construction of new identities, which draw on successful subject positions.</p>	Motivation	Agency	Support

First Order Constructs	Second Order Constructs	Second Order Construct - Summary Term	Third Order Construct – Superordinate Theme	Support or Challenge
	The establishment of the successful academic subject was contingent on the support of carers or other significant adults in Looked After Children and Young People's educational trajectories	Significant Figure - Foster Carer	Relationship	Support
	barriers to educational achievement do not necessarily lay within the individual , and agentic subjects can challenge this marginalised positioning; but Looked After Children and Young People still required some form of support from their carers or personalised forms of tailored provision	Significant Figure - Foster Carer	Relationship	Support
	barriers to educational achievement do not necessarily lay within the individual , and agentic subjects can challenge this marginalised positioning; but Looked After Children and Young People still required some form of support from their carers or personalised forms of tailored provision	Person-Centred Approach	Agency	Support
	They critiqued the high visibility of review meetings within schools, which risks alienating young people who feel resistant to the label of 'Looked After'.	Statutory Processes	Inclusion	Challenge
	Review meetings... detrimentally impacting their attainment when they are taken out of lessons	Statutory Processes	Opportunity	Challenge
	It is imperative that both school professionals and carers are knowledgeable about how to best guide and support Looked After Children and Young People throughout their education, particularly at key junctures	Well Trained Staff	Relationship	Support
	Training for educators, careers services, social workers and designated teachers with responsibilities for looked-after children might be considered in relation to countering the propensity for low attainment and career expectations, whilst supporting the young person with the academic aspects of completing their education	Well Trained Staff	Relationship	Support

Appendix C

Mapping table created to support phase four of the meta-ethnography performed in Chapter One.

Second Order – Summary Term.	Paper				
	Mannay et al. (2017)	Sugden (2013)	Driscoll (2011)	Driscoll (2013)	Berridge et al. (2015)
Motivation	X		X	X	X
Person-Centred Approach	X	X		X	X
Statutory Processes	X		X	X	X
Placement Instability	X	X	X	X	X
Aspirational Beliefs	X	X		X	X
Significant Figure – Teacher	X	X		X	X
Significant Figure – Foster Carer	X		X	X	X
Trust		X	X	X	X
Pre-Care Experiences		X	X	X	X
Children Looked After Label	X		X		X
Autonomy		X		X	X
Mattering			X	X	X
Limited Beliefs	X		X		X
Significant Figure – Social Worker		X		X	X
Significant Figure - Family			X	X	X
Significant Figure – Peer	X	X		X	
Transition		X	X	X	
Social Capital	X	X			
Belonging		X			X
Entry to Care			X		X
Consistency			X		X
Instability			X		X
Stability		X	X		
Safety		X			X
Praise		X			X
Preferences	X	X			
Significant Figure – Personal Relationship				X	X
Well Trained Staff	X	X			
Criminal Record			X	X	
Non-Trained Staff					X
Additional Educational Support	X				X
Limited Financial means			X		
Travel					X
Social Club					X
Respect			X		

Second Order – Summary Term.	Paper				
	Mannay et al. (2017)	Sugden (2013)	Driscoll (2011)	Driscoll (2013)	Berridge et al. (2015)
Membership		X			
Inclusive Ethos		X			
Universal Services			X		
Friendship		X			
Othering	X				
Bullying					X
Play Opportunities		X			
Social Skills		X			
Impersonal Approach				X	
Understanding			X		
Uncaring					X
Unresponsive Support					X
Inconsistency				X	
Inconsistent Attendance					X
Promote Academic Engagement	X				
Self-Efficacy		X			
Self Esteem		X			
Low Self Esteem					X
Mental Health and Wellbeing					X
Lack of Academic Challenge	X				
Significant Figure – Informal Source				X	
Significant Figure – Pastoral Staff					X
Significant Figure – Designated Teacher			X		
Significant Figure – Personal Tutor					X
Significant Figure – CAMHS Worker					X
Significant Figure – Educational Psychologist		X			
Significant Figure – Teaching Assistant		X			
Services					X
Lack of Trust					X
Unreliable					X
Resources					X
Cultural Beliefs					X
Post-16 Education			X		
Negative Emotions					X
Challenging Behaviour					X

Appendix D

The following is a template of the documentation used as part of the recruitment and consent procedure for the empirical research in Chapter Three. All documentation was on headed paper including the Newcastle University Logo:

Dear [Insert Name of Foster Carer/Social Worker],

My name is David Palmer I am a Trainee Educational Psychologist working with [Name of Local Authority] Educational Psychology Service.

I am currently carrying out research into what young people within care view as supportive within the teacher-student relationship. The desired outcome of the research is to develop a model informed by a number of young people's views on what young people within care believe is supportive within the teacher student relationship.

I am contacting you to gain consent to approach [Insert Young Person's name] to see if he/she would be interested in taking part in this research. The research would involve:

- An initial meeting, approximately 10 minutes long, to discuss the research and provide [Insert Young Person's name] with a consent form. I will also explain to [Insert Young Person's name] he/she has the right to withdraw and what consent means within this research.
- A 45 minute to hour long interview. Within this we will discuss teachers [Insert Young Person's name] has a 'supportive' relationships with and clarifying the terms used to describe that teacher, how he/she believes he/she developed this relationship with the teacher, how he/she believes the teacher sought to develop this relationship with him/her, factors that supported the development of this relationship e.g. significant events, accessibility and classroom practise. This interview will be audio recorded to ensure accurate transcription. As part of the interview participants may also be asked to visually represent responses to some questions.
- Following the interview there will an opportunity to debrief. This will involve discussing [Insert Young Person's name]'s right to withdraw and ensuring he/she has not been distressed by our conversation.

Use of Data

The data collected would be used within my thesis but also may be shared within Local Authority Services or published – however [Insert Young Person's name] will be anonymous within this. This is unless information provided is a safeguarding concern in which case I will have to follow the safeguarding procedure for the Local Authority.

Privacy

Within the research [Insert Young Person's name] will be anonymous, there will be no mention of his/her name or school within the research write up.

Data Protection

All data gathered will be stored in accordance with data protection act. The audio recordings will be deleted after transcription to electronic format (word document) and visual artefacts produced in the interview will be photographed and stored digitally. Original visual artefacts will be disposed of securely following photographing. All data will be stored on an encrypted drive.

Right to Withdraw

You and [Insert Young Person's name] have the right to withdraw your consent at any time. This may include after the data collection has taken place. However, from August 2019 this data will have been collated and analysed and therefore will not be able to be removed.

Consent Form

I understand that this research involves [Insert Young Person's name] speaking with David Palmer, Trainee Educational Psychologist, in an initial meeting and in a further meeting that will be a 45 to hour long interview. This interview is about [Insert Young Person's name]'s experience of supportive relationships with teachers. The desired outcome of the research is to develop a model informed by a number of young people's views on what young people within care believe is supportive within the teacher student relationship.

I understand that as part of the research David needs to retain the information discussed in the interview. This will be done through an audio recording, that will be transcribed, and in visual artefacts produced. All information collected will be kept anonymous.

I consent/don't consent to the use of audio recording equipment to retain an accurate copy of our discussions during the interview (Please delete as appropriate).

I understand that the information [Insert Young Person's name] provides will form part of David's thesis and this may be shared within Local Authority Services or published – however [Insert Young Person's name] will be anonymous within this. This is unless information provided is a safeguarding concern in which case David will have to follow the safeguarding procedure for the Local Authority.

I understand that both I and [Insert Young Person's name] have the right to withdraw consent at any time up until August 2019.

Also to ensure that [Insert Young Person's name] is comfortable within the interview I would like you to make a judgement on [Insert Young Person's name]'s decision making skills. As part of the research I will be asking the young person to reflect on supportive relationships with teachers, however there may be a chance that this will lead a young person to reflect on other possibly negative relationships from previous life experiences.

Do you believe [Insert Young Person's name] has the ability to make safe decisions, in relation to whether he/she wishes to discuss (or not discuss) certain topics or raise awareness he/she is becoming distressed? YES/NO (Delete as appropriate)

If at any point you would like to contact me about the research, please do not hesitate to get in touch. My contact information is d.j.palmer1@ncl.ac.uk. If you have concerns you do not feel I can answer I have also provided you the contact information for my Supervisor (Dr Fiona Boyd). Her contact information is Fiona.boyd@ncl.ac.uk

I confirm that I would like [Insert Young Person's name] to take part in research exploring the views of young people within care of supportive relationships with teachers.

Name: _____

Signature: _____

Date: _____

Information Sheet for Young People

My name is David Palmer I am a Trainee Educational Psychologist working with [Name of Local Authority] Educational Psychology Service. I am currently carrying out research into what young people within care view as supportive within the teacher-student relationship. The desired outcome of the research is to develop a model informed by a number of young people's views on what young people within care believe is supportive within the teacher student relationship.

The research involves:

- An initial meeting, approximately 10 minutes long, to discuss the research and provide you with a consent form. I will also explain you have the right to withdraw and what consent means within this research.
- A 45 minute to hour long interview. Within this we will discuss teachers you have a 'supportive' relationships with and clarifying the terms you use to describe that teacher, how you believe the teacher sought to develop this relationship with you, factors that supported the development of this relationship e.g. significant events, accessibility and classroom practise. This interview will be audio recorded to ensure accurate transcription. As part of the interview you may also be asked to visually represent responses to some questions.
- Following the interview there will an opportunity to debrief. Debriefing is a term used to describe a stage following the interview in which the researcher will ensure participants are fully informed about the full aims of the research. As part of this you will have an opportunity to discuss with the researcher your experience of the interview, any thoughts that you may wish to add, clarify any issues around how the research will be used, and an opportunity to explain the value you, the participant, has added by presenting your views. There will also be discussion of your right to withdraw and the intention of the researcher to feedback the findings of the research, once concluded, at a later date. Also should you have become distressed by the content of the interview, which entails reflecting on relationships with teachers, I will seek to offer support to mediate this.

Use of Data

The data collected would be used within my thesis but also may be shared within Local Authority Services or published – however you will be anonymous within this. This is unless information provided is a safeguarding concern in which case I will have to follow the safeguarding procedure for the Local Authority.

Privacy

Within the research you will be anonymous, there will be no mention of your name or school within the research write up.

Data Protection

All data gathered will be stored in accordance with data protection act. The audio recordings will be deleted after transcription to electronic format (word document) and visual artefacts produced in the interview will be photographed and stored digitally. Original visual artefacts will be disposed of securely following photographing. All data will be stored on an encrypted drive.

Right to Withdraw

You and (insert parent and Social Worker's names) have the right to withdraw your consent at any time. This may include after the data collection has taken place. However, from August 2019 this data will have been collated and analysed and therefore will not be able to be removed.

Dear [Insert Young Person's name],

My name is David Palmer I am a Trainee Educational Psychologist working with [Name of Local Authority] Educational Psychology Service. I understand that [Insert Social Worker/Foster Carer's Name] may have spoken to you recently regarding your possible involvement in my research.

This research would involve you speaking with me about your relationships with teachers. I hope that the research will develop a model informed by a number of young people's views on what young people within care believe is supportive within the teacher student relationship. This information will form part of my thesis, but also may be shared within the local authority services such as the educational psychology service and educational support for Looked After Children service, it may also be published. However, within my research you will be anonymised to ensure your privacy.

I would like to meet you to discuss the possibility of your participation further. This would involve a 10-15 minute meeting. I have included within this letter an information sheet that describes the research. Our discussion can take place at a location and time that you prefer. Please be aware that for the purpose of privacy this location would ideally be at a location where there is a private room, such as a school.

If you are happy to meet me to discuss your potential involvement please indicate this location, time and date here:

Where it is not possible to meet at this time and date I will seek to rearrange this meeting to another time and date that suits you.

