Exploring Secondary Students' Wellbeing; How relationships and contextual factors influence wellbeing

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Declaration

I certify that the work in this thesis is my own and has not been submitted as part of any other work.

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Overarching Abstract

This thesis explores how relationships and contextual factors in school promote secondary school students' wellbeing. It contains four chapters:

Chapter 1: A Systematic Literature Review (SLR)

Chapter 2: A brief bridging chapter considering methodological and ethical implications

Chapter 3: An empirical research project

Chapter 4: A reflective synthesis considering the professional implications of the thesis

Chapter 1: The purpose of the Systematic Literature Review (SLR) is to identify how Teacher-Student relationships (TSR), which may be defined as 'a special type of positive interpersonal relationship that students can develop with some of their teachers', influence students' wellbeing. The review particularly focuses on teachers' everyday relational practice. A meta-ethnography was conducted to analyse six papers, following a comprehensive and detailed process of searching and selecting papers. The six papers consider student, teacher, support staff, and head teachers' perspectives of TSR and how they influence wellbeing. The papers originate from different countries and cultures from Norway, Spain, and England.

Systematic Literature Review: A model was developed from the findings of the meta-ethnography proposing themes that influence TSR promotion of student wellbeing. The model includes five supportive themes: Adapting for the Individual, Climate, Respect, Open Communication, and Acceptance. In contrast, the model offers three refutational themes of Difficulties Establishing a Classroom Climate, Teachers' Role Boundaries, and Challenges of the standards agenda. The findings and model offer insight and reflections for TSR and wellbeing at the individual, group, and whole school level considering relational practice, pedagogical climate, and whole school processes. This chapter offers insight into how TSR develops in practice through implementing adaptations, building time to get to know each other through informal conversations, the importance of teachers' interpersonal skills, and developing respect. Additionally, there is consideration of the wider political performativity climate and the role of teachers.

Chapter 2: This chapter aims to link the journey from the SLR to empirical research by considering the rationale and personal motivations. Key underpinning psychology is discussed considering humanistic and person-centered approaches. Further to this, the philosophical assumptions are discussed in relation to methodology. Additionally, ethical considerations and reflexivity are considered.

Chapter 3: The empirical research explores young people's perspectives of wellbeing in a secondary school context, specifically to identify their views of how relationships and other school factors influence wellbeing. A qualitative method was implemented by conducting individual semi-structured interviews to understand the experiences of eight Year 9 students. A universal perspective of students' experiences was sought; therefore, no specific subgroups were identified. Four of the pupils were considered to have Special Educational Needs (SEN) therefore the study includes perspectives from a Young Carer, English as an Additional Language, Autism Spectrum Condition, and Looked after Child. A Diamond Ranking activity was used as an icebreaker activity to support the semi-structured interview, focusing the discussion on the secondary school context, and encouraging participation. Linking to the findings demonstrated in the meta-ethnography, I wished to continue to explore TSR relationships; however, the scope was broadened to include student-student

relationships. The empirical project was undertaken in three secondary schools in the North East of England. The study adopts a qualitative approach, using semi-structured interviews to explore students' perspectives. The data was analysed using a Thematic Analysis approach.

Findings: The analysis has revealed the importance of supportive friendships for seeking support for wellbeing and further outlined the TSR role. Findings are discussed concerning the relationship between school relationships and individual factors such as student resilience and the perception of others. Furthermore, whole-school approaches such as approaches to increase understanding of wellbeing and specialist emotional support through trained members of school staff were highlighted. Additionally, the social and emotional climate of the classroom alongside meaningful learning opportunities were discussed.

Chapter 4: This chapter includes a reflective synthesis exploring the professional and academic learning acquired throughout the research process. The chapter also explores the dissemination of the research.

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Chapter 1. A Systematic Literature Review: How do Teacher-Student Relationships (TSR) influence secondary students' wellbeing?

Abstract

Aim(s): This systematic literature review explores the influence of Teacher-Student Relationships (TSR) on secondary school students' wellbeing by considering the perspectives of teachers, school staff, and students within the existing literature.

Rationale/Method: There is a rise in concern for students' wellbeing and mental health (WMH), with adolescence identified as a vulnerable period for developing WMH concerns; fifty percent of adults report WMH difficulties before the age of 15 years (House of Commons Education and Health and Social Care Committees, 2018; Kessler et al., 2007; Kessler et al., 2005; Moore & Littlecott, 2015). School has been identified as a well-placed setting to provide support for the WMH of students (Department for Education, 2017b, 2018; Weare, 2015, 2017). A systematic literature review was conducted, which involved assessing and synthesising a broad range of qualitative literature to identify six papers that were included in the analysis. The papers originate from different countries, Norway, Spain, and England. A meta-ethnography, using an interpretive qualitative synthesis approach was completed. The literature was synthesised to develop new interpretations and understanding of how TSR influence student wellbeing.

Findings: Findings suggested five constructs, which include both positive or challenging factors that influence TSR and student wellbeing. A visual model was developed to represent the synthesis and develop practice. The overarching model included the factors: Adapting for the Individual, Respect, Climate, and Difficulties Establishing a Classroom Climate, Open Communication, and Teachers' Role Boundaries, Acceptance, and Challenges of Standards Agenda.

Limitations: The SLR process, which aims to address a highly specific research question, may be considered to overlook enlightening information across a broad topic area. Therefore, a limitation of the SLR process may be that relevant journal articles were overlooked, and using a broader range of search terms, such as 'care', 'sense of belonging', and 'mattering' may have resulted in further relevant journal papers. Additionally, the scope of the research centred on secondary school students however, adopting a developmental and broader perspective considering TSR from early years, primary, and higher education settings may have helped to enhance the findings and further informed practice. The meta-ethnography is a subjective and interpretive method; therefore, it is important to highlight that

my perspectives, which are shaped by my life experiences, will have been added to the interpretations generated.

Conclusions: The model developed can offer Educationalists and Educational Psychologists a further understanding of how TSR develop and how everyday practices influence student wellbeing. The model highlights the importance of relational and humanising approaches within the school community. There is further discussion related to wider school approaches such as classroom climate, classroom management, and pedagogical approaches. Additionally, wider political issues such as performativity, teacher wellbeing, and teacher role are noted.

Please note: The Educational and Child Psychology Journal has been identified as a potential journal for publication. This chapter has been formatted in line with university guidelines however, it has been presented in the style of papers typically published by The Educational and Child Psychology Journal. Further adjustments and amendments will be required for publication.

1.1 Introduction

The purpose of this meta-ethnography is to synthesise relevant literature to identify how Teacher-Student Relationships (TSR) influence secondary students' wellbeing, particularly by gaining an understanding of teachers' everyday practice. The concept of wellbeing is complex, which means the terminology used may be interpreted differently by each individual. Therefore, I will start by defining the concepts of TSR and wellbeing. Subsequently, I shall critically explore how wellbeing is considered within an educational context, examining recent wellbeing and mental health (WMH) government publications and initiatives. I will then use supporting literature to provide a rationale for the meta-ethnography review question.

1.1.1 Terminology

Defining Teacher-Student Relationships

Research shows that TSR are important for a range of developmental outcomes such as students' engagement and achievement (Pianta, Hamre, & Allen, 2012; Roorda, Jak, Zee, Oort, & Koomen, 2017), motivation (Bergeron, Chouinard, & Janosz, 2011), sense of belonging (Crouch, Keys, & McMahon, 2014; Hagenauer, Wallner-Paschon, & Kuhn, 2021; Ibrahim & El Zaatari, 2020), socio-emotional development (Berry & O'Connor, 2010; E. O'Connor, Dearing, & Collins, 2011), and WMH (Aldridge et al., 2016; Ari, Fisher-Ari, Killacky, & Angel, 2017). A meta-analysis exploring learner-centred TSR found the relationship promoted students' participation, critical thinking, satisfaction, self-esteem, social connection, and attendance (Cornelius-White, 2007). These positive outcomes may develop due to an innate need for relatedness and 'when teachers genuinely care, students sense it and respond by optimizing their commitment to learning and putting forth greater efforts to reach their potential' (Lumpkin, 2007, p. 159).

There are various definitions of TSR used within the literature, with García-Moya, Brooks, and Moreno (2020, p. 2) describing it as 'a special type of positive interpersonal relationship that students can develop with some of their teachers'. Brinkworth, McIntyre, Juraschek, and Gehlbach (2018, p. 2) consider secondary school TSR from a social psychology perspective, viewing the relationship as ongoing, evolving in each interaction, and 'over time these perceptions are stored in memory and guide future interactions.' Therefore, TSR are interactive and dynamic, developing with each interaction, and changes are often experienced from the beginning to the end of an academic year (Gehlbach, Brinkworth, & Harris, 2012; Sabol & Pianta, 2012). Additionally, there is a variation in TSR across age, possibly as peer relationships become more significant, alongside an increased focus on academic performance, and the organisational structure of secondary schools reducing time with students (García-Moya, Brooks, Morgan, & Moreno, 2015; Sabol & Pianta, 2012; Spilt,

Koomen, & Thijs, 2011). TSR could also be considered from an ecological systems theory perspective, which views relationships at different levels, individual, family, peers, and school, which may interact with the development of TSR (Bronfenbrenner, 1979; Krane, Karlsson, Ness, & Kim, 2016; Sabol & Pianta, 2012).

Defining Wellbeing

Many conceptualisations of wellbeing exist within the literature. The concept of wellbeing is repeatedly viewed as synonymous or closely linked with mental health, and the terms are often used interchangeably within the literature (Black, Panayiotou, & Humphrey, 2019; O'Connor, Dyson, Cowdell, & Watson, 2018; Patalay & Fitzsimons, 2016). There is continued difficulty in defining both WMH, with a lack of a consensus (Dodge, Daly, Huyton, & Sanders, 2012; Manwell et al., 2015). It is acknowledged that wellbeing is complex and multifaceted, influenced by various interactive factors at the socio-political and macro level, such as poverty and national policies (Bronfenbrenner, 1986; Pollard & Lee, 2003; Roffey, 2015). There is a debate in terms of the positionality of WMH, with researchers viewing the concepts across the lifespan in different ways such as, static, fluid, on a continuum, or overlapping (Caspi et al., 2020; Crinson & Martino, 2017; Dodge et al., 2012; Manwell et al., 2015; Ryff & Singer, 2000). The terminology in this area often positions itself as polar, with positive mental health/high wellbeing (flourishing) or mentally ill/low wellbeing (not flourishing) at oppositive ends of a continuum (Crinson & Martino, 2017; Keyes, 2002; Nash, 2018).

The World Health Organization (2021) suggests that ‘health is a state of complete physical, mental and social well-being and not merely the absence of mental disorders or disabilities.’ It defines mental health as a state of wellbeing when ‘every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community’ (World Health Organization, 2021).

This definition adopts a systemic perspective of wellbeing considering the wider community (Schultze-Lutter, Schimmelmann, & Schmidt, 2016; Wexler & Eglinton, 2014).

1.1.2 Educational Context and Legislation

In the United Kingdom (UK), there has been an ongoing focus and government initiatives to promote the WMH of students (Department for Education, 2015a, 2015b, 2017b, 2018; Department for Health and Social Care, 2015; Weare, 2015). The legislation requires prevention and early intervention, improving funding and access to support, developing a new mental health community-based workforce, and encouraging schools to appoint a designated mental health lead (Department for Education, 2017b, 2018; Department for Health and Social Care, 2015). The designated lead would have oversight of whole school

approaches to support WMH, including how it may align with behaviour policies, curriculum, pastoral support, and teacher wellbeing (Department for Education, 2017b). Furthermore, the government initiatives highlighted a significant role for schools, by training teachers about early identification and support for students experiencing difficulties (Department for Education, 2017b, 2018). However, there are concerns about the school's capacity to support students' WMH (Atkinson et al., 2019; House of Commons Education and Health and Social Care Committees, 2018; Waite, Atkinson, & Oldfield, 2021), which may be linked to long waiting lists and cutbacks of Child and Adolescent Mental Health Service (CAMHS) budgets, due to a climate of austerity (Department for Education, 2017a; YoungMinds, 2015). Notably, the House of Commons Education and Health and Social Care Committees (2018, p. 3) considered the Department for Education (2017b) Green Paper as 'failing a generation' suggesting it may create 'inequality in service' and lack focus on early prevention or intervention and wider factors such as exam pressure.

The initiatives outlined above may have stemmed from concerns relating to the UK being placed bottom of 21 developed countries for child wellbeing in 2007 and 16th among 29 countries in 2011 (UNICEF, 2007, 2013). General Practitioners (GPs) suggest there are major gaps in early mental health support for students (Young Minds, 2021) with research proposing that schools need urgent funding due to the impact of the COVID:19 pandemic on students' WMH (Young Minds, 2020). Alongside the initiatives on WMH, there has been a transformation of the education system which emphasises discipline and standards, with teachers noting accountability pressure due to league tables, exams results, the rigidity of the curriculum, and OFSTED (Perryman, Ball, Maguire, & Braun, 2011; Williams-Brown & Jopling, 2020). The accountability measures are found to have an impact on both teachers and students, with teachers experiencing increased workload and students struggling with anxiety, stress, disaffection, and mental health needs related to school (Hutchings, 2015). The transformation of the education system, alongside the implementation of government initiatives focused on WMH, with significant roles for schools, adds further justification for exploring students' wellbeing.

1.1.3 Student Wellbeing and Mental Health

Adolescence is a sensitive period for WMH, characterised by an increase in biological, cognitive, emotional, and social development (Blakemore & Choudhury, 2006; Roffey, 2012b; Stefansson, Gestsdottir, Birgisdottir, & Lerner, 2018). During adolescence, peer relationships become more significant, which may impact parent and teacher relationships (Berkowitz, Schaeffer, Rozek, Beilock, & Levine, 2017; Giordano, 2003). Simultaneously, adolescence is a time when individuals develop independence, and emotional and social maturity (Collins & Steinberg, 2007, p. 561). It can also be viewed as a critical period for

forming both protective and risk factors linked to WMH, with increased vulnerability related to developing mental health difficulties (K. McLaughlin & King, 2015; Moore et al., 2017; Wright, Garside, Allgar, Hodkinson, & Thorpe, 2020).

1.1.4 Rationale for Current Review

School is identified as an important setting for promoting students' WMH, as it is a place where they spend a significant amount of time and could be considered the primary developmental context after family (Bronfenbrenner, 1979; Weare & Nind, 2011). Although TSR have a broad range of positive outcomes for students, there is a lack of understanding of how positive TSR form and develop (Krane, Karlsson, Ness, & Binder, 2016). The scope of the Systematic Literature Review (SLR) focused on secondary school students, as positive TSR, particularly closeness to teachers, is identified as being important for academic adjustment for secondary school children (Roffey, 2012a; Roorda, Koomen, Spilt, & Oort, 2011; Rucinski, Brown, & Downer, 2018). Additionally, less is known about students' and teachers' experiences of relationships and how TSR develop within a secondary school context (Krane, Ness, Holter-Sorensen, Karlsson, & Binder, 2017; Sabol & Pianta, 2012). Furthermore, wellbeing and learning are considered to be interrelated (Panayiotou, Humphrey, & Wigelsworth, 2019) and in an education system that focuses on academic standards, alongside the COVID:19 pandemic, it is appropriate to consider the WMH of students. Therefore, the purpose of this review is to identify ways in which TSR provide support for students' wellbeing, through learning from the perspectives of teachers, school staff, and students.

1.2 Method: Meta-ethnography

The research question posed is: How do Teacher-Student Relationships (TSR) influence secondary students' wellbeing?

A SLR was conducted, exploring a breadth of literature, using comprehensive and robust searches to locate relevant studies (Boland, Cherry, & Dickson, 2017; Sturm & Sunyaev, 2019). During the SLR process, I continued to reflect on the type of data most relevant for answering the research question. I determined that gaining an understanding of teachers' and students' views was key, therefore I decided to focus exclusively on qualitative research. Qualitative research is 'rooted in people's everyday lives' and aims to explore how people experience events providing a rich understanding of individuals' social world (Mohajan, 2018, p. 17; Willig, 2013).

Meta-ethnography, developed by Noblit and Hare (1988), is an interpretive qualitative synthesis approach, which combines a range of studies to produce new interpretations, models, or theories, generating new understandings of people's lived experiences (Atkins et al., 2008; France et al., 2019). I adopted a meta-ethnography method of qualitative

synthesis, as I wished to provide a rich and illustrative understanding of the lived experiences of both teachers' and students' experiences of TSR. Meta-ethnography 'brings together concepts themes and metaphor from individual studies (ethnographies)' and translates these findings across numerous studies generating a higher order interpretation (Boland et al., 2017, p. 255). Meta-ethnography identifies commonalities to establish new interpretations, thus the approach reflects the uniqueness of individual perspectives and experiences, whilst translating findings across numerous studies generating a deeper understanding of the topic (Atkins et al., 2008; Noblit & Hare, 1988; Toye et al., 2014). I identified other synthesis methods that may be appropriate, such as framework synthesis and textual narrative synthesis, (Boland et al., 2017); however, as I wished to interpret findings and develop a conceptual understanding, rather than aggregate findings or use a priori framework, I established that a meta-ethnography approach would be most appropriate (Boland et al., 2017; France et al., 2019; Toye et al., 2014). Britten et al. (2002, p. 210) suggested that meta-ethnography is possibly the 'most well-developed method for synthesising qualitative data', as it 'resembles the qualitative methods of the studies it aims to synthesise.' Therefore, I have implemented Noblit and Hare's (1988) seven stages approach, outlined in Table 1. As proposed by Noblit and Hare (1988, p. 26) and experienced in this review, the process can often 'overlap and repeat.' Although the process was iterative, I will use the steps to structure the following method section.

Table 1: Noblit and Hare (1988) Seven phases of a meta-ethnography

Phase	Process
1	Getting started
2	Deciding what is relevant to the initial interest
3	Reading the studies
4	Determining how the studies are related
5	Translating the studies into one another
6	Synthesising translations
7	Expressing the synthesis

1.2.1 Phase 1: Getting Started

Noblit and Hare (1988, p. 26) described this phase as 'identifying an intellectual interest that qualitative research might inform.' A specific area of interest was developed by conducting scoping searches of the literature. It was clear from the scoping searches that TSR had positive outcomes, promoting both student and teacher wellbeing (Ari et al., 2017; García-Moya et al., 2015; Holen, Waaktaar, & Sagatun, 2018; Schwab & Rossmann, 2020). However, I was interested in what characterised positive TSR and how specifically teachers' everyday practice positively influences student wellbeing at a whole school level.

1.2.2. Phase 2: Deciding What is Relevant to the Initial Interest

Noblit and Hare (1988) suggested that a meta-ethnography does not require an exhaustive literature search, as the method focuses on theoretical insight, rather than summarising a body of literature (Campbell et al., 2012; Toye et al., 2014). However, as it is deemed good practice, and helps to reduce bias and gain an understanding of qualitative data linking to my research topic, a comprehensive search was conducted (France et al., 2014; Toye et al., 2014). The scoping searches and reading of key literature helped to identify relevant search terms and controlled vocabulary (see Appendix A: Electronic database search terms and results). The search terms were refined to develop a precise and comprehensive strategy and align with my specific research question using multiple search terms related to 'Teacher-Student Relationships'. The review was conducted between September and November 2020, using the databases named in Table 2.

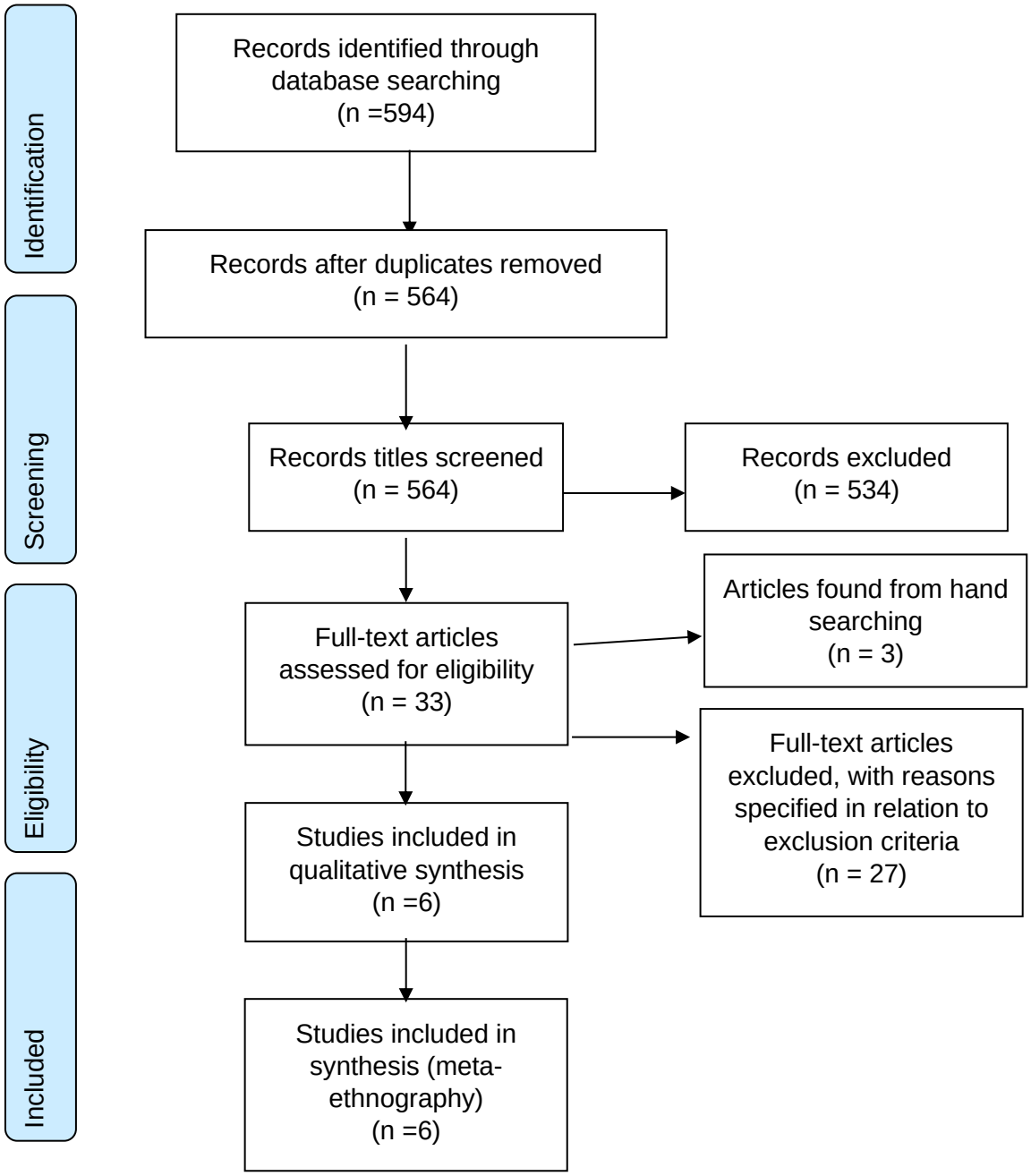
Table 2: Databases and amount of journal articles obtained

Database	Results
Scopus	40
Psychinfo	41
ProQuest	87
JSTOR	12
ERIC	300
Child development	16
British education index	38
Education abstracts	60
	Total = 594

Figure 1 documents the subsequent process, leading to a final selection of six papers for review. Noblit and Hare (1988) did not stipulate the number of studies required for the final analysis. Furthermore, literature documenting the meta-ethnography approach indicated that 'including too many studies might make conceptual analysis 'unwieldy' or make it difficult to maintain insight' (Toye et al., 2014, p. 5). Thus, in line with Light (1980), I made judgement calls based on the inclusion and exclusion criteria to decide the final papers.

1.2.3 Identification of included studies in the systematic review using the PRISMA flow diagram for use in systematic reviews

Figure 1: A visual representation of the SLR process using the PRISMA flow diagram (Moher, Liberati, Tetzlaff, & Altman, 2009)



534 papers were excluded from screening the titles. 33 articles were read fully, and hand-searching located three more relevant studies. At this stage, the inclusion/exclusion criteria were continually adjusted.

1.2.4 Inclusion and Exclusion Criteria

Table 3: Inclusion and Exclusion criteria

Inclusion Criteria	**Exclusion Criteria**
Published 2015 – 2020 to explore current research dated after the introduction of Social, Emotional, and Mental Health was outlined in the Department of Education Special Educational Needs and Disability (SEND) code of practice	Specific interventions
Written in the English Language	Focus on specific groups of individuals
Empirical design	Preschool
Published (peer-reviewed)	Post-school education / higher education
Secondary school – studies with pupils in secondary school or secondary school teachers or teaching staff perspectives	Gender-related focused studies
Student-teacher relationships	Exploring specific topics such as online learning, career adaptability, teaching quality, religion, college readiness, Teacher mindfulness, outdoor learning, Specific subject areas e.g., improving maths / English, Focusing on English as an additional language, and intellectual disorders
Qualitative Data	Quantitative Data
Focus on students' wellbeing and factors relating to individual students	Wellbeing targeted interventions for both individuals and group

The six review papers consider the perspectives of students, teachers, and other education staff. The papers originate from various countries (Norway, Spain, and England) and different educational contexts. I believed this helped to provide a richer understanding of TSR quality and explore the concept of wellbeing across cultures. Table 4 outlines key demographic information from the six papers.

Table 4: Demographic information for the papers chosen for the meta-ethnography

Paper	Krane, Karlsson, Ness, and Binder (2016)	Krane et al. (2017)	Littlecott, Moore, and Murphy (2018)	Mælan, Tjomsland, Baklien, Samdal, and Thurston (2018)	Mælan, Tjomsland, Samdal, and Thurston (2020)	García-Moya et al. (2020)
Title	They need to be recognized as a person in everyday life: Teachers' and helpers' experiences of teacher–student relationships in upper secondary school. Internatio nal journal of qualitative studies on health and well-being, 11(1), 31634.	'You notice that there is something positive about going to school': how teachers' kindness can promote positive teacher–student relationships in upper secondary school. Internatio nal Journal of adolescence and Youth, 22(4), 377-389.	Student health and well-being in secondary schools: the role of school support staff alongside teaching staff. Pastoral care in education, 36(4), 297-312.	Supporting pupils' mental health through everyday practices: a qualitative study of teachers and head teachers, Pastoral Care in Education, 36:1, 16-28, DOI: 10.1080/0264394 4.2017.1422005	Pupils' Perceptions of How Teachers' Everyday Practices Support Their Mental Health: A Qualitative Study of Pupils Aged 14–15 in Norway. Scandin avian Journal of Educational Research, 64(7), 1015-1029.	Humanizing and conducive to learning: an adolescent students' perspective on the central attributes of positive relationships with teachers. Europe an Journal of Psychology of Education, 35(1), 1-20.
Participants	15 teachers and 12 helpers	17 students	21 staff members including 3–5 members of staff from each school. The roles of the staff members varied either teachers, health	36 teachers 10 head teachers	26 students aged 14-15	42 students aged 11 to 18

			coordinators, or wellbeing leads. 30 pupils aged 11-16 33 parents			
Paper	Krane et al (2016)	Krane et al (2017)	Littlecott et al (2018)	Mælan et al (2018)	Mælan et al (2020)	García-Moya et al (2020)
Data Collection	The study used a qualitative and participative approach; key stakeholders were included as co-researchers Focus group interviews were held with 27 teachers and helpers.	The study used a qualitative and participative approach; key stakeholders were included as co-researchers Seventeen students participated in semi-structured individual interviews and focus groups.	Four exploratory case studies were undertaken. face-to-face, semi-structured staff interviews were undertaken.	Focus group with teachers and individual semi-structured interviews with head teachers.	Focus groups	Focus groups

Setting	2 upper secondary schools in the eastern part of Norway.	3 upper secondary schools in the eastern part of Norway	4 schools, each within different localities in South Wales, United Kingdom.	5 lower secondary schools are located in and outside a city in the western part of Norway and 5 lower secondary schools are located in four different municipalities from within the same district in the eastern part of Norway.	2 Norwegian lower secondary schools	England and Spain
Focus of study	This study aimed to explore how teachers and helpers experience TSR. There was a focus on how TSR develops and what relational qualities support students' mental health and drop out of an upper secondary school.	This study aimed to explore students' perspectives of positive TSR in upper secondary school.	The study aimed to explore how teachers and support staff play a role in building relationships with students and supporting wellbeing. This study also explored how the roles of support staff and teaching staff differ in how they interact with students.	This study aimed to explore teachers' and head teachers' perspectives on how they support pupils' mental health through their everyday practice.	The aim is to explore how teachers' everyday teaching and learning practice support pupils' mental health, drawing on the perspectives of pupils in lower secondary schools.	This study aimed to identify central attributes of positive TSR from students in both England and Spain.

1.2.5 Phases 3, and 4: Reading the Studies and Determining How They are Related

This stage involved becoming familiar with the six papers through 'repeated reading', documenting 'interpretative metaphors', and having 'extensive attention to details' (Atkins et al., 2008; Noblit & Hare, 1988, p. 28). The initial ideas within the individual papers were noted, with overarching themes established and recorded by hand (see Table 5) (France et al., 2019). To determine how the studies were related, I identified commonalities and contrasts across the papers (Atkins et al., 2008; Noblit & Hare, 1988). I started to develop a thematic meta-ethnography grid to record the key information across the papers (see Appendix B: Meta-Ethnography Grid).

Table 5: Overarching themes

Overarching Themes
Adapting to individual academic or personal needs
Interpersonal skills - kindness, compassion, and being approachable
Collaborative relationships built on respect and relatedness
Informal conversations
Teachers create a classroom climate to enhance engagement in learning and encourage fairness
Safety
Trust
Open communication about wellbeing
Expressing feelings and support for wellbeing
To be recognised and understood by knowing each student personally
The whole person – humanizing relationship. Supporting the student as a person

1.2.6 Quality of the Studies Reviewed

Authors of published meta-ethnographies have debated the appropriateness of quality assessment tools for qualitative data (Atkins et al., 2008; Campbell et al., 2012; Mays & Pope, 2000; Toye et al., 2014). There is no consensus on their use, therefore like Atkins et al. (2008) and Toye et al. (2014) I chose to assess paper quality to explore how it contributed to the synthesis. To determine the quality of the studies I implemented Gough's Weight of Evidence (2007). Though I recognise the subjective nature of assessing quality and that quality tools are not definitive (Mays & Pope, 2000), I found appraising quality a useful process, which provided a deeper understanding of the papers. Although the quality

of the papers did not appear to have a considerable impact on the overall synthesis, I was able to establish how some studies may align more with my research question (Atkins et al., 2008). A more in-depth table can be found in Appendix C: Weight of Evidence

Table 6: Weight of Evidence review of studies

	Study	**García-Moya et al (2020)**	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**
A	Weight of evidence - A: Taking account of all quality assessment issues, can the study findings be trusted in answering the study question(s)?	MED	MED	HIGH	MED	MED	MED
B	Weight of evidence - B How appropriate is the design and analysis in terms of answering the systematic review question?	MED	MED	MED	MED	MED	MED
C	Weight of evidence C How appropriate is the focus of the study in terms of answering the systematic review question?	MED	HIGH	HIGH	LOW	MED	HIGH
D	Weight of evidence D Based on the answers to questions A – C, what is the overall weight of evidence this study provides to answer the systematic review question?	MED	MED-HIGH	MED - HIGH	MED	MED	MED - HIGH

Findings

1.3.1 Phase 5 & 6: Translating the Studies into One Another & Synthesising Translations

I began to translate the studies, using the meta-ethnography grid, to establish similarities and differences. The grid evolved over time to include detailed data from each paper. I used Schutz's (1962) concept of first-order (participants' interpretations) and second-order constructs (authors' interpretations based on the first-order constructs) to describe the data (Noblit & Hare, 1988; Toye et al., 2014). I continued to adapt the themes, gradually refining the information. In the process, I aimed to generate broader overarching interpretations rather than descriptive information to develop a richer understanding of the constructs through 'repeated comparisons' (Noblit & Hare, 1988, p. 63). The differences between first and second-order constructs are not always clear-cut; however, I was fortunate that my papers clearly outlined many of the participants' interpretations (Atkins et al., 2008; France et al., 2014; France et al., 2019). I had sufficient first-order and second-order data to develop third-order constructs, using a similar method to other meta-ethnographies (Britten et al., 2002; Pound et al., 2005).

The process of synthesising the papers is not clearly described by Noblit and Hare (1988) and may also depend on the data presented (Atkins et al., 2008; France et al., 2019). Noblit and Hare (1988) suggested three ways of synthesising and translating a meta-ethnography: Reciprocal translation (where findings can be compared), refutational translation (which identifies contradictions across papers), and a line of argument (findings from each study are used to create a general interpretation) (Atkins et al., 2008; Noblit & Hare, 1988). A line of argument is described by Noblit and Hare (1988, p. 28) as 'making a whole into something more than the parts alone imply'. creating an overarching model to develop practice. I found synthesising the papers an ongoing process using the meta-ethnography grid to refine concepts. Five of the themes established reciprocal translation and three of the themes included refutational translations. This is described further in Table 7 below.

1.3.2 Synthesis

Table 7: Synthesis

Themes	Interpretations	Construction
Adapting to the individual student's academic and personal needs through interpersonal skills such as caring, kindness, and compassion **(Reciprocal)**	Students appreciated teachers who acknowledged and understood if they were going through difficult life experiences. Students recognised teachers who adapted to both their academic and personal needs, suggesting this promoted their wellbeing and increased their engagement in education.	**Adapting for the individual** Teachers who tried to understand students' circumstances and used various strategies to support learning were viewed positively. Both academic and pastoral support was discussed, suggesting they are closely linked. Teachers described how they try to reduce stress and pressure surrounding learning for students experiencing mental health problems. Students acknowledged how small adjustments can make a difference to their wellbeing. They particularly wished for teachers to be non-judgemental and responsive to their needs. Students also recognised the impact of interpersonal skills, suggesting the importance of kindness and compassion. These interpersonal skills encourage students to learn more and be open about how they are feeling. Teachers showing they care makes students want to learn. The teacher's demeanour can also positively influence the environment. Teachers described how students who needed support with their wellbeing should be viewed differently, recognising they may benefit from support and adjusting their learning to suit them as an individual.

