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"He's always in my head, always in my mind." A psycho-social study into

the emotional experience of teaching a child at risk of exclusion.

Tracey Burton

A Thesis submitted for the degree of Professional Doctorate in Child,

Community and Educational Psychology (M4)

Department of Psychology

University of Essex

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Abstract

The purpose of this research was exploratory. It extends knowledge in the area of school exclusion by providing insight into the emotional experience of primary school teachers currently working with children at risk of exclusion. It utilises a psycho-social approach in order to explore the personal, social and relational factors involved in this experience and offers insights into unconscious processes.

Six mainstream primary school teachers from six different schools were interviewed using the Free Association Narrative Interview (FANI) (Hollway and Jefferson, 2000). Participants were asked to write or draw some of their initial thoughts in relation to working with a child at risk of exclusion and also provided relevant biographical information. Interviews were audio recorded, transcribed and then analysed using a Thematic Analysis to initially identify common themes, and then a psychoanalytic lens was applied to offer deeper insights into participants' emotional experiences.

Two main themes were identified from the data. These were "knowing versus not knowing" and "us versus them." These are explored in greater depth within the discussion and links are made to the theoretical insights of Bion (1962) and Klein (1946). A second level of analysis found that participants accounts showed evidence of investment in discourses that served a defensive function and greatly impacted on how they saw their role in working with children at risk of exclusion, and how they experienced their emotions in relation to this experience. Implications for EP practice are offered and it is concluded that psychoanalytic theory offers a useful tool for EPs supporting teachers working with children at risk of exclusion.

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1.0 Introduction

1.1 Chapter introduction

A recently published government review (Timpson, 2019) found that school exclusion disproportionately affects the most vulnerable and disadvantaged children and young people in our society. A key recommendation of this review is that Educational Psychologists (EPs) have a key role to play in supporting schools and teachers to reduce rates of school exclusion. This study attempts to extend knowledge in this area by exploring the experiences of teachers working with children at risk of exclusion in mainstream primary school settings. Specifically, it aims to provide insight into the emotional experiences of these teachers from a psychoanalytic perspective. In doing so it helps to inform EP and other professionals' practice in relation to the support they offer teachers working with children at risk of exclusion.

This introduction will begin by exploring my own background and interest in this area of research, before current trends in school exclusion, both nationally and locally, are presented. The key role of teachers in reducing exclusion rates will then be discussed, before presenting an argument that highlights difficulties with the way in which teachers are currently conceptualised in the research literature. Following on from this, the competing discourses of inclusion and exclusion contained within educational policy will be discussed and the broader social context within which teachers and schools are located will be considered. A review of current research in

relation to teachers' emotional experiences of working with children at risk of exclusion will then be undertaken.

1.2 Researcher's Background and Interest in this Area

My own experiences as researcher have greatly influenced my decision to engage in research in this area. Prior to embarking on the doctorate training for which this thesis marks the culmination of many years of work, I worked for seven years as a primary school teacher in a number of different settings. My most memorable work was with those children who were at risk of exclusion, or indeed those who had been excluded during my work in a Pupil Referral Unit (PRU). Whilst engaging in the work, I was aware that it drew on many of my inner resources and I frequently left feeling drained and troubled by the behaviours that the pupils were presenting. Beginning training at the Tavistock and Portman I was introduced to the insights that psychoanalytic theory can offer with regard to behaviour and the relational aspects of teaching and learning that are so profoundly absent from initial teacher training courses. In my work as a trainee Educational Psychologist (EP), I have found the work of Bion (1961;1962) and Klein (1946) hugely influential and it is my view that the insights of these authors is also greatly under-utilised in EP practice. This research therefore represents an attempt to explore the emotional experiences of teachers working with children at risk of exclusion in the hope of advancing understanding in this important area through the insights of psychoanalytic theory.

1.3 The Significance of School Exclusion

"Nowhere is Britain's social mobility failure more obvious than in the example of school exclusion …
our education system is profoundly ill-equipped to break a cycle of disadvantage for these young
people" (Gill, Quilter-Pinner and Swift, 2017)

Disciplinary exclusion represents the greatest form of sanction available to schools
and marks the official removal of a pupil from school for either a fixed amount of
time or permanently. It is of critical importance to understand and reduce the
occurrence of school exclusion because it is associated with a range of adverse
outcomes later in life. These include low academic achievement and higher rates of
unemployment (Massey, 2011), and an increased risk of criminality later in life
(Hemphill and Hargreaves, 2010). Ultimately Daniels (2011) suggests it can mark the
start of a negative spiral of rejection, social isolation and social exclusion that is of
grave concern for both the individual and society.

1.4 The National Context

Across the UK, the numbers of children permanently excluded from school have
increased by almost 40% over the last three years alone. The most recently available
government statistics indicate that 7,720 pupils, or 40 pupils per day, were
permanently excluded from mainstream schools in the academic year 2016/2017
(DfE, 2018). In addition to this, it has been suggested that officially reported statistics
represent only a fraction of the total number of exclusions taking place. Practices

such as "off rolling," "managed moves," the transfer to alternative provision and elective home education have all also increased in recent years (Power and Taylor, 2018).

In addition to this, a recent report from the Institute for Public Policy Research (IPPR) (Gill, Quilter-Pinner and Swift, 2017) suggests that exclusion disproportionately affects society's most vulnerable children and young people. In comparison to children without this label for example, the latest government statistics suggest that Looked After Children (LAC) were twice as likely to be excluded, and those designated by social services as "Children in Need" were three times more likely to be excluded (DfE, 2018). Pupils with an identified Special Educational Need (SEN) were also found to be seven times more likely to be excluded, and those with a recognised mental health condition were ten times more likely to be excluded (DfE, 2018). In addition to this, 55% of 5-10 year olds, and 40% of 11-15 year olds, who were excluded from school were eligible for Free School Meals (FSM). This is in comparison with just 14% of the school population overall (DfE, 2018). Children from Black or Traveller backgrounds were also over represented in exclusion statistics (DfE, 2018). Exclusion from school therefore represents an additional disadvantage that impacts on already marginalised and disadvantaged groups within society.

1.5 The Local Context

Within the Local Authority (LA) in which this research took place, a similar picture exists. Both official and unofficial exclusion from school represents an area of local

priority and exclusion rates have been rising rapidly. This has particularly been the case in the primary age range, where rates of exclusion are above the national average. There is similarly a concern about the disproportionate rates of exclusion among vulnerable groups of children and young people and local initiatives have focussed on providing further training to schools and teachers, with the aim of increasing understanding of behaviour and developing better practice in relation to managing it. The local Educational Psychology Service (EPS) provided training for teachers on the "Principles of Nurture" (Boxall, 2002) for example, with the hope that staff would be able to embed these principles within their mainstream classrooms. The rationale and evidence base in relation to targeting training at teachers in this way will now be discussed, along with the potential challenges of doing this.

1.6 The Role of Teachers in Reducing Exclusion

Concerns around behaviour account for the vast majority of school exclusions each year. "Persistent disruptive behaviour" continues to be the most frequently cited reason for exclusion, closely followed by aggressive verbal and aggressive physical behaviour (Dfe, 2017, p.5). A key focus for intervention has therefore been on reducing the occurrence of challenging behaviour in schools (Armstrong, 2019). Teachers have been identified as crucial to achieving this, therefore a number of studies have explored teachers' perceptions of pupils with behavioural needs and their attitudes towards them (Armstrong and Hallet, 2012; Nash, Schlosser and Scarr, 2015; Armstrong, 2019). The findings of these studies all suggest that teachers find including pupils with behavioural needs uniquely challenging. They reveal a range of

positive and negative conceptions and misinformed attributions in relation to the behaviours pupils present with. Nash, Schlosser and Scarr (2015) for example found that the majority of teachers working with Looked After Children (LAC) felt that pupils were able to control their behaviour and were effectively "choosing" to misbehave.

Findings such as these have led to an increased focus on interventions that aim to increase teachers' theoretical understanding of the underlying causes of behaviour. In particular there have been calls for teachers to have an increased understanding of attachment theory (Nash, Colley and Cooper, 2017) and relational approaches to behaviour management such as those emphasising "Playfulness, Acceptance, Curiosity and Empathy" (PACE) (Bomber and Hughes, 2013) or the importance of "Emotion Coaching" (Gus, Rose and Gilbert, 2015). Approaches such as these have been linked to improved behaviour, improved relationships and reduced aggression in schools. EPs can be seen as ideally placed to deliver training and interventions that boost teachers' awareness of different theoretical perspectives on behaviour. It is hoped that through training teachers will be able to support and include their most vulnerable pupils more effectively. Indeed a key recommendation made by Timpson (2019) with the aim of reducing school exclusions is that further training be provided to school staff on the underlying causes of behaviour and effective strategies that can be utilised based on these principles.

Only a limited amount of evidence is available in relation to the effectiveness of teacher training interventions to reduce rates of school exclusion however. A recent meta-analysis of various approaches aimed at reducing exclusions found that all of

those evaluated, including teacher training interventions, were associated with a small drop in exclusion rates for the first six months but this was not sustained over a longer period (Valdebenito et al, 2018). Although teacher training was slightly more effective than some of the other approaches, it did not produce long term results. Further insight into teachers' experiences of interventions aimed at helping them to better understand the behaviour of their pupils can be gleamed through a study by Boorn, Hopkins-Dunn and Page (2010). They report feedback from teachers' evaluations of a training programme on "Growing a Nurturing Classroom." Evaluations completed immediately after the training indicated that teachers felt their awareness of attachment and social and emotional needs had increased and their beliefs and attributions about children's behaviour had been influenced. However, evaluations completed three months after the training reported some barriers to implementing the principles in their classrooms, such as time for planning and the need for a reflective space to think about their own emotions in relation to working with these pupils. Qualitative questionnaire data also indicated that teachers were aware of these children drawing on their inner resources and they felt reluctant to share this with colleagues for fear of judgement. Additionally, only 33% of training attendees completed this follow up evaluation, therefore it is impossible to know whether the majority of teachers felt this training had any lasting impact on their practice, and therefore whether it would result in a reduction in exclusion rates.

1.7 Justification for this Research

Despite a growing body of research criticising teachers' conceptions and understanding of behaviour and an increased focus on providing training and further theoretical insight, very little is known about teachers' actual lived experiences of attempting to teach and support children whose behaviour may put them at risk of exclusion. It is the view of this researcher that most of the existing literature in this area conceptualises teachers as unitary, rational, information-processing individuals, who simply need to take on board more theoretical knowledge in order to apply it and effectively include, rather than exclude, their most challenging pupils. This research proposes instead that teachers, like all of us, are influenced by powerful unconscious processes that operate at a personal, interpersonal and social level. It is proposed that these factors greatly impact on teachers' ability to implement the theoretical insights that they gain. It is argued that in order to support them more effectively, EPs and the educational community more broadly, require a greater understanding of these unconscious processes and the emotional experience of teachers working with children who may be at risk of exclusion.

This research therefore aims to explore the emotional experiences of teachers currently working with children at risk of exclusion using a psycho-social approach. A psycho-social approach to the research is felt to be most appropriate as it moves beyond a purely social or psychological analysis of their experiences and seeks to explore instead the dialectical interaction between these aspects. It asserts that we are all "defended subjects," (Hollway and Jefferson, 2013) with our unconscious

defences both affecting, and being affected by, our engagement with others and our

environments. In this way, analysis of participants' experiences are viewed in relation

to their internal worlds, their intersubjective experiences and the broader social and

societal contexts within which they are situated. The competing discourses contained

in the policies and social contexts surrounding teachers' practice will therefore briefly

be explored below, before providing an overview of existing literature in relation to

teachers' emotional experiences of working with children at risk of exclusion.

1.8 Policy Context: Competing Discourses of Inclusion and Exclusion

Expectations for educational practice in the UK are largely driven by legislation and

government policy. For more than twenty years, legal frameworks, such as The

Equality Act (HM Gov, 2010), and various manifestations of the SEN Code of Practice

(SEN Strategy, DfES 2004; SEND Code of Practice, DfE and DoH, 2015) have centred

around the idea of "inclusion." This suggests that it is the responsibility of schools and

teachers to make the adaptations necessary to meet the needs of pupils with SEN

within the mainstream environment. The exclusion of large numbers of children with

SEN from school therefore represents a failure of this inclusion agenda. In response

to this, the Lamb Inquiry (DCSF, 2009a) recommended that schools "focus on

developing staff skills to make sure children (with SEN) are not excluded." It also

noted that "exclusions are symptoms of underlying difficulties that have not been

addressed' (p36). In line with these recommendations, the new SEND Code of

Practice (DfE and DoH, 2015) recognised the link between mental health and

behaviour for the first time, with the category of Social Emotional Mental Health

(SEMH) replacing Behavioural, Emotional and Social Difficulties (BESD). It makes explicit the link between underlying mental health difficulties and "challenging, disruptive or disturbing behaviour" (DfE and DoH, 2015, p.98) and places a duty on schools and teachers to have clear support processes in place for these pupils. Further guidance on mental health (such as Mental Health and Behaviour in Schools, DfE, 2018) also recognises this and identifies a key role for EPs in this process.

This approach is aligned with the social model of disability, with the environment seen as either enabling or disabling, and a focus on making the necessary adaptations to this environment to enable students to be included. Despite this, government guidance in relation to managing behaviour in schools continues to advocate an overly simplistic focus on rewards and sanctions, of which fixed term and permanent exclusion represent the greatest sanctions of all. Successive reports have recognised the link between behaviour in the classroom and effective learning and have held teachers responsible for managing undesirable behaviour (Elton Report, HM Gov, 1989; Steer Report, DfES, 2005b) The latest government guidance, "Behaviour and Discipline in Schools" (DfE, 2011a and 2016a) further develops this idea, with recommendation that school's expectations "should be underpinned by a range of rewards and sanctions" (p.12). Penalties for breaking rules and terms such as "discipline" and "control" are also used within this report. It therefore advocates a view of "behaviour management" as something that is done to pupils by teachers. It also suggests that children are fully able to control their behaviour and make choices in order to benefit from rewards and avoid sanctions.

Guidance of this kind is much more in line with the individual/deficit model of disability, which suggests that difficulties are located within individuals. Macleod (2006) has highlighted the conflicting discourses available to teachers through which to construct children's behaviour. It is suggested that they are either seen as "bad" (choosing to misbehave and in need discipline or rewards), "mad" (in need of diagnosis and treatment from external professionals) or "sad" (a victim of challenging circumstances and therefore not to blame for their behaviour). She argues that none of these constructions are particularly useful, as they allow only limited understanding of the meaning underlying children's behaviour. Wright (2009) has also highlighted how these discourses offer little insight into the deeply relational, intersubjective nature of behaviour and the way in which the teachers' responses to the child's behaviour are intimately connected.

1.9 Social Context: Competing Pressures on Schools

Alongside the contradictory and confusing discourses surrounding behaviour, inclusion and exclusion, neoliberal reforms to the education system have led to an increased focus on performativity, accountability and competition in schools (Ball, 2003). Teachers themselves report that these changes have resulted in a narrower curriculum, including the removal of PSHE as a statutory subject, and an increased focus on tests that directly impacts their ability to include and support their most vulnerable students (Rustique-Forrester, 2005). At the same time, austerity has reduced school budgets and LA support structures, leaving schools ever more isolated in juggling these demands (Ford and Parker, 2016). Research into teachers'

experiences of working in this current context have suggested they find these competing demands highly stressful (Ball and Olmedo, 2013). Richardson (2015) reports a survey from one of the main teachers' unions that suggests that more than half of teachers plan to resign within the next two years for example, and the Health and Safety Executive (2017) report found that education professionals reported the highest levels of work related stress, depression or anxiety of any professional group. Teachers are therefore being asked to build relationships and apply their theoretical knowledge about behaviour in this highly contradictory and emotionally charged context. With this in mind it is important to understand what the experience of trying to include, rather than exclude, their most challenging pupils might be like for teachers.

2. Literature Review

2.1 Chapter introduction

This chapter begins by offering contextual information relevant to this study. It provides an overview of key insights from psychoanalytic theory and explores how these have been applied to teachers' emotional experiences working in schools. A detailed account of the literature review process is then offered. This has been divided into two sections, to reflect the two separate questions that were posed of the literature as part of this systematic literature review. These questions were:

1. What does existing research tell us about teachers' emotional experiences of working with children who may be at risk of exclusion?

2. What does existing research tell us about teachers' emotional experiences of working with children who may be at risk of exclusion, from a psychoanalytic perspective?

Details are provided of the search processes undertaken in order to answer each of these questions. This includes the search terms used, the inclusion and exclusion criteria applied, and the critical appraisal tools used. A review of the literature that emerged from each of these literature searches is then offered.

2.2 An Overview of Psychoanalytic Theory

2.2.1 Psychoanalytic Theory and its Application to the Teacher as an Individual

"The idea that teaching transfers the teacher's emotional world (including what is unconscious about it) as much as it does the material may be hard to take sitting down, for it means that, in teaching, each and every aspect of the self, including its most unwanted and unknown parts, is called upon."
(Britzman, 2009, p.81)

Psychoanalytic theory centres around the idea that we all possess a dynamic unconscious that cannot be accessed directly (Bibby, 2011). It is thought that our past experiences influence our response to the present through the actions of this dynamic unconscious. Originating in the work of Freud (1920), it is suggested that the feelings, fears, desires and conflicts we have experienced in early relationships stay with us in our unconscious and are brought to bear on situations and relationships in the present (Waddell, 1999). In this way unconscious processes are seen as critical to how we perceive, interpret and respond to present situations. Freud (1920) suggests that unacceptable thoughts, fears and desires are repressed by the unconscious and actively defended against in order to keep these unbearable aspects of ourselves away from conscious awareness. In this way, it is suggested that we are all "defended subjects" (Hollway and Jefferson, 2013), utilising unconscious defence mechanisms to manage the anxieties and conflicts provoked by life experiences. Although psychoanalytic theory asserts that we can never completely "know" our unconscious, it suggests that its effects can be observed in our everyday choices and actions as well as in the stories and discourses we choose to invest in. In this way, it has been

suggested that the career path we choose and our motivations for choosing this path are themselves a reflection of our unconscious motivations and investments.

In their seminal text, Salzberger-Wittenberg, Williams and Osborne (1999) explore how a teacher's inner world and unconscious conflicts might affect the attitudes and expectations they bring to their role in the classroom. They suggest that a teacher's own desires and fears, the image of adults they have internalised and the nature of the link between adult and child they experienced as children will all be critical to how they take up their role. They also suggest that these aspects of themselves will influence how they respond to students' behaviour and how they expect to be regarded by their students. They highlight a number of hopes and fears that teachers are likely to bring to their role. They suggest for example that they may be motivated by the hope to pass on knowledge or the hope to foster personal development. They suggest they may fear being criticised or losing control. From a psychoanalytic perspective, all of these aspects of the teachers' unconscious world are therefore thought to affect how they take up their role and how they experience working with children at risk of exclusion.

2.2.2 Psychoanalytic Theory and its Application to the Learning Relationship

"Children unconsciously work to create a world which mirrors their own internal world," (Klein, 1946, cited in Shearman, 2003, p.57)

Klein (1946) developed these ideas to explore how our internal worlds develop through our earliest relationships in infancy. She proposes that an infant's world is initially experienced as overwhelming and incredibly frightening, with aspects of their physical and emotional experience difficult to tolerate and understand. She suggests that infants are initially unable to hold onto an integrated view of their world and cannot experience their primary caregiver as the source of both their good and bad feelings. Instead the central tenet of Klein's thinking is that infants split off and project out the negative aspects of their experience, such as hunger, discomfort, fear and anger in order to separate them from the more positive aspects, such as feeling full, satisfied and happy. This allows these positive, nourishing experiences to be protected and seen as uncontaminated by the bad. In this way, "bad" and "good" are separated and seen as belonging to either the "bad" carer or "good" carer ("bad breast" or "good breast" in Klein's terminology). This fragmented state of mind is known as the "paranoid-schizoid" position.

Through repeated experiences of sensitive caregiving, Klein (1946) proposes that infants come to be able to recognise that both the good and the bad reside in the same person. This development is thought to form the foundation of being able to experience the world in a more balanced and integrated way. Klein (1946) labelled

this the "depressive position." Bion (1962) went on to develop these ideas further with his theory of "containment." He suggests that the key task of an infant's caregiver is to take in the powerful negative emotions they project out, and to make sense of these emotions before offering them back in a more manageable way. He suggests that through repeated experiences of this "containment" an infant begins to internalise a sense that their emotions can be held and thought about. This is thought to form the foundation of emotional regulation and thinking and learning later in life.

Although the theories of Klein (1946) and Bion (1962) originate in infancy, they continue to be applicable throughout the lifespan. Psychoanalytic theory views development as a non-linear process. It therefore proposes that individuals oscillate between more split and fragmented views of the world at times of heightened anxiety, and more integrated views of the world at times of calm. It proposes that the unconscious defence of splitting and projection continues to be utilised by individuals as a defence against anxiety, as this enables them to reject the bad and anxiety provoking aspects of their experience and to split this off and locate it the other. In this way they are able to experience all of the good as located in one place, uncontaminated by the bad. It also suggests that we continue to need experiences of containment at times of heightened anxiety in order to manage overwhelming emotions and to go on thinking in the face of these emotions

In her book "The Learning Relationship," Youell (2006) suggests various examples of splitting and projection that take place within the school environment. These include the idealisation and denigration of different children, teachers or subjects, with all

the good seen as located in one and all the bad seen as located in another. She also suggests that children who present the greatest challenge in school are likely to be those that have developed the greatest defence mechanisms to protect themselves from painful emotional experiences. She suggests that these children find it incredibly difficult to tolerate their overwhelming painful feelings, such as abandonment, shame, despair or helplessness. They therefore readily enter a more fragmented, "paranoid-schizoid," state of mind, in which it is suggested that they behave in ways that are extremely painful to others in order to split off and project out their unbearable feelings.

According to psychoanalytic theory, by listening, watching and feeling our responses to the behaviours children present, it is possible to come to understand something of their internal worlds and what they might be attempting to communicate to us. Many authors have suggested that, without an understanding of psychoanalytic theory however, teachers are likely to be pulled into ways of responding that align with their own unconscious defences and internal worlds (Salzberger-Wittenberg, Williams and Osborne, 1999; Youell; 2006). In this way, intersubjective defence mechanisms are likely to be engaged by both the pupil and teacher in the classroom. The way in which these defences are projected and received by each partner in the relationship is therefore likely to greatly affect the teacher's emotional experience of her relationship with the child, and therefore directly impact her emotional experience of working with a child at risk of exclusion.

2.2.3 Psychoanalytic Theory and its Application to the School as an Organisation

"Profound anxieties arising in the face of globalised and increasingly complex markets have come home to roost in schools at a time when the breakdown of the supporting structure has severely damaged the capacity to tolerate extreme anxiety," (Tucker, 2015, p.269)

Armstrong and Rustin (2015) suggest that these intersubjective defence mechanisms also operate within organisations and society more broadly. They suggest that "social defences against anxiety," such as splitting and projection, can be mobilised and unconsciously acted out in ways that are beyond the conscious awareness of an organisation's members. Hinshelwood (2009) has applied psychoanalytic thinking to schools as organisations and suggests that anxieties about survival may exist, uncontained, within school systems in response to the increasing pressure exerted by external monitoring and demands for accountability. He suggests that these pressures are in addition to the already powerful anxieties inherent in the task of learning itself.

Tucker (2015) argues that the entire education system can be seen as operating in line with the "paranoid-schizoid" position, with evidence of splitting and projection evident in the way in which schools are identified as either good, and then rated "outstanding," or bad, and rated as "failing." He suggests that this failure to hold onto a more integrated view of the school system as a whole may be a response to broader societal anxieties that have come to be located in schools. He argues that the task placed on schools, to equip all children equally to meet the ever-changing

demands of the modern world, is an unachievable one. He draws on Freud's (1927) notion of "amentia," to describe "a collective illusion in which we all invest," (p.264). He argues that schools offer society the opportunity to rid itself of much broader anxieties about the future life chances of its children, and therefore ultimately itself, through the pressures and expectations they place on schools.

Under these conditions, Tucker (2015) suggests that schools are inhabited by increasing cycles of panic and distress that may result in teachers experiencing persecutory fears about being judged, failing or feeling powerless in their roles. In an influential study, Jacques (1955) demonstrated how negative impulses can be projected into different groups as a defence against anxiety, resulting in these groups being viewed as the source of trouble and responsible for inadequacies within the system. Solomon (2009) suggests that pupils at risk of exclusion may serve a similar function for schools. In this way school exclusion itself may represent a form of organisational defence against anxiety. He suggests that the unconscious desire to remove pupils who present a challenge or disruption may be an example of splitting within the system, with all of that is "bad" or a "problem" split off and projected onto these children. Teachers' emotional experiences of working with children at risk of exclusion are therefore likely to be influenced by the broader school system within which they work, and the way in which unconscious defences against anxiety are manifest within their setting.

2.3 The Systematic Literature Review

The following section offers a detailed account of the comprehensive literature review that was undertaken as part of this study. The two questions that were posed of the literature as part of this review were:

1. What does existing research tell us about teachers' emotional experiences of working with children who may be at risk of exclusion?

2. What does existing research tell us about teachers' emotional experiences of working with children who may be at risk of exclusion, from a psychoanalytic perspective?

The search process undertaken for each of these questions is outlined in detail below. A review and critical appraisal of the papers that emerged from these searches is also offered. Before engaging in this process, a brief note on the critical appraisal tools used as part of this review is provided.

2.3.1 A Note on the Critical Appraisal Tools used to Inform this Review

Careful consideration was given to which critical appraisal tools to use in order to assess the quality and validity of the research papers identified in this review. It was important to hold in mind that "quality" and "validity" may be defined very differently depending on the methodology that is employed and the epistemological

assumptions the research makes. The papers identified in response to the first

literature review question used either qualitative or mixed methods approaches. The

"Critical Appraisal Skills Programme" (CASP) (2018) tools relevant to these

approaches were therefore used to evaluate these papers. These tools were chosen

as they offered an easy to follow framework with useful prompts to guide thinking

about the quality of the papers. The questions were quick and simple to follow

however it should be acknowledged that they were also subjective and likely to be

read and interpreted in relation to my own personal ontology.

When it came to evaluating the "quality" and "validity" of papers identified in the

second literature review however these tools were felt to be less useful. The CASP

tools were originally developed to evaluate the quality of randomised control trials

and quantitative methodologies, before being adapted for use with qualitative

methods. They are designed to support the use of "evidence-based practice"

however there is not universal agreement amongst the research community about

what constitutes good quality "evidence" in this context. Hollway (2001) for example

argues that experiential and theoretical, as well as empirical ways of knowing are

valid sources of "evidence" to support evidence-based practice. The CASP evaluation

tools do not view these ways of knowing as good quality evidence.

The papers identified in the second literature review drew heavily on theoretical

concepts taken from psychoanalytic theory. They also focussed on the personal

meaning researchers made from the data and their subjective interpretations. In

some cases, the papers offered personal accounts of the researcher's own experienes and they did not recruit participants (for example, Kalu, 2002; Mintz, 2007). These factors presented a challenge for the CASP (2018) qualitative methodology appraisal tool as they have emerged from an epistemology that is based on a fundamentally different way of "knowing."

Yardley's (2015) principles for evaluating the quality and validity of qualitative research were therefore used when apprasing the papers from this section of the review. Yardley (2015) suggests that factors such as rigour, transparency and coherence should be considered when appraising qualitative papers. In this way, she suggests that good quality evidence can be offered by papers that draw on a high degree of researcher subjectivity and personal interpretations, as long as the researcher is transparent and open about their own subjectivity and the links they have made. A clear and coherent argument that links their interpretations to theory is also viewed as constituting good quality research in line with these principles. Indeed, Hollway and Jefferson (2013) suggest that researcher subjectivity can offer a form of objectivity if utilised openly and transparently. The critical appraisal tools used to evaluate the papers in each part of this review should therefore be seen within the context of these broader epistemological arguments about what constitutes evidence in "evidence-based practice."

2.4 The Literature Review Process: Question 1

The first question posed as part of this review was:

1: What does existing research tell us about teachers' emotional experiences of working of children who may be at risk of exclusion?

Research literature pertaining to this literature review question was uncovered in a variety of ways. The primary approach involved a systematic search of relevant databases using key terms. The following databases were accessed through EBSCO Host:

- PsycINFO

- PEP Archive

- Education Source

- ERIC

- Psychology and Behavioural Sciences Collection

Relevant information was also located through hand searches of key journals, such as Educational Psychology in Practice, British Journal of Child and Educational Psychology and Journal of Emotional and Behavioural Difficulties. In addition to this, government websites, such as those operated by the Department of Education (DfE) were used to identify relevant policy documents and reports from organisations concerned with the phenomena of school exclusion were also consulted for further

references. Finally, additional research papers were located by exploring references of interest cited in papers that had already been located, and by identifying other papers that had cited studies of interest. In order to ensure that this literature review reflected the most up to date research available, searches were repeated a number of times between October 2017 and March 2019.

2.4.1 Search Terms

A wide variety of different search terms were trialled within the database searches to ensure that an exhaustive and comprehensive literature review was undertaken. Although there is a body of research that recognises children "at risk of exclusion" as a population (for example Messeter and Sonni, 2017; Hatton, 2013) research into teachers' experiences of working with this group is very limited. In order to broaden out the search, terms were therefore used that described groups of children found to be overrepresented in exclusion figures (as highlighted by Timpson, 2019). Although it is recognised that the experience of working with children from these groups is not necessarily the same as working with children identified as "at risk of exclusion," these studies do still offer some valuable insight into what the experience of working with a child "at risk of exclusion" might be like.

An overview of the different combinations of terms used to search for research relating to this first is provided below:

Teacher* / practitioner*/ staff*	Experience*/ emotion* / relation* / perspec*	Exclus* / behav* / challeng* / SEMH / SEBD / BESD / LAC / SEN

2.4.2 Inclusion / Exclusion Criteria

In order to focus the search for relevant literature, a number of inclusion and exclusion criteria were applied. These were applied in three stages.

Stage 1:

At the initial search stage using the databases, a number of limiters were applied in order to narrow down the search. These included limiting the results to "academic journal articles" only in order to ensure that papers had been adequately peer reviewed. Search results were also limited to those that explored teachers' experiences within a UK context. Although there were many relevant papers that explored teachers' experiences in other countries, it was felt that the social contexts within which these experiences were situated were likely to be different. Finally, searches were also limited to studies published within the last 15 years. This time frame was chosen as it is recent enough to be relevant to the contextual factors

schools face today but is also broad enough in scope to allow a number of papers to be identified.

Stage 2:

Once search results had been returned from this initial stage, further inclusion and exclusion criteria were applied. As the main area of interest for this literature review was teachers' experiences, papers were excluded if they:

- Focussed solely the views of pupils, parents or other non-education professionals
- Evaluated the effectiveness of an intervention rather than exploring teacher/staff experiences

Only a limited number of papers were returned that explored teachers' emotional experiences therefore the inclusion criteria were extended to include other education professionals. Papers exploring their experiences in primary, secondary and specialist settings were also included for this reason.

Stage 3:

The final stage when choosing whether to include or exclude papers within this review was an evaluation of the quality of each paper. All of the papers identified used either a qualitative or mixed methods approach, therefore, as previously discussed, the "Critical Appraisal Skills Programme" (CASP) (2018) tools relevant to

these approaches were used to evaluate the papers. The insights these tools

provided have been included, where relevant, in the literature review.

2.5 Review of the Research Literature: Question 1

At the end of this process, a total of 7 papers were identified that offered insight into

teachers' emotional experiences of working with children who may be at risk of

exclusion.

2.5.1 Studies Exploring Practitioners' Experiences

A total of four studies explored the experiences of teachers and support staff without

reference to the emotional aspects of their experience. None of these studies

referred to teachers' experiences with a population specifically identified as "at risk of

exclusion," however all four studies explored the experience of education

professionals working with children with BESD or SEMH, and they all also made

reference to the "inclusion" rather than "exclusion" of these students. Two of the

studies looked at the experiences of mainstream secondary school staff using semi-

structured interviews. Goodman and Burton (2010) focussed on the experiences of

teachers whilst Burton and Goodman (2011) focussed on the experiences of SENCos

and support staff. Although these studies do report some findings that relate to

participants' "experiences," both studies focus largely on the strategies individuals

advocate as effective in supporting the students. All participants highlighted the

importance of building relationships with the students for example. It is notable that

SENCos and support staff focussed more on the need to be nurturing and to care for the students' well-being than the teachers, who tended to identify more specific, targeted strategies.

The findings reported by Burton and Goodman (2011) suggest that SENCOs and support staff identify caring for students' wellbeing as a unique aspect of their role and they suggest this is not provided by teachers. Burton and Goodman (2010) report that teachers on the other hand view "persistent disruptive behaviour" as their greatest concern, but they also stated that behavioural policies were unnecessarily harsh. This suggests that teachers' experiences of working with students with behavioural needs is different from that of support staff and SENCos, however very little insight is offered into what the experience is actually like. Although Burton and Goodman (2011) explore the experiences of support staff a little more deeply, support staff discuss the way in which their roles are different to teachers, therefore the experiences they detail are not likely to provide insight that is directly applicable to the experiences of teachers.

Syrnyk (2018) explored the experiences of teachers and TAs working within a specialist primary school setting for children with "SEMH," in which each class operated in accordance with the "Six Principles of Nurture" (Boxall, 2002). Here a mixed methods case study was applied, with semi-structured interviews, questionnaires and surveys completed by members of staff. Staff were asked questions about how they perceived their role, how they understood what makes a good "nurture" teacher or TA and what they felt about the training they had

received. Although this study set out to "explore the experiences" of staff, I feel that the findings presented provide more of an overview of the knowledge staff have acquired and an evaluation of whether or not this is in line with nurturing principles.

Syrnyk (2018) asked closed questions such as "what is the nurture approach?" and "what does a nurturing TA look like?" that do not seek to explore lived experiences. Participants do describe some of the characteristics that they feel are important in adopting a nurturing approach, such as patience, resilience and empathy, however there is no exploration of what it is actually like to adopt these characteristics everyday within their classrooms. This study therefore offers little insight into the experiences of staff working with pupils who may be at risk of exclusion.

A final study that did get closer to the actual lived experiences of staff working with children with BESD was undertaken by Broomhead (2013). In this study, IPA was used to explore the experiences of six primary, one secondary and eight special school practitioners working with students with BESD. Findings from this study primarily relate to the discourses used to describe "perceived inadequacies in parenting" and how practitioners understood their roles in relation to these inadequacies. Pupils' home environments were described as "chaotic and unstructured" for example and participants described their roles as much broader than "educators," using terms such as "substitute parents" and "fulfilling the role of a social worker." There were many examples in the study of specific tasks participants carried out for their pupils, such as buying clothes for them or taking them to the dentist. Broomhead (2013) highlights the way in which participants describe these additional responsibilities as

things that they "have to" do for their pupils. There is a sense that if they do not fulfil these roles no one else will. This suggests that the experience of working with these students may be one that is particularly demanding and requires teachers to take on additional tasks and responsibilities. Although this study focusses on quite an emotive topic however, it does not explore the emotional aspects of participants' experiences, and much of the findings focus on the experiences of practitioners working in specialist settings, which may differ from mainstream provision in significant ways.