If you are happy to meet me to discuss this research I would be grateful if you could return this letter to [Insert Social Worker/Foster Carer's Name]. They will then contact me to let me know you have returned this information.

If at any point you would like to contact me about the research, please do not hesitate to get in touch. If you contact [Insert Social Worker/Foster Carer's Name] I will be able to arrange a way of discussing this with you either face to face or over the phone.

Looking forward to hearing from you and possibly working with you the near future,

Kind regards,

David Palmer (Trainee Educational Psychologist)

Consent Form

I understand that this involves speaking with David Palmer, Trainee Educational Psychologist, about my experience of supportive relationships with teachers. This will be a 45 minute to hour long interview. The desired outcome of the research is to develop a model informed by a number of young people's views on what young people within care believe is supportive within the teacher student relationship.

Our discussion can take place at a location and time that you prefer. Please be aware that for the purpose of privacy this location would ideally be at a location where there is a private room, such as a school. **Please indicate this location, time and date here:**

Where it is not possible to meet at this time and date I will seek to rearrange this meeting to another time and date that suits you.

I understand that as part of the research David needs to retain the information discussed. This will be done through an audio recording, that will be transcribed, and visual artefacts produced. All information collected will be kept anonymous.

I consent/don't consent to the use of audio recording equipment to retain an accurate copy of our discussions during the interview (Please delete as appropriate).

I understand that the information I provide will form part of his thesis and this may be shared within Local Authority Services or published – however I will be anonymous within this. This is unless information provided is a safeguarding concern in which case I will have to follow the safeguarding procedure for the Local Authority.

I understand that I have the right to withdraw my consent at any time up until August 2019.

I would/would not like a key adult present during our conversation (Please delete as appropriate).

If at any point you would like to contact me about the research, please do not hesitate to get in touch. If you contact _____ (social worker or an identified member of staff within school) I will arrange a way of discussing this with you either face to face or over the phone. Also If you have concerns you do not feel I can answer you may also contact my Research Supervisor, Dr Fiona Boyd, (Fiona.boyd@newcastle.ac.uk).

I confirm that I would like to take part in research exploring the views of young people within care of supportive relationships with teachers.

Name: _____

Signature: _____

Date: _____

Debriefing Form

Thank you for taking part in my research. I hope you have found it interesting. Your participation is extremely valuable to this research project. The aim of this research is to develop a model informed by a number of young people's views, on what young people within care believe is supportive within the teacher student relationship. The teacher-student relationship is important, as learning is a social act. It is from the teacher-student relationship that learning occurs. Your views have been sought for a number of reasons:

- Previous research has argued one of the main aspects of support is the received/perceived dimension. This suggests that support can be received but that not all support received will be perceived by the individual who is supported. For example a young person may be supported within the school setting by a personal education plan but they may not be aware that this exists and therefore do not perceive this as support.
- Further previous research has reported that perceived support is more positively associated with psychological adjustment, e.g. learning, wellbeing and the behaviour of an individual, than received support.
- I have chosen to focus on your views of supportive relationships in the current research as it is the factors that you and the other young people participating conceptualise as supportive that will have the greatest impact.
- In a systematic search of the literature I have been unable to find research where Children Looked After had been asked their perspective of how a supportive relationship with a teacher was developed or what the experience of this was for the young person. This means that you have contributed to a new area within research.
- There is a current movement within educational psychology to promote the empowerment of young people within the education system through the elicitation of pupils' views of their learning.
- The inclusion of young people within research is also supported by a child's right to be listened to and have their views taken into account in matters that concern them. This is enshrined within the United Nations Convention on the Rights of the Child.

If you would like hear about my findings I am happy to send you a letter explaining these with you once I've finished.

I would like to hear about the research findings (YES/NO)

Right To Withdraw

You and (insert parent and Social Worker's names) have the right to withdraw your consent at any time. This may include after the data collection has taken place. However, from August 2019 this data will have been collated and analysed and therefore will not be able to be removed.

If at any point you would like to contact me about the research, please do not hesitate to get in touch. If you contact _____ (social worker or an identified member of staff within school) I will be arrange a way of discussing this with you either face to face or over the phone. Also If you have concerns you do not feel I can answer you may also contact my Research Supervisor, Dr Fiona Boyd, (Fiona.boyd@newcastle.ac.uk).

Name: _____

Signature: _____

Date: _____

Appendix E

The transcripts of the narrative interviews from the four participants as part of the empirical research in Chapter Three have not been included. Instead details of the length of the interviews and word count of transcriptions have been provided within the table below to provide some idea of the breadth of data generated.

Participant	Length of Interview (Minutes: Seconds)	Word Count of Transcript
Sam	52:50	9397
Sarah	48:28	8556
Vicki	48:30	8274
Shaun	62:02	13246

Appendix F

The following is an example of the annotations made on the transcripts produced from the narrative interviews as part of the empirical research in Chapter Three.

Interviewer:	Okay and what was [Teacher's name] honest with you about? Can you remember a time when that happened?	
Young Person:	Errmm. I don't know if this is honesty but like I had... There was something quite bad going on in school and then she was there and she... errmm... do I have to explain it?	 David Palmer (PGR) 'Do I have to explain it' – Pain?
Interviewer:	No. It's okay. She was there.	
Young Person:	Yeah. She was there. Ummmm. She was there through all the exams as well. Like [Young Person's name] maybe you should try and go in but I'm not going to force you. Like she's being honest like I do think you should go in but she never forced us to go in.	 David Palmer (PGR) 'Like she's being honest' – Teacher is giving an opinion > 'Never forced us to go in'. However, didn't force opinion onto young person... Relates to power?
Interviewer:	So was exams a particularly challenging time for you?	
Young Person:	Yeah.	 David Palmer (PGR) 'She was always there' Vs 'Go away, go away now'. Contrast – What in their relationship allowed this teacher to 'be there'?
Interviewer:	Can you tell us a little bit about why that was so challenging for you?	
Young Person:	Sometimes I could like hardly go in the room. 'Cos I get so like panicky and like I have panic attacks and then she was always there. She was like one of the only Teachers which I wouldn't mind being there. Every other teacher just like go away. Go away now. But with her she was like nice about it.	 David Palmer (PGR) 'I get so like panicky and have panic attacks' – Strength of emotional response. Exams a challenge or stressful situation.
Interviewer:	So you were having these panic attacks, kind of before exams, and when you were going into exams?	
Young Person:	Yeah.	
Interviewer:	And she was there. And what did she do when she was there? Did she come speak to you or was it just her being there?	 David Palmer (PGR) 'She would come and spoke to us' – How to 'be there' that is supportive.
Young Person:	She would come and spoke to us. She'd say what's wrong with you today and I'd say I just can't go in and then every time I said I can't go in I can't go in she was like you can go in and you will go in I know you will go in. And I always ended up going in.	 David Palmer (PGR) A sense of belief – positive expectation and construction.
Interviewer:	So you had some success there? What do you think that says about you? That you were able to go in and kind of manage with that panic attack. Do you think that says anything about you? A good quality about you?	
Young Person:	I don't know.	
Interviewer:	What would you say that says about [Teacher's name] then? The fact that she was... because she'd taken that time to kind of be there for you... or be there in general. What do you think that says about her?	
Young Person:	She's a very caring person. She wants like... She has like every students best interest at heart and she showed that lot about me.	 David Palmer (PGR) 'She's a very caring person' – Being there communicates 'caring'. When refining themes 'being there' as an overarching theme to caring?
Interviewer:	So she showed that in the exam times by kind of being there and then I guess. I don't want to use words you wouldn't use but encouraging you to go in? Or reassuring you? What was she doing?	 David Palmer (PGR) Explaining how to be there – 'listen' and 'negotiate'. When refining themes consider placement of these initial themes.
Young Person:	Errmm at first she's listen to why I wouldn't want to go in and then she'd kind of like negotiate. She go like well why don't you try this amount of questions and she how that goes and then if you're able to stay in then like good. Because a lot of the teachers didn't even think I'd go into any of the exams because I was... I didn't go into like hardly any for the mock exams. So the Teachers didn't think I'd go in. But I went into every single one.	 David Palmer (PGR) Belief of negative expectation and construction by other teachers. A sense of victory – 'but I went into every single one'
Interviewer:	Congratulations. That's huge. Well done.	
Young Person:	Thanks.	

Appendix G

This section illustrates how initial codes were developed as part of the within case latent inductive thematic analysis in the empirical research in Chapter Three. The example included relates to Vicki although the same process was used for each individual. The colour and page number is consistent to references within the findings and discussion section.

Initial Code	Example	Colour/Page Number
<p>'Help us through the rollercoaster'</p>	<ul style="list-style-type: none"> • 'Well he... Whenever I like want to use time out he'll like talk to us. Like what's happening and everything, he would help us like sort stuff out and everything.' 	Page 1
	<ul style="list-style-type: none"> • Q) 'So why is it you're taking timeout in class?' R) 'It's like some people are like annoying us and then its like he would help us through it and everything.' 	Page 1
	<ul style="list-style-type: none"> • Q) 'So why is it you're taking timeout in class?' R) 'It's like some people are like annoying us and then its like he would help us through it and everything.' ... Q) 'Okay, and he sorts it out. What's he doing when he sorts it out?' R) 'Like he talks to us and everything and tells other people off for annoying us and everything.' 	Page 1
	<ul style="list-style-type: none"> • Q) 'Okay. What's he talking to you about?' R) 'Emm like what's happening in class. Like what's getting you so upset that you want to use your timeout.' 	Page 1
	<ul style="list-style-type: none"> • '[Name of teacher 2], he like... He helps us like most of the time. He wouldn't just send us out without like asking if I wanted a break or nothing. Yeah,' 	Page 1
	<ul style="list-style-type: none"> • Q) 'So what causes difficulties with some other teachers for you.' R) 'I just argue with some.' 	Page 4
	<ul style="list-style-type: none"> • 'They send us out for like nowt. Well I have done something but it's like a bit pathetic that they send us out for nothing.' 	Page 4
	<ul style="list-style-type: none"> • Q) 'So when you say nothing, is that because you've broken one of the school rules, but it's one of the little ones?' ... '...how would you like a teacher to work with you there?' R) 'Let me use my time out' 	Page 4
	<ul style="list-style-type: none"> • Q) 'Is it important to you kind of having that time out?' R) 'Yeah.' ... 'So I don't like kick off and everything.' 	Page 5
	<ul style="list-style-type: none"> • Q) 'So can you tell me about a time where you kicked off in class?' R) 'I got called a name and I... I just emm, I was shouting F off and everything and calling everyone a name.' ... 'She sent us out straight away. [Name of Sanction Code].' 	Page 5
	<ul style="list-style-type: none"> • Q) 'Sent you out, okay. And that wasn't something you wanted?' R) 'Well no. I knew that I would get it because I was getting annoyed and everything, and shouting and everything.' 	Page 5
	<ul style="list-style-type: none"> • Q) 'Okay, but then you got your time out?' R) 'Yeah' Q) 'And that helped you' R) 'Yeah' 	Page 5
	<ul style="list-style-type: none"> • Q) 'So sometimes then can a teacher help you by kind of saying to you, you need time out?' R) 'Yeah' 	Page 5
	<ul style="list-style-type: none"> • Q) 'What does that say about you? You know, kind of erm... that you are able to follow that ('Staying strong' 'when peers annoying') and you are successful in blocking it out?' ... 'That I can control my anger. Sometimes.' 	Page 8
	<ul style="list-style-type: none"> • Q) 'How does the anger get in the way sometimes in class? In kind of the ways you've said I guess?' R) 'Yeah. I just flip out straight away' 	Page 9
	<ul style="list-style-type: none"> • Q) 'Okay, so what are some of the things that teachers do that make you feel that (less of the 'flip out')?' R) 'Not letting me use my timeout. Not letting us go to the toilet. Not letting us ermm get a drink. Just annoys us.' ... 'Because every person needs the toilet and needs a drink and needs to use their timeout so I don't see why they can't let you. Stupid rules.' 	Page 9 / 10