Collaborative relationships built on respect and relatedness which includes informal conversations **(Reciprocal)**	Both students and teachers described how TSR relationships can develop through common interests and taking time to get to know each other through practical activities or informal conversations.	**Respect** TSR are enhanced when teachers allow students to get to know them through mutual interests or practical activities. Students shared how they were able to see a different side of teachers, through school trips, activities, and sports. The conversations often go beyond the classroom and academic subjects, connecting to personal life and humanizing the teacher/student. This close contact and involvement in one's life is a powerful way to build connections and helps to build resilience. Underpinning this concept is respect, which is mutually developed through the interactions in TSR. When teachers open up and show more personal aspects of their life, this increases the respect of students. Informal conversations help students to feel comfortable interacting with teachers and sharing information about their life. Informal conversations also help to reduce pressure and resolve conflict. In Norway, students also appreciated formal conversations, as they have regular structured meetings with key members of staff focusing on personal and academic development. Relatedness between TSR can then extend further to influence class connectedness, helping to develop a positive classroom environment to enhance wellbeing.
A classroom climate built on trust, safety, and fairness enhances engagement in learning **(Reciprocal)**	Both students and teachers acknowledged that a big part of the TSR develops through teaching. The classroom climate can help or hinder WMH difficulties.	**Climate** Students appreciate good classroom management with positive

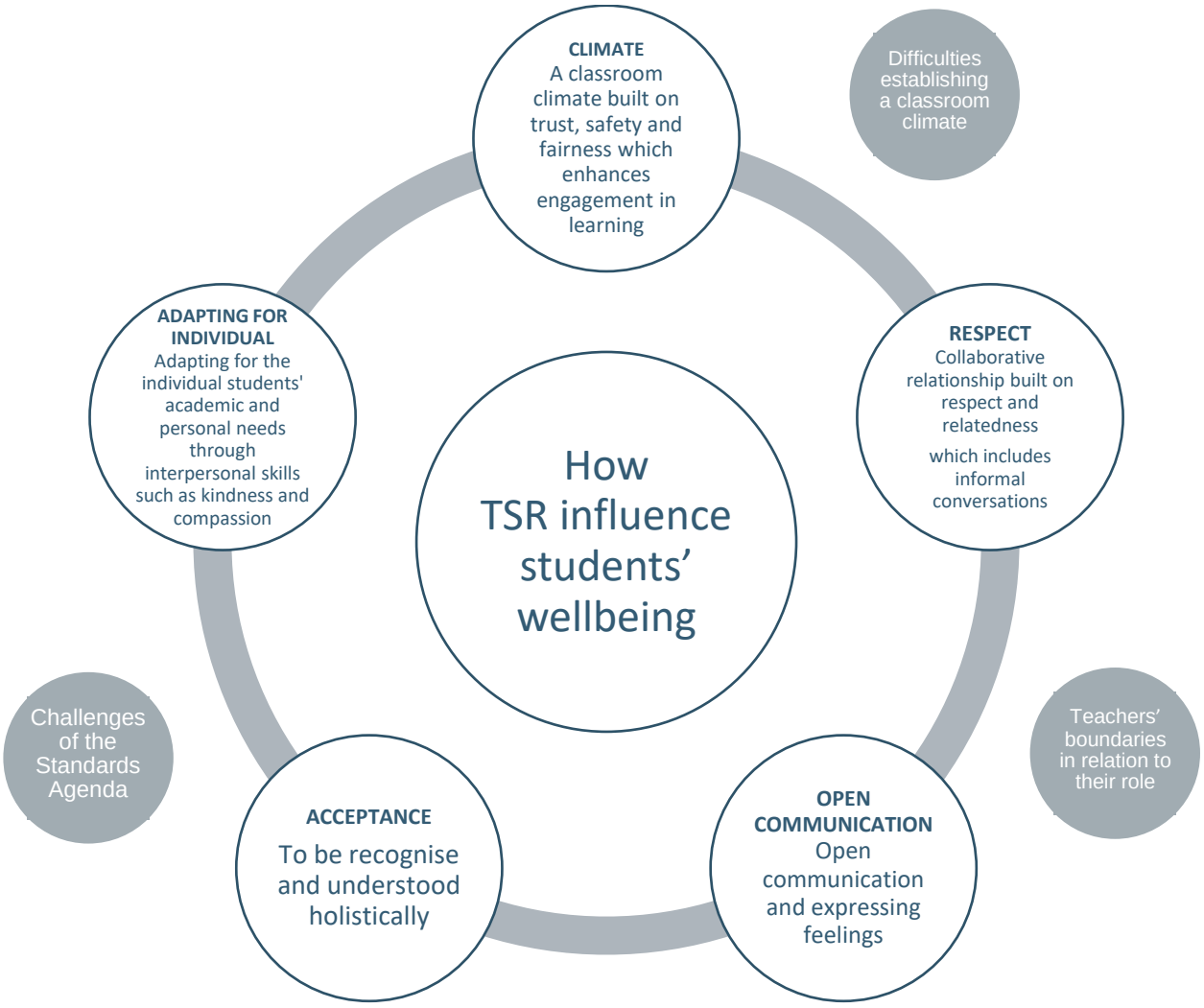
Difficulties establishing a positive climate, particularly when there is a focus on discipline or punitive approaches / or a lack of trust **(Refutational)**	Students described how teachers can often create a negative environment characterised by punitive measures which make the students feel bad about themselves or scared. Students suggest that if the environment is negative the TSR is negative.	boundaries/relationships in place which includes promoting peer relationships. Students suggest that teachers' engagement in their subjects shows they care, and this also influences TSR. Teachers' commitment to teaching shows that the students matter and that 'teaching' is more than a job. Students describe the environment as one which encourages fairness and recognises equity. This means that some students, particularly for their wellbeing, may require additional praise and encouragement. The climate is described as fun, enjoyable, and interactive. It is also underpinned by safety and trust. Trust would develop, when teachers shared anecdotes about their own life experiences, as students viewed the stories as being open about their life. Students may be experiencing challenges in their lives and feel that a climate offers safety which helps to promote their wellbeing, reducing anxiety and insecurity. The environment also increases their motivation in learning. The climate should be inclusive, encouraging discussions about WMH to reduce stigma.
Open communication and expressing feelings **(Reciprocal)**	Teachers describe being open to students discussing emotional and WMH matters. Students value TSR which makes school a positive place to be by encouraging open conversations about feelings.	**Open Communication** Students stressed the importance of teachers noticing their wellbeing and being empathetic. Students believe it is beneficial when teachers show an interest in how they may be feeling. Students value it when teachers are open in their communication, talking about WMH difficulties. This may be viewed as

Teachers' Role Boundaries **(Refutational)**	Teachers suggest that they may not have the background or expertise to support students' WMH difficulties. This is a conflict that they find difficult. Teachers worry about their students, and they describe often being the first people to notice if something is wrong. Teachers recognise students' wellbeing as their responsibility. However, they propose that external wellbeing support may be required for some students. Teachers may struggle to deal with the complexity of their role and how it has developed to focus more on WMH difficulties.	reducing stigma and creating connection and understanding between peers who may be experiencing similar challenges. Teachers can also consider and adapt to students' wellbeing. It also encourages a narrative that the school cares about students' wellbeing.
To be recognised and understood holistically **(Reciprocal)** Challenges of the standards Agenda **(Refutational)**	Students described how being noticed and valued by teachers makes them feel cared for. Recognition was described as a fundamental relational aspect. Students perceive teachers as overlooking their wellbeing, showing more interest in targets and grades. The authors discussed the impact of schools focusing on climbing league tables and having a performative culture, suggesting this may reduce time to consider student WMH. Although teachers help to reduce student stress, they may have no influence on underlying factors within the education system which may cause stress.	**Acceptance** The small everyday interactions make a difference to those with WMH difficulties and provide a feeling of acceptance. The small personal engagement, showing interest and knowing students personally, promotes student wellbeing. Teachers acknowledge how wellbeing and learning are interlinked; therefore, it is the school's responsibility to support wellbeing. Teachers described how the standards agenda can increase pressure on students and how it is important to consider underlying factors contributing to student stress. Teachers suggested that they need to understand students both academically and personally. Conceptualizing support as either academic or pastoral may have limitations and teaching is likely to be more effective if considering students holistically. Students acknowledge the importance of empathy and positive feedback suggesting it helps to reduce anxiety.

1.3.3 Phase 7: Expressing the Synthesis

Noblit and Hare (1988, p. 77) suggested that a 'synthesis can be expressed in various ways' by encouraging 'experimentation' in how it is presented. For accessibility, I have created a visual model (Figure 2) to represent the synthesis outlined in Table 7. The white circles identify themes that promote student wellbeing, and the grey circles identify the barriers or challenges to student wellbeing.

Figure 2: A visual conceptualisation of how TSR influences secondary students' wellbeing



Three constructs included refutational translations which can be viewed in the grey circles; these demonstrate the challenges teachers may perceive when developing students' wellbeing. I will now outline and describe the model further.

1.4 Discussion

This section will outline the model, which is developed from the SLR and wider background reading, to explain key themes related to how TSR influences secondary school students' wellbeing. Each theme will now be explored in turn, reflecting on relevant theory and research, and considering quotes from each perspective. For clarity, in this section of writing, I have used italics when quoting from the SLR papers.

1.4.1 Adapting for the Individual

The synthesis highlighted the importance of teachers knowing, noticing, and responding to individual needs. Students appreciated when teachers acknowledged factors that may impact their wellbeing, such as challenging life experiences. Teachers' interpersonal skills were considered fundamental, with students positively identifying teachers who are considerate, friendly, approachable, and make them feel comfortable (García-Moya et al., 2020; Littlecott et al., 2018; Mælan et al., 2020). Students discussed how teachers' moods, personal greetings, and facial expressions, such as smiling, can influence TSR and wellbeing (Krane et al., 2017). In research, high-quality teacher-student interactions have been described as 'ordinary magic' (Masten, 2001) or 'everyday magic' (Roffey, 2017), with these powerful relational moments occurring through greetings and facial expressions, influencing student resilience and wellbeing.

The importance of classroom practice was highlighted, with students valuing teachers adapting their approach, and offering encouragement or practical adjustments, which increased their motivation and wellbeing (Krane, Karlsson, Ness, & Binder, 2016; Krane et al., 2017; Mælan et al., 2020). Teachers' comments, which align with students' views, reflected adaptations:

> *'we've got pupils who are so stressed and anxious…and we must find ways to get them through the school day and reduce their stress levels. We do that by making individual arrangements for those pupils'* (Mælan et al., 2018, p. 22).

Being unresponsive to individual needs was considered to be detrimental to positive TSR and engagement in school (Krane, Karlsson, Ness, & Binder, 2016). Additionally, teachers discussed viewing the underlying behaviour of students from a wellbeing perspective and indicated that they attempt *'to adjust their school situation in a way that allows them to experience mastery'*, increasing feelings of success and pride (Mælan et al., 2018, p. 23). This highlights the importance of learning for wellbeing, with feelings of success potentially promoting self-esteem and recognition (Spratt, 2016).

Students wished to be challenged academically and found it beneficial when teachers used different explanations for learning, or recognise when students' mental health challenges

may interfere with learning (García-Moya et al., 2020; Mælan et al., 2018). Noddings (2012, p. 772) suggested that caring relations are the foundation for pedagogical activity, proposing teachers 'understand what the cared-for is experiencing' and offer individualised support. Spratt (2016) suggested that pedagogic relationships can enhance wellbeing and engagement in education, by creating opportunities for students to understand themselves and their long-term values. Therefore, TSR and person-centred practices may help to support student's needs, as proposed in Maslow's Hierarch of Needs Theory (1943) or Self Determination Theory (SDT) (Deci & Ryan, 2012), developing students' competence, belonging, and internal motivation for learning (Cornelius-White, 2007; Ivancic & Levpuscek, 2016; Pianta & Allen, 2008). Additionally, as outlined by the Human Givens model (Griffin & Tyrrell, 2013), a needs-focused approach and individualised approaches may support wellbeing by providing students security, attention, and a sense of meaning and purpose by developing skills and thinking.

1.4.2 Respect

A predominant theme of positive TSR was 'respect', often developed through collaborative practical activities. Students and teachers identified their mutual responsibility to develop the relationship, with students sharing *'…it is all about respect…mutual respect is what makes it go round'* (Krane et al., 2017, p. 380). Students discussed how informal conversations and school trips would humanize teachers, noting that *'it was as if we had known a different side of the teachers'* (García-Moya et al., 2020). Informal conversations, which go beyond academic learning, such as discussing hobbies or common interests, increase connectedness, helped to resolve conflicts, and encouraged students to share any concerns (García-Moya et al., 2020; Krane et al., 2017).

Students valued teachers who provided time for them to get to know peers, particularly when participating in activities where there was no pressure of being judged on their performance or grades. Teachers would help students to relate to one another, to increase feelings of being included and welcomed (Mælan et al., 2020). Humour was discussed as helping to encourage relationships, with students commenting:

> *'We talk about school subjects, but he does it in such an amusing way. He can always tell a joke. We talk about more serious and private things too: how we are doing and stuff like that. I think the whole class loves him!'* (Krane et al., 2017, p. 382).

This theme relates to the concept of relatedness within SDT, which proposed that people need to have their basic psychological needs met, which includes feeling connected to others, feeling a sense of belonging, caring for others, and being cared for by others (Allen et al., 2021; Deci & Ryan, 2012). Niemiec and Ryan (2009, p. 139 &140) suggested that in

the classroom 'relatedness is deeply associated with a student feeling that the teacher genuinely likes, respects, and values' them, and students who feel 'disconnected' or 'rejected' are less likely to be academically motivated.

1.4.3 Climate & Difficulties Establishing a Classroom Climate

Existing literature has emphasised the importance of school climate for students' wellbeing (Aldridge et al., 2016; Lawler, Newland, Giger, Roh, & Brockevelt, 2017; Newland, DeCino, Mourlam, & Strouse, 2019). The SLR findings illustrated that classroom climate, underpinned by safety and trust, appeared to be an important aspect of enhancing student wellbeing (Krane, Karlsson, Ness, & Binder, 2016; Mælan et al., 2020). Teacher comments reflected this:

> *'the classroom climate is one of the most important things. It can both promote and undermine mental health … there is, for example, zero tolerance for negative comments, so that everyone can be who they are and feel safe.'* (Mælan et al., 2018, p. 22).

Teachers discussed how it was essential to develop safety both in individual relationships and peer relationships, particularly for students with mental health difficulties, who may present as anxious or insecure (Krane, Karlsson, Ness, & Binder, 2016).

Students indicated negative aspects of teachers' practice, which may influence the climate, such as using punitive measures or rules that were considered to exercise power and control, such as toilet rules or unfair approaches that impacted the whole class (García-Moya et al., 2020; Krane et al., 2017; Mælan et al., 2020). Additionally, a climate that overlooked students' opinions reduced respectful interactions and connectedness (García-Moya et al., 2020). One student shared: *'if the class is negative the relationship develops negatively',* suggesting that the class as a group could make it difficult to develop positive TSR (Krane et al., 2017, p. 381). In contrast, students valued good classroom management that was underpinned by rules that promote fairness, limit setting, humour, praise, and encouragement (Mælan et al., 2020).

Teachers' commitment to teaching and offering an inclusive pedagogical climate, which considered social and emotional needs, was recognised by students as promoting a healthy and motivating environment (García-Moya et al., 2020; Mælan et al., 2020). Literature suggests that a positive climate can strengthen teachers' self-efficacy, enjoyment of teaching, and commitment to teaching (Jennings & Greenberg, 2009; Zee & Koomen, 2016). However, when teachers lack support or resources, they may experience burnout, which in turn creates a cyclical challenge for climate, as they may struggle to be responsive to individual needs and can in turn negatively influence students' engagement, motivation, and

stress levels (García-Moya et al., 2020; Jennings & Greenberg, 2009; Oberle & Schonert-Reichl, 2016; Shen et al., 2015).

Weare (2015, p. 6) suggested that it is challenging for teachers to be 'genuinely motivated to promote emotional and social wellbeing in others if they feel uncared for and burnt-out themselves'. There is found to be a bi-directional interaction within TSR, with better teacher wellbeing associated with improved student wellbeing (S. Harding et al., 2019; Roffey, 2012b, 2015). This could be due to teachers receiving intrinsic motivation and meaning to their role through creating relatedness with students (Klassen, Perry, & Frenzel, 2012; K. E. O'Connor, 2008; Spilt et al., 2011). Therefore, focusing on relationships in school can have a positive ripple effect on the wellbeing of the wider school community by increasing motivation and influencing teacher retention and job satisfaction (Martin & Dowson, 2009; Noble & McGrath, 2012; Roffey, 2012b, 2015).

1.4.4 Open Communication & Teachers' Role Boundaries

Students respected teachers who encouraged open discussions about wellbeing, helping to reduce stigma and encourage conversations among peers (García-Moya et al., 2020; Littlecott et al., 2018; Mælan et al., 2020). One teacher commented:

> *'we can talk about mental health problems with the class, so the pupils can understand that others might struggle in the same way'* (Mælan et al., 2018, p. 22).

Open conversations were considered to increase students' satisfaction and connectedness with school, suggesting that it communicates a message that teachers care and value their opinions (Littlecott et al., 2018). Students indicated that TSR is beneficial:

> *'…you notice that there is something positive about going to school. If you have a problem or something is hard, you don't have to be afraid to talk about it or express it' (Krane et al., 2017, p. 383).*

Students shared that expressing feelings helped teachers to understand them more, and they often described how teachers would model or suggest coping strategies to help (Mælan et al., 2020).

Teachers recognised that supporting wellbeing was their responsibility, as it is a fundamental prerequisite for learning (Krane, Karlsson, Ness, & Binder, 2016; Mælan et al., 2018). However, teachers raised concerns about role boundaries, noting that they worry about their students' WMH. They felt pressure from the limited time and resources they had to support them, particularly as they know students well and may be the first to notice concerns (Krane, Karlsson, Ness, & Binder, 2016; Mælan et al., 2018). Wider literature indicates challenges for teachers to support mental health as they lack time, training, and resources, 'as well as limited opportunity for debriefing or supervision' which can have an impact on their mental

health (O'Reilly et al., 2018, p. 458; Samnøy, Thurston, Wold, Jenssen, & Tjomsland, 2020). Teachers emphasised the importance of protecting boundaries regarding the closeness of relationships with students, outlining:

> '*it is important to have a distinction between talking to pupils about their problems'* and treating mental health suggesting *'When it comes to someone who needs treatment…then a different professional has to take over. Psychologists and school nurses are the ones who know this profession…'* (Krane, Karlsson, Ness, & Binder, 2016, p. 7).

The theme indicated challenges for teachers who struggle to deal with the complexity of their role, suggesting that they may lack confidence in promoting wellbeing (Krane, Karlsson, Ness, & Binder, 2016; Mælan et al., 2018). While there is a role for teachers to support wellbeing in their everyday practice by reducing stigma and having open conversations, there is a broader debate about the complexity of mental health support in school.

1.4.5 Acceptance & Challenges of Standards Agenda

Students valued the small, everyday personal interactions teachers would initiate. Teachers and students described interventions such as *'small well-deserved compliments*', regular class assemblies focused on getting to know each other, or asking questions such as *'are you doing okay today?'* (García-Moya et al., 2020; Krane, Karlsson, Ness, & Binder, 2016, p. 4). Recognition, in personal and practical ways, was considered to be a fundamental concept for supporting TSR and wellbeing. One student suggested that *'the one who pays attention to the details and cares about you... that is fundamental'* (García-Moya et al., 2020, p. 11). This aligns with previous research by Johnson (2008), with students appreciating the 'small things' teachers do, such as being available, remembering personal events, having fun, and being authentic.

Underpinning the theme of acceptance was a holistic understanding of the individual. One teacher shared:

> '*we shall foster whole persons then, of course, we must adapt … we must work with mental health, we are supposed to work with the whole person..(Mælan et al., 2018, p. 20).*

Allen et al. (2021, p. 534) discussed taking a holistic perspective, stating that: 'Perhaps the best teachers are not simply imparters of knowledge on a particular subject nor counsellors providing social and emotional care, but educators caring about the holistic development of their students.' This further highlights the complexity of the teacher role, particularly for secondary school staff that work with a high number of students.

In relation to challenges of the standards agenda theme one student shared:

> *'Student-teacher relationships would be better if the teachers actually showed a proper interest in the students, like emotional well-being, because right now the teachers don't really do that…. it just seems like they just bypass you and the only thing they really care about is if you're matching up to your targets and getting good grades' (García-Moya et al., 2020, p. 10).*

Mælan et al. (2018) discussed how schools focusing on rankings and performances in international league tables may impact students' mental health, adding pressure on academic learning and reducing time to discuss mental health. The authors suggested that schools should focus on what may be contributing to student stress rather than considering how to reduce student stress (Mælan et al., 2018). Thus, the standards agenda is found to be a cross-cultural issue, which increases accountability on teachers, impacts retention rates, and pressure on students, which may have greater consequences on relational practices (Allen et al., 2021).

1.4.6 Summary

The SLR offers a deeper understanding of how the everyday practice of teachers influences students' wellbeing, presenting a new model representing influencing factors. Although the factors are presented as discrete, they overlap and influence one another. The impact of these active interactions affects the individual and the broader school system.

Schools could prioritise relational approaches across the school community and systems. Teachers might implement relational practices by providing time to get to know students personally, often through small or practical interactions, such as informal conversations and recognition. These interactions help students to see a different side of teachers, which humanises them. Teachers should develop their interpersonal skills, as using humour and greeting students encouraged connectedness. In the classroom, teachers should offer individual adaptations when needed and talk openly about wellbeing to reduce stigma. There appears to be a link between pedagogical practice and wellbeing, with students valuing when teachers showed enthusiasm in sharing their subject knowledge. Teachers should encourage students supporting them to experience challenges and mastery. It appeared that acceptance and open conversations helped students to share their concerns and recognise similarities with peers. However, the findings highlighted challenges such as developing a positive climate, with students discussing punitive measures or ineffective classroom management as detrimental to relationships and wellbeing. Furthermore, issues related to the wider political performativity climate, the wellbeing of teachers, and the boundaries of the teacher role were raised. This highlights the importance of considering school processes, of allowing time for teachers to engage in small everyday practices in order to know students.

1.4.7 Limitations

The SLR and meta-ethnography provide a rigorous and transparent process for exploring a breadth of literature to establish new insights for a specific research question (Boland et al., 2017; Mallett, Hagen-Zanker, Slater, & Duvendack, 2012; Noblit & Hare, 1988). However, it is important to recognise that due to the subjective nature of a meta-ethnography, I will have added my views, values, interpretation, and meaning to the participants' and researchers' voices (Atkins et al., 2008). This is recognised by Noblit and Hare (1988, p. 7 and 35), with the researcher interpreting data 'in a fashion similar to the ethnographer interpreting a culture', with judgments and biases acceptable in the interpretation created. Additionally, as acknowledged previously, both wellbeing and TSR could be conceptualised and measured differently (Brinkworth et al., 2018; Dodge et al., 2012). Therefore, I recognise that my perspectives, experiences, assumptions, and biases will have influenced the process and conceptualisation of these constructs.

The SLR process aims to address a highly specific research question, providing informative knowledge to enhance practice; however, the process could be considered restricted in comparison to traditional literature reviews that aim to assess knowledge across a broad topic area (Boell & Cecez-Kecmanovic, 2015; Boland et al., 2017; Eriksen & Frandsen, 2018; Finfgeld-Connett & Johnson, 2013). The SLR process comprehensively explores a specific area; however, the topics of relationships and wellbeing are broad and multifaceted therefore the findings established should be interpreted with caution. The findings of this SLR focus solely on research in secondary settings and may have overlooked wider research and context surrounding literature from early years, primary, or higher education settings. Furthermore, broadening the inclusion of additional search terms within this SLR to include 'care', 'caring', 'sense of belonging', and 'mattering' may have resulted in further pertinent journal papers. These concepts may have provided more insight into effective teacher practice and helped to provide awareness of complementary approaches which can enhance relationships in schools. Furthermore, adopting a developmental perspective, which incorporates literature from different educational settings, may have provided significant and meaningful theoretical findings including a more in-depth understanding of topics such as care and attachment theory (Ari et al., 2017; Barker, 2019; Culshaw & Kurian, 2021; C. Y. Myers, Hostler, & Hughes, 2017; Sethi & Scales, 2020; Walker-Gleaves, 2019), which may have helped to develop a broad conceptualisation of TSR. Nevertheless, this SLR remains specifically focused on the dynamic, interactive, and bidirectional relationship of everyday interactions between teachers and students across educational contexts from teachers' and students' perspectives, highlighting needs-based and motivational theoretical perspectives

underpinning the development of these relationships (Deci & Ryan, 2012; Griffin & Tyrrell, 2013; Maslow, 1943).

1.4.8 Implications for Educational Psychology (EP) practice

The findings highlight the importance of everyday interactions, of teachers recognising students' needs and offering adaptations, which support them emotionally and academically. Positive TSR develop through respectful interactions built upon a holistic acceptance of students and opportunities for open communication regarding WMH. In practice, EPs are well placed to work at individual, group, and systemic levels to promote TSR and wellbeing in schools (Roffey, 2015; Scottish Executive, 2002). At the individual level, TSR are viewed as a key aspect of school experiences and EPs often become involved when there is a breakdown in these relationships. EPs may encourage psychological awareness regarding the importance of relationships, using knowledge of how to support the adults working with the Children and Young people (CYP). At a group level, there is a role for EPs and educationalists to consider the pedagogical climate, highlighting the significance of safety, trust, closeness, and high-quality communication (Banerjee, Weare, & Farr, 2014; Gergen, 2009; C. McLaughlin & Clarke, 2010; Spratt, 2016; Weare, 2015). There may be opportunities for EPs to use teacher consultations and supervision as a method to reflect on classroom practice and relational quality, with Roffey (2015, p. 26) suggesting EPs 'have a valuable role in modelling, talking about and providing in-service learning for teachers on the value and skills of promoting quality relationships.' Roffey (2015, p. 28) advocated that EPs can be 'agents of change for well-being', through strength-based conversations and proposing relational practice should be at the centre of the school system. This suggests that EPs are in a distinctive position to encourage preventative narratives relating to wellbeing, which may have a ripple effect on the ecological systems within a school and subsequently the surrounding community (Cameron, 2006; Humphrey, 2018; Nash, 2018; Roffey, 2015, 2016). EPs can highlight how wellbeing and learning interrelate, and how, when wellbeing is a core school focus, academic outcomes for students of all levels will improve (Bonell et al., 2014; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Humphrey, 2018; Noble & McGrath, 2012; Panayiotou et al., 2019; Weare, 2015). Overall, relationships are fundamental for wellbeing, climate, and learning (Roffey, 2008, 2012a, 2012b) and it is important for EPs to recognise the complexity of connections, within eco-systemic relationships existing and influencing each other.

Chapter 2. Critique of Research Methodology and Ethics

2.1 Introduction

This chapter aims to link together the Systematic Literature Review (Chapter 1) and the Empirical Study (Chapter 3). This chapter will provide a rationale for my interest in exploring the broad topics of relationships and wellbeing. Additionally, I shall consider my role as a researcher, reflecting on my ontological and epistemological stance alongside the methodological and ethical implications of the empirical research. To begin this chapter, I will consider my personal motivations and underpinning psychology relating to the empirical research.

2.2 Rationale and Personal Motivations for Thesis

My personal values are underpinned by humanistic psychology and Person-Centred Psychology (PCP), particularly Rogers (1951) principles of positive regard, empathy, and congruence (Joseph & Murphy, 2012; Sanderson, 2000). Since beginning my Doctoral training, I consider relationships as fundamental to my practice; however, at times I recognise how the impact of contextual factors can influence this. Therefore, my broad initial focus was relationships in school. In practice, I often find myself drawn to working with students who are considered to be experiencing social, emotional, and mental health (SEMH) difficulties. After discussions with my supervisors and a particularly heightened awareness of *wellbeing* during the COVID:19 pandemic, I wished to explore relationships and wellbeing in more depth.

When the COVID:19 pandemic started to impact education, I noticed that often schools would adopt a recovery curriculum underpinned by a relational approach. The pandemic highlighted the caring aspects of teachers' roles, although unfortunately there was 'little attention paid to the incredible work undertaken within educational settings' (Pickett & Taylor-Robinson, 2021, p. 37). Therefore, I wished to explore further the importance of everyday relational practice. Furthermore, as a society and also personally, during the pandemic and times of isolation, I observed the need for social connection and the awareness of how this may impact wellbeing (Cowie & Myers, 2020; Pickett & Taylor-Robinson, 2021; P. Waite et al., 2021). Distancing from others highlighted how 'human beings are social animals. We need each other. At the deepest level, we want to feel that we belong, that we are connected with others' (Roffey, 2012a, p. 2). Therefore, I wished to explore wellbeing in a school context, considering everyday experiences of connectedness. Further to this, my professional interest in humanistic psychology and PCP relates to the area of pupil voice (PV), which is considered to be a fundamental aspect of the Educational

Psychologist (EP) role at all levels (E. Harding & Atkinson, 2009; Smillie & Newton, 2020; Todd, Hobbs, & Taylor, 2000). EPs regularly engage in practices to promote Children and Young People's (CYP) confidence to be heard, with Todd et al. (2000, p. 13) suggesting that EPs 'need to work so that children and young people feel they can own and direct their own story.' This is critical, as empowering CYPs' views has been shown to have a 'major impact on school reform' (Greig, Hobbs, & Roffey, 2014, p. 6). Additionally, PCP principles and empowering PV are embedded in legislation, specifically the SEND Code of Practice (Department for Education, 2015b), the United Nations Convention on the Rights of the Child, (Unicef, 1989), and the Children and Families Act (2014), which put CYP at the centre of decision making.

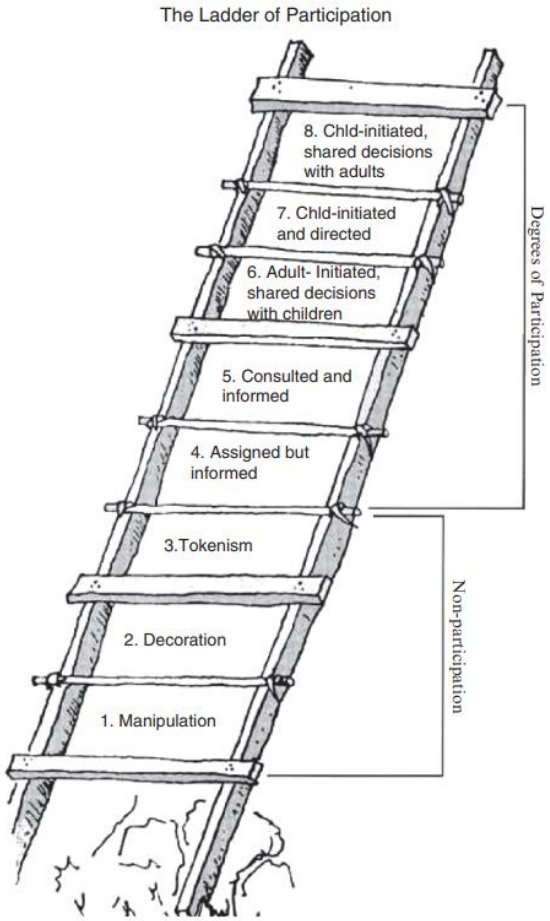
Reflection tools such as Hart's Ladder of Children's Participation model (1992) (see Figure 3) and Shier's (2001) complementary 'Pathways to Participation' are commonly discussed in relation to PV. Both perspectives highlight the importance of empowering CYP to participate in shared decision-making for matters which impact them in education and wider society. The tools suggest that higher quality participation involves meaningful interactions, acknowledging power relations, and adults having a genuine interest in the lives of CYP. Hart's (1992, p. 15) model notes the importance of children's rights and how 'children's competence and ability to participate is undervalued' in research. The model provides awareness of non-participation practices such as manipulation, decoration, and tokenism. The empirical project aims to conduct a participatory piece of research which Hart (1992) believes includes four factors:

Table 8: Hart's (1992) Model Four factors for participatory Research

1.	The children understand the intentions of the project
2.	They know who made the decisions concerning their involvement and why
3.	They have a meaningful (rather than 'decorative') role
4.	They volunteer for the project after the project was made clear to them

Having outlined the values and underpinning psychology of the research topic and design, I shall consider how the SLR relates to the empirical research.

Figure 3: Hart (1992) Ladder of Participation - Eight levels of young people's participation in projects



2.3 Moving from Systematic Literature Review to Empirical Research

The meta-ethnography revealed a collection of interacting factors of TSR that promote students' wellbeing, alongside illuminating potential barriers linked to wider political factors, teachers' role boundaries, and classroom climate. My empirical research aimed to build upon the SLR literature, further extending knowledge, from the student perspective of the impact of TSR on student wellbeing. The scope of the empirical research was widened to explore other relationships in school, notably the impact of peer relationships. During adolescence, peer relationships are found to become increasingly important and considered fundamental for wellbeing, helping to develop a sense of identity, and a sense of belonging in school, and providing security to cope with social dilemmas (Majors, 2012, p. 137; Roffey, 2012a). Exploring the quality of relationships in a school community is vital, as they play a part in shaping students' lives and society (Allen et al., 2021). From the meta-ethnography, I presented a model which I anticipated would empower teachers' everyday relational practice. The findings from the model will have influenced the design of the empirical research; however, my intention was not to test the model but to further extend knowledge for understanding (Howitt, 2019).

When completing the SLR, I recognised that TSR was one part of a wider system, which can have a bi-directional influence on other school factors (Roffey, 2012a). Krane, Karlsson, Ness, and Binder (2016, p. 10 (paper included in SLR)) suggested that there is an 'interplay between contextual factors and the development of TSR', with Littlecott et al. (2018 (paper included in SLR)) advocating for greater awareness of whole school systems and processes that promote relationships and wellbeing. Noted in Chapter 1, there appears to be a broader debate about wellbeing and mental health (WMH) support in schools. I recognise that student wellbeing will be influenced by factors outside school; however, school is regarded as having a role in promoting student wellbeing (Department for Education, 2017b).
In the research literature, it is suggested that it is beneficial to adopt a holistic perspective when exploring the interconnecting processes of whole school learning environments, including gathering students' perspectives from different levels, such as micro-level (TSR) to macro-level (whole school) (Banerjee et al., 2014; Dumont, Istance, & Benavides, 2010; Mælan et al., 2020; Roffey, 2016; Weare, 2015; Weare & Nind, 2011). Therefore, PV is considered crucial in this respect, as students will know about school systems and processes that influence student wellbeing, establishing areas of importance to enhance school practice (O'Reilly et al., 2018; Spratt, 2016; Weare, 2015). Additionally, the voices of CYP are often overlooked in relation to understanding their perspectives of WMH support in school, providing further warrant for the research (Atkinson et al., 2019).