2.5.2 Studies Exploring Practitioners' Emotional Experiences

Three further studies were identified that did offer insight into the emotional experiences of education practitioners working with children who may be at risk of exclusion. Connelly et al (2008) report findings from the qualitative element of a questionnaire that formed part of a larger research project. The paper identified for review focused on the responses of primary, secondary and special school teachers to questions asking them to write about their "most recent," "most worrying" and "most satisfying" examples of work with children with emotional and behavioural needs. The data generated were systematically coded and themes analysed, although the findings are not presented in a systematic way and there is no detail about how the analysis was conducted. Connelly et al (2008) found that participants described some positive achievements and successful strategies they had employed, however they note that teachers' descriptions often implied a high level of intensive involvement and work on their part. They describe the sense of "pressure" individual teachers felt in relation to supporting vulnerable pupils and a key theme of

"frustration" was identified in relation to "the system" and a lack of satisfactory

support.

Connelly et al (2008) report that the fewest responses received were in relation to

the "most satisfying case," with many teachers specifically writing that they could not

identify a satisfying case. They suggest that many teachers experienced the emotional

and behavioural needs of their pupils as "overwhelming," and the researchers

describe how they were left with "a clear impression of the powerful and sometimes

negative impact that working with severely distressed children and young people can

have on teachers." Although they acknowledge that the question about participants

"most satisfying" case was always presented last on the questionnaire, and therefore

the lower response rate to this question could have been due to participant fatigue,

the findings of this study do suggest that teachers experience a range of negative

emotions in relation to their work with children with emotional and behavioural

needs. Teachers working with pupils specifically identified as "at risk of exclusion"

may therefore also experience similarly overwhelming feelings.

2.5.3 Emotional Labour Theory

Despite providing some useful insight, this study does not apply a specific lens

through which to deepen the analysis and understanding of teachers' emotional

experiences. The final two studies identified for this part of the review however do

apply a theoretical lens. They attempted to use "Emotional Labour Theory"

(Hochschild, 1983) to explore teachers' emotional experiences of supporting children

from groups who have been found to be most at risk of exclusion. This theory

originates from the work of Hochschild (1983) and was developed to explore the

experiences of employees who she hypothesised were exploited for their emotional

labour, rather than their physical labour. Hochschild (1983) referred to employment

that requires employees to induce or supress their own feelings in order to influence

the feelings of others as "emotional labour." She suggests that organisations have

implicit "feelings rules" or "display rules" which dictate to their employees the

feelings they should experience in response to different situations. She argues that

employees engage in either "surface acting," where they comply with these display

rules but do not internalise the desired feeling states, or "deep acting," where they

attempt to supress their own feelings and do begin to internalise their role and the

desired feeling states. Hochschild (1983) suggested that these requirements may

challenge an individual's sense of self or may lead them to experience emotional

dissonance.

This theory has been used to explore teachers' emotional experiences in the UK

context in an increasing number of studies (see for example Kinman, Wray and

Strange, 2011). With specific relevance to this literature review, Mackenzie (2012)

used a grounded theory approach to explore the emotional labour of teachers,

SENCos and TAs working with children with SEN in mainstream primary and

secondary settings. In line with this methodology, focus groups were initially used to

generate ideas for research questions. These questions around the emotional impact

of the work were then explored through semi-structured interviews with 44

participants, and data was coded using a thematic analysis. Mackenzie (2012) found

that all participants displayed emotional responses to their work, with "love" the most frequently coded emotion. There was great ambivalence expressed by all participants however, with other positive emotions such as feeling passionate or caring occurring alongside more negative emotions such as feeling isolated, stressed and needing to juggle tasks. Mackenzie (2012) suggests that there was evidence participants engaged in emotional labour in their reports of having to manage and hide their negative emotions. This was particularly felt to be the case in relation to the physical and mental toll of the demands of the job, and also in relation to their difficult emotional experiences with colleagues. The study concludes by noting that, although there was commonality, the emotional experience of working with children with SEN was different for each participant. Mackenzie suggests this was "often mediated by personal experience in respondents' private life and biography" (p.1080).

Although the finding that individuals' emotional experiences were mediated by their personal biographies is interesting, little evidence was given to support this claim, and it is unclear exactly what the nature of this link between the personal and the professional might be. This study also offered only a limited exploration of the emotional labour participants engaged in. Nyree-Edwards (2016) on the other hand, explored mainstream primary school teachers' experiences of emotional labour supporting LAC in much greater depth. For this study, fourteen Key Stage 2 teachers were interviewed, using questions that aimed to gain insight into their perceptions of display rules, role constructions and experiences of support. The data were then analysed using a thematic analysis. It was found that teachers in this study similarly

expressed ambivalent feelings, with the majority expressing a sense of accomplishment but all fourteen participants also highlighting negative feelings such as sadness, anger, anxiety and shock.

In addition to these findings, participants also described examples of engaging in "surface acting," where they displayed emotions that differed to their own feelings in order to support the child in their class or to maintain control. Six participants also gave examples of "deep acting," times when they had attempted to induce feelings in themselves. There were also many examples of "suppression," where participants had tried not to feel a specific emotion, such as anger.

Participants suggested that, in order to support these children, there was a need to focus on the child's emotions rather than their own. It was found that the majority of participants she interviewed viewed their role as to provide nurture and pastoral support as well as academic input, but that time and workload pressure was also evident in their accounts in relation to the struggle of balancing the needs of the LAC with the rest of their class. Nyree-Edwards (2016) suggests that individuals' perceptions of their professional role influenced the extent to which they engaged in emotional labour in order to support the LAC in their class. She identifies self-perceived role facilitators as factors such as feeling it is their professional duty to support these pupils, or valuing the importance of building a bond with pupils and suggests that these factors affect the extent to which participants engaged in emotional labour. It is also suggested in this study that teachers' experiences of

engagement in emotional labour may be mediated by their personal identities and professional aims.

These papers suggest that teachers experience a range of powerful emotions in relation to their work with children who are a greatest risk of being at risk of exclusion. Although emotional labour theory offers some useful insight into the emotional work that teachers engage in, it offers no insight into the teachers' internal, psychic worlds or the possible unconscious influences that may be affecting their experiences and relationships in the classroom. In line with the psycho-social methodology employed in this study, it is proposed that valuable insight can be gained from applying a psychoanalytic lens to explore teachers' emotional experiences. A further literature review was therefore undertaken in order to identify research that has used a psychoanalytic perspective to explore teachers' emotional experiences of working with children who may be at risk of exclusion.

2.6 The Literature Review Process: Question 2

The second question asked of the literature as part of this review was:

What does existing research tell us about teachers' emotional experiences of working of children who may be at risk of exclusion, from a psychoanalytic perspective?

Research literature pertaining to this literature review question was uncovered in a similar way to the literature reviewed for the previous question. The primary

approach involved a systematic search of relevant databases using key terms. The following databases were accessed through EBSCO Host:

- PsycINFO

- PEP Archive

- Education Source

- ERIC

- Psychology and Behavioural Sciences Collection

Relevant information was also located through hand searches of key journals, such as Educational Psychology in Practice, British Journal of Child and Educational Psychology and Journal of Emotional and Behavioural Difficulties. Finally, additional research papers were located by exploring references of interest cited in papers that had already been located, and by identifying other papers that had cited studies of interest. In order to ensure that this literature review reflected the most up to date research available, searches were repeated a number of times between October 2017 and March 2019.

2.6.1 Search Terms

A wide variety of different search terms were trialled within the database searches to ensure that an exhaustive and comprehensive literature review was undertaken. Although there is a body of research that recognises children "at risk of exclusion" as a population (for example Messeter and Sonni, 2017; Hatton, 2013) research into

teachers' experiences of working with this group is very limited. In order to broaden out the search, terms were therefore used that described groups of children found to be overrepresented in exclusion figures (as highlighted by Timpson, 2019). Although it is recognised that the experience of working with children from these groups is not necessarily the same as working with children identified as "at risk of exclusion," these studies do still offer some valuable insight into what the experience of working with a child "at risk of exclusion" might be like.

An overview of the different combinations of terms used for this search is provided below:

Teacher* / practitioner*/ staff*	Unconc* / anxiet* / psychodynamic* / psychoanalytic* / contain*	Exclus* / behav* / challeng* / SEMH / SEBD / BESD / LAC / trauma /

2.6.2 Inclusion / Exclusion Criteria

In order to focus the search for relevant literature, a number of inclusion and exclusion criteria were applied. These were applied in three stages.

Stage 1:

At the initial search stage using the databases, a number of limiters were applied in order to narrow down the search. These included limiting the results to "academic journal articles" only in order to ensure that papers had been adequately peer reviewed. Search results were also limited to those that explored teachers' experiences within a UK context. Although there were many relevant papers that explored teachers' experiences in other countries, it was felt that the social contexts within which these experiences were situated were likely to be different.

As this search involved looking for literature that offered a "psychoanalytic perspective" on teachers' experiences, the timeframe limiter was removed. This was because the unconscious processes that are considered when applying a psychoanalytic lens are thought to be overarching human experiences. This was also a practical consideration, as only a limited number of relevant studies have been published that utilise a psychoanalytic lens in relation to teachers' experiences with pupils who may be at risk of exclusion.

Stage 2:

Once search results had been returned from this initial stage, further inclusion and exclusion criteria were applied. As the main area of interest for this literature review was teachers' experiences, papers were excluded if they:

- Focussed solely the views of pupils, parents or other non-education professionals

- Evaluated the effectiveness of an intervention rather than exploring teacher/staff experiences

Only a limited number of papers were returned that explored teachers' emotional experiences therefore the inclusion criteria were extended to include other education professionals. Papers exploring their experiences in primary, secondary and specialist settings were also included for this reason.

Stage 3:

The final stage when choosing whether to include or exclude papers within this review was an evaluation of the quality of each paper. As has previously been discussed, these papers provided evidence that draws on a fundamentally different way of "knowing" to that of papers within the previous section. Yardley's (2015) criteria for assessing validity was therefore deemed more appropriate for reviewing these papers.

2.7 Review of the Research Literature: Question 2

This search process resulted in a total of eight papers that explored teachers' emotional experiences working with children who may be at risk of exclusion, from a psychoanalytic perspective.

2.7.1 Psychoanalytic Theory and Emotional Labour

Two of the papers identified for review applied psychoanalytic theory to explore the nature of the "emotional labour" teachers undertake in the classroom. Price (2001) provided several narrative accounts of her experiences as participant observer in a primary school and argued that the "emotion work" teachers engage in can be likened to a kind of "attunement," rather than an exploitation of their emotion by their employer. She suggests that teachers engage in unconscious "emotion work" that is common to all of us when we relate to another but that what is specific about their key task is how this "emotion work" is undertaken to support learning. She suggests that teachers have to "hold" the unconscious tension experienced by their pupils between the desire to be curious and find out about something new and the desire to reject the vulnerable state of not knowing. Managing this tension, she argues, involves teachers managing their own fears in relation to not being able to communicate their knowledge, losing control of their class or not being able to meet the expectations placed on them by society. She suggests that this is alongside the fears and emotional projections communicated to them by their students. In the face of these many sources of anxiety, Price (2001) views the emotional labour of teachers as the unconscious work involved in maintaining the "depressive position" and an integrated view of their experiences in the face of multiple sources of anxiety.

Although the main focus of her study was on how teachers support children to learn through this unconscious work, one observation offered some insight into the emotional experience of a supply teacher attempting to manage the behaviour of a

pupil on the carpet. Price (2001) identifies her own feelings of "rage and fear" when the child looks directly at her and then continues to misbehave. She describes how she found this "threatening" and the considerable effort it took for her to manage her own reactions as observer in order to not respond to it as a personal attack. She suggests that this experience of her own emotions provides valuable insight into the emotions that may be experienced by the teacher in this situation and describes how the teacher worked hard to defuse the situation without responding in a retaliatory way. She detailed the compassion shown in her response to this child's "omnipotent defences" and that "the sense of a secure inner authority in the face of disruption" can emerge from the unconscious work involved in holding the "depressive-position" in this situation. This suggests that teachers working with children who are at risk of exclusion may also need to work hard unconsciously to achieve this inner sense of secure authority.

Taking this psychoanalytic exploration of emotional labour further, Ramvi (2012) considered one teacher's experience of her own emotions on an occasion when she "lost control." As part of a wider project (Ramvi, 2007) Ramvi (2012) analysed the account of one teacher, Kristin, and applied both an emotional labour lens and a psychoanalytic lens to understand this teacher's experience. In the account, Kristin described how she "lost her temper" with one of her students and kept "scolding and scolding" him. Ramvi (2012) suggestd that Kristin valued "being in control" as central to how she conceptualised her role as a teacher. She suggests that teachers often observed this "feeling rule" and reflected on her observation that teachers rarely acknowledged their own feelings in response to children's behaviour. Instead they

acted as if these were not important. Ramvi (2012) utilised psychoanalytic theory to consider how this denial of feelings may in fact be a defence against the powerful, destructive urges they experience but do not feel able to think about. She drew on the work of Bion (1962) to consider how difficult it can be for individuals to tolerate and think about the more negative aspects of their emotional experience and how this can lead them to deny, repress or project them out. The findings of this study therefore suggest that teachers working with pupils at risk of exclusion may similarly struggle to think about their own negative emotions and may be engage unconscious defences.

Both of these papers suggest that psychoanalytic theory offers a much richer tool for exploring the relational aspects of teaching and the "emotion work" involved in these relational aspects. Although both offer useful insight, neither specifically relate to children at greatest risk of exclusion. Ramvi (2012) is also based on findings that emerged from a study of teachers in Norway. There may therefore be specific cultural or societal differences that mean that this study is less applicable to a UK context. Finally, although Ramvi (2012) based her interpretation on one teacher's account, this account is not actually presented, and the vast majority of both studies are based on observations carried out by the authors. Research based on a more in depth exploration of teacher's accounts of their experiences from a psychoanalytic perspective would therefore be useful.

2.7.2 Psychoanalytic Theory as a Tool for Consultation

The three papers that form this part of the review provide narrative case study examples from their work as psychoanalytically informed consultants. Through their experiences of this work they offer a psychoanalytic perspective on teachers' emotional experiences when working with students who may be at risk of exclusion. Weiss (2002) provided two papers that explore how teachers' autobiographies might influence their responses to children's behaviour in the classroom. In the first paper, Weiss (2002, Part 1) explained how "new relationships are experienced and are subject to distortion, based upon earlier experiences." He called this process "the transference" and explained that all interpersonal relationships are subject to distortion caused by this transference phenomena. In this way he suggests that teachers' past experiences influence their response to behaviour in the classroom. Although this first paper is largely theoretical, Weiss (2002) offered examples from his seminars in which teachers chose theories to understand descriptions of behaviour in line with their own personal attitudes and experiences. He suggests that they filled the gaps by projecting their own thoughts, emotions, experiences onto the child and therefore constructed theories about the child's behaviour based on their own lives rather than on objective experience.

In the second paper, Weiss (2002, Part 2) provided further narrative case studies, including a detailed exploration of one teacher's experience that emerged over the course of several sessions of psychoanalytically informed consultation with the author. Weiss (2002) suggests that through consultation it was possible for him to

understand the nature of this teacher's transference relationship with a particular pupil in her class. In this case the teacher, Mrs White, spoke about a child in foster care who presented in an ambivalent way. She would appear to want Mrs White's help and attention but then would pull away and reject her efforts. Weiss (2002) suggests that this child elicited Mrs White's maternal protective feelings, and Mrs White was particularly invested in helping her because of her own difficult early childhood. In this way, he suggests that Mrs White attempted to fulfil her own emotional needs by meeting the emotional needs of her vulnerable pupils. When she did not receive the love and appreciation she unconsciously desired, she was therefore impelled to work harder and to put more energy and effort in. As this was met by an increasingly rejecting pupil Weiss (2002) suggests that the pair were "enmeshed in an ambivalent transference and countertransference." He described how, through consultation, Mrs White was supported to better understand the dynamics of her relationship with the child and this allowed her to develop more appropriate interventions based on this greater understanding.

Weiss (2002) suggests that children communicate to teachers an experience of what has been done to them. He suggests that teachers then respond to this communication however based on their own emotional needs and unconscious expectations. In this way there is no objective view of the child, there is simply a response and understanding that is based on their own personal histories. In the case of Mrs White, it is suggested that the child's rejection of her efforts stimulated powerful emotional counter-reactions that were initially beyond her conscious awareness but deeply affected her emotional experience of her work with this child.

This suggests that teachers working with children at risk of exclusion may similarly be affected by unconscious reactions to the behaviours of children who are at risk of exclusion. Developing a greater understanding of these unconscious processes and their emotional experiences is therefore vitally important if support and interventions are to be offered to teachers in order to help them reduce rates of exclusion from school.

Evans (2013) described her experiences of offering psychoanalytically informed consultation to three primary school SENCos. She used grounded theory as her methodology in order to make sense of the SENCos experiences of their role and the children in their schools. She found that, although SENCos were offered the chance to discuss any children causing concern, the majority of cases discussed were children with behavioural needs who were often at risk of exclusion. Evans (2013) recorded her own emotional responses to her work with SENCos and suggests that these "countertransference responses" gave her insight into their emotional experiences and what might be occurring at an unconscious level in the school systems more broadly. She highlighted the powerful emotional projections she experienced through her interactions with the SENCos. Feelings of incompetence, rejection, isolation and anxiety for example were experienced by the author, and she reported that these feelings led her to consider cancelling the study and withdrawing from her role. She suggests that it was only through engaging in reflexive supervision that was able to make sense of these experiences as projections from the SENCos that offered insight into the emotional projections they themselves received from the children, staff and broader school systems.

Evans (2013) argued that in order for SENCos to be able to contain and support children with behavioural needs, they must first have an experience of their own emotions being contained and understood. She suggests that by providing psychoanalytically informed consultation, over time, SENCos were able to become more aware of their emotional responses and to students and situations and in this way were able to respond in more useful and productive ways in their roles. These findings suggest teachers may be subject to powerful projections from the children they work with and, more broadly, from the organisation within which they work. These studies offer accounts of psychoanalytically informed consultants however, and are not therefore direct reports from teachers themselves. Further research exploring first hand accounts of teachers engaged in this work and utilising a psychoanalytic perspective may therefore offer further useful insights into the emotional experiences associated with their work.

2.7.3 Psychoanalytic Theory as a Tool for Teaching

A final three papers were identified that focused on individual teachers' own experiences of how psychoanalytic theory had provided them with useful insights into the behaviour of their students and the relational dynamics between themselves and these students. Kalu (2002) described her experience of being a containing adult for children and young people who had been excluded from school in her role as teacher and art therapist. She presented narrative case studies of her work with three different children and discussed her feelings of futility, inadequacy and confusion during this work. She also describes her experience of "constantly worrying" about

how to manage some the children and young people and feeling confused and puzzled by their behaviour. Kalu (2002) described her experiences of feeling "belittled and denigrated" and links these to Winnicott's (1984) notion of how it feels when a child gets "under your skin." She described making notes and observations as a way of helping her to make sense of what she was being presented with and cites theory in relation to psychotherapeutic work with young people that she found useful for understanding her role.

In this way, Kalu (2002) draws on the work of Copley and Forryan (1987) for example to explain how she was able to understand that behind the unbearable negative feelings she was being made to experience by the young people lay their "search for some kind of human receptacle, a container or potential thinker, who can help the bearing and understanding of the feelings," (Kalu, 2002, p.370). Through gaining this understanding she explained that she was better able to conceptualise and understand her role in relation to the overwhelming emotions that children and young people projected onto her. In this way she was more able to make sense of these projections and offer them back in a manageable way. Kalu (2002) also described how psychoanalytic allowed her to be more attentive to her own emotional responses and to not react with anger or anxiety. Instead she described modifying her response in line with what the child had communicated.

In a similar way, Mintz (2007) explored his own experiences of "stress" as a teacher from a psychoanalytic perspective. He presented case study material of his experiences as a primary school teacher "under stress," managing the behaviour of

his Year 4 class. He described how thinking about his feelings and responses to the children's behaviour through Tavistock course seminars helped him to understand and think about his possible valency to respond to behaviours in certain ways. He described how identifying this valency helped him to think more about what the children's behaviour might have been communicating and to respond differently in his practice. He suggests that psychoanalytic theory provides useful insights into the relationship between teacher and student, and these insights allow teachers such as himself to reflect on the meaning underlying the behaviours of both children and themselves. Mintz (2007) argued that understanding psychoanalytic theory empowered him and also made him less susceptible to stress.

Most recently, Moore (2017) provided case examples from her own practice as a teacher working with vulnerable students, many of whom had been excluded from school. She described the complexity of her role and her search for solutions. She also identified feeling empowered in her work with these students when she learnt about psychoanalytic theory through seminars at the Tavistock. Moore (2017) discussed several case examples in which her insights into psychoanalytic theory enabled her to better understand the emotional communications of her students. In the case of "Carla" for example, she described how she came to understand that this student may have been projecting her internalised expectations of a "depressed mother" onto the author, as this had been her early experience at home. The author identified how she had felt overwhelmed by Carla's emotions, unable to contain them and had responded by being paralysed and fearful of them. In this way she suggests that she

had perhaps identified with the projection that was communicated to her and had responded as if she was also a "depressed" other.

Moore (2017) suggests that in coming to understand the unconscious processes that may have been enacted between the two of them, she was able to consider Carla's behaviour as an attempt to find a person that she could not destroy. Someone who was able to bear the unbearable emotions she was projecting out and to sit with these emotions. In this way she drew on Bion's (1961) notion of "containment" and offered Carla an experience of having her emotions taken in, held and offered back in a more manageable way. Moore (2017) described how viewing behaviour in this way helped her to have space to think and consider her own emotional responses before acting.

All three of these studies offered personal insights that suggest that psychoanalytic theory can provide an extremely useful and empowering tool to increase teachers' understanding of children's behaviours. The experiences of these teachers, who had all had significant psychoanalytic training however, is likely to be significantly different to the experiences of those who have not received this kind of training. This literature review therefore suggests that very little is known about the emotional experiences of teachers who have not received this kind of training and are working with a children at risk of exclusion.

2.8 Conclusion and Research Rationale

This literature review has highlighted that very little research has been conducted into the emotional experiences of teachers working with children at risk of exclusion. The research that does exist into teachers' experiences or emotional experiences of working with groups of students that are at greatest risk of exclusion, or have indeed been excluded, tends to be based on teachers or other practitioners based in specialist settings or working with secondary aged pupils. There is a paucity of research exploring mainstream primary school teachers' experiences of their work with children at greatest risk of exclusion in particular. In addition to this, children identified as "at risk of exclusion" by their broader school system may present a particular challenge or emotional experience that is distinct and unique from the experience of working with students who have behavioural needs but are not at risk of exclusion. The suggestion of psychoanalytic theory that social defences operate within schools and may be expressed through the exclusion of certain students, provides interesting insight into one way in which the emotional experience of teaching these students may be different from teaching students who have not specifically been identified as at risk of exclusion for example.

This research study therefore sought to explore the emotional experiences of mainstream primary school teachers working with children identified as "at risk of exclusion." It is argued that the primary age range represents a key time for early intervention and support (Gross, 2008; Farrington, 2007). Rates of exclusion have also risen rapidly within this age range (Dfe, 2018). Support for teachers to reduce the

occurrence of exclusion from primary school is therefore vitally important. In order to

target support in the most useful way possible, a greater understanding of teachers'

experiences is necessary.

3.0 Methodology

3.1 Chapter Introduction

This chapter provides an outline of the research methodology selected for this study. It will outline the purpose and aims of this research before offering an account of the ontological and epistemological positions this research assumes. An overview of psycho-social research will then be provided, with reference to the key principles of this methodology and how they have been applied in this research. The implications of psycho-social research for data collection will then be considered and the research design explained. Finally, the methods of data analysis, issues of quality and ethical principles will be attended to.

3.2 This Research

3.2.1 Research Purpose

The purpose of this research is exploratory (Robson, 2011). It utilises a psycho-social methodology in order to explore both the conscious and unconscious elements of teachers' emotional experiences when working with children at risk of exclusion. It is hoped that by utilising this methodology, a rich picture of the individual, intersubjective and social factors involved in this experience can be gained (Hollway and Jefferson, 2013).

3.2.2 Research Aims

This research aims to extend knowledge in the area of school exclusion by providing insight into the lived experiences of teachers working with children at risk of exclusion in mainstream primary school settings. As researcher, it is my view that most of the existing literature in this area conceptualises teachers as rational, unitary, information-processing individuals. Findings have therefore focussed on the discourses they used to discuss their emotional experiences. This research aims to look beneath the surface and explore how unconscious processes might affect the emotional experience of working with a child at risk of exclusion. It aims to explore individual differences in the way in which teachers make sense of their emotional experiences and how these both influence and are influenced by intra-psychic and social processes. A further aim of this research is to inform EP practice in the area of school exclusion and the support that they offer teachers.

3.2.3 Research Question

This research seeks to explore teachers' emotional experiences of working with children at risk of exclusion. The research question this study aims to address is therefore:

"What is the emotional experience of working with a child at risk of exclusion?"

3.3 Ontology & Epistemology

In the discussion that follows, the first person will be used to consider the researcher's own personal ontological and epistemological positions and how these have informed the methodology applied in this study. The inclusion of this personal perspective aims to acknowledge the researcher's role in the production of data, as highlighted by Hollway and Jefferson (2013), and to provide transparency in relation to the perspectives and world view the researcher brought to this project.

3.3.1 Ontology

In a key paper on *"the importance of relational thinking in psycho-social research,"* Hollway (2008) defines ontology as *"how the person as subject of research is theorised,"* (p. 3). As researcher, my own ontological perspective has greatly influenced my approach to this research. It has guided my choice of epistemology, and therefore methodology, as it deeply influenced the status I afford to different kinds of knowledge. It is my view that there are some aspects of the external world that exist and can be objectively measured, however I also believe that the meaning individuals assign to these aspects of the external world is socially constructed and is based on both the discourses available to them and their own personal biographies and defences against anxiety. In this way, I view unconscious processes as fundamental to how a research subject is theorised, with the meanings they make of external situations based on both social and intra-psychic factors. This is in line with

the conceptualisation of the psycho-social research subject offered by Hollway and Jefferson (2013).

This research is therefore informed by a "psycho-social ontology." Although I reject the dichotomy between positivist and social constructionist views of reality, which can be seen as in line with a critical-realist ontology, the view of reality put forward here is in line with the principles of psycho-social research. This has been suggested to be unique and distinct from the critical realist perspective (Hollway, 2015). This is because of the way in which both social and psychological realities are seen to interact and impact on individuals and also because individuals in turn are seen to shape social and psychological realities. This reciprocal, dialectical interaction between the social and psychic is specific to this form of research and it has therefore been argued that it constitutes a distinct ontology (Hollway & Froggett, 2012; Olesen, 2013). Hollway (2015) also suggests that the way in which interpretations are made of a data set, with the researcher seen as a participant in the process of data production (Clarke & Hoggett, 2009), is unique to this ontological perspective. In line with this I believe that my own intra-psychic and social realities have influenced the research process and the view of reality that was offered to me by my participants.

3.3.2 Epistemology

Hollway (2008) defines epistemology as "*how the status of the knowledge generation process is understood,*" (p. 3). She argues that, by asserting that unconscious processes exist, radically different tools and methods of knowledge production are

needed to explore their impact on participants' experiences. This is because most qualitative methodologies and epistemologies rely on surface level accounts and do not offer opportunities for unconscious processes to be explored. This research makes use of a "psycho-social epistemology," as advocated by Hollway and Froggett (2012). This epistemological position emphasises the importance of subjective interpretation, in terms of noticing and thinking about the impact of participants' data on researchers. It draws on psychoanalytically informed ways of knowing to support the data analysis process whilst also remaining attentive to the societal and social contexts in which participants' data were generated.

For the purposes of this research, a psycho-social epistemology is appropriate as it allows a deeper understanding of the emotional experiences presented by teachers, something that was felt to be missing from the current research base. There has been very little acknowledgement or consideration of how unconscious processes might influence teachers' experiences in relation to the work with children at risk of exclusion. Utilising a psycho-social epistemology therefore provides an opportunity for insight into this area.

3.4 The Psycho-Social Research Method

"What we are taught to see as 'natural' in the human condition, the capacity to use reason, is only a small part of the story; behind every action is a wish, behind every thought is an unreasonable desire. Psychoanalysis thus challenges the Western view that the distinguishing mark of humanity is reason and rationality, arguing instead that the human 'essence' lies in unacceptable and hence repressed impulses towards sexuality and aggression." (Frosh, 2002, p.17)

3.4.1 A Defended Subject

Psycho-social research emerges from the qualitative research tradition. It values individual insight into experience and in-depth accounts over a focus on overall trends or statistical analyses (Clarke and Hoggett, 2009). Despite this, it is argued that the majority of qualitative research methods view individuals as "transparent" (Hollway and Jefferson, 2013). In this way they are assumed to fully know and understand themselves and to be able to give full account of their experiences. Psycho-social research on the other hand asserts that individuals are "defended" from fully knowing their own experiences and emotions and therefore cannot provide full accounts of these experiences (Hoggett, 2015; Hollway and Jefferson, 2013).

A psycho-social methodology therefore aims to explore how participants make links between the social world and their internal worlds. As outlined in the previous chapter, psychoanalytic theory asserts that we all possess a dynamic unconscious. In order to keep ourselves acceptable in our own eyes, anxiety provoking aspects of ourselves and our experiences are thought to be defended against through the actions of this dynamic unconscious. In this way, biographically unique thoughts, desires, conflicts and fears are thought to underly many of our seemingly rational motivations (Hoggett, 2015). Hollway and Jefferson (2013) suggest that our investments in different discourses are driven by these unconscious motivations, and these investments serve a defensive function and is outside of our own conscious awareness. It is argued that participants' biographies and an understanding of

unconscious processes can therefore offer insight into how and why they make sense of the world out there in the way that they do (Hollway and Jefferson, 2013).

Psycho-social research subjects are therefore theorised as both social and psychological. It is argued that their inner worlds cannot be understood without knowledge of their experiences in the social world, and their experiences in the social world cannot be understood without knowledge of the way in which their inner worlds influence their experience of this social world (Hogget, 2015; Hollway and Jefferson, 2013). The aim of a psycho-social method is therefore to understand subjectivity through both the incoherent and contradictory aspects of participants' accounts as well as the coherent and rational aspects that are presented in an interview (Hollway & Jefferson, 2013).

3.4.2 A Defended Researcher

Although it is possible to argue that a psycho-social methodology affords great power to the researcher, as it values their interpretations over participants' own expressions of their experience, Hollway and Jefferson (2013) argue that the methodology is fair and democratic, as the same interpretations and psychoanalytic lens is applied to the researcher themselves. In this way, the researcher is also conceptualised as "defended," and their own unconscious processes and motivations are also thought to be integral to the data produced in the research encounter. Although it could be argued that this level of involvement gives rise to the risk of researcher "bias," Hollway and Jefferson (2013) critique the very notion of 'bias' in qualitative research.

They argue that researcher subjectivity is always present and that, by acknowledging this, a greater level of objectivity is achieved.

In the second edition of their book, Hollway and Jefferson (2013) highlight developments in qualitative research more broadly that suggest that researcher reflexivity is increasingly being recognised a useful source of data (Henwood, 2008). They suggest that by utilising a psychoanalytic lens to examine what the researcher's own emotional experience of the research encounter, and what the researcher themselves brings, a greater understanding of the unconscious intersubjective dynamics is achieved. In this way, they draw attention to the Kleinian (1946) notion of unconscious defences against anxiety that occur in relation to another. As the research encounter represents a relationship, the researcher is therefore implicated in the coproduction of data and participants' movement between integrated or more fragmented views of the world should be seen as a response to the researcher's presence and questioning as much as a reflection of their broader experiences.

3.5 Research Design

3.5.1 Negotiating the Research

This piece of research focuses on an area of high priority for the LA in which it took place. As has previously been discussed, rates of exclusion both locally and nationally are increasing and children from disadvantaged groups are greatly over-represented in the exclusion figures. Supporting our understanding of the underlying causes of

these figures is therefore of great local and national importance. Permission to

conduct this study was therefore gained from the LA.

3.5.2 Defining the Participant Group

This research sought to explore the emotional experience of mainstream primary

school teachers currently supporting a child "at risk of exclusion." As has previously

been discussed, the term "at risk of exclusion" has been used within a variety of

studies (Messeter and Sonni, 2017; Hatton, 2013) however the way in which it has

been defined has differed between studies. For the purposes of this study it was

important that the classification of a pupil as "at risk of exclusion" was driven by the

individual schools, rather than through a list of criteria imposed by myself as

researcher. Definitions such as "a pupil who has received one or more fixed term

exclusions" were considered however they were rejected as too arbitrary, and

research suggests that schools vary greatly in how they view behaviour and apply the

sanction of exclusion (Timpson, 2019). It was therefore felt that individual school

systems should be the ones to identify when a pupil is "at risk of exclusion." In this

study, the label therefore indicates *"a pupil who has been referred to the local*

"Behaviour Support Service" by the school for advice, as they consider them to be at

risk of exclusion from their setting."

This research did not require pupils to be directly involved and pupils' identities were

kept anonymous. As part of the recruitment process schools were informed that the

researcher sought to interview teachers who had a pupil in their class that met this

criteria of being "at risk of exclusion." The inclusion criteria to take part in this study were therefore that participants should be primary school teachers, working in mainstream primary settings. They should currently be working with *"a pupil who has been referred to the local "Behaviour Support Service" by the school for advice, as they consider them to be at risk of exclusion from their setting."*

The decision to focus on primary school teachers as the participant group for this study was related to the results of the literature review. This suggested that there was very little research exploring mainstream primary school teachers' experiences. This age range was also felt to be key for targeted early intervention programmes (Gross,2008), and this is something that Timpson (2019) highlights as key for reducing exclusions. Interventions advocated in this report, such as Nurture Groups (Boxall, 2002), are more commonly primary school based and therefore, if further training in this area is to be rolled out, a greater and more detailed understanding of the emotional experiences involved for primary school teachers would be incredibly useful and insightful.

3.5.3 Recruitment Procedures

A graduated approach to recruitment was taken, with participants initially sought from clusters of schools in closest proximity to the researcher. Participants were not recruited from the researcher's own patch of schools however as it was felt that this may affect what gets carried into the interview at a psycho-social level. After providing a brief introduction to the research at local SENCo Cluster Meetings,

recruitment was stepped out incrementally to other patches of schools until the desired number of 4-6 participants, as suggested by Hollway and Jefferson (2013), had been reached. In practice, alongside attendance at SENCo meetings, further follow up calls with schools were required in order to pursue those that had identified potential participants in their schools. An initial information sheet was provided for teachers outlining the aims of the study and detailing what their participation would involve (see Appendix A). Teachers who expressed interest were then met individually prior to starting the research to ensure that they had read and understood this information sheet. At this point participants were also required to give informed consent by signing a "Participant Consent Form" (see Appendix B). A purposive sampling strategy was utilised. This represents a form of non-probability sampling and is suggested as appropriate by Robson and McKartan (2016) because the broader population from which the sample has been drawn was quite limited. Teachers with diverse experiences in terms of number of years teaching, age groups taught and school locations were therefore sought. A total of six participants took part in this study.