Initial Code	Example	Colour/Page Number
	<ul style="list-style-type: none"> • Q) ‘...So we’ve mentioned kind of, sometimes you flipping out and you know... Is there times when you flip out less in class?’ R) ‘Yeah, when it’s pathetic things, yeah. Like silly little things.’ ... ‘Like calling each other names.’ ... ‘Sometimes we joke around about something and they take it too far. They don’t know when they take it too far, but yeah...’ • Q) ‘so sometimes people take it too far and is that the point where you start to flip out? The flipping out.’ ... ‘And at that point ... a teacher is helpful to you because they... kind of say oh you need timeout’ R) ‘Yeah.’ • Q) ‘Can you tell us about a teacher who helps you overcome those challenges? Is there a teacher who does that?’ R) ‘Ermm [Name of teacher 3] sometimes does that, like she said we’ll just try work together for a bit and everything.’ ... ‘we would just sit in her office.’ • Q) ‘So you didn’t have a [Name of teacher 3] and you had a bad day and you wanted to come out of class but couldn’t what do you think would happen?’ R) ‘Kick off’ • Q) ‘So sometimes you’ll go sit with [Name of teacher 3] in her office and what does that allow you to do by sitting in that room with her?’ R) ‘I could talk to her, anything I wanted, stuff that I want to talk about.’ • ‘[Name of Foster Carer] helps me with my behaviour.’ ... ‘Like she says like this is the step that you need to go and go forward instead of going backwards.’ • Q) ‘Wow, so you mentioned going forwards there and when you talk about going forwards that makes me think of kind of a bit of a journey’ ... ‘Like one step at a time thing’ ... ‘Okay so you kind of one step at a time, so does that mean the way teachers help you changes? I guess as you go along that journey.’ R) ‘Yeah, they help us through the rollercoaster’ • Q) ‘Rollercoaster! That’s a really good kind of analogy, I guess, kind of [hand signs up and down on track] or how you talk about... how do you mean a rollercoaster?’ R) ‘The ups is when people are annoying us. The downs is people helping us.’ Q) ‘Oh right okay, so ups is you getting up when people annoy you, is that right?’ r) ‘Yeah’ Q) ‘And downs is what did you say sorry.’ R) ‘People helping us’ Q) ‘Okay, so that’s calm?’ R) ‘Yeah’ • Q) ‘Okay and does that happen a lot? How big a rollercoaster are you on everyday do you think? Does that make sense?’ R) ‘Yeah, quite a lot.’ Q) ‘So you go from up to down, up to down?’ R) ‘Well it’s like straight for a bit and then it goes up just a tiny bit and then straight down again.’ • Q) ‘Okay, so if I saw you coming into my class how would I know you were on kind of this up? Right, how would you look like? What would I see?’ R) ‘That [eye roll]’ Q) ‘You’re rolling your eyes. Okay and just not... and i? So what does a teacher need to do?’ R) ‘Oh [Name of young Person] do you want to take time out?’ • Q) ‘Okay so they need to look at you, see that eye roll? Because you’re communicating to them really?’ R) ‘Yeah’ Q) ‘You don’t want to say really? I don’t know do you want to say?’ R) ‘[Shake head no]’ • Q) ‘Okay, erm... are there certain teachers who are better at noticing things about you?’ R) ‘[Name of teacher One] because I’ve been with him for like a year.’ 	<p>Page 11</p> <p>Page 11</p> <p>Page 15/16</p> <p>Page 16</p> <p>Page 16</p> <p>Page 17</p> <p>Page 17</p> <p>Page 17</p> <p>Page 17</p> <p>Page 17 / 18</p> <p>Page 18</p> <p>Page 18</p> <p>Page 18</p>
<p>‘Knows a bit about my past’</p>	<ul style="list-style-type: none"> • ‘She, She knows a bit about my past so she helps us with that and everything. So it’s quite nice to talk to someone about it.’ • Q) ‘So I guess you know, your past isn’t something you want to talk to a lot of people about? I don’t know....’ R) ‘No.’ • Q) ‘Okay, so why is it you can talk to [Name of teacher 3]? What is it about [Name of teacher 1]’ R) ‘She just, there’s something about her that she’s really, really nice and everything.’ ... ‘And she’s one of the [role in school] persons. So like, yeah.’ • Q) ‘But what does she do to be really, really nice? Is it just a way she is?’ R) ‘She can have a laugh with you and everything.’ 	<p>Page 1</p> <p>Page 1</p> <p>Page 1</p> <p>Page 1 / 2</p>

Initial Code	Example	Colour/Page Number
	<ul style="list-style-type: none"> • ‘Well sometimes if... I’ve talked to her out of lesson, I’ve like gone and talked to her and everything.’ ... ‘I’ve talked to her at break times sometimes.’ • Q) ‘When you go talk to her at break time do you go find her? Do you arrange that?’ R) ‘I just meet her. If I walk past her I just talk to her for a bit.’ • Q) ‘So she makes time out of lesson for you and you can talk about stuff from your past with her. Ermm why is it that you can do that with [Name of teacher 3] but not maybe some other teachers? You said she was really nice but how did... I guess you didn’t know [Name of teacher 3] kind of...’ ... ‘a few years ago so how did that start to happen? How was it that [Name of teacher 3] became that person for you?’ R) ‘She helped my [relative] and I was like oh if she’s helped my [relative] she can maybes help me.’ • Q) ‘Okay, what did that make her then?’ R) ‘Easier to talk to’ • Q) ‘Why is it that they’re listening to you?’ R) ‘So they can understand how I’m feeling.’ • Q) ‘Why is it those teachers are better at understanding, do you think?’ R) ‘I think some of the teachers know about my past. So it’s quite good that they know. Some teachers do.’ ... ‘Because when I get annoyed that’s some of the reason why I do. I just burst out in tears and then kick off and everything.’ • Q) ‘So teachers need to know about your past. How would you like teachers to find out about your past? Do you want all teachers to know? Is it just some teachers that it’s important?’ R) ‘Well not like everything that happened. Just the... Just a little bit.’ • ‘Someone knowing about your past and how would you like them to find out? Would you like it to be from you having a conversation? Is it through someone else...’ R) ‘The Head teacher’ Q) ‘So someone else telling them?’ R) ‘Yeah. Like my Social Worker. We have like a meeting and everything.’ Q) ‘Is it important to you that teachers know [Name of Social Worker]? So you don’t always have to explain things?’ R) ‘Yeah’ • Q) ‘You mentioned sometimes you kind of see a teacher in the hallway and you’d ask to talk. What’s happening on those days when you see a teacher? Why is it that you then stop and say I need a chat, why is that?’ • ‘Were there any teachers who did anything helpful kind of around when you were moving here?’ R) ‘[Name of teacher 10].’ ... ‘She ermmm she knows about my past. She would help us, sort of it’ll be alright just try and calm down it’s alright. Yeah.’ • Q) ‘And they need to know about your past but they can’t share that because that’s between the two of you.’ R) ‘Yeah!’ ... • Q) ‘Emm is there something else you think a teacher need to be to help you? A quality, kind of a way of being? Or if you were to dream about your ideal teacher you dream about all these things is there something else they might be.’ R) ‘Trustworthy’ ... ‘Like keeping my secrets.’ 	<p>Page 2</p> <p>Page 2</p> <p>Page 2 / 3</p> <p>Page 3</p> <p>Page 6</p> <p>Page 6</p> <p>Page 6</p> <p>Page 6 / 7</p> <p>Page 11</p> <p>Page 20</p> <p>Page 21</p> <p>Page 22</p>
‘Helps everyone out’	<ul style="list-style-type: none"> • ‘She would help everyone out’ • ‘She would help everyone out. Like she’ll not just go to this one person and not let anyone... just like help everyone.’ • Q) ‘Is it important to you kind of, looking as if, emmm... I guess is it that you don’t want other young people kind of just seeing you get attention?’ R) ‘Yeah!’ ... ‘Because it’s not just me in that school, it’s not just about me.’ 	<p>Page 2</p> <p>Page 2</p> <p>Page 2</p>
(Make me feel) ‘respected’	<ul style="list-style-type: none"> • Q) ‘What does she do to be really, really nice? Is it just a way she is?’ R) ‘She can have a laugh with you and everything.’ • ‘He just like helps us out as well. He can make us laugh and everything else. I like a teacher who can make us laugh’ 	<p>Page 1</p> <p>Page 3</p> <p>Page 3</p>

Initial Code	Example	Colour/Page Number
	<ul style="list-style-type: none"> • Q) 'If I'm a teacher and I'm in a lesson and I'm making you laugh, how is that different for you? How does that feel for you?' R) 'I feel like respected.' ... 'Like you actually like me, not just from... because you have to.' • Q) 'How would I show I respected you? I'd joke on and...' R) 'Actually listen to us.' • Q) 'If I'm listening to you, how do I show I'm actually listening to you?' R) 'Like actually answer my questions. Like say if I asked you like something personal then you are like yeah, yeah. I get what you mean. Stuff like that.' • Q) 'Can you kind of tell me a bit what you mean by personal. How do you mean?' R) 'Just like a normal conversation' 	<p>Page 3</p> <p>Page 3</p> <p>Page 3</p>
'Advising'	<ul style="list-style-type: none"> • 'I want to be a rugby player but I kind of like want to work with animals. So I don't know which one. I'd like to be a rugby player mainly though.' • Q) 'Do they do anything to help you to get towards that?' R) 'Yeah, they would say just keep on practising I'm sure you'll get there one day.' • Q) 'So, kind of practising, and what are they doing there? They're... Oh, what's the word?' R) 'Advising' • Q) 'They advise you do they. Okay. So, they're advising you and how does that make you feel when they're advising you' R) 'Happy' ... 'Because someone actually helps us with my future so...' • Q) 'How did they know you wanted to be a rugby player?' R) 'Told them' ... 'because everyone was like talking about what they wanted to be and then it came to me so...' • Q) 'I get the sense you quite like [Name of teacher 1], do you?' R) 'Yeah. 'Cos he advises me to, like... stay strong, in a way' ... 'Like when people are like annoying us and everything and just block it out and everything.' 	<p>Page 7</p> <p>Page 7</p> <p>Page 8</p> <p>Page 8</p> <p>Page 8</p> <p>Page 8</p>
'Being seen in a positive way'	<ul style="list-style-type: none"> • Q) 'Is there anything you've sort of done really well in this year?' R) 'PE' ... 'I would do everything. I would help other people and everything. If they were struggling like help them out. A good sportsman I think.' • Q) 'Do you think the teacher noticed you doing that?' R) 'Yeah 'cos I got a couple of postcard from it. Postcards are really good.' • Q) 'What are postcards?' R) 'Say I did like really really well in like maths. I would get a postcard. And then say like I completed all the work I would get a postcard. I've got quite a few postcards.' • 'Yeah. I've got quite a few of them. And then there's the bad behaviour ones. So I've got quite a few of them.' • Q) Okay, lets focus on the merits and the kind of postcards first? You seem to quite like getting those? R) 'Yeah' • Q) 'So do all teachers give you those?' R) 'Emmm most of them do. I've got like one of each. I've got like eight, nine off [Name of teacher 1].' ... 'And like five off [Name of teacher 2] and some other ones.' • Q) 'So [Name of teacher 2] and [Name of teacher 1]. Now I can't help notice those are two names you've said already as teachers you find really helpful and when you said [Name of teacher 1]'s name you were kind of smiling there, right? And I guess that means you feel quite good about him as a teacher?' R) 'Yeah' • Q) 'Can you think of a time [Name of teacher 1] gave you a merit?' R) 'Emmm if I helped someone else out like I would hand the books out or for like helping out the teacher.' • Q) 'And that makes you kind of feel positive about yourself?' R) 'Yeah.' Q) 'Why does that make you feel positive about yourself?' R) 'That I'm helping other people. I can be generous sometimes.' 	<p>Page 12</p> <p>Page 12/13</p>