Furthermore, in the current context, post COVID:19 pandemic, the empirical research could be considered important for children in the North of England, with the 'Child of the North' report identifying particular concerns for CYPs' mental health, which were considered to be deteriorating before the pandemic (NHS Digital, 2020; Pickett & Taylor-Robinson, 2021). The report suggests a significant North-South divide, in relation to the impact on CYPs' mental health, linked to higher rates of poverty and health inequality, with children in the North 'disproportionately affected by the consequences of the pandemic' (Pickett & Taylor-Robinson, 2021, p. 5).

The findings from the SLR combined with the increase in WMH concerns for CYP during the COVID:19 pandemic suggested the impact of wider contextual factors influencing student wellbeing. Thus, the following research questions were developed:

1. How do the relationships in school support student wellbeing?
2. What influences students' wellbeing in a secondary school context?

2.4 Methodology

2.4.1 Philosophical Stance

A researcher's philosophical stance will influence their approach to research. R. Parker (2013) proposed that it is important for applied EPs to explore how they view the world and consider how it shapes their practice and research, as this will inform the methodology they choose. Grix (2010, p. 57) suggested that ontology and epistemology are the 'building blocks of research' and advocates for researchers to present a clear and logical outline of their underpinning assumptions and how it links to methodology.

2.4.2 Ontology and Epistemology

Ontology refers to theories of what exists and our *being* in the world (Braun & Clarke, 2021; Scotland, 2012). Therefore, ontology is concerned with what it is to be human and 'what is out there to know about' the world (Grix, 2010, p. 8; R. Parker, 2013; Scotland, 2012). Epistemology concerns how knowledge is constructed in the world and how we think and know about knowledge (Braun & Clarke, 2021; Scotland, 2012). Epistemology theorises meaningful ways of accessing and generating knowledge, and understanding 'what and how can we know about it' (Braun & Clarke, 2021; Grix, 2010, p. 8). This research adopts a Critical Realist (CR) stance, which accepts that there are objective realities that are socially constructed that are influenced by various factors such as culture and language (Archer, 2016; Robson, 2002; Willig, 2013). CR conceptualises different interpretations or possibilities of reality, and searches for valid insights to our being in the world, acknowledging that humans will shape how we know and experience this (Archer, 2016; Braun & Clarke, 2021; Willig, 2013). Therefore, CR 'combines the realist ambition to gain a better understanding of what is going on in the world with the acknowledgement that the data the researcher gathers may not provide direct access to this reality' (Willig, 2013, p. 11). From a CR perspective, each individual will construct the concept and language associated with wellbeing differently, taking into account their personal life experiences within the complex social world (Archer, 2016; Willig, 2013). Historically, in the West, the construct of WMH has involved stigmatising beliefs, with culture influencing a deficit within-person view, which incorporates language often used to exclude and marginalised individuals (Ford, 2018; Humphrey, 2018; Weare & Nind, 2011).

2.4.3 Semi-Structured Interviews

I attempted to capture students' lived experiences of what supports their wellbeing in a secondary school context using semi-structured interviews. I acknowledge through a CR stance I will 'only glimpse reality at best as it is always obstructed in some way' (Howitt, 2019, p. 33), thus I will be cautious in my findings. Wellbeing is considered to be a personal

and sensitive subject; therefore, I believed semi-structured interviews would help to provide space for students to speak freely about their experiences, alongside allowing opportunities to monitor and respond to specific individual experiences. I adopted approaches as discussed previously in Hart's model (1992) by explaining the purpose of the project and providing clarity on why the CYP had been asked to be involved.

2.5 Thematic Analysis

Braun and Clarke (2021) further developed Thematic Analysis (TA), referring to the approach as reflexive TA, which emphasises the importance of a reflexive researcher, who has awareness of their assumptions and is critical of how their subjectivity, stance, values, and approach inform practice. I opted to use reflexive TA as it 'offers an accessible and theoretically flexible approach' for describing, identifying, analysing, and reporting patterns of rich qualitative data to develop new interpretations (Braun & Clarke, 2006, p. 77; 2021). TA can be used with small heterogeneous data sets and in a CR paradigm to 'reflect on reality' or unpick reality' (Braun & Clarke, 2006, p. 81; Terry, Hayfield, Braun, & Clarke, 2017). Therefore, in comparison to methods such as Grounded Theory and Interpretative Phenomenological Analysis, TA has theoretical flexibility, aligning with the researchers' philosophical assumptions, and can be utilised with interviews (Braun & Clarke, 2006; Willig, 2013).

2.6 Reflexivity

Reflexivity is considered to involve ongoing self-awareness, and locating oneself in the research (Mann, 2016; Willig, 2013). Therefore, 'reflexivity is more explicitly tied to the self and the researcher's influence on the research', their research relationship, and the knowledge developed which is considered in relation to identities (Mann, 2016, p. 27). Reflexive researchers recognise different identities of the researcher and how knowledge is bi-directional in nature and develops through interactions that are influenced by the context (Mann, 2016). Reflexivity and researcher subjectivity is an ongoing process that should be viewed as a resource instead of 'a problem to be managed or controlled' (Braun & Clarke, 2021, p. 5; Guillemin & Gillam, 2004). Reflexive researchers should be thoughtful of how their values, assumptions, positioning, experiences, and methods shape research (Braun & Clarke, 2021; Guillemin & Gillam, 2004; Willig, 2013). Thus, I regularly reflected on my influence on the research; however, I do not consider myself to be a neutral observer within the process, acknowledging that my perspectives and life experiences do influence the knowledge generated (Braun & Clarke, 2021). I used reflexivity questions from Braun and Clarke (2021) (see Appendix D: Braun and Clarke Reflexivity questions) to consider how my assumptions shaped my views of the research topic. The exercise helped to consider my positionings when conducting the research and how the participants may view my role.

In practice, I have worked in two of the schools that participated in the empirical research, therefore it could be suggested that I hold an insider position; however, I considered myself an outsider, as I have predominately worked remotely during the COVID:19 pandemic, spending limited time in the school environment. I considered my identity during the research to be complex and varied depending on the participant. At times, participants were open about their relationships with teachers and peers, feeling comfortable sharing personal information. However, as my questions focused on *what helps in school*, some participants may have viewed me as an external practitioner who was evaluating and assessing practice. Therefore, participants may have related to me in a variety of ways, which aligns with a CR stance, in that I will only have a glimpse of students' reality, lacking a complete picture of their perspectives of my role.

Dominant in the research literature is the notion of fixed researcher identities, either insider or outsider; however, Thomson and Gunter (2011) and Milligan (2016) argued that the position should be considered fluid, with relationships shifting throughout the research process. This may involve interconnecting identities, that are challenging to define and are dependent on the context (Thomson & Gunter, 2011). Reflecting on positioning enables 'authentic research' by considering research from the participant's perspective and highlighting the implications of power (Milligan, 2016, p. 242). Milligan (2016) noticed that the introduction of participative techniques with students helped to shift researcher positioning, suggesting it contributed to the students perceiving researchers as interested in their lives. Although I did not adopt a fully participatory approach, which includes involving participants throughout the research process, I consider that the introduction of a hands-on approach (further detail of approach below) helped to shift the power and positioning in the research.

2.7 Ethical Considerations

Guillemin and Gillam (2004) proposed two different elements of ethics in research: procedural ethics, which includes approval from ethics committees, and ethics in practice, which are the everyday concerns that occur when conducting research, including the complex dynamics of the researcher-participant relationship. Regarding procedural ethics, the research project received approval from Newcastle University and ethical considerations were made with reference to the British Psychological Society (BPS) Ethical Guidelines (British Psychological Society, 2014, 2018). I made ethical choices about methods in relation to protecting the rights and safety of participants (Guillemin & Gillam, 2004).

I sought both parental and student informed consent from all participants (Appendix E: Parent information and consent form) (Appendix F: Pupil information and consent form) Students and parents were provided with an information sheet providing details of the

research. I reminded students throughout the research that they did not have to answer any questions if they did not feel comfortable doing so. I explained that as participation was voluntary they had the right to withdraw at any time. Guillemin and Gillam (2004, p. 272) suggest 'Informed consent is at heart an interpersonal process between researcher and participant' specifically relating to explaining what participation involves, explaining Hart's four factors of participation (1992) to ensure the purpose of the research and their role. I viewed consent as an ongoing process, respecting the participants' autonomy and regularly checking if they were comfortable to continue the interview (Guillemin & Gillam, 2004). Process consent promotes participant agency and control, advocating that 'consent should be negotiated on an ongoing basis and not be assumed on the basis of initial consent only' (Heath, Charles, Crow, & Wiles, 2007, p. 409). I recognised the need to actively listen to all forms of communication and to notice any potential informed dissent during the research process particularly non-verbal expressions during our interactions (Bourke & Loveridge, 2014). I acknowledged that students may find it challenging to express their right to withdraw, therefore I revisited consent often, not considering consent as 'when a form is signed…a moment of closure' (Bourke & Loveridge, 2014, p. 154; Heath et al., 2007).

Researchers should be aware of the concept of power, particularly when conducting research with children, considering factors such as agency, respect, choice, and openness (Christensen, 2004; Gallacher & Gallagher, 2008; Hill, 2006; Punch, 2002). Power imbalances are considered to be reduced when participants share openly and honestly about their life experiences, which relates to qualities students valued in TSR (Howitt, 2019; Krane, Karlsson, Ness, & Binder, 2016; Mælan et al., 2018). I recognised that power is a complex multifactorial concept and can often reside in social positions, being embedded in the process of research, potentially due to the general cultural notions of children and adults during social interactions (Christensen, 2004; Wilkinson & Wilkinson, 2018). To negotiate this, when conducting the research, I wished to use practical creative techniques, implementing the Diamond Ranking approach (discussed further in Chapter 3), to shift the 'formal power roles of conventional interviewing' and help young people to feel comfortable to engage in discussions (Christensen, 2004, p. 171). This aligns with A. Clark (2005) who advocates for incorporating multi-method, participatory and adaptable approaches that focus on the lived experiences of children and views them as experts in their own lives.

Summary

This chapter has provided an opportunity to consider the overarching aspects of my thesis, including my underpinning psychology, values, and philosophical stance and how this has shaped the focus of the research and the methods I adopted. I have noted how

consideration for ethicality and reflexivity is central to the research process. The next chapter will outline the empirical research.

Chapter 3. Exploring Young Peoples' Perspectives of Wellbeing; What do Secondary School Students think Supports their Wellbeing in School?

Abstract

This research aims to explore secondary school students' perspectives of how relationships and other contextual factors within school support their wellbeing. The research explores how relationships in school support students' wellbeing and what influences students' wellbeing in a secondary school context. School has been identified as a setting for promoting wellbeing and mental health (WMH) and research indicates greater concern for children and young peoples' WMH in the United Kingdom (UK). A qualitative method was adopted to conduct individual semi-structured interviews to understand the experiences of eight Year 9 students from three schools in the North East of England. Four of the pupils were considered to have Special Educational Needs and disability (SEND) therefore the study includes perspectives from a Young Carer, English as an Additional Language, Autism Spectrum Condition, and Looked after Child. A Diamond Ranking activity was utilised as an ice breaker activity to support the semi-structured interview, centring the discussion towards the secondary school context, and encouraging participation. Data were analysed using a reflexive Thematic Analysis (TA) method. The empirical research adds further insight into how relationships influence student wellbeing developing a theoretical model influenced by wider background reading.

The findings noted the importance of friendships to increase students' enjoyment of school, offering support for wellbeing through guidance and shared experiences, alongside encouragement to seek adult support. Overarching themes constructed from the data included: Comfortable Climate, Respect and Relatedness, Open Communication, Acceptance, and Support to Process and Navigate Concerns and Adapting for the Individual. Contextual factors influencing student wellbeing included six themes constructed: Resilience, Percieved bullying, Unkindness, Judgement and Comparison, Social and Emotional Climate, Meaningful Learning Opportunities, Specialist Emotional Support, and Whole school Approaches to increase knowledge of Wellbeing. The findings are discussed at various levels, including individual, group, and the whole school. The omission of quantitative participant demographic information is considered a limitation, particularly in relation to students with SEND. Additionally, the use of a gatekeeper with support from the school Special Educational Needs Coordinator (SENCo) to recruit participants may have resulted in an over-represented sample of students who have positive TSR, overlooking the experiences of students who have negative TSR or are considered to have negative experiences of school because of their specific circumstances or SEND. It was acknowledged that the research drew upon an adult-led definition of wellbeing which could

be viewed as unsuitable, overlooking the student's definition of WMH and may have influenced the discussion. The findings are relevant for Educational Psychologists and those who work in education, by providing a model of students' perspectives on how relationships and contextual factors influence wellbeing. The importance of relational practice and relationships, underpinned by safety, trust, respect, acceptance, and caring are discussed. Further factors identified climate, pedagogical approach, resilience, group dynamics, perceived bullying, and judgement as influencing students' wellbeing. The findings acknowledged how both the whole school and targeted approaches offer support for WMH.

Keywords: wellbeing and mental health, teacher-student relationships, young people, secondary schools, teachers' role

Please note: The Pastoral Care in Education Journal has been identified as a potential journal for publication. This chapter has been formatted in line with university guidelines however, it has been presented in the style of papers typically published by Pastoral Care in Education Journal. Further adjustments and amendments will be required for publication.

3.1 Introduction

This research explores students' wellbeing in a secondary school context, across three schools, in one North East England Local Authority. The research seeks to generate a rich understanding of factors that influence secondary students' wellbeing. Firstly, the concept of wellbeing will be explored, before outlining the rationale for this research by considering relevant literature, context, and policies.

3.1.2 Wellbeing

Historically, wellbeing has been viewed from two perspectives, 'Hedonic' and 'Eudaimonic'. The Hedonic approach considers wellbeing as positive affect, less negative affect, and positive life satisfaction (Dodge et al., 2012; Henderson & Knight, 2012; Ryan, Huta, & Deci, 2008). This perspective could be deemed reductionist, suggesting negative connotations towards feeling a broad range of emotions including those often perceived as uncomfortable feelings (Roffey, 2012a). The Eudaimonic perspective of wellbeing focuses on human development, purpose in life, and self-realization (Dodge et al., 2012; Kashdan, Biswas-Diener, & King, 2008; Ryan & Deci, 2001). Self-Determination Theory (SDT) (Deci & Ryan, 2012; Ryan & Deci, 2001) may be considered to correspond with the Eudaimonic perspective, suggesting that the psychological needs of competence, autonomy, and relatedness influence wellbeing. Furthermore, the theory suggests that social contexts which consider psychological needs and fulfil purposes linked to individual goals are important for wellbeing (Ryan & Deci, 2014). Recent literature points towards the combination of both Hedonic and Eudaimonic perspectives, suggesting that they are complementary views that contribute to a comprehensive understanding of wellbeing (Henderson & Knight, 2012; Huta & Waterman, 2014; Kashdan et al., 2008; Keyes, 2002). For example, Seligman's PERMA conceptualisation of wellbeing (Positive emotions, Engagement, Relationships, Meaning, and Accomplishments) could be viewed as combining aspects of Hedonic and Eudaimonic wellbeing (McLellan & Steward, 2015; Seligman, 2018).

Dodge et al. (2012) attempted to create a definition that considered the multi-faceted nature of wellbeing. Figure 4 outlines the definition, which acknowledges the 'fluctuating state between challenges and resources' with the see-saw representing 'the drive of an individual to return to a set-point for wellbeing' and back to a state of equilibrium (Dodge et al., 2012, p. 230). This suggests that when the psychological, social, and physical challenges outweigh resources, wellbeing is impacted. This implies a dynamic nature to wellbeing, which may fluctuate due to significant life events.

Figure 4: Dodge et al (2012) visual representation of wellbeing

The World Health Organization (2021)(WHO) definition of wellbeing will be utilised in this study (see Appendix G). The definition is recognised in the literature across cultures and acknowledges the broader context of community (Schultze-Lutter et al., 2016; Wexler & Eglinton, 2014). It could be argued that the normal stresses aspect links to the 'challenges' found in Dodge et al's (2012) conceptualisation. Furthermore, in comparison to a medical model perspective which may conceptualise mental health as a state of absence of mental illness (Galderisi, Heinz, Kastrup, Beezhold, & Sartorius, 2015; Manwell et al., 2015), the WHO definition could be considered to encompass Hedonic and Eudaimonic perspectives, recognising the complex nature of wellbeing and referencing the importance of personal growth and providing meaningful contributions to the community (Black et al., 2019; Dodge et al., 2012; Galderisi et al., 2015; Lambert et al., 2020; Norwich, Moore, Stentiford, & Hall, 2022; Roffey, Williams, Greig, & MacKay, 2016). The WHO definition will be utilised throughout this thesis to provide clarity regarding the concept of wellbeing.

3.1.3 Student Wellbeing

Rates of mental health difficulties appear to increase during adolescence, particularly between Years 9 (13-14 years of age) and 11 (15-16 years of age) (Patalay & Fitzsimons, 2016; M. Waite et al., 2021), and female students are also at a higher risk of meeting clinical thresholds in comparison to male students (M. Waite et al., 2021). Furthermore, research indicates that half of all mental health difficulties begin before the age of fourteen and are reported to track into adulthood (Kessler et al., 2007; Kessler et al., 2005; Moore & Littlecott, 2015; Moore, Littlecott, Turley, Waters, & Murphy, 2015). This suggests long-term implications and increased risk of adverse psychosocial outcomes in later life (Colman et al., 2009; Department for Health, 2011; Moore et al., 2017; Park, 2004). Reports indicate that the number of CYP referred to Child and Adolescent Mental Health Services (CAMHS) has increased, with the system considered to be 'failing to meet need across the country, despite significant extra spending' (Crenna-Jennings & Hutchinson, 2020, p. 8). The experience of wellbeing and mental health (WMH) difficulties for students is associated with school

exclusions, persistent absence from school, and lower attainment levels (Banerjee et al., 2014; Durlak et al., 2011; Lereya & Deighton, 2019; Sklad, Diekstra, Ritter, Ben, & Gravesteijn, 2012).

The Children's Society (2020) 'Good Childhood Report', indicated that children in the UK have lower levels on key measures of wellbeing compared to other European countries, with potential challenges being digital technology, fear of failure, and child poverty due to a climate of austerity. Furthermore, research indicates that in the UK, one in six Children and Young People (CYP) aged 5-16, 'were identified as having a probable mental disorder', increasing from one in nine in 2017 (NHS Digital, 2020). It is important to recognise this research was conducted during the COVID:19 pandemic. The COVID:19 pandemic was a stressful life event categorised by extended home confinement, uncertainty and change related to school, and increased overuse of social media (Cowie & Myers, 2020; Guessoum et al., 2020; NHS Digital, 2020). Therefore, the pandemic could be considered as an additional complex stressor for CYP, particularly due to increased distress related to catching or transmitting COVID:19.

3.1.4 Wider School Context for Wellbeing

School has been identified as an environment for promoting WMH, through increasing understanding and providing provision to all children (Department for Education, 2017b, 2018). Schools support wellbeing through individual, classroom-based, or whole-school approaches, typically through promotion or prevention programmes (Conley & Durlak, 2017; Norwich et al., 2022; Weare, 2017), or through relational approaches (Krane, Karlsson, Ness, & Binder, 2016; Mælan et al., 2020). Whole-school approaches are commonly promoted and are considered to reduce the possible stigma associated with targeted interventions (Banerjee et al., 2014; Durlak et al., 2011; Weare, 2015; Weare & Nind, 2011). Limited research into whole-school approaches indicates a lack of effectiveness, suggesting that they can present as challenging to implement and evaluate (Mackenzie & Williams, 2018). However, overall, there is a lack of research into whole-school approaches in the UK.

Weare and Nind (2011) conducted a systematic literature review into a range of mental health promotion interventions in schools, finding a stronger impact when implementing whole-school approaches alongside targeted intervention for children identified as at risk. This combination of approaches mirrors an ecological perspective of interacting factors related to human development (Bronfenbrenner, 1979). Overall, whole-school approaches were considered to have small to moderate effects with Weare and Nind (2011) suggesting that the outcomes are significant but complex to measure. Weare and Nind (2011) indicated the characteristics of effective interventions included embedding work into whole school systems, teaching skills, teacher education, and improving school ethos. Weare and Nind

(2011) proposed that for programmes to be effective they were required to be implemented rigorously.

In education, teachers are viewed as having a role in supporting WMH, particularly for early identification (Department for Education, 2017b, 2018; Weare, 2015); however, there has been a significant rise in teacher mental health issues, which will have a bi-directional impact on student wellbeing (Roffey, 2012b; Teacher Wellbeing Index, 2021). An increase in teachers' mental health difficulties may relate to a lack of work-life balance and excessive workload, which may be associated with accountability measures (Hutchings, 2015). Furthermore, education spending per student fell by 9% in England, between 2009-2010 and 2019-2022, which represented in real terms the 'largest cut in over 40 years' (Britton, Farquharson, Sibieta, Tahir, & Waltmann, 2020, p. 8). Children in the North were disproportionately affected by austerity measures, with greater cuts to service in comparison to the rest of the country (Pickett & Taylor-Robinson, 2021). Deprivation has been linked to a range of long-term negative outcomes for development, health, and wellbeing (Pickett & Taylor-Robinson, 2021; Platt, Kannangara, Tytherleigh, & Carson, 2020). This provides insight into some of the socio-political challenges of the wider educational context.

3.1.5 Needs-based Theories

Literature exploring wellbeing and TSR considers psychological needs often through needs-based theories, which are outlined below.

3.1.6 Self-Determination Theory

Self Determination Theory (SDT) proposed three fundamental innate psychological needs: competence, autonomy, and relatedness (Ryan & Deci, 2014). Competence considers the need to experience successful and purposeful interactions with others and the environment, which is linked to feelings of control (Reeve, 2012; Skinner & Pitzer, 2012). Autonomy outlines the feelings of being authentic and being provided opportunities to make decisions (Reeve, 2012; Skinner & Pitzer, 2012). Relatedness is the need to develop close emotional connections and attachments with others, which can be described through warm and caring relationships (Deci & Ryan, 2012; Reeve, 2012; Skinner & Pitzer, 2012). SDT suggests satisfaction of these needs relates to people's motivation and links to relationships and psychological health and wellbeing (Deci & Ryan, 2012). SDT also considers social and cultural conditions and there is an assumption that people are active social beings with intrinsic tendencies toward building psychological growth and development (Deci & Ryan, 2012). The school context could be considered to influence and support students' experiences related to competence (feelings of succeeding), autonomy (feelings of having choice and being heard), and relatedness (feelings of developing connections with others) (Deci & Ryan, 2012; Reeve, 2012; Skinner & Pitzer, 2012).

3.1.7 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs theory (1943) described needs that motivate human behaviour. The hierarchy organises the needs within a five-tier model often depicted as a pyramid, starting at the bottom with basic physiological needs such as (food and clothing), moving up towards safety, love and belonging needs (friendship), esteem, and self-actualization (meaning and spirituality) (Block, 2011). It is suggested that until physiological needs are satisfied humans can not engage with higher-level needs, such as esteem and self-actualization (Block, 2011; Maslow, 1943). Maslow's theory (1943) could be viewed as relating to the concept of wellbeing, as it refers to reaching one's potential and considers human development and the purpose in life through discovering personal motivations (Block, 2011; Dodge et al., 2012; Kashdan et al., 2008; Maslow, 1943; World Health Organization, 2021).

3.1.8 Human Givens

The Human Givens (HG) approach is viewed as a practical and holistic framework for understanding and supporting individual and family emotional needs (Griffin & Tyrrell, 2013). The approach was developed by Griffin and Tyrrell (2013) and is based on the assumption that humans have innate needs which need to be met and supported to ensure wellbeing. The authors suggested that if one emotional need is unmet it could lead to some form of distress and mental health problems such as anxiety, anger, or depression (Griffin & Tyrrell, 2013; Y. Yates & Atkinson, 2011). The innate needs are outlined below in Table 9.

Table 9: Human Givens Innate Emotional Needs (Griffin & Tyrrell, 2013 pages 97-87)

Need	Description
Security	A sense of feeling in a safe territory an environment that enables us to lead our lives without experiencing fear or threats.
Autonomy and control	Having control over what happens around us. Being able to express volition and make choices about our life.
Attention	Receiving attention from others but also giving it; is a form of essential nutrition that fuels the development of each individual
Intimacy or emotional connection	Friendships, loving relationships, fun.
Connection to the wider community	Interaction and feeling part of social groupings beyond our immediate family
Status	Being accepted and valued in, the various social groups we belong to.
Privacy	Time and space enough to reflect on and consolidate our experiences.
Competence and achievement	Feeling we are developing skills that help to promote self-esteem
Meaning and purpose	To stretch ourselves to achieve meaningful goals

The HG approach aligns with other humanistic and needs-based theories, including Maslow's Hierarchy Of Needs and SDT (Maslow, 1943; Ryan & Deci, 2014). The theories highlight what it means to be human, the importance of personal growth, and being authentic to oneself. This corresponds with aspects of the Eudaimonia perspective of wellbeing, by considering individual needs and promoting progression toward self-actualisation (Huta & Waterman, 2014; Kashdan et al., 2008; Ryan et al., 2008). HG provides a structured framework for educationalists to develop a holistic view of individual needs, which can be applied in real-life contexts, such as within schools to promote wellbeing (Attwood & Atkinson, 2020; M. Waite et al., 2021; Y. Yates & Atkinson, 2011). Research exploring HG within an educational context is growing however, it is important to note that presently there is limited empirical evidence to support the HG approach (Tsaroucha & Kingston, 2008).

3.1.9 Theoretical Underpinnings of TSR

Research exploring TSR considers various theoretical underpinnings, including Bronfenbrenner's (1979) ecology of human development theory, which suggests that 'the most important influence on a child's development is what happens at the 'micro-level' and the interactions that individuals have with those in their immediate world' (Roffey, 2012a, p. 148). Bronfenbrenner and Morris (1998) built upon this theory by outlining the reciprocal and interactive nature of relationships that influence individuals' social, emotional, and cognitive growth throughout life. A further complementary perspective is relational schema theory which proposes that moment-to-moment experiences influence the development of personal constructs, perceptions or patterns of interpersonal interactions, which can generalise to further relationships (Baldwin, 1992; L. Claessens et al., 2016; L. C. Claessens et al., 2017). Research by Pianta et al. (2012) drew upon developmental systems theory and attachment theory and outlined how TSR can be characterised by closeness, conflict, and dependency (Sabol & Pianta, 2012). Closeness is described as warm interactions and how comfortable the child is accessing support from the teacher. Conflict refers to negativity or lack of rapport and dependency outlines the degree of 'clinginess' observed with the teacher (Sabol & Pianta, 2012, p. 215). Sabol and Pianta (2012) suggested that for older students a range of conceptual models have been used such as developmental systems theory, attachment, interpersonal theory (which considers agency and communion), and social support models (Gurtman, 2009). Sabol and Pianta (2012) believed that crucial to these models for adolescents is the importance of emotional support or relatedness, suggesting that teachers who prioritise the emotional climate and support, positively influence TSR (Roffey, 2012a). Therefore, numerous theories offer insight into TSR. For the purposes of this thesis, theories relating to attachment and care will be explored further.

3.1.10 Attachment Theory

Attachment theory, which was initially derived from psychoanalytic theory, is considered to be a prominent and multidisciplinary approach (Bowlby, 1988; R. Parker, Rose, & Gilbert, 2016; Sabol & Pianta, 2012; Siegel, 2018). Bowlby (1988) proposed that exploration and mastery are promoted when a child feels secure in relationships with caregivers. Attachment theory is considered to be fundamental for the development of TSR, based upon the evidence of parent-child attachments, which includes a deep and affectionate bond, quality interactions, and security (Bergin & Bergin, 2009; Sabol & Pianta, 2012). The research focusing on TSR and attachment theory is predominantly based on preschool and early education, with findings suggesting positive attachments influence academic achievement, behaviour, and social competence (Curby et al., 2009; Lippard, La Paro, Rouse, & Crosby, 2018; S. S. Myers & Pianta, 2008). Underpinning attachment theory is the perspective that relational experiences with primary caregivers in the first years of life are the foundation for later development, with relationships developing an internal working model, which guides future interactions with others (Beckh & Becker-Stoll, 2016; Sabol & Pianta, 2012). It is suggested that early relational models developed with parents mirror and extend to relationships with adults in caregiving roles such as teachers (Beckh & Becker-Stoll, 2016; Sabol & Pianta, 2012). Therefore, teachers can offer a secure base that allows students to develop confidence and resilience to explore learning and develop relationships with peers (Endedijk et al., 2022).

Attachment theory is prominent within the literature and offers a beneficial framework for understanding how early relationships with key caregivers may have a positive influence on children's lives. In education, the theory is often utilised alongside advocating for relational approaches (R. Parker et al., 2016; Siegel, 2018). However, it is uncertain how the findings, based on parental and early education, translate to secondary school students. Furthermore, historically attachment theory can be viewed from a deficit perspective, particularly in relation to defining the role of mothers, with blame often centred toward working-class or young mothers (Harris, 2009; Slater, 2007; Smith, Cameron, & Reimer, 2017). Additionally, attachment theory can be critiqued for lacking a strong empirical basis which is based upon westernised perspectives, thus neglecting diverse backgrounds and promoting a within-child perspective that focuses on classification (Duschinsky, Greco, & Solomon, 2015; Harris, 2009; Slater, 2007; Smith et al., 2017).

3.1.11 Care Theory

Previous research has noted the importance of care for the development of positive TSR (Ari et al., 2017; Culshaw & Kurian, 2021; Laletas & Reupert, 2016; C. Y. Myers et al., 2017; Sethi & Scales, 2020; Walker-Gleaves, 2019; Yu, Johnson, Deutsch, & Varga, 2018).

Noddings (2012) is an educational philosopher who has led research into care, highlighting the importance of caring and moral education, which is linked to positively influencing the school community (Alder, 2002). Noddings (2018) outlined four aspects of care; modelling, confirmation, dialogue, and practice, which underpin being cared for and caring for (Alder, 2002). Modelling describes how students should be taught how to be supportive and encouraging towards each other with teachers demonstrating 'caring in our relations with them' (Noddings, 2018, p. 131). Confirmation refers to acknowledging the 'student's ethical ideal' (Alder, 2002, p. 243) and identifying positive capabilities in each student they meet and promoting their development (Noddings, 2018). Dialogue describes talking about caring and receiving 'the other in an open and genuine way' and invites the students' views to be heard and respected through a collaborative learning relationship (Noddings, 2018). Practice refers to students engaging in acts of caring, with adults modelling how to care, outlining the challenges of caring, and reflecting on the importance of caring (Noddings, 2018). Thus, caring requires teachers to know their students well and to be responsive to their needs and challenges. Nodding (2018) suggested that this requires attentive listening and engrossment towards the other. Care theory is relevant for adolescence, as it is considered a period for developing one's identity and exploring values (Alder, 2002).

In education, care is viewed as supporting the development of the student's character by developing social, emotional, and personal skills alongside considering moral values (Gholami & Tirri, 2012). Teachers who view caring as fundamental wish to develop a learning environment that conveys respect, humour, enjoyment, fairness, and trust (many interpersonal factors which were noted in the Systematic Literature Review (SLR)) (Gholami & Tirri, 2012). Furthermore, care is characterised as including both personal and academic care, with a focus on 'sensitivity, respectfulness and commitment' being at the heart of teachers' pedagogical decisions' (Gholami & Tirri, 2012, p. 2). It could be argued that the pressures on teachers and schools, such as accountability measures and the standards agenda could impact time and space to systemically offer care and caring in education (Gibbs, 2018a; Perryman et al., 2011; Walker-Gleaves, 2019; Williams-Brown & Jopling, 2020).

3.2 Method

3.2.1 Research Aims

The research aims to explore young people's perspectives of wellbeing in a secondary school context, specifically to gain an understanding of what secondary school students think supports their wellbeing in school. Additionally, linking with the findings demonstrated in the SLR, I wished to explore how relationships in school support student wellbeing,

broadening the scope to include other members of the school community, therefore, not specifically focusing on TSR. The aim was to hear students' views, experiences, and ideas for the future, with the anticipation that the information can be useful for schools to develop their practice or action plan for students' wellbeing (Hart, 1992).

The research questions were:

1. How do relationships in school support students' wellbeing?
2. What influences students' wellbeing in a secondary school context?

3.2.2 Pilot Interview

I conducted a pilot interview to evaluate the semi-structured interview questions and used a Diamond Ranking activity (explained in more detail below). The pilot interview helped to establish that the questions and data generated would be appropriate for answering the research question. The process resulted in reducing similar, potentially repetitive questions focused on the same area. The pilot participant was provided with a range of fifteen pictures, selected to explore areas of the school. Seven of the nine pictures were selected from Collaborative ReDesign with Schools (2022)[1]. It was believed that pictures from other schools could enable the conversation to be less concrete and possibly more wide-ranging, potentially generalising the conversation to secondary school settings. The pilot included duplicate pictures of areas of different schools. The pilot participant assisted in identifying appropriate photographs for the task. The pilot was considered to be successful, as the diamond-ranking icebreaker activity helped to encourage conversations, and the questions reflected on relevant lived experiences.

3.2.3 Semi-Structured Interviews

I opted to conduct semi-structured interviews as this aligned with the research questions developed, aiming to create a rich understanding of the lived experiences of students (Appendix G). I believe the semi-structured nature of the interview supports a flexible approach, adapting to the individual needs of each participant, and allowing for opportunities to discuss issues that were pertinent to the CYP (Westcott & Littleton, 2005; Willig, 2013). However, I acknowledge the 'fine balance' an interviewer needs to maintain control of the direction of the interview, alongside 'allowing the interviewee the space to define the topic' and 'generate novel insights' (Willig, 2013, p. 29). Therefore, I wished to encourage flow in the conversation alongside structure to the interview.

[1] The Collaborative ReDesign (CoRed) with Schools undertake activities and develop resources that will increase understanding of educational environments which includes ready to use photographs of settings. The CoRed believed it will benefit education professionals within their own contexts and influence local and national debates and policy. I appreciate the resources developed which helped design this research.