3.6 Data Collection

3.6.1 The Free Association Narrative Interview (FANI)

Data for this research were collected using the Free Association Narrative Interview (FANI) technique developed by Hollway and Jefferson (2013). In contrast to semi-structured interviews, where the interviewer defines the agenda, narrative interviews

emphasise the importance of the participant as story-teller. Here the participant takes responsibility for making the meaning and relevance of their narrative clear (Chase 1995), allowing their experience to be explored more fully. One assumption of this particular interview method is that the stories participants choose to tell, the details they give, and the points they emphasis all represent choices that have significance beyond their conscious intentions. Patterns from free association are theorised to indicate associations and pathways that are driven by unconscious emotional motivations. Participants' investments in certain narratives are therefore theorised as serving a defensive function that can best be understood in relation to their own personal biographies and life histories (Hollway and Jefferson, 2013).

A further distinctive feature of this interview method is that it is the inconsistencies and contradictions that appear as part of participants' free association that forms a key area of focus for the researcher at the data analysis stage (Hollway and Jefferson, 2013). This is very different to the traditional focus of qualitative research, which is based on producing rational, coherent accounts. Hollway and Jefferson (2013) argue that by being attentive to the emotional logic provided by participants' associations, a richer and deeper picture of their inner worlds and the meanings they make can be achieved. Hollway and Jefferson (2013) advocate the use of multiple sources of data in order to develop a more holistic view of each participant and to gain multiple sources of evidence for theoretical links drawn. It was therefore the aim of this researcher to carry out two interviews with each participant. This was only possible for four of the six participants however, despite extensive efforts made by the researcher over a period of several weeks. The possible reasons for this will be

discussed in greater detail in the following chapter. All interviews were recorded and transcribed by the researcher, with the second interview taking place a half term after the first.

3.6.2 The Grid Elaboration Method (GEM)

At the start of each interview, participants were asked to record their thoughts in response to the following statement using the Grid Elaboration Method (GEM):

"Please draw or write down what comes to mind when you think about "the emotional experience of working with a child at risk of exclusion."

The GEM, developed by Joffe and Elsey (2014), aims to elicit individuals' thoughts and feelings about personal and social issues based on the principles of free association. Joffe and Elsey (2014) outline how the GEM has been informed by many of the principles that inform the FANI. It is designed to avoid the intellectualised responses often elicited by semi-structured interview techniques and as part of this research was used as a tool to open up free-associative thinking about the topic of interest prior to starting the interview. Joffe and Elsey (2014) provide examples from recent empirical studies which suggest the efficacy of using this method alongside the FANI technique. They suggest a key strength of this tool is that it allows a naturalistic expression of participants' implicit, emotional links between aspects of their experience.

3.6.3 Participant Pen Portraits

Hollway and Jefferson (2013) suggest that participant pen portraits should be gathered as supporting evidence that allows the researcher to attend to the "whole" of the participant when analysing the data produced. They suggest that these should be largely descriptive in nature and should contain details that make the participant come alive for the reader. In relation to this study, factual information was requested from participants about their range and number of years' teaching experience. In order to consider how participants' life histories and biographies might influence their experiences of working with children at risk of exclusion, they were also invited to describe their "journey into teaching." This was recorded by the researcher and provided useful insight into participants' motivations to teach, their conceptions of role and relevant life events that participants felt had led them into teaching.

3.6.4 Reflexive Field Notes and Research Diary

Hollway (2008) suggests that researchers use their subjectivity as "an instrument of knowing," (p.9). As previously discussed, researcher reflexivity is increasingly being recognised an important tool for understanding the affective aspects of the research encounter (Clarke and Hoggett, 2009; Henwood, 2008). Hollway and Jefferson (2013) suggest that noticing and using our own emotional responses as a source of knowledge is valid and provides a form of understanding that could not be achieved using cognitive methods alone. They advise that researchers should keep a "research diary" recording their emotional responses and experiences that take place in the

research process in the form of "reflexive fieldnotes." They suggest that these should acknowledge the feelings evoked and the subjective experiences that researchers have in response to the interviews, participants and the settings within which the research is based.

In this study reflexive fieldnotes were recorded in relation to the process of setting up, carrying out and following up each of the research interviews. They were also recorded straight after each I nterview and when listening back to the interviews. In line with this methodology, they have been written in the first person in order to retain their subjectivity.

Hollway (2008) suggests that "attention to the setting is a key part of what makes the method psycho-social, as opposed to relational psychoanalytic" (p.12). With this in mind, particular attention was also paid to my subjective experiences of the school settings themselves and my encounters with members of these organisations. In this way it is hoped that useful insights can be provided about the schools within which participants' experiences are based.

3.6.5 Psychoanalytically Informed Group Supervision

Elliot, Ryan and Hollway (2012) suggest that bringing reflexive fieldnotes to a psychoanalytically informed supervision space can contribute to the understanding of researcher subjectivity and can further the insights gained. They suggest that supervision is vital in order to address the emotional demands of using the self as a

reflexive tool. They report on a model of group supervision that they developed to support their psycho-social research project. Within the group they aimed to use group members' subjective responses to the material brought, and to reflect upon these responses in order to help researchers process and understand their own emotional experiences.

Elliot, Ryan and Hollway (2012) suggest that group supervision of this nature can provide a triangulation of the data. In this way they suggest the group moves beyond the idea of the defended researcher, to how best to help researchers reflect when their thinking is in danger of being compromised by anxieties. In line with principles outlined by Elliot, Ryan and Hollway (2012), psychoanalytically informed reflexive group supervision was also used as a tool to aid understanding of the accounts participants presented and my own subjective responses as interviewer.

3.7 Overview of Participants

Six participants in total took part in this study. They were drawn from primary schools serving different pupil populations and represent a range of years' experience as teachers and age groups taught. All six were women. Participants' "Pen Portraits" and the GEM sheets they completed at the start of the first interviews can be found in Appendix A. A summary of the pseudonyms used for each participant along with the year groups they were currently teaching and the number of years they had been working in the teaching profession is given below:

Table 1: Overview of Participants in this Study

	Year Group Currently Teaching	Number of Years' Teaching Experience
Participant 1 – Katharine	Year 5	8 years
Participant 2 – Lizzie	Year 3	5 years
Participant 3 – Emma	Year 1	2 years
Participant 4 – Charlotte	Year 5	4 years
Participant 5 – Naina	Year 3	2 years
Participant 6 – Jenny	Year 6	5 years

3.8 Data Analysis

3.8.1 Stage 1: Thematic Analysis

A Thematic Analysis (TA) was conducted on the data generated from this research in line with the principles of Braun and Clarke (2006). Although psycho-social research attests to the importance of holding onto the "whole" of participants' narratives and recognising individual differences between participants, it is also recognised that the social contexts in which they are situated greatly influence the meaning they make from their experiences. After familiarising myself with the data (as advocated by Braun and Clarke, 2006), it was noticeable that there was considerable commonality among participants' experiences and it was felt that this was important to explore at this first stage of analysis. A TA is flexible and has been utilised in many psycho-social research studies previously (for example, Capri, 2015). It also has the additional benefit that it can be used on a range of material.

In order to undertake this analysis, MAX QDA was used and a process of coding and identifying themes was undertaken in line with the stages outlined by Braun and Clarke (2006). A full breakdown of how this process was conducted can be found in Appendix B. A thematic map, detailing how themes, subthemes and codes are relate to each other is provided in Appendix C. The codes and segmented text associated with each code is provided in Appendix D.

The themes identified at this stage of the analysis related to the semantic, rather than latent, content of the transcripts. In this way, no interpretation or frame of reference was imposed upon the data and the language used by participants was taken at face value. It has been argued that the prevailing discourses that exist in schools affect the language and meaning frames available to teachers to make sense of their experiences (Wilkins, 2011). It was therefore felt to be important to acknowledge and explore the data at this semantic level initially before offering possible interpretations at the second stage of data analysis. The themes identified as a result of this analysis also arose inductively. The data was coded freely and as many codes as possible were initially generated from the data. Despite this, Braun and Clarke (2006) suggest that "researchers cannot free themselves of their theoretical and epistemological commitments, and data are not coded in an epistemological vacuum," (p.79). In this way, it is recognised that in bringing together these codes and attempting to make sense of the themes presented, my own subjectivities will have influenced the process

3.8.2 Stage 2: Applying a Psychoanalytic Lens and Attending to the Whole

The second stage of data analysis involved applying a psychoanalytic lens to the whole set of data available for each participant. This included reflexive fieldnotes relevant to encounters with both the participant and their school setting, the participant's pen portrait and data from both interviews contained in the interview transcripts and the GEM. Hollway and Jefferson (2013) outline the importance using all of these sources of data in order to hold in mind a complete picture of each participant. Although it is recognised that individuals can never be fully "known," they explain that the "Gestalt principle" is based on the idea that "the whole is greater than the sum of the parts," (Hollway and Jefferson, 2013, p.64). They describe a process of immersion in the data whereby the researcher feels inhabited by the participant and is able to make links and connections between different aspects of their data.

In order to support this process, transcripts were read and listened to again and notes were made at the side that drew links between elements of the data or the researcher's own subjective responses when listening again. Psychoanalytically informed group supervision was also used, as advocated by Hollway (2008), as a vitally important tool in the data analysis process. These group sessions provided an opportunity to present data from all of the sources outlined above and for the group to consider their emotional responses and the unconscious links made in response to this data. In particular, the groups supported the process of making links between the researcher's own subjective emotional responses, contained in reflexive fieldnotes,

and the emotional responses of participants. Suggestions and interpretations therefore emerged from some of these sessions that would not have been possible for the researcher alone. The aim of this stage of analysis was ultimately to try and offer some insight into the way in which the participants' internal worlds and unconscious defences came to affect, and be affected by, the school settings in which they were based, and how this in turn gave rise to their emotional experience of working with a child at risk of exclusion.

3.9 Validity

Yardley (2015) argues that traditional methods for evaluating validity, such as assessing a study's objectivity, reliability and generalisability, are not appropriate when evaluating qualitative research. This is because most qualitative approaches acknowledge the influence of the researcher and are not based on ontological positions that suggest there is one true, observable reality. Hollway and Jefferson (2013) also call into question these principles as measures of validity. They suggest for example that reliability, in terms of the replicability of data by different researchers with different participants, is not achievable and indeed should not be seen as a desirable aim. This is because the data that emerge from a research encounter are understood to be the result of an intersubjective encounter between a particular researcher and a particular participant. Yardley (2015) advocates a more suitable set of criteria in relation to judging the validity of qualitative research studies. A brief explanation of these criteria is offered below. These will be used to evaluate the validity of this study in the discussion section.

3.9.1 Sensitivity to Context

Although one of the key benefits of using qualitative research is that it allows new patterns and meanings to emerge, Yardley (2015) suggests it is important that studies demonstrate they are sensitive to the context from which these meanings emerge. She proposes that this should include a clear review of existing theoretical and empirical literature in the area as well as sensitivity to the socio-cultural context from which participants are drawn. With regard to this study, a clear review of existing literature has been offered and the social context in which participants' are embedded will form a critical part of the data analysis.

3.9.2 Commitment and Rigour

Yardley (2015) suggests that qualitative research studies need to show that sufficient attention has been paid to participant selection and the depth or breadth of the analysis offered. It is also suggested that this requires a high level of commitment and rigour on the part of the researcher. It is acknowledged that different methodologies will excel in different forms of rigour and Yardley (2015) suggests that researchers should explain which form of rigour they intend to excel in at the outset of their study. As this study utilises a psycho-social methodology, the rigour of this study will relate to the depth of analysis provided, and the individual insights offered for each participant.

3.9.3 Coherence and Transparency

Yardley (2015) suggest that the coherence of a study refers to "the extent to which it makes sense as a consistent whole," (p.267). She suggests that this is determined by the clarity and power of the argument that is made in relation to how the study was carried out. This in turn will depend upon the fit between the theoretical approach adopted, the research question, the methodology and the interpretation of the data. This section has therefore aimed to presents a clear account of the methodological assumptions underlying this study and a close adherence to the principles of Hollway and Jefferson (2013) has been maintained at each stage.

In order to provide a transparent account of the process, clear justifications for the decisions made have been provided and further details of the processes undertaken have been outlined either in this section or in appendices. Since a psycho-social methodology views researcher reflexivity as a critical part of the data production process, acknowledgement of my own position as researcher has been provided throughout. Researcher reflexivity will continue to be reported upon in the findings and in this way it is hoped that the role of researcher in producing these findings is also clear and transparent.

3.9.4 Impact and Importance

Yardley (2015) suggests that the key reason for ensuring that all of the above criteria are met is to show that the research is valid and therefore can have an impact. The impact and importance of this study will therefore be discussed in the final chapter.

3.9.5 Credibility

In addition to these principles, Hollway and Jefferson (2013) suggest that "credibility" is a key principle upon which the validity of psycho-social research should be judged. They suggest that interpretations of data should be robust and supported by evidence, and again highlight the importance of transparency and acknowledging researcher subjectivity as key to this process. It is argued that the reflexive fieldnotes and insights from the psychoanalytically informed supervision group provide valuable sources of evidence in this study, as well as a triangulation of data in relation to any interpretations or links made. Despite this, the connections made between participants' accounts and psychoanalytic theory in this study are not intended as claims to absolute truth. Instead they are acknowledged to be subjective interpretations, based on theoretical insights, that are intended to offer a useful way of thinking about the emotional experiences participants communicated as part of this research process.

3.10 Ethical Considerations and Psycho-Social Research

Hollway and Jefferson (2013) consider the ethical implications of psycho-social research in great detail. They suggest that, although it poses a number of unique questions in terms of research ethics, there are a number of ways in which the researcher can ensure they are upholding the highest ethical standards. They also suggest that, although it could be argued that psychoanalytically informed research imposes the researcher's own meanings onto the participants' experiences, creating a power dynamic in which the researcher is seen as superior to the participant, this is not the case. They highlight the way in which the researcher in psycho-social research is viewed as equal to the participant as they are also proposed to be a "defended subject" under the influence of unconscious processes and defences that operate outside of their conscious awareness. Interpretations that are made are also made with due caution and are not seen as claims to absolute truth.

In order to ensure the interests of participants engaging in this research were protected, the principles outlined in the BPS Code of Ethics (2018) were adhered to. These principles have been reflected on below with specific reference to the implications they have for pscho-social research. Ethical permission was also granted from the Tavistock Research Ethics Committee (TREC) (see Appendix E for letter of ethical approval).

3.10.1 Informed consent

Psycho-social research can be seen to present a difficulty in relation to the ethical requirement to obtain "informed consent" from participants before they take part in research. This is because the concepts contained within psychoanalytic theory, and the approach of the research, is likely to be unfamiliar to participants. It can therefore be argued that it is difficult for them to be fully informed about the nature of the research when they agree to take part.

In order to minimise these difficulties, all participants that took part in this research were initially provided with an information sheet about the nature of the research (Appendix F). This contained details of the study and also highlighted that psychoanalytic theory would be drawn upon at the data analysis phase. As researcher I then met with each of the interested participants prior to undertaking the interviews to go through this information sheet with them, to ensure that they had attended to all of the information contained within it. I was also able to answer any questions they had at this stage. Participants then gave informed consent at the start of the research by reading and signing a form that outlined these details again and explained how their data would be stored (see Appendix G).

Hollway and Jefferson (2013) advocate using a clear and non-technical explanation that allows participants to engage with the question in ways that are of interest to them. They suggest that participants should be active co-participants in the relationship within which the date are produced. In this way they should be able to

interpret the question and the interview space in the way that is of most relevance to them. This principle was also adhered to when writing the information sheet and consent form and when conducting the interviews with participants.

3.10.2 Deception

Hollway and Jefferson (2013) do not feel that psycho-social research involves "deception," however they do highlight that there may be a conflict of interest in the meaning frames applied in the analysis. The BPS Code of Ethics (2018) defines "deception" as unacceptable if it leads to "discomfort, anger or objections from participants" when the true nature of the research is revealed. Here it is important to emphasise that the interpretations generated in the analysis of the material are not claims to truth but merely interpretations. Respect for participants and their own interpretations was upheld throughout the research and a "both/and" standpoint was adopted when analysing the data.

3.10.3 The Right to Withdraw

Participants were informed that they had the right to withdraw from the research at any time until the analysis stage. Although two of the participants did not take part in second interviews, they did not indicate that they wished to withdraw their data from the research.

3.10.4 Avoidance of Harm

The BPS Code of Ethics (2018) states that research should avoid harming participants. This research seeks to uphold this principle, whilst also recognising that certain aspects of the interview method or analysis could evoke painful emotions or cause participants distress. Hollway and Jefferson (2013) suggest an important distinction exists between "distress" and "harm," highlighting that "distress" is not necessarily "harmful." They suggest instead that it is the relational context in which distress is experienced that determines whether it is felt to be harmful. They also suggest that, if the researcher is able to provide containment and recognition to participants in response to any distress they do experience, the research could actually be of benefit to individuals' well-being.

In line with these principles, research interviews were conducted in a sensitive and containing way that offered participants a genuine experience of being listened to. The skills developed as part of the researcher's own professional training as a psychoanalytically informed EP were drawn upon to support this process. After the interviews, participants were also offered a period of debrief and the researcher communicated that additional support was available should this be felt necessary. Hollway and Jefferson (2013) suggest that by upholding the principles of honesty, respect and sympathy harm can be avoided.

3.11 Data Protection

All participants' data was stored on password protected electronic devices, with no identifying information available in relation to each file. Participant data will be held for five years and then destroyed. All participants were be made aware of these factors.

3.12 Anonymity and Confidentiality

The interview transcripts and findings from this research have been anonymised, and pseudonyms used, in order to remove details identifying individuals or their schools. Due to the small number of participants and the personal nature of the data generated however it is difficult to ensure that participants will not be identifiable by those who know them. In line with the suggestions of Hollway and Jefferson (2013), participants were informed of this and of the ways in which their data might be used following the research, therefore they have provided informed consent for their data to be used with this level of anonymity and confidentiality.

3.13 Feedback to Participants

Hollway and Jefferson (2013) argue that a key difference between the use of psychoanalytic principles as a therapeutic technique and psychoanalytic principles as a research technique, is that interpretations are not offered to participants as part of the research. Instead, in psycho-social research, interpretation is engaged in at the

stage of data analysis. It is recognised however that participants would welcome

feedback about the findings of this study, and therefore this will be offered at the

level of the themes identified and the commonalities between their experiences.

3.14 Chapter Summary

This chapter has provided an overview of the research methodology used in this

study. It has outlined why this is most appropriate for the purpose, aims and research

question addressed in this study and has offered an account of the ontological and

epistemological positions this research assumes. An overview of how a psycho-social

research methodology was applied in this study has then been given with reference

to the methods of data collection and analysis used. Finally, issues of quality and

ethical practice have been addressed. It is hoped that this chapter aids the

researchers aim of achieving transparency with regard to the process and theory

underpinning this research.

4.0 Findings

4.1 Chapter Introduction

The purpose of this chapter is to outline the findings of this study. This will be done in two stages. Firstly, an overview of themes identified across the whole data set will be provided. Secondly, an interpretation of participants' experiences using a psychoanalytic lens will be offered.

4.2 Stage One: Overview of Themes

This initial thematic analysis offers an overview of the key themes to emerge from the entire data set. This is because great deal of commonality was found between their experiences. The two main themes were present across the narratives of all six participants, and the majority of subthemes were also present, to some extent, across all six the narratives. As outlined in the methodology section, this thematic analysis was carried out in line with the principles of Braun and Clarke (2006). , A full breakdown of how this process was conducted can be found in Appendix D. A detailed Thematic Map, detailing how themes, subthemes and codes are related to each other is provided in Appendix E. The codes and segmented text associated with each code is provided in Appendix F.

Table 2: Thematic Map

Main Themes	Sub Themes
Knowing vs Not Knowing	The Child
	What to Do
	What will Happen
	How I Feel
Us vs Them	Us: An Intense Relationship
	Us: A Supportive Team
	Them

4.3 Knowing vs Not Knowing

Across all participants, the main theme to emerge from the data was that of "knowing versus not knowing." Many aspects of participants' experiences were dominated by attempts to understand and come to "know" something that was uncertain and unknown. In order to do this participants' narratives often moved between descriptions of things that were "known" (such as how the child presents at school or strategies that have been successful) and those that were "not known" (such as why the child presents in such a way or why a strategy does not work consistently). There was a sense that participants were constantly trying to make

sense of their experiences and how they should respond, and this was apparent in all of the interviews.

This main theme can broadly be subdivided into four subthemes. Although it is recognised that there is some overlap between themes, each subtheme was felt to relate to a distinct and unique aspect of the experience. Participants' emotional responses to their experiences are contained within each of these subthemes. Discussion of their experiences in relation to "knowing versus not knowing" their own feelings however are contained within the fourth subtheme: "My Feelings." The four subthemes are each discussed in greater detail below:

4.3.1 The Child

This subtheme captures participants' experiences of "frustration" and "helplessness" in response to "not knowing," but wanting to "know" the children at risk of exclusion in their classes. It includes the many, varied descriptions of the troubling and puzzling behaviours presented by children and participants' attempts to understand what this behaviour might be communicating or how the child might be feeling:

"What's going on inside their head? What what is, making them do that? What what are they, feeling? Erm, you know, why is, a child being, violent like this? I mean it's, probablyyy, … [intake of breath] … … … some kind of frustration?" (Lizzie 1: 247-250)

"We also like very strongly believe that all behaviour is communication. Erm and so the reason that she is, doing all these things and showing all these behaviours is because she is unhappy and she needs help" (Charlotte 1: 201-205)

"So yeh, some days he comes in and I can see he's upset and he won't wanna talk about it. Or he's angry or he's frustrated and it could be simply because they've run out of his favourite cereal or he wasn't allowed to bring his bike to school." (Jenny: 93-97)

The contradictory and unpredictable nature of the child's behaviour was also identified as a source of frustration by all six teachers. They described their experiences of "not knowing" why children's emotional states changed so quickly. They also described attempts to identify triggers in order to "know" more about when and why these changes happen:

"I think you feel quite … helpless in a way because, you're … trying your best to find something, that you can say like "right this is why that happens and we'll just stop that and it'll be fine and we'll fix it" And obviously it's not the case" (Charlotte 1: 163-166)

"It's just frustration … cos I don't know why …. Ya know, he's he's stood there and said "no, I won't" … and he's walked out of the door and he's done it" (Katharine 1: 67-69)

Participants often sought to understand the child's behaviour in light of what was "known" about them. This tended to be knowledge within the system about a child's family circumstances or any diagnoses from external professionals. These two sources of information were also sources of further uncertainty however, as participants often wanted to "know" more about a child's home life and were often

waiting for more to be "known" through further assessments by external

professionals:

"These two boys I just wonder what you know what's happened in a year and a bit for, it all to change

… I mean I'm assuming there are familial issues there anyway that-- because one of them has

attachment issues" (Naina: 178-180)

"I still I cannot say that I fully understand him, because it's not, because he doesn't have a diagnosis it's

not like you can read a book on ADHD and think right well, I can do this this and this to help that child."

(Emma 1: 238-241)

Five of the six participants described child protection concerns that were held by the

school. Some of the facts that were "known" about a child's background were a

source of sadness and were experienced as particularly upsetting by participants.

Further concerns about aspects of the child's experiences that were "not known"

caused further worry and anxiety. Participants also expressed a sense that they felt

powerless to do anything to change this experience for the child or for themselves:

"And I'm just worried about where he is, what he's doing. Is he safe? Where did he sleep last night? Has

he eaten? You know, is he out at 9 o'clock at night on the streets. I just can't help but worry about it.

There's not a lot I can do about it." (Jenny: 104-107)

"Yeh, it is it is really upsetting because, at the end of the day he is only five and you think … … [sighs]

yeh and it's it is out of your control as well. There's nothing you can- I mean, you can make his day at

school the best it can be but, ultimately he's still gonna go home … to that" (Emma 1: 170-174)

4.3.2 What to do

This subtheme captures participants' experiences of "not knowing" what to do. This was expressed in relation to "not knowing" how best to respond in the moment but also in relation to "not knowing" how best to juggle their competing responsibilities as teachers. All six participants spoke about how difficult it was to know what to do in the moment, when faced with the challenge of both teaching and managing behaviour. They referred to their responsibility to "keep all children safe" and many referred to "known" crisis response procedures, such as "evacuating the classroom." Descriptions of responding in the moment were dominated however by a sense of "not knowing" what they should do and whether they did the right thing:

"Its panic. Panic. You're just like "ohh what am I gonna do, what am I gonna do?" You know cos I've got this I had 12 kids and I've got 10 kids over here and I've got to make sure you're behaving and I've got these two running round here and it's like "what do I do? Where do I go?"" (Lizzie 1: 694-697)

"You'll see that change again in his face, and he'll … he, you can see his hands he puts into fists straight away and you think "right, how am I gonna stop this?"" (Emma 1: 449-451)

All participants also spoke about of how difficult it was to manage their responsibility to both the individual child at risk of exclusion and the rest of their class. Discussion of personal beliefs and values in relation to their role appeared to offer something "known" that guided their approach to this balancing act, however there was often a sense that they should "do more" and "give more" in order to meet all of their responsibilities:

"And then how do we carry on if the, if the behaviour is continuing? It's just. What do you deal with? Do you deal with that? Do you deal with the 28 other children?" (Naina: 106-108)

"Because I see a child who's … … … has … so many issues, that I feel sad that… … I wanna do more to support him and more to help him on his journey through education, and … there's so many things get in the way of doing that. And it makes me feel sad." (Katharine 1: 9-11)

This sense of "not knowing" what should have been done and if they should have done more was also linked to feelings of guilt and failure, both to the individual child if they experienced an exclusion and to the other children:

"Erm, but when I'm I I can't – guilty, is probably cos I'm letting the other children down, erm by not giving them as much input as perhaps I should be," (Lizzie 1: 449-452)

"Oh again, I think again it's the not having done enough,… to prevent them from doing whatever they've done, or not having done enough to support them." (Naina: 80-82)

Participants' descriptions of their search for solutions and strategies to support the child at risk of exclusion were also classified under this theme. Participants described the emotional experience of constantly searching for strategies and "not knowing" what to do as *"draining"* and *"tiring:"*

"PP: Sometimes it's hard cos you think "I've run out of ideas. What do I do next?"
TB: Mm hmm. And what do you do next?
PP: Sit in the corner and cry." (Katharine 1: 348-351)

"And it is just about us running through things thinking "OK one of these should work, one of these should work" … because, you know, there are some weeks where I get to the end of the week and I think I'm like desperate for something, to change." (Charlotte 1: 170-174)

4.3.3 What will happen

Alongside participants' experiences of not knowing why children changed or what their behaviour was communicating, was an experience of the emotional impact this unpredictability had on their daily lives in the classroom. Participants described their experience of "not knowing" what will happen from one moment to the next and this was linked to a feeling of not being "in control." This led them to report feeling "on edge" and descriptions often pertained to being in a constant state of hypervigilance. They felt they needed to be "ready to respond" at all times in order to meet their responsibilities to the other children's safety and learning:

"Erm, yeh so, he does, he can just completely change and you have to, almost have your eye on him the whole time because, if that does happen you need to go over, straight away and say "how can I help you? … What do you need?" And try and like calm him down." (Emma 1: 451-454)

"So even though it's like settled and calmer, you're still like, it's like that adrenaline like that fight or flight of that like okay, I'm ready if something goes wrong." (Charlotte 2: 232-235)

Alongside this experience of "not knowing" what will happen during the day, participants also reported their frustration and anxiety in relation to "not knowing" what will happen in the future. Many participants spoke about trying to plan ahead

and to anticipate where difficulties might arise in order to be more effective at

managing them. This experience was felt to be particularly tiring, as it largely took

place outside of the classroom and so impacted on teachers' personal lives. It was

also felt to be particularly frustrating, as even with this planning it was impossible for

them to "know" or control what would actually happen:

"But equally you kind of have to mentally prepare yourself for, it might happen. And so you've kind of

*got to get into the idea of, "Right, what are we going to do if that happens?" [**TB:** Mm hmm mm hmm.]*

But there's definitely that sense of like, uncertainty with, how they're going to be, with how I'm going to

respond." (Charlotte 2: 382-385)

4.3.4 How I Feel

This final subtheme relates to participants' experiences of their own feelings and

emotional responses. Alongside not being able to "know" or control what will

happen, participants also reported an experience of not being able to "know" or

control how they will feel. Many described experiences of their own emotional states,

and the emotional atmosphere of their classrooms, changing as a result of the child's

behaviour or moods. This changeability in the child's mood was experienced as

particularly powerful by some participants and it was felt that the child controlled

how they felt from one moment to the next:

"So some days, can be settled and how is … erm down to how he comes in in the morning erm but some

days can can be, hugely good… you know feel everyone's feeling good and positive and calm and then

*the next moment it can sort of, … … slip? [laughs] [**TB:** Mm hmm] And it can feel erm, it can feel*

completely different. So that's … yeh." (Emma 1: 23-27)

"Erm, as much as I was angry that he'd said, what he's said to this boy, erm but then when he said "oh I

didn't know" you kind of think, [laughs] then you kind of come (gestures) down again. Mm hmm] So

you're on this emotional change all the time." (Katharine 1: 282-285)

This subtheme also captures participants' attempts to think and talk about their own

emotional experiences. Although participants were able to express aspects of their

emotional experience in relation to the subthemes discussed, there was also a sense

that it was difficult for them to "know" how they were feeling, or for them to think

about what the emotional experience of teaching a child at risk of exclusion felt like.

Participants frequently expressed that there is no time or space for them to process

their own emotions within the school day and all four participants that took part in

the second interview reflected positively on the first interview as an opportunity to

engage in reflection:

"Erm … … I don't know--- I think. I suppose, you think about it. But then you also have to think about the

*rest of the children that you've got in your class and having to just get on with it [**TB:** Mm] and putting*

those feeling to, too, to one- to the side." (Naina: 44-47)

"Erm, … I don't know what it's like really because it's, … it's just what I do." (Lizzie 1: 445)

Finally, this subtheme captures participants' responses that made reference to the

thoughts and feelings they felt they should not have in relation to working with

children at risk of exclusion:

*"Obviously there are days when you're like [whispers] "Oh my God, imagine if they weren't here. Imagine how different it would be," [**TB:** Mm hmm mm hmm] and then you feel guilty because you think like "oh, but other people have done that to-to them. And that's why they are at this point."*
(Charlotte 1: 276-282)

4.4 Us vs Them

A further theme that was present in the narratives of all six participants was that of "Us and Them." This theme captures the way in which participants spoke about their relationships with the children at risk of exclusion, as well as their relationships with significant others. Across all of the interviews, "others" were experienced as either helpful, supportive and understanding or unhelpful, blaming and unable to understand. This sense of "us and them" often led participants to experience protective and defensive feelings towards the child at risk of exclusion in their class. This main theme can be divided into three subthemes that will be discussed in greater detail below:

4.4.1 Us: An Intense Relationship

This subtheme captures participants' descriptions of their relationships with the children at risk of exclusion in their classes. All participants spoke about this relationship to some extent and described it as both a frustrating and rewarding experience:

"You feel like, with the child ... I make a lot of steps forward and then he does something like that and you think ... ... dammit! We were ma- making good progress together, building that relationship, building that trust... and then he's done that." (Katharine 1: 20-23)

Five of the six participants also spoke about the intensity of this relationship and how difficult it was for them to "switch off" from thinking about the child.

"He's always in my head, always in my mind. ... And I try and switch off but then like mum will come and tell me something and I'll be like "oh no, that's not a good thing." And then I worry more," (Jenny: 109-111)

"I would say it's, tiring maybe? ... Erm, sometimes you feel like "I should stop thinking about them" you almost think "actually, you know now it's that thing where you need to switch off" (Charlotte 1: 30-32)

This subtheme also captures the experience of some participants that their relationship with the child was different to the child's relationships with others.

"Sometimes I like stand there and watch him to see how he reacts with them, but he treats them differently to how he treats me. So I still kind of feel like he would always come back to me." (Jenny: 138-140)

In relation to this theme, it is interesting to note that three of the six participants were teaching the children for a second year and a fourth participant raised the possibility that she may be asked to teach the child for a second year in the future.

4.4.2 Us: A Supportive Team

This subtheme captures participants' experiences of those around them that they found to be supportive and helpful. For some participants their class TA was experienced as a particularly supportive presence. For others this support came from the broader school context, SLT or family members at home. Experiences of others who understood and offered a space to offload and reflect were reported by all participants as important:

"I feel so grateful. I mean, I've had the same TA for a couple of years now and she is, she's fantastic" (Emma 1: 509-510)

"And there is a really good ethos in the school, and I think that makes a massive difference. That everyone is kind of like you know, if she for example is, running up and down the corridor, I can guarantee that someone at lunchtime will say to me "oh how was your day I saw her out"" (Charlotte 2: 296-299)

4.4.3 Them

This subtheme captures participants' experiences of significant others whom they experienced as unhelpful and unsupportive. These individuals were felt to be directing unwarranted blame towards the child and there was a sense that they did not understand the child or want to help them. Other members of staff within school, particularly those who supervised at lunchtime, were commonly experienced as unsupportive and blaming. In relation to this finding, it is interesting to note that five

of the six participants reported regularly giving up their lunchtimes to either pre-emptively support the child or to respond to incidents that had occurred:

*"The the thing that is frustrating is that a lot of the time it doesn't happen in the classroom…. [**TB:** Mmm]. It happens outside, on the playground. It's towards adults. …. He's never sworn at me he's never been threatening to me, but is to other adults" (Katharine 1: 23-26)*

And I get quite defensive as well. [laughs] With the other teachers, I'm like [whispers] "he's not that bad." And also with the lunch time staff as well because, they come in for like a hour and, that's the most volatile hour. So I've had to have a few conversations and actually say, "Look, he does struggle but he's doing really well and if you can focus on the positives." (Emma 2: 384-388)

A variety of other individuals and groups were experienced in this way by participants, including parents, members of SLT, the child's previous teachers, other schools and external professionals. These experiences often led participants to feel they needed to "fight for," "protect" and "defend" the child from these others. This often reinforced the sense that their relationship with the child was different from others and led some participants to express feeling that much of the responsibility for the child at risk of exclusion fell to them:

*"And that's when I get protective [**TB:** Mm hmm mm hmm] because, I feel like "you don't know him. You don't talk to him like that. You don't talk about him like that. And if you have a problem or there's a situation come and talk to me first and I will tell you what I feel you need to know" (Jenny: 269-273)*
"And I guess that's true, it must be true in a lot of schools, you know, one adult has a relationship, everything falls on them. … That can be tiring." (Katharine 2: 140-142)

4.5 Stage Two: Applying a Psychoanalytic Lens

In line with the psycho-social methodology employed in this study, this second stage of data analysis focuses on making links with psychoanalytic theory. This analysis was conducted in line with the principles of Hollway and Jefferson (2013) as outlined in the methodology section. A key focus was therfore on keeping in mind the "whole" of the data set for each participant. Reflexive fieldnotes and researcher subjectivity have also be utilised for this stage of the analysis. Links are offered between parts of individuals' narratives and what is known about their experiences overall. In this way attempts are made to explore how and why they might have invested in particular discourses and what defensive function these discourses might serve. Attempts are made to explore the inconsistencies, contradictions and puzzles within the accounts and, where appropriate, these are used to suggest that unconscious defences against anxiety may be at play. It should be noted that the narratives of all participants showed evidence of movement between integrated and fragmented states of mind. At times it was possible for participants to recognise both the good and bad in others and in their experiences and their own thoughts and feelings. At other times however, this was not possible. It is my view that the most unbearable aspects of participants' emotional experience were unconsciously defended against by being split off and projected out. It is therefore the evidence of fragmentation and splitting that will be focussed upon in this analysis.