Initial Code	Example	Colour/Page Number
	<ul style="list-style-type: none"> • Q) Is that being generous is that something important to you that people see? R) 'Yeah because you see... I never got generosity when I was living in [name of town]. No one would be nice to us but then I've grown to like be like this.' • Q) 'And you want people to see that in you, right?' R) 'Yeah! That I'm not just a [surname]'s tramp and everything else. I'm actually a nice girl.' • Q) 'So ermm... kind of that generosity and people seeing that in you and the way that people show you that is through giving you these kind of merits but what teachers kind of doing is saying I notice that about you?' R) 'Yeah' Q) 'Yeah? And what it happens to be for you is when they notice you're generous, right? And you're nice. You're a nice girl.' R) ' Yeah!' • Q) 'Is that what helps you in lessons as well? Kind of being seen in a positive way.' R) 'Yeah' • Q) 'And praising or rewarding you? What word would you use for kind of the merits? What would you say that is?' R) 'Rewarding' 	<p>Page 13</p> <p>Page 13</p> <p>Page 13</p> <p>Page 13</p> <p>Page 18 / 19</p>
'Communicate'	<ul style="list-style-type: none"> • Q) 'You being really funny and if I find you really funny what am I... what are we able to do?' R) 'Communicate' • Q) 'Better for you, okay, and what way is that?' R) 'Like it shows us that people are actually here for us. So yeah...' ... 'Like it shows that I can like go back to them if I need any more help.' • Okay, is it important to you to know that you can go back to people? R) 'Yeah' • Q) 'How did it come about that that person was [Name of teacher 3]? You know was that, we're you told [Name of teacher 3] is your key person? Or did you choose...' R) 'I chose her.' ... 'You could choose like the main people, like, she's one of the main persons. So the people in pastoral. So I chose [Name of teacher 3].' • 'So were you hoping for [Name of teacher 3] to be a certain kind of way?' ... 'I just want her to be herself' Q) 'Be herself. Okay herself, how is herself? What is it about herself?' R) 'Helpful, funny, respectful, kind and everything.' ... 'Like listening to us.' 	<p>Page 14</p> <p>Page 14</p> <p>Page 14</p> <p>Page 14</p> <p>Page 14</p>
'Like a mam'	<ul style="list-style-type: none"> • I'm going to ask a bit of a funny question now and... because you seemed to really like that idea of a rollercoaster that's why I'm asking it. So you mentioned to me showing respect, communicating, ermmm advising you, noticing kind of your good qualities...' ... 'Who does that normally because I know we're saying teachers but is there someone else in a role who does that.' R) 'Ummm [Name of Foster Carer].' • Q) 'So your Foster Carer and [Name of Foster Carer] what role does she take?' R) 'She helps us calm down.' ... 'She's like my mam.' • Q) 'Like a mam. And I guess then are you saying to me teachers could be a bit like a mam? Would that be a good teacher?' R) 'Yeah, someone you can talk to, someone you can trust.' • Q) 'Trust, okay. That's the first time you've mentioned kind of trust and I guess I'm wondering why you mentioned trust there?' R) 'Like I would want them to keep my information that I've just told them secret like...' Q) 'Because what would happen if they didn't?' R) 'I would never talk to them again and I'd just get even more angry.' • Q) So is it important to get to have that trust before you're able to talk to them or is it by talking you're able to build that trust? R) 'Yeah, by talking to them.' • Q) 'And if we're talking about building it's almost a brick at a time...' ... 'You had these conversations and you build. So is it important to you to have teachers for a long time so you can build that trust with them?' R) 'Yeah.' 	<p>Page 19</p> <p>Page 19</p> <p>Page 19</p> <p>Page 19</p> <p>Page 19</p> <p>Page 19</p>

Appendix H

This section has been included to illustrate the refining of themes to create overarching themes and sub-themes as part of the within case latent inductive thematic analysis in the empirical research in Chapter Three. This produced as an overview of codes and corresponding quotes for all participants.

Young Person	Initial Code	Definition	Example
Sam	Allow me to 'Redeem myself'	Sam discussed how at times teachers could 'give [him] wrong' for his behaviour. He discussed how 'most of the time' this is because he has 'done something' in the lesson. However, he also believed that at times teachers could 'shout', which is something that was 'annoying', or give the highest behavioural sanction ('B3') without providing a warning ('B1') first because they were in a 'bad mood'. He also reported that it was helpful if teachers 'forget' incidents after they occurred as this allowed him the chance 'to redeem' himself and 'gain their respect back' the following lesson by getting work done 'straight away'. It was more challenging if this did not occur.	<ul style="list-style-type: none"> • Q) 'Yeah. And you want to do what now?' R) 'Redeem myself' (Page 9) • Q) 'Is there anything that's really unhelpful that teachers do?' R) 'If like I'm in a bad mood and they just keep going on at me.' ... 'Like giving me consequences, but like it was like fine if it was just a B1 but instead they just give you a B3 straight away.' (Page 8) • Q) 'Does anything have to happen before that lesson to make you and that teacher's relationship okay again?' R) 'Most of them just forget it.' (Page 9) • Q) 'How would you make up with someone?' R) 'Just sit down and do all my work like straight away.' (Page 9) • Q) 'How does a teacher let you know that they've noticed you're redeeming yourself?' R) 'Give me an achievement point or just telling you.' (Page 9) • Q) 'What value is it about you that makes you want to redeem things with people?' R) 'Regretting misbehaving.' ... '... Like gaining their respect back for yourself.'
Sam	'Fair'	It was helpful to Sam if teachers were 'fair'. What this meant to them was that teachers were 'understanding', of his behaviour and needs, and didn't 'blame' him. Sam perceived that teachers would at times 'have a go' to 'wind [him] up' so that they could remove him from the class. Teachers could communicate being 'fair' by allowing Sam a 'chance' to use strategies to 'let [him] calm down' and by not using 'a bad voice' or 'having a go'.	<ul style="list-style-type: none"> • 'Like if some teachers give me wrong then I just get blamed for thing that wasn't actually me who did it.' (Page 2) • 'If like, they're just understanding of me needing more help' (Page 2) • 'Like they just let you calm down and they help you with the work, if you need help.' (Page 2) • Q) 'So she's been unfair to you there and how's she talking to you? What's she talking to you like do you think?' R) 'Like bad voice' ... 'The way she's talking' (Page 6) • Q) 'How do I show you I'm being fair' R) 'Like give us a chance to get on with my work' (Page 10) • Q) 'What are teachers hoping for when they have a go at you? What do you think?' R) 'To wind you up.' (Page 19)

Young Person	Initial Code	Definition	Example
Sam	'Make[s] it easier'	Sam had discussed how teachers could 'make it easier' for him in class by 'telling [him]' what the work was individually as he could find it difficult to 'remember... all the stuff at once'. Also he felt it was important to 'have a break' rather than expected to write for extended periods as this could make him feel 'tired'. This in turn allowed Sam to regulate his behaviour.	<ul style="list-style-type: none"> • '...he makes it easier' (Page 3). • Q) 'What's he making easier, sorry?' R) 'Work' ... 'Like trying to remember, think, of all the stuff at once' (Page 3) • 'They'll come tell us, like, what the work is. Like to myself.' (Page 3) • Q) 'So I guess you know, you're kind of saying, sometimes I struggle, like if I'm struggling and I talk to my friends or I just start shouting and kind of being distracted maybe?' R) 'Umhmm' (Page 4) • 'It's just harder. To keep writing and writing.' (Page 25) • 'Like ... have a break and read for a minute or something.' (Page 25)
Sam	'Advice'	It was helpful for Sam to receive 'advice' from a teacher around how to support his behaviour to manage his relationships with teachers he had a more challenging relationship with and this allowed him 'to do better' and he perceived this as allowing him to get fewer behavioural sanctions in school.	<ul style="list-style-type: none"> • 'Cos she helps you fix the stuff when you do wrong' (Page 1) • 'Like if you do something wrong she'll teach you how to do better.' (Page 1) • 'He just sort of gave us advice about what to do?' ... 'So if there was teacher that didn't really like us just to go in and get on, like do the work and just not talk. And if they were trying to wind us up. Just ignore it and say okay and...' (Page 16) • 'Yeah. I started getting less events.' (Page 16)
Sam	'Be nice to each other'	Sam believed it was important in a supportive relationship with a teacher if they could 'be nice to each other'. This suggests that being nice is reciprocal. To do this he believed teachers should communicate by 'talking' rather than 'shouting', '[have] a laugh' and 'just [say] hello'. He perceived this as the teacher being 'happy' and this could 'keep the whole class in a good mood'. This was important to Sam as it meant he felt 'more comfortable' and then wouldn't be 'stressed'. This would allow him to 'do the work' and 'concentrate' more.	<ul style="list-style-type: none"> • 'Like just be nice to each other.' (Page 11) • 'He's nice.' ... 'Just he has a laugh with you and all that...' (Page 11) • Q) 'How am I being nice to you?' R) 'Just talking to us' ... 'Not shouting at us or nothing.' (Page 11/12) • Q) '...if I'm making jokes I'm having a laugh with you, right?' ... 'What are we in our relationship?' R) 'Mates' • Q) 'So is it important to you that a teacher likes you then?' R) 'Yeah.' (Page 16) • Q) 'How does that help you then?' R) 'Feels more comfortable to do work and...' ... 'I won't be stressed.' (Page 16) • Q) 'And when you're less comfortable you're...?' R) 'Just struggling to do the work.' ... 'Just don't concentrate as much' (Page 16) • 'Like I'm thinking if he doesn't like us then there just no point in doing work.' (Page 17) • 'She's just nice. She just says hello and that' (Page 23) • So [First name of Group Leader] comes to tell these teachers right? ... I come across as a mate and that's really what you guys need to do what would he be telling them?' R) 'For them to be happy not sad.' ... 'Keeps the whole class in a good mood.' (Page 23/24)