It has been suggested that professionals wishing to discuss topics such as WMH with young people should be 'very careful to identify what they mean', particularly as the concepts can be challenging to define (Armstrong, Hill, & Secker, 2000, p. 69). Therefore, a semi-structured interview schedule was developed reflecting the World Health Organization (2021) definition of wellbeing. To begin the interview, I used a visual tool sharing the definition of wellbeing, given the abstract notion of words such as 'community' and 'potential' used in the definition (Appendix H). To ensure quality, I aimed to clarify 'any nuances of meaning', along with showing sensitivity to the emotive elements potentially evoked by discussing personal situations, through adopting a gentle approach and providing time for the students to answer questions at their own pace (Howitt, 2019, p. 71; Willig, 2013).

The semi-structured interviews were completed individually with eight participants in a quiet area of the school (see 3.2.6 Participants for more detail). It was thought that, as wellbeing is a personal subject, conducting individual interviews would provide space for participants to speak freely about their experiences. Informed consent was obtained from each student and their parent or guardian. When meeting the participants, I provided a clear understanding of the research process and outlined informed consent and their right to withdraw at any time. I then presented the participants with a consent form and information sheet. All interviews were audio recorded. After the interview, participants were thanked and provided a debrief form. The debrief form included relevant WMH online and local community organisations, which the participants were signposted to in case they wished to explore WMH further after our discussions (Appendix I).

3.2.4 Diamond Ranking – Ice Breaker Activity

The Diamond Ranking method (also known as Diamond 9's) was implemented to initiate and support the semi-structured interview, by encouraging student agency, facilitating talk, and to centre the focus of discussion towards the secondary school context (Appendix J) (J. Clark, 2012; J. Clark, Laing, Tiplady, & Woolner, 2013; Haapaniemi, Venäläinen, Malin, & Palojoki, 2021). The activity was implemented as an ice breaker to settle the participant as it was thought that an indirect task would help to develop a calming and reassuring atmosphere. Diamond Ranking is recognised as a 'thinking skills tool' which encourages participants to reflect on topics by ranking and organising photographs or written statements (J. Clark et al., 2013, p. 6; Harper, 2002). This reflection leads to a deeper understanding of topics through comparison and discussion. Diamond Ranking has previously been utilised to explore a variety of topics about the social world, with children, such as classroom conditions (Hopkins, 2010), classroom practice (Niemi, Kumpulainen, & Lipponen, 2015), and student's perspectives of school and pupil participation (Niemi, Kumpulainen, & Lipponen, 2018).

As stated, the topic of wellbeing could be viewed as a personal and potentially sensitive subject. Therefore, incorporating visual methods may help participants feel relaxed, through an indirect activity, to develop a shared understanding (J. Clark et al., 2013). This may potentially create a more equitable relationship, between researcher and participant, as it encourages the participant to play an active and meaningful role in research, thus promoting research *with* rather than on people (J. Clark et al., 2013; Harper, 2002; Striepe, 2021; Todd, 2018). Incorporating visual methods has been found to complement and add another dimension to approaches such as interviews (Banks & Zeitlyn, 2015; Striepe, 2021; Todd, 2018) by promoting a dynamic and inclusive element to research, adding opportunities for deeper reflection by connecting to individuals' everyday experiences and evoking different, often emotive kinds of information (Harper, 2002; Striepe, 2021). There are potential critiques of the Diamond Ranking method utilised in this research, as it may be viewed as a one-off adult-led activity, which lacks pre-consultation and opportunities for long-term discussions (Hart, 2008; Todd, 2012). However, this research was approached with the perspective that the students are 'knowledgeable agents in the world', with the objective that visual methods may reduce tokenism and develop a higher degree of student participation (Hart, 2008; Todd, 2012, p. 197).

3.2.5 Outline of Diamond Ranking Method

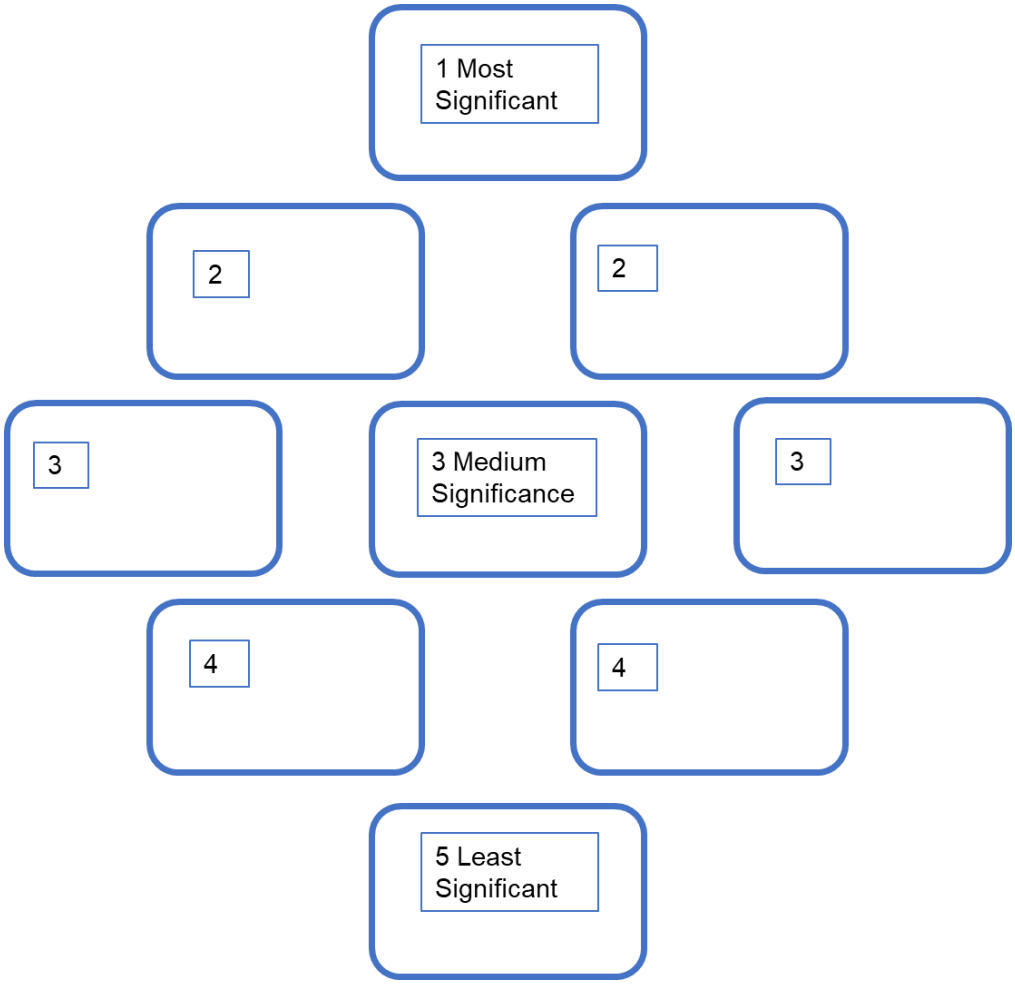
The Diamond Ranking activity included nine photographs of secondary school environments as visual cues.

Figure 5: The 9 photographs of secondary school areas involved in the Diamond Ranking Activity

The criteria for ranking is open and relaxed, therefore I decided to use the terms most significant to least significant (J. Clark, 2012; J. Clark et al., 2013). A visual representation of the method (Figure 6) was shared with participants to outline the structure. I did not outline a specific structure for completing the activity; however, I highlighted that often people prefer to start by choosing either the bottom or top pictures in the diamond. The students were

asked to place on the top row (1) the most significant photograph which affected their wellbeing in school. The next most significant photographs were placed below (2), the medium significance in the middle row (3), and the least significant placed at the bottom of the diamond (5). The key to the activity is to emphasize, that there are no right answers, with each selection depending on the perspective of the individual.

Figure 6: Visual representation of the Diamond Ranking method



The qualitative data recorded during the Diamond Ranking activity was included in the analysis; however, the quantitative data was not analysed. There was a discrepancy in how participants approached the task, either by considering how often they use the environments or by considering the environment in terms of positive or negative experiences. Therefore, there was inconsistency in how the task was approached impacting the analysis. This may be due to the ambiguity and conceptualisation of the word significant.

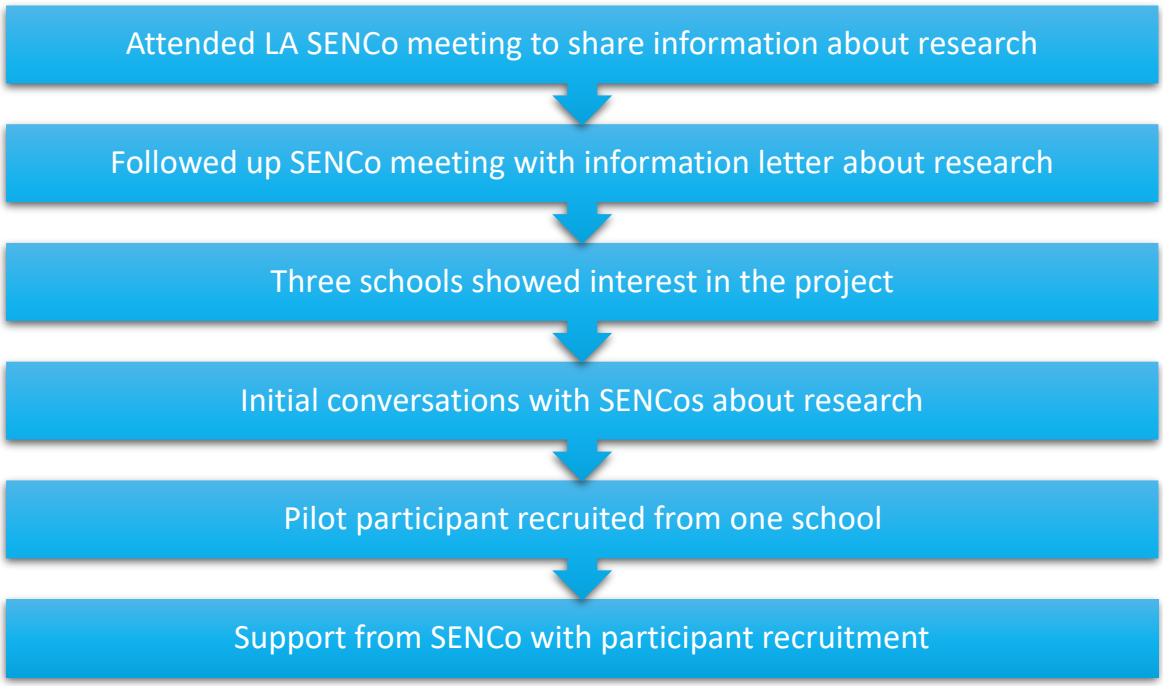
3.2.6 Participants

The research was undertaken in three secondary schools in one Local Authority (LA), in the North East of England. Information about the research project was presented at a LA SENCOs network meeting. Three SENCOs showed an interest in participating in the research and one school was used to conduct a pilot study. The pilot study participant data has been included in the overall research. The criterion for recruiting participants was broad, to gather a universal understanding of students' experiences, therefore no specific sub-groups were identified as potential participants. There is a lack of research exploring TSR with children considered to have SEND (Perez-Salas, Parra, Saez-Delgado, & Olivares, 2021; Schwab & Rossmann, 2020). However, TSR may be even more significant for students with SEND, due to their potential vulnerabilities related to their social, emotional, and mental health or cognition and learning needs (Freire, Pipa, Aguiar, Vaz da Silva, & Moreira, 2020). Building relationships with students with SEND, particularly those who have experienced adversity and trauma, may present as a challenging aspect of the teacher role (Betoret, 2006; Brunzell, Stokes, & Waters, 2018; Gubi et al., 2019). Students who have experienced trauma may negatively assume expectations of adults in their world and display a lack of trust in relationships due to overwhelming life events that may have altered their stress response and emotional development (Brunzell, Stokes, & Waters, 2016; Collier, Trimmer, & Krishnamoorthy, 2020; Gubi et al., 2019; Little & Maunder, 2021; Panlilio, 2019). In addition, there is also associated stress and burnout experienced by teachers when experiencing student behaviour (Little & Maunder, 2021; Luthar & Mendes, 2020), with research suggesting that teacher efficacy beliefs and confidence may affect their approaches (Aloe, Amo, & Shanahan, 2014; Betoret, 2006). Furthermore, students with SEND are at risk of poor WMH outcomes and lower school satisfaction, providing warrant for exploring their views regarding relationships in school and WMH (Arciuli, Emerson, & Llewellyn, 2019; Emerson & Hatton, 2007; Skrzypiec, Askell-Williams, Slee, & Rudzinski, 2016). Thus, it is crucial that SEND students' perspectives were gathered in this research, to develop constructive feedback on their experiences and relationships in school and gain an understanding of influences their WMH in order to promote school reform.

The SENCOs were provided with information to support student recruitment (Appendix L - Participant Selection) which included choosing students they felt would be comfortable to openly discuss their wellbeing and their experiences in school. The research used a convenience and stratified sample, narrowing the scope of participants to Year 9 students, based upon the consent from parents or guardians and students. Overall, eight Year 9 students were recruited to take part. The participants included a mixture of males and

females, three males and five females. Four of the students were considered to have SEND and four non-SEND were included in the research. Regrettably, limited quantitative demographic information, in the form of participant background information was gathered; however, qualitative information was shared by SENCos who identified that two of the four students with SEND were considered to have English as an Additional Language and Autism Spectrum Condition. The remaining two were considered to be a Looked After Child and a Young Carer. The participants were structured by 'gender to include both genders proportionately' (Howitt & Cramer, 2020, p. 266). In practice, I had worked as a Trainee Educational Psychologist (TEP) in two of the three schools, therefore could be considered to have prior knowledge of the school systems in place.

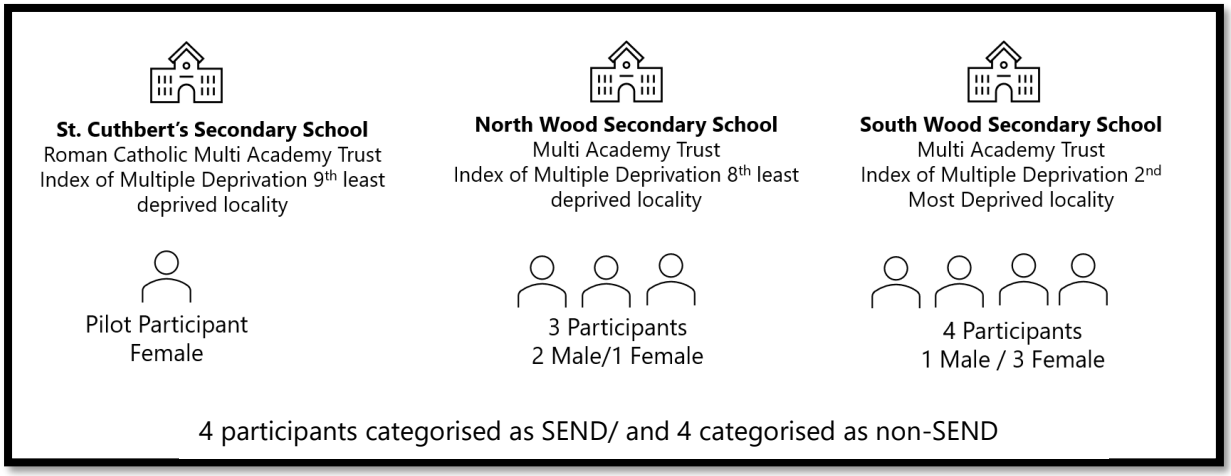
Figure 7: Participant recruitment process



3.2.7 Secondary School Context

The three schools participating in the research were from different localities within the LA. The Index of Multiple Deprivation (2019) was used to gain a deeper understanding of the surrounding locality, as it identifies areas from the most deprived with the lowest rank (1) and the least deprived area with the highest rank. The Index of Multiple Deprivation (2019) highlighted a contrast between the communities surrounding the settings, with schools ranging from 2nd most deprived decile to 8th and 9th least deprived, suggesting a level of inequality within the LA and the research. This also corresponded to eligible free school meal percentages identified as 32%, 14.9%, and 12.9% (Department for Education, 2021). The schools participating in the research were academies, with two of the schools identified as part of a multi-academy trust and one school Roman Catholic.

Figure 8 Visual of schools and participants participating in research



3.2.8 Thematic Analysis

The semi-structured interviews were transcribed and analysed using reflexive Thematic Analysis (TA) as outlined by Braun and Clarke (2021). Table 10 outlines the process in more detail. The TA offers a theoretical flexible approach for describing patterns of rich data to create new interpretations (Braun & Clarke, 2006, 2021). There is continued debate regarding TA as a fully-fledged research method or a tool for a range of qualitative methods; however, recent research has developed an in-depth understanding of how to conduct robust and high-quality TA (Braun & Clarke, 2006, 2021; Willig, 2013). TA provides powerful insights into people's perspectives and experiences of the social world, which can be shared and made accessible to wider audiences (Braun & Clarke, 2006, 2014). Furthermore, it can be flexible in developing both 'inductive (data-driven) and deductive (theory-driven) analysis', exploring a wide variety of topics, which consider how participants think and feel, developing meaning from discourse (Braun & Clarke, 2006; Terry et al., 2017, p. 298). In my empirical research, I adopted both an inductive and deductive analysis, with the theory and conceptual ideas underpinning my meta-ethnography findings informing the analysis (Braun & Clarke, 2021). I intended to develop a solely inductive analysis, working from a curious and open position and grounded in the students' perspective data; however, my interpretation of the data aligned with the wider literature produced in the SLR, which encouraged utilising both inductive and deductive analysis (Braun & Clarke, 2021).

Table 10: Braun and Clarke (2021) My experiences of conducting the six phases of reflexive thematic analysis

Phase	Description	My experiences
Phase 1: Familiarising yourself with the dataset	A 'process of immersion' involved listening, reading, and re-reading the data (Braun & Clarke, 2021, p. 35). This phase includes making brief notes about any insights for participants and the data set as a whole.	I transcribed the participants' interviews and made notes of important information about the data. To critically engage with the data, I listened back to each interview twice and used familiarisation doodle/mind maps to develop a visual representation of the data.
Phase 2: Coding	This involves working systematically through the dataset and identifying codes that appear relevant and meaningful for answering the research question. Provide parts of the data extracts with codes (succinct phrases) to describe concepts. Establish codes that may offer similar meanings and develop broader codes.	I transferred the data into excel spreadsheets and used a rigorous process of reading through the transcripts. I did this several times using an alternative process e.g., adapting the order of the transcripts I coded. I used different code labels for different meanings and over time adjusted these codes to develop consistency across the data set. The codes could often vary from narrow or broad topics and both semantic (explicit meaning close to the language of participants) and latent codes (implicit meaning) (Braun & Clarke, 2021). My codes shifted throughout the process as my understanding of the data developed.
Phase 3: Generating initial themes	This phase aims to identify 'shared patterned meaning across the dataset' by combining a range of codes that have similar concepts (Braun & Clarke, 2021, p. 35). Theme development is described as an active and iterative process.	I found generating the initial themes an open process, noticing patterns or clusters in the data, and merging them together. I collated similar data extracts together to explore how they feel collectively and if the themes capture something meaningful. This is an early stage of the process; therefore, I was generating working ideas that often changed.
Phase 4: Developing and reviewing themes	This involves checking that themes are relevant and providing meaningful insight related to the research questions. The process includes making revisions, combining themes, and reflecting on the relationships across themes.	To help develop or review themes I started to use visual maps to explore the concept and see how sub-themes / themes linked together.
Phase 5: Refining,	Developing a concise and useful name for each theme. Refining themes if required.	The visual maps described above helped me to refine my data further by combining similar themes. I discussed my

defining, and naming themes		findings in supervision which generated more ideas about how to view the data.
Phase 6: Writing p	Bring together informal reflective notes and analytic ideas to describe each theme and how it may address the research questions.	I developed models to help structure the themes constructed. I considered how the themes relate and how best to share the participant's stories.

3.3 Analysis

Two models were developed from the analysis. The first model is adapted from the findings of the meta-ethnography (see Chapter 1 - Model to express synthesis) to describe the influence of relationships in a school context. The second model is influenced by Bronfenbrenner's (1979) Ecological Systems Theory, recognising that different elements at different levels in school interact to influence student wellbeing. Tables of the full TA can be found in Appendix K.

3.3.1 Research Question 1: How do relationships in school support students' wellbeing?

The model originates from the meta-ethnography model developed from teachers' and students' perspectives on the influence of TSR on wellbeing. I built upon the model using the data gathered from the empirical research. Although the themes constructed are outlined as separate entities, they interact and overlap one another, influencing each part of the model. For example, the 'comfortable climate' links to 'open communication' in how this is established and modelled within the classroom, with teachers' acceptance of students expressing how they feel. Therefore, the model offers an interpretation of the complex and interlinked development of relationships. The themes are presented individually however, they relate and connect to provide a full picture of how relationships support wellbeing. I have identified how some aspects of the model may link to themes established in Research Question 2.

Figure 9 An adapted visual conceptualisation developed from the SLR (chapter 1) of how relationships in school support secondary students' wellbeing (Blue text highlights the adaptations)

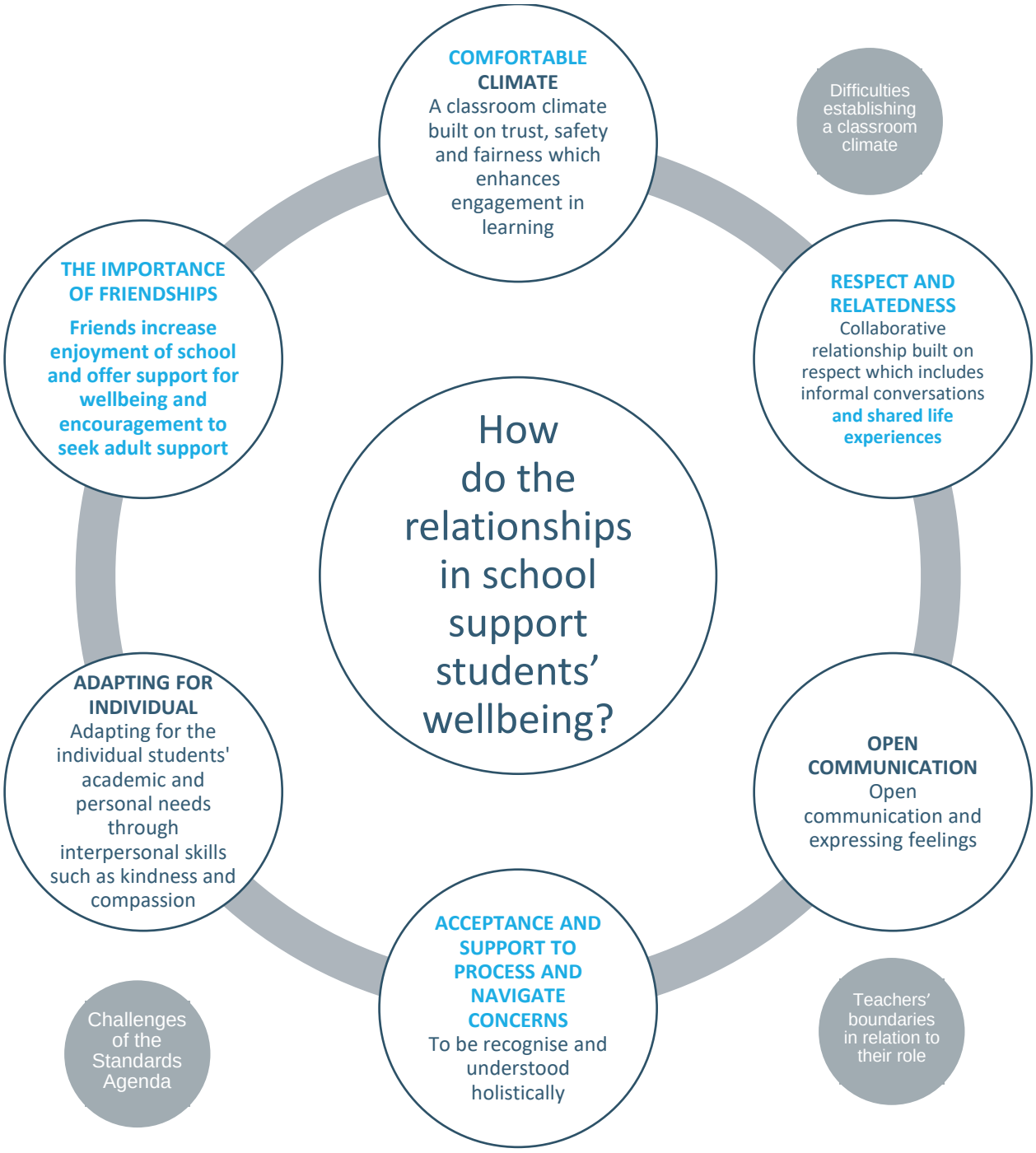


Table 11: Research question 1: Thematic Analysis themes discussed in relation to participant quotes and meta-ethnography model

Theme	Construction	Participant Quotes	How the empirical model links to the meta-ethnography model	How the empirical model links to the underpinning theory
Comfortable climate *A classroom climate built on trust, safety, and fairness which enhances engagement in learning*	Students valued teachers and peers that made them feel comfortable. The feelings of safety and trust were discussed and helped students to feel that they can be themselves. A fun climate that encouraged peer relationships was fundamental for enjoyment and engagement in learning. ***Please note that further discussion of social and emotional climate can be found in the analysis of research question 2. This shows how the findings from the research questions relate.***	*'They can talk to you about it, yeah, it's really really hard, like they, they make you feel sort of comfortable in the environment and make it more positive.' Participant 5* *'They make you feel comfortable, and you can trust them.' Participant 6* *'The teachers are very friendly and open-minded. It makes you trust the school and it's a safe place to be.' Participant 6* *'I guess they make you feel safer and more comfortable.' Participant 8*	This theme (and further themes from research question 2) strengthens the importance of establishing feelings of safety and trust. In the empirical research, no references were made to teachers' commitment to their job as noted in the meta-ethnography. Some references were made to fairness (found in classroom management/specialist support – research question 2) as students commented on preferring individualised approaches to behaviour and some students requiring different types of support; however, there was a lack of explicit discussion about fairness. In relation to wellbeing, the empirical found similar findings to the meta-ethnography, that having comfortable relationships within a positive climate encouraged students to share any concerns about how they may be feeling. The feelings of	This theme highlights the importance of security in the climate and relationships, which links to both Attachment theory and Human Givens theory (Bowlby, 1988; Y. Yates, 2011). Y. Yates (2011) noted how feeling safe and physically cared for, is important for young people's emotional and psychological development, influencing their internal working model. Developing secure attachments, promotes feelings of competence and autonomy, promoting their participation and engagement in school (Y. Yates, 2011). Y. Yates (2011) suggested that the need for security adapts and changes with age, as young people realise, they have more control to effect change, within their surrounding environment. Therefore HG theory

			trust allowed them to be vulnerable.	proposes, that through our experiences, we learn how to ‘proactively understand and manipulate what is going on around us’ in the sense our security is partially developed, through building competence to deal with different situations, suggesting security is malleable depending on a range of factors in one’s life (Griffin & Tyrrell, 2013, p. 105). This highlights and was documented in the participant's view, of how students can positively or negatively influence the classroom. Regarding attachment theory, this theme suggests that being comfortable within the school and in relationships, is fundamental and may indicate nurturing containment of emotions and a clear understanding of expectations (R. Parker & Levinson, 2018; R. Parker et al., 2016). A predictable, safe, and secure environment may help students to engage socially and learn. This is

				vital for children considered to be vulnerable, due to their presenting special educational needs and particularly those who have limited experience of connection and trust, in relationships with adults (R. Parker et al., 2016; Sabol & Pianta, 2012; Siegel, 2018; Treisman, 2016).
Theme	**Construction**	**Participant Quotes**	**How the empirical model links to the meta-ethnography model**	
Respect and relatedness *A collaborative relationship built on respect and social connection which includes informal conversations about shared life experiences*	Students talked about how their wellbeing would be supported by discussing similar life experiences with peers. They also noted how having a similar culture or background encouraged friendships and the openness to share concerns. Students often referenced informal periods of time such as lunchtime when discussing this theme.	*'Yeah. they help me, they are like my brother.' Participant 4* *'Well, I feel people around our age, people the same age understand better, and they can offer their own advice because they might have been in the same situation because we're all in the same boat. We all go to the secondary school and understand so they'll just really give advice and support you.' Participant 6*	In the empirical research, this theme was discussed in relation to peer relationships only. Similar to the meta-ethnography model, students referred to relatedness developing through connecting to personal life. Sensitive conversations would help to build social connections and resilience, as peers could offer advice relating to their own experiences. It appeared that underpinning the interactions was respect for the peers they shared their concerns with. Informal conversations about shared life experiences helped CYP to set goals or resolve any	This theme highlighted the importance of relatedness, which corresponds with SDT (Ryan & Deci, 2014). Developing relatedness and social connection helps to enhance TSR, by creating 'mutual satisfaction', 'competence as teachers and learners', and 'creating a caring learning community' which is vital for promoting student engagement (Furrer, Skinner, & Pitzer, 2014, p. 111). The school context influences students' perception of themselves, and student

		'Talking to that friend who's been through a similar thing to me. Just talk to him about stuff and then he will talk to me about his day, and we'll give each other reasons to how to improve.' Participant 7	potential challenges by providing reassurance.	engagement by promoting or hindering students' experiences of themselves, as learners or as part of the school community (Skinner & Pitzer, 2012). The participants focused on relatedness within peer relationships. It is thought that developing relatedness, creates feelings of inclusion and corresponds to a sense of belonging (Furrer et al., 2014; Skinner & Pitzer, 2012). School belonging or sense of belonging is considered to positively promote academic functioning and WMH (Allen et al., 2021). Sense of belonging corresponds with school relationships with Allen et al. (2021) advocating for relationships to be a core consideration, for positive education. When students believe they have good relationships with both teachers and peers, this positively influences their sense of belonging (Allen et al., 2021; Zimmer-Gembeck, Chipuer,

				Hanisch, Creed, & McGregor, 2006). Additionally, this theme highlighted the importance of social connection. HG proposes that social connection is a fundamental need, outlining how vital both family and community support networks are for emotional and physical health (Griffin & Tyrrell, 2013).
Theme	**Construction**	**Participant Quotes**	**How the empirical model links to the meta-ethnography model**	
Open communication *Open communication and expressing feelings*	This theme is related to teachers' relational practice and understanding of wellbeing. Students commented on how teachers would comfort them and support them to discuss their feelings. Some students noted that teachers would use restorative approaches or individualised ways (including interpersonal skills) to develop TSR.	*'they'll try and like ask if you want to talk or ask if you're okay…. Like, a lot of them are quite good at listening to like, how you feel… It's got quite a lot of trust; people are quite trustworthy.' Participant 1* *'.they just try and make you feel more comfortable around them. ease things up a bit'' Participant 1* *'Is really funny, he's good' Participant 4*	This theme corresponds with the meta-ethnography theme highlighting the importance of teachers understanding factors related to wellbeing and being empathetic toward how students are feeling. Open communication helped students to discuss concerns and receive support. The research project discussions were related more to individual conversations in comparison to the meta-ethnography theme that discussed how open communication impacted the climate. Similar to the meta-ethnography the discussions	Education and learning are considered to be an emotionally laden process, requiring emotional regulation skills to focus and engage in critical thinking (Garner, 2010; P. A. Schutz & Lanehart, 2002). Research has found benefits for expressive environments, and teachers exploring emotional regulation in the classroom, helping to engage in independent coping strategies and increasing motivation which in turn supports

		'All the teachers would be open to talk to you sort of thing. Knowing that the teachers would listen.' Participant 7	imply feelings of teachers caring about students and their wellbeing.	academic performance (Fried, 2011; Roffey, 2012a; Weare, 2003, 2015, 2017). Additionally, research by Thomas, Graham, Powell, and Fitzgerald (2016) explored recognition theory and how it links to children's wellbeing at school. Thomas et al. (2016) based their work on Honneth's (2004) conceptualisation of recognition theory, which puts social processes and social justice at the centre and suggests that there are three forms of recognition love, respect, and social esteem (Marcelo, 2013). Recognition theory proposes individualised ways of supporting students, and that 'students needed to be known personally, to be cared for as unique individuals, to be respected as persons on a basis of equality, and to be valued for their achievements and contributions.' (Thomas et al., 2016, p. 16).

				Recognition theory could be considered to align with care theory with the open communication acknowledged in this theme corresponding with dialogue with Noddings (2010, p. 147) suggesting that 'genuine dialogue is open-ended at the outset, and it is weightier than mere conversation' and that 'in dialogue, both parties speak, and both parties listen. They work their way sensitively toward the resolution of a problem.' Therefore, suggesting that communication involves active attention toward the other and awareness of meaning underpinning communication (Noddings, 2010).
Theme	**Construction**	**Participant Quotes**	**How the empirical model links to the meta-ethnography model**	
Acceptance and support to process and navigate concerns *To be recognised and understood holistically*	Students discussed how they benefited from talking through their problems with teachers and peers. They valued gaining advice from teachers, who were	*'I think, having people that you can talk to you easily because there's a lot of stuff here that you could talk to about things, you're unsure about.' Participant 5*	This theme relates to the meta-ethnography findings in relation to others showing acceptance towards how students are feeling and interacting with them at a personal level.	This theme highlights the importance of acceptance which may relate to the basic psychological needs, of feeling valued and connected (Griffin & Tyrrell, 2013; Maslow, 1943).

	honest and non-judgemental. Students discussed how it helped to process how they were finding situations and think of ways to move forward, with support. Acceptance could be viewed in relation to students knowing there is always someone whom they can seek support from. Talking about problems appeared to be a strategy for the majority of students.	*'there's always somebody that you can go to if you need to. Go and talk to them if you need and you're always made to feel welcome' Participant 8* *'If, like, when in school if I like don't, if I'm not feeling very good in myself or something, if I feel like, if as long like a teacher like there is someone there that I know I trust. and for me it's Ms. NAME, I know I can go to her and tell her what's wrong and she'll like, put in place what she thinks is right to help get me out. Like, help me overcome it. To like, overcome the problem.' Participant 1*	In contrast, the empirical research does not refer to the small everyday interactions: however, they discuss the feeling of knowing there is someone there to talk to if needed.	Furthermore, having a holistic understanding and adopting a non-judgemental approach, which incorporates having positive unconditional regard links to Roger's (1951) person-centred perspectives. Additionally, adopting a 'whole child' approach, in which 'each individual is valued and accepted for who they are, not just what they can achieve' promotes an inclusive ethos (Noddings, 2005b; Roffey, 2012a, p. 150). This ethos promotes the development of the student, in a broad range of areas such as academically, emotionally, and socially alongside considering values and ethics (Roffey, 2012a). It could be suggested that feelings of acceptance, increase trust within the relationship to openly share and seek co-regulatory support, with teachers acting as a secure base (Roffey, 2012a; Sabol & Pianta, 2012; Siegel, 2018).