4.6 Accounts that Separated "Our School" from "Out There"

4.6.1 Charlotte

Charlotte completed her teacher training straight after her undergraduate degree. She had been teaching for four years within the same school and had several children at risk of exclusion in her class, although the focus of our discussion centred around one particular child. Charlotte's school is known for its distinct ethos in the LA as it has a reputation as a particularly low excluding school and also takes many children who are at risk of exclusion from other schools on a managed move basis. Charlotte referred to the unique ethos of her school throughout both of her interviews. She frequently spoke about how strongly she, and other members of staff, believed in this ethos:

"So, I think we're quite lucky in that, our ethos attracts a lot of the right adults. And so, everyone that comes here for the most part is, very like, "you know what they need to be in class, they need to be positive. It will be ok. We need to help them."" (1: 674-677)

Charlotte's first interview was dominated by a sense that she found herself *"constantly thinking about"* the child at greatest risk of exclusion in her class. The word *"constant"* appears thirty times in her first interview and her narrative similarly flows in constant, uninterrupted streams for pages at a time:

"...but the constant, "Ok, what's gonna happen? Ok, what are they doing now? What if I do this? Oh, they've had their hand up for, thirty seconds, now that might be too long I need to ask them quickly."

It's so tiring." (1: 361-364)

"I kind of sat last night, or laid in bed thinking "go to sleep" and then was there like "but I don't want today to be like tomorrow, so I need to work out what went wrong to... make it not happen today?"" (1: 75-77)

Charlotte also made frequent reference to how "*powerful"* the child was. She spoke many times about her need to *"constantly think about her"* in order to *"gain back control."*

"There are some children who are so, powerful, that, you have to think about them, even when you don't want to." (1: 443-444)

Although Charlotte was often in touch with how difficult the experience was, she always balanced this against her strong belief in the ethos of the school. She frequently spoke about *"other schools"* and there was a sense that other schools excluded children but this school was different and would not exclude:

"I defin-- like I understand why schools get to a point where they feel they need to exclude. ... But, I definitely don't think is the right thing to do. I think like no matter how, like emotionally draining it is and how difficult it can be and how much sometimes you get to an end of the day you think like, "do I still want to come back tomorrow?" I think it's-- it kind of is, balanced out by the fact that, like I feel like I'm doing the right thing. I feel like, I'm having an impact, on the children. And it's-it's so rewarding." (1: 684-687)

At times, Charlotte was able to recognise the other part of herself that hoped for pupils to be excluded, however this unthinkable thought was always voiced in a whisper and was often followed by explanations about why this was not the right thing to do:

"But, I mean even then, [quiet voice] there are still there are days when you're like, "Imagine if we did. Imagine if we did exclude, how much easier it would be." (1: 678-679)

Following our first interview, I recorded the following reflective field note:

I really like Charlotte and that was a very easy interview. I didn't have to say much at all – it felt like she was ready to explode and it all came pouring out. I have left feeling quite uneasy and uncomfortable though. At times during the interview I got a sense that the school might be on the verge of chaos. An image of the children taking over and ruling the classes came to mind.

At the time of our second interview circumstances had shifted. The child in Charlotte's class, and two other children, had been given fixed term exclusions following several escalating incidents on the same day. Charlotte spoke at great length about these exclusions and their impact on the whole school:

*"Other members of staff have kind of commented as well that, [whispers] "oh it's really calm" And then someone will say like, "Well, you know, these children aren't in school." And then you're like, [whispers] "oh yeh. It is that" And it's, I I was talking to someone this morning who was saying, "It's amazing, how three children, can have that much of an impact [**TB:** Mm hmm] on, you know, 400 odd children in the rest of the school. And the adults and the other staff members." (2: 307-313)*

Within this interview, Charlotte appeared much more able to be in touch with her

unthinkable thoughts and to hold a more integrated view. She also made explicit links

between her own childhood experiences and her belief in the ethos of the school:

"So I-I like find myself, comparing a lot of things, and I think that's a lot of the reason I am, so invested

*in her, because I just think like, "I know what it's like to, [**TB:** Mm hmm] you know, to not trust adults*

*and to have those inconsistencies." And I just like I so desperately want, to be that adult, for her. [**TB:***

Mm hmm] Like I want her to go home, and think like you know, "Ms XXXX said that, tomorrow I'm

doing this and I believe her" (2: 615-620)

4.6.2 Links with Psychoanalytic Theory

Charlotte's narrative contains evidence that she may have invested in an idealised

notion of her school and its ethos in order to defend against the anxiety associated

with the experience of working with children at risk of exclusion. In line with idea,

Charlottes thoughts about excluding and rejecting pupils can be seen as split off and

projected out, located in other schools that *"do exclude."* In this way she may have

been able to experience herself and her school as protecting, nurturing and caring for

students whilst other schools were seen as rejecting and uncaring. In this way she

could love herself and her school but hate other schools and the possibility of taking

up her role elsewhere. In our first interview, Charlotte's narrative erupted as an

unboundaried stream of unconnected thoughts. This may have been a reflection of

the way in which she experienced the behaviour of the child in her class, as erupting

unboundaried and uncontained, with no end in sight as exclusion was not an option.

Her description of lying in bed not wanting "*today to be like tomorrow*" can be seen

as an insight into her unconscious experience of the constant nature of this challenge.

My own emotional experience, recorded in the reflexive fieldnote above, may also reflect the school's difficulty holding the boundaries for these children. Charlotte's narrative in our first interview was dominated by descriptions of her school as "*non-excluding*" and other schools as "*excluding."* I got a sense from her narrative that the school organisation may itself have been identified with this split, and certainly within the LA the school had come to be seen in this way. It may be that the burden of receiving so many pupils at risk of exclusion, whilst at the same time juggling the competing responsibilities of their role, resulted in splitting between themselves as "*non excluding*" and other schools as "*excluding*." The heightened anxiety associated with holding the powerful projections of so many children at risk of exclusion may also have made it difficult for the school to hold onto a more integrated view of "*exclusion,"* as they had located all of the bad associated with excluding in other schools and the good associated with not excluding in them. Being so strongly identified with an identity that was based around the notion that *"we don't exclude"* may have prevented the organisation from thinking in a more integrated way about demonstrating that certain behaviours are unacceptable.

At the time of the second interview, when circumstances had forced this more integrated view to be adopted, Charlotte and other members of staff appear to have recognised the impact this had on the "*400 odd children in the rest of the school"* and *"the adults and the other staff members."* That such an impact was felt to be experienced suggests quite how powerful and overwhelming the emotional experienced had been. During our second interview, Charlotte also revealed significant experiences in her life that led her to align with this view. She suggested

that she strongly identified with the child and understood her experiences, however it although they may have shared certain common experiences, it is possible that Charlotte projected her own experiences of childhood out onto the child and understood the child's behaviour in the light of these experiences. In this way, she may have been responding to the child's behaviour in a way that attempted to offer or provide something for the child that herself had longed for as a child. Her description that she "*so desperately wants to be that adult*" for the child can be seen as evidence aligned with this interpretation.

4.6.3 Lizzie

Lizzie joined the teaching profession as a second career after her own children had started school. She had been teaching for seven years and worked in a school in an area of high deprivation. At the time of our first interview, Lizzie's class contained seven children presenting with challenging behaviour. Three of these were felt to be at risk of exclusion. Below is an extract from my research diary outlining what, at the time, I felt was quite an unusual experience of entering the school system:

> *SENCo at XXXX school seems very keen. She spent a good five minutes talking about a particular class on the phone and then ran out to the field to find the teacher and asked her there and then if she wanted to take part. She has even offered to provide cover so that the teacher can take time out of class. If only all SENCos were this helpful!*

During our first interview, Lizzie described the violent and troubling behaviours she had experienced during her time as a teacher. Her descriptions of behaviours were often accompanied by comments about how often they occurred and explanations of what the official guidance is around teachers' responses to this behaviour:

*"There were frequent incidents like that. I think it was the erm throwing the chairs at particular adults, you know j- generally, doing that [**TB:** Mm hmm] erm he would err run, out, so he would run out of the, fire exit, erm and then run across so he did that in this instant. And again, the, I think the guidelines as a teacher is to use reasonable force where does that stop? Erm and if he's running, to be honest, [**TB:** Mm] I'm not gonna stop him, because that's gonna make it worse. Erm we've had training in erm reasonable erm, sorry did I say reasonable support? [**TB:** Mm] I meant to say reasonable erm, force."* (1: 71-78)

Alongside descriptions of behaviour, Lizzie expressed her desire to understand what the children were communicating through their behaviour. She described how much she wanted to *"help," "support"* or *"fix"* them:

*"I, genuinely feel quite sad and emp- empathetic? [**TB:** Mm hmm] is that a word [**TB:** Mm hmm] erm, about it so, when I've dealt with one – in in a weird way I quite enjoy it that's why I work in a school like that erm … I enjoy trying tooo … … support them? [**TB:** Mm hmm] To help them?"* (1: 105-109)

Lizzie spoke several times about the importance of having *"positive expectations,"* and how this belief drove her practice as a teacher. In our second interview this was also linked to her own experiences at school and her experiences with her own children:

*"So when my children have been going to school, when I went to school, I didn't have a great school career, particularly primary, erm, it's an expectation thing [**TB:** Mm hmm] So if a-an adult expects a child to come in the classroom and behave in a certain way [**TB:** Mm hmm] I believe that child is gonna live up to that expectation. [**TB:** Mm hmm] So, very often, when there's been an issue, the last thing I say to the child is, tomorrow is a new day. We'll start again tomorrow. [**TB:** Mm hmm] And when that child walks in the classroom, I do not-- I-I try not- [**TB:** Mm hmm] -to expect them to misbehave." (2: 296-306)*

I was struck by how difficult it must be to hold onto positive expectations and a desire to help in the face of such challenging behaviours and competing demands. I asked Lizzie about this and she told me:

*"Erm, there's an element of it that I quite enjoy. Erm, some people work to live and some people live to work and I, [laughs] [**TB:** Mm hmm] although I've got a family and children I really enjoy it [**TB:** Mm hmm] erm somebody said to me once erm, "if you enjoy what you do you'll never work another day again." And that's how I feel erm erm, about the job but, sometimes that again that has an impact on my, wellbeing erm [**TB:** Mm hmm] if you like. I have erm, epilepsy. Erm and sometimes if I'm over tired erm, I have had, I've had, two fits at school. [**TB:** Really] Erm … yeh but it … I I mean I yeh, I don't know that its … associated with, [**TB:** No] it's just generally it's being a teacher really." (1: 416-424)*

In both of Lizzie's interviews she spoke negatively of OFSTED and the results driven focus that she felt occurred in "*other schools*." She spoke positively of the ethos in her school and felt that her SENCo and headteacher understood and were supportive:

"If I'm honest, I-I-I'd-I'd like to think most teachers imagine teaching to be, looking after kids in-in- I mean in-in lots of schools, it's is not--it's very results driven. It's quite, you know, erm, and we're not like that here at all which is quite nice." (2: 140-143)

There was also a strong sense that those who do not work in the classroom did not understand what it was like. This was particularly felt to be the case for "external experts" who offer advice:

"But when, that's easy to say when you're not in the classroom. You know when you're in the classroom and you can see these children, who are behaving beautifully and folding their arms and you know sitting like this when you ask them to and, I should think their arms get sore holding it up so often while I'm trying to shut the others up." (1: 599-603)

Following our first interview I recorded the following reflective fieldnote:

I feel like that interview was a lesson in how dangerous this research might be! Lizzie seemed on edge. She jiggled her leg constantly during the interview and for some reason I felt really nervous. I feel quite hot and bothered. I hope my questions don't end up pushing someone over the edge – will I be able to pick them back up if they do?

4.6.4 Links with Psychoanalytic Theory

I found reflexive group supervision particularly useful for my thinking in relation to Lizzie. I had left the first interview feeling quite overwhelmed and brought the transcript and my reflections to the group. It was noted that Lizzie's account contained many contradictions and puzzles, such as the example provided above.

Here Lizzie explains that she *"enjoys"* managing all of the challenging behaviour and holding onto positive expectations despite also revealing that the tiredness associated with *"being a teacher"* has resulted in her having two epileptic seizures at school. The group helped me to think about how overwhelming and frightening these experiences might have been for Lizzie, reflecting vulnerability and a total loss of control. During the interview however Lizzie had offered this revelation in a very matter of fact way. In line with Hollway and Jefferson's (2013) suggestion that participants may invest in discourses that serve a defensive function, we wondered if Lizzie's focus on the importance of *"having positive expectations"* and of *"living to work"* might reflect an avoidance of her fears about losing control. We also thought about Lizzie's descriptions of the behaviour in her class, escalating and becoming increasingly out of control, and how this might be mirrored in her experience of her own health and well-being.

There was a sense that perhaps for Lizzie, aspects of her emotional experience were too overwhelming and frightening to be thought about. Instead they may have been split off and projected out. According to psychoanalytic theory, this defence allows uncomfortable and unwanted feelings to be disregarded and disowned, leaving individuals free to experience only the good and desirable feelings associated with an experience, uncontaminated by the bad. For Lizzie, the good and desirable aspects of her experience may have been located in her identification with an idealised notion of the role of teacher. Lizzie spoke of how she felt teachers should be there to understand, support and help children at risk of exclusion and gave many examples of the time and effort she put into achieving this. She also identified the ethos of her

school as aligned with these beliefs. By investing in these idealised narratives of what could be achieved in her role, Lizzie was able to love and enjoy her job whilst avoiding experiencing the more negative, painful feelings that might make her hate the job or the children. The negative feelings were then located within other schools that were seen as very *"results driven"* and did not seek to understand their children or their behaviour. In this way, these schools could be seen as where all the aggression and anger towards children occurred, and in turn these schools could be hated.

4.7 Accounts that Separated "Our Classroom" from "Out There"

4.7.1 Katharine

Katharine came into teaching as a second career after having her own children. She had been teaching for seven years and worked in a school in an affluent area. At the time of our second interview she was teaching a child at risk of exclusion in her class for a second year, now in Year 6. A key focus for Katharine in both interviews was the importance of her relationship with the child. She frequently spoke about the process of building this relationship and the frustrations and rewards this involved:

"You know when you build a relationship with a child who's, not good at relationships [TB: Mm hmm] then that makes you feel like you're making a difference for him and then you put in a bit more effort, and that, but, yeh it can be very frustrating" (1: 191-194)

Katharine spoke about how she saw her role as a teacher in both interviews. She explained how important she felt it was to *"be there"* for the children whenever they

needed her. This often involved *"doing more"* or *"giving more"* of her time. On the day that we met for our first interview for example, Katharine had not eaten lunch as she had been supporting the child at risk of exclusion in her class. She told me:

"But that's, that's what we're here for isn't it? I think. Well that's what I'm here for. For those moments where, a child is, in need of some support … that's my job to do that. But yeh I can go home I go home and think [whispers] "I haven't sat down all day…. I haven't had a moment." (1: 570-574)

Katharine made links between how she saw her role, her journey into teaching and experiences in her personal life in both interviews:

"I think that's because I've, come in later to teaching, I think. You know, erm … because of what happened in my personal life and because of what happened that made me reflect and change my career [TB: Mm hmm] I think I give everything [TB: Mm hmm] and it take- it does take its toll" (1: 604-606)

At times, as above, she was able to be in touch with how difficult this experience of *"giving everything"* really was, however at other times this was more difficult. When I asked what the impact of her experience was on her personally for example she said:

"I don't I don't think it has. It just, it's part of my job. I don't, I don't see it has any impact on me." (1: 342-343)

Katharine identified her classroom TA as a key ally and expressed a sense that they worked together as a team to support and understand the child:

"... and I do think that he sees in me, and my TA, a a a team who, are fair ... [TB: Mm hmm] who, will support him, [TB: Mm hmm] who will talk to him, as if he's, ... not in an aggressive way you know" (1: 205-207)

She identified other adults in the school, particularly those outside at playtime and lunchtime, as a source of frustration. On several occasions she spoke about the child's behaviour being different *"out there"* towards other adults than it was towards her:

*"The the thing that is frustrating is that a lot of the time it doesn't happen in the classroom.... [**TB:** Mmm]. It happens outside, on the playground. It's towards adults. .... He's never sworn at me he's never been threatening to me, but is to other adults" (1: 23-26)*

There was a sense that adults on the playground blamed the child at risk of exclusion for all of the behaviour incidents that took place, and Katharine identified these "other adults" as the source of some of the more difficult aspects of her emotional experience:

*"They basically said, "Well, it's all down to one person. It's about him." And I'm like, "What? Where is that come from?" [**TB:** Mm-hmm] "How could it be one child? It just can't be just about one-one child on the playground." Erm, ... and I find that-- sometimes I find that hard. I find it emotionally, really hard." (2: 121-125)*

Following our first interview I recorded the following reflective fieldnote:

I felt very disorientated during that interview. I wanted to tell Katharine I understood how difficult it was and to share that I had been a teacher. I also wanted to offer her support in a consultative role. I left feeling guilty, like I shouldn't have taken time from her if I wasn't going to give anything back. I think she was actually quite angry with me being there. She hadn't even had lunch and was talking to me at the end of the day.

During our second interview the dominant themes in Katharine's narrative remained the same. The child had received a fixed term exclusion for behaviour that was directed towards her in the classroom however and she reflected on how difficult this experience had been:

*"I-I could understand why he would … butt up against the mid-days ladies-- mid-day ladies, because he doesn't have a relationship with them. [**TB:** Mm-hmm] What I couldn't understand, and I still don't really understand, is why he did that to me? [**TB:** Mm-hmm. Mm-hmm] And that-that really hurt. [laughs] [**TB:** Mm-hmm. Mm-hmm] When you put in so much effort [**TB:** Mm-hmmm. Mm-hmm] and you stand up for him all the time"* (2: 81-85)

4.7.2 Links with Psychoanalytic Theory

Across both of Katharine's narratives, she drew a distinction between what happened *"in here"* and what happened *"out there*." There was a sense that her and her TA were supporting and including the child but others were not. In this way there was evidence of idealisation and denigration in the split between herself and her TA in the classroom and those outside of the classroom. From a psychoanalytic perspective, by

identifying with an idealised notion of her role as teacher, Katharine was able to experience the positive, nurturing aspects of her experience but is split off from the more negative feelings such as aggression, resentment or hatred towards the child that are seen as existing in others. This also allows her to hold onto her view of the child as "*vulnerable*" and in need of "*more support*" to be able to offer this support.

Katharine made reference to the personal experiences in her life that had led her to feel she needed to "*give everything*" and to value the importance of building relationships with the children in her class. It may be that these aspects of Katharine's biography mobilised her to respond to the unconscious projections of the child in their relationship. In this way she may have experienced a feeling that *"he needs more,"* and she perhaps experiences feelings of guilt if she does not offer *"more."* Her experience of these kinds of projections may therefore be related to my own experience of feeling a sense of guilt after our first interview.

4.7.3 Emma

Emma had worked as a TA in her current school for five years before she trained as a teacher there. She had been teaching for two years at the time of our interviews. Emma's school was located in a relatively affluent area and she had one child at risk of exclusion in her Year 1 class. Emma was pregnant and preparing to go on maternity leave at the time of our interviews. Below is a reflexive fieldnote recorded after my first meeting with Emma:

> *I met with Emma today for the first time and discovered she is heavily pregnant. I felt a huge rush of guilt and fear that I should not be asking her to take part in this research. I don't know why the SENCo didn't mention to me that she was pregnant! Her and her TA were tidying the classroom at the end of the day and they made me feel very welcome. I think it is actually OK because they both seemed warm and open to the idea. I will go back next week for the first interview.*

Emma spoke in a very calm and carefully articulated way throughout both of our interviews. Her narrative was dominated by the success and progress the child had made but this was balanced against her experience of his *"unpredictability"* and her sense that she could not be *"complacent:"*

"My only concern is you don't want to become complacent about it, because as well, his behaviour is quite unpredictable. So even though we can map where he gets anxious throughout the day … erm, he can literally be laughing one minute, and then the next minute he could be in the biggest rage." (1: 371-374)

In the first interview, Emma described the child's behaviours using words such as *"threatening,"* *"targeting,"* and *"attacking,"* but these words appeared to be cut off from their emotional connotations of fear or aggression. They were also often mentioned alongside statements about the "*lovely"* side to him that she had seen:

*"They don't see him by himself they don't see, erm … how lovely he can be [laughs]. [**TB:** Mm hmm] And, some children, I mean when he, he tends to sort of choose a child to target for the day and that becomes like his obsession. Erm so there are certain children that I think, are more vulnerable than others to be, his target [laughs]." (1: 66-70)*

There was a sense that other adults in the school were scared of the child and other adults in the judged him negatively. Although at times Emma was able to recognise these feelings in herself, she most often focussed on the positive aspects of her relationship with the child:

*"It sounds really awful to say but some of the children are really scared of him. [**TB:** Mm hmm mm hmm] Erm and I think, if I'm being honest, some of the staff are too. [**TB:** Mm hmm] Erm, … but, yeh one on one he's wonderful." (1: 54-56)*

Emma described her personal values and beliefs as a teacher. She spoke of how important it was for her to "*give the child a chance*" and she identified her TA as a key ally in supporting her to do this:

"You hear a lot of things [laughing] erm … about a certain child before you have them in your class and I've always taken the opinion, actually let's see what they're like because actually Reception, to Year 1 is a huge journey" (1: 182-185)

In her second interview Emma linked her own experience of school, and her feeling that she had a negative reputation among the teachers, with her own ethos as a teacher:

*"I think people didn't really like me [laughs] like the teachers took a bit of a disliking to me. And you can tell as a child if someone doesn't like you. [**TB:** Mm-hmm] Erm, you can tell that you know, if your teacher doesn't like you or not. Erm, I think maybe that has influenced the way that I am in the fact that I have all my children know that I like all of them and, treat them all the same" (2: 329-332)*

In the second interview, shortly before she was to be leaving for maternity leave,

Emma was also more able to be in touch with her feelings of fear in relation to the

child:

"I was made aware that he, erm, he's- he's got a baby brother, and when his mum was pregnant he

erm, he- he attacked her. Erm, because he understood that there was a baby inside of her and he knew

that he could hurt, the baby so, when I read that, I kinda got a bit like, "Oh my goodness, like that

sounds terrifying."" (2: 134-137).

A reflexive fieldnote from the data analysis stage of the process is offered below:

Listening back to Emma's first interview, I was repeatedly struck by an image of a victim of domestic

abuse. I found this thought very uncomfortable and difficult to think about. It is difficult to write down.

4.7.4 Links with Psychoanalytic Theory

Hollway and Jefferson (2013) suggest that emotional links and unconscious defences

become apparent when we attend to the "whole" of a participant's data. In the case

of Emma, a particular pattern of response was repeated several times within our first

interview. I feel it is this pattern that may have led to the emotional response in

myself that is outlined above in a reflexive fieldnote. It was noticeable that Emma

frequently described violent or intimidating aspects of the child's behaviour with a

quiet, nervous laugh, and then followed these descriptions with an explanation of

how *"lovely"* or *"wonderful"* the child could be one to one. She explained that

"others" feel scared of the child, but she and her TA were determined to *"give him a*

chance." Alongside these explanations however, Emma also returned frequently to his "*unpredictability*" and her experience of seeing his face "*change*." There was a sense that, despite the success she had experienced, she could not be "*complacent*."

From a psychoanalytic perspective, it is possible to suggest that the way in which Emma views her role as teacher, to give the child *"a chance"* and to "*treat all children the same*," serves a defensive function. It is likely that, at times, it was very difficult for her to be in touch with feelings of fear or vulnerability that may have been evoked by acknowledging the aggressive or intimidating side of the child. These feelings of fear and vulnerability may therefore have been split off and projected out onto "*others*." It is also likely that her investment in these ideas around the role of a teacher are greatly influenced by her own experiences of school. In this way she may be unconsciously identified with the child, projecting her own feelings and experiences of school onto him, and then attempting to repair these feelings and experiences through her actions towards the child. In this way she may be seeking to provide him with an experience of feeling *"liked"* that she feels she did not have.

By the time of the second interview, the child had made significant progress and Emma was days away from going on maternity leave. In this context she was much more able to identify with feeling "*terrified"* when she first had thought about teaching the child, and also revealed a further significant factor that may have affected the defences she initially engaged. Emma described reading that the child had tried to harm his mother's unborn baby. My own response to this fact, and to Emma's pregnancy more generally, is likely to have been significantly affected by my

recent experience of being pregnant myself. I was very aware during my pregnancy how much more difficult it would have been if I had still been in my previous role as a teacher. It is therefore likely that I projected some of my own feelings, those that I assumed I would have had if I had continued as a teacher, onto Emma.

I also feel that Emma's pregnancy was, on the one hand, very present and apparent but, on the other hand, completely ignored. It was not viewed as significant enough to be mentioned to me by the SENCo for example, and it was not deemed significant enough for the school to decide that Emma should not take on a class with a child who had been violent to members of staff in his previous class and previous school setting. It is possible that at an organisational level, an acknowledgement of Emma's pregnancy and vulnerability was also being defended against.

4.8 An Account that Separated "Our Relationship" from "Others"

4.8.1 Jenny

Jenny worked in a school in an area of high deprivation and had been teaching for five years. She had one child at risk of exclusion in her class who she was now teaching a second year. She explained that she had always wanted to be a teacher and completed a course in "Child Development" straight after leaving school. She then had her own three children before completing her teacher training qualification. Below is a reflexive fieldnote reflecting my experience of meeting Jenny:

> *I waited for 10/15 minutes, watching all the toing and froing. Many people rushed past but no one offered a nod or smile. It was strange, as if they didn't want to notice that I was sitting waiting. After what seemed like ages Jenny appeared. She was dressed in tracksuit bottoms and a sweatshirt and I had assumed that she was a TA. I was surprised and embarrassed by my assumption when she introduced herself.*

During our interview, Jenny focussed a great deal on the strength of her relationship with the child at risk of exclusion in her class. She explained that she understood him better than other adults in the school and spoke about how difficult it had been for her to take a step back and allow others to deal with him more this year:

"Although he's part of my class, he has a one to one, he has that support so I can't do anything to help him and, that stresses me out because I know him so well, I know his triggers and his points and I just wanna help him … but I can't because I have to teach so, I find that stressful that I can see something happening and I can't get out there and I can see his stress and his worry sometimes and that stresses me out a little bit." (21-26)

Jenny felt that others in the school judged the child in her class negatively. She explained many times that she felt she needed to *"protect"* and *"defend"* him from these negative judgements, and even expressed a feeling that these judgements extended to her:

*"You know and I tend to find when I walk into a room, if they're talking about him then they'll stop. [**TB:** Mm] And I'm like "if you wanna talk about him, talk about him. He's not my child. If you wanna know something, I will tell you to a certain degree … but because of what you've heard you're all now judging*

*him" and I therefore feel that they're judging me [**TB:** Mm hmm] d'you know what I mean? Does that make sense?" (301-311)*

Jenny's concerns about the child were frequently voiced in the interview and there was a strong sense that she found it difficult to switch off from the child and her concerns about him:

"He's always in my head, always in my mind. … And I try and switch off but then like mum will come and tell me something and I'll be like "oh no, that's not a good thing." And then I worry more." (109-111)

In her pen portrait Jenny explained that she had a son with SEN. She told me that she felt her experience with her son informed much of her work with children with SEN. In relation to the child at risk of exclusion in her class, Jenny made reference to feeling "*like a mum*" to him several times. When describing how she was able to manage his behaviour in school Jenny also related this to her experience of being a mother:

*"I got cross with him. I used my mother voice [**TB:** Mm hmm] erm, and I told him to get down. And I think at the- he did it. But I had to go quite hard like, proper, cross mother you know, that kind of when you've been full named or middle named, you know that kind of tone your mother gives you [both laugh] you know, erm. And I think from that point he knew, that he'd pushed me too far." (404-407)*

Midway through the interview Jenny appeared to be surprised by the strength of her own thoughts about the child:

*"And sometimes I like stand there and watch him to see how he reacts with them, but he treats them differently to how he treats me. So I still kind of feel like he would always come back to me. So that's made it easier [**TB:** Mm hmm mm hmm] for him to go off, somewhere else- it's really weird I sound like I'm [**TB:** No, no] obsessed with him." (138-141)*

At this point she seemed to try and take a step back from talking about the intensity of her relationship with the child, however the focus soon shifted to the intensity of her relationship with the child's mother. There was a sense that Jenny understood and identified with his mother to some extent and she mentioned on a number of occasions that others did not understand or want to support her:

*"But sometimes it's very difficult when we're having a meeting and she doesn't agree with something and then, she looks at me and I'm on this side of the table and she's on that side of the table [**TB:** Mm] and I'm like well, I agree with mum, and I agree with the school. But I have to follow, the school." (235-239)*

Below is a reflexive fieldnote recorded after my interview with Jenny:

A very intense interview – I think I felt quite frightened some of the time when Jenny was talking. She kept asking "do you know what I mean?" and "does that make sense?" and I felt I had to really attentively agree or I don't know what would have happened! I have left feeling speechless. I can't really describe how I feel.

Many attempts were made to arrange a second interview with Jenny. I repeatedly called the school and left messages for Jenny or her SENCo to get back to me, however these were never returned. After many weeks of trying I felt the lack of

response had to be understood as a communication that Jenny did not wish to take part in a second interview.

4.8.2 Links with Psychoanalytic Theory

My interview with Jenny left the greatest impact on myself as researcher. I found myself thinking about her many times in the days that followed but, as reflected in the fieldnote above, I was unable to put into words exactly what I was thinking or feeling. Support from the supervision group to explore my own emotional responses alongside Jenny's transcripts helped me to come to understand these experiences further. Jenny's account, in comparison to the other five participants, showed much less ambivalence. In psychoanalytic terms, her experiences were much more fragmented and split. There was a sense that her relationship with the child was good and she was able to understand, help and support him, however others judged the child negatively and did not understand him. Although at times Jenny was able to think about the child and significant others in a more integrated way, these divisions and splits were reiterated many times.

Looking through the interview transcripts, the group were struck by how many times Jenny referred to feeling like *"a mum"* towards the child. She also frequently made reference to mothering and raising children, describing how she used her "*mother voice" with* the child and "*full named*" him for example. We also thought about my experience of Jenny, as presented in the reflexive fieldnote above, and also my subjective impressions more generally. I described how she had a working-class

accent and lived locally within the community for example. These factors made the group think about different constructions of behaviour, and the differences between working class and middle class parenting. It was suggested that perhaps Jenny's background and her personal experiences, having a son with SEN, led her to identify with the family's struggles and seek to support them. Jenny's description of feeling torn between which *"side of the table"* she is on in meetings with the child's mother and school can be seen as further evidence of this interpretation.

There is also evidence in Jenny's narrative that the strength of her feelings towards the child in her class take her by surprise. She describes how she likes to "*stand there and watch him to see how he reacts with them*" and explains that she knows he would *"always come back to me."* These phrases felt incredibly poignant and reminded me of my own feelings watching my daughter interact with other adults when she first started nursery. Jenny seems to recognise that her descriptions are outside of the traditional discourses used in teaching and remarks "*it's really weird, I sound like I'm obsessed with him."* It was almost as if, in making these comments, Jenny revealed the true depth of her feelings for the child to herself

4.9 An Account that Separated the "Children at Risk of Exclusion" from the "Others"

4.9.1 Naina

Naina joined the teaching profession as a second career after facing redundancy in her previous job. She had been teaching for three years at the time of our interview and worked in a school in an area of high deprivation. At the time of our interview Naina's class contained two children who were at risk of exclusion. She was teaching this class for a second time, having previously taught them a year and a half ago at the end of her NQT year. Below is an extract from my reflexive fieldnotes recounting my experience of entering Naina's school system:

The SENCo at XXXX school wanted to meet with me before talking to any of her teachers. She spent 30 minutes telling me about the challenges her school faced with children at risk of exclusion and said she would provide cover for teachers to take part in my research. It took several weeks of repeated phone calls trying to get the SENCo to respond to actually organise a date for this interview with Naina. When I turned up I found out the time I was given was actually her planning time! No cover had been offered or even mentioned.

During our interview, Naina frequently expressed feelings of "*failure*" and uncertainty about whether she had done *"the right thing"* when dealing with the children at risk of exclusion in her class. Alongside these statements she also often explained that she understood it was not her fault and that she had done all she could:

*"He's an autistic boy and he erm, pretty much out of the blue, attacked another, a little girl in my class. So it was the failure to not keep her safe, from that, [**TB:** Mm hmm] erm and also … that that happened in my class anyway. And I, I know in my head that I couldn't have done anything else in that situation [**TB:** Mm hmm] it all happened so quick [**TB:** Mm hmm] erm, because, he he has a fixation on this particular girl and so I've moved him around so he doesn't, see her, he's got his back to to her at all times… so it's just that could I have done anything more, for her for her safety." (18-25)*

Naina explained several times that she felt her main responsibility was to the majority of children in her class. There was a sense that the behaviour of the children at risk of exclusion was the responsibility of *"others,"* more senior than her, who were based outside of the classroom:

*"I still have, these children, that I need to kind of [**TB:** Mm hmm] make sure that they're doing what they're doing because, they're being absolutely fine you know. [**TB:** Mm hmm] You can't stop their learning because of, another child. [**TB:** Mm] So you have to, again, … compartmentalise I think. "Well I'm here for the majority of those children who want to be there, and therefore I need to carry on with that… but making sure I've made the right decision to call the right people, to deal with then the other child" (133-139)*

There was also some focus for Naina on the process of exclusion, and feeling "*accountable*" for her decisions in relation to any exclusions:

*"I suppose for a child to, to to eventually get to a point where it's a permanent exclusion—I mean I don't know how these things work in schools, but I'm assuming that everything has to have been put in place, to show that you've supported a child as much as they can [**TB:** Mm hmm] and yet that behaviour continues or persists or whatever else and you're then making a case to to then, permanently exclude … which is not then contestable in anyway. Soo … you—I you know you hope that whatever*

you've done as the teacher is is correct and is, you know, all of that because what are, your actions

could be called into question as well, I suppose." (289-297)

Naina spoke about seeking reassurance from colleagues in terms of knowing she had

done "*the right thing,*" however there was a sense that there was little space or time

for discussion during the school day:

"So you don't really have so it's almost-- it's just talking through what's happened, so you've got it

*straight in your head, what's happened and it's just kind of I think offloading [**TB**: Mm hmm] but not*

necessarily receiving any, support back. And I don't expect that support back – going back to what I

said, everyone's busy – but I think it's just for me sometimes just to kind of say it to somebody." (62-66)

Towards the end of the interview, Naina was able to speak more openly about her

emotional experience in relation to working with children at risk of exclusion, and

linked this to her beliefs and values about education:

"I suppose if I'm being completely honest you feel annoyed by the situation in the first place. That, you

know we're all, you know education is is it's a gift isn't it? For, lots of countries you have to pay to be

*educated and [**TB**: Mm hmm] we're here, where it's free." (153-156)*

Below is a reflective fieldnote I recorded after the interview had taken place:

I found that interview very uncomfortable and felt really unwelcome. I felt like I was very much

intruding - even the office staff made me feel I shouldn't be there. I'm not sure Naina really wanted to

talk about her experience and I found myself hurrying through the interview trying to get to the end. It

was the shortest interview so far.