Young Person	Initial Code	Definition	Example
Sam	'Praise'	Sam found that 'praise', which was delivered through 'achievement marks' or verbally could communicate that the teacher was 'happy' with either his work or behaviour. This experience promoted Sam's 'confidence' in his ability to 'be good' that extended beyond the lesson to further lessons throughout that day.	<ul style="list-style-type: none"> Q) '...Would you say that's praise or is that something different' R) 'Yeah' (Page 9) 'Is there anything you've done this year which you were particularly proud of?...' R) 'Getting achievement marks' (Page 4) 'How does it make you feel when they give you an achievement reward?' R) 'Good' ... 'It's like different from getting wrong. Like because if you get wrong of that same teacher then it's like... it makes you feel that they're happy that you're not misbehaving again.' (Page 5) Q) '...So what are they doing if they're giving you these achievement rewards? They're giving you... what would you say? R) 'Confidence. To be good in my next lessons.' Q) 'Okay, and what do you get out of behaving more?' R) 'Achievement points... which makes us feel good about the day and that.' 'They just tell you you're good, your works good, or you're acting... behaving better.' (Page 9)
Sam	'[Mutual] Respect'	Sam made a number of links to 'respect'. He discussed a number of ways a teacher could show respect; such as allowing him to 'redeem' himself, making requests 'calmly' and '[treating] us the same as everyone else'. He also emphasised how this respect would be mutual and he would 'respect a teacher who respects [him]'. This respect could result in him '[doing] work' and not '[messing] on'.	<ul style="list-style-type: none"> 'So I'll respect a teacher if a teacher respects me.' (Page 12) Q) 'So it's not just them being nice to you?' R) 'Like they ask you to do something, like calmly, and you respect that. And then you do work and like don't mess on in lesson.' (Page 12) 'How do I show you I'm respecting you?' R) 'Like not shouting at us. Like treat us the same as everyone else.' (Page 13) Q) 'So is a good value respect?' R) 'Yeah.' (Page 18)
Sarah	(Be) 'honest if I ask [your] opinion'	Sarah believed it was important for teachers to be 'honest if [she] asked their opinion on something'. As Sarah could then rely on this teacher to 'tell [them] how they could be' especially when she was challenged by a situation so she could '[go] about it in the right way'. Sarah did not want a teacher to tell her she was doing '[good] when you're doing bad'. She found this had allowed her to have success in supporting her when she 'dropped' a subject.	<ul style="list-style-type: none"> 'She was honest if I asked her opinion on something' (Page 1) 'How do you think I'm good? Like the situation, do you think I'm going about it in the right way? And if I wasn't she'd tell us and how I could be' (Page 2) 'I'd hate it if like she was to tell me something and then try and be honest with me but like... she was going to speak to another teacher like... [Young Person's name] is doing this good but I'm like, I'm not all that sure it is good.' (Page 2) 'You're doing well when you're doing well and not... you're doing [good] when you're doing bad' (Page 2) 'Like she's being honest like I do think you should go in but she never forced us to go in' (Page 3) 'Non-judgemental but also honest at the same time' (Page 8)

Young Person	Initial Code	Definition	Example
Sarah	'Make time'	<p>Sarah found it helpful if teachers 'made time' for her even when 'extremely busy'. This communicated she was 'worthy' of the teacher's time rather than the teacher didn't 'want to speak' to her. This went beyond just face-to-face interactions to the continued email contact Sarah had maintained with a certain teacher after leaving the school. It was important a teacher was able to 'make time' as Sarah believed that sometimes she may 'need to speak to someone now' because of a problem. Although she appeared to accept that she may have to 'wait' at times when a teacher 'had a student in the room'. It appeared detrimental to Sarah's relationship with a teacher if they were unable to 'make time' as she believed a teacher could then 'get stuffed'.</p>	<ul style="list-style-type: none"> • 'She always made time for us.' (Page 1) • 'She always emails back' Q) 'So how does that make you feel then?' R) 'Good. 'Cos she doesn't have to do that but she does that.' (Page 8) • 'She could be extremely busy... like doing a lot of paperwork but she'd always like, yes [name of young person] come in and speak to us like what's up with you today?' (Page 8) • Q) 'How does that make you feel then?' R) 'Worthy' (Page 9) • 'Because some teachers could be like [Name of young person] I'm really busy right now can you come back later but then my problem could be like nah, no I need to speak to someone now and then I'd be like well she doesn't want to speak to me so she can get stuffed and... you know what I mean?' (Page 9)
Sarah	(Be) 'Caring'	<p>Sarah discussed how it can be helpful if a teacher is 'caring' although 'they don't really have to be'. Sarah believed that it was preferable if teachers were 'caring' as 'if they show that then [Sarah would] show them that'. Sarah discussed a number of ways that a teacher had been 'caring' towards her, and others, including running a 'lunch club' so 'students had a place to go at lunchtime if they didn't like to be out in crowds or out on the yard'. She believed this was caring as it meant that the teacher had to 'have their dinner with us'. Also, the continued contact, through emails, a teacher had maintained following the exam period showed the teacher 'still cares' about her.</p>	<ul style="list-style-type: none"> • 'She's a very caring person. She wants like... She has like every students best interest at heart' (Page 3) • Q) 'You mentioned caring as well... Is that something that's important in a teacher?' R) 'You don't really have to be but in a way they do' ... 'It's nice when they do' ... 'If they show me that then I show them that'. (Page 4/5) • R) I still get support off them now. Like me and [Name of teacher 1] email. ... Q) So what does that say about [Name of teacher 1]? R) 'That she still cares' (Page 8) • Q) 'So what does that say about [Name of teacher 1]? R) 'That she still cares. She... I know that she still cares. She says that I can always email and that. Yeah.' (Page 8) • 'She does this lunch club' ... 'They were there to make sure students had a place to go at lunchtime if they didn't like to be out in crowds or out on the yard. They were really caring people like... they don't have to do that. 'Cos they don't like... they had to have their dinner with us.' (Page 9)

Young Person	Initial Code	Definition	Example
Sarah	'Know about the school and who [they] are'	Sarah discussed how she believed she could become 'embarrassed really easily' and it may have been helpful had teachers know about this. Sarah discussed how she had been particularly annoyed by supply teachers as they 'didn't know nothing about the school' or her.	<ul style="list-style-type: none"> • 'So is that something that had always been important to you, not being embarrassed in school?' R) 'Awww I just get embarrassed really easily.' (Page 12) • Q) 'And are there certain teachers who are better at avoiding that embarrassment?' R) 'I don't think they know to be honest.' (Page 12) • Q) 'Would it of been helpful for them to know that, kind of when you were at school?' R) 'Hmmm, yeah.' (Page 13) • 'I didn't like it when there was a supply teacher, 'cos they did my head in.' ... 'Because they're just annoying. They don't know nothing about the school.' (Page 15) • Q) 'They don't know nothing about school and anything else?' ... 'Did they know anything about you?' R) 'No' • 'Is it important to you that teachers knew a little bit about the school and who you were?' R) '[Nods]' (Page 15)
Sarah	'Listen and negotiate'	Sarah discussed how she had success in being able to attend exams as a teacher had 'listened' to their concerns and then 'negotiated' with her about how she could access the exam. This listening and negotiating was more effective than other approaches where she felt 'threatened'. This included being 'threatened' by the involvement of Senior Management who would appear near the top of the hierarchy of power within a school setting. This did not appear effective as Sarah was 'not bothered' by this and it in fact made her 'angrier'. The reason given for this was that when listening and negotiating happened it made Sarah feel as if her point was 'being thought about' and together with the teacher she was able to 'come up with something that makes us both happy' rather than resulting in conflict.	<ul style="list-style-type: none"> • R) 'Emm at first she's listen to why I wouldn't want to go in and then she'd kind of like negotiate' (Page 3) • Q) 'Ermm so I guess whats interesting there ... is that a teacher listening to you, yeah? Then you said the word negotiating, so it's a bit of give and take?' R) 'Yeah' (Page 4) • Q) 'Did it make you feel a certain way when negotiating happens?' R) 'Well it makes me feel like my point is like... It's being thought about and then she was also putting her point in with mine and then we come up with something that makes us both happy and makes it easier for the both of us.' (Page 4) • Q) 'So certain teachers were doing less of this listening and negotiating... and when that happened you would kind of say go away and there'd maybe be a bit of conflict there?' R) 'Yeah.' (Page 4) • '[Instead of 'negotiating'] They often threatened with like Senior Management... It made me angrier but I didn't care. I was just like go get them I don't care. Not bothered.' (Page 4)

Young Person	Initial Code	Definition	Example
Sarah	(Acting) 'like a friend and not like a professional'	<p>Sarah appeared to discriminate between relationships with teachers where she perceived the dynamic as either 'professional' or as like a 'friend'. Relationships which were characterised as professional involved processes that had to be done in a certain manner or her involvement was 'compulsory' and the teacher would be 'strict'. Relationships which were characterised as being 'like a friend' involved personalisation and having '[their] own way' of doing things as well as the teacher being less 'strict'. Sarah discussed how she had experienced mentoring from two teachers where these alternate styles had been present in their relationship. The teacher with which a 'friend' like relationship dynamic emerged appeared to be preferential for her.</p>	<ul style="list-style-type: none"> • Q) 'How did you build that relationship?' R) 'She kind of acted like a friend and not like a professional' (Page 5) • Q) 'So what is the difference between a friend and a professional?' R) 'I think a professional is like stop, we don't like this it's got to be done like that. Although yes, they were able to negotiate but like me and [Name of teacher 1] didn't speak like this has to be done, this has to be done. We were, like we had our own ways.' (Page 5) • 'She wasn't strict. She didn't really act like a professional.' (Page 6) • R) 'She was just like Social Workers been in touch. She wants you to have a pastoral mentor and that. So... I had [Name of teacher 5] for a year.' Q) 'And was she helpful?' R) 'For most of it. Well... we just, I just, she just got on my nerves. ... 'cos she made them meetings like compulsory. Like you had to turn up.' (Page 12) • 'I wasn't turning up to the meetings and then [Name of teacher 8] called a meeting with me, my Social Worker, my Foster Carer saying I have to go to the meetings once a week. So she turned it into quite like, oh you've got to do this but I was like no I don't have to do that' (Page 6)
Sarah	(Be) '[less] strict'	<p>Sarah discussed how she could experience 'friction' in her relationships with teachers whom she perceived as 'strict' around 'silly little things' that made up the rules within school; such as when she could 'go to the toilet' or 'fill [her] water bottle up'. Sarah found teachers who were 'strict' about these rules generally unhelpful as when these boundaries were reinforced she would 'of gone anyways'. However, it appears that Sarah was able to accept these boundaries being reinforced by certain teachers when she was 'listened to' as well.</p>	<ul style="list-style-type: none"> • Q) 'So you mentioned there a Teaching being strict. What were they doing? What were they strict about?' R) 'They're just like do this, do that. You're not allowed to fill your water bottle up. You're not allowed to go to the toilet. Like it's silly little things. Like it really annoys me. Like go to the toilet if I want to go to the toilet' (Page 6) • Q) 'Was she helpful to you then because she was less strict around these little things in school?' R) 'Well I want... if I wanted to go to the toilet she's just like, yeah. Like I don't know if it was helpful though. I would of gone anyways.' (Page 6) • R) '... My [subject name] teacher, emm and who is also like [teacher's role] emmm she never used to let anyone go for drinks or go to the toilet but like... I had a really good relationship with her too' R) 'And why was that so good?' R) 'Because she listened to me as well, like... ' (Page 6/7) • Q) So she was less strict around what you called little rules in school and when emmm they were, teachers were less strict. You know, it's the... there was less conflict, arguments... R) 'Friction' (Page 7)