Theme	Construction	Participant Quotes	How the empirical model links to the meta-ethnography model	
Adapting for the individual *Adapting for the individual student's academic and personal needs through interpersonal skills such as kindness and compassion*	Students referred to teachers offering academic support by having regular check-ins. This appeared to help their feelings of confidence and ability to engage in learning, which in turn influenced their wellbeing. ***Please note that further discussion of adaptations for emotional support can be found in the analysis of research question 2, included in the 'Specialist Emotional Support' theme. This shows how the findings from the research questions overlap.***	*'Checking in if you need any help.' Participant 3* '*Yeah, I think it's just asking if you're okay with the work and making sure you're okay.' Participant 5*	This theme relates to the meta-ethnography findings of teachers having awareness of students' personal background and academic or emotional support which may support them in school. These adjustments and check-ins appeared to help engagement in learning and school. The meta-ethnography findings noted teachers' demeanour and influence on the environment which links to the 'Social and Emotional Climate' theme in research question 2. Participants did not reference interpersonal skills relating to this theme; however, participants commented on these skills throughout the data for both peers and teachers.	Noddings (2005a) suggested that 'an ethic of care is needs-based with caring including responding attentively to the needs expressed by students. However, Noddings (2005a) highlighted the challenges of responding at the moment and identifying, inferring, and expressed needs. Furthermore, Noddings (2012, p. 772) proposed that 'the teacher as carer is interested in the expressed needs of the cared-for, not simply the needs assumed by the school as an institution, and the curriculum as a prescribed course of study'. This suggests teachers have an awareness of what is underpinning presenting emotional needs and offer adaptations to support these. However, this may present as a conflict for teachers, balancing both assumed needs (academic learning) and expressed

				needs (personal needs), which is also influenced by contextual factors such as resources in place, or how the need is expressed (Noddings, 2012). Furthermore, offering adaptations to students' individual needs, shifting from a one-size fits all approach, is considered to promote inclusive practice, however, this is dependent on factors, such as flexibility of resources and curriculum, teacher's competence and perspectives of viewing inclusive practice, as benefitting all students' (Lindner & Schwab, 2020).
Theme	**Construction**	**Participant Quotes**	**How the empirical model links to the meta-ethnography model**	
The importance of friendships *Friends increase the enjoyment of school and offer support for wellbeing and encouragement to seek adult support*	Students commented on friends offering support for wellbeing by being understanding and listening. Participants discussed how friends help to boost their mood and increase feelings of enjoyment through humour. Some students	*'Yeah, and making friends, that you could potentially have for life.' Participant 5* *You need good friendships to really help you enjoy school because I feel like if you don't have the good friendships, then*	This theme was added to the model to draw attention to the importance of friends to support wellbeing.	This theme emphasised the feelings of purpose developed within peer relationships, by offering support for friends' wellbeing. Feelings of purpose are found to correspond to needs-based theories, such as SDT, Maslow's Hierarchy of

	noted how socialising with others was an important aspect of school life. They indicated that it was crucial to find the right friends, which appeared to link to feelings of belonging and being part of a friendship group. Students also highlighted a dependence on friends only to offer support for their wellbeing, preferring to discuss any challenges with friends rather than adults. Friends would encourage peers to seek adult support when required. This indicates conflict related to friends sharing personal information and understanding how to encourage seeking support from adults.	*it's more challenging coming to school every day.' Participant 6* *'I think the school does a lot, but I think probably one of the only problems is that I know a lot of people that don't do so well with their wellbeing….they don't tell anybody. Any adults or anyone, just their friends.' Participant 8*		Needs, and HG theory (Block, 2011; Deci & Ryan, 2012; Griffin & Tyrrell, 2013). Additionally, feelings of supporting and caring for others were acknowledged. This links to care theory in that in dialogue, we 'participate in a mutual construction of the frame of reference' however, this is described as a 'sensitive task, that involves total receptivity, reflection, invitation, assessment, revision, and further exploration.' (Noddings, 2018, p. 131). Participants discussed how conversations helped them to process, and problem-solve challenges they were experiencing. Therefore, caring relations and authentic dialogue help to develop understanding, and offer emotional support. Further to this, the theme referred to how friendships increase feelings of belonging. Research

				literature suggests, that for students to have positive WMH, flourish socially and engage academically they need to feel a sense of belonging and connection to school (Allen et al., 2021; Crouch et al., 2014; Ibrahim & El Zaatari, 2020; Uslu & Gizir, 2017). The terms sense of belonging or school connectedness are used interchangeably and relate to feelings of acceptance, closeness, validation, support by others, trust, and respect (García-Moya, Bunn, Jiménez-Iglesias, Paniagua, & Brooks, 2019). Furthermore, Goodenow (1993, p. 80) defines a sense of belonging as, 'the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment.' Additionally, a sense of belonging is associated with the development of school communities, and influencing peer and

				teacher relationships (Roffey, 2012a, 2013). This theme is explored further in 3.3.3. Research Question 1: Summary and Discussion
Theme	**Construction**	**Participant Quotes**	**How the empirical model links to the meta-ethnography model**	
Refutational Themes from Meta-ethnography **Difficulties in establishing a classroom climate** **Teacher's role boundaries** **Challenges of the standards agenda**			The theme 'Difficulties establishing a classroom climate' links to Research Question 2 themes of 'Perceived bullying, unkindness, judgement and comparison' and 'Social and emotional climate.' Students did not overtly refer to 'Teachers' role boundaries' and 'Challenges of the standards agenda' which may be due to a lack of focus on these elements in the methodology of the empirical research.	The refutational themes are explored in more detail in chapter 1.

3.3.3 Research Question 1: Summary and Discussion

The findings will now be discussed considering relevant theory and research. The overarching concepts of respect, relatedness, acceptance, and caring have been discussed in Chapter 1 regarding TSR. The findings correspond with and add further knowledge of the importance of TSR. Here, I shall focus on the importance of peer relationships, which was incorporated into the model based on the empirical research.

The significance of friendships could be viewed as a protective factor for wellbeing. Students preferred to talk to peers about any wellbeing issues, by talking through similar life experiences and gaining advice. This links to previous findings that social support was associated with wellbeing, with friends viewed as having the expertise to solve any problems (Aldridge & McChesney, 2018; Coombes, Appleton, Allen, & Yerrell, 2013; Ringdal, Espnes, Eilertsen, BjØrnsen, & Moksnes, 2020). There appeared to be a bi-directional impact of the relationship, with friendships increasing engagement in learning and positive views of school. The students viewed friendships as offering a different type of support in comparison to teachers, underpinned by respect for who their friends are and the guidance they offer, sharing potentially more personal information. Social connections were vital for students and associated with feelings of belonging, feeling cared for, and offering encouragement to seek adult support. This may relate to the perception of mattering to others, which is described as being important for wellbeing (Demir & Davidson, 2013; Marshall, 2001). The feelings of mattering are associated with a sense of belonging and relevance to others. It is considered to be established through relatedness and being cared for which increase a sense of self and self-esteem (Demir & Davidson, 2013; Roffey, 2008; Slee & Skrzypiec, 2016). Furthermore, supportive relationships which include experiences of nurture, empathy, and opportunities to give and receive care and compassion are considered beneficial for wellbeing (Prilleltensky, 2005).

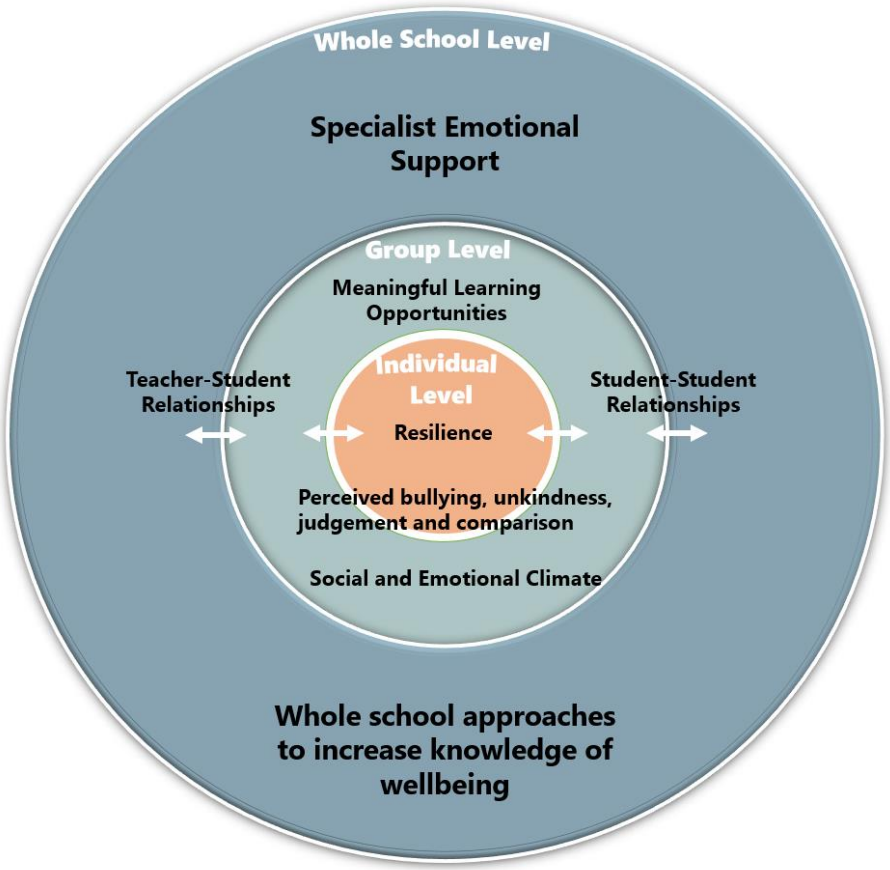
During adolescence forming friendships becomes an important activity for development with ‘high-quality friendships, marked by greater intimacy, openness, and warmth’ (J. G. Parker, Rubin, Erath, Wojslawowicz, & Buskirk, 2006, p. 430; Slee & Skrzypiec, 2016). Students discussed how they would talk through problems with peers, learning from their experiences of similar life events, which may develop an understanding of themselves and their values (Slee & Skrzypiec, 2016). There appeared to be a need for validation through emotional discussions about personal problems, to seek resolutions. This indicated the trust required with peers to share personal information. There was a sense that students developed feelings of competence and sense of purpose when offering support to friends. Experiencing competency is viewed as meeting a fundamental need required for wellbeing (Demir & Davidson, 2013; Prilleltensky, 2014; Ryan & Deci, 2014). This dependence on friends

highlights the emotional intensity of close relationships and how ‘social networks of young people are quite a complex array of embedded layers of peer relationships and experiences’ (Slee & Skrzypiec, 2016, p. 72). However, dependence on peers to support wellbeing could be considered challenging for some individuals. Teaching staff must have an awareness of the pressures some students experience when supporting other peers’ wellbeing. Overall, it appeared that opportunities to talk through problems, to experience enjoyment and humour, to ask for and receive support, to feel that they matter, enabled students to cope when finding situations challenging and increase their wellbeing. The findings suggest that school may focus on the relational aspects of education, as it is evident that reciprocal relationships link to feelings of wellbeing and school connectedness. This may be through incorporating more participatory approaches and encouraging a climate that prioritises relationships. Therefore, it is important that adults view wellbeing as an ecological construct, and authentically foster collaboration and friendship, by considering the school's organisational structure (Prilleltensky, 2014).

3.3.4 Research Question 2: What influences students’ wellbeing in a secondary school context?

A model was developed to provide a visual representation of the six themes constructed through TA; ‘Resilience’, ‘Percieved bullying, unkindness, judgement and comparison’, ‘Social and Emotional Climate’, ‘Meaningful learning Opportunities’, ‘Specialist Emotional Support’ and ‘Whole school approaches to increase knowledge of wellbeing’. The model presents the themes at various levels, individual, group, and the whole school. The themes are broad constructs that relate and interact. I will provide a description of the themes and sub-themes in further detail, linking relevant participant quotes. The themes of TSR and Student-student relationships have been discussed previously; however, they are included in the model to note the influence of these relationships.

Figure 10: Visual Model of Factors that influence student wellbeing in a secondary school context



3.3.5 Theme 1 'Resilience'

This theme considers the various coping strategies students would adopt when experiencing uncomfortable feelings or stress related to percieved negative events in school. The participants reflected on using emotional coping strategies, which included concealing or ignoring strong emotions and releasing these when feeling safe. Participants would explore active coping strategies such as time out of lessons or time alone, suggesting it would help to regulate how they were feeling.

> *"One thing that helps me when it's difficult is to ask to move away from the lesson. Ask if it's OK to go outside for a little bit and calm down."*
> *Participant 2 Male North Wood Secondary School*

Participants described how their outlook and mindset can influence how they approach school, suggesting that being aware of and employing positive thought processes can impact their behaviour and their experiences in school.

"…it's just your state of mind really, perspective on things and stability."
Participant 6 Male South Wood Secondary School

Typically, participants acknowledged how participating in extracurricular activities, such as sports clubs or craft clubs, positively influenced their wellbeing. Comments indicated that the informal and shared experiences created connections. The activities provided time to talk about challenges they may be experiencing, alongside reducing the pressure of school work by focusing on socialising and enjoyment.

"Yeah. I think just having after-school club's things that you can go to to talk to people about as well, talk to people about your problems, and to have someone in a group to go to have some fun. And take your mind off things and stuff."
Participant 5 Female South Wood Secondary School

3.3.6 Theme 2 ''Percieved Bullying, Unkindness, Judgement and Comparison'

This theme outlines the challenges of witnessing or experiencing difficulties with peers concerning unkindness and perceived bullying. Although these judgements could at times occur through unkind comments or nonverbal communication, often the participants reflected on how they believed others may be thinking or negatively viewing them, which may link to uncomfortable feelings of rejection. In terms of the model developed, this theme overlaps both the individual and group level, with individual factors considering the perception of how experiences are viewed combined with the interplay of peer relationships.

"Walking down the corridors, you can see people just being horrible. They call you a freak they call you all sorts of stuff. I guess if you care about it then it can probably upset you and do stuff to your wellbeing."
Participant 8 Female South Wood Secondary School

Sub Theme: Navigating or observing incidences of unkindness or perceived bullying

Participants discussed how hurtful comments can affect how they feel about themselves and their experiences in school. Participants commented on how a small group of students would often engage in unkindness or percieved bullying. They discussed how they would be cautious of this when navigating the school building, in areas that teachers may not be able to observe.

"There's no point, bully someone who is bullying you, but not like the people that are quiet and sitting down."
Participant 4 Male North Wood Secondary School

Sub Theme: 'Support from teachers in relation to unkindness or perceived bullying'

This sub-theme relates to proactive protection and action from teachers when students experience unkindness or perceived bullying. This sub-theme emphasises the significance of TSR and the responsiveness of adults to manage peer relationships, offering security through their communication. Participants valued how teachers would approach these incidents; however, one participant commented on the conflict of requesting support, suggesting that further unkindness may continue depending on how the incident is managed. This highlights a challenge of the teacher's role in understanding how to approach peer difficulties.

> *"As soon as they hear about it, it'll get like, put to a stop straight away. There's been quite, there's been a few incidents, and they've, it's stopped. And everyone's been really, really fine with each other literally, like within a day of the incident happening."*
> *Participant 1 Female St. Cuthbert's Secondary School*

Sub Theme: Insecurity related to perceived judgement or comparison of peers

Participants described judgement in terms of observable interactions such as unkind comments or perceptions, believing that peers are negatively evaluating them. This judgement appeared to influence how they viewed themselves.

> *"People in school, the kids, they can be very judgy and they can be very mean. But it just depends whether you care or not."*
> *Participant 8 Female South Wood Secondary School*

The comparison was viewed in relation to body image, athletic ability, or academic learning, which participants noted negatively impact their wellbeing and self-esteem. The comparison or judgement of others is linked to feelings of stress or a lack of security in peer dynamics.

> *"Sometimes you can compare yourself to other people and say you get a test result back and someone else has done better than you. You think you haven't done as well, you haven't tried as hard, even though you would have put in the same amount of effort or even more. It can make you feel a little bit bad"*
> *Participant 6 Male South Wood Secondary School*

3.3.7 Theme 3 'Social and Emotional Climate'

The theme of perceived bullying, unkindness, judgement, and comparison links to the social and emotional climate that would either nurture or hinder peer relationships. The climate was viewed both positively and negatively by participants, noting how relationships, emotions of others, classroom management, and autonomy of students influenced wellbeing.

Subtheme: 'Challenging classroom climate related to group dynamics and classroom management'

Participants discussed how the group dynamics can be stressful to contend with and many noted how the noise can be overwhelming and distracting. Many remarked that the behaviour of the class can interfere with productivity and also have a bi-directional effect on the teachers' approach.

"For the classroom like it's like I don't find it hard to learn but it depends on if some noisy people are in my class if there are noisy people, I can't really focus" Participant 3 Female North Wood Secondary School

Some participants commented on how classroom management can influence the climate with a lack of boundaries resulting in a disruptive environment, which may have a negative impact on learning. Skills in classroom management appeared to link to quality in reciprocal relationships and engagement in subjects.

"One of my classes is like that all the time, and he just struggles to control the class. You can't really be very productive, because you can't hear, or he can't quiet the class down."
Participant 8 Female South Wood Secondary School

Subtheme: 'Teachers' emotions and approach'

Teachers' moods appeared to relate to difficulties of establishing the climate or impact of group dynamics, with students recognising and having empathy towards the challenges teachers face and how that can influence their emotions. The personal approach of teachers could help to establish a positive and calm environment. Some participants noted that the implementation of disciplinary approaches contributed to a negative environment and was considered to be detrimental to relationships.

"I think it depends on the lesson and obviously like what we're doing and what teacher so like, if I was in a bad mood, and my class is stirring and causing problems, it'll put the teacher in a bad mood so that they can't teach their lesson. So, then it will put me in more of a bad mood because the teacher will start like raising their voice to try and teach the lesson to them."
Participant 1 Female St. Cuthbert's Secondary School

Subtheme: 'Respectful relationships with opportunities to hear other perspectives and share own opinions'

Some students commented on feeling autonomy in relation to learning when their views were validated and listened to. Participants reflected on class discussions creating connections with others and the benefits of having their ideas acknowledged, by helping to establish a positive and open climate. This approach could be considered to be collaborative and increase understanding of others' perspectives.

"in lessons, we normally have class discussions, and everyone gets to share their own opinion…..it makes you feel a lot better when other people are joining in with your discussions."

Participant 6 Male South Wood Secondary School

3.3.8 Theme 4 'Meaningful Learning Opportunities'

Participants valued learning opportunities that promoted personal development and they appreciated learning skills for life.

"It just helps the fact that I like school, and I enjoy it. I take pride in it. It's something to be proud of. Not everyone has the privilege of school."
Participant 2 Male North Wood Secondary School

Participants commented on how the purpose of school was to develop personal and academic skills through working hard, which will prepare them for achieving a job in the future. Students valued teachers motivating them to reach their goals and push them to be successful.

3.3.9 Theme 5 'Specialist Emotional Support'

This theme describes the specialist support offered in school including specialist teachers, external support, school SEND bases, support groups, and adaptations that support wellbeing. Participants described how some students can access emotional support from specialist teachers in school or external professionals. Students benefitted from accessing a SEND base in school and considered it a place to gain adult guidance during challenging situations or when feeling overwhelmed. Students would also access the SEND base during unstructured periods. Some participants highlighted adaptations in the classroom, such as additional support. One participant, a young carer, noted how her form tutor supported her in relation to completing homework. Finally, the benefits of support groups particularly for Lesbian, Gay Bisexual and Transgender (LGBTQ) students were noted in relation to increasing inclusion.

"There's different wellbeing teachers who if you want a meeting with them to get a message to them and they'll organise a meeting at the closest time."

Participant 7 Female South Wood Secondary School

3.3.10 Theme 6 'Whole School Approaches to Increase Knowledge of Wellbeing'

Whole school approaches include school values which appeared to focus on features related to wellbeing. South Wood Secondary School adopted approaches that include being 'PROUD' an acronym for Prepared, Resilient, Open minded, United, and Determined. South Wood Secondary School students referenced how the school values linked to increasing collaboration amongst peers and would be implemented to offer positive reinforcement through class charts, which are positive rewards that are shared with parents and guardians. Additionally, participants in all schools noted how the topic of wellbeing would be explored during assemblies, classes, or dedicated life skill days. The focus on wellbeing was considered to open discussions and facilitate understanding of the topic.

"Yes, it's a big part of the school. We do assemblies on it, quite often, and they always talk about that, just in general, to be honest, it's a very open school."
Participant 6 Male South Wood Secondary School

3.4.1 Research Question 2: Summary and Discussion

Participants identified a range of factors that either hinder or support wellbeing. The second Research Question will now be discussed reflecting on wider supporting literature. I will draw on Bronfenbrenner's Ecological Systems Theory (1979), considering an interactive system of contexts and relationships in which the students are situated (Brion-Meisels & Jones, 2012). The model developed considered these factors at the individual, group, and whole school levels. Although the factors may be discussed discretely, they are considered to be multifaceted and interacting concepts.

3.4.2 Individual level

This level included the themes 'Resilience' and some aspects of 'Perceived bullying, Unkindness, Judgment and Comparison'. Although placed at the individual level, resilience is not an individual fixed characteristic, as it is considered to interact with factors such as the environment and relationships, particularly during times of difficulty (T. M. Yates & Masten, 2004). The majority of students described using a range of different coping strategies such as adapting their mindset or gaining space to process situations, particularly when feeling judged by peers. Additionally, students found extracurricular activities increased their resilience and wellbeing. The use of coping strategies may link to coping with the 'normal stresses of life' aspect of the WHO wellbeing definition (World Health Organization, 2021). This suggests that schools might focus on the development or promotion of resilience, through relational practices, by modelling coping strategies and offering extra-curricular activities that support wellbeing, providing informal opportunities to engage with peers.

Skinner and Zimmer-Gembeck (2007) discussed the role of coping strategies in producing positive outcomes for stress, resilience, and competence, which link to overall development. Emotion coping strategies are thought to reduce distress by self-soothing or escaping from stress; however, some coping strategies, such as avoidance may be linked to lower levels of wellbeing (Cicognani, 2011; Mayordomo-Rodríguez, Meléndez-Moral, Viguer-Segui, & Sales-Galán, 2015). Although it should be highlighted that the ability to cope is dynamic, context-dependent, and influenced by relationships and responses between systems underpinned by protective and risk factors (Richardson, 2002). Thus, it is important to reflect on the social and emotional skills underpinning strategies and the importance of normalising these within the school context (Banerjee et al., 2014; Noble & McGrath, 2015; Richardson, 2002).

3.4.3 Group Level

The group level incorporates 'Perceived bullying, Unkindness, Judgement and Comparison', 'Social and Emotional Climate', and 'Meaningful Learning Opportunities.' At this level there

appeared to be overarching themes related to either dynamics with peers or climate and learning in the classroom. These factors interrelate, with the climate or group dynamics impacting learning or feelings of judgement from peers.

The findings suggest that adults may promote meaningful and collaborative learning, where everyone is provided the opportunity to share their opinions. Therefore, schools could promote pedagogy that enables equality, and a sense of purpose, by giving students a voice and providing time to notice commonalities among peers (Roffey, 2008; Spratt, 2016). Increased opportunities for student participation are considered to be beneficial for wellbeing by developing a sense of agency, increasing confidence, and improving communication and engagement in the school community, as students feel they are being listened to and respected (Anderson & Graham, 2016; Graham, Truscott, Simmons, Anderson, & Thomas, 2018; Hall, 2010). Roffey (2008, p. 37) suggested that actions to support collaboration will improve community wellbeing by promoting 'connectedness, inclusion, and restoration.'

Additionally, the findings suggest the importance of developing a social and emotional climate for wellbeing, which can be negatively impacted by group dynamics and classroom management. Wider literature indicates that a positive climate, safe school environment, and the wellbeing of students are interrelated and precursors for meeting students' academic, social, and emotional needs (Aldridge et al., 2016; Aldridge & McChesney, 2018; Kutsyuruba, Klinger, & Hussain, 2015; Roffey, 2012a). Bullying is significantly associated with wellbeing, contributing to emotional distress and lower school enjoyment (Coombes et al., 2013; Hartas, 2021; Kidger, Donovan, Biddle, Campbell, & Gunnell, 2009; Ringdal et al., 2020). Schools must regularly explore students' perspectives of safety, assessing the capacity of support during challenging interactions with peers.

Participants discussed insecurity related to judgement and comparison of peers. Adolescents are considered to have a heightened vulnerability to internalising peer rejection, which may be linked to their still-developing self-concept, self-knowledge, and self-worth (Marston, Hare, & Allen, 2010; Rodman, Powers, & Somerville, 2017). Additionally, the social environment during adolescence may be considered complex, with greater fluidity in social dynamics and increased opportunity for feedback from peers (Marston et al., 2010; Rodman et al., 2017). Thus, regular perceived or real negative social evaluation may increase the emotional intensity, impacting wellbeing. Therefore, it is important that adults have an awareness of students' increased social sensitivity and comparison and how this links to negative self-perceptions.

3.4.4 Whole-School Level

The themes 'Specialist Emotional Support' and 'Whole School Approaches to Increase Understanding of Wellbeing' incorporates the organisation structures and values, with

targeted support or adaptations in place for individual students when required. This aligns with research suggesting the benefits of adopting both a whole school and targeted approach (Weare, 2015; Weare & Nind, 2011). The students welcomed discussions about wellbeing in open forums such as assemblies, which may help to reduce stigma; however, there was a sense that an increase in conversations about the topic would be appreciated. The discussions focus on providing students with an understanding of risk factors associated with wellbeing and support in school to overcome challenging difficulties. The students identified a range of strategies and adaptations for individuals, which were found to be supportive; however, there was a lack of understanding related to accessing this support. Therefore, these strategies may be considered to be adult-led and potentially overlook students whose needs may be less evident.

The schools appeared to have adopted strategies or support groups to increase inclusion, tackling prejudice and stigma related to wellbeing difficulties. Prilleltensky (2005, p. 54) suggested that 'any person is highly dependent on the well-being of her/his relationships and on the community in which she/he resides', indicating the importance of adopting whole school approaches and considering collective needs. Thus, it is important to highlight to schools the positive impact of the whole school and targeted processes to support wellbeing, which influences the school ethos by creating a supportive environment, which reduces stigma (Weare, 2015).

Additionally, whole school approaches and teachers' relational practice will be influenced by the ethos and environment promoted within a school structure, notably the spiritual climate celebrated in faith schools. Faith schools could be argued to embody and promote moral goodness and social responsibilities for the collective school community, which is underpinned by fostering caring principles within relationships (Collopy, Bowman, & Taylor, 2012; Maney, King, & Kiely, 2017). The ethics underlying the teacher role are thought to relate to a moral obligation of social justice, advocating values of respect and compassion for others (Collopy et al., 2012; Maney et al., 2017). It has been suggested that TSR and the ethos of the school are critical for the development of students' moral character, by increasing a sense of social justice and critical awareness of others (Trotman, 2016). Furthermore, in relation to pedagogy which is underpinned by spirituality, human interaction is believed to be fundamental, promoting compassion and dialogical community processes, which consider sensitively the perspectives of others and enhance relatedness by connecting with others (Trotman, 2016). This relates to Noddings (1986, p. 49) views on the ethics of care, which suggest that 'the greatest obligation of educators, inside and outside formal schooling, is to nurture the ethical ideals of those with whom they come in contact'. Therefore, the teacher role involves an empathic quality which includes dialogue, practice,

confirmation, and modelling caring interactions to develop students' capacity to receive and offer nurturing care (Bergman, 2004; Noddings, 1986). The ethos of a school influences teachers' approaches and decision-making, with faith schools perhaps promoting building moral reasoning by advocating for a climate that is built upon respect, compassion, and empathy. Thus the beliefs and values will determine the quality of relationships throughout school (Roffey, 2012a). The spiritual development of young people can be viewed as one aspect of improving wellbeing through relationships, by recognising how all students are inextricably connected and through practising spirituality it could be argued to provide a sense of perspective, meaning and purpose to our lives' (Brown, 2010, p. 151).

3.4.5 Conclusion and Implications

The empirical research aim was to establish students' perspectives of what influences their wellbeing in a secondary school context. Several themes were constructed from the data highlighting the impact of relationships and factors at the individual, group, and whole school levels. The importance of relationships that are underpinned by respect, relatedness, acceptance, and caring was noted. TSR offered emotional and academic support through regular check-ins, helping students to navigate problems, and offer individualised support. Friendship was considered crucial for the wellbeing and enjoyment of school, helping students to discuss similar life experiences, and offering encouragement to seek adult support when required. Relationships in school appeared to relate to safety, trust, and a sense of belonging and mattering, fostering feelings of knowing someone is available to offer support. The relationships in school interrelate with the further themes developed which noted the climate, pedagogy, coping skills, impact of perceived bullying, and whole school processes and specialist support for wellbeing. Furthermore, factors that are heightened in adolescence such as social comparison and rejection were discussed. The factors identified will not only interact with each other but the broader secondary school environment and socio-political policies and perspectives of wellbeing. The findings encourage schools to adopt a relational approach to wellbeing and appropriate curriculum delivery combined with clear networks of support, which adopt both whole school and targeted approaches and acknowledge the complexity of climate and pedagogy.

3.4.6 Limitations

Although I intended to utilise participatory practice (Hart, 1992), it could be argued that the methodology was not student-led enough, with the participants lacking autonomy in relation to the way the research was constructed. One-off interviews may have reduced the openness of discussions, as researchers require sustained periods of interaction to build relationships (Punch, 2002). The research adopted the WHO (2021) definition of wellbeing, using visuals to communicate information; however, the description may have influenced the

discussion. Student-led research to develop a mental health strategy established that using adult models in school contexts may be unsuitable (Atkinson et al., 2019). Therefore, an adult-centred model may have influenced power relations, with participants potentially viewing adult knowledge as superior (Punch, 2002). Although I was curious to explore the students' definitions of wellbeing, utilising a definition may have reduced students' freedom to express their ideas, as they may have viewed the description as my views (Punch, 2002). Furthermore, an adult framework may contribute to developing a professional perspective, lacking ideas and concepts in the CYP's language (Shucksmith, Spratt, Philip, & McNaughton, 2009). Additionally, the pictures chosen in relation to the Diamond Ranking activity may have also influenced the interview discussions.

A further limitation could be the gatekeeping support from SENCos to recruit participants, which may have influenced the students chosen. The participant sample may have been over-represented by students who have positive TSR, therefore the research could have overlooked the views of students who generally have negative TSR or could be viewed as marginalised due to their specific circumstances or SEND. A further limitation of the study is the omission of student demographic information particularly in relation to students considered to have SEND, who often access targeted WMH support within school. Gathering more practical information related to students' experiences of external support, specialist teachers, school SEND bases, support groups and adaptations in class may have helped to increase knowledge of best practice and identified key areas to enhance support, especially in relation to allocation of support. The perspectives of students with SEND are under-researched, therefore, developing an in-depth comparison between SEND and non-SEND students may have provided further influential insight for EPs, to support schools to advocate for students with SEN, by outlining their stories and sharing key features of what supports and hinders WMH and relationships. Additionally, the omission of gathering information related to the student's cultural or religious backgrounds may be considered to be a limitation, specifically as their experiences related to this may influence how they view the concepts of wellbeing and relationships. Furthermore, the Diamond Ranking activity may have offered the opportunity to capture quantitative data related to the school environment; however, the information gathered would have been limited due to the number of participants included in the research. Therefore, a larger sample size with a mixed-method approach that included clearer instructions related to the Diamond Ranking activity may have offered interesting data which could have complemented the qualitative data gathered. The issues raised in this study will offer a starting point for further exploration, helping to generate additional insight into the research area. Although participants did reference different adult roles in school, supplementary explicit questions to explore varied roles, such

as teaching assistants, may have enhanced further knowledge of the influence of support staff on student wellbeing (Littlecott et al., 2018). Nevertheless, the findings have implications for EPs and teacher training, highlighting the importance of TSR, student-student relationships, social and emotional climate, targeted and whole-school approaches within the wider systemic context of secondary school settings, to offer preventative approaches for both SEND and non-SEND students (Roffey, 2008). EPs are in a position to support leaders within secondary schools to enhance relationships, by promoting a shared school ethos that supports the development of positive relationships and by discussing factors that may hinder adolescence WMH (Cornelius-White, 2007; Roffey, 2012a).

3.4.7 Implications for Research and Practice

The findings provide a model of students' perspectives of wellbeing, adding to the current body of literature, and may inform educationalists of good practices and systems of support for secondary school student wellbeing. The findings may provide a starting point for developing practice, particularly for the participating schools through exploring action research, and offering bespoke support related to each school's systems and values. EPs have a role in enhancing achievement and positive change for all and with knowledge of school systems and research methods are well placed to support schools in developing their practice at different levels (Fallon, Woods, & Rooney, 2010; Farrell et al., 2006). This may include illustrating the students' perspective of factors influencing wellbeing (Atkinson et al., 2019). This may be through adopting models or frameworks, as generated through this research, to promote discussions at either student or teacher levels to consider practice, building on strengths, and offering new perspectives to enhance positive change in school communities.

3.4.8 Operationalisation of findings

The findings highlight the importance of providing time to develop relationships in school and outline practical strategies, that may act as guidance for schools to enhance connections. Additionally, the findings identify factors from a student perspective that positively or negatively influence their wellbeing. It could be suggested that the findings established, map closely onto frameworks such as the HG Approach (Griffin & Tyrrell, 2013). Therefore, the framework and findings could act as a structure, to evaluate value-based and relational approaches in school, alongside identifying support that could be put in place. The findings may be incorporated into relational policies within school structures, which outline specific indicators, to assess the quality of relationships in school from staff, student, and parent perspectives. For example, this could include the themes identified within this research, such as peer relationships, by identifying and exploring what is in place to support peer relationships, how the culture and environment support peer relationships, and how does

school demonstrate an ethos that promotes peer relationships and wellbeing. Therefore, the findings established would be explored alongside the schools' culture and structure, offering a whole school audit tool that recognises the individualised nature of settings. This may enhance practice, by considering inclusion, the environment, community cohesion, and staff development, within a relational approach. Furthermore, this helps to create consistency and values, creating a whole school commitment to educational practices, which promote relationships and wellbeing, so that students feel a sense of belonging, feel safe, and cared for in an environment where everyone feels valued.