After several weeks of attempting to contact Naina or her SENCo to arrange a follow up interview, Naina explained that she was too busy and declined to take part in a second interview.

4.9.2 Links with Psychoanalytic Theory

Naina's account of her emotional experience differed from the accounts offered by other participants in a number of ways. Not only was it shorter, and the opportunity to take part in a second interview declined, there was also a sense that it felt much more difficult for Naina to think about her emotional experience. This was communicated verbally, in the way in which she frequently started responses to questions by stating "*I don't know.*" It was also communicated emotionally, through my intersubjective experience of the interview. Feeling that I was *"unwelcome"* and *"intruding"* may well have been linked to the interview taking place in Naina's planning time, but I also feel it may have been reflective of something operating at a more systemic level. The SENCo at Naina's school appeared to be under immense pressure and, as detailed in my reflexive fieldnotes, offloaded to me at great length about the school's difficulties with pupils at risk of exclusion. Although she stated that she valued staff having the opportunity to reflect on their experiences, she then arranged for my interview with Naina to take place in Naina's planning time, placing an additional burden on her rather than providing a space to think.

This "*offloading*" without the capacity for thinking or reflection also appears to have been mirrored in the broader staff group at Naina's school. When referring to

colleagues for example, Naina explains that support takes the form of "*offloading but not necessarily receiving any support back."* Naina herself also appears to have little space for thinking about the emotional experiences of the children at risk of exclusion in her class. Her response to the child having a "*fixation*" with a particular girl for example was to *"move him around so he doesn't see her."* In comparison to the narratives offered by other participants, Naina was much less invested in discourses relating to understanding or supporting children at risk of exclusion. Instead there was much greater investment in discourses related to education as *"a gift"* and the teacher's role as "*to be there for the others that want to learn.*"

From a psychoanalytic perspective, this investment can be seen as an unconscious defence against anxiety. By splitting the children into those that want to learn and are therefore deserving of the teacher's efforts, and those that do not want to learn and are therefore not deserving, it is possible to reject any unwelcome feelings of guilt, failure or incompetence that might be experienced in relation to working with these children. Instead, the positive, rewarding and fulfilling aspects of the teacher's role can be enjoyed, uncontaminated by these anxiety provoking elements. It could also be argued that splitting the children in this way allowed Naina's own vulnerability to be split off and projected out onto the *"little girl"* who was seen as the vulnerable victim of the child at risk of exclusion who "*attacked*" her. These terms were used when describing this incident on several occasions in the interview.

In terms of my own response to this interview, it is relevant to note that the process of engaging in self-reflection was extremely useful in recognising and feeling

compassion for Naina's experiences and choices. Naina identified her cultural background as "Indian" and I feel this difference between us may have been significant. She brought to her role a more global perspective on education, identifying that in many countries, education is not free. The discourses in which she invested therefore served a defensive function but were also deeply influenced by her own childhood experiences.

4.10 Chapter Summary

This chapter has explored the findings of this study. Two main themes of "knowing versus not knowing" and "us versus them" were identified at the initial stage of data analysis. A psychoanalytic lens was then applied to all of the data for each participants and a psycho-social interpretation of participants' experiences has been offered from this second stage of analysis. These findings will be discussed in further detail in the next chapter.

5.0 Discussion

5.1 Chapter Introduction

In this final chapter, the findings of this study are reflected upon in light of the research question, aims and purpose. A summary of the key findings is offered before a more detailed exploration of their relevance to teachers, young people and the process of exclusion itself is provided. Further links with psychoanalytic theory are drawn, and the implications of these for the EP profession are considered. Recommendations for future research are offered in light of these implications. An evaluation of the strengths and limitations of this study is provided before finally concluding with a discussion of the impact and importance of this research.

5.2 Summary of Findings

The findings of this study suggest that, for all participants, there was a significant emotional impact associated with working with a child at risk of exclusion. There was evidence that teachers' emotional experiences had a negative impact on their personal and professional lives as well as on their own wellbeing. Many participants frequently gave up their lunchtimes for example, worked long hours outside of school and found it difficult to switch off from thinking about their students both whilst teaching and when at home. These findings are similar to those of previous studies reported in the literature review, which found that teachers often reported working hard to fulfil the needs of their students without attending to their own emotional

needs (Nyree Edwards, 2016; Broomhead, 2013). This has important implications for those offering support to teachers and for schools working with children at risk of exclusion. It suggests that a focus on teachers' own emotional well-being is likely to be vitally important if schools are to reduce rates of exclusion and to support their most vulnerable pupils.

The main theme to emerge from this study ("Knowing vs Not Knowing") can be seen to reflect the uncertainty that dominated the emotional experience conveyed by all participants. They described "not knowing" why children behaved in the way they did, or why their behaviour changed so quickly for example. They attempted to understand and offer explanations for these things in light of information that was available to them. In this way they conveyed an experience in which they were constantly attempting to make sense of things that had happened and of their relationship with the child. Participants also described feeling that they needed to be "hypervigilant," not knowing what would happen throughout the day or what they should do in response to incidents that did occur. Following an incident, participants spoke about not knowing if they had done the "right thing," and in light of their experiences described trying to plan ahead and prepare for future difficulties. There was great uncertainty expressed by all participants in relation to how best to balance the competing responsibilities associated with their role. Their responsibility to the child at risk of exclusion for example was often weighed up against their responsibility to the other children in their classes. In this way they spoke about knowing that they should ensure all children in their classes were making academic progress and were

safe, but often expressed feeling unsure how they should achieve this alongside

meeting their responsibility to nurture and include the child at risk of exclusion.

These experiences led to participants expressing ambivalent emotions. On the one

hand they described feeling "frustrated," "upset," "tired" and "worried," whilst on

the other hand they spoke of the great "reward," "enjoyment" and "achievement"

they experienced through their work with children at risk of exclusion. Often

participants dismissed the negative aspects of their experiences or they attempted to

focus on the positives and the progress the child had made. By utilising a psycho-

social methodology, it has been possible to apply a psychoanalytic lens to

participants' narratives and to my own experiences as interviewer. The discussion

offered in this chapter explores this application further. It is suggested that, at times,

aspects of participants' emotional experiences were too overwhelming and difficult

for them to think about. At these times, there is evidence to suggest that they

engaged unconscious defence mechanisms to protect and hold onto the "good" parts

of their experiences and defend them from the "bad."

The second main theme to emerge from this study ("Us vs Them") can be seen as a

manifestation of this. In this way, the findings of this study suggest that the emotional

experience of working with a child at risk of exclusion was associated with a great

deal of anxiety that, at times, made it difficult for participants to hold onto an

integrated view of their thoughts and feelings. This has important implications for

understanding the way in which teachers, students and whole school systems

themselves may respond to children at risk of exclusion. These implications will be discussed throughout this chapter.

A further important finding of this study was that each participant's emotional experience differed. There was evidence that the way in which unconscious defences were mobilised by each participant influenced these different experiences. In line with the psycho-social methodology employed in this study, it is argued that participants' accounts showed evidence of investment in particular discourses around the nature of their role when working with children at risk of exclusion. It is hypothesised that these investments were influenced by their own inner conflicts and personal biographies and served a defensive function. Many of the participants showed investment in idealised discourses around the role of the teacher. These discourses supported their emotional experience being one in which they felt they should "do more" and "give more." These individual differences between participants' emotional experiences will also be discussed further within this chapter.

These individual differences, and the emotions conveyed by teachers as part of their emotional experience, offer important insight into the way in which participants in this study experienced their relationships with the students at risk of exclusion in their classes. These emotional experiences are also likely to have impacted on the way in which the students may have experienced their relationships with these teachers. The findings of this study suggest that, for many participants, their relationships with these students were incredibly "powerful" and "intense." They conveyed an experience that was, at times, overwhelming and uncontrollable. The

difficulties experienced by participants "switching off" from thinking about the children for example can be seen as evidence of this. In this way, it is argued that powerful unconscious emotional experiences remained without words, despite exerting great influence over how participants experienced their work with children at risk of exclusion. These unacknowledged, unconscious pulls on participants' inner resources are likely to have had a negative impact on their own well-being and mental health. A key role for professionals working with teachers of children who are at risk of exclusion may therefore be helping them to think about and to better understand their own emotional experiences. This will be discussed further within the "Implications" section of this chapter.

5.3 A Fragmented Experience: Us vs Them

The findings of this study suggest that a heightened state of anxiety formed a key part of the emotional experience of working with a child at risk of exclusion for all participants. As previously discussed, all participants spoke about the uncertainty they experienced as part of their work with children at risk of exclusion. These experiences were captured within the main theme to emerge from this study – that of "Knowing vs Not Knowing." Klein (1946) suggests that, at times of heightened anxiety, we all have a tendency to move towards a more split, "paranoid-schizoid," state of mind. She proposed that in this state of mind we may separate off and project out the thoughts and feelings that are most difficult for us to bear and locate these elsewhere. This allows the good parts of an experience to be enjoyed, uncontaminated by the bad.

The second theme to emerge from the findings of this study – "Us vs Them" – can be seen as in line with this kind of unconscious splitting. A key finding that was captured as part of this theme was the tendency among all participants to divide significant others into those they felt were aligned with them and were supportive, and those they felt were against them and unsupportive. The "good" aspects of many of the participants' experiences were in this way located within their relationships with supportive others and within their relationships with the children at risk of exclusion. Their relationships with unsupportive others were conversely seen as the source of many of their "bad" emotional experiences. Although, at times, all participants were able to hold onto a more integrated view, participants' emotional experiences of their work were often reported in quite a polarised and fragmented way.

This polarisation led many participants to feel that they needed to "defend," "protect," or "fight for" the children at risk of exclusion in their classes against those identified as unsupportive others. Within this context, there was a sense that they "understood" and "knew" the child whereas others "did not understand" and "did not know" the child. In this way they may have been defending against the uncertainty previously described, that formed a fundamental part of their emotional experience. By splitting this off and locating it in others it may have been possible for them to rid themselves of this part of their emotional experience. It is possible to suggest that, in line with psychoanalytic theory, this split also allowed feelings of love, success, strength and hope to be associated with their relationship with the child and to be held onto and enjoyed. At the same time, more negative emotions such as hate,

anger, vulnerability and guilt could be directed out towards those identified as unsupportive, unknowing others.

This finding is important and highly relevant to our understanding of teachers' emotional experiences when working with children at risk of exclusion. It suggests that, at times, the emotions they experience may be too overwhelming or anxiety provoking to be in touch with. The immense pressures and competing demands associated with their role may make it difficult for them to hold onto an integrated view of their experiences. This in turn may impact on their relationships with others, their relationship with the child at risk of exclusion in their class and on their ability to respond in a reasoned and thoughtful way. Instead their responses may, at times, be influenced by a polarised or fragmented state of mind. This finding is also important for understanding how whole school systems may experience and respond to students at risk of exclusion within their settings. This is reflected upon below, before a closer examination of individual participants' accounts is undertaken in light of the research question and aims.

5.3.1 School Exclusion as an Expression of Splitting and Projection

"The pressures [on schools] to act and react may mean that the space for understanding that is essential for containment is squeezed out, leaving less opportunity for depressive position, integrated thinking," (Solomon, 2009)

Understanding how unconscious defence mechanisms such as splitting and projection might shape the emotional experience of working with children at risk of exclusion has important implications for understanding how whole school systems might experience and respond to these children and young people. Solomon (2009) suggests that excluding students from school may itself represent an organisational defence against anxiety. He, and others (Bibby, 2011), have highlighted the immense pressures on schools and the unrealistic nature of the demands and tasks society expects of them. He suggests that under these conditions, schools are subject to a great deal of anxiety that must be defended against. He argues that pupils presenting with emotional and behavioural needs present a significant challenge to schools. It may therefore be difficult for them to hold onto an integrated view of these children and their needs under such pressure and heightened anxiety. Instead he suggests schools may develop a more fragmented view of their pupils, identifying certain children as the source of all their problems.

In this way they may split off feelings of fear, aggression or vulnerability encountered in response to the pressures exerted on them, and project these onto groups or individual students who are then seen as holding these negative aspects, and as responsible for their failure to achieve the unrealistic expectations set for them. Solomon (2009) suggests that the unconscious wish to remove and "exclude" students can be seen as an unconscious attempt to rid the school of unbearable and anxiety provoking aspects of their experience. This organisational context has important implications for understanding the individual responses of teachers working with children at risk of exclusion. In line with a psycho-social methodology, it

highlights the importance of the broader social context within which teachers find themselves and the organisational defences that may be mobilised within this context. It also suggests that, in order to reduce rates of exclusion and improve the experiences of students identified as "at risk of exclusion," a more organisational focus is likely to be needed.

5.3.2 Further Exploration of an Account that Separated the "Children at Risk of Exclusion" from the "Others"

In this study, the account of one participant, Naina, showed evidence of splitting and projection in line with Solomon's (2009) suggestion. Her narrative separated children in her class into "those that want[ed] to learn" and "those that [did] not." She spoke about her role as to "support those that want[ed[to be there" and described her responsibility to those that did not want to be there as to "call the right person to deal with their behaviour." There was evidence in Naina's account, and in my experience of her setting, that the school itself also viewed pupils and staff members' responsibilities in quite a fragmented way. There was a sense that the responsibility for "behaviour" was located in the senior leadership team for example and the responsibility for "learning" remained with the class teachers. This school was located within an area of high deprivation and had received a poor OFSTED inspection rating in the past. These factors, and the pressure they are likely to have exerted on the system, may have led to the mobilisation of organisational defences against anxiety within this setting.

There was also evidence that Naina's investment in these discourses was influenced by her own cultural background and her views about education. She spoke of education being "a gift" for example and made reference to how lucky students in this country were to have access to a free education. These factors are likely to have influenced the discourses with which she chose to identify and in turn this may have influenced her understanding children's behaviour and of how to take up her role as a teacher. In line with the principles of a psycho-social methodology, it is possible to suggest that by investing in this narrative and these beliefs, Naina may have been able to distance herself from negative feelings such as guilt or failure that may have been associated with not meeting the needs of all her students. These feelings have been identified by teachers in previous studies in their work with students presenting with challenging behaviour. Kalu (2002) for example highlighted the feelings of futility, inadequacy and confusion she experienced working with students who had been excluded from school. In Naina's account, the free-associative connections she made suggest that she may also have been defending against some of these feelings. She frequently spoke about her feelings of "failure" for example before discounting these and explaining that she knew it was "not [her] fault" and there was "nothing more" she could do.

This finding is important and highly relevant to this area of research. It suggests that, for some teachers, the experience of working with a child at risk of exclusion may be associated with painful and difficult emotions such as guilt, failure or incompetence. These emotions may make it difficult for them to hold onto an integrated view of the students at risk of exclusion within their classes. From a psychoanalytic perspective,

the findings of this study suggest that, at times, some teachers may identify these students as separate and different to the others that they teach. In this way, students at risk of exclusion may be seen as the source of many of the problems facing the teacher and as undeserving and unwilling to learn. The findings of this study suggest that splits such as these may allow teachers to defend against feelings of guilt, failure or incompetence by viewing the students at risk of exclusion as outside of their responsibility. This is likely to have an impact on the dialectical interactions that take place between teachers and their students each day and is also likely to impact on the students' experiences in the classroom.

It should be noted that, at times, Naina was able to be in touch with these painful emotions. Her narrative showed evidence of movement between a split and fragmented view of her experiences and a more integrated and balanced view. Price (2001) has suggested that the "emotional labour" teachers engage in as part of their work can be viewed, from a psychoanalytic perspective, as the emotional work required to maintain and hold onto an integrated view of their experiences. She describes teachers' everyday experience within the classroom as sources of pressure and heightened anxiety that are likely to mobilise unconscious defences such as splitting and projection. The findings of this study suggest that working with a child at risk of exclusion is likely to be associated with even greater pressure and anxiety that in turn is likely to make this emotional work even more of a challenge.

Hollway and Jefferson (2013) suggest that by developing a greater understanding of the unconscious defence mechanisms participants may be utilising, it is possible to

experience a greater level of compassion and empathy for the positions they adopt. In this way, by understanding some of the unconscious motivations that may have been driving Naina's investment in certain discourses, I was able to experience a greater level of compassion and empathy for the difficult position in which she found herself. In this way, the findings of this study provide important implications for EPs and other professionals working with teachers supporting pupils at risk of exclusion. It suggests that, at times, teachers may project out many of the negative emotions associated with their work and the expectations placed upon them and identify these with the pupil at risk of exclusion. The implications of this will be discussed in greater detail within a later section.

5.4 Holding onto an Integrated View: Identifying with the Role of Mother

An interesting and significant finding to emerge from this study was that many of the participants continued to hold onto an integrated view of the students at risk of exclusion in their classes despite evidence that their broader school systems found this difficult. As previously discussed, their emotional experiences were dominated by a sense that they needed to "fight for," "protect" and "defend" their students from others within their settings. This often resulted in them feeling that they needed to "do more" or "give more" to enable this to happen. There was evidence that others within the system also relied on them to do more and to give more in order to support the child. Many participants described supporting their students at lunchtimes for example and many were also teaching the same class for a second year in order to continue to support the student at risk of exclusion. This finding is

important because it suggests that an additional burden of responsibility may be placed on teachers that are able to hold onto an integrated view of the students at risk of exclusion in their classes. This may in turn drive them to work even harder and result in an even greater impact on their own emotional wellbeing.

The narratives of three of the teachers, Jenny, Katharine and Emma, contained evidence that their emotional experiences were dominated by a need to "protect," "defend" and "nurture" the students at risk of exclusion in their classes. From a psychoanalytic perspective, it is argued that these teachers' personal biographies may have led them to invest discourses around the role of the teacher that emphasised the importance of "building relationships," "listening to students' perspectives" and "being there" for the students that needed them most. In line with the psycho-social methodology adopted in this study, it can be argued that these discourses served a defensive function for these participants. In this way they may have been mobilised to work even harder to meet the expectations they placed on themselves and this may have led them to respond in a different way to others within their broader school systems.

This is an important finding as it suggests that, for these participants, the emotional experience of working with a child at risk of exclusion may have been one in which painful emotions such as guilt, failure and incompetence were defended against by working even harder to achieve success. This is significant as it suggests that, for some teachers, powerful unconscious processes may influence their emotional experiences in ways that are beyond their conscious awareness. While these forces

may remain without words and unacknowledged, they are likely to have a great impact on their emotional wellbeing and mental health. A key role for those supporting teachers who are working with students at risk of exclusion may therefore be to increase teachers' awareness and attention to their own emotional wellbeing.

As previously discussed, Weiss (2002) highlights how teachers' own experiences and expectations of relationships affect their response to behaviour in the classroom. He suggests that teachers project their personal thoughts, emotions and experiences onto the child in a way that influences how they interpret a child's behaviour and how they respond to this behaviour. Children are also thought to project out their own expectations of relationships and teachers then respond to these projections in line with their own unconscious expectations and personal valences. For children at risk of exclusion, these projections may be particularly powerful forms of emotional communication. For some of the teachers there was a sense that their responses were closely linked to their experiences of mothering. Within their narratives they also drew direct comparisons and made links with their own personal experiences as mothers.

Moore (2017) suggests that her emotional responses to children in her professional work were often driven by the unconscious communications she received from the children. She describes the way in which a neglected child may come to internalise a "neglecting parent" in the mind, and therefore responds to adults in relationships as if they were neglectful. In projecting out an experience of a neglectful parent onto her as teacher she describes how she came to feel that she too was being neglectful,

even though she was not. Because of her own personal biography and unconscious valences, she describes how she then responded to this child as though she was being neglectful, and experienced great guilt if she did not offer more or do more.

Katharine and Jenny's experiences of feeling that they needed to "do more" or "give more" may be evidence that they were responding to similar projections from their pupils. These projections may also have related to their own personal valences and experiences as mothers and this may have made their responses particularly strong. In line with the psycho-social methodology adopted in this study, it is possible to suggest that they may have invested in idealised discourses in relation to the teacher's role and what it is possible for a teacher to achieve. They viewed their role as to "give everything" for example, with Katharine describing how she "give[s] them every minute of the day if I can." She later recognised the impact this had on her own family and on her personally, explaining: "when I go home I collapse because I've got nothing left to give." This finding is important because it suggests that, for some teachers, unconscious motivations and defences against anxiety may be mobilised in ways that drive them to have unrealistic expectations about what they can achieve and how much they should be doing. This is likely to have a significant impact on their own wellbeing and mental health. Supporting teachers to hold onto more realistic expectations of what can be achieved may therefore be a key role for those working to support them.

For Jenny too there was a great deal of evidence that her emotional experience was dominated by her identification with the role of mother. She made reference to

feeling "like a mum" to the student at risk of exclusion in her class several times during our interview for example. This was perhaps further intensified by her identification with the family's working-class background and her own experiences as a mother of a child with SEN. She spoke about using her "mother voice" when dealing with the child and described "not knowing which side of the table to sit at" during meetings between the family and school professionals. From a psychoanalytic perspective, this strong identification with the family and the role of mother is likely to have contributed to the intensity of Jenny's emotional experience. She spoke about her difficulty "switching off" from the child, explaining: "he's always in my head, always in my mind." She also spoke about "watching him" when he is interacting with others and knowing "he would always come back to [her]." This finding is important as it suggests that, for Jenny, the emotional experience of working with a child at risk of exclusion was particularly intense and overwhelming. She found the experience difficult to control and in this way the emotions associated with her work with this child spilled over the boundaries between work and home.

5.5 Holding onto an Integrated View: Identifying with the Student

"That teachers have grown up in school only to return as adults means that their relations to authority, knowledge, to school objects and to the differences between the teacher and the student are never neutral but rather are in conflict with their own infantile phantasies of education, now in the form of implicit theories of learning and teaching ad their idealization of the profession" (Britzman, 2003b).

There was evidence in the findings of this study that, for two of the participants, their own experiences of school had a significant impact on their emotional experiences of

their work with children at risk of exclusion. For Emma and Charlotte, their narratives contained evidence that they identified with the child and the child's experiences. From a psychoanalytic perspective, it is possible to suggest that this enabled them to hold onto a more integrated view of these students and shaped their emotional experience of working with them. Bainbridge (2016) found that teachers bring to their identities in role a kind of transference from their own personal experiences of education. He suggests that individuals' accounts of their experiences and their responses to education as students, were strikingly similar to the way in which they responded to education as teachers. In this way he found that the way in which they took up the role of teacher was greatly influenced by the way in which they themselves had experienced education.

For Emma, there was evidence in her narrative that she was invested in "protecting and defending" the child because of her own experiences of being judged negatively at school. She spoke of wanting the child to know that she "likes him" for example and that has positive expectations for him. In this way, she may have identified with the child's experiences and responded to the child in a way that would repair her own experiences. Charlotte also showed strong identification with the child at risk of exclusion in her class based on her own childhood experiences. Although her broader school system was aligned with her views, her emotional experience was one in which she similarly attempted to "do more" and "give more." She described finding herself "constantly thinking about" the child and attempting to "plan ahead" when lying awake in bed for example. In this way, it is possible to suggest that her identification with the child at risk of exclusion in her class resulted in her emotional

experience at times being all consuming, dominating her thoughts and feelings both inside and outside of school.

This finding is important as it again suggests that teachers who are able to hold onto an integrated view of students at risk of exclusion in their classes and experience some success in their work with these children, may do so at great personal cost to themselves. For Charlotte, there was also evidence that the all-consuming nature of her emotional experience impacted on her relationship with the child. She spoke about feeling that she was "not ready to deal with" the child again because she felt they had "not had any time apart" as she had been thinking about the child when at home for example. The intensity of this relationship is also likely to have impacted on her responses in the moment, and on the dialectical interactions between her and the child. It again highlights the importance of those working with teachers, supporting them to develop clear boundaries around their role and to explore in further detail some of the emotions they may experience.

5.6 Us vs Them: Idealisation and Denigration

For the five participants that were able to hold onto an integrated view of the child at risk of exclusion in their classes, it is possible to suggest that defensive splitting and projection occurred through the defence mechanism of "idealisation and denigration." Their narratives showed investment in idealised notions of the teacher's role and identification with these notions. At times, there was evidence that they appeared to locate all that was good, nurturing and helpful in themselves and their

relationships with the students at risk of exclusion. On the other hand, it was others who were seen as bad, unsupportive and unhelpful. These others were then seen as the source of many of their negative emotional experiences, such as frustration, anger and stress.

For Jenny, this was particularly pronounced. Her account showed only limited evidence that she was able to hold onto an integrated view of others within the school. She frequently gave accounts of her interactions with the child that emphasised how well she understood and could help him. On the other hand, when speaking about other members of staff, she felt that they did not understand and were not able to support him. What also set her account apart from the others was that she did not identify any significant supportive "others." There was a sense that it was her and this child against the rest of the school and I wondered if this experience mirrored her experience with her own son with SEN and the "fights" she described having on his behalf.

This finding is important as it suggests that for some teachers the emotional experience of working with a child at risk of exclusion may be particularly intense and isolating. They may find it difficult to locate the negative emotions associated with this experience in their relationship with the child and may instead experience negative emotions in relation to significant others. It may be that teachers who identify strongly with the role of mother, or who have strong motivations driving them to work harder to support the child, are particularly vulnerable to finding it difficult to hold onto an integrated view of significant others. Being aware that strong

expressions of idealisation and denigration may reflect teachers that are experiencing their emotions in a very split and polarised way is therefore a key implication for EPs in their work supporting teachers. This finding also suggests that identifying key supportive others that can help and support teachers in their work is likely to be an important role for EPs.

For Katharine and Emma, there was a sense that their TAs also viewed their roles in a similar way, and therefore it was the supportive partnerships that they formed with their TAs that were idealised. In this way, distinctions were made between "in here" (the classroom) and "out there" (in the playground or broader school environment). They viewed themselves and their TAs as wanting to "listen to" the child, and to "support" and "build trust" with the child. Others "out there" on the other hand were denigrated as "unhelpful," "uncaring" and "not wanting to build a relationship" with the child. This finding is important as it suggest that the negative emotions evoked when working with a child at risk of exclusion may cause splits and fragmentation to occur between different parts of a school system. A key role for EPs may therefore be in supporting all members of the school community to develop a more integrated view and to come together to recognise each others' perspectives.

For Charlotte and Lizzie, there was evidence in their narratives that the wider school systems within which they worked were also identified with idealised notions of the role of the teacher and the role of the school. Within their accounts, those working within their schools were idealised and seen as "understanding" and "wanting to support" and "help" all children. Those outside of their schools on the other hand

were denigrated and viewed as "not understanding" and "not supportive." Both Charlotte and Lizzie identified the supportive ethos within their schools as helping them to manage their emotional experiences of working with children at risk of exclusion. It was others, such as the parents of other children in their classes, teachers working in other schools, external professionals and the inspection and guidance frameworks operating above the schools that were seen as the source of their negative emotional experiences.

In this way there was evidence within both of their accounts that, at times, they found it difficult to hold onto an integrated view of their emotional experiences of their work. They spoke frequently about how much they "loved" teaching and how "rewarding" the job was for example. Hollway and Jefferson (2013) suggest that the emotional connections participants make in their free associative accounts reveal aspects of their unconscious thoughts, desires and phantasies. Within the accounts of these two participants, it was noted that expressions of fulfilment were frequently positioned alongside revelations about the impact the job had on their home lives or their personal health and well-being. Lizzie's declaration that because she loved the job she would "never work another day in [her] life" for example came immediately before she revealed that she had experienced two epileptic seizures at school as a result of the demands of the job.

These findings are highly relevant and important as they again suggest the significant emotional impact and personal cost that may be associated with working with a child at risk of exclusion. They suggest that, for some teachers, the negative aspects of

their emotional experiences may be difficult to be in touch with and they may defend against these by identifying with positive idealised discourses around their role and the possibilities of what can be achieved in education. These findings also suggest that, for teachers who work within settings that are also heavily invested in these idealised discourses, negative emotional experiences may be projected out and located within those outside of their settings. Parents, other schools or external professionals may in this way be seen as the ones that "don't know" "don't understand" or "are not helpful." This has important implications for understanding how we as external professionals may be seen by teachers working within these settings.

5.7 Tolerating Uncertainty and the Need to Know

"People can be so intolerant of pain or frustration that they feel the pain but will not suffer it and so cannot be said to discover it" Bion (1970)

The main theme to emerge from the data in this study was that of "knowing versus not knowing." This dominated participants' emotional experiences of working with students at risk of exclusion. They spoke of "not knowing" but desperately wanting to "know" more about the children, about why things happened, and about what they should do. This theme also related to participants' experiences of their own feelings, which they found similarly difficult to "know." As previously discussed, a critical part of participants' emotional experiences within this study was therefore the uncertainty they experienced and their desire to understand more in response to this

uncertainty. These findings can be seen to link with the theoretical insights offered by

Bion (1962). He suggests that, from a psychoanalytic perspective, it can be difficult to

tolerate the uncertainty and frustration experienced in a state of "not knowing." This

heightened anxiety he suggests can lead us to seek instructions about what we

should do, rather than taking time to reflect and learn from the emotional experience

that is with us in the present.

Bibby (2011) and others have highlighted the anxiety experienced by teachers in

relation to meeting the multiple demands and responsibilities of their role. Others

have also highlighted the powerful emotional projections teachers receive from

children with emotional and behavioural needs and how overwhelming these can be

(Solomon and Thomas, 2014). Under these circumstances, it is likely to be very

difficult for teachers to stop, listen and pay attention to their own emotional

experiences as a way of "knowing." Instead, as the narratives of participants in this

study suggest, there may be a search for what can be known *about* the child (from

their diagnosis, or information about their home background for example) and an

avoidance of knowing *from* the powerful and painful aspects of emotional

experience.

This is an important finding as it suggests that participants' attempts to understand

more about the children through seeking a diagnosis, or through unpicking their early

experiences or home circumstances, may be a defence against coming to know more

about the children from the painful emotions they experience in their relationships

with the children. Similar findings emerged from the research of Keaney (2017) who

found that there was a tendency for the adults around children who had experienced bereavement and subsequently been excluded to "irritably search" for answers and explanations for the child's behaviour through diagnoses. She found that all three of the children who took part in her study had either been diagnosed, or were going through the process of diagnosis, for ADHD. She suggests that this may have been a reflection of just how difficult the adults around them found sitting with the painful emotions they projected.

It can be argued that a search for what can be known "about" the child, and a difficulty learning from their emotional, lived experiences is in line with the dominant discourses for understanding children's behaviour in education. Macleod (2006) and Wright (2009) highlight the limited discourses available to teachers when attempting to understand the behaviours children present. They suggest that the dominant discourses construct children as either "bad" (in need of a behaviourist approach based on rewards and sanctions), "mad" (in need of diagnosis and treatment through external professionals) or "sad" (victims of circumstances beyond their control and therefore not to blame for their behaviour). The narratives of all six participants in this study showed evidence of movement between these discourses. It is suggested therefore that not only did participants find it difficult to be in touch with their own emotional experiences, they also had very little theoretical insight, understanding or language through which to make sense of these experiences. A key role for professionals working with teachers may therefore be in supporting them to think about and reflect upon their own emotional experiences when working with a child at risk of exclusion.

5.8 Thinking and Emotional Experience

"Thinking is a development forced on the psyche by the pressures of thoughts and not the other way around" (Bion, 1962a, p. 111).

Bion (1962) suggests that the ability to tolerate frustration forms the foundation of thinking, learning and coming to know. In his paper "Notes on Thinking" (1962a) he distinguishes between "thoughts" and "thinking." He suggests that thoughts come first, as an emotional experience at the level of sensation or reaction, and these thoughts only come to be symbolised and understood through thinking. Bion (1962) suggests that by attending to our thoughts at this emotional level, we begin to be able to think about and question our experiences in ways that lead to further insight and understanding. He suggests that individuals experience frustration when they are faced with emotions or internal states that do not make sense to them or when they feel they are not in control of what is happening. He proposes that a choice to either evade or engage with this frustration is made at an unconscious level and this determines whether individuals are able to be in touch with the more negative emotions associated with their experiences.

If they are able to hold onto an integrated view of their experience, and to recognise the more frightening and undesirable parts of themselves, he suggests that thinking and reflection can lead to "linking," through which new meanings and understanding of their experiences can occur. This in turn makes the initial frustration experienced more tolerable. If on the other hand frustration is evaded, he suggests thinking and

understanding are no longer possible, as the thoughts and emotions necessary for making links have been avoided and evacuated at an unconscious level. In this way Bion (1962) suggests that in unconsciously defending against "knowing" parts of our experience we cannot come to "know." This evasion of frustration and difficulty thinking about experience at an emotional level was evident in the narratives of all six participants. It is this avoidance of unbearable feelings that is thought to have led to the splitting and projection that has been discussed.

Previous studies have similarly found evidence that teachers find it difficult to engage in thinking about their emotional experiences. As previously discussed, Ramvi (2012) found that teachers appeared to follow "feelings rules" that identify their own emotions as unimportant and not to be thought about. She found that, in the staffroom, feelings were often unacknowledged and not reflected upon. Instead colleagues' conversations focussed on "evacuating" their experiences, describing events that had happened as if this would, in itself, make the experiences go away. Zemblyas (2005) similarly describes the "emotional regime" in teaching as one in which there is an expectation that teachers should manage their emotions rather than explore or think further about them. Ramvi (2012) suggests that fears about losing control may underly the "feelings rules" in schools. She suggests this is fundamental to how psychoanalytic theory views all individuals, as frightened of their destructive urges and attempting to deny, repress or project these out.

In line with this idea, participants in this study also frequently discounted the importance of their own feelings or explained that they had no time to think about

how experiences felt. Within the main theme of "Knowing vs Not Knowing," the subtheme of "How I Feel" can be seen to link directly with this. Participants frequently downplayed the emotional impact that their work had on them, and also spoke of "not knowing" how experiences had felt. They described "not having time" to process how they had felt, or "having to pretend" that they felt differently in the moment when responding to the child. This finding is particularly important because it suggests that talking about and thinking about teachers' own emotional experiences and responses is currently outside of the realms of everyday practice in education. Teachers are therefore likely to find reflecting on their own emotions particularly difficult. Bion's (1962) suggestion that it is only by coming to know these difficult emotions that new understandings can emerge suggests that there is a key role for EPs in supporting teachers to do this.

5.9 Discourses within Education

"The teacher's emotional life, as learning from experience, remains without words, without a language that invites curiosity toward her own learning and to what else happens when one works with others," *(Britzman, 2009, p.86)*

As has been discussed, unconscious defences are proposed as driving participants' investments in particular discourses. These discourses involve acknowledgement and enjoyment of certain feelings whilst avoiding and rejecting others. Britzman (2009) explores the idealised discourses surrounding the role of the teacher and highlights that they suggest teachers are selfless, give everything and unconditionally love all of

their students. She argues that this leaves little space for thinking about the feelings of aggression, anger and hatred that teachers must also have towards their students. From a psychoanalytic perspective, both good and bad, love and hate, are inherent in all experiences and all relationships. Britzman (2009) therefore suggests that without the language to think about or acknowledge this other side to their emotional experience, teachers are left unable to think about or make links with these feelings. In Bion's (1962) terms, they are unable to engage in thinking about their thoughts, and so their thoughts remain as intolerable unconscious affects that are unprocessed and need to be defended against.