Young Person	Initial Code	Definition	Example
Sarah	'By being there'	Sarah believed it communicated a teacher was 'caring' and 'had every students best interest at heart' 'by being there'. This 'being there' at times involved 'talking' with her so she could 'offload', other times it was to 'listen' or 'shout back' at peers who she was having a difficult time with. Sarah attributed some of her success in attending all exams to a teacher 'being there' prior to the exam. It is perhaps important to acknowledge that for Sarah a teacher 'being there' had moved past the boundaries of education and she was 'still [getting] support off them now' even though she had finished her exams in school. This perhaps communicated authenticity in their relationship as this teacher 'doesn't have to do that but she does'. This appeared an important resource to Sarah as she did not have a lot of relationships with adults where she could speak to them for support.	<ul style="list-style-type: none"> • 'Yeah. She was there. Umhm. She was there through all the exams as well. Like [Young Person's name] maybe you should try and go in but I'm not going to force you.' (Page 3) • Q) 'What do you think that says about her?' R) 'She's a very caring person. She wants like... She has like every student's best interest at heart and she showed that lot about me.' (Page 3) • Q) 'So she showed that in the exam times by kind of being there... What was she doing? R) Emm at first she's listen to why I wouldn't want to go in and then she'd kind of like negotiate. She go like well why don't you try this amount of questions and she how that goes and then if you're able to stay in then like good.' (Page 3) • 'I still get support off them now. Like me and [Name of teacher 1] email.' ... 'I just start emailing her and then she always emails me back.' ... 'Cos she doesn't have to do that but she does' (Page 8) • Q) 'So what does that say about [Name of teacher 1]? R) 'That she still cares. She... I know that she still cares. She says that I can always email and that. Yeah.' (Page 8) • 'She just showed me that she was there for me and she wouldn't let anyone speak to us like...' ... 'ever since ... I just started going to her. Like not properly but I'd go and sit in her room with... Yeah, I'd just go and speak to her.' (Page 10) • Q) 'What did she help you with there then? Offloading you said earlier, what happens when you didn't offload?' R) 'It would just boil up inside of us and I'd just get angry and I'd just blurt it out to anybody.' (Page 10) • Q) 'You mentioned earlier still being in touch with [Name of teacher 1] ... has that been helpful to you now you've left school and you've obviously had changes in other areas of your life as well haven't you?' R) 'She helps me with that.' ... 'She just says... I don't know she... she's just there like... it's hard to explain' (Page 15/16) • Q) 'Do you have a lot of adults you can talk to like that?' R) 'No' (Page 16)
Sarah	'Understanding or tried to understand'	Sarah found it helpful when teachers were 'understanding or tried to understand' her emotions with her by 'listening'. Sarah reported this could be challenging for a teacher as at times she believed her behaviour was not appropriate for the context; as when 'frustrated' she may 'shout'.	<ul style="list-style-type: none"> • 'She was understanding or tried to understand though it wasn't always easy for her' (Page 1) • 'Like if I tell her how I'm feeling she try and understand that emotion with me' (Page 1) • Q) 'So you said sometimes it wasn't easy for her though, why was that?' R) 'Because I get really like... frustrated. And then I could take it out on her sometimes.' (Page 1) • 'She didn't know where to put herself because... She's my Pastoral Mentor but then like she should really tell me off... because like shouting... she didn't really tell me off as she'd to understand why' (Page 1)

Young Person	Initial Code	Definition	Example
Sarah	(Give young people) 'power over themselves and the decisions [they] make'	Sarah believed it was important to have 'power over [herself]' and 'the decisions [she'd] make'. Sarah perceived at times she could be 'forced' to do things by teachers; such as attend mentoring appointments. Sarah appeared to find this uneven power dynamic between teachers and herself at times unhelpful and possibly infantilising. Although, interestingly she did not expect to be treat 'as an adult' but rather as young person 'who can make decisions'.	<ul style="list-style-type: none"> Q) So by you being able to decide if you want it, what does that mean you have? R) Power over myself and not being forced to do something. And I'm just like I'm my own person like am I going to force you to something... no. 'Just let me decide if I need the meetings or not.' Q) 'So you've got power over yourself and...' R) 'The decisions I make.' Q) So it was unhelpful, it was more difficult when people forced you to do stuff. 'Cos you wouldn't force people, you wouldn't force them to do something you said. R) Obviously I can't because they're like teachers. Q) 'What is that showing you when they're allowing you to have power over yourself?' R) That they're actually treating me like a [young person's age] and not like a child that needs 24/7 supervision. Q) By treating you as a [young person's age] are they treating you as an adult?... R) No like they're treating me like [young person's age] who can make decisions, if they let me.
Sarah	(Be) 'Non-judgemental'	Sarah discussed how she believed an important quality for a teacher was to be 'non-judgemental'. This was specifically related to when a teacher was supporting them in a mentoring relationship. A teacher's approach was more helpful if rather than 'judging' her by previous actions the teacher supported Sarah to develop ideas of more appropriate ways she could achieve what she wanted.	<ul style="list-style-type: none"> Q) 'Is there any other kind of qualities you think are important for teacher...?' R) '... Non-judgemental but also honest at the same time.' (Page 8) 'If I was going on about something the wrong way like yes, be honest, and actually say yes [Young Person's name] you are doing this wrong mebbe you should do it this way but I wouldn't like it if they said what are you doing that for, do you know what I mean like judging me on about how I went about it rather than giving me ways which I can do it, do you know what I mean.' (Page 8)
Vicki	'Advising'	Vicki found it helpful when teachers were able to 'advise [her]' about difficulties with peers but also about her future. This advising about her future supported her relationships as it showed the teacher 'actually helps [her] with [her] future'.	<ul style="list-style-type: none"> They're... Oh, what's the word?' R) 'Advising' (Page 8) 'I want to be a rugby player but I kind of like want to work with animals. So I don't know which one. I'd like to be a rugby player mainly though.' (Page 7) Q) 'Do they do anything to help you to get towards that?' R) 'Yeah, they would say just keep on practising I'm sure you'll get there one day.' (Page 7) Q) 'They advise you do they. Okay. So, they're advising you and how does that make you feel when they're advising you' R) 'Happy' ... 'Because someone actually helps us with my future so...'. (Page 8) Q) 'I get the sense you quite like [Name of teacher 1], do you?' R) 'Yeah. 'Cos he advises me to, like... stay strong, in a way' ... 'Like when people are like annoying us and everything and just block it out and everything.' (Page 8)

Young Person	Initial Code	Definition	Example
Vicki	'Help us through the rollercoaster'	Vicki described the daily experience of school life as a 'rollercoaster'. Vicki was the track and the 'ups' are sources of annoyance and 'downs' are Vicki returning to being calm. These sources of annoyance included 'stupid rules' and peers who 'take it too far'. However, to support her on this rollercoaster Vicki used a strategy of 'timeout' and the teacher will then 'talk' to her to ensure she doesn't 'flip out'. Yet it appears at times Vicki needs support from a teacher to identify when they may need timeout; which she indicated through an 'eye roll'. Also Vicki describes how certain teachers, who are less helpful, do not always allow her the opportunity, or have missed this opportunity, to use this strategy. When this occurs teachers may instead apply behaviour sanctions such as being sent out.	<ul style="list-style-type: none"> • 'Yeah, they help us through the rollercoaster' (Page 17) • 'Well he... Whenever I like want to use time out he'll like talk to us. Like what's happening and everything, he would help us like sort stuff out and everything.' (Page 1) • 'They send us out for like nowt. Well I have done something but it's like a bit pathetic that they send us out for nothing.' (Page 4) • Q) 'Is it important to you kind of having that time out?' R) 'Yeah.' ... 'So I don't like kick off and everything.' (Page 4) • Q) 'Okay, so what are some of the things that teachers do that make you feel that (less of the 'flip out')? R) 'Not letting me use my timeout. Not letting us go to the toilet. Not letting us ermm get a drink. Just annoys us.' ... 'Because every person needs the toilet and needs a drink and needs to use their timeout so I don't see why they can't let you. Stupid rules.' (Page 9/10) • Q) 'Rollercoaster! That's a really good kind of analogy, I guess, kind of [hand signs up and down on track] or how you talk about... how do you mean a rollercoaster? R) 'The ups is when people are annoying us. The downs is people helping us.' Q) 'Oh right okay, so ups is you getting up when people annoy you, is that right?' r) 'Yeah' Q) 'And downs is what did you say sorry.' R) 'People helping us' Q) 'Okay, so that's calm?' R) 'Yeah' (Page 17/18) • Q) 'How big a rollercoaster are you on everyday do you think?' R) 'Yeah, quite a lot.' (Page 17)
Vicki	'Knows a bit about my past'	Vicki identified that at times her behaviour could be influence by her 'past'. She felt it would be useful if teachers in school knew about this to support their 'understanding' but also so they were able to 'talk about it'. However, she felt that this information wasn't something she wanted to share widely personally. Yet it could be distributed by others, such as 'the Head teacher' or her 'Social Worker'. Vicki also believed that it was important those she personally shared her past with were 'trustworthy'.	<ul style="list-style-type: none"> • 'She, She knows a bit about my past so she helps us with that and everything. So it's quite nice to talk to someone about it.' (Page 1) • Q) 'So I guess you know, your past isn't something you want to talk to a lot of people about? I don't know....' R) 'No.' (Page 1) • Q) 'Why is it those teachers are better at understanding, do you think?' R) 'I think some of the teachers know about my past. So it's quite good that they know. Some teachers do.' ... 'Because when I get annoyed that's some of the reason why I do. I just burst out in tears and then kick off and everything.' (Page 6) • 'Someone knowing about your past and how would you like them to find out? Would you like it to be from you having a conversation? Is it through someone else...' R) 'The Head teacher' Q) 'So someone else telling them?' R) 'Yeah. Like my Social Worker. We have like a meeting and everything.' Q) 'Is it important to you that teachers know [Name of Social Worker]? So you don't always have to explain things?' R) 'Yeah' (Page 6/7) • Q) 'And they need to know about your past but they can't share that because that's between the two of you.' R) 'Yeah!' (Page 21)

Young Person	Initial Code	Definition	Example
Vicki	(Be) 'Like a mam'	Vicki discussed how the qualities she believed were important in a relationship with a teacher were like those shown by her Foster Carer, who she reported as being 'like [her] mam'. Vicki reported that it was important that, like a 'mam'/her Foster Carer, it is important a teacher is 'someone you can talk to' and through these conversations 'build' a relationship where the teacher becomes 'someone [she] can trust'. This building of the relationship means that it took time for Vicki to develop these relationships.	<ul style="list-style-type: none"> • So you mentioned to me showing respect, communicating, ermmm advising you, noticing kind of your good qualities... 'Who does that normally because I know we're saying teachers but is there someone else in a role who does that.' R) 'Ummm [Name of Foster Carer].' (Page 19) • Q) 'So your Foster Carer and [Name of Foster Carer] what role does she take?' R) 'She helps us calm down.' ... 'She's like my mam.' (Page 19) • Q) 'Like a mam. And I guess then are you saying to me teachers could be a bit like a mam? Would that be a good teacher?' R) 'Yeah, someone you can talk to, someone you can trust.' (Page 19) • Q) 'Trust, okay. That's the first time you've mentioned kind of trust and I guess I'm wondering why you mentioned trust there?' R) 'Like I would want them to keep my information that I've just told them secret like...' Q) 'Because what would happen if they didn't?' R) 'I would never talk to them again and I'd just get even more angry.' (Page 19)
Vicki	'Help everyone out'	Vicki discussed how it was important a teacher 'helped everyone out' as within the classroom, and school generally, it is 'not just about [her]' and also it would be difficult if peers saw just Vicki getting 'attention'	<ul style="list-style-type: none"> • 'She would help everyone out. Like she'll not just go to this one person and not let anyone... just like help everyone.' (Page 2) • Q) 'Is it important to you kind of, looking as if, ermmm... I guess is it that you don't want other young people kind of just seeing you get attention?' R) 'Yeah! ... 'Because it's not just me in that school, it's not just about me.'
Vicki	(Make me feel) 'respected'	Vicki discussed how it was important she felt 'respected'. This respect could be communicated by 'making [her] laugh' and 'actually listening'; which suggests there are times Vicki is not listened to. The use of humour conveyed to Vicki that a teacher 'actually liked [her]' rather than their relationship existed 'just because [they] have to'. This showed Vicki she can 'go back to [the teacher]' in the future. Vicki also found that a teacher 'listening' allowed her to share something 'personal'.	<ul style="list-style-type: none"> • Q) 'If I'm a teacher and I'm in a lesson and I'm making you laugh, how is that different for you? How does that feel for you?' R) 'I feel like respected.' ... 'Like you actually like me, not just from... because you have to.' (Page 3) • 'He just like helps us out as well. He can make us laugh and everything else. I like a teacher who can make us laugh' (Page 3) • Q) 'How would I show I respected you? I'd joke on and...' R) 'Actually listen to us.' (Page 3) • Q) 'You being really funny and if I find you really funny what am I... what are we able to do?' R) 'Communicate' (Page 14) • Q) 'Better for you, okay, and what way is that?' R) 'Like it shows us that people are actually here for us. So yeah...' ... 'Like it shows that I can like go back to them if I need any more help.' (Page 14) • 'So were you hoping for [Name of teacher 3] to be a certain kind of way?' ... 'I just want her to be herself' Q) 'Be herself. Okay herself, how is herself? What is it about herself?' R) 'Helpful, funny, respectful, kind and everything.' ... 'Like listening to us.' (Page 14)