Chapter 4: A Reflective Synthesis of Professional and Academic Learning

This chapter offers a reflective synthesis of my experiences of conducting a Systematic Literature Review (SLR) and empirical piece of research, considering the learning gained and the impact on my role as a scientist-practitioner Trainee Educational Psychologist (TEP). I shall explore the implications for my practice before outlining wider implications for all those involved in education.

Reflections on Research Process

This section will explore the skills I believe I have developed throughout the research process.

Research Skills

Educational Psychologists (EP) are professionally qualified to utilise psychological research skills to promote positive outcomes for all students (Beaver, 2011; Cameron, 2006; Fallon et al., 2010). The specific knowledge of research skills may be viewed as a distinctive contribution of the EP role, in comparison to other professional groups, drawing upon or contributing to the literature to explore the complex nature of human experiences, and linking research into practice (Cameron, 2006). EP standards and competencies outline skills in criticality, by evaluating and synthesising research to 'inform practice and policy decisions' (British Psychological Society, 2019, p. 20; Health and Care Professions Council, 2015). Howitt and Cramer (2020, p. 7) describe how:

> *'Psychology is not simply about learning and accepting other people's conclusions about a particular research topic. It is more important to be able to carefully evaluate the evidence which has led to these conclusions.'*

During my doctoral training, I believe I have developed my criticality skills, adopting a curious and 'constructively critical stance to research findings', by evaluating quality, considering the author's worldview and how that influences their research method and research question when synthesising data (Cameron, 2006, p. 297). Additionally, I have enhanced my skills in synthesising a broad range of data through conducting Thematic Analysis (TA) and a Meta-ethnography, selecting, and identifying relevant data to construct meaningful and accessible information, that can be shared with educationalists (Braun & Clarke, 2021; Noblit & Hare, 1988).

Furthermore, I believe I have enhanced my ethical stance towards research, placing myself under scrutiny and increasing my awareness of ethical dilemmas that may enter the research process (Braun & Clarke, 2021; Guillemin & Gillam, 2004; Mann, 2016). When planning the research, I made ethical decisions in relation to using either focus groups or individual interviews. I decided to conduct interviews, to ensure safety in that the potentially

sensitive information shared would be contained in the research process, instead of more widely shared with other peers, assuring anonymity. Focus groups could also have potentially created social pressure to discuss personal experiences (Krueger, 2014). Therefore, I had to be prepared for ways of dealing with ethical tensions when designing and conducting research (Guillemin & Gillam, 2004). This enhanced my EP practice, increasing my ethical sensitivity and reasoning, by formulating appropriate actions that are underpinned by principles of respect and responsibility (British Psychological Society, 2019).

Reflexivity and Influence on Thinking

Mortari (2015, p. 1) suggested that researchers should reflect on both the practical aspects of research and 'on the mental experience which constructs the meaning about practice', thus this section will consider how the research process influences both my practical approach and thinking to research and practice. I believe during the research process I embraced an authentic approach 'when the person develops a mindful stance on his or her mental life', reflecting on my underpinning assumptions (Mortari, 2015, p. 1). Applying a qualitative method lends itself to encouraging reflection and reflexivity, questioning how the findings established were constructed. This focus increased my self-awareness of what it means to be human and how this links to my professional approach (Gibbs, 2018a; R. Parker, 2013). I considered theories that explore the fundamentals of being human such as basic needs theories including Maslow's Hierarchy of Needs (Maslow, 1943), Self-Determination Theory (Deci & Ryan, 2012), and Human Givens (Griffin & Tyrrell, 2013). This considered factors such as safety needs, self-esteem, connection, care (Noddings, 2012), feelings of mattering (Demir & Davidson, 2013; Marshall, 2001), sense of belonging (Allen et al., 2021) and how they may influence wellbeing and mental health (WMH).

This led to exploring the concept of humanness and vulnerability and how it should be normalised within the education system, to share experiences, enhance connections, to increase the acceptance of emotions (Brantmeier, 2013; Ecclestone & Rawdin, 2016; Norwich et al., 2022). The quote below by Gibbs (2018b, p. 7) resonates with issues I have reflected on such as the purpose of education, the teacher's role, and what it is to be human.

> *'We are, as I have stressed, dependent on each other for our well-being. In order for us to be human and humanising we must require education to be built on, embody, model, and develop such inter-relationships. This might start by reconsidering how teachers as educators are treated.'*

My findings emphasised the importance of providing time for developing humanising relationships and the tensions and challenges of the teacher role. I believe I have developed a deeper understanding and compassion for the pressure teachers experience (Krane, Karlsson, Ness, & Binder, 2016; Mælan et al., 2018; Mælan et al., 2020). These pressures

can be observed in data related to teacher retention, which is linked to various factors such as pay, workload, and lack of support (Education, 2019; Fullard & Zuccollo, 2021)

The SLR findings provide further clarity into the complexities teachers may experience when supporting students WMH, such as the feeling of uncertainty of how to approach supporting students, lacking resources and time, alongside believing they may not have the expertise to offer support. I lack personal experience of being a teacher therefore, I believe this insight may help to provide empathy to how teachers may be feeling and in turn, may support the development of supportive relationships in practice. Teachers enter the profession, 'wanting to make a difference' (Gibbs, 2018a, p. 8) and I believe part of my role is reflecting on the enthusiasm and skills teachers have in instinctively supporting students, building on strengths, validating and showing compassion to the complexity of the teacher role (Rees, 2017).

Teaching is also a profession where performance is frequently measured without consideration of WMH (Gibbs, 2018a). I have considered the bi-directional impact of teachers' wellbeing on students' wellbeing, highlighting the importance of supporting teachers' WMH (Roffey, 2012b). The research process promoted further reflection on WMH and how it should be conceptualised and normalised from a non-deficit perspective, with every individual positioned on a continuum, potentially requiring assistance through relationships and other support factors (Dodge et al., 2012; Humphrey, 2018; Norwich et al., 2022). This influenced my exploration of the narrative and language often associated with complex concepts such as WMH, in society and research literature. I recognise that as a society there is greater acceptance and discussion of WMH; however, the literature requires further clarity to unify or explain language, without undermining or marginalising those experiencing difficulties and also aiming to reduce the stigma related to the topic overall (Black et al., 2019; Ford, 2018; Humphrey, 2018; Nash, 2018; Norwich et al., 2022).

Additionally, I have reflected on the role of education in developing wellbeing (Ecclestone & Rawdin, 2016) or the purpose of education (Biesta, 2009; Gibbs, 2018a). Biesta (2019b) considers the relationship between school and society, questioning what is learning for. Biesta (2019b, p. 660) proposed that education is underpinned by three aims; *qualification* for students to 'do something' in terms of navigating society, *socialisation* in which students engage in practices with others that link with modern life and *subjectification* where students can understand their autonomy and own actions, *'rather than simply follow orders'.* These three aims are evident in the findings exploring students' and teachers' perspectives of supporting wellbeing, with students identifying the importance of meaningful learning opportunities and developing skills for life, valuing spending time with friends and adults, and teachers advocating for encouraging holistic development, nurturing the whole person (Allen

et al., 2021; Mælan et al., 2018). This suggests that the three aims may link to WMH and provides further debate concerning the role of the teacher. Biesta (2019a, p. 1) aimed to reposition teachers' identity, moving away from viewing teachers 'as factors in a production-line' but as a 'learner amongst other learners in a learning community'. To summarise, I believe I have enhanced my research skills, developing my reflexivity, my understanding of ethical dilemmas and how to conduct research, which has influenced my knowledge of WMH, the purpose of education and the teacher's role.

Implications of Research on My Practice

The doctoral thesis has influenced my role as a professional, emphasising the importance of small interactions or 'everyday magic' (Masten, 2001; Roffey, 2017), highlighting the significance of 'every interaction is an intervention' (Treisman, 2021, p. 234). Thus, I have the opportunity in every encounter with the people whom I work with to provide meaningful, empathetic, and respectful interactions, attempting to adopt the approach valued by students when describing teacher-student relationships. In practice, I often work with children and families who have experienced adversity, such as trauma, or may be experiencing challenges with WMH, which can contribute to being at risk of permanent exclusion or a lack of sense of belonging within the school community. I have started to utilise discussing human needs theories with students, families, teachers, and other professionals, to encourage new narratives and perspectives of the CYP's story, moving away from blame or labelling, instead considering how to positively move forward together (Griffin & Tyrrell, 2013; Maslow, 1943; Ryan & Deci, 2014).

Furthermore, the research process has supported my practice when generating student voice, by considering the importance of empowering students' perspectives. I valued exploring suitable techniques for supporting discussion, which may help encourage creativity in practice in the future, by applying a broad range of methods to help mediate discussions (A. Clark, 2005; Gunter & Thomson, 2007; Niemi et al., 2015; Striepe, 2021; Thomson & Gunter, 2011). Applying creative methods to encourage student engagement links to assessment in practice with Greig et al. (2014, p. 10) suggesting:

> *'as EPs we need to reflect on our expertise in enabling young people to feel confident and capable in giving their views whatever their difficulties and recognising that if we are less successful with some, then we need to find different and better ways of hearing their narratives.'*

Adopting an openminded and creative approach to assessment is particularly crucial for students considered to be vulnerable or marginalised, providing methods for their views to be heard, not relying solely on the most common approach of asking CYP's views (Greig et

al., 2014; E. Harding & Atkinson, 2009; Todd, 2012; Todd et al., 2000). Additionally, literature on the topic of pupil voice suggests:

> *'that for pupil voice to be truly effective and transformative, policy-makers, academics and practitioners need to move away from the 'synthetic trust' that typifies many pupil voice initiatives to one where authentic trust forms the cornerstone of all professional relationships in schools.' (Czerniawski, 2012, p. 130)*

This highlights the challenges of the outsider role of EPs and developing systems that wish to promote the authentic involvement of students within the context of the education system. Overall, in practice, I aim to advocate for providing ongoing opportunities for adults to facilitate pupil voice for topics such as 'the construction of a supportive school climate, the processes of their own learning and their personal growth and development' (Greig et al., 2014, p. 6). It is vital that students feel heard and their perspectives considered, as it can be considered a transformative process for developing learning communities (Gunter & Thomson, 2007; Hart, 1992).

Implications of Research for Participating Schools

It is important to consider the dissemination of research for those in an influential positions working at organisation levels within the participating schools, as they may use the outcomes to impact positive change. The Health and Care Professions Council (2015, p. 24) standards of proficiency suggest that EPs should be able to work 'with key partners to support the design, implementation, conduct, evaluation, and dissemination of research activities and to support evidence-based research.' Research has identified barriers and facilitators in relation to dissemination, such as the importance of relationships, the development of communication, the timing of evidence, and the resources available (Ashcraft, Quinn, & Brownson, 2020; Hemsley-Brown & Sharp, 2003). When recruiting schools and outlining the research project, I discussed with SENCos the opportunity to develop bespoke, context-relevant WMH initiatives to support students in school. The research will be shared with the participating school SENCos and key staff, to encourage a focus on the topic area and ownership of findings. I shall develop a creative method of sharing the findings with participants. The models created from the findings can act as a guide to raise awareness of existing good practices and consider steps to enhance support for students WMH further. It may be that cycles of inquiry-based action are required with key staff and students to move forward and develop whole-school WMH practices. Further action research may help to incorporate and enhance the models developed within this thesis, by developing practice-based evidence, and learning from the real-life application of the models (Barkham & Mellor-Clark, 2003; Fox, 2003). It is essential to explore methods to evaluate

research in practice, considering the impact of approaches to promote whole-school WMH, which are often under-evaluated (Mackenzie & Williams, 2018).

Implications of Research for Wider Education and Educationalists

EP standards outline a key role in identifying appropriate methods for the dissemination of outcomes, including publication (British Psychological Society, 2019). Harmsworth, Turpin, Rees, and Pell (2000) developed an effective dissemination strategy for sharing research suggesting three different ways: dissemination for awareness (sharing outcomes with a target audience), dissemination for understanding (sharing a deeper understanding with audiences who may benefit from the findings) and dissemination for action (audiences that can bring about real change from understanding the work). I will disseminate the findings to participants, participating schools, and my placement local authority schools by presenting my findings at a SENCo network meeting. Furthermore, the outcomes may be of interest to EP practice, particularly in the current climate which focuses on recovering from the COVID:19 pandemic, thus I plan to publish the findings.

This thesis adds to the current literature exploring WMH and relationships in schools. The findings, provide evidence-based knowledge of the importance of relational expertise and consideration of ways in which school environments promote or hinder WMH. Notable outcomes were the importance of teacher-student and student-student relationships, developing a safe environment, consideration of the pedagogical climate, and whole school processes and approaches to support WMH. The findings will be of interest to educationalists, local authorities, and wider professional groups. The findings outline an eco-systemic perspective, highlighting the multi-directional influences layered within a secondary school context.

The findings increase an understanding of teachers' and students' perspectives of their relationships, providing a useful starting point for how to enhance these relationships to influence student wellbeing. Thus, the findings encourage a focus on relationships, with students valuing teachers who help them to navigate problems, provide support to regulate their emotions, and adapt to WMH difficulties. Furthermore, students highlighted challenges to student WMH such as perceived bullying, unkindness, comparison, and group dynamics. This provides further insight into students' experiences of secondary school in a UK context.

Conclusion and Next Steps

This chapter has explored the research skills gained from this thesis and the implications for my approach in practice and research. I believe I have developed my reflexivity in exploring my influence on the research process. I have also reflected on the impact of how the findings have shaped my conceptualisation of WMH, teacher identity, and the purpose of education.

My next steps are to disseminate the findings to schools within my local authority and explore developing WMH action plans with participating schools.

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Appendices

Appendix A: Electronic Database Search Terms and Results

ERIC EBSCO

Search Terms

Teacher-Student Relationships	**Secondary Schools / Adolescent**	**Wellbeing**
DE "Teacher Student Relationship" **"teacher student relationship" "Teacher student relationships" "Student teacher relationships" "Student-teacher relationships" "Teacher-student relationship" "Teacher student relationship" "Student teacher relationship" "student-teacher relationship" "Teacher pupil relationship" "Teacher-pupil relationship" "Pupil-teacher relationship" "Teacher child relationship" "Child teacher relationship" "teacher-child relationship" "Child-teacher relationship" "Teacher-student interaction" "student-teacher interaction" "Teacher student interaction" "Child-teacher interactions" "Child teacher interactions" "Teacher-child interaction" "Teacher child interactions" "staff student relationships" "student staff relationships"**	DE "Schools" DE "Students" DE "High School Students" DE "Secondary School Students" DE "Adolescents" DE "Junior High School Students" DE "Middle School Students" DE "Secondary Schools" DE "Secondary Education"	DE "Well Being" DE "Mental Health
Limited to **Full Text** **Peer-reviewed journals** **English only** **Published 2015 onwards**		
Results = 300		

British Education Index EBSCO

Teacher-Student Relationships	Secondary Schools / Adolescent	Wellbeing
DE "TEACHER-student relationships" **"teacher student relationship" "Teacher student relationships" "Student teacher relationships" "Student-teacher relationships" "Teacher-student relationship" "Teacher student relationship" "Student teacher relationship" "student-teacher relationship" "Teacher pupil relationship" "Teacher-pupil relationship" "Pupil-teacher relationship" "Teacher child relationship" "Child teacher relationship" "teacher-child relationship" "Child-teacher relationship" "Teacher-student interaction" "student-teacher interaction" "Teacher student interaction" "Child-teacher interactions" "Child teacher interactions" "Teacher-child interaction" "Teacher child interactions" "staff student relationships" "student staff relationships"**	DE "SCHOOL children" DE "STUDENTS" DE "SECONDARY school students" DE "HIGH school students" DE "JUNIOR high school students" DE "SECONDARY education" DE "SECONDARY schools")) OR (DE "MIDDLE school students")) (DE "SCHOOLS")) (DE "ADOLESCENCE"))	DE "MENTAL health of school children" DE "STUDENT well-being" “wellbeing” or “well-being” or “well being”

Notes:

- **Variation in terms for database**
- **No “wellbeing” in thesaurus included “wellbeing” or “well-being” or “well being” instead**
- **Included DE “Mental health of school children” – includes journals on the mental health and well-being of school children.**
- **Included DE “School children” – students of primary and/or elementary school age, generally to approximately age 13 or grade 7**

Limited to **Full Text** **Peer-reviewed journals** **English only** **Published 2015 onwards**
Results = 38

PsycInfo (Ovid)

Search Terms

Teacher-Student Relationships	**Secondary Schools / Adolescent**	**Wellbeing**
"teacher student relationship" "Teacher student relationships" "Student teacher relationships" "Student-teacher relationships" "Teacher-student relationship" "Teacher student relationship" "Student teacher relationship" "student-teacher relationship" "Teacher pupil relationship" "Teacher-pupil relationship" "Pupil-teacher relationship" "Teacher child relationship" "Child teacher relationship" "teacher-child relationship" "Child-teacher relationship" "Teacher-student interaction" "student-teacher interaction" "Teacher student interaction" "Child-teacher interactions" "Child teacher interactions" "Teacher-child interaction" "Teacher child interactions" "staff student relationships" "student staff relationships"	"Schools" "Students" "High School Students" "Secondary School Students" "Adolescents" "Junior High School Students" "Middle School Students" "Secondary Schools" "Secondary Education"	"wellbeing" or "well-being" or "well being" or "mental health"
Limited to **Full Text** **Peer-reviewed journals** **English only**		

Published 2015 onwards
Results = 41

Child development and adolescent studies

Search Terms

Teacher-Student Relationships	**Secondary Schools / Adolescent**	**Wellbeing**
""teacher student relationship" **“Teacher student relationships”** **“Student teacher relationships”** **“Student-teacher relationships”** **“Teacher-student relationship” “Teacher student relationship”** **“Student teacher relationship” “student-teacher relationship”** **“Teacher pupil relationship” “Teacher-pupil relationship” “Pupil-teacher relationship”** **“Teacher child relationship” “Child teacher relationship”** **“teacher-child relationship” “Child-teacher relationship”** **“Teacher-student interaction” “student-teacher interaction”** **“Teacher student interaction” “Child-teacher interactions”** **“Child teacher interactions” “Teacher-child interaction”** **“Teacher child interactions” “staff student relationships”** **“student staff relationships”**	adolescen* secondary school students students middle school students high school students junior high school students secondary school students secondary schools secondary education	“wellbeing” “well-being” “well being” "mental health"
Limited to **Full Text** **Peer reviewed journals** **English only** **Published 2015 onwards**		
Results = 16		

Education Abstracts

Teacher-Student Relationships	**Secondary Schools / Adolescent**	**Wellbeing**
DE "Teacher-student relationships" **"teacher student relationship"** **“Teacher student relationships”** **“Student teacher relationships”** **“Student-teacher relationships”** **“Teacher-student relationship” “Teacher student relationship”** **“Student teacher relationship” “student-teacher relationship”** **“Teacher pupil relationship” “Teacher-pupil relationship” “Pupil-teacher relationship”** **“Teacher child relationship” “Child teacher relationship”** **“teacher-child relationship” “Child-teacher relationship”** **“Teacher-student interaction” “student-teacher interaction”** **“Teacher student interaction” “Child-teacher interactions”** **“Child teacher interactions” “Teacher-child interaction”** **“Teacher child interactions” “staff student relationships”** **“student staff relationships”**	DE "School children" DE "Students" DE "Secondary school students" DE "High school students" DE "Junior high school students" DE "Secondary education" DE "Secondary schools" DE "Middle school students" DE "Adolescence" DE "Schools"	DE "Mental health of school children" DE "Student well-being" “wellbeing” “well-being” “well being” "mental health"
Notes: • **No DE wellbeing but student wellbeing instead** • **no DE mental health but the mental health of school children instead**		
Limited to **Full Text** **Peer reviewed journals** **English only** **Published 2015 onwards**		
Results = 63		

ProQuest

Teacher-Student Relationships	Secondary Schools / Adolescent	Wellbeing
"teacher student relationship" **“Teacher student relationships”** **“Student teacher relationships”** **“Student-teacher relationships”** **“Teacher-student relationship” “Teacher student relationship”** **“Student teacher relationship” “student-teacher relationship”** **“Teacher pupil relationship” “Teacher-pupil relationship” “Pupil-teacher relationship”** **“Teacher child relationship” “Child teacher relationship”** **“teacher-child relationship” “Child-teacher relationship”** **“Teacher-student interaction” “student-teacher interaction”** **“Teacher student interaction” “Child-teacher interactions”** **“Child teacher interactions” “Teacher-child interaction”** **“Teacher child interactions” “staff student relationships”** **“student staff relationships”**	secondary school students secondary schools secondary education high school students junior school students middle school students adolescence schools	“wellbeing” “well-being” “well being” "mental health"
Notes: • **Used Boolean AND to make search more specific as initially had 40,000 results**		
Limited to **Full Text** **Peer reviewed journals** **English only** **Published 2015 onwards** **Excluded higher education, post-secondary education, adult education, primary education, and early years education**		
Results = 87		

JSTOR

Search Terms

Teacher-Student Relationships	Secondary Schools / Adolescent	Wellbeing
“teacher student relationship” “teacher student interactions”	“secondary school” “schools”	“wellbeing” “well-being” “well being” "mental health"
Notes: • **Adapted search due to the database requiring fewer terms**		
Limited to **Full Text** **Peer reviewed journals** **English only** **Published 2015 onwards**		
Results = 12		

Scopus

Search Terms

Teacher-Student Relationships	Secondary Schools / Adolescent	Wellbeing
"teacher student relationship" **“Teacher student relationships”** **“Student teacher relationships”** **“Student-teacher relationships”** **“Teacher-student relationship” “Teacher student relationship”** **“Student teacher relationship” “student-teacher relationship”** **“Teacher pupil relationship” “Teacher-pupil relationship” “Pupil-teacher relationship”** **“Teacher child relationship” “Child teacher relationship”** **“teacher-child relationship” “Child-teacher relationship”** **“Teacher-student interaction” “student-teacher interaction”** **“Teacher student interaction” “Child-**	secondary school students secondary schools secondary education high school students junior school students middle school students adolescence schools	“wellbeing” “well-being” “well being” "mental health"

teacher interactions" "Child teacher interactions" "Teacher-child interaction" "Teacher child interactions" "staff student relationships" "student staff relationships"		
Limited to Full Text Peer reviewed journals English only Published 2015 onwards		
Results = 44		

Appendix B: Meta-Ethnography Grid

Theme	Concept	Krane et al (2016)	Krane et al (2017)	Littlecott et al (2018)	Mælan et al (2018)	Mælan et al (2020)	García-Moya et al (2020)
Adapting for the individual	Adapting for individual academic or personal needs 1	**Second Order Constructs** As adolescence is a vulnerable time in life, recognition by adults can be crucial for young people at risk of having low wellbeing/mental health or a difficult time at home. By recognising and adapting to student's needs, they may be more engaged in education. Unresponsiveness from teachers can be described as destructive. Participants described these teacher-student relationships as a rescue. **First Order Constructs**	**Second Order Constructs** The authors reflected upon how emotional and academic support are intertwined including practical assistance, adjustments, and customised approaches. Students appreciated teachers who adapted to their needs and believe it contributed to their well-being. This was often done by making small adjustments to accommodate them. **Second Order Constructs** Building relationships through teaching		**Second Order Constructs** The authors noticed how teachers would talk about strategies they would implement to reduce pressures associated with learning and help students engage despite experiencing mental health problems. For example, avoid asking students to perform in front of the class or adjusting learning on an individual basis.	**Second Order Constructs** Teachers are responsive to the individual needs of students, particularly when they are going through difficult life experiences. Teachers who tried to understand why students struggled and prepared to support them helped their mental health. **First Order Constructs** *"For instance, when a pupil needs a break in the middle of a lesson because he feels*	**First Order Constructs** 'you don't understand, that they try to use a different way to explain it to you.' Pupil Spain **First Order Constructs** *'Yeah, there are some who ask you to stand up when your face is full of tears. You are feeling bad and ask them permission to go to the toilet and they won't let you, they say 'wait for a while'.* *'It seems that they like it or that they enjoy*

		I have met students that have had mental health problems and inhuman conditions at home ... And the students of course struggle at school ... but because they have developed a good relationship with teachers; when the student is laying over the desk and is really tired ... so rather than passing negative comments the teacher gives them a supporting hand on the shoulder ... The teacher knows what's going on and says: 'keep up the good work, we will help you'. Helper	**First Order Constructs** *"Some of my friends have a hard time at home…and mental health problems…and that is why some of them drop out. The relationships with teachers and how they thrive at school also affect how they are doing*" Pupil **First Order Constructs** *"I don't get this" and the teacher said, "Then I can't help you" and she didn't help me. So then I gave up and just skipped the classes…'* Pupil		**First Order Constructs** *"We've got pupils who are so stressed and anxious … and we must find ways to get them through the school day and reduce their stress levels. We do that by making individual arrangements for those pupils"* Teacher **First Order Constructs** *"Pupils who experience mental health problems … there's something about the robustness they need to learn or need to be helped to*	*overwhelmed or something, the teacher allowed him to leave the classroom for some minutes" (girl, school B, focus group 3)"* **First Order Constructs** *"a teacher should help rather than judge when pupils cannot get any school work done in class" (girl, school B, focus group 4).* **First Order Constructs** "and when teachers make sure that we get the right level of challenges" **Second Order Constructs** Adapting strategies for the individual	*seeing you sad.'* Pupils Spain **First Order Constructs** *'he was suffering an anxiety attack during a class and left the room, and his teacher criticized his behavior and warned him afterwards that he may be penalized, and added "[…] and, well, the truth is that I ignored that completely, but well, it is there. Up to her"* Pupil Spain

					learn … to be seen in a different way." Head Teacher **First Order Constructs** *'Pupils with mental health problems are often absent from school and can't get their homework done etc … We should therefore be able to adjust their school situation in a way that allows them to experience mastery, and not just experience that the amount of schoolwork they can't get done gradually increases.'* Teacher	was perceived as stimulating their engagement and motivation, judge increasing their wellbeing.	

Theme	Concept	Krane et al (2016)	Krane et al (2017)	Littlecott et al (2018)	Mælan et al (2018)	Mælan et al (2020)	García-Moya et al (2020)
Respect	A collaborative relationship built on respect and relatedness 2	**Second Order Constructs** The collaboration of working on common interests, often practical tasks, is a powerful way to develop TSR. The authors highlight how ordinary processes in everyday life help to develop resilience. Teachers describe finding it easier to connect with students when they have a shared interest. **First Order Constructs** *"We work on the engine together and talk all the time. We talk about everything. We have something in common .... In this way, we*	**Second Order Constructs** Highlighted that TSR are mutual relationships developed through common interests. Both teachers and students are responsible for developing the relationships, with respect being a key element. **First Order Constructs** '*To build a positive relationship, we have to be rather open to what they have to offer'.* Pupil **First Order Constructs** *'…it is all about respect…mutual respect is what makes it go round'.* Pupil		**First Order Constructs** *"There's much closer contact between teachers and pupils today than there was before … the pupils call us more frequently, and pupils have become more comfortable speaking with adults, and teachers are more and more aware of their responsibility to follow up the pupil, not only the subject … I think they involve themselves in a completely different way."* Head Teacher	**Second Order Constructs** Teachers who get to know their students, and their friendship groups, can promote relatedness between students. **First Order Constructs** *"It is difficult when you, for instance, have to collaborate in a group with two classmates who are best friends; it doesn't make it easy to take part in the discussion".*	**Second Order Constructs** Interactions which humanise teachers and students (including informal conversations, about hobbies, humour, etc.) increase connectedness. **First Order Constructs** *'I think that when teachers have a joke with you, that makes them a lot better. Instead of just being serious all the time, if they can have a laugh with you, then you give them more respect for that and then when*

		develop relationships.'' Teacher **First Order Constructs** *'informal conversations at recess, when you meet someone in the corridor…There is much more to these conversations ...' Teacher*	**First Order Constructs** *'I think we in the sports program have a better relationship with the teachers because of all the trips and the sports events we join together…'* Pupil **First Order Constructs** *'we go on all these trips, and you get to know a different side of the teachers, besides the teaching. It's like we are friends when we go on a trip together…'* Pupil **First Order Constructs** *'The teachers in this school allowed me to really get to know them. I think that's why I feel comfortable around them'.* Pupil				*they tell you to do your work you will.' Pupil England* **First Order Constructs** *'And it was as if we had known a different side of the teachers and we now know that they are not like that, that they are acting tough!'* Pupil Spain

			First order Constructs *I think it is a problem that the students don't show the teachers enough respect. If they had listened to the teachers and had a little more respect, the teachers would have shown them respect in return…and then the school environment would have been much better… Pupil*				
Theme	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Climate	Teachers creating a classroom climate to enhance engagement in learning and encourage fairness 3	**Second Order Constructs** Teachers establish positive relationships through engagement with teaching. **First Order Constructs** *"a big part of the relationships is*	**Second Order Constructs** Students recognise that the academic aspect of TSR is the core element. TSR are developed during teaching and students value teachers who were good at teaching. Students also appreciate	Refutational **First Order Constructs** *(. . .) we have a lot of schools come in to us here to try and remodel what we have in other schools and it's sort of cottoned on*	**First Order Constructs** '*The classroom climate is one of the most important things. It can both promote and undermine mental health … there is, for*	**Second Order Constructs** TSR are supportive when they generate a climate that is socially and emotionally inclusive. The authors indicate the importance of an inclusive	**Second Order Constructs** Students appreciated good classroom management which was underpinned by respect. **First Order Constructs**

		established through the teaching ... we should not separate the two ....'' Teacher **First Order Constructs** *''When the teacher is good, the student is happy with the school subject. It means a lot. That engagement is also a sign of teachers' care.''* Helper	teachers who support both emotional needs alongside academic. **First Order Constructs** *'…one of the teachers is much better at engaging us. She uses examples when she teaches, and she knows us much better than the other teacher. Therefore, the relationship with that teacher is much better than that with the other teacher, even though the school subject is the same…'* Pupil Refutational **First Order Constructs** *'The class was scared to death…She*	*that you have to have that solid team for it to work in every school really (. . .). Obviously if you haven't got that type of team then it's really hard for that teaching member of staff, time-wise, to be able to address all those type of issues. (Highbridge School, well-being lead)* **Second Order Constructs** The unique roles of support staff in supporting student well-being	*example, zero tolerance for negative comments, so that everyone can be who they are and feel safe.'* Teacher **First Order Constructs** *'We're trying to improve in … let's say … to exploit the school's room for manoeuvre … to adjust the learning climate for them and provide learning situations where they can experience a sense of mastery.'* Teacher	pedagogical climate. They also suggest that pupils can learn about mental health, not through the formal curriculum but through culture and climate that embodies processes that support mental health. This includes individual aspects of support in the classroom. As individual-level and classroom-level processes are interrelated in generating a climate of inclusion or exclusion. The authors suggest that students benefited from teachers who used a variety of teaching strategies,	*'I like teachers that are like they're strict enough to tell people off when they're messing around lots, so that you can concentrate, but I like teachers that can have a bit of fun as well, and they can have a joke with the people they're teaching, instead of being like really… -Amy: Regimented? -Betty: Yeah, the whole time.'* *Pupil England* **First Order Constructs** 'Positive boundaries in place in the classroom. This includes

			thought she could discipline them by purposely making the students look bad in front of the class…but it made us all scared'. Pupil **First Order Constructs** *'I felt that I got attention just because I was a bad at school, and not because I knew anything. I never got praised for what I did. It made me feel like a loser'* Pupil **First Order Constructs** *'It affects me in a negative way, it makes me feel that whatever I do, it's not good enough for that teacher…and I never get appreciated.* Pupil			adapting to individual needs, which helped increase their engagement, motivation, and wellbeing. **First Order Constructs** "*and when teachers make sure that we get the right level of challenges"* Pupil **First Order Constructs** *"Teachers may also praise a pupil, even if he hasn't done much work, or doesn't understand how to do it. Teachers can encourage the pupil to try, even if he finds it difficult" (boy, school B, focus group 4).*	having respect and not using punitive measures 'a dictator teacher' *Pupil England* **First Order Constructs** *'they motivate you in the class, that to me philosophy is a subject that there is no way to come to grips with it but with this teacher you have a laugh in class' Pupil Spain* **First Order Constructs** *'That they made the lessons more fun' Pupil Spain* **First Order Constructs**

			Second Order Constructs Conflict can create lasting negative patterns **Second Order Constructs** Unfair approaches affect the entire class First Order Constructs *'If the class is negative, the relationship develops negatively'* Pupil **First Order Constructs** *'…if we have an argument…I feel like there's always something bad between us'.* Pupil			**First Order Constructs** *"ground rules"* for fairness **First Order Constructs** *'If we're playing a game or something, and teachers are giving some praise and encouragement, then the pupil might be a little more willing to try to join the game, so that nobody tries to sit on the side line without participating in activities, like for example in physical education, but rather tries to join it.' (Boy, school B, focus group 4)*	*'their lesson is not enjoyable and interactive, but the ones that are engaging, I have a good relationship with them* because I respect them' *Pupil England* **First Order Constructs** 'They genuinely want to see you do well' with learning' *Pupil England* **Second Order Constructs** Commitment to teaching **First Order Constructs** *But other teachers, it's not only their job, you know they're in it full head and*

							heart' Pupil England **First Order Constructs** 'It also shows you that he has prepared it and that we truly matter to him, doesn't it?' Pupil Spain
Theme	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Climate	Safety 3	**Second Order Constructs** Safeness was described as the basis of a healthy learning environment but also as a foundation of trust and positive relationships between the teacher and student. Facilitating safety was emphasized as especially important to students with mental health problems. Since	**Second Order Constructs** They explained that they felt recognized by teachers who made small adjustments to accommodate them. They also stated that school could be a safe haven when TSR were positive.	**First Order Constructs** *'when I went through a bullying issue with the school before my Mam rang up the school and they communicated really well like my Mam explained the situation and what was going on, and the school sorted it straight away. (Woodlands*	**First Order Constructs** *'We started to organise work in class so that the pupils can collaborate and share what they know with each other, instead of requiring individual contributions to the whole class … and I think it makes it safer for them to be*		

		youth with mental problems often have problems with anxiety and insecurity, a TSR that facilitates safety seems important. School may be viewed as a safe haven for some students if they are experiencing challenging times. **First Order Constructs** *''To create a safeness ... safeness through a relationship is the key to our success.''* Teacher		*School, Student interview 4, Year 10 boy and Year 11 girl)'*	*there.'* Teacher		
Theme	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Climate	Trust 3	**Second Order Constructs** Trust develops through increased interactions and time	**First Order Constructs** *'You can't trust all friends, and you need a teacher you can trust. You need a teacher you*	**First Order Constructs** *'I know the children, they know and trust me and I have this fixed base*	**Second Order Constructs** Teachers described being dialogue partners with students,		**First Order Constructs** *'a teacher that along with their subject tells you lots of anecdotes that*