In this research, many of the reflexive fieldnotes recorded after interviews conveyed my own experience of feeling that participants were angry at me in some way. Although this was not conveyed through words, it was a powerful emotional experience that I was left with following several of the interviews. Listening back to participants' accounts, there were also some occasions when their tones changed, and I remember at those times also experiencing feelings of fear and aggression directed towards me. In Katharine's interview for example, when she recounted occasions that she had had to deal with the child in her class at lunchtime, she recalled the conversations between them and her expression changed. It went from a very flat, unemotional tone to one that was much sharper and conveyed anger. Although she was explaining that she "didn't mind" doing these extra things for the student, I was left with an emotional experience that felt very different.

Solomon and Thomas (2013) draw on the work of Winnicott (1947) to suggest that the acknowledgement of both love and hate is vitally important if these feelings are to be thought about rather than acted out. They suggest that, in teaching, negative emotional responses to students often remain latent and unacknowledged however they argue that they remain powerfully present in the classroom. The emotional experiences recorded in my reflexive fieldnotes following the interviews can be seen as a manifestation of this. This is a highly significant finding as it suggests that some of teachers' more negative emotional experiences may affect their relationships with the students they work in ways that are beyond their conscious awareness. These emotional experiences may be present and latent in their communications about their work with students at risk of exclusion. As EPs a key role may therefore be in recognising and adopting a curious stance in relation to our own emotional experiences. This is discussed in greater detail within the following section.

5.10 Implications for EP Practice

The recently published "Review of Exclusions" (Timpson, 2019) suggests that EPs have a key role to play in supporting schools and teachers to reduce rates of exclusion. The findings of this study suggest a number of ways in which this support could best be targeted. It is important to state that the findings of this research have useful implications for all EPs, not just those with psychoanalytic training. A core message to emerge from this study is the importance of understanding and attending to the emotional impact associated with teachers' experiences. This is something that forms a fundamental part of the skillset of all EPs, not just those with an

understanding of psychoanalytic theory. The implications discussed below are

therefore considered relevant to all EPs working with teachers who are supporting a

child at risk of exclusion. Further implications that are considered relevant to EPs with

training in psychoanalytic theory are offered separately at the end of this section.

5.10.1 Reflexivity and Sensitivity to Emotional Experience

The importance of EPs utilising reflexivity and being sensitive to the emotions

communicated by those they are supporting is the most important implication to

emerge from this research. For all participants in this study, there was evidence that a

heightened state of anxiety formed a key part of the emotional experience of working

with a child at risk of exclusion. It is argued that this anxiety impacted on the way in

which participants experienced their role and their relationships with significant

others. Participants found it difficult to hold onto an integrated view of their

experiences and expressed strong and polarised emotions. Strong positive emotions

were at times associated with their relationship with the child at risk of exclusion,

their love of their work or with supportive others. Strong negative emotions were at

times directed towards other adults within the school, towards the family of the child

at risk of exclusion, towards external professionals or towards the child themselves.

The findings of this study suggest that these fragmented emotional experiences are

likely to have been influenced by participants' unconscious defences against anxiety.

For all EPs, a key implication of this finding is the importance of reflexivity and

openness to the emotions being communicated in the moment, when working with

teachers. It suggests that all EPs would benefit from holding in mind that when strong emotions are expressed in a very split and separate way, this may be an expression of the intense pressure and uncertainty an individual is facing. When in this state, individuals may find it difficult to shift to a more integrated view as this could leave them open and vulnerable to experiencing painful and intense emotions. As EPs, we may encounter teachers or other members of staff who appear particularly resistant to changing their views or approaches. They may dismiss strategies that have been suggested because they feel they "won't work" or "have already been tried" for example. They may also present with very clear interpretations of where the problem lies. It may be "because of the parents" or "because the child needs to be in specialist provision" for example. Understanding that these responses may be defences against painful emotions such as guilt, failure, fear, anxiety and anger is therefore a hugely important implication of this research for all EPs.

These findings also suggest that, as external professionals, if we present our knowledge and solutions before carefully attending to the teacher's own emotional experiences, our views are more likely to be rejected and split off. In this way teachers may view all the knowing and understanding of their lived experience as located within them, and the not knowing, not understanding as located in us. In order to support teachers' capacity to maintain a more integrated view of those offering support, this study suggests that sensitivity and careful attunement will be vitally important. It also suggests that EPs may first need to support teachers to make sense of their emotions before they will be able to develop a more integrated view of the situation.

Sensitivity to just how painful talking about their experiences might be for many

teachers is a further important implication to emerge from this study. Many teachers

declined the opportunity to take part in this study, suggesting that reflecting on their

emotional experiences of working with children at risk of exclusion was not

something that was particularly appealing. Five of the six participants that did agree

to take part expressed strong motivations to understand and support the child at risk

of exclusion in their class. There was evidence that these motivations were driven by

unconscious identifications with the role of mother or with the child that led them try

harder and to attempt to do more and give more in order to be successful. This may

not be the experience of all teachers and, for many, it may be that reflecting on their

experiences with children at risk of exclusion in their class brings up difficult emotions

that they would rather not be in touch with. When working with a teacher to support

a child at risk of exclusion, EPs do not often offer them the option of declining to talk

about their experiences. Sensitivity to how difficult and painful this might be is

therefore a further important implication of these findings that is relevant to all EPs.

5.10.2 Containing the Containers

In order to support teachers with the difficult and painful emotions they might

experience, a further important implication to emerge from this study is the need for

EPs and other professionals working with schools to focus on teachers' own

emotional wellbeing. The findings of this study suggest that supporting a child at risk

of exclusion is likely to have a significant impact on teachers' own emotional

wellbeing. For many of the participants in this study the experience also had a significant impact on their personal and professional lives. A key role for EPs should therefore be to recognise and raise awareness of this. It is likely that a whole school approach to wellbeing would be of greatest benefit in supporting teachers and schools working with students at risk of exclusion. Roffey (2015) suggests that EPs are ideally placed to support schools developing a more systemic understanding of the need to safeguard the emotional wellbeing of their whole community. Engaging in this work is therefore likely to be beneficial in supporting teachers to reduce the rates of exclusion from school.

Further to this, one of the key factors impacting negatively on teacher's own emotional wellbeing may be the limited time, attention, space and language available to them through which to reflect on and process their emotions. The many dialectical interactions that occur between themselves and their students each day were reported by participants to come back to them as thoughts later in the day or when at home. They reported thinking about what had happened, how they could have responded differently and how they would respond in the future for example. These thoughts were often disconnected from the emotional aspects of their experiences however, with little focus or attention directed towards processing how they had felt or what they were feeling. When speaking with teachers and other adults working with students at risk of exclusion, if we as EPs are able to remain open, curious and reflexive, we may be able to wonder about some of the emotions we feel as part of our experience in the moment. This in turn may help those we are working with to process and understand more of the emotional aspects of their experiences.

Sapountzis (2018) draws on the theoretical work of Bion (1962) to suggest that a key role for EPs may be to offer "containment" to teachers. He suggests that EPs should attend to the emotions being communicated to them, take in these emotions, make sense of them and then offer them back in a more manageable way. By doing this it is argued that intense or difficult emotional experiences may begin to be more able to be thought about and processed by teachers. This in turn may enable the "thinking" and "linking" necessary for new understandings to emerge.

Although psychoanalytic principles underly this implication, it is equally as relevant to those EPs without psychoanalytic training as it is for those with training in this area. All EPs have the skillset to be curious and interested about the emotions they feel being communicated. This curiosity forms a fundamental part of process consultation for example, with the EP being seen not as the expert but as an interested listener who seeks to understand the problem and support the consultee to come to their own solutions. Understanding that the emotions and feelings we experience in consultation, or when working with schools, may not belong to us, and may instead be a source of information about the emotional experiences of those we are working with, can sometimes provide different ways of thinking and offer ways forward in and of itself.

Evans (2013) described how important understanding these processes was to her work consulting with SENCOs. She described attending to the emotions she experienced during and after the consultations and using these emotions as information about how those she was working with might be feeling. She described

feeling "incompetent, rejected and isolated" for example and thought about whether this might be a communication from the SENCOs she was working with about how they were made to feel. This informed the support and interventions she offered the SENCOs. When working with teachers or other adults who are talking about their experiences, if EPs are able to listen in a carefully attuned way and to offer back how a participant's experience has made us feel for example, this may open up new lines of enquiry and new ways of seeing the problem. Noticing and wondering about feelings of frustration, anger, sadness, panic or fear for example would all be useful ways of doing this.

5.10.3 Offering Alternative Discourses and Tolerating Uncertainty

A further key implication for all EPs working with teachers of students at risk of exclusion, is the importance of avoiding the rush to "know." It is argued that the discourses around students as "bad, mad or sad" (Macleod, 2006) offer little opportunity for reflection or thought about what is being communicated on a daily basis in the classroom. The findings of this study suggest that it may be insights into these emotional communications that ultimately offer the greatest support to teachers working with pupils at risk of exclusion. It is argued that, if EPs are able to resist the rush to "know," and can instead remain curious and open to the emotional experiences of teachers in their work with children, teachers are likely to be more able to reflect on their experiences and from these reflections to find new ways of constructing the child and their relationship with them.

Within education, there are also currently only limited opportunities for teachers to think about their own feelings and responses to students as a way of "knowing." There are also only limited discourses available through which to understand their students and the emotional experiences evoked by their relationships with these students. A key role for EPs may therefore be in opening up dialogue around some of the feelings that are seen as unacceptable within teaching, but that form a fundamental part of all our significant relationships and experiences. Recognising that anger, disgust, fear and even hatred all form parts of our emotional experiences in relation to significant others may decrease the anxiety that teachers may experience around being in touch with these emotions.

Working with a child at risk of exclusion may also challenge the principle discourses regarding how a teacher is expected to be. Teachers are expected to remain in control of their class and to be the one who is in charge for example. They are also expected to be able to apply strategies to manage behaviour and to teach effectively to ensure all pupils make progress. The findings of this study suggest that working with a child at risk of exclusion makes all of these fundamental expectations much more difficult to achieve. Indeed, the descriptions offered by many participants highlighted that working with a child at risk of exclusion was associated with the child being in control and determining what would happen each day. This experience is therefore likely to further heighten the anxiety and pressure experienced by teachers and make it more difficult for them to hold onto an integrated view of their experiences. A key implication for EPs is therefore the importance of recognising and naming some of these things. In this way, they may be able to decrease the anxiety

that may be associated with not meeting these expectations and to support teachers to develop more realistic aims and expectations within their work.

5.10.4 Implications for EPs with Training in Psychoanalytic Theory

A key implication for EPs with training in psychoanalytic theory is the potential application of Work Discussion Groups as an intervention to support teachers working with students at risk of exclusion. Jackson (2002; 2008) proposes "Work Discussion Groups" as a psychoanalytically informed approach to providing "containment" to teachers and other professionals. These groups aim to offer a reflective space within which individuals can process and think about their experiences with their students. Within these groups, individuals are encouraged to attend to their own emotional responses and reactions to children as a way of "knowing." The group also attend to the emotions communicated by participants in their descriptions and remain curious about what might be happening in the interactions they describe.

In this way the groups aim to provide individuals with an experience of having their emotions taken in, listened to, and thought about before being offered them back in a more manageable way. Through participation in a work discussion group, evidence suggests that individuals are able to develop a greater understanding their own emotional responses (Jackson, 2008). Over time it is hoped that they may become more able to use this understanding to support their responses in the moment when

working in the classroom. This intervention therefore supports the thinking and linking necessary for learning from experience as outlined by Bion (1962).

The findings of this study also suggest that psychoanalytic theory offers a useful tool to support EPs in their work with teachers who are supporting students at risk of exclusion. Although this is an underutilised area of theory within the profession, some EPs have applied psychoanalytic theory to consultation (Pellegrini, 2010; Eloquin, 2016). Psychoanalytically informed approaches to consultation are likely to be of great benefit to teachers working with students at risk of exclusion, as they may help them to be in touch with some of the more overwhelming and difficult emotions that have been highlighted in this study. This in turn is likely to support them to develop new perspectives and new ways forward may emerge.

The findings of this study also suggest that psychoanalytic theory offers valuable alternative discourses and theoretical perspectives to support teachers' understanding of children's behaviours and their interactions within the classroom. Many authors and researchers have suggested that teachers would benefit from greater understanding and insight into psychoanalytic theory and have identified the absence of psychoanalytic theory from teacher training and education discourses more broadly (Bainbridge 2016, ; Youell, 2006; Britzman, 2009). This is despite research papers written by teachers who have undertaken psychoanalytic training who report that they found it incredibly useful and empowering in their practice (Kalu, 2002; Mintz, 2007; Moore, 2017). Youell (2006) for example suggests that once teachers have an understanding of some key psychoanalytic concepts, they are much

more able to reflect on their emotional experiences and this enables new insights and ways forward to emerge. A key implication to emerge from this research for EPs with prior training in psychoanalytic theory, is therefore that they should not underestimate the power and importance of the ideas contained within this branch of psychology. Where possible, offering psychoanalytic insights and alternative discourses to support thinking around children's behaviour and teacher's experiences is likely to be a highly valuable contribution.

5.11 Recommendations for Future Research

Many researchers have noted that psychoanalytically informed approaches to EP practice are not commonplace in the research literature (Eloquin, 2016). The implications and ways forward recommended in the previous section are therefore under researched and the evidence base for their effectiveness remains minimal. Further studies that explore teachers' experiences of taking part in psychoanalytically informed interventions will therefore be vitally important. Exploration of teachers' experiences of "Work Discussion Groups" groups for example, or psychoanalytically informed supervision and consultation, would provide further evidence about the value of applying psychoanalytic principles to practice. Studies exploring teachers' experiences of these kinds of interventions to support their work with children at risk of exclusion would also be of particular interest and merit. The findings of this study suggest that working with this group of children mobilises unconscious responses that, when unacknowledged or not understood, have great personal impact on the teachers themselves.

Although some insights into the teachers' relationships with the student at risk of exclusion in their classes was gained through their interviews, this research did not explore their relationships through observation in class. Hollway (2015) suggests that psychoanalytically informed observation, based on the principles of Infant Observation (Miller, 1999), provides additional data in psycho-social research that adds to the richness and depth of understanding around the intersubjective experiences of the participant. Hinshelwood (2009) has also advocated using this method for observing in schools. Very little research within the EP field has utilised this methodology, therefore further exploratory research into the experiences of those working with children at risk of exclusion using this methodology would provide interesting insights through a very different way of knowing to that upon which most EP literature is based.

5.12 Did the Study Achieve its Aims?

This research asked the question: "what is the emotional experience of working with a child at risk of exclusion?" The purpose of this research was exploratory. It aimed to extend knowledge in the area of school exclusion by providing insight into the lived experiences of teachers working with children at risk of exclusion in mainstream primary school settings. In order to do this, it utilised a psycho-social methodology to explore both the conscious and unconscious aspects of teachers' emotional experiences. By utilising this methodology, it can be argued that the findings of this study offer a detailed and rich exploration that is beyond anything that has been

offered previously in this area. The findings that emerged from this study look beneath the surface and explore how unconscious processes might affect the emotional experience of working with a child at risk of exclusion. It has also been able to explore individual differences in the way in which teachers made sense of their emotional experiences, and how these both influence and were influenced by intra-psychic and social factors. The discussion that has further addressed these aims and has made explicit links between psychoanalytic theory, the findings of this study and the research questions, aims and purpose. In this way it can be concluded that the research did achieve its aims.

5.13 Strengths and Limitations of the Study

5.13.1 Strengths

This study utilised a psycho-social methodology (Hollway and Jefferson, 2013) and therefore offers a deeper level of insight into the emotional experiences of teachers working with children at risk of exclusion than can be found in the existing literature. It is argued that the experiences of teachers working with this group of students have not previously been explored in great enough detail, and a greater understanding of these experiences is vitally important if interventions to reduce exclusion are to be successful. This study therefore provides important insights into teachers' emotional experience that can be used to inform EP practice and interventions that aim to reduce exclusion.

A further strength of this study is that it extends the application of psychoanalytic theory to education. It is argued that this is a vastly underutilised area of psychological theory in the field of education and EP practice. This study therefore represents a valuable contribution to the knowledge base in this area. As this study is psycho-social however, it offers something more complex and detailed than a purely psychoanalytic account. From the findings of this study it has been possible to suggest how teachers' internal worlds both affected and were affected by their experiences with children at risk of exclusion. These analyses were also offered as situated within participants' school settings. The ways in which these settings may have affected their experiences, and also been affected by their experiences, have been discussed. In this way it has been possible to offer a rich picture of the participants in this study as both discursive and defended, and their investments in different discourses have been explored in ways that offer new insights into the emotional experiences of teachers working with students at risk of exclusion.

5.13.2 Limitations

Despite this, there were a number of limitations that emerged from this study. Two of the participants did not take part in second interviews, therefore less data was available for the two stages of data analysis. This is likely to mean that their experiences may be less represented in the thematic analysis (although both of the main themes were evident for all six participants). Additional caution may also be necessary when considering the links and interpretations made from their accounts in the second stage of analysis. I would argue however that the limitations of space

available for this research thesis meant that links to psychoanalytic theory were only made when multiple sources of evidence were available that supported these links. This is in line with principles of Hollway and Jefferson (2013).

In relation to this second stage of analysis, a further limitation of this study is the limited space within which to present a detailed and sufficiently evidenced analysis for each participant. A great many links and emotional connections emerged and only the most striking and prevalent of these have been able to be touched upon. The limited space for analysis also means that the complexity of participants' accounts has been minimised. In a similar way, this study has also simplified the complexity of psychoanalytic theory and some of the concepts that have been applied here. Technical language to refer to concepts has deliberately been avoided as far as possible, as it was felt that this would make the application of psychoanalytic ideas to EP practice more acceptable to a wider audience. It could be argued however that this means that concepts and processes have not been sufficiently defined or explored within this study.

5.13.3 Validity

The application of a psycho-social methodology in this study dictates that measures of validity, such as reliability and generalisability, are not applicable to this study. Instead the principles of Yardley (2015) outlined in the methodology chapter provide a useful means of critiquing the validity of this research. In terms of sensitivity to context, this study has provided a clear review of existing theoretical and empirical

literature relating to teachers' emotional experiences of working with children at risk of exclusion. It has also been demonstrated how researcher reflexivity was a tool to aid sensitivity to context, both in terms of the school settings within which participants were based and the social and cultural contexts that they were from. Commitment and rigour has been demonstrated in the way in which the data analysis has been carried out and presented. This is in line with the principles of Hollway and Jefferson (2013) and it is argued that this study does indeed excel in the depth and detail that it provides in relation to each participant.

In addition to this, coherence and transparency are apparent throughout this study. Details have been provided about how processes of analysis and engagement took place and there is a coherent argument and ontological and epistemological position assumed throughout this thesis. Finally, the impact and importance of this study have been discussed and it has been argued that this research provides valuable insights into an area of great importance. Finally, Hollway and Jefferson (2013) suggest the principle of credibility should be given the highest regard when evaluating psycho-social research. With regard to this, it is suggested that this research uses multiple sources of evidence, such as transcripts, reflexive fieldnotes, pen portraits and reflexive group supervision, to triangulate the data and the links and connections that have been made. It also uses researcher subjectivity in an open and honest way and is argued that these factors mean that the findings presented in this study are indeed credible.

5.11 Ethical Implications

Although it could be argued that psychoanalytically informed research imposes the researcher's meanings onto the participants' experiences, and therefore offers an account that is unethical, Hollway and Jefferson (2013) argue that a psychoanalytically informed epistemology and methodology enhances the ethical stance, as it allows greater understanding of the participant as a human being. They suggest that rather than creating a power dynamic, in which the researcher is seen as superior to the participant, the researcher in psycho-social research is instead viewed as equal. They are also proposed to be "defended subjects," equally under the influence of unconscious processes and defences that operate outside of their conscious awareness. Garfield et al (2010) describes how reflexive supervision brought her to a "place of compassion" (p.165, cited in Hollway and Jefferson, 2013) in her psycho-social research and enabled her to change her own perceptions and initial interpretations of a participant in order to go beyond feelings that had initially led her to judge and condemn the participants action's. In this research I found that reflexivity and the use of reflexive supervision similarly led to new understandings and feelings of compassion for the participants that took part in this research.

5.12 Conclusion

"The position of EP as scientist practitioner may be adopted as a social defence against the messiness and complexity of casework. The strict adherence to problem-solving analysis models and to 'evidence-based' practice may be a defence against using one's feelings to understand another person's

experience… this requires sensitivity to one's emotional experience as well as the emotional states of others. On the other hand, following a 'scientific' problem-solving checklist to deal with the mess of real-life problems can provide powerful armour against unconscious intrusion.' (Pellegrini, 2010, p.258)

This study has offered an in-depth exploration of teachers' emotional experiences working with children at risk of exclusion. It suggests that powerful unconscious processes lay behind the emotional experiences expressed by teachers in this study, and at times their emotional experiences were too difficult for them to think about or be in touch with. At these times, there was evidence that teachers engaged unconscious defence mechanisms such as splitting and projection to protect them from these overwhelming feelings. A key suggestion of this study is that teachers need support to be able to make sense of their overwhelming feelings. It is argued that this can best be offered through an experience of containment, that allows them to make sense of their emotional experiences and develop a more integrated view. For this to occur, EPs and those offering support to teachers would benefit from adopting psychoanalytically informed approaches that value their sensitivity to the emotional states of others. Timpson (2019) suggests a key role for EPs in supporting schools and teachers to reduce rates of exclusion. This study suggests that, unless EPs are able to become more aware of their own social defences against anxiety, the support that they offer may not lead to successful outcomes. If on the other hand they are able to use of their own feelings as a tool for understanding the emotional experiences of teachers, it is likely that powerful insights and ways forward will be able to emerge.

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7.0 Appendices

Appendix A: Participant Pen Portraits and Completed GEMs

Participant 1: Katharine

Pen Portrait: Katharine

Journey into Teaching:

"Quite a long journey." Katharine described how circumstances in her personal life led her to reflect on her choice of career. She started volunteering at a school for days per week and then moved out of her career in IT and completed a PGCE.

Katharine started her NQT year and then became pregnant. She returned to teaching five years later and spent some time working part time in private school and then as PPA cover before completing her NQT year.

Time in Role:

4 years at current school. 7 years teaching overall.

Range of Experience in Role:

Taught in Year 3, 4, 5 and 6.

Cultural/Ethnic Background:

White, Christian, Middle Class

Participant 1: Katharine Completed GEM

Participant

<u>Instructions</u>

Please draw or write down what comes to mind when you think about "the emotional experience of working with a child at risk of exclusion."

Sad. Frustration angry	mixed successes. building relationship Trust
Listening. Fair tired	

Participant 2: Lizzie

Pen Portrait: Lizzie

Journey into Teaching:

Came into teaching after having my own children.

Completed an Open University degree in Psychology first.

Completed one year "Schools Direct" training with this school.

Time in Role:

5 years

Range of Experience in Role:

Year 4 and Year 6 during training year.

Year 3 and Year 4 since qualified.

Cultural/Ethnic Background:

White British

Participant 2: Lizzie Completed Gem

PP_2

Instructions

Please draw or write down what comes to mind when you think about "the emotional experience of working with a child at risk of exclusion."

Anger

Home?

Run

Empathy.

Participant 3: Emma

Pen Portrait: Emma

Journey into Teaching:

Previously worked as a merchandiser then enjoyed supporting my God-daughter with Speech and Language Difficulties.

Decided to try teaching so initially worked as a TA for 5 years within this school.

Completed one year "Schools Direct" training with this school.

Time in Role:

2 years

Range of Experience in Role:

Year 1 as a teacher / TA for Reception / Year 1 / Year 2

Cultural/Ethnic Background:

White British

Participant 3: Emma Completed GEM

$P_p 3$

<u>**Instructions**</u>

Please draw or write down what comes to mind when you think about "the emotional experience of working with a child at risk of exclusion."

Participant 3: Emma Completed GEM

Participant 4: Charlotte

<div style="border:1px solid black; padding:1em;">

<u>Pen Portrait: Charlotte</u>

Journey into Teaching:

Undergraduate English Literature Degree straight out of school.

Then Completed one year "Schools Direct" training with this school.

Time in Role:

4 years - "all in this school so only ever known this school and this way of doing things"

Range of Experience in Role:

Taught Year 4 for 3 years / Year 5 for 1 year

Cultural/Ethnic Background:

White British

</div>

Participant 4: Charlotte Completed GEM

PP4

<u>**Instructions**</u>

Please draw or write down what comes to mind when you think about "the emotional experience of working with a child at risk of exclusion."

Consistency - behaviour of child - thinking about provision - worry - your behaviour - steps - other impact on other children	

Participant 5: Naina

Pen Portrait: Naina

Journey into Teaching:

Worked in HR in the NHS for most of my career.

After second child didn't want to go back and then got made redundant.

Completed one year "Schools Direct" training with this school.

Time in Role:

3 Years

Range of Experience in Role:

Taught Year 5 and Year 3 here and Year 4 in a different school as part of NQT year.

Cultural/Ethnic Background:

Indian

Participant 5: Naina Completed GEM

P_p

Instructions

Please draw or write down what comes to mind when you think about "the emotional experience of working with a child at risk of exclusion."

Failure.	Emotional attachment
Feelings of not having done enough.	Torn between doing right by the rest of the class & individual.

Participant 6: Jenny

<div style="border:1px solid black; padding:20px;">

<u>Pen Portrait: Jenny</u>

Journey into Teaching:

"Always wanted to be a teacher"

Completed a Child Development course after finishing school then had my own three children.

Son has SEN and this taught me a lot about how to be with children with SEN.

Completed a B.Ed specialising in P.E.

Time in Role:

Currently in my 8th year of teaching, 6th year at current school.

Range of Experience in Role:

Always taught Key Stage 2 – Years 3-6.

Cultural/ Ethnic Background:

White British

</div>

Participant 6: Jenny Completed GEM

P_p 6

Instructions

Please draw or write down what comes to mind when you think about "the emotional experience of working with a child at risk of exclusion."

Stressful emotional I feel very protective frustrated worried concerned want to help and support	

Appendix B: Process of Thematic Analysis Undertaken

(in line with Braun and Clarke, 2006)

Phase 1: Familiarising myself with the data.

This took place at the stage of interview transcription, which I carried out myself. During this process I listened to each of the interviews several times and made notes throughout this process.

Phase 2: Generating initial codes.

Initial coding of all transcripts was carried out using MAXQDA software. This was done freely and inductively and was driven by the data for each transcript. A large number of codes were initially assigned, allowing for as many themes and patterns to emerge from the transcripts as possible. Below are extracts from two transcripts demonstrating this initial coding phase:

MAXQDA 2018

Document Browser: Pp 1 - Katharine - Interview 1

554 that had happened.

555 **PP:** Yeh, yeh that … I just think *"oh god I wish I could have done something, to stop*

556 *it happening"* you know what could I have done. [**TB:** Mmm] like what could I have done

557 to stop [**TB:** Mmm] I don't think I can control this one … because I don't think he … I

558 think he thinks differently [**TB:** Mm] But the boy that's in year 6, you know he will

559 come to me when he, not so much this term because the teachers back but in the other

560 two terms he used to come in and sit in here and he would be crying. And he'd just

561 come in and sit, so I'd say *"what's the matter"* and he'd say *"I'm really angry,*

562 *really angry at so and so, really angry"* And so I'd say *"well just stay here and calm*

563 *down, that's fine."* You know … erm [**TB:** Gosh] … being there for them I guess. [**TB:**

564 Mm hmm] But then you start to, when they when it goes wrong, you feel it because

565 you've given up … you've given a bit of yourself to them I suppose [TB: Mm] so …

566 **TB:** In- cos that's, in your class, while you're doing everything with this class [**PP:**

567 Well it's usually–] but he's not even in this class?

568 **PP:** {45.52} Yeh, it's break and lunchtime he used to come in, well, he would come

569 and knock on my door *[smiles and laughs]* and then I'd say *"do you wanna come in?"* and

570 he'd say *"can I come in Mrs S----"* I'd say *"come on then in you come."*… But that's,

571 that's what we're here for isn't it? I think. Well that's what I'm here for. [**TB:** Mm

572 hmm] For those moments where, a child is, in need of some support … [**TB:** Mm hmm]

573 that's my job to do that. [**TB:** Mm hmm] But yeh I can go home I go home and think

574 *[whispers] "I haven't sat down all day…. I haven't had a moment."* [**TB:** You haven't

Codes (left margin):
feeling what more could i have done to stop it
can't control him
he thinks differently
he comes to me
being there for them
child cries
child feels angry
calming strategy
feel it when it goes weong
given a little bit of self
break and lunchtime
that's what i'm here for
giving him time

Simple Coding Query (OR combination of codes)

Phase 3: Searching for themes.

After initial coding, initial sorting took place. I began to sort and colour code groups of codes in order to identify those that shared common meanings but different labels. Some codes were therefore amalgamated at this stage. In order to help with this process the "Smart Coding" tool on MAXQDA was used to assign colours to codes and to initially group them into different categories. Below are the same two extracts from transcripts to show how this process evolved:

MAXQDA 2018

Document Browser: Pp 1 - Katharine - Interview 1

that's what i'm here for

..feeling what more could i have done to stop it

can't control him
he thinks differently
he comes to me

being there for them
child cries
child feels angry
calming strategy
feel it when it goes wrong
given a little bit of self

break and lunchtime

that's what i'm here for

giving him time

554 that had happened.

555 **PP:** Yeh, yeh that … I just think *"oh god I wish I could have done something, to stop*

556 *it happening"* you know what could I have done. [**TB:** Mmm] like what could I have done

557 to stop [**TB:** Mmm] I don't think I can control this one … because I don't think he … I

558 think he thinks differently [**TB:** Mm] But the boy that's in year 6, you know he will

559 come to me when he, not so much this term because the teachers back but in the other

560 two terms he used to come in and sit in here and he would be crying. And he'd just

561 come in and sit, so I'd say *"what's the matter"* and he'd say *"I'm really angry,*

562 *really angry at so and so, really angry"* And so I'd say *"well just stay here and calm*

563 *down, that's fine."* You know … erm [**TB:** Gosh] … being there for them I guess. [**TB:**

564 Mm hmm] But then you start to, when they when it goes wrong, you feel it because

565 you've given up … you've given a bit of yourself to them I suppose [**TB:** Mm] so …

566 **TB:** In- cos that's, in your class, while you're doing everything with this class [**PP:**

567 Well it's usually–] but he's not even in this class?

568 **PP:** {45.52} Yeh, it's break and lunchtime he used to come in, well, he would come

569 and knock on my door *[smiles and laughs]* and then I'd say *"do you wanna come in?"* and

570 he'd say *"can I come in Mrs S----"* I'd say *"come on then in you come."*… But that's,

571 that's what we're here for isn't it? I think. Well that's what I'm here for. [**TB:** Mm

572 hmm] For those moments where, a child is, in need of some support … [**TB:** Mm hmm]

573 that's my job to do that. [**TB:** Mm hmm] But yeh I can go home I go home and think

574 *[whispers] "I haven't sat down all day…. I haven't had a moment."* [**TB:** You haven't

MAXQDA 2018

Document Browser: Pp 2 - Lizzie - Interview 1

that's what i'm here for

previous examples of children
throwing tables and chairs
lost train of thought

can't find his button
wanting to understand them
expert opinion
label / diagnosis

label / diagnosis
expert opinion

child so strong

tantrums
refusing to do work
wanting to get through to him

can't find his button
lost this one

disappointing
frustrating

finding the button
acceptable / unacceptable behaviour
the journey

the journey
behaviour improved

behaviour improved
coming back to ask advice
coming back to ask advice

278 just , indiscriminate and erm, … I can't remember what you said, sorry. *[laughs]*

279 Goldfish brain.

280 **TB:** No that's ok. No, don't worry, just keep, telling me about him. So he would just

281 indiscriminately throw dictionaries?

282 **PP:** Yes. Yes and erm, not being able to find his button if you like. He had, some kind

283 of issue erm, he he had a, diagnosed condition which is very unusual. Erm Kleinfelter

284 syndrome? I don't know if you've heard of that? [**TB:** Mm no I'm not familiar with that

285 no] It's to do with male/female chromosomes. [**TB:** Mm]It's very *very* unusual so erm, in

286 xxxx you may be able to identify him from that. Erm but erm, theee, heeee's, I think

287 it's X – I I can't remember which way round it is but erm he had erm, the male and the

288 female so he had three sets, [**TB:** Oh] so it's XX or XY and he had XXY, [**TB:** OK] erm,

289 so that would have led on – err, it's more of a problem in puberty, erm but,… -

290 because of obviously the male/female hormones – erm but he had tremendous strength,

291 erm and, … he was, he'd throw little tantrums often and re re refuse to work *all* the

292 time, but he would sit and play, and play and play and I wanted to get through to him

293 for him to just , … realise that actually, playing with lego all day can get quite

294 boring and it would be much more interesting to draw pictures and, you know be

295 creative if you like [**TB:** Mm hmm] erm … and I never f- worked that out. I never was

296 able to find his button. [**TB:** Mmmm] Which is one of those things that that you sort of

297 … ok, we lost this one.

298 **TB:** Mm hmm. So what's that like? When you can't find the button?

299 **PP:** *[laughing]* …. Frustrating … I suppose. [**TB:** Mm hmm] You sort of feel erm, … … …

300 yeh a bit sort of, disappointed? [**TB:** Mm hmm] Yeh. Yeh *[nodding]*

301 **TB:** Ok so is that … with the others do you feel like you've found the button?