Young Person	Initial Code	Definition	Example
Vicki	'Being seen in a positive way'	Vicki discussed how it was helpful if teachers saw her in a positive way; such as for being 'generous'. It appeared particularly important for Vicki that she was seen by others in this positive manner rather than her identity being ascribed to the negative perceptions associated to her family name Vicki perceived were held by others, such as 'tramp', when she was a 'nice girl'. A way teachers could communicate they saw Vicki in a positive way was through 'rewarding' her using 'postcards'.	<ul style="list-style-type: none"> • Q) 'Is that what helps you in lessons as well? Kind of being seen in a positive way.' R) 'Yeah' (Page 13) • Q) 'Do you think the teacher noticed you doing that?' R) 'Yeah 'cos I got a couple of postcard from it. Postcards are really good.' ... "Say I did like really really well in like maths. I would get a postcard. And then say like I completed all the work I would get a postcard. I've got quite a few postcards.' (Page 12) • Q) 'And that makes you kind of feel positive about yourself?' R) 'Yeah.' ... 'That I'm helping other people. I can be generous sometimes.' ... 'because you see... I never got generosity when I was living in [name of town]. No one would be nice to us but then I've grown to like be like this.' (Page 13) • Q) 'And you want people to see that in you, right?' R) 'Yeah! That I'm not just a [surname]'s tramp and everything else. I'm actually a nice girl.' (Page 13) • Q) 'And praising or rewarding you? What word would you use for kind of the merits? What would you say that is?' R) 'Rewarding' (Page 18/19)
Shaun	'Because there's consequences at home as well which is even worse than school'	Shaun discussed how he preferred to seek support of different natures within the relationships he had in different contexts. Shaun would 'speak' to someone in school about 'school stuff'; which appeared to indicate concerns more directly related to school based academic issues. For wider issues he felt more 'comfortable' to 'talk to' and receive 'advice' from his Foster Carer; perhaps due to these issues personal nature. It appeared Shaun believed it was important his Foster Carer worked with school as this allowed boundaries within school to be reinforced by consequences at home. However, despite what appeared to be more punitive sanctions at home Shaun found this a source of positivity, laughing at this thought, and acknowledging they had supported the change he had previously discussed.	<ul style="list-style-type: none"> • R) Because there's consequences at home as well which is even worse than school. [Laughter]. (Page 19) • R) 'Oh yeah. Well yeah, yeah I always talk to people. I always talk to [First Name of Foster Carer] if somethings the matter. But there's still always something that's still left after.' (Page 13) • Q) 'So you talk to [First Name of Foster Carer], would you ever talk to someone in school or do you try and separate it?' R) 'Not really, no. School stuff I don't mind if there's anything happening at school but advice at home I always speak to [First Name of Foster Carer].' ... 'I just feel more comfortable. I wouldn't really want to speak in school about stuff like that.' (Page 13) • Q) 'That's interesting, does [First Name of Foster Carer] work with school?' R) 'Yeah definitely. She believes in all that misbehaving obviously you're not going to get rewards and everything innit. It's going to be... There's no point in misbehaving in school and coming home and thinking everything is fine' (Page 19) • R) 'I'll give her that it definitely works.' (Page 19)

Young Person	Initial Code	Definition	Example
Shaun	(By) 'putting up with me'	<p>Shaun discussed how he had previously, when younger, felt that at school 'work was nothing'. Shaun had difficulties as a result of his behaviour as he would 'snap instantly' and 'go ballistic'. However, 'a change' had occurred and work had become 'a lot more serious' especially as it could lead to a career and the future course in construction he hoped to study had specific entry requirements. This reported change in priority had improved his relationships with teachers he believed. This change was not attributed to teachers Shaun had a relationship with but to himself and 'growing up', 'understanding more' and the process of being taken into care. Shaun believed that prior to this 'there was nothing you [could] do' other than 'putting up' with him as he 'had to change in a way' first. This 'change' involved the Shaun 'realis[ing]' and 'being able to look back' at what it was he felt had caused difficulties which was possible when he was taken into care. Shaun felt 'lucky' to have been taken into his placement. It appeared that he perceived his placement and the relationship with his Foster Carers was a significantly more positive experience than other young people in Care have. So much so Shaun was concerned about 'rubbing it in' to a 'friend' who he had made who was also in care.</p>	<ul style="list-style-type: none"> • 'But I'm wondering if there's any school, anyone in school, who helped you along the way with that change?' R) 'Well all the teachers putting up with me to be honest. [Laughs]' (Page 9) • Q) 'So for you is school about getting to that job?' R) 'Now it is.' ... 'It just used to be the playground, it used to be. [Laughter].' • ... 'Work was nothing really but... Like I still done it. I still done it. Passed the test and everything. Like I passed all the levels last year but this year it's a lot more serious.' (Page 4) • Q) 'Okay, so it's been a bit of a change for you?' R) 'Yeah' Q) 'And has that change affected your relationships with teachers in any way?' R) 'No I'm fine. Probably made them better if anything.' Q) 'Okay so it's improved them?' R) 'Umhmm.' (Page 4) • Q) 'So what are they giving you there, do you think?' R) 'Well it wasn't anything to do with school it's more me that kind of had to change in a way but I didn't know what that change was. But then I think it's just growing up to be honest.' ... 'It's just understanding more. You can't just ... There's nothing you can do in that situation. You literally just have to like wait and grow up until you then realise and then you can look back.' (Page 8/9) • Q) 'Right, so can you give me an example of how they were putting up with you?' R) 'Like I would snap instantly basically. Like do this, do that, or if they raised their voice I would just go ballistic. (Page 9) • R) 'Yeah and then I stopped it. Everything happened at a certain time, which was a good time, 'cos if it was , if it was say a year more or something I, I... I'd be over but if it was a year earlier it'd be too early because I would of went to somewhere else random. Or... Everything kind of happened at the right time. ' ... 'I think I was lucky to come up here because after hearing some of the other people, I've been into different homes, some of them are horrible. Literally like they shout and scream at them and they keep them in the bedroom if they do minimal little things or they just... Well we went on a residential not that long ago and there was a guy that I made friends with, [Name of young Person], and he's just saying his carer is snappy with him and he doesn't get him much and he's not really a nice guy but acts like a nice guy when he's in front of people but he's not at home or anything. But then it's like... I didn't want to say what it's like for me at home because I didn't want to rub it in or sound like I'm rubbing it in because obviously some people are nowhere near as lucky as I've been.' (Page 19) • Q) 'Could you of imagined yourself being this person now? Like you seem to be talking about' R) 'It's pretty insane to see like. I like, well a couple of years maybe seven years ago I would of refused blind to go to school. Even look at the PRU. There was police there every day' (Page 19/20)

Young Person	Initial Code	Definition	Example
Shaun	'Put time and effort into things'	Shaun discussed how teachers could be useful for 'different things'; appearing to distinguish how teachers could be useful by their role; for example 'guidance teachers' were useful for 'school problems' and 'everything else you've got your other teachers in your normal subjects'. Shaun discussed how his Geography teacher had helped him outside of class which has supported him to achieve 'extra marks in the test'. This was important to Shaun as he perceived the academic year he was currently in as important as 'if you don't stick in you're not going to do well'. Shaun believed that by the teacher working with him at break time it showed they 'put time and effort into things'.	<ul style="list-style-type: none"> • What do you think that says about [Name of teacher One]?' R) 'That she puts time and effort into things' (Page 4/5) • Q) '... can you tell me about a teacher who's particularly helpful to you in this school?' R) 'Emmm I'd say all the important subjects that I've taken so far. I'd say most of them for multiple different things. You've got your guidance teachers who are for... errr... like your at school problems but for work and everything else you've got your other teachers in your normal subjects' (Page 1) • Q) 'Can you tell me about a teacher who helped you with that one time?' R) 'Geography, [Name of teacher 1]' ... 'She just helped with extra Geography work.' ... 'Just went over some of the things, like, main parts of the course that we'd done.' ... 'That was errrr break time' ... '...I think there was a couple of other people there but they were just doing other work.' ... 'We were looking at the computer and she went through different sheets, and stuff like that, I already got to look at. Then she showed me what... Which ones I need to use and then I just used them.' ... 'She had the part that I wanted... needed to learn on that sheet.' (Page 1) • Q) 'Yeah and that allowed you to do what?' R) 'Just get extra marks in the test.' Q) 'Okay, is it important to you to get extra marks in a test?' R) 'Yeah! Yeah!' ... 'this year is kind of the year where you don't stick in you're not going to do well' (Page 1/2)
Shaun	Don't 'finger point'	Shaun discussed how he had a challenging relationship with a particular teacher which he felt stemmed from two incidents. The first of these incidents Shaun had been accused of 'aggressively confronting' another child by the teacher when what he reported had occurred was he and the girl had 'bumped into each other' in a corridor that was busy. Shaun appeared to resent this 'blame', and perhaps not being believed about his role in the incident being accidental, as 'it's just not true'. Shaun discussed how his reaction to an incident like this was so intense it could end a relationship; reporting 'something like that it'll just finish me with a teacher'	<ul style="list-style-type: none"> • R) 'That's one thing I don't like, being accused of things.' Q) 'So you don't like being accused. You don't like getting that blame, when you think it's...' R) '...Yeah getting that finger pointed. (Page 16) • R) 'The teacher came over and actually had a massive go at me saying I aggressively confronted her.' ... 'And I was like, what! Really? Like she done it to me then because we both didn't have a clue, like I was there and I didn't know she was there, emmm and we walked into each other and she was on my right side and there's people on my left and so she just went around me and she made this massive thing about it and all this and I just like I just like nah, I wasn't having it. Anyway I even told [First Name of Foster Carer] and she was like well that's a bit weird and that's...' (Page 15/16) • Q) 'Why was it so important to you? Besides...' R) 'It's, its, the most... Thing is if I've done something that if there's been an incident where I've done nothing wrong. When I get accused of doing it that's... I was like nah, sorry, I'm not taking the blame for something I haven't done.' (Page 16) • R) 'Because that isn't who you are or...?' R) 'Yeah well it's just not true that like.' ... 'Well something like that it'll just finish me with a teacher like...' (Page 16)