		First Order Constructs *"Because you have so many classes with them. So this relationship ... I don't want to say it's better, but you at least have the possibility to create that safeness, trust and to acknowledge each student ...."* Teacher	*can trust when things are difficult'.* Pupil This student stated that he felt that one of his teachers was available for conversation, and he described how he talked to this teacher about his problems. He said that the relationship with this teacher made him want to go to school, even when things were difficult. Refutational **First Order Constructs** *'the teacher talked to me about other students' problems…that teacher violated confidentiality…and I didn't want to be open or share my problems with her…'* Pupil	*so they know that every single day I'm going to be here. (Oakwood School, school nurse)'*	developing a relationship with each student that was characterised by openness and trust.		*they have lived, that have happened to them, and with that type of teachers is with the ones that I would have more trust, because since they have brought their life closer to me by talking about it in class, then I would dare to tell them things about mine.' Pupil Spain* **First Order Constructs** *'The thing is that I think that our trust is won by the teachers that notice everything' Pupil Spain* **First Order Constructs** *'Well, if you trust a teacher*

							a lot….you to tell him your problem' *Pupil Spain*
Theme	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Open communication	Open communication about wellbeing 4	**Second Order Constructs** The participants indicated how education had changed, with more of a focus on students talking about personal challenges in their lives not solely academic conversations. Teachers are more open to students discussing emotional matters and mental health. **First Order Constructs** *"When I started out as a teacher the students called me by my*	**First Order Constructs** *'Personally, I would really advise everyone to tell their teachers if they feel that they are being treated unfairly or being discriminated against or have another problem. So one should really bring it up'.* Pupil **First Order Constructs** *'…because then you notice that there is something positive about going to school. If you have a problem or something is hard, you don't have to be afraid to talk*	**Second Order Constructs** open relationship-building between students and staff where students view both teaching and support staff as approachable has been shown to be important in students' satisfaction with school and subsequently connectedness and health outcomes. This communicates a message to young people	**First Order Constructs** *'We can talk about mental health problems with the class, so that pupils can understand that others might struggle in the same way.'* Teacher	**Second Order Constructs** Classroom-level strategies were also interpreted as being a way of supporting individual pupils' mental health as they were less likely to be stigmatizing. **First Order Constructs** *'It is good to tell your teachers how stressed you feel, because then they understand that your feel stressed and can take it into account, and*	**Second Order Constructs** Students respected teachers who used open communication and more personalized interaction that acknowledged and valued their identities and opinions

		surname, nowadays they tell me about trouble in their love life and expect me to make special arrangements when they have a heartache." Teacher	*about it or express it'.'* Pupil	that the school cared about their well-being.		*sometimes they are supportive by saying 'don't forget to breathe' or 'remember to stay calm'. (girl, school A, focus group 2)*	
Theme	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Respect	Informal conversation 2	**Second Order Constructs** In our findings, the informal talks and collaborative ways of spending time together represent ordinary processes in youths' everyday life that have the potential to influence both students' mental health and dropout. Collaboration is essential in establishing	**Second Order Constructs** Students described both formal and informal conversations with teachers as valuable experiences that helped them get to know each other. The conversations could also help resolve conflict and difficult situations. These informal conversations could include private or academic issues.		**Second Order Constructs** Teachers and Headteachers suggest that developing close relationships was important for supporting pupils' mental health (proactively and reactively). By close, they mean pupils and teachers were more frequently	**First Order Constructs** *'Sometimes the teacher talks about issues and we discuss things that are not related to the subject of the lesson at all, like about the Kardashians or something, and I do think it is a relief to have these breaks from all the seriousness! Sometimes it's*	

		helping relationships. **First Order Constructs** *'It is more in the informal conversations at recess, when you meet someone in the corridor, at the library and grab them ... or they grab the teachers ... There is much more to these conversations ...'* Teacher	The students valued the practical aspect, the interest shown on a personal level, and the importance of humour. **First Order Constructs** *'We talk about school subjects, but he does it in such an amusing way. He can always tell a joke. We talk about more serious and private things too: how we are doing and stuff like that. I think the whole class loves him!'* Pupil		engaged in conversations within and beyond the classroom and concerning matters that went beyond the academic subject. To be connected teachers encourage students to talk about matters relating to their personal lives and the things that concerned them.	*nice to remember that we are only 9th graders and it is not the end of the world if we are not totally concentrated in every class.' (Girl, school A, group 2)*	
	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Adapting for the individual	Interpersonal skills - Kindness, Compassion, and approachable	**Second Order Constructs** The teachers actively helped in need of special attention in everyday life.	**Second Order Constructs** Students may appreciate teachers smiling as this is a crucial development of attachment and	**First Order Constructs** *'so the teachers caring about the students makes them want to learn*	**Second Order Constructs** Relating to pupils in a way that centred on listening and being	**First Order Constructs** *'I think the teachers know how stressful it is for us and they try to be considerate and*	**Second Order Constructs** Individualized interpersonal interactions were central in experiences of connectedness

	1	**First Order Constructs** ‘*I think it is important to see the signals in class, and adjust. If you notice that a student is feeling well or not ... then you have to consider how much you are going to push them. And maybe you should talk to the student or at least be considerate.’* Teacher	relationships in infancy. Positive experiences based on communication via facial expressions are regarded as essential to social interaction. Teachers’ moods and facial expressions could have contributed to interactive processes involved in positive or negative development and reinforcement of TSR. As a smile signals positive emotion, smiling in teachers could reflect how they are on a personal level. **First Order Constructs** *‘I think it is important that the teacher smiles when he enters the classroom. He must greet the*	*more. Because if you’ve got a teacher who dislikes you or acts like they dislike you, you’re not going to want to be friends with them or do what they say’* (Woodlands School, Student interview 3, Year 9 girls) **First Order Constructs** *‘Well our PSE teacher said that if we have any problems with like emotional, then we can come and talk to her because she is qualified to listen to us and give us advice.’ (Oakwood*	compassionate Refutational **First Order Constructs** *‘There is a clear boundary between being a teacher and being a therapist, because I’m not a therapist, I do not have the background and expertise, and I do not think I should aim to be one either … but I can naturally be compassionate and I tell my pupils that they can come to me at any time and talk if they need to, I will always listen to them …’* Teacher	*let us present something in front of the class together as a group, before we have to present something in front of the class all alone.’ (Girl, school A, focus group 6)*	with teachers, which suggests a need to revise the assumption that professionalism as a teacher is to be characterized as a neutral, depersonalized style of interactions with students. **First Order Constructs** *‘she’s always like ‘come and ask me if you need help or anything like that’. Pupil England* **First Order Constructs** *‘she’s friendly and I could always approach her and ask her’ Pupil England*

			students and ask us how we are doing, and then the class can begin'. Pupil **First Order Constructs** *'I get in a good mood when others are…so that teacher makes schooling easier by smiling and being happy in class'* Pupil **First Order Constructs** *'That teacher, she is very kind…I tell her everything…if I have a hard time, I tell her…'* Pupil **First Order Constructs** *'some teachers are very sensitive to students and how they are doing mentally'* Pupil	*School, Student interview 2, Year 7 boys)* **First Order Constructs** *'if a student has a problem all the teachers will make sure that they'll be able to help it, even if they're not in the wellbeing office, teachers in general.'* (Greenfield School, Student interview 2, Year 9 girls) **First Order Constructs** *'I think and you can go to whoever you feel comfortable with so you if you're more comfortable*			**First Order Constructs** *'When we're talking about like go and tell the teachers, going to them and asking for help, some teachers are not really approachable in that way. Like if you're uncomfortable about talking to them, like you just feel stupid sometimes. I just think that you need like a more approachable teacher that would relate to you more, want to speak to you.* Pupil England

				with one teacher you can go to them instead of someone else.' (Highbridge School, Student interview 2, Year 9 girls) **First Order Constructs** *'The first person I would speak to is Mrs [name of teacher] because we are both very close to her, she is lovely.' (Woodlands School, Student interview 4, Year 10 boy and Year 11 girl)*			
Theme	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Acceptance	To be recognised and	**Second Order Constructs**	**Second Order Constructs**	**First Order Constructs**		**Second Order Constructs**	**Secord Order Constructs**

	understood by knowing each pupil personally 5	The everyday interactions, knowing the pupil personally, and remembering the small things help to promote TSR. Recognition is often found in everyday interactions and can make a big difference for students experiencing mental health difficulties. The interactions may include a handshake, compliments, or asking questions. **First Order Constructs** ‘‘the small things.’’ **First Order Constructs** *‘‘It is as simple as saying: Are you doing OK today?’’* Helper	Recognition could be understood as a fundamentally relational concept that includes not only respect for others but also understanding and acknowledgment of their situations. Our findings indicate that students appreciate different aspects of recognition from teachers in various ways; they described basic recognition in everyday life, personal recognition in individual conversations, and recognition through practical help and assistance. **First Order Constructs** *‘I was not recognized at home. It feels good*	*‘I think the strength of our school is that, for one, we’re quite a small school really so that most staff know most children and certainly the wellbeing team, the new wellbeing team have got a massive overview of every child really in the school.’* (Greenfield School, well-being lead) **First Order Constructs** *having individual staff who have the personal attention to detail with each child so that they can involve the multi-agencies*		Micro-level interactions that generate feelings of being noticed and valued by teachers were important to pupils and contributed to feelings of being cared for and about as a person. A focus on the relational dimension of teaching and the form of pedagogy it generates illustrates that good mental health promotion and support is not necessarily something additional to what takes place in the classroom. In other words, mental health promotion and support	Empathy and perspective taking **First Order Constructs** *‘you can really tell which teachers know you personally’ Pupil England* **First Order Constructs** *‘the one who pays attention to the details and cares about you and that is fundamental.’* Pupil England **First Order Constructs** *‘it kind of makes you feel more close to them’ Pupil England* **First Order Constructs**

		First Order Constructs *'We know that engagement is what helps, personal engagement, to show an actual interest for the person you are confronting ....'* Helper **First Order Constructs** *''The most important thing is that students feel that the teachers recognize them, both regarding the school subjects and especially psychosocially.''* Helper	*when someone at school recognize you'.* Pupil **First Order Constructs** *'It is important that the teacher appreciates your presence. That the teacher cares and has faith in you'* Pupil **First Order Constructs** *'I think a teacher notices when a student has problems at home or has mental health problems; the teachers notice because they see that the student acts differently from other students…'* Pupil	*that are required to make sure that that person, you know, is safe and certainly looked after within the family and in the school* (Highbridge School, well-being lead)		interventions may be unnecessary if person-centred pedagogy at a whole school level prevails. **First Order Constructs** "*a teacher should help rather than judge when pupils cannot get any school work done in class"* (girl, school B, focus group 4). .	*'you just want to connect with the teacher and when they don't even know your name how can you do that?' Pupil England* **First Order Constructs** *'to know his students, in like he asks questions or we talk about a bit of everything, so that he knows the students and we get on well with the teacher.' Pupil England* **First Order Constructs** *'But also when they understand like us. If it's a Monday morning and it's the first*

							lesson, we're all tired, they're like 'I understand it's Monday morning but come on let's…' like they understand. They sympathise with you.' Pupil England **First Order Constructs** She was told to stop crying because that was "*good for nothing"* and explained how bad it made her feel: *"[…] I felt even worse because I was having a bad time and in addition to that they tell you something else which makes you sink even more, so you*

							feel yet even worse". *Pupil Spain* **First Order Constructs** *'I think they're so busy teaching everyone else that they like don't notice you, and they just like notice everyone else that's listening'* *'I think as a whole they're trying to focus on the whole class rather than individual people.'* Pupils England
Theme	Concept	**Krane et al (2016)**	**Krane et al (2017)**	**Littlecott et al (2018)**	**Mælan et al (2018)**	**Mælan et al (2020)**	**García-Moya et al (2020)**
Acceptance	The whole person – Humanizing relationship. Supportin	**Second Order Constructs** The findings in our study highlighted the important role teachers have in promoting mental	**First Order Constructs** *I think a teacher can prevent students' performance anxiety. When the student is doing*	**First Order Constructs** *'I think if you're in the pastoral team you are more aware of their background,*	Refutational **Second Order Constructs** Teachers and head teachers accepted that an integral part of their	**Second Order Constructs** The findings suggest that conceptualizing support as either academic,	**First Order Constructs** *'they don't understand I have other subjects and other pieces of coursework. So*

	g the student as a person 5	health in students' everyday life by recognizing the students as persons. The findings also showed that it can be demanding for teachers to balance the closeness and personal dimensions regarding students' mental health issues. This is in line with other studies that have found that teachers are struggling to deal with the complexity of their roles and the many expectations of them **First Order Constructs** *"In the old days the focus was solely on the academic part,*	*well in school, it is important that the teacher gives positive feedback. In this way, the students with anxiety can feel valued. Negative comments and things like that will only make it worse*. Pupil	*their family life, their health, their situation you know you get to know if they're eating properly.'* (Woodlands School, PE teacher)	responsibilities was to support pupils in managing their mental health because it related to the core purpose of schools, namely pupil learning. Teachers' responsibility to support pupils' mental health was viewed as providing a way of trying to ensure positive pupil-centred development for all pupils in a way that went beyond a focus on academic achievement. The authors discussed the impact on schools striving to	emotional, or social may have limitations: academic support – to manage school-related stress or to help with individual tasks, for example – often had emotional or social consequences, and, importantly, vice versa. If all elements of support are integrated coherently into teaching processes, then not only are all outcomes supported alongside each other, but teaching is also likely to be more effective because it holistically addresses	*it can get quite frustrating because they kind of like to think that their subject is the most important, when we have a lot of other subjects as well.'* *Pupil England* Refutational **First Order Constructs** '*Student-teacher relationships would be better if the teachers actually showed a proper interest in the students, like emotional well-being, because right now the teachers don't really do that, like they don't really care about your emotional well-*

		but now the focus is more on the student as a person.'' Teacher **First Order Constructs** *'The most important thing is that students feel that the teachers recognize them, both regarding the school subjects and especially psychosocially. That seems easier when there are fewer students in class.'' Teacher*			climb the rankings of international league tables (including performance policies) and how this may impact student mental health as the focus is on academic learning, reducing time to consider mental health. Although teachers may be proactive in supporting pupils' mental health, they somewhat paradoxically tended to focus on how to reduce student stress, rather than focusing on what might be causing stress. The findings may indicate a	pupils' development. This implies that the dynamic between mental health and learning requires a particular form of person-centred pedagogy	*being that much, or it doesn't seem like it, and it just seems like they just bypass you and the only thing they really care about is if you're matching up to your targets and getting good grades, and then they don't need to worry about anything else because they think they're doing their job. I think it would be better if they showed an interest into the students' emotional well-being' Pupil England*

					need to focus on creating enabling classrooms and school climates that reduce pupils' stressful experiences and promote both pupils' learning and healthy development. **First Order Constructs** *'we shall foster whole persons then, of course, we must adapt … we must work with mental health, we are supposed to work with the whole person, we've got a tutoring responsibility and we can't just focus on learning.'* Teacher		

Theme	Concept	Krane et al (2016)	Krane et al (2017)	Littlecott et al (2018)	Mælan et al (2018)	Mælan et al (2020)	García-Moya et al (2020)
Open communication	Expressing feelings and support for wellbeing 4	**Second Order Constructs** Participants described that they worry about their students. They can often be the first to know if something is wrong with a student because they know them so well. Participants discussed how they are sometimes not sure how to support students' problems. Refutational **First Order Constructs** *I have had students calling me in the evening. They have had mental health problems. Sometimes it is a dilemma because they do not have*	**Second Order Constructs** Students highlighted the importance of having positive relationships with their teachers as motivation for staying in school despite mental health problems and difficult conditions.	Refutational **First Order Constructs** *'Say now somebody's really depressed and they don't talk about their feelings, they can have a mental breakdown in class and the teachers don't know what it's about, but if they go to the counsellor or [head of year] or [PSE teacher] they sort it out before anything happens, like self-harming, like.'* (Oakwood School, Student interview 1,	**Second Order Constructs** The teachers recognised the support of pupils' mental health to be part of their responsibility connected to pupils' learning and development, regardless of whether pupils experienced mental health problems. **First Order Constructs** *'we can talk about mental health problems with the class, so the pupils can understand that others might struggle in the same way'*	**Second Order Constructs** To some extent, pupils' perceptions of how teachers supported their mental health through everyday practices do not differ extensively from core aspects of practicing inclusive education, in the way of welcoming, supporting, and nurturing pupils' diverse needs.	**Second Order Constructs** Students' accounts stressed the importance of teachers paying attention to their emotional well-being and being empathetic with their emotions, which supports the view that emotions are important for building a positive climate of relationships in the class. Given the importance of emotional aspects in both countries and the growing organizational literature linking emotion-rule

		many others to turn to. But I don't know what's best for them when they are ill ...' Teacher **First Order Constructs** *"When it comes to someone who needs treatment ... then a different professional has to take over. Psychologist and school nurses are the ones who know this profession ...."* Teacher		Year 7 and Year 11 boy) **First Order Constructs** *'they do have a Wellbeing Desk and they offer support up there (. . .) they're really good to offer support.'* (Greenfield School, Student interview 2, Year 9 girls) Refutational **First Order Constructs** *'it's really good because I've used the Wellbeing Office and they're really helpful and supportive and they won't let the issue go until it's all sorted and especially the*	**First Order Constructs** *'There is a clear boundary between being a teacher and being a therapist, because I'm not a therapist, I do not have the background and expertise, and I do not think I should aim to be one either…but I can naturally be compassionate and I tell my pupils that they can come to me at any time and talk if they need to, I will always listen to them…'*		dissonance with decreased wellbeing **First Order Constructs** '*To me it would be better if they showed an interest and cared about your feelings a little bit, and how you feel, and they would leave aside to some extent the student-teacher relationship and acted more a bit like a psychologist and they understand, they can help you and all that because sometimes I don't know who to go to.' Pupil Spain* *Negative*

				ones that are big, that are really important.' (Greenfield School, Student interview 2, Year 9 girls)			**First Order Constructs** *"They're paid to teach you, not to do anything else"* Pupil England

Appendix C: Weight of Evidence

	Study	García-Moya et al (2020)	Krane et al (2016)	Krane et al (2017)	Littlecott et al (2018)	Mælan et al (2018)	Mælan et al (2020)
A	Weight of evidence - A: Taking account of all quality assessment issues, can the study findings be trusted in answering the study question(s)?	MED Consistency in research during the method and a cross-cultural perspective. The authors acknowledge the differences in education systems.	MED The study used a participatory approach, which is described as a way of researching with people instead of only on or about people (Borg & Kristiansen, 2009). In line with the participatory approach, a competent group of key stakeholders contributed throughout the research process (Borg et al., 2011). The group consisted of two students, two teachers, two parents, a school nurse, and a school psychologist. This competence group was involved in developing the research, working on the interview guide, data analysis, and	HIGH participatory research which involved a young woman with lived experience of dropout from upper secondary school worked as a co-researcher; she participated in the development of the interview guide, attended eight out of ten interviews, and assisted in the data analysis Data were obtained via focus groups and semi-structured, in-depth, individual interview	MED Four exploratory case studies were undertaken. Purposive sampling using replication logic and aiming for maximum variation was used to select four schools Staff interviews Student interviews Parent interviews	MED This study aimed to explore teachers' and head teachers' understandings of how they work to support pupils' mental health through their everyday practices	MED This study explored pupils' perceptions of how teachers supported their mental health through their everyday practices. Conceptualizing teachers' everyday practices

			discussions of how to conduct the study. Problems with recording – part of a focus group were transcribed verbatim, and the last part was written as an abstract in collaboration between the first author and the co-researcher.	competence group had an overview of thematic analysis – which could also represent bias			
B	Weight of evidence - B How **appropriate** is the **design** and **analysis** in terms of **answering the systematic review question**?	MED Appropriate design - Cross-cultural focus group with forty-two students aged 11-18 years. broad open questions appropriate for the systematic review question. The narrative approach is used to establish the main themes. Initial and higher-level coding completed by researchers.	MED The study had a qualitative, descriptive, and explorative design. The data were collected in focus groups, respectively, two groups with teachers and two groups with helpers (1) How do teachers and helpers experience that TSR are developed and promoted in upper secondary school? (2) What do	MED : How do students experience that positive TSR are developed and promoted in upper secondary school? What do students experience as important relational qualities concerning their mental health and drop out of upper secondary school?	MED In what way do support staff play a role in building relationships with students and supporting health and well-being? ● How do the roles of support staff and teaching staff in building relationships with students differ in terms of their form and interaction in their perceived effects on	MED focus group with teachers and individual semi-structured interviews with head teachers as the specific data collection methods to generate rich descriptions of how teachers and head teachers work to support pupils' mental health through their everyday practices. In-depth interviews (with open-ended questions) can provide access to	MED Focus groups with pupils aged 14–15 years old in two different schools Small sample size Possibly not a diverse sample The first author conducted the analysis

			teachers and helpers experience as important relational qualities concerning students' mental health and dropout in upper secondary school? Focus on students with mental health difficulties and at risk of dropping out. Teachers' perspective In a participatory approach, people with lived experiences are involved in the research process; this is described as a way of researching with people instead of only on or about people (Borg & Kristiansen, 2009). In line with the participatory approach, a		health and well-being? ● How are differing models for the allocation of well-being roles perceived by staff, students, and students?	representations of peoples' experiences, perceptions, and opinions themes analysed by the main researcher only	

			competent group of key stakeholders contributed throughout the research process (Borg et al., 2011). The group consisted of two students, two teachers, two parents, a school nurse, and a school psychologist. This competence group was involved in developing the research, working on the interview guide, data analysis, and discussions of how to conduct the study.				
C	Weight of evidence C How **appropriate** is the **focus of the study** in terms of **answering** the **systematic review question**?	MED The research aims to explore the conceptualization of student-teacher connectedness and understanding of experiences of connectedness with teachers. Therefore, in this paper, we use the term student-teacher connectedness to refer to this special	HIGH Teachers' and Helpers' perspectives of what supports a TSR with a focus on mental health	HIGH This study aimed to obtain students' first-person perspectives of their experience of positive teacher–student relationships (TSR) in upper secondary school. We	LOW Although it is looking at teacher relationships there is also a focus on support staff/helpers Clear view on how to support student wellbeing	MED Key focus on the challenges of a teacher's role and discussion about the mental health of students Consideration of everyday experiences	HIGH Relates to the universal aspects of teaching with a clear focus on mental health and the lived experiences of young people.

		type of positive interpersonal relationship that students can develop with some of their teachers, and we try to identify the central attributes of such relationships. This is one aspect of teacher student relationships.		also explored their experiences of qualities of TSR concerning students' mental health and dropout from upper secondary school.			
D	Weight of evidence D Based on the answers to questions A – C, what is the overall weight of evidence this study provides to answer the systematic review question?	MED	MED-HIGH	MED - HIGH	MED	MED	MED - HIGH

Appendix D: Braun and Clarke (2021, p.18) Reflexivity questions related to a specific research topic

Braun and Clarke (2021, p. 18) Reflexivity questions related to a specific research topic	
Questions	**Brief reflections**
How are your positionings and/or life experiences related to your topic?	Professionally I have been interested in working with children considered to have SEMH needs. I recognised that CYP could be excluded or treated differently, due to their wellbeing and how negative connotations could be associated with these CYP. I noticed how my wellbeing, similar to others, was impacted by the COVID:19 pandemic.
What assumptions do you hold about your topic?	I view wellbeing and mental health as related / similar concepts. I consider wellbeing and mental health as a complex construct that will fluctuate dependent on various multifactorial and contextual factors. I believe wellbeing and mental health sit on a continuum and people's positions will change throughout their life, as they experience significant life events.
How might your participants perceive you?	I recognise that participants may position me as knowledgeable in the subject area. They may position my role as similar to or an extension of the teacher role.
Where and how do you occupy positions of privilege and marginality in relation to your topic and participants?	*Social privilege* I identify as a white non-disabled, non-migrant, heterosexual, middle-class, Christian female and my background

	and life experiences will have shaped how I view the topic and participants.
And are you an insider researcher (a member of the group you are studying) or outsider (not a member)? Or are you both? How might this shape your research? And your relationship with your participants? What advantages and risks can you imagine to being an insider and/or outsider? Aspects to reflect on include access and recruitment, developing trust and rapport with participants, devising, and asking questions, including what we latch on to as important in participant's account, and what we might miss in participant's responses; participants withholding information; and representing participants accounts	*Insider* • I was born in the North-East of England where I conducted my research • I had worked as a Trainee Educational Psychologist in two of the school that participated • My pre-existing relationship with SENCo through my role as TEP *Outsider* • I am a professional working for the local authority • My role as a Trainee educational psychologist/researcher • Potentially positioned as an expert due to job title/researcher role

Appendix E: Parent Information and Consent Form

Parent/Guardian Information form

Exploring Young People's perspectives of wellbeing; What do secondary school pupils think supports their wellbeing in school?

Dear Parent / Guardian,

I am a Trainee Educational Psychologist at Newcastle University working for Darlington Council Educational Psychology Service. I am completing a research project to find out more about pupils' wellbeing in Secondary Schools and I am interested in what pupils think supports their wellbeing in a school environment. The research would involve your child speaking with me about their wellbeing and what helps promote their wellbeing in school. I hope that the research will help to highlight the importance of promoting pupil wellbeing in schools.

Your child has been asked to participate in this study as they are attending a secondary school that has granted permission to explore this topic in their school. All pupils have been selected randomly. The benefits of taking part are that they may enjoy discussing their experiences of school and what school has been like for them. This may help to determine what helps promote young people's wellbeing in school. The risks of taking part are that your child may discuss personal information about their wellbeing if they wish to do so.

Your child will take part in individual interviews which will take place in school. I will record the interviews using a Dictaphone. The voice recordings will be typed up for analysis by a transcription service. This would remain anonymous. Your child's name would not be recorded, and I would not stipulate what school they attended. Once the study is completed the recording would be deleted.

Parent/Guardian Information form

Exploring Young People's perspectives of wellbeing; What do secondary school pupils think supports their wellbeing in school?

If you are happy for your child to take part, I would be grateful if you could return the attached consent form to school. Signing this form does not mean your child has to take part, if they decide they do not want to. You can also withdraw your child from the research at any time.

I plan to complete the interviews face to face in school in June/July 2021. However, if this is not possible due to the COVID-19 pandemic safety measures in place at the time. I will then use remote virtual methods via Zoom to capture pupils' views which will include recording the interview made through Zoom. I will make sure to contact you to provide more information about the virtual methods of communication if required.

If at any point you would like to contact me or my supervisor about the research to find out more information, please get in touch. I have included my contact details below, and those of my supervisor, Billy Peters, who is based at Newcastle University.

I am available via email at clare.burt@darlington.gov.uk and my supervisors e-mail is billy.peters@newcastle.ac.uk

Looking forward to hearing from you,

Best wishes,

Clare Burt

Parent/ Guardian Consent form

Exploring Young People's perspectives of wellbeing; What do secondary school pupils think supports their wellbeing in school?

Dear Parent / Guardian,

Your child has been invited to be involved in a project which will explore their views of what helps their wellbeing in school. I have attached an information sheet with details about the project. This includes information about how to contact me if you would like to discuss anything in more detail or ask any questions about the research project.

When you have looked over the information sheet please could you complete the form which informs me that you are happy for your child to take part in this project.

- ☐ I am happy for my child ..... to share their experiences of school and talk about what helps their wellbeing.
- ☐ I have read and understood the information provided about the project and had opportunity to ask any questions.
- ☐ I am happy for my child to be audio recorded and shared with a professional transcription service (all data will be anonymous and deleted once analysed)
- ☐ Signature .....
- ☐ Date .....

Thank you for agreeing for your child to be involved in this project. Your child's views will be greatly valued.

Best wishes,

Clare Burt
Trainee Educational Psychologist

Contact details: Researcher c.l.burt2@newcastle.ac.uk Research supervisor billy.peters@newcastle.ac.uk

Appendix F: Pupil Information and Consent Form

Pupil Information Form

Wellbeing

I am a student at Newcastle University, training to be an Educational Psychologist. Educational Psychologists are interested in how people learn, behave, think, feel, and get on with others. Educational Psychologists also like to find out about pupil's experiences in school and try to make school a better place for everyone.

I would like to invite you to take part in a research project about what young people feel helps their wellbeing in school. The research includes taking part in individual interviews where I ask you about your experiences of school and what school has been like for you. I want to hear what you feel has supported your wellbeing in school and your ideas about what school could do to support pupil's wellbeing more.

You have been asked to take part in this project as your school is participating in this research. You have been selected randomly to take part. It is voluntary so you do not have to take part if you do not want to and are free to withdraw from the project at any time. The benefits of taking part are that you may enjoy discussing your experiences of school with a group of peers. We hope that this project may help to figure out what helps pupil's wellbeing in school so that we can do more to promote wellbeing. The risks of taking part are that you may discuss personal information about your wellbeing if you wish to. When discussing wellbeing and school you may talk about happy/unhappy memories in school. You can withdraw from the project at any time if you need to.

As the COVID-19 pandemic has often reduced in person contact due to the safety measures in place. If it is not possible to conduct this research in person, I will use remote virtual methods via Zoom to capture pupils' views. I will make sure to contact you to provide more information about what meeting and talking online will look like.

I really hope that you would be interested in taking part in this research project. I am looking forward to hearing your views!

Thank you for reading my letter

Clare Burt
Contact details: Researcher c.l.burt2@newcastle.ac.uk
Research supervisor billy.peters@newcastle.ac.uk

YOUR VOICE

Pupil Consent Form

Title of study: Exploring Young People's perspectives of wellbeing; What do secondary school pupils think supports their wellbeing in school.

Researcher contact details: Clare Burt
Email: c.l.burt2@newcastle.ac.uk
research supervisor: Billy Peters
Email: billy.peters@newcastle.ac.uk

- ☐ I confirm that I have read and understand the information sheet for this study.
- ☐ I know what the research is about and what is involved.
- ☐ I have had the opportunity to ask any questions.
- ☐ I understand that I do not have to take part and that I am volunteering to take part in the project.
- ☐ I know I am free to withdraw at any time, for any reason.
- ☐ I will use a Dictaphone to record our discussions. The voice recordings will be shared with a professional transcription service. All the voice recordings will be kept confidential and will be anonymised so they will not use any names that will identify you. Once these audio recordings have been typed up, they will be deleted. Until then the recordings will be saved in a private and secure computer drive, which only I and the professional transcriber will have access to.
- ☐ I am happy to take part in this research and give my informed consent.
- ☐ Print your name: _____
- ☐ Your signature: _____
- ☐ Date: _____

Appendix G: Semi-Structured Interview Questions

Research Questions

WHO wellbeing definition – 'every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'

One definition of wellbeing. There are lots and I'm interested in how you view wellbeing. Some believe that wellbeing is similar to mental health.

Overall questions

- What does wellbeing mean to you?
- How is wellbeing supported in your school?
- Is there anything more or different that could be done to support wellbeing in school?
- Are there any strategies that you use to support your own wellbeing?
- What support is already in place to support wellbeing in school?
- what do you think helps your wellbeing in school?
- what do you think might help other pupils' wellbeing in school?
- If you could change anything about school, to help promote pupils' wellbeing more, what would you change?
- How does this school support pupil wellbeing?
- What do you think is important for pupil wellbeing in school?
- Can you give me any examples of wellbeing support that pupils might receive in school?

School Community

- In what way do you feel you can help or contribute to your school community?
- What is important to you about being part of this school?
- Activities that support wellbeing?
- Do you enjoy spending time with people who come to this school?
- Do you think there is a sense of school community?
- Does the school promote pupil wellbeing?
- Do you feel there are teachers in school that you can share concerns with?
- How do you feel teachers help support your wellbeing in school?
- How do peers or friends support your wellbeing in school? Do you have friends in school that you trust and can share any concerns with? How do these friendships help you in school?

Realising Potential

- Can you tell me about times in school when you are at your best?
- what helps you to be at your best
- what stops you from being at your best

- do you feel that you can succeed in school?
- What are the positive outcomes of coming to school?
- Are there things that have gone well for you in school?
- Do your lessons help your wellbeing?

Coping with normal stresses

- what sort of things change the way you feel day to day?
- what makes things hard in school, day to day?
- what helps you when things are difficult?
- what is the difference between a good day and a bad day? What helps in these situations?
- Do you feel safe in school? what helps you to feel safe?
- Do you receive emotional support in school if you need it? What does that look like?
- Do you feel you can be yourself in school?

Working productively

- what helps you to work well and be productive?
- Are you able to work productively and learn? What do you enjoy learning? Can you take part in classroom tasks?

Final question

Is there anything else you want to mention that you think is important for wellbeing?

Appendix H: Wellbeing Visual Aids

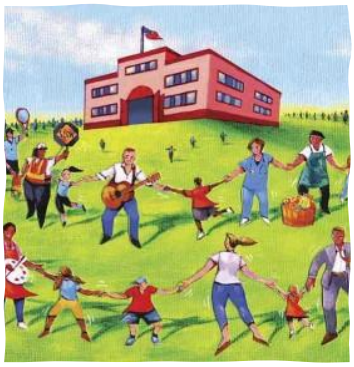
The World Health Organisation (WHO) define wellbeing as when 'every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'

Every individual realizes his or her own potential

can cope with the normal stresses of life

can work productively and fruitfully

is able to make a contribution to her or his community



The World Health Organisation (WHO) define wellbeing as when 'every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'

Every individual realizes his or her own potential

can cope with the normal stresses of life

can work productively and fruitfully

is able to make a contribution to her or his community

Appendix I: Pupil Debrief Form

Debrief information

Title of study: Exploring Young People's perspectives of wellbeing; What do secondary school pupils think supports their wellbeing in school.

Thank you for taking part in this research on secondary school pupil's wellbeing. I appreciate that you took the time to share your views and experiences with me.

The information you provided in the interviews will be recorded anonymously. This means that no one will be able to identify that you took part or what school you go to. I plan to share these recordings with a professional transcription service who will type up the anonymised recordings. Once the audio recordings have typed up, they will be deleted. Until then the recordings will be saved in a private and secure computer drive, which only I and the professional transcriber will have access to.

The information you have shared will help us to understand young people's perspectives of wellbeing and what helps support pupil's wellbeing in school. School has been identified as an important setting where young people spend a significant amount of time and relationships in school are found to help promote wellbeing. Therefore, it is important to explore what would help to promote pupil wellbeing more.

My findings will be included as part of my Educational Psychology thesis at Newcastle University. If you decide that you no longer want your information to be included, then please let me know. You can e-mail me at c.l.burt2@newcastle.ac.uk

Again, I just want to say a big thank you for taking part today.

Thanks

Clare Burt

Researcher contact details: Clare Burt
Email: c.l.burt2@newcastle.ac.uk

research supervisor: Billy Peters
Email: billy.peters@newcastle.ac.uk

Helpful links and other services for wellbeing

Please talk to a member of staff in school if you feel you would like more help with your wellbeing. You can also ask a member of the research team if they could help you find a member of staff in school to talk to.

Kooth – Free, online forum and counselling/mental health support for young people aged 11+. Visit www.kooth.com to find out more

Darlington Mind – offering a dedicated service from 1.30-4.30pm (mon-fri) to help anyone aged 11-18 who is struggling with their wellbeing.

Health Watch Darlington – helping you and your family to find the right services in Darlington call 01325 380145 or email info@healthwatchdarlington.co.uk

Appendix J: Diamond Ranking Activity

Assembly

Classroom

Exam Hall

Sports Hall

Corridor

Library

Outdoor Area

Dining Hall

Toilets

Appendix K: Thematic Analysis

Research Question 1: How do relationships in school support wellbeing?			
Theme	Subtheme	Codes	Data Extracts
Acceptance and support to process and navigate concerns	Teacher support to process and navigate concerns	Teacher advice	*"Like if I've got there's been a little incident. Like little arguments with girls and started name calling and things like being really childish, I come up here and she will say just just ignore them. Tell them to leave you alone. remove yourself from the situation. And like the more and more she says it that like, the more I might think sense of like, every time now if like someone goes like someone said anything instead of arguing back, I'll just leave it and walk away." P1* *"They won't sit there and feel sorry for you for everything, they will put you on the straight and narrow, depending on the situation. So, like, if I've said something to someone. They will say, well, you shouldn't have said this because you're still in the wrong you're just you're with wrong just as much as you have a person so they won't make feel sorry, they don't want like, constantly like make you like feel sorry for yourself like they will, try and help you progress and stop instead of arguing with someone and feel sorry for you for arguing with someone to like, try and help you stop arguing with someone." P1* *"Erm, they like, sometimes it can go to like, a college manager. or something and then your college manager will say aw you can do this, or you can come to me at this time as well. And you could have a full-on conversation." P3* *"They give advice, and they can direct you to places where you can get further help, or just support in general. They're really open to it, they won't like judge you or anything, they'll be understanding. And they won't shout at you if you're concerned about something because you think you've done wrong, they won't judge you, they'll comfort you and things like that." P6*

			“Teachers telling you, going through it specifically if you need help, so they'll give you help.” P7
		Talking through problems	“I just need to talk about things. like If I've got a problem if I like speak about it, it's like like, it's like relief. Really.” P1 “Instead of keeping it all in and thinking about it and annoying myself over it.” P1 “Yeah, so I still my college manager, for example, she'll Like, let me sit down in her office she'll like, just let me talk and then see what she can do.” P3 “Having someone to talk to.” P5 “I think, having people that you can talk to you easily because there's a lot of stuff here that you could talk to about things, you're unsure about. Yeah.” P5 “I think definitely talking to someone, and relaxing and doing things you enjoy doing” P5 “They sort of talk to you and if it is a serious problem, they would go and talk to that person that may have upset you. I think it's important that there is someone there for you to talk to.” P5 “They help you to calm down, that sort of thing, and talk through what you could do rather than saying to stress about it, just focus on it more.” P7
		The feeling of knowing there is someone to talk to Finding the adult to talk to Teacher emotional support	*“Just if as long as they just need to like for other people, they need to find a certain person that they can go to. If they need to. Even if it's just to go sit out for five minutes. We don't have to say anything, just to like to know that there was a place to go, which I think most of them do.” P1* *“It differs for every individual person, and, for me, I've got Mrs. NAME, but other people might find it is like their form tutor or like their English Teacher. whereas I know a few people because they don't really, like not very confident in themselves, they might not have had the confidence to like build up a relationship with a teacher, so they don't*

			really have anyone to talk to. Which obviously isn't really anyone's fault. it would be quite nice if everyone felt like they had that one person, which they'll be able to go to." P1 *"Well, any teacher really but especially your Form Tutors. Your Form Tutor can help with a lot of that, especially because they've been with you for so long. From Year Seven to Year 11. I think that really helps because you build a better relationship with the teachers." P6* *"The support to know there is support there." P1* *"The fact like everyone might will always like help each other" P1* *"For me It's like going to see Mrs. NAME, talking to Mrs. NAME." P1* *"there's like loads of teachers and people who I can talk to about some of which has happened in school." P3* *It's really important to have someone to talk to. P5* *"there's always somebody that you can go to if you need to. Go and talk to them if you need and you're always made to feel welcome" P8* *"All the teachers obviously are very open for you if you need them" P8* *"there's a lot of people that you can go to if you need and a lot of teachers that are there to help you and stuff like that." P8* *"If, like, when in school if I like don't, if I'm not feeling very good in myself or something, if I feel like, if as long like a teacher like there is someone there that I know I trust. and for me, it's Ms. NAME, I know I can go to her and tell her what's wrong and she'll like, put in place what she thinks is right to help get me out. Like, help me overcome it. To like, overcome the problem." P1* *"If I'm stressed, I ask the teachers or Miss Name. I go ask her I feel sad, but I don't feel sad and go do it" P4*

			“I think if you go to the school that can be very helpful because the school has been good with my problems I've had in the past and Stuff.” P8
The importance of friendships **Friends increase the enjoyment of school and offer support for wellbeing and encouragement to seek adult support**	The importance of supportive friendships to increase the enjoyment of school	Supportive friends The importance of friendships Finding the right friends	*“Some of the time my friends on the playground will come up to me and say are you alright? Did you understand the work? and like to try and help me like I try to explain it to me” P3* *“They're, like, supportive. And they're always understanding and listening.” P3* *“Yes, all my friends are really really nice, seeing each other quite a bit, and even through lockdown and stuff calling each other and making sure each other is okay.” P5* *“Like, you've been with a friend that likes you distracts you sort of like distracts you from everything going on in the outside world because you just talk about whatever really.” P1* *“Yeah, and making friends, that you could potentially have for life.” P5* *“You need good friendships to really help you enjoy school because I feel like if you don't have the good friendships, then it's more challenging coming to school every day.” P6* *“Yes, I do, I think it's a really major part of why I love school because I don't wake up every day dreading 'oh I've got to go to school', it’s exciting. I get to socialise and see everyone talk to teachers and yes, friends make everything else enjoyable.” P6* *“Well, I've got two of my best friends that can always make me laugh so that can help. You can't be in a mood with them because they'll just look at you and laugh. Yeah, so that's just nice.” P8* *“I guess friends are a big part of it because if you don't have any friends in school, then I can imagine, it can be quite miserable.” P8*

			“Because if I'm like struggling at home or something, I can come into school and think right I know this person in this lesson so it should be alright. Because I like quite like a positive person, for example, like, it just gives you like sort of a relief from like, stress, and things from like the outside.” P1 *“Probably to have the right the right friends. some people just probably say that without them they don't want to do it” P4* *“I think surrounding myself by positive people it sort of boosts me a bit” P5* *“Yes, I guess it helps to hang out with people that are positive as well. To help you because if you're hanging around people that are miserable all the time it's not going to be very nice.” P8* *“Often, a lot of people struggle with friends and friendship groups and stuff like drama and stuff, so I think people finding the right people to hang out with.” P8*
	Dependence on friends to support wellbeing and seek adult support	Friends only support for wellbeing	*“Some of the time I don't like to tell my friends what's wrong with me because I've got a feeling that they'll get fed up with me tell them everything which is wrong with me. But one of my friends does not like that I do because she's like oh you can tell me everything but I'm like I don't want to though because then you're gonna have loads of stuff about me and then you're gonna have to worry about other stuff as well, so I don't have to tell her, and she always gets angry at me and is like just tell me” P3* *“Yeah. some of the time I'll tell her a loads of stuff and I won't tell my dad anything.” P3* *“I think the school does a lot, but I think probably one of the only problems is that I know a lot of people that don't do so well with their wellbeing, and they don't go to the school. I don't know what they can do….when they're in school if they have any problems with their wellbeing,*

			they don't tell anybody. Any adults or anyone, just their friends." P8
		Encouragement to seek adult support Support to access help	*"Like having someone there even if it's even if they asked a friend to go like to a say to a teacher, can you offer this to this person. I don't feel comfortable saying it." P1* *"Obviously if they feel that concern, obviously then like, but like when I've like told our friend something and I said something that was a bit of a concerned or like, they'll say you need to go like tell someone." P1* *"If you feel down, they'll tell the teacher and help you to calm down. Also, if you're upset, they'll see if you're ok." P7* *"I know I've got quite a lot of friends that have had issues. And obviously, as a friend, you can do as much as you can to help them but obviously, sometimes, they need adult help. You can try and convince them, but you can't exactly force them to go." P8*

Respect and relatedness *A collaborative relationship built on respect and relatedness which includes informal conversations and shared life experiences*	Social connection and relatedness developed through talking about similar life experiences	Shared life experiences Culture	*"There's like one or two Pakistani friends I would say to them." P4* *"Yeah. they help me, they are like my brother." P4* *"I think it's someone to have, just to be there if you don't want to talk to any teachers or someone just to have that's the same age as you, and that can understand as well. If there's any problems and maybe, they could help you sort out a little bit" P5* *"Well, I feel people around our age, people the same age understand better, and they can offer their own advice because they might have been in the same situation because we're all in the same boat. We all go to the secondary school and understand so they'll just really give advice and support you." P6* *"The lunch hall, because you get to interact with your friends and just talk about your day, how are you doing, what important events are coming up. It's just a time to socialise and stuff without having like to get on with work at the same time. So, it's really just a free period." P6* *"Talking to that friend who's been through a similar thing to me. Just talk to him about stuff and then he will talk to me about his day, and we'll give each other reasons to how to improve." P7*
Adapting for the individual	**Academic support from the teacher**		"Checking in if you need any help." P3 "Like if I get left alone for quite a bit for example in DT if the teacher quickly shows us how to do something I'll easily catch on and then I'll make the thing myself" P3 "Yeah, I think it's just asking if you're okay with the work and making sure you're okay." P5

Open communication		Teachers relational practice Teachers understanding of wellbeing	*“Yeah. Like, it doesn't drag out. Like, really, really long. Like, when I've had arguments with teachers, we don't they won't, leave it, like, for a weekend or like, or like, they leave it till next we next week or another day, the day it happens. Or even if it's just the day after, like, they'll take you to apologise, and explain your side of the story. But obviously, off your own back, they'll say do you want to go apologise today or tomorrow. So, then you get like the choice. So, then you go and like apologise. And it just builds the bond back up with the teacher, even if the bond sort of broken down, because you have an argument over like where you sit or something” P1* *“Just like the teachers like they all do it in like their own individual way really, some of them will like, talk to you, some of them just walked from down the corridor even after you've had an argument happen, half an hour before they've met you and say alright 'name', or they'll smile at you, like like wave at you, but yeah, just being polite even if they, because they'll probably will be able to tell what like what when kids don't particularly, aren't particularly fond of them, so they just try and make you feel more comfortable around them. ease things up a bit so you're not” P1* *“they'll try and like ask if you want to talk or ask if you're okay. They'll try and make you feel better and just let you sit and forget, try, and forget about it. Like, a lot of them are quite good at listening to like, how you feel. And the most of the time, they won't tell anything to anyone. It's got quite a lot of trust; people are quite trustworthy.” P1* *“Is really funny, he’s good” P4* *“All the teachers would be open to talk to you sort of thing. Knowing that the teachers would listen.” P7*

Comfortable climate		Interpersonal skills Climate	*“They can talk to you about it, yeah, it's really really hard, like they, they make you feel sort of comfortable in the environment and make it more positive.” P5* *“They make you feel comfortable, and you can trust them.” P6* *“The teachers are very friendly and open-minded. It makes you trust the school and it's a safe place to be.” P6* *“I guess they make you feel safer and more comfortable.” P8*

What influences pupils' WB in a secondary school context?			
Themes	Sub-theme	Codes	Data Extracts
Whole School processes and systems for supporting and increasing awareness of Wellbeing	Specialist emotional support	Specialist teachers	*"They might receive a support teacher if they have enough mental conditions or things like that." P2* *"There's a group of teachers that would help you with that emotional support, and you can go to them, sort of any time." P5* *"I don't know myself because I've never had to use them, because I'm very lucky in that sense, but there's private areas like private classrooms that you can go to and have a discussion with Teachers where no one's going to disturb you. So, a lot of privacy when you need something like that." P6* *"There's different wellbeing teachers who if you want a meeting with them to get a message to them and they'll organise a meeting at the closest time." P7* *"Again, it takes people out for meetings if a teacher thinks there's somebody who's stressed to have a meeting with somebody who's called TEACHER NAME" P7* *"I know some kids that get taken out of lessons and stuff to go and speak to certain teachers if they're annoyed or if they're not doing good or something like that. So, there's certain people in place to help some kids." P8*
		External support	*"They go like they go like people like the guy from from professional people, I think that you can talk to them. before when I was in Year Seven or eight, seven, I think there was a man who used to talk to me. for one lesson on a Friday. And you'd play games and that" P4* *"He would talk to you and like say if schools good. And if something bad, he would help you like I would just be playing chess with him. I would beat him sometimes." P4*

		School SEND base	*“There's always like one person there. So, like, in the SEN base there’s like, we've got like, there's quite, there's quite a few teachers during lesson time, like, like, most of those teachers will be with another student doing like one-to-one like in a lesson but like, they'll always be at least one or two teachers there for people who have like come out of their lessons or doing lessons in the SEN Base.” P1* *“Yeah, it also helps out like somewhere like a (School SEND base), somewhere to chill like with certain people because it lets them get some friends like that.” P2* *“You have places like (School SEND base) You have to have a pass but it's getting more and more full. But I like that.” P2* *“Erm, there's like a few things like say if I like I get a bit overwhelmed by some stuff, I can go I've got a special pass to go into a room with other people” P3* *Well, when I go to that room, I can just say sit and colour in or draw or watch a movie there's all sorts of stuff to do. P3* *“I've got that pass to go into a room because I was telling one teacher about like a few things and she was like oh if you ever feel upset or something you can use the pass and you can sit in the room and colour in or something” P3*
		Adaptions to support wellbeing	*“Some of the time like, I get a little bit easier or a bit more help. And I don't like to get in trouble for asking.” P3* *“Well, my form tutor has made me a pass to come in at lunchtimes on a Thursday and Friday to come and so do all my homework, so I don't have to do it at the weekend and don't have to worry about any homework.” P3* *“Yeah, because then it means that like, say if like I’m struggling on English homework or a different lesson, she could like to try and help me through it. And then I could actually do it and then it will be over and done with and I don't have to worry.” P3*

		Support groups	“We have support groups. We have TEACHER and TEACHER, and they will speak to you if you have an issue and give you advice and support you.” P6 “As well, like I have said the support groups that the school runs, they run LGBTQ clubs. That makes people feel more included and less of an outsider because I know some people can feel different, but the school helps bring everyone together as a community.” P6
	Whole school approaches to increasing knowledge of wellbeing	Awareness of wellbeing Focus on wellbeing in Assembly Focus on wellbeing in class Life skills days	*“We do in PSHE on a Tuesday depending on the topic, like mental health and wellbeing a few weeks ago, we're talking about that.” P1* *“In some lessons we start like having a random conversation about like, how it like links into the topic.” P1* *“It's sometimes like a little bit like in assembly, but it won't be much” P3* *“Assembly, form, I think that’s it” P4* *“I think so quite a bit like we have assemblies on it. And we talk about it in form.” P5* *“Then I will probably say an assembly because assemblies, especially in this school they talk about, well, different skills what you want to do when you're older, and just well-being in general” P6* *“We often have assemblies about how people's wellbeing is maybe different to yours and things like that.” P7* *“Yes, they talk about it a lot in assemblies and stuff, but, I mean, people don't really listen. Well, they do, they do make an effort to talk about it a lot and make it an open thing.” P8* *“Well, we have personal development as a lesson which was about wellbeing and stuff like that as well. So, I think they've done as much as I think they can I don't see what else they could do.” P8* *“They do talk about it, but they don't talk about well-being itself, but they talk about other things, they did do like mental health days and life skills days” P2*

			“Yes, it's a big part of the school. We do assemblies on it, quite often, and they always talk about that, just in general, to be honest, it's a very open school.” P6
		School values	*“There’s the proud which is prepared, resilient, open-minded, united, and determined, and being united is like together.” P5* *“Well, if you were to demonstrate an act of being united in class then the teacher gives you a little slip, puts it on class charts to say that you've been united and give the reason why, and then they give you a little slip and you put it into the box. Then they pick out a slip at random, and they give you a prize and they sometimes do vouchers” P6*
Themes	Sub-theme	Codes	Data Extracts
Social and emotional climate	Teachers’ emotions and approach	Teachers’ approach Teachers’ emotion	*“Yeah. Because I feel like if you don't have a good enough bond with the teacher, it kind of like leads you to not like that subject because you don't like that teacher. It's like i know a few people this year have said, I've picked this because I don't like that teacher. You just don't want to pick that subject in case I get them next year.” P1* *“Yeah, they really do affect it. In one of my English sessions, we have to stand up like 10 minutes before they finally shut up.” P2* *“Yeah, some of the time I'll be asking the teacher can I have some help and they'll hear me and then they'll come and then someone else will come over and they'll forget, forget about me.” P3* *“Like maybe that like some teachers would be like a bit more understanding about wellbeing because some teachers, if you're struggling with work, they'll just think you're doing it on purpose or something, it's a bit like you’re not doing it on purpose, but the teacher thinks that.” P3*

			“Well, we get lots of praise from the teachers, if you've done well in class, they'll recognise that and give you rewards.” P6 *“I think it depends on the lesson and obviously like what we're doing and what teacher so like, if I was in a bad mood, and my class is stirring and causing problems, it'll put the teacher in a bad mood so that they can't teach their lesson. So, then it will put me in more of a bad mood because the teacher will start like raising their voice to try and teach the lesson to them.” P1* *“When your teacher is absolutely miserable.” P8* *“If they've had a bad class before then I've realised that sometimes they're in a bit of a bad mood to start with, but it's not that many just one or two.” P8*
	Challenging classroom climate related to group dynamics and classroom management	Group dynamics Classroom management	*“Yeah, yeah, it's like, so for that it like, if teachers got a lot planned depends on the behaviour of the entire class.” P1* *“Sometimes like the noise of it all, it's quite stressful. or sometimes you'll have like, things get thrown around the room or people not listening, people getting shouted at, so it's quiet, so in some aspects, it can be distracting or others it can be calming” P1* *“Well, the main thing is the classrooms okay, it's just the people in it. It's always going to be that one silly class clown in your class. Always.” P2* *“I was in set four last year. It's just there's a lot of people that don't really want to learn and stuff like that. It's annoying.” P2* *“For the classroom like it's like I don't find it hard to learn but it depends on if some noisy people are in my class if there are noisy people, I can't really focus” P3* *“People are always shouting over the teachers. I have no clue what's happening.” P3* *“Erm so like sometimes in my lesson, some people are always shouting out or always like talking to each other. Like, for example, in maths. There's like, I'm the only girl on*

			her own. There's a boy there and there's been a boy, they're always talking to each other when I'm always doing my work and I can't focus when people are talking and whispering." P3 *"If Miss NAME was a teacher, they won't even talk, everyone's like, quiet in front of Miss NAME" P4* "One of my classes is like that all the time, and he just struggles to control the class. You can't really be very productive, because you can't hear, or he can't quiet the class down." P8 *"It doesn't help when I've got a teacher that can't really control his class very well. And then obviously I've got teachers that can, and the teachers that you can work and be productive more. The kids, the kids in classes, they're very good at picking out the teachers that can't really control the class very well. And if they, can't they'll just take the mick and just mess on, and if the teachers can't do anything about it then it's just not very productive" P8*
	Respectful relationships with opportunities to hear other perspectives and share own opinions	Pupil voice Understanding other perspectives	*"I think people will listen. like they do listen if I'm working with people, I don't normally work with, they would listen to my ideas, and I would definitely listen to theirs" P5* *"Yes, they do because in lessons we normally have class discussions, and everyone gets to share their own opinion and again being open-minded is one of our proud values so everyone shows open-mindedness and that can make you feel your opinions are valid, and it makes you feel a lot better when other people are joining in with your discussions." P6* *"Sometimes the teacher will ask, what we'd like to do in PE, and everybody would give a suggestion." P7* *"Yes, because you people could hear your voice when you give out your ideas for different parts of the school." P7*
		Positive climate Working with friends	*"Well, what really helps is just the fact that I'm here generally just makes a nice aura I call it around, and I think I instantly switch into a happy mood" P2*

			“Yes, because some lessons have focused more on wellbeing, rather than focusing more on strict silent work. So maybe a calmness with no speaking.” P7 *“A positive environment.” P8* *“Just try to make it a positive place I guess because it's may not be such a positive place at home.” P8* “The bad lessons aren't so bad if you're sat with people that you like if you're doing something fun in lessons or sometimes if there's a bad teacher, and there's a supply in that can make you very happy.” P8
Themes	Sub-theme	Codes	Data Extracts
Meaningful and valued learning opportunities which promote personal development	Pupils value learning and participating	Value of learning	*“It's one of the most important things to me. You've one chance at it. One free chance. One chance to give it a go get it good” P2* *“I want to get on with my work.” P2* *“It just helps the fact that I like school, and I enjoy it. I take pride in it. It's something to be proud of. Not everyone has the privilege of school.” P2* *“Probably the sense of knowing I've like completed a day at school and I've done well, and I've really focused.” P6* *“Probably again that feeling that you're doing well in school, and you've been studying hard and working hard but not had a lot of determination and resilience. It makes me feel a lot better and gives me like a purpose to go to school other than seeing friends and socialising, it's like the main reason why we go to school.” P6* *“Yes, I do, I think that learning is very very interesting it’s like, cool, finding out new things and expanding your mind and things like that.” P6*

	Pupils' awareness of the purpose of learning skills for life	Personal development Learning skills for life Working hard to reach goals	*"School really helped me to develop my social skills. I'm able to talk during this survey, schools really helped me to do that because I feel if I didn't practice my communication skills, I wouldn't have been able to go to interviews, like in future years, and do that. My behaviour, I've always been, well behaved but schools taught me a lot of discipline, and it's showing me how I have consequences to my actions. So, if I didn't have that I would grow up and make a mistake and then not know I had consequences." P6* *"I think exams, put you under a lot of pressure, but it's also necessary because when you leave school and you're doing job applications and you've got interviews, and people doing A levels. You need to be prepared for that because you need to be able to sit an exam in order to be successful, well maybe not successful because there are other ways you can become successful, it's a major part of what you need in real life." P6* *"They show you how you can cope with it and improve your skills in life." P7* *"Getting a job." P5* *"Yes, I do. I think the school really cares about everyone's education and wants them to be successful and I think if you're willing to listen and do that, then we'll leave the school and we'll get top jobs and everything." P6* *"Motivation to reach goals, and teachers' encouragements when they push you to work harder and be better, that helps you work harder." P6*
Themes	Sub-theme	Codes	Data Extracts
Perceived bullying, unkindness, judgement, and comparison	Navigating or observing incidences of unkindness or perceived bullying	Unkindness from peers perceived bullying	*"Yeah, because people might just shove you like that. and say go away and call you a name." P2* *"Some of the time, I get made fun of because I can't spell or I'm in the lower set or something" P3*

			“For me, like, you know, like the children. Like, there's so many people in my class that want to work hard. but they're getting bullied by other people. make a class for people that want to work hard and put them in a different class.” P4 *“There's no point, bully someone who is bullying you, but not like the people that is quiet and sitting down.” P4* *“There's like two, three people, who make fun of the looks and like call them names.” P4* *“a lot of bullying can happen in the toilets and stuff the teachers won't find out about.” P6* *“People can say nasty things, or there can be arguments and fights outside of the classrooms.” P6* *“people's comments. Comments really affect you, and it doesn't feel nice when you've got someone saying that.” P6* *“Walking down the corridors, you can see people just being horrible. They call you a freak they call you all sorts of stuff. I guess if you care about it then it can probably upset you and do stuff to your wellbeing.” P8* *“Sometimes about some people not wanting to go with people. A lot of the kids are really quite horrible. There's the body shaming, in the school we've got quite a lot of LGBTQ people and there's a group for them and stuff where they can go but they also get bullied and stuff. And a lot of the time it's some of the really popular kids. So, if you were to go and tell a teacher you'd get called the snitch and stuff, so nobody really wants to go and tell the teacher about what’s happening.” P8*
		Difficulties with peers	*“Yeah, it is yeah, and a lot of people are saying oh, you might as well just say it but it's mostly the people who are quite popular and they can like tell loads of people and I’ll have loads of people asking me about it” P3* *“An argument the day before has happened, and I'm just a bit wary about how it's gone. Like pan out the day after” P1* *“I think if something happened like friendship or different things.” P5*

			“Yes, there's been a lot of this. Obviously, everyone is in a group of friends and then a lot of the time people fall out and there's a lot of drama with it.” P8
	Proactive protection and action from teachers in relation to unkindness or perceived bullying	Support from teachers in relation to unkindness or perceived bullying	*“Like, they won't put up with we people, like, causing drama with other people. As soon as they hear about it, I'll get like, put to a stop straight away. there's been quite, there's been a few incidents, and they've, it's stopped. And everyone's been really, really fine with each other literally, like within a day of the incident happening.” P1* *I only had one instance throughout the whole year. That instance was quickly took care of by my friends, meaning they went to a teacher and told them. P2* *“Yeah, the teacher sorted it out. This is an anti-bullying school. There shouldn't be any case. …..School is not meant to be a place for you to have bullying, it is to have some fun, but not like meanness, bullying people like that.” P2* *“Knowing that somebody was giving a slur that you didn't hear but the teacher heard it. If a teacher heard it and the teacher immediately gives a consequence.” P7* *“This one time this girl walked out of the classroom and this lad just went behind her and said you're a fatty. You get horrible stuff like that. I think that's probably one of the main problems. It just depends whether you can go to a teacher and not be called a snitch or something like that. I've been to a teacher about problems before and then they call you a snitch, or even worse.” P8*
	Insecurity related to perceived judgement or comparison of peers	Judgement of others	*“You feel quite judged because if not what if I'm not as good as other people that are going to start judging me It's the same with like, in the bathrooms when you see all the girls taking pictures it's like a lot like why aren’t I as pretty as them or why do they have to look like that? Why can't I look quite like salt like. It’s the same in the corridors as well when you walk past like a big group of people, and they'll look at you and you think why are they looking at me. And in an*

			assembly as well if you got like, pulled up in an assembly like start thinking, or like you start really panicking like is that you think everyone's looking at you. "P1 *"If like people actually understand other people before they like start judging." P3* *"that's what they do but I don't want to be the only one to stay behind, I understand the hard because then people might be like, I might be the only person who might like, think that I'm sitting back to tell on someone or something" P3* *"If someone judges you the teachers will talk to them about what has made you feel like that." P5* *"Probably a corridor, because in the corridor you meet your peers, there can be a lot of things that happen in the corridor that sometimes negative like rude comments, which could happen anywhere, but corridors are just a main thing because there's not as many teachers in there and there's not much supervision." P6* *(sports hall) "but it can also be somewhere where someone judges you because if you haven't got as good athletic ability, that can have an impact on you." P6* *"I don't think there is a lot of bullying in the school but obviously you get unkind people everywhere. It is just like the odd comment can really affect you and it will stay with you for a while. And when multiple say multiple people are judging you or just saying cruel things it can have a major impact on your mental health and things like that." P6* *"Probably just the fear, the fear of being judged or something." P6* *"They impact because people could be sniggering about you or equally be stressing about people." P7* *"For me I can because I don't care what people think. I mean, my friends, we got called freaks all the time because we laugh too loud or something, but I don't care. Call me what you want. It doesn't bother me, but I know my brother.*

			He's one of the more popular people, and I think he struggles sometimes to be himself, he tries to fit in. Other people try to fit in more than be themselves. But I found the friends I'm happy with and just being myself and I don't care." P8 *"People in school, the kids, they can be very judgy and they can be very mean. But it just depends whether you care or not." P8*
		Comparison and competitiveness	"*Other people are looking at me and like judging me and and like I might not look the same as them all. So, is it sort of like comparing yourself to other people in those areas" P1* *"Quite like I don't know. I don't know how to describe it. by just the pressure of it gets very very on top of you. You start, you panic like aw I'm not going to do well in this so that means I won't be able to do this. So, to get into separate sciences, you have to get specific grade and you start prancing what if I don't get the specific grades. Or I won't get this. A lot of pressure." P1* *"Probably when you're discouraged. Sometimes you can compare yourself to other people and say you get a test result back and someone else has done better than you. You think you haven't done as well, you haven't tried as hard, even though you would have put in the same amount of effort or even more. It can make you feel a little bit bad" P6* *"I feel like we're very competitive about grades and stuff because we want to do well, and we want to be successful. So, comparison and competition. Competitiveness is quite common, and I think that can really damage your self-esteem sometimes." P6* *"There is some healthy competition that you want. That encourages you to do better, but there are times, it can really affect your like your self-esteem and how you think you're doing. You think someone else is doing better, you think you aren't doing well, even though you probably are,*

			you're doing well for you, you have your own abilities and your own targets, and people have different ones, but I don't think some pupils realise that. They just think they have to be the best in order to be successful." P6

Resilience	Emotion-focused coping	Coping strategies Hiding emotions Release emotions in private	*“One of them is just to shut my ears basically when people say nonsense.” P2* *“Once I’ve got myself together, I’ll go back to that spot and just ignore them” P3* *“Coping mechanisms and things like that help such as healthy coping mechanisms.” P6* *“Focusing on things that you like that I like and trying to blur out the outside sort of thing and what people think.” P7* *“Probably just ignore them and say I wouldn't react, leave it.” P7* *“One of the other strategies is I usually just sit down and soak it up until well this was in Year seven when I didn't have as much control over myself. What I did though is I usually soaked it up and did it when I went away. That way they didn't do it again because they are like it didn't bother him, why should I be bothered” P2* *“Ignore it until when I can handle it, and then if I do want to release it and release it while I'm away from them away from anyone” P2* *“I know. It's also quite good to be shy for other people because like It's good to be shy. After all, then like you're not as loud you don't really show emotions much of the time so you can be upset but people won't be able to see it.” P3* *“sports hall that can, well it helps you emotionally because sports is like a good coping method and it can it can make you happier, make you feel better” P6* *“You've got to learn to ignore it.” P8*
	Active coping including space from a stressor	Time out of lessons	*“Or other times, like, like, if I'm in a lesson and I'm struggling, I’ll say to the teacher can I go stand outside for*

		Time alone	*five minutes or calm myself down? When I'm getting worked up and nine times out of 10, they will allow it obviously, unless we're in the middle of an exam or the teacher is in the middle of talking or something. But they will at some point, during that lesson that like, if I'm asked, let me go stand outside for five minutes." P1* *"If anyone needed to go stand outside like sometimes a teacher will even offer it. Saying do you want to go stand outside for five minutes and calm down. So, it's like quite equal with everyone to be fair." P1* *"One thing that helps me when it's difficult is to ask to move away from the lesson. Ask if its ok to go outside for a little bit and calm down." P2* *"Erm like I could like, so I'm, like, sometimes I got to a different area because it normally happens on the playground, I'll go to a different area, and have some time by myself" P3*
	Awareness of perspective and outlook	Mindset	"I think like if you've got like, a teacher that say you don't particularly like, if you got that you've like, if you're sat in the lesson and, you're in that mindset, oh i don't like that teacher, i can't be bothered to go into that lesson. You'll go into that lesson and think oh i can't be bothered with this, this is going to be a bad lesson. and it will end up being a bad lesson. but if you walked into that lesson, After like maybe apologising, or like having some sort of like even five minutes just bonded with them? you'll go into the lesson thinking oh yeah, it might be a good lesson, this lesson might actually be able to do something, we might get some work done, it really does make a change just by even the mindset of how you go into the lesson." P1 "Probably my mind. Like sometimes you want to be naughty but then it's like no" P4 "It's making sure you can work well, and you have minimal stress, or if you are stressed you can deal with it and it's just

			your state of mind really perspective on things and stability." P6
	Extracurricular sporting activities	Afterschool clubs	*"Yeah. I think just having after-school club's things that you can go to to talk to people about as well, talk to people about your problems, and to have someone in a group to go to to have some fun. And take your mind off things and stuff." P5* *"I like to take time to just wind down and do the things I enjoy. I love to play netball. I play netball on Thursdays after school. That's one of my favourite things to do and also like socialising with my friends, listen to music, and just having a good time, so make sure you get away from school and work and have time to yourself." P6* *"Extracurricular activities again. I like netball and that helps me feel really a lot better if I'm upset." P6* *"There's a few sort of groups you can try and make friends with in after-school clubs to help you realise what wellbeing actually is." P7*

Appendix L: Participant Selection – Brief for SENCo's

Thank you for wishing to take part in the project. I aim to gain a universal understanding of the wellbeing of secondary school students therefore no particular groups have been identified for this project. For the project, I will require

- Signed Parental consent
- Pupil consent
- A quiet room to record the interviews.
- Four Year 9 pupils who you feel will be comfortable talking openly about their wellbeing and how school may impact their wellbeing. It does not necessarily have to be pupils with SEN however, a range of pupils from different demographics would be preferable including an even amount of male and female pupils.