302 **PP:** Sometimes, erm, … … … I mean it's never ideal, erm … one of the the, the girl with the

303 with the not going home after school, the mum not picking her up, [**TB:** Mm mm hmm]

304 yep, we when she came, she came in year 3 and I was teaching in year 4. She was on a

305 part time timetable because her behaviour was so unacceptable. Erm and she ca- she

306 only was in year 3 for a matter of weeks and then she came into year 4, and by the

307 time she went out to Year 6, her behaviour was, *reasonably* acceptable. I mean she

308 wasn't, you know, [**TB:** Mm, mm hmm] but, she would get on with the work, she stopped

309 going under tables, she stopped pushing the tables around, erm and she kind of, she

310 moved on and, when she went over the road, she erm, she had an *issue* with a teacher

311 and she came back … and asked, what she should do … she said *"I don't know what to*

312 *do because ya know there's this issue and this didn't happen or you know she thinks I*
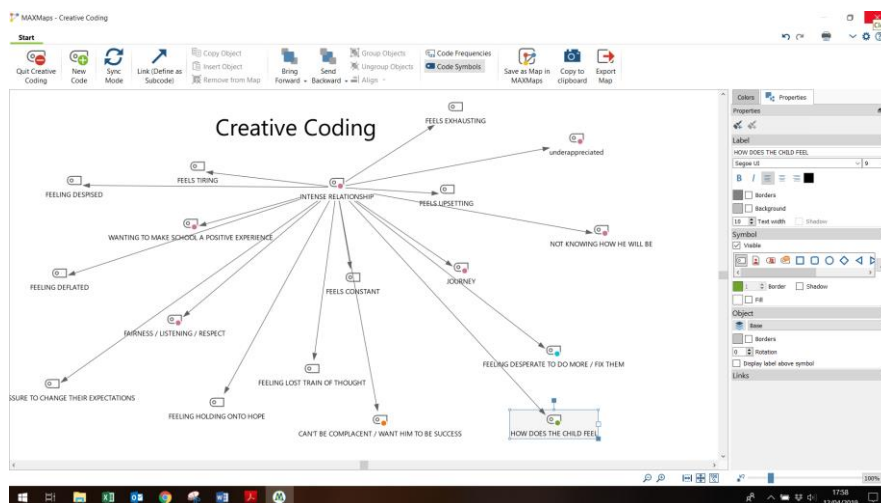
The table below shows the categories represented by each colour in order to aid this initial sorting process:

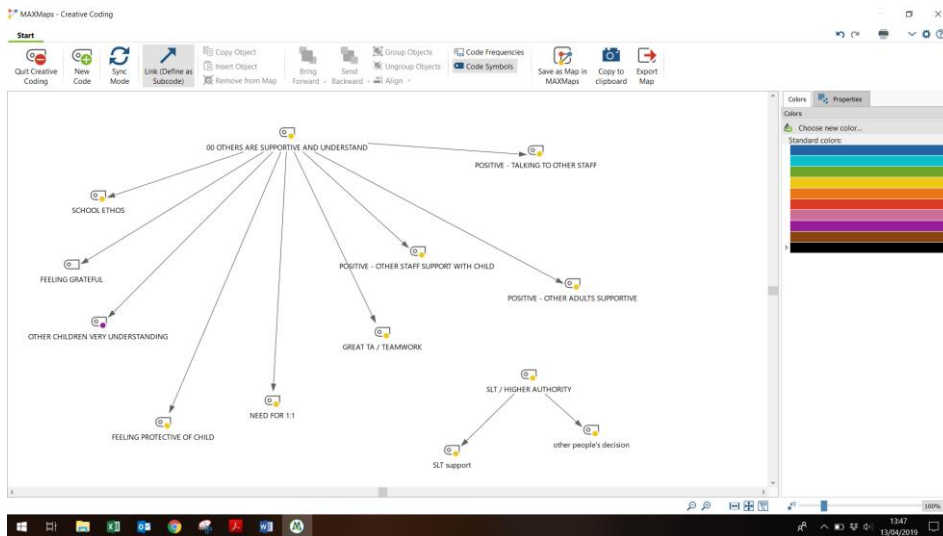| Colour	Category
Green	The child - their behaviour / their strengths
Yellow	Other adults in school / other parents
Pink	Relationship with the child / building / journey / challenges / battle
Orange	Strategies tried / progress / planning ahead /

Purple	Balancing needs of other children / safety / risk
Turquoise	Personal view of role / other teaching tasks
Black	Break and lunchtime
Brown	Worry about them at home / worry about what will happen/ on edge
Dark Blue	Emotions / Feelings
Red	Miscellaneous

At this stage there were still a very large number of codes. Using the "Creative Coding" tool in MAXQDA I began to move around different codes and search for overarching themes and patterns in the data linking these codes. Some codes were further combined and others were split. At the end of this phase a number of candidate themes and subthemes were generated and all data was coded in relation to these themes. Below are the 13 candidate themes and the thematic maps of subthemes that existed at the end of this phase:
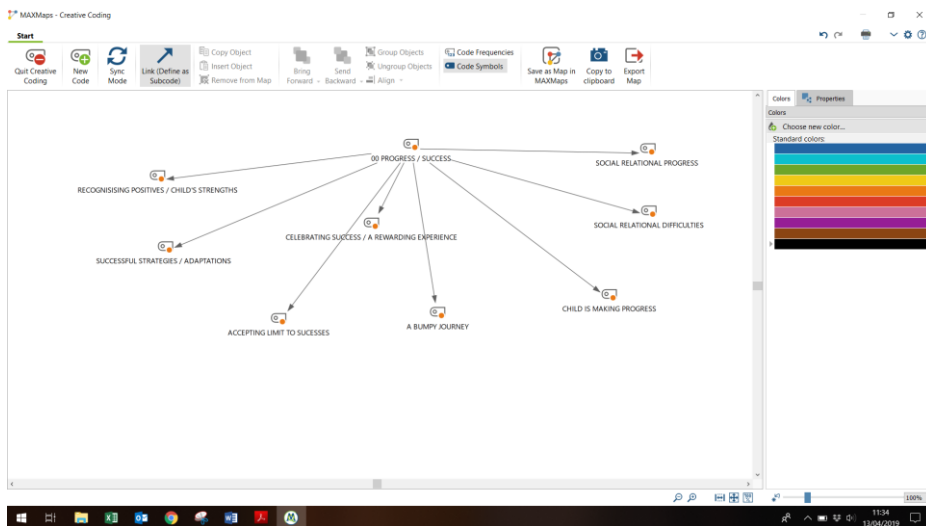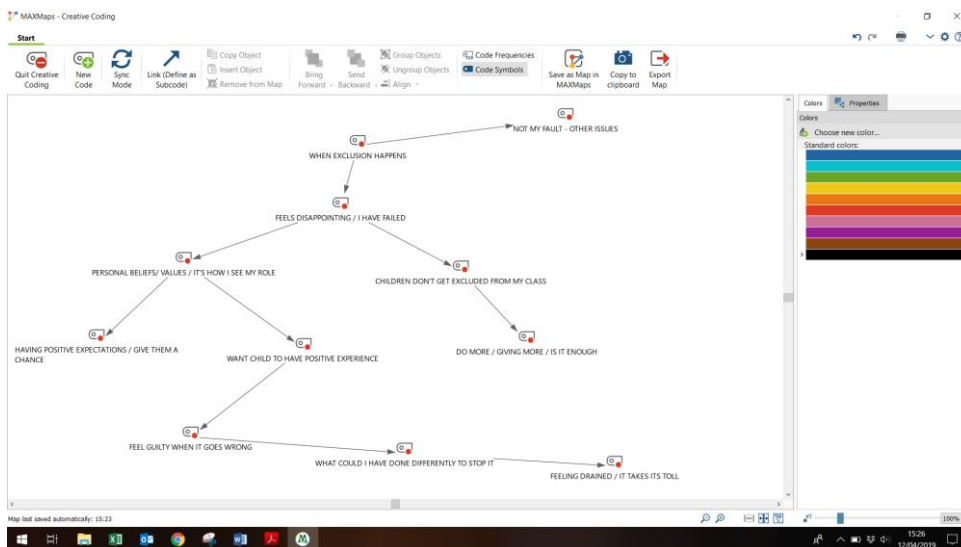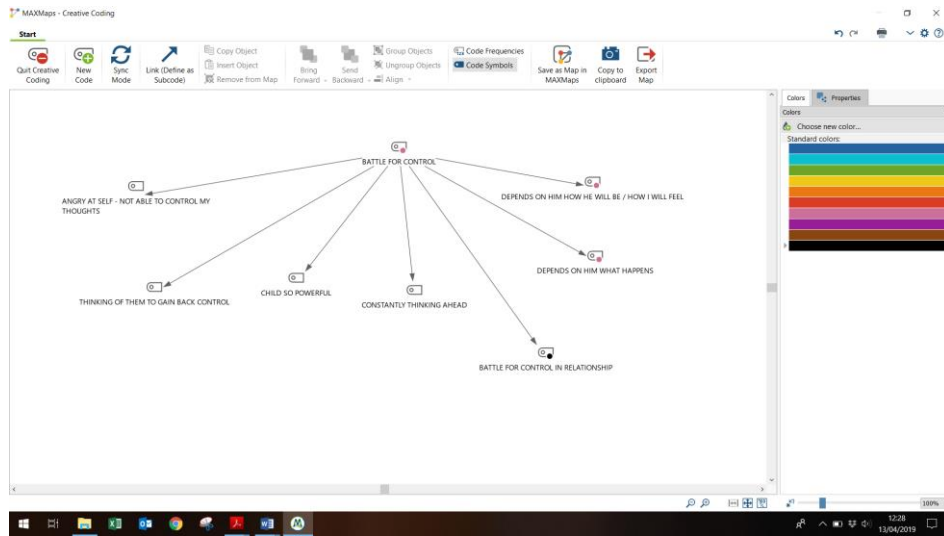
1. An Intense Relationship

2. Worry / Concern

3. Child is So Powerful / In Control

4. Others are Against Us

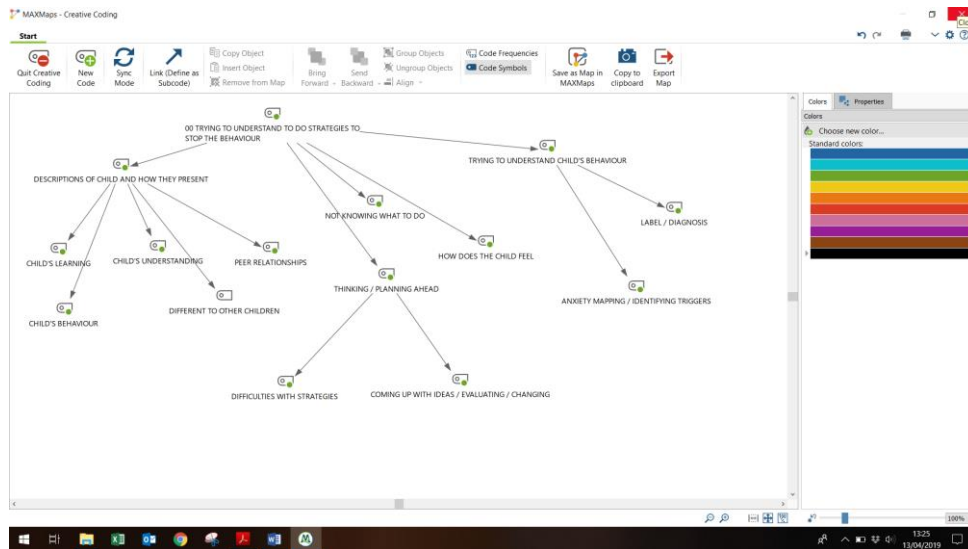5. Others are Supportive

6. Progress / Successes
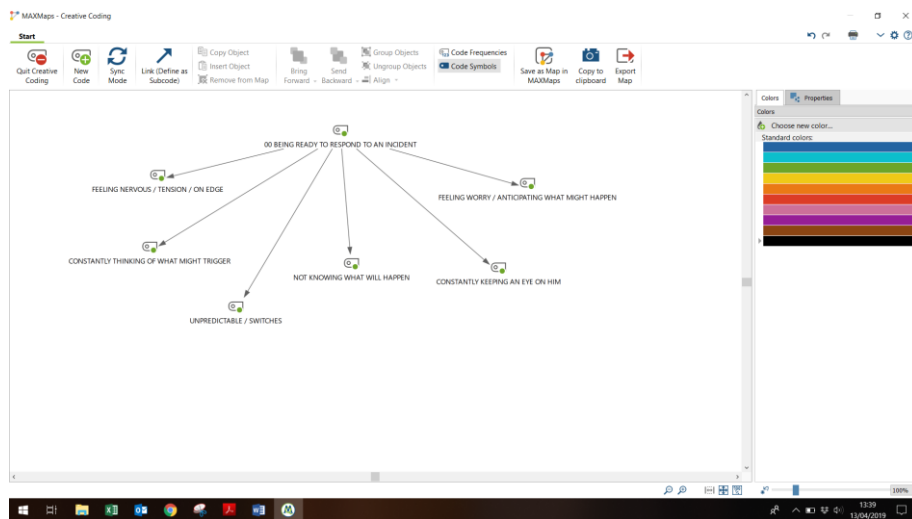

7. When Exclusion Happens
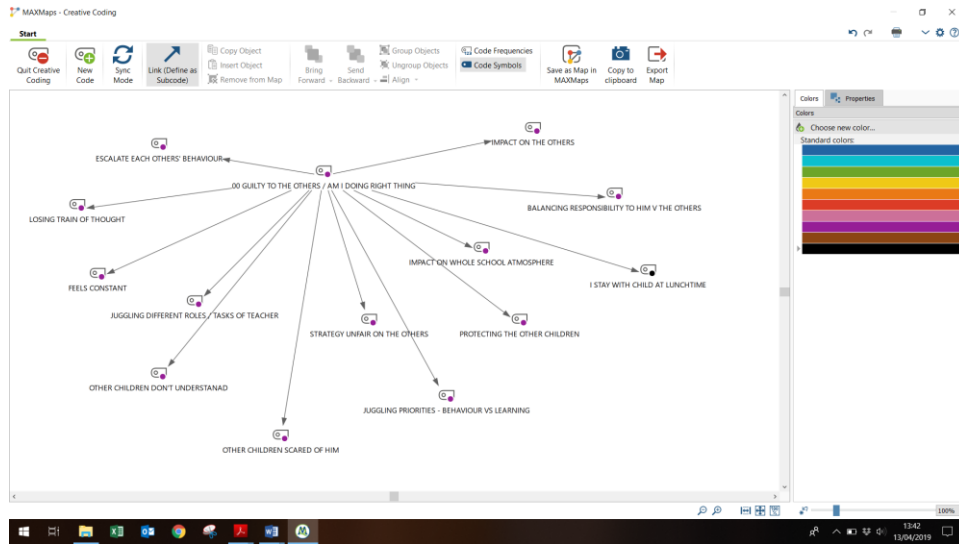
8. The Battle for Control

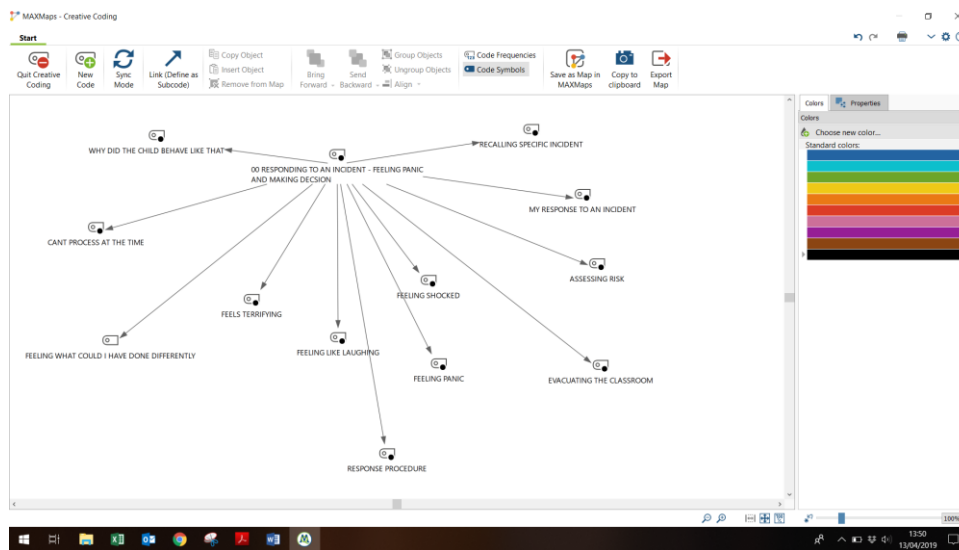9. Trying to Understand the Child / Implement Strategies
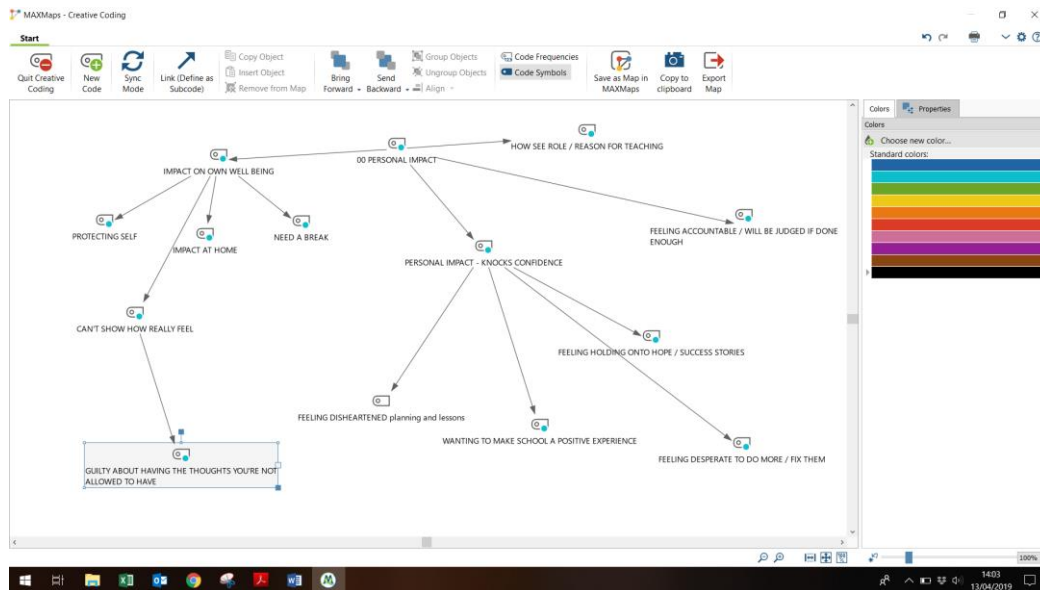

10. Being Ready to Respond

11. Juggling Responsibility to Individual Child vs the Others

12. Responding to an Incident

13. Personal Impact

Phase 4: Reviewing themes

The potential candidate themes above were reviewed and refined at this stage. This took place by looking closely at the extracts of data associated with each theme and applying Patton's (1990) dual criteria for judging categories, as advocated by Braun and Clarke (2006). These are internal homogeneity and external heterogeneity.

When rereading the data extracts it was clear that there was some overlap between some of these themes. There was also insufficient similarity within some of the themes so these were reworked and moved around using MAX QDA. I also considered the validity of individual themes in relation to the entire data set and reread through all of the transcripts to see if the newly defined thematic map accurately reflected the meanings evidenced in the entire data set. This also involved coding a few pieces of data that had been missed in relation to this new thematic map. At the end of this phase the thematic map provided in the "Findings" chapter had been produced. The "defining and naming of themes" and "reporting of themes" as advocated by Braun and Clarke (2006) is provided within the "Findings" chapter.

Appendix C : Thematic Map (Themes/Subthemes/Codes)

Main Theme 1: Knowing vs Not Knowing				Main Theme 2: Us vs Them		
Subtheme: The Child	**Subtheme: What to do**	**Subtheme: What will happen**	**Subtheme: How I feel**	**Subtheme: Us**		**Subtheme: Them**
				An Intense Relationship	**A Supportive Team**	
Codes:	**Codes:**	**Codes:**	**Codes:**	**Codes:**	**Codes:**	**Codes:**
Knowing vs not knowing why child behaves that way	How to juggle competing roles / responsibilities / scrutiny	Constant vigilance / on edge – anticipating what will happen	Downplaying emotional impact – I'm fine / don't mind	A rewarding relationship – celebrating success	Other children in class understand	All on me – defending / protecting the child from others
Trying to empathise – how do they feel?	Responding in the moment – not knowing if I did the right thing	What will happen today? Changes depending on the child	Can't think about it or process emotions until later	Wanting to do more / give more / did I do enough?	Talking to other adults for support	"Out there" vs "in here"
Diagnosis / condition as explanation for behaviour	Responding in the moment – panic / embarrassment / fear	Thinking ahead to future – trying to anticipate what might happen	Forbidden / hysterical laughter	A frustrating relationship – feeling frustrated / disappointed	School ethos is supportive / understanding	Difficult to delegate the task of supporting behaviour to others
Concern about what happens at home – knowing vs not knowing	Not knowing what to do – running out of strategies / solutions		Hiding own feelings – anger / annoyance / upset / stress	A battle for control – emotionally draining	TA / LSA is supportive / understands	OFSTED / measures of progress don't understand what it's like

Behaviour is unpredictable / changes – not knowing why	How to juggle priorities – behaviour vs learning?		Feels never ending / constant / draining	Constantly thinking about them / pre-empting / reflecting	Other adults are supportive / understanding	Other adults don't understand / judge child negatively
Details of child's social needs / progress	Meeting learning needs / gaps			Wanting the child to feel liked and have positive experiences	SLT are supportive / understanding	Child's parents don't understand / are not supportive
The child is different to other children	Strategies / adaptations that are working			Talking them back round / listening to their perspective	Supportive advice from external professionals	Other parents don't understand / are not supportive
Knowing they are safe in school / better off in school	Boundaries / consistency / consequences important			Staying together (teaching class for another year)	Child's parents are supportive	Others / SLT deal with behaviour and make decisions
Details of strengths / achievements / interests	Coming up with ideas / evaluating / adapting			Being apart / transitions		Other children don't understand / judge the child negatively
Knowing their triggers	How to lessen the impact on the others' learning			Reflecting on the journey – ups and downs		Other schools don't understand
What we see – the behaviour / aggression / challenges	Challenges of applying different strategies			Building and developing trust / being fair		Other adults get frustrated / angry with the child
Details of previous incidents / exclusions	Safety – protecting / keeping children safe / evacuations			Giving extra time and support at lunch and playtimes		School ethos is not understanding

Details about home circumstances / concerns	Procedures / guidelines for safety			Intense relationship with child's mother		External professionals not helpful / don't understand
	How to balance needs of one vs others?			Relationship with me is different		Other adults don't understand / judge the child negatively
	How to juggle competing demands for my time?			Personal impact – sadness / feeling powerless		
	Losing train of thought			Pressure / stress – wanting to make a difference		
				A powerful child – they control the mood / atmosphere		
				Building the relationship – steps forward and back		
				Seeing a "different side" to the child		
				Needing to have positive expectations		
				Can't switch off from worrying about them		

				Experiencing failure / feeling guilty		
				It's personal – comparisons to own personal experiences		
				It's personal – how I see my role as a teacher		
				Personal impact on health and well-being		

Appendix D: Coding System (Codes and Segmented Text Associated with Them)

Main Theme 1: Knowing vs Not Knowing / Subtheme 1: The Child

Code – "Knowing vs not knowing why child behaves that way"

He was, he was poking at this child. He
was poking at him. And that's why he reacted and that's why he said what he said. But

he doesn't have a filter of what is acceptable and not acceptable to say… … I don't

know where he gets the language that he uses from. [**TB:** Mm hmm] I don't know….

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 304-307

He's obviously watching stuff, playing things
games--- watching YouTube that he shouldn't be, but we can't change that, [**TB:** Mm

hmm] we have to manage it. [**TB:** Mm-hmm] And we have to show him it's not okay in this

environment to be discussing those things. [**TB:** Mm-hmm] Erm, …. but I think they

influence his behaviour, you know, swearing.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 210-214

They might be trying to communicate, that they just
don't wanna be in that situation or, they don't like what you're doing or, their
expectation of you is, not what it, should be [**TB:** Mm hmm] yeh erm and yeh I want to
know, what's going on.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 253-256

And again at lunchtime if he's, if there's been an
incident, erm I will have meetings, erm, about what we're gonna do next, erm with with
xxxx and xxxx, erm, so it does take up, quite a lot of my time. And again you you
know, I I research things. Erm I've got a psychology degree myself and I, erm, y you
know read, quite a lot and erm that kind of stuff so erm, again that takes up my time

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 407-411

Erm, and obviously the
behaviour is her way of communicating because she doesn't, because we aren't
understanding what she's trying to get through erm, so we spent half an afternoon with
her saying *"g, g,"* and well her, she *can speak*, you know she can, have a conversation
but you know sometimes she can't, get the thing across and, you can kind of understand
why she's frustrated *[laughing]*. [

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves
> that way   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 527-532

She's like a two year old, [**TB:** Mm hmm mm hmm] you
know. She's not kicking me and hitting me she just happens my legs in the way when
she's kicking and hitting, *really,* [**TB:** Mm hmm] if I'm honest.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves
> that way   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 541-543

to be honest, we spend probably
more time with these kids than their parents do. Erm, and when they're all together,
it's obviously, you know, it's a- very very different environment for them as well.
[**TB:** Mm mm hmm] Erm, so yeah. Well, yeah, that's it, really.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves
> that way   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 165-168

Because of I don't know
if its lack of structure or its just the different struc structure to school cos he's

said – he's very erm … eloquent he's said to me before *"I can do what I want at home*

… but I can't do what I want, erm … at school." So I think he finds that transition

that sort of Monday morning quite difficult.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves
> that way   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 38-42

hey sort of you know like prod him and they know how to push his buttons and [**TB:** Mm
hmm] so he flips out so … yeh. No, it's it is frustrating erm because you you just know. And
when you speak to him he can tell you exactly what he's done, why he shouldn't have
done it and you just think *"well why, why are you doing this?"* Erm, so it is it is frustrating

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves
> that way   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 136-140

Like obviously, the role models that he has … …
are … you know, aren't … I don't know [pulls exasperated face]

TB: Don't worry. Say what you want to say.

PP: The role models that he has at home … perhaps aren't modelling the right

behaviours to him which is where a lot of his, aggression comes from

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 153-157

I mean, he
says things quite matter of factly when it's just me and him in the classroom, erm at

lunch times – I have the doors open and everything – but erm he'll chat away to me

and he'll tell me things about the weekend … in detail, and I just think *"well no*

wonder."

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 157-161

Like I can't, you know it is frustrating when he behaves like a certain way,
but then if that's what he is seeing at home, if that's how he's being spoken to then

.. I've, you know, of course, of course he's gonna behave like that because, that's

what he's been brought up to think is normal [**TB:** Mm hmm] …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 161-164

Yeh erm, but also its *[sighs]* I still I
cannot say that I fully understand him, because it's not, because he doesn't have a

diagnosis it's not like you can read a book

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 238-240

well he knows the structure of Year
1 he knows the class and everything very well but he also knows the school. [**TB:** Mm

hmm] Because its unsettling going to a new school anyway.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 359-361

I feel like
I'm making excuses for him but *[laughing]* you know what I mean it's unsettling going

to a new, environment and not knowing anybody and, … so that couldn't have helped his

situation but

and erm, sometimes we can be doing something that he *really*
enjoys doing, but then something will be, really frustrating for him and, he'll lose

it, and, they're tempers that you can't, he like glazes over and, you *cannot* speak to

him.

And again, I think to myself well is
that, is that somethings that's not shown at home, a total lack of empathy and

compassion.

But again, you think to yourself, *"well that's probably because you're not
shown kindness at home"* … so yeh.

So … I think so long as- if he's being violent we know what to do
and we've taken the children away from that, erm--- but as well its, he knows

afterwards, if he's done something, he knows afterwards he can reason and
say, "Oh, that would've hurt them, that would've done that." And, erm, he
understands why he shouldn't, but it's just, it's an impulse for him

Erm and I just was thinking like *"what could have gone
differently? Like, you had a good morning, this worked-"* and almost found myself like

going through the morning and thinking like, right *"that was a problem but that was

sorted. That was fine, and we did this. That could have been a problem but it

wasn't"*… and I was kind of sat there like *"so why… where did that behaviour come from*

almost" because sometimes, I would say often with, a specific child in my class,

there aren't … triggers

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 67-73

He also
like very strongly believe that all behaviour is communication. Erm and so the reason

that she is, doing all these things and showing all these behaviours is because she

is unhappy and she needs help and you know if she is, whatever it is that she's not

doing as we would expect, it's about teaching her to *"ok if you are hitting people on*

the playground then you need to learn how to play positively" so we very very rarely

exclude.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 201-207

they want to work out, quite quickly, the kind
of people you are and the easiest way to do that is to do all the behaviours [**TB:** Mm

hmm] they've done before [**TB:** Mm hmm] and then we'll see if they kick me out and if

they don't … I'm angry because, that's what I expected everyone to do

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 340-343

I remember being
younger, being able to really clearly distinguish like my mum doesn't do this, but

other adults do, and so if I can still trust other people. Whereas, you only have to

talk to XXXX for like five minutes to hear her distrust of adults.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 593-596

I would say we
have a really good relationship but when, on the Monday when I had kind of settled

her I said to her like, "*Come on let's go and sit down*" and said to her, "*Let's go*

into that room" and she was like, *"No no no no no, you'll lock me in*." And I was

like, "*Why would I lock you?"* And you'll see on the doors they have like a little

latch and I was like *"I've never locked you anywhere I wouldn't lock you"* erm, and

she said, "*No but, when I'm at home if mum, you know if I'm naughty and I don't want*

to go to my bedroom then mum will lock the door." And so for her, mum does that so

everyone else will do tha

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 596-604

And so I think, my childhood is *massively* set me up for, this school at least. Erm because I just like, yeah, I just think it like all of that kind of ethos of the

score on the things that we believe, you know, all behaviour is communication

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 622-624

And I feel the same with the kids here. I say to them something like, *"I get it. I get why you did that, but you need*

to understand why that wasn't the right thing to do [**TB:** Mm hmm] *and you need to say*

sorry. Like you need make amends for it." And I think yeah that probably has a lot to

do with like, the almost desperation I feel, like I just want to fix them.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 686-690

So I, know them anyway, and I know both these boys in a very different way, to how they're presenting now.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 33-34

– you know you are emotionally attached to any child I think that you [**TB:** Mm hmm] you come into contact with, erm, and then to

see the change in them. And you just wonder… how it happened and you want to try and,

do the best for them really.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 36-39

With these two particular boys I think

it's just really difficult. I think there are a lots lots of, other issues there

that, I think, err… yeah I - I'm not completely aware of their entire sort of, story,

but .. I yeh I think – it's not necessarily anything I am doing negatively towards

them that's preventing them, staying in the classroom in the actions that they do or

whatever

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 70-75

The other boy as well, though he's more capable, his
is more behavioural and, I think for him it's also attachment issues. … Erm … yeah.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 90-91

yeh they're only 10 or 11,
they're still little, but they don't have any concept of how this will affect them,

[**TB:** Mm hmm] going forward. [**TB:** Mm hmm] and no matter how much you say it as an

adult, as a child they, I guess when I was a child I didn't really want to hear what

an adult has to say [**TB:** Mm mm hmm] They'll only learn through experience and by then

it's too late so [**TB:** Mm] You try to, just instil like, the best values in them to

make their own decisions reall [**TB:** Mm hmm mm hmm] but err, yeh …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 159-165

Yeah – and that's that's the the hardest part because they were both boys that
were, so capable and, able to get on and, errr … you know I'm quite a firm teacher

and I think they got used to that really quick, and they were able to deal with that,

erm.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 171-174

Most of them are absolutely, exactly the
same – obviously grown up – but, these two boys I just wonder what you know what's

happened in a year and a bit for, it all to change …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 177-179

the boy who's, ah.. the the one who, I feel has
attachment issues, I think he craves that one to one attention anyways, so I realise

that when he's doing the antics he does in class it's to get my attention.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 185-187

- he
doesn't seem to realise that actually positive attention would be a lot better, and actually at the moment he gets negative attention for the, the things that he does um and then I'm then, I don't want to get into a, a back and forth with him for negative attention [**TB:** Mm hmm] because then I need to deal with this and then the whole lesson just goes to pot really.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 189-194

So, and I don't think he understands that, he's just
a child, [**TB:** Mm hmm] he just wants my attention, but I can't give him, that negative attention he wants, because I need to be here for the rest of the class.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 194-196

Erm … Yeah and I don't think he – or maybe he does get it, I don't know. He just wants attention at the end of the day, no matter how it comes, he just wants that attention. [**TB:** Mm hmm] Because when he goes get, when he has run off and he has got an adult with him, to some extent he will, I say to some extent he will sit down and do the work because he's got that, one to one [**TB:** Mm hmm mm hmm] attention.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 197-201

I don't know whether they, even realise the, consequences but—I think they see … a- a- again, they're only 9 and 10 years old. They see exclusion as just an exclusion, from here, at the moment. I don't know if they even realise that actually it could lead to permanently not coming back here. Not seeing your friends again, you know. Erm … I mean I don't I don't know whether the children are aware of that [

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 309-313

No… he did the first two academic weeks, so he's done two, he's done ten days,

since September [**TB:** Ok] and he hasn't been in since [**TB:** Ok] No.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 153-154

… but then on other mornings

it's quite nice when she tells me stuff and I'm like "ohh, so now I understand why he

does that" because you've told me this person does that … and then I report back here

and they're like "oh so then that's why the sibling's done that, because he'd done

that, because the family's done that" and I'm like do you know what I mean so [**TB:** Mm

hmm] it can be very handy that we've got this communication [

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing vs not knowing why child behaves that way   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 220-225

Code – "Can they control their behavior? Do they understand?"

He hasn't he

showed no emotion and *no* understanding of, what the implications were of what he had

done, and no, self-reflection. No erm …. no ability to relate to why he was being

excluded at all. Well [**TB:** Mm hmm] on the surface anyway

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 16-19

Erm but yeh, he's frustrating because … you'' ll have a conversation with him and

you'll say *"right, we're not gonna swear today"* …. [**TB:** Mm]. *"You know the*

implications of swearing … you'll be missing your break" [**TB:** Mm hmm] which he loves.

"You'll be missing your lunchtime." "No." "No swearing." "No." And he'll *walk* out the

door and he'll say *"you f-ing what?!" [laughs]*. And its, that moment *[clicks*

fingers]….

cos a lot of kids will say *"oh well I'm
not gonna do that because I told Mrs S----- I'll try not to."* He doesn't have that …

he doesn't have that … whatever the word is …. To allow that to happen. [**TB:** Mm hmm]

He's said it …. He's moved on … …. And he's forgotten it … so … you know. It's hard

to –

you know, you have to deal with him as we've been advised to deal
with him which is … not making a big deal out of it erm [**TB:** Mm hmm] because, the

feeling is he's doing the swearing *for* attention. To get attention from adults [**TB:**

Right, OK] but ….. [**TB:** Mm] we don't know for sure [**TB:** No, of course] We don't know

for sure ….

erm, he can be extremely
irritating *[laughs]* [**TB:** Mm hmm] erm with the, he's very black and white if you ask

him ya know *"can you sit down?"* *[pulls a face doing an impression of the child]* *"Well

where, where do you want me to sit down?"* *"Well on your chair"* *"This chair? This

chair?"* *"Yes that chair"* *"This chair?"* *"Yes, that chair."* *[laughing]* So, ya know, you

have to, you have to have energy *[laughs]* to deal with it

so … I said
how disappointed I was and, you know, how … I felt quite ashamed that a child in my

class had used that language [**TB:** Mm hmm] erm … but he didn't get it. [**TB:** No] You

know, he didn't understand *why* I felt like that.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand? Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 253-256

So I said, *"can you imagine how this*
boy is feeling hearing you say those words?" … erm … and he said … *"nope, dunno"* …

So I had to give him a scenario that he could ac … actually understand for himself.

[**TB:** Mm hmm] I said" *so what if it had been said to your brother who was … in a*

wheelchair [**TB:** [Coughs] Mm hmm] *because of an accident or something. How would you*

have felt then. Would you have felt like he felt–" …. *"Yeh"* I said *"exactly."* E

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand? Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 256-261

No, no its fine *[laughs]* I'm past it now [**TB:** Oh my goodness] But that happens.
[**TB:** Mm hmm] That happens, and … … *[sighs]* you know I **don't mind** because … I feel for

him and I feel that, because he .. because of his response to me [**TB:** Mm hmm] to the

how and why he'd done it, I don't think he had *any* understanding of that it was gonna

have the impact it did.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand? Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 272-276

He didn't know that this boy had a disabled sister.
Physically disabled sister. He hadn't said it at this child he'd said it to somebody

else who'd been in ear and the boy had been in earshot of him … he had *no*

understanding of the bigger picture

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand? Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 276-279

You've got to try and bring him back round … erm and also talk to
him about, how the other chi- children might be feeling and trying to get him to have

some empathy with them [**TB:** Mm hmm] because that's the biggest issue. … He doesn't

have really have much empathy [**TB:** Mm hmm] Erm … emotionally, withdrawn I guess it's

that sort of child. …. …. But, when he does show emotion it's, my goodness, you know

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand? Weight score: 0

felt sad for the children who'd ex–
been on the receiving end but also, I felt *really* sad for him, that, … I don't think

he had *any* idea that that was gonna be the outcome.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 467-469

Erm … but I don't think he had any connection with it in the sense
of thinking, *"oh dear I am in big trouble here."* [**TB:** Mm hmm] I don't I don't think

he saw it like that at all. … Erm, … …. *[moves mouth]* But it I felt, I felt …. I

felt really sad. Really really sad.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 480-483

I mean
with the little girl erm, …. … … It's difficult because she probably wouldn't
understand, [**TB:** Mm hmm] erm what my expectation was?

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 165-167

he just can't, you know he doesn't get it you know. I
say *"Stop!" "Sit down!" "Stop doing this!" "Stop making everyone laugh." "Go and sit over there and come back when you're ready to behave."* All that kinda stuff, and it's just, it washes over him

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 564-567

and when you speak to him he can tell you
exactly what he's done, why he shouldn't have done it and you just think *"well why,*

why are you doing this?" Erm, so it is it is frustrating

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 138-140

I know that things aren't easy … but, you do like, he knows the
difference between right and wrong.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they
> understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 152-153

so if it's, to do with him, like if you take a minute away he'll be really
upset and he can, he shows that he's sad by like his face and his body language and
he cries. But erm … yeh when he when he hurts somebody else and you can see
physically that he's hurt somebody else, and this other child you know might be
distraught. … If you show that to him and explain to him, there's no, he doesn't show
empathy at all, and he has no compassion.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they
> understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 616-621

He doesn't, he can't put himself in
somebody else's shoes… erm, and he doesn't, … if you say *"look you've really really*
hurt this child." He'll have an answer like *"yeh but, they were really annoying me"*
or something and he'll feel justified that he's done that to another child [**TB:** Mm
hmm] which has been, cos normally, when you have a conversation, you can like reason
with a child and they can see like actually that wasn't the right thing to do

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they
> understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 621-626

he
can always tell me what he should have done [**TB:** Mm hmm] … but, he just, … he just
has like this blank face he's just like *"yeh they were really annoying me"* and you
just think *"how've you not go any empathy?"*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they
> understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 626-629

he knows

all the right things to say, but doesn't often, show it, without encouragement

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 641-642

But then the thing is you can't always excuse,
everything because, they don't have that at home because, you know, children do know

the difference between right and wrong … and he does know when you speak to him he

knows, *he knows* his actions, so you can't

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 644-647

I think, if you're going to make progress with a child
you need to sort of think as well, actually they know the difference between right

and wrong … erm you can't excuse everything and there needs to be consequence and erm

… hmmm

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 649-652

and the thing is as well, he's so, erm, eloquent in what he- his--
He can put into words *exactly*, [**TB:** Mm hmm] … erm, exactly like, what he feels. So

he, he came up to me and he- he apologised. And I said, "But do you know what you're

apologising for?" And he said, "I just got really, really angry, … erm, and I didn't

know what to do." Like, he's just- he's very good at, telling you exactly,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 219-223

'cause often children sort of come round and say "I don't know, sorry, I dont' know." But he's- he's was just very, he's able to speak about his feelings quite

well, and yeah, … yeah.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 224-226

And even if it is, you know often
you get like, er, erm like sort of letters and files of things that they've done [**TB:**

Mm hmm] and the reason they were excluded and things like that. You can read it but

then, because they get- they are so angry that you're not, telling them to leave the

class or you're not, getting rid of them and it's not what they expect.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 318-322

Erm the girl over there the like little one in my
class, the day she was excluded, she walked past, we were all sat in here, and she

walked past and shouted at, the behaviour erm team leader, *"It's your fault."* And you

just think like that*, "that you ran around the school to do all those things."* [**TB:**

Mm hmm] *"It's her fault"*

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 414-418

And I think, the interesting thing is that all three of them are so
quick to blame the adult, *"It's your fault. It's your fault. It's your fault I left*

the class. It's your fault I'm staying in." And you just thi- it just seems to be

really difficult to get them to understand that power

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 425-428

hat, *"No, like*
you're in control of yourself." Erm, they kind of don't seem to think so. They think

that, [**TB:** Mm hmm] *"It's your fault I'm being this rude, because you told me I can't*

be in class." And then when you have a conversation with them and you say, *"But*
why

did I say you can't be class?" "Well, because I hit." "So you chose to hit?" "Yeah,

but you told me to leave." And, and its that kind of like yeh but … you chose to hit.

And then it'll be *"But they annoyed me."* It's, there's always someone else.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 428-434

And I
think that's a big problem, you know, if all three girls wake up tomorrow and then

felt that, they were in charge and it was up to them, we probably wouldn't have
[**TB:**

Mm hmm] the difficulties that we do have.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 434-437

So she thinks it's
XXXX's fault "*She's the head teacher, she told me I can't come back to class."* and I

say to her you know, I made that call too like we sat and we had a conversation and I

said, *"I don't think you should be in class,"* but because it's not coming from me

[**TB:** Mm mm hmm] I think she finds it really hard to put that together.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 480-484

yeh they're only 10 or 11,
they're still little, but they don't have any concept of how this will affect them,

[**TB:** Mm hmm] going forward. [**TB:** Mm hmm] and no matter how much you say it as an

adult, as a child they, I guess when I was a child I didn't really want to hear what

an adult has to say [**TB:** Mm mm hmm] They'll only learn through experience and by then

it's too late so [**TB:** Mm] You try to, just instil like, the best values in them to

make their own decisions reall [**TB:** Mm hmm mm hmm] but err, yeh …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 159-165

PP: Yeah, it is quite shocking actually because you... er yeah they were both, they
were both such, individually, when you get them on their own, and you, have a

conversation with them, erm … the boy who's, ah.. the the one who, I feel has

attachment issues, I think he craves that one to one attention anyways, so I realise

that when he's doing the antics he does in class it's to get my attention.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 183-187

- he

doesn't seem to realise that actually positive attention would be a lot better, and

actually at the moment he gets negative attention for the, the things that he does um

and then I'm then, I don't want to get into a, a back and forth with him for negative

attention [**TB:** Mm hmm] because then I need to deal with this and then the whole

lesson just goes to pot really.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Can they control behaviour? Do they understand?   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 189-194

Code – "Diagnosis / condition as explanation for behaviour"

So, we have—had we had an Ed
psych in?

TB: Possibly.

PP: Oh yeah, because he --- Erm, we've also, had the Autism team in. [**TB:** Mm hmm]

Erm, we're pretty sure he's, high functioning, Autistic.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 8-12

And the incident happened at lunchtime. … He didn't eat
food, hardly anything for the whole week. He is so-- he has, lots of sensory stuff

that we are now finding out about now. …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 46-48

Erm, our Educational Psychologist suggested
that he had some sort of post-traumatic stress erm, s – because, I mean he was only 7
erm, but he'd experienced something that was *severe, erm* to him and in his life time

[**TB:** Mm hmm] erm and we don't know what that was. …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 36-39

Erm, one erm one is a little girl who erm *[sigh]*
maybe on the spectrum we've got no diagnosis, but she behaves like a two year old, erm in the classroom

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 117-119

Erm, the other *two* who I've since I've been here who *were* excluded
were excluded after, they came to me, or after they went on erm tooo – erm and one of them had a *terrible* background and one of them had erm, … … disability and emotional issues, probably accentuated by background

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 133-136

he had – he took ADHD tablets [**TB:** Mm hmm] I
don't know which ones particularly, erm and hee, erm

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 223-224

He had, some kind
of issue erm, he he had a, diagnosed condition which is very unusual. Erm Kleinfelter syndrome? I don't know if you've heard of that?

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 282-284

It's to do with male/female chromosomes. [**TB:** Mm]It's very *very* unusual so erm, in xxxx you may be able to identify him from that. Erm but erm, theee, heeee's, I think it's X – I I can't remember which way round it is but erm he had erm, the male and the female so he had three sets, [**TB:** Oh] so it's XX or XY and he had XXY, [**TB:** OK] erm, so that would have led on – err, it's more of a problem in puberty, erm but,… - because of obviously the male/female hormones

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 285-290

Yes. I think, because she's had no, diagnosis, erm there's clearly… … issues erm
some sort of issues. She doesn't communicate well erm her, ability is is, less able
[**TB:** Mm hmm] Erm she, so the communication is an issue.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 521-523

Erm, you
know , and then there's she's from a *reasonable* background, erm you know some people
think she's been spoiled a bit but I suspect the behaviour is that that's the only way
that they know how to deal with it, because they, the this communication issue is so
frustrating for her ya know

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 543-547

His behaviour has taken a
particular spi er spike at the moment because he's been put back with dad and then mum
sort of will say things that are, not really appropriate in front of him, and then
you've got dad saying erm you know *"it's all her fault"* and *"we should be seeing each
other at the, contact centre"* which is, you know it's ridiculous. [**TB:** Mm hmm] Erm and
they generally, ch er it's about *them* it's not about him, [**TB:** Mm hmm mm hmm] erm, and
his then reaction is just he's the he is the ultimate class clown

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 556-562

I know you
know he's the one that they said it was post-traumatic s – yeh. He's over there, [**TB:**
Mm hmm] which is a social emotional behaviour, school. [**TB:** Yeh] Erm, … and that's
where he went you know erm, but I see it as very unlikely that anything's gonna
change, for him [**TB:** Mm hmm] because of the the background you know.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 635-639

you know he's left
very much to himself and erm he forgets erm to take the pills or his mum doesn't
remind him, or she said *"oh well I wasn't with him when he took the pills."* And, you
know its erm the lack of responsibility really

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 641-644

Erm, where were we with seven, I'm trying to remember who, I sort of
know who the seven are *[laughs]*. One of them has erm, been given some ADHD drugs [**TB:**
Ok] erm, which pushed him in the other direction and he became-- So we've had what?
Three weeks, I think just a bit more than three weeks erm, and he became quite
depressed

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 16-20

but again like I say he's he
is very impulsive, and sometimes you can see he does things without thinking … and he

doesn't actually have a formal diagnosis of anything [**TB:** Mm hmm] Erm, there are

there are sort of things, in his background that, add to, how he is

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 103-106

because he doesn't have a
diagnosis it's not like you can read a book on ADHD and think right well, I can do

this this and this to help that child [**TB:** Mm hmm] and it's not like I can read a

book on Autism and think right well I can – because he, I think that's part of the

problem is that he *doesn't* have a diagnosis.,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 239-243

Is he gonna
have that support? Is he gonna have that funding? Because because he doesn't have a

diagnosis [**TB:** Mm] …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 344-346

Or is that, you know I think it's cos he hasn't got a diagnosis as well

you think like, for the extreme behaviours that he has [**TB:** Mm hmm] I think as well

like, mum kind of wants like to put him in a box, like *"he's got that so that's why*

he behaves in a certain way."

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 631-634

Obviously there are behaviours where you think,
actually there might be something underlying here … *[sighs]*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 634-635

So that's that. Where was I? Erm, so yeh she ca- she came in really settled. That was her. She-she-- I think she was something like she was born, I want to say at 26

weeks. [**TB:** Oh right. Ok] But she was- she was quite premature. Erm, and then I think

she's had some, uh… growth kind of development issues, erm, when she was younger, but

she's tiny isn't she.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 102-106

Erm, heee's … he's an autistic boy and he erm, pretty
much out of the blue, attacked another, a little girl in my class. So it was the

failure to not keep her safe, from that,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 18-20

erm. … Like one of the boys has a, err, quite, the autistic boy has a learning
need as well … but he hasn't been in class at the mo- very much – you know because

he has been, erm … internally excluded to a point. Because when he is in class, he's

quite disruptive.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 82-85

the same with the other boy as well, though he's more capable, his
is more behavioural and, I think for him it's also attachment issues. … Erm … yeah.

So I just wondering I wonder whether while they're not in class – have I, done enough

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 90-92

Whereas with the other one, *[sighs]* … yeah I think
because he was an autistic boy I had never really had--- I mean I quite new to

teaching, I've only been teaching for three years, erm so I'd never really

experienced a boy like the other boy,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Diagnosis / condition as explanation for behaviour   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 203-206

Code – "Trying to empathise – how do they feel?"

And when he first came here, he was a *very* very angry young man. He'd been
excluded from his last school … erm, for similar things to what we are experiencing.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel? Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 168-169

and, he was very angry I think when he came, cos
he was quite threatening to the year 4 teacher [**TB:** Mm hmm] erm ,which is, ya know is

is not is not a nice experience but, as I say I haven't had that with him at all.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel? Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 172-174

he talks about his brother, his brother competes err nationally at
in erm ballroom and tap I think. [**TB:** Mm hmm] Erm, and he talks about his brother a

lot and he's obviously very proud of his brother's achievements and, kind of in awe

of him a little bit.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel? Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 217-220

No, no its fine *[laughs]* I'm past it now [**TB:** Oh my goodness] But that happens.
[**TB:** Mm hmm] That happens, and … … *[sighs]* you know I **don't mind** because … I feel for

him and I feel that, because he .. because of his response to me [**TB:** Mm hmm] to the

how and why he'd done it, I don't think he had *any* understanding of that it was gonna

have the impact it did.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 272-276

initially when he joined they were the whole
class was very anti him [**TB:** Mm hmm] because he was so aggressive [**TB:** Mm hmm] and so

angry [**TB:** Mm hmm] Erm… but, … erm, so I know there's a side to him … you've just got

to be one step ahead I guess

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 414-417

he used to come in and sit in here and he would be crying. And he'd just
come in and sit, so I'd say *"what's the matter"* and he'd say *"I'm really angry,*

really angry at so and so, really angry" And so I'd say *"well just stay here and calm*

down, that's fine." You know … erm [**TB:** Gosh] … being there for them I guess.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 560-563

Erm, I've put anger here, so the word as well
the erm, smiley face erm, and the chair going across the classroom which is is quite
common. Erm,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 25-27

PP: Erm, yes, errr… *[intake of breath]* … there was one time when, I can't remember
what it was over, … … … it was o – err …over a yoghurt. That was it, over a yoghurt.
So one of those yoghurt tubes [**TB:** Mm hmm] erm that, erm this particular child wasn't,
able to erm – from some err err I I think he don't know if couldn't eat it in the
classroom or … he couldn't erm … … couldn't open it or there was something like that
that he got *incredibly* frustrated with.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0

Erm, I think that's what I explained, erm when they run away and I think they feel
sad you know and and they don't know another way out, of of that situation …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

Erm, ... yeh, a sad little boy is one that we tend
to say quite often.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

the
reason he wanted he ran, is because he was dressed up like erm, … Mike somebody out
of, Charlie and the Chocolate Factory. [**TB:** Right] Erm Mike TV I think it was, [**TB:**
Mm hmm] and his mum had went to a lot of effort to get him dressed up and, he felt,
very self-conscious and he was embarrassed, [

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

Erm this one is, I've kind of cover covered it with this. What's going on inside
their head? What what is, making them do that? What what are they, *feeling?*

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

I mean it's, probablyyy,
… *[intake of breath]* … … … some kind of frustration? I would say. [**TB:** Mm hmm] You
know maybe erm, they're trying to communicate that's what they say isn't it behaviour
is some form of communication always, and that's erm , …. yeh I don't know what
they're co- trying to communicate.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

…. I've written empathy underneath erm [**TB:** Mm] … I guess kind of erm,
if I really knew what was going on in their heads then, … I would be able to fix it?

so it's like that you, want to empathise with it but it's hard to …
PP: Yes, [**TB:** Mm hmm] yeh.

Erm, and obviously the
behaviour is her way of communicating because she doesn't, because we aren't
understanding what she's trying to get through erm, so we spent half an afternoon with
her saying *"g, g,"* and well her, she *can speak*, you know she can, have a conversation
but you know sometimes she can't, get the thing across and, you can kind of understand
why she's frustrated *[laughing]*. [

Erm, and she's been hitting staff and
things like that. She's quite a tiny little thing- [**TB:** Mm hmm, mm hmm] -but erm,
yeh, so that has been an issue, so I would say her, levels of anxiety have raised.

So we've had what?
Three weeks, I think just a bit more than three weeks erm, and he became quite
depressed which is quite distressing [**TB:** Mm hmm, mm hmm] to see for a child. He
spent a lot of time sitting in the corner crying. [**TB:** Ohh] Erm, which is quite
difficult and he got angry as well.

let's do lots of Christmas activities erm, I can't. I
can't do that because it is just putting *them* under too much pressure erm and I need
to have a, consistent environment erm, possibly because they're not going to get that
at home [**TB:** Mm hmm] and also because the stuff that's going on outside the classroom
is-is putting them into this sort of- some of it is gonna be anxiety as well as
excitement and all I mean is t-this the feelings, there's not a lot of difference

between the two.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 97-103

Well, if I'm being honest, when when you read all his notes and everything,
everything that's happened, I feel hugely sorry for him. So I have a *massive* amount

of empathy because, I know that things aren't easy …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 150-152

Reception they did group work sort of a group at a time [**TB:** Mm hmm] where he
could see other children playing [**TB:** Mm mm hmm] whereas Year 1 its all [**TB:** Mm hmm]

we're sat down, we're doing our work and erm, that works really well for him so he

doesn't feel like, *unjustified* or anything.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 208-211

He just saw red and
it was a total accident. A child basically just ran into him. A total accident. I saw

it all happen. *[laughs]* Erm, but he just saw it as someone come over and pushed him,

and he thought "well that is hugely unfair"

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 379-382

if that does happen you need to go over,
straight away and say *"how can I help you? … What do you need?"* And try and like calm

him down, because sometimes- I suppose it's like when you know, when we feel angry as

well you can sort of tend to, look like have tunnel vision and you don't tend to see,

the bigger picture whereas if, somebody comes over and says *"oh, don't worry about*

that we can sort it out," I think it, it does help him.

and so when he gets himself in a
state, we remind him about those and that seems to really help him as well. … Because

I think some children just don't know how to calm down. [**TB:** Mmm] They're not, sort

of, might just be a little harder for them to think "how to get out of a state"

because when you're in that state, it is hard to take yourself out, isn't it? …

I suppose it's just like anyone who has like,
like, *severe* rage, [**TB:** Mm hmm] you can't talk anyone down from that. You have to

just sort of, let them, have a few minutes but that's—that is the only time that's

happened, erm, …

erm, he just gets a bit over excited sometimes. *[laughs]* Erm, I
think that's- … you can't change like a child's personality. Like he does get

overexcited [**TB:** Mm-hmm] and, I think he always will do, like probably even into

adulthood

you know like we're doing, different
strategies of we've tried probably 6 or 7 in the last, 8 weeks and it's like a new

one every week because we try it for like a day and she likes it and then she doesn't

want it so she's angry because, … she wants something new and that didn't work and it

is just about us running through things thinking *"OK one of these should work, one of*

these should work" …

and I think, the child thinks you know, *"you hate me, you're just going to kick me out,"* and almost will-- I think we see probably some of the worst behaviour when they first joined because they're almost trying to prove like, *"well, I don't want to be here anyway. If I'm bad enough like I was in my old school, I'll get kicked out, and then, that proves it. They didn't want me, I didn't want to be there."*

And then-- I mean I don't think I've ever had a child think, respond like, *"oh good thanks"* it's always like, *"no, I don't want to be here."* Because they- I suppose they're trying to protect themselves and, almost want that consistency of, *"every school will kick me out if I do these things,"* and are then very angry that we don't.

they want to work out, quite quickly, the kind of people you are and the easiest way to do that is to do all the behaviours [**TB:** Mm hmm] they've done before [**TB:** Mm hmm] and then we'll see if they kick me out and if they don't … I'm angry because, that's what I expected everyone to do

So, then she was angry that she'd done it and then was screaming at me that I was horrible

and you know I explained to her that *"either, you join in with the class or you need to leave and an adult need to come down and-and take to out."* And then she has been in our school

since year, one I believe. And I don't think-- I think when she came to year one it
wasn't an exclusion, I believe they moved house. So, she has never been excluded. And
straight away when I said you know it's joining with our learning or an adult will
need to, take you somewhere else, *"so, you don't want me here? So you want me to go?"*
And you think like *[laughs]*, *"it's not what I said. And, where have you got that
from? Because, it's not what we do with this school"*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 507-515

and it's— you know she will have
had very little experience of if she has been, you know told to leave classes or
whatever it is in her old school. She's now in year five and that was in year one. …
And she's, *"Ok, fine, ok,"* and then trying to like break the fob doors because, *"if
you want me to go then I'm gonna go."* And you think like God, like just come in
then-- come in and do the *right* thing and you won't have to leave.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 515-520

And afterwards he said you know when she's calm and you talk it
through. She said to me before *"I felt stupid because I didn't know what it was so, I
didn't want us to do it."* And, she knows if she disrupts enough, we have to leave and
it means-- She think it means that she's in control. She is the reason we stopped the
lesson. And she doesn't feel like she doesn't know what she's doing or she doesn't--
She can't do it because, well we didn't even do it.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 544-549

the first thing she said to me when she was calm was, she said—erm they
basically stolen a bob from an adult. And she said to me, *"I should've given you the
fbob."* And I was like, *"You know, you probably should have, but equally is really
tricky when you're standing in front of your friend who's also doing the wrong
thing."* I was like, *"If I was in your position, I would code 'no' to my friend."*
"Here you go to an adult and get your friend in trouble."

yeh that they eventually –
that these children, you know … it's just not a nice place to be for them really [**TB:**

Mmmm]. That they're gonna be, … it's like the word exclusion is just awful, in itself

that, you know, they're excluded from something. They're not part of something

that's, what that means. And if they're not part of something how does that, you know

how do they feel?

How are they gonna feel about that [**TB:** Mm] not being part of, [**TB:**
Mm] … because the opposite of that, is inclusion and, you know, if you're excluded

therefore you're not being included. And that must be hard for them

erm, but that must be hard for them as well. Yeh you, you just don't wanna
you know fail a child in anyway. And I'm sure that's how, the people who make those

decisions for exclusion who are like the deputy head and whoever else you know, they

don't *want* to exclude [**TB:** Mm] but, they need to keep children safe as well so …

 you know so I think he lacks quite a lot of that, emotional well-being in
himself.

So yeh, some days he comes in and I can see he's upset and he
won't wanna talk about it. Or he's angry or he's frustrated and could be simply

because they've run out of his favourite cereal or he wasn't allowed to bring his

bike to school.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 93-96

And, for some children they can accept that and move on but for him
it just will be the cause of the whole problem for the whole day or the morning. And

that's quite hard to sit in an I'm like "ah well if only you'd been able to do this"

but obviously I understand that, there are rules and, you might not be allowed to

[**TB:** Mm hmm mm hmm] bring your bike to school so you're gonna have to deal with the

consequence of that but, I do feel, it's quite emotional for him sometimes

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Trying to empathise - how do they feel?
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 96-101

Code – "Behaviour is unpredictable / changes – not knowing why"

I don't know what makes him change, from being one to the next. [**TB:**
Mm hmm] Erm and I don't see any trigger that's common [**TB:** Mm hmm] it it just depends

….. on him, I suppose!

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not
knowing why   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 41-43

t's just frustration … cos I don't know why … [**TB:** Mm hmm, mm hmm]. Ya know
he's he's stood there and said *"no, I won't"* … [**TB: Yeh**]and he's walked out of the

door and he's done it

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not
knowing why   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 67-69

erm … and I never f- worked that out. I never was
able to find his button. [**TB:** Mmmm] Which is one of those things that that you sort of
… ok, we lost this one.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 295-297

Something like that. Erm, so, work- where the biggest risks are and what the triggers are and all that kind of thing. So obviously that had to be, it had to be the head. It had to be manageable for me.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 161-163

a little bit
like the weather … so you know how the weather can change quite suddenly. So we can

be from this to thid [pointing at drawngs]

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 14-16

so some days, can
be settled and that is … erm down to how he comes in in the morning erm but some days

can can be, *hugely* good… you know feel everyone's feeling good and positive and calm

and then the next moment it can sort of, … … slip? *[laughs]* [**TB:** Mm hmm] And it can

feel erm, it can feel completely different. So that's … yeh.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 23-27

he erm, goes to breakfast
club to try and calm, down [**TB:** Mm hmm] erm and that does sometimes work but erm,

especially on a Monday as well I find after the weekend [**TB:** Mm hmm] we start on a

bit of a *[motions with hand going up on the roller coaster]*….

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 35-38

he only- my only concern is you don't want to
become complacent about it, because as well, his behaviour is quite unpredictable. So

even though we can map where he gets anxious throughout the day … erm, he can

literally be laughing one minute, and then the next minute he could be in the biggest

rage. Its, very erratic

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 371-375

and erm, sometimes we can be doing something that he *really*
enjoys doing, but then something will be, really frustrating for him and, he'll lose

it, and, they're tempers that you can't, he like glazes over and, you *cannot* speak to

him.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 375-378

I've seen that a couple of times this year and that has been quite
scary, because as well, … one of the times was on the playground. He just saw red and

it was a total accident.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 378-380

erm, but he just saw it as someone come over and pushed him,
and he thought "well that is hugely unfair" and he just got, massively angry, and you

could see his face just, change in an instant erm, and he went for this other child

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 381-383

it was just, I haven't seen that face [TB: Mm hmm] … on another child like
that. It just, it just completely changed. A

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 387-388

So the weather, yeh I think I that comes down to his like his behaviour so, …
like I said, he can be perfectly happy one minute, and then he will, completely, flip

out the next, and, there is, I mean, like we sai- like we said I can sort of, track

most of his behaviour but when he, flips out, .. it's completely, unpredictable.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

you'll see that change again in his face, and he'll … he, you can see
his hands he puts into fists straight away and you think *"right, how am I gonna stop*

this?"

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 449-451

erm, yeh so, he does, he can just completely change and you have to, almost
have your eye on him the whole time because, if that does happen you need to go over,

straight away and say *"how can I help you? … What do you need?"* And try and like calm

him down,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 451-454

Erm but no it's just, he is very unpredictable and I think, that's not gonna change
overnight. That's you know part of who he's been, for however many years and, that's

what he sees at home as well… erm because some of, you know, the information he's

told me about his home life, sounds very unpredictable.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 463-466

he's like a different case entirely, erm because of his
unpredictability, because of, how he, interacts with others,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 496-497

But no touch wood, we are doing, I mean come again in a month and you might have a
different answer,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 564-565

Yeah, totally out of my control. Yeah, which again is- it's hard to handle like,

'cause, often with the child, they have a trigger, don't they? [**TB:** Yeah] Whereas the

thing with this child is that, he doesn't have a trigger,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 190-192

he, erm, and it can be the
smallest of things that will, set him off and you can never predict that, so you're

almost always on high alert.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 192-194

erm, which is
where I think he struggles, and sometimes he does say, "I couldn't help it." [**TB:**

Mm-hmm.] And honestly you believe him, [**TB:** Mm hmm] you think like I honestly think

that he couldn't help that like that's [**TB:** Mm hmm] he's so impulsive

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 256-259

was kind of sat there like *"so why… where did that behaviour come from almost"* because sometimes, I would say often with, a specific child in my class,

there aren't … triggers like there aren't very obvious things that, like *"oh well she did that because, you know somebody said this to her or we know that we find she finds this tricky."* …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 71-75

I'm *very* aware that *very* easily
none of that could stuff could happen because, she's had a bad lunch time or 'cos she

came in really unsettled or you know she argued with mum

I think you feel quite … helpless in a way because,
you're … trying your best to find something, that you can say like *"right this is why*

that happens and we'll just stop that [**TB:** Mm hmm] *and it'll be fine and we'll fix*

it" [**TB:** Mm hmm] And obviously it's not the case

He was getting on with his work with his with the one
to one that he had. And, and … we're we're aware that he has this fixation on this

particular girl, hence why I moved everything round so he didn't see her. Erm … but,

in a in a split second he'd just--- after having a really good morning

so, wanting to go to assembly and his one to one and I deciding that he could go,
because he had such a good morning. We'd set down the rules that he had to be, by her

side, he'd have to be at the back of the line behind everybody else, erm sitting by a

door in case he did need to leave so that they could go straight away. We had, all of

that he'd agreed with, and then suddenly he just went off and, attacked this poor

little girl,

I can't, plan, anything. It's literally doing ten minutes by ten minutes by ten
minutes

you can't do anything because sometimes he'll just refuse to do
anything and then you're just sat there watching him play on the computer or

something. Other times he'll want to do activities and then you can get a lot from

him, but it all depends on the mood he comes in in the morning erm …

And then the next day he could do something that
completely sends it the other way round. So it's, swings and roundabouts [**TB:** Mm hmm]

You can't plan. You live 5 minutes at a time. Y

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Behaviour is unpredictable / changes - not knowing why   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 494-496

Code – "Concern about what happens at home – knowing vs not knowing"

he needs nurturing and he needs ... support more than any other
child, because, wha- for whatever reason of whatever has happened in his past which

we, are not privy to, has had such a significant impact on him and obviously there

must be things going on at home … we don't know, we cannot, we can't be sure but,

relationships he finds really difficult

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 187-191

I think it is relationships with his parents, I don't doubt that they love him
and he loves them. I don't doubt that at all… but they're making choices, about their

lifestyle, with a child-- for a child who is high functioning like he is, might not…

be helping.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 161-164

I don't know. I don't judge them for that but that's it,
that's something I see. [**TB:** Mm-hmm] His mum is a-a-- obviously a very, very

intelligent lady, probably herself similar [**TB:** Mm hmm] and, erm, you know she works

late every night. She works up in London. [**TB:** Mm-hmm.] He doesn't see her an awful

lot [**TB:** Mm hmm] and I think that relationship thing is, perhaps, … it is what it is.

Uh, I think that's probably not going to help, you know.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

so I think he's unsupervised, a lot

of the time. And he's got older brothers and they probably think it's fun to-

[laughs] [**TB:** Mm-hmm. Mm-hmm. Mm-hmm.] to introduce him to that. But it's not helping

him, no.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 219-222

Erm, our Educational Psychologist suggested

that he had some sort of post-traumatic stress erm, s – because, I mean he was only 7

erm, but he'd experienced something that was *severe, erm* to him and in his life time

[**TB:** Mm hmm] erm and we don't know what that was. …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 36-39

Erm and I…. like to think –

sometimes you it it does affect you but … I I, try and feel or I I *do* feel, very sad

[**TB:** Mm] because I think this child, you know, its learned behaviour from somewhere …

[**TB:** Mm hmm] somehow [**TB:** Mm hmm] erm and that what what has that child seen and I

,

genuinely feel quite sad and emp- empathetic? [**TB:** Mm hmm] is that a word [**TB:** Mm hmm]

 erm, about it

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 102-107

Erm, one of the boys in, my class is sort

of erm …. … telling him off, just doesn't, it just goes over his head erm, because

that's probably w what happens to him at home. [**TB:** Mm hmm] Erm, sooo, it's kind of

dealing with a lot of positive, with him

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 168-171

And they were … probably eight, and six? … to go in a police car cos

the mother hadn't turned up to pick them up at six o'clock at night, erm … was quite

distressing, you know

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 195-197

We did *hear* that the mother had picked them up but she was a known
heroin addict and not been long out of prison and you know, [**TB:** Oh gosh] that kind of
thing. And things like that do, upset you

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 199-201

Erm, he
comes from a *very* big family erm, thee, … I think the eldest sister has been excluded
from xxxx xxxxxx erm I'm not sure about the next, brother,… erm how he's - , he
wasn't great here. Erm, but I don't know how hes got on across the road. Erm I mean he
must be doing alright otherwise I would have heard

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 328-332

You just think how is a little seven year
old boy know those, words? and is able to, you know I mean they play these video games
[**TB:** Mm mm hmm] and and stuff that, you know, I've I've got teenagers that I wouldn't
be happy with them, … looking at really. [**TB:** Mm hmm] Erm, … yeh.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 340-343

Erm, … again, I I, would want to know what's going on home, [**TB:** Mm] and, … he's
clearly see - I think the behaviour of some of the others in the class actually
accentuate his behaviour, in fact I think they all bounce off each other, [

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 346-348

his behaviour has taken a
particular spi er spike at the moment because he's been put back with dad and then mum
sort of will say things that are, not really appropriate in front of him, and then
you've got dad saying erm you know *"it's all her fault"* and *"we should be seeing each
other at the, contact centre"* which is, you know it's ridiculous. [**TB:** Mm hmm] Erm and
they generally, ch er it's about *them* it's not about him, [**TB:** Mm hmm mm hmm] erm, and
his then reaction is just he's the he is the ultimate class clown

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 556-562

erm and we can have parents in and we can

talk to them and they say the right things when you're there, but, you know, I wouldn't like living in a one bedroomed flat, three of us … *really*.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 582-584

Like obviously, the role models that he has … …
are … you know, aren't … I don't know [pulls exasperated face]

TB: Don't worry. Say what you want to say.

PP: The role models that he has at home … perhaps aren't modelling the right

behaviours to him which is where a lot of his, aggression comes from

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 153-157

Like I can't, you know it is frustrating when he behaves like a certain way,
but then if that's what he is seeing at home, if that's how he's being spoken to then

.. I've, you know, of course, of course he's gonna behave like that because, that's

what he's been brought up to think is normal [**TB:** Mm hmm] …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 161-164

erm, yeh, it
is it is really upsetting because, at the end of the day he is only five and you

think … … *[sighs]* yeh and it's it is out of your control as well.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 170-172

But I think mainly it is the
structure. … I think he craves that structure because I don't think he has much of

that at home. [**TB:** Mm hmm] Yeh.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 219-221

yeh, yeh so he's he's got a whole folder *[motions to show a large sized file and both laugh]* and yeh there's been lots and lots of, different things but yeh. … Yeh.

You just don't know if you're gonna have the funding, the, people power.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 348-350

You
know I don't want to think actually "yes, we're doing really well. This is how it's gonna be forever" because, you know something, huge could happen at home, and that could, send him completely backwards [**TB:** Mm hmm] and, we could see the same behaviour that we saw, last year …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 426-430

But I think he's left to his
own devices a lot at home, so he's used to sorting things out *by* himself [**TB:** Mm hmm] and he's used to playing by himself so, [clears throat] I do think, that maybe he feels like he has to, … do things by himself, all the time. And he doesn't.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 457-460

that's
what he sees at home as well… erm because some of, you know, the information he's told me about his home life, sounds very unpredictable. And reactions as well, can be, hugely heightened. So, something that, I would say *"oh that's fine don't worry about that, we can that clean up,"* might be, at home a huge disaster, and actually, maybe his parents get physical with him, and that's why, that's why he reacts the way he does. So, I think it's being mindful of that as well,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 464-470

But then the thing is you can't always excuse,
everything because, they don't have that at home

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 644-645

I think, there's a fine line …. In you

know by saying oh you know he's had a hard time, which he has, and you know you can

excuse a certain amount but, I think, if you're going to make progress with a child

you need to sort of think as well, actually they know the difference between right

and wrong …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 647-651

you almost think *"actually, you know now it's that thing where
you need to switch off"* [**TB:** Mm hmm] but, a lot of children, at least in my

experience that I've worked with of children who are at risk of exclusion are,

haven't got the best home lives so it's… I think