Young Person	Initial Code	Definition	Example
Shaun	'Keeping me active'	Shaun discussed an achievement he was 'proud' of was passing end of year exams. He attributed this success to 'doing the work' and 'taking part' in class. Shaun reported how at 'meetings' others had said a barrier to him 'taking part' was that when 'free' he would 'instantly think of something to do and no matter what it was [he'd] probably do it' such as 'messaging about with someone' or 'slinging a piece of paper'. Shaun found teachers could help him avoid this by 'keeping him active' and identified that these behaviours 'made everything worse'. Shaun reported he benefitted from academic 'challenge' and how when he had been less active in his learning this challenge had not been there; as 'a lot of the work I can kind of already do that was getting handed out'.	<ul style="list-style-type: none"> Q) 'So taking part. And is there certain kind of classes you think, oh I'm taking part more in? Or if I was a teacher, right? And because I set up the lessons, right? Because I'm the teacher. Is there anything I can do in the lesson to make you take part more? Or you...' R) '... By keeping me active. That's one of the big things they said, most meetings we had. Soon as I'm free I like, back then I used to instantly think of something to do and no matter what it was I'd probably do it. So it was kind of like them keeping me active' Q) 'Is there anything you did last yeah that you were particularly proud of?' R) '...Apart from in the summer passing my [end of year exams].' (Page 14) Q) 'So was there a particular teacher you think oh it was, in part, because of them helping me in anyway? Or was it just down to you?' R) 'Just doing the work really. It's just actually taking part.' (Page 14) Q) 'Right is there teachers who keep you active more than others, like in certain lessons? Or...' R) 'I don't really know now, because well it's not, it's more literally you've always got work to do now. Like literally I've got so much work to do.' Q) 'So you had less work in the past, kind of emmm...' Q) 'It's just more easy work because there's a lot of work I can kind of already do that was getting handed out. But like I was saying now it's all work you can't do and you have to learn how to do it so it's good' (Page 14) Q) 'And when you did those, and when you did those things in the past it wasn't helpful for you are you saying?' R) 'No, it wasn't. It just made everything worse.' (Page 15)
Shaun	[Be] 'one of the people that help'	Shaun discussed how a teacher in 'Guidance and Senior Staff' sorted 'behind the scenes problems'; such as 'problems at home' or if 'you've come in and aren't feeling the best'. This relationship had not initially developed but following an incident where 'something happened' and actions the teacher had taken Shaun realised the teacher 'was actually decent' as 'one of the people that help not...'. Perhaps the absent but implicit of this statement being that not all professionals who can become involved are helpful. Being 'decent' also included being 'more casual instead of being more of a teacher' in the way they interacted.	<ul style="list-style-type: none"> '[Name of teacher Two], in Guidance and Senior Staff.' ... 'He's the one who sorts out kind of every little, behind the scenes, behind the scene problems' ... 'with like loads of people.' (Page 6) Q) 'I mean you don't have to tell us but can you tell us about behind the scene problems?' R) 'Just say there's any problems at home or you've come in and you aren't feeling the best, or... there's this that and the other and you... he's the one that you have to go to and he'll sort it out.' (Page 6) 'And then after that I was like ahh he's actually decent' (Page 6) Q) 'So what made you realise he was decent?' R) 'I can't actually remember now I just... something happened and I just realised oh he's one of the people that help not...' (Page 6) Q) 'How does someone be decent?' R) 'Like be more casual instead of being more of a teacher in a way.' ... 'Just talking to you normally as you would not being... I don't know... more teacher or restricted or this that and the other. He'd just say whatever and...' (Page 7) Q) 'And he talks to you more normal not like a teacher. So quite friendly in a way?' R) 'Yeah' (Page 7)

Young Person	Initial Code	Definition	Example
Shaun	'Know where I came from'	<p>Shaun discussed his experience of a Pupil Referral Unit (PRU). During this time Shaun's behaviour could be extremely challenging and he could 'kick off' resulting in being restrained and police involvement. In one incident Shaun had tried 'to fight the cop'. Shaun now seemed shocked at this as 'not many kids try to fight a police officer'. A particular teacher who Shaun felt restrained you in a way that 'hurt you' so 'he would win' had been challenging for Shaun. Shaun believed this teacher did this so he knew the teacher 'was something else'. Suggesting it was perhaps about dominance and power. However, Shaun acknowledged a positive relationship with a teacher at the PRU whom he attributed supporting his entry to care. This was something Shaun reported as a positive. This teacher, whilst they would be involved in restraining Shaun approached this differently, as they were 'more understanding', possibly due to their existing relationship. This was a teacher Shaun could 'talk to' and allowed him the opportunity to calm. It was important teachers understand Shaun as a person; as they would be 'less lean' with him about his behaviour. This had been important previously when Shaun had 'refused to do this, that and the other'. By understanding him as a person, possibly meaning his past experiences, the teacher was then able to 'understand' his behaviour and not allow it to impact their relationship; so they could continue to 'like [him] so much'.</p>	<ul style="list-style-type: none"> • R) 'Like they know where I came from in other words and why teachers are the way they are with me and why I normally get along with quite a lot of them, the way I do.' (Page 23) • Q) '...Was there maybe any teachers or people in school who maybe nudged you or maybe kept you kind of moving towards where you are now?' R) 'Yeah...I can't remember his name. But he was the one that said what about going into care or something? How about trying something different? That kind of started it off a little bit' (Page 21) • Q) 'And how were they helping?' R) 'I don't know I liked them in other words because there was a lot of teachers that I didn't like. But [Name of teacher 5], the Head of the school he was evil like because obviously they used to restrain you and the way he used to do it he did it so it actually hurts you.' ... 'And you could hear people actually screaming at him saying they're going to do this that and the other if he didn't get off and he wouldn't. He'd keep going until he made you stop. So he would win but everyone hated him. He's not a nice guy like.' (Page 21/22) • Q) 'Right so that idea of he would win, right?' R) 'Yeah exactly. He would keep doing it until literally you stopped dead.' Q) 'What do you think that's about? That kind of idea; a teacher winning versus you. What's that?' R) 'It's him trying to say he's something else or something you shouldn't mess about. I don't really know.' (Page 22) • R) 'He knew me more than other teachers did. 'Cos obviously other teachers just had to do their job and restrain you, calm you down, they'd do whatever they wanted to do.' (Page 22) • Q) 'But he knew you more. He was understanding, right? So is that understanding of you as a person?' ... 'Is that something that's always been important to you?' R) 'Yeah. Well most of the... All of the teachers... Everyone used to say, oh whys the teacher so less lean with him or why, why do they like him so much because you refused to do this, that and the other but you kind understand why I am.' (Page 23) • R) 'Because I... I don't know. But like I say it is changing the older I get because I'm understanding more and it's just getting older, innit.' Q) 'So when you were younger they had to be understanding but now...' R) '...Yeah and try and work out why I was doing what I did and what I did when it happened because I didn't really have any control of what was happening I just... something happened... this happened. Then I'd just go crazy and then calm down and be like uhuh.' (Page 23) • Q) 'So you feel now you've got that control right?' R) 'Oh yeah. I've got control. Like complete control yeah. You didn't really have control, control of what happened to you down there. Like you'd go there. More than likely you'd twice a day be restrained or summat and then just go home.'

Young Person	Initial Code	Definition	Example
Shaun	(By) 'keeping it firm'	Shaun discussed how it was important that teachers had boundaries and clearly communicated expectations of behaviour. By 'keeping it firm' these teachers were able to gain 'respect' from pupils. This respect was reciprocal and by showing the teacher respect, by adhering to these boundaries, Shaun expected respect in return. The teacher would then communicate this respect by taking 'time' to help which would allow him to 'do well'.	<ul style="list-style-type: none"> • R) '... Like keeping it firm yeah.' Q) 'Firm. So you still want those boundaries. Can you just tell us a little bit about why it's still important to you to have those boundaries, do you think?' R) 'It just keeps... Well people will just push it too far. It's like they do it anyway like and then they obviously get punished for it and they get the punishment but it's like I don't know. Like one of the... The teachers wouldn't get the respect they would if they didn't have them. They wouldn't have any respect from the students'. (Page 25) • Q) 'So it's important to have rules or that teachers put in the rules so they get respect?' R) 'Yeah. Like if there wasn't any then well most people would... don't give teachers much respect but there's more and more they're like the new English teacher we've got is really really like manners and everything you say has to be yes please, no thank you or whatever' ... '... which is. Its... She's a nice teacher though she's already said she'll take her lunch or do whatever to help you but...' ... 'She's saying she would straight away. Just don't mess about. If you're here to learn then you're going to do well because I will like take time to help you.' (Page 25/26) • Q) 'So is what's important to you in a relationship with a teacher that like you can tell me the rules and I'll follow them. You can... But you treat me with respect I'll treat you with respect.' R) 'That's literally yeah how it is.'
Shaun	(Show) 'an actual human side'	Shaun reflected on his experience of how classroom practice changed as pupils became older; reporting teachers became 'more loose', less 'strict' and will 'literally talk to you like friends'. Shaun believed that this might not be possible with younger students as '[teachers] are trying to teach you that High School isn't just messing about' and these children might 'take advantage' and 'mess about'. Shaun found that a teacher showing 'banter' demonstrated they have 'an actual human side' and it was possible to do this and be 'a good teacher as well'. It appeared that Shaun believed that this 'friendly' style of interacting within the classroom also communicated that the teacher respected these older children as being mature and responsible and young people would expect to be treat in this manner rather than being 'baby taught'.	<ul style="list-style-type: none"> • Q) 'So who's a good teacher for you?' R) 'I just want to get along with someone. It's... like obviously teaches you but also has, has like an actual human side to them. Not all teachers have, if you know what I mean? Like [Name of teacher 4], this maths teacher, he's quality. He has banter, he just messes about, but obviously he's a good teacher as well.' (Page 17/18)Q) 'So he's acting less like a teacher and more like what?' R) 'Just being normal like being himself' (Page 18) • But the younger you are kind of they are more trying to teach you that High School isn't just messing about. Be strict in a way. Then when you get older they kind of treat you more like an adult. Some teachers do. 'Cos when you get in fifth year and sixth year they literally like talk to you like friends.' (Page 18) • R) 'Most teachers do now. It's kind of like the older you get the more loose they are in a way.' ... 'But the younger you are kind of they are more trying to teach you that High School isn't just messing about. Be strict in a way. Then when you get older they kind of treat you more like an adult. Some teachers do. 'Cos when you get in fifth year and sixth year they literally like talk to you like friends.' (Page 18) • Q) 'Okay, so friends. That's an interesting word for a teacher, right?' R) 'Yeah. Like not as an actual friend but they talk to you as a normal person like they would at home. They don't say, oh I don't even know, like, like you would say someone that's 13 or something, like you're not going to be friendly friendly, like weird with them 'cos then they'll just take advantage and be silly and stuff. Plus when you get to an older age, when you're 18, and you can't really be baby taught with them kind of... 'Cos they'll just think what an idiot.' (Page 18)

Young Person	Initial Code	Definition	Example
Shaun	'Treat you as an adult'	Shaun discussed a positive experience of studying at a college part time whilst at school. He also discussed his hopes for how a future relationship with a teacher might be on a construction course. He emphasised that he believed there were different expectations of young people who study at college; where they would be 'treat as adults' and this would be reflected in the style of teaching within the classroom. Shaun hoped this would also be reciprocal and he would be regarded as 'an actual worker' whilst on future construction placements. It appeared that being 'more adult' was related to being given the responsibility to independently learn and behave appropriately and was something Shaun desired.	<ul style="list-style-type: none"> • 'Yeah. What is that difference do you think?' ... 'Is it the way you're talked to? Is it kind of the way you're treat? Is it the way you're told to do stuff, what is it?' R) 'I'm not really sure. It's more of an adult thing doing a college and being a student over there, it's different, it's good. It's different to being a student here but... It's just something you have to change and adapt to.' ... 'when we went to college before the holidays before for four weeks we went to the actual college. Emmm and they literally said we treat you as adults not as students. So it was kind of literally like what you would expect really, what college would be.' (Page 6) • Q) 'So how are they treating you then if it's a normal working job?' ... 'As a student? Or as, I don't know, as a...' R) 'As an actual worker.' (Page 5) • Q) 'Okay, so there's a difference there for you there between kind of a student and a worker?' R) 'Yeah' (Page 5) • Q) 'And kind of say when I'm treating you as an adult how would that look?' R) 'They just show you what to do then obviously you just go round helping people and whatever else, I don't know'. (Page 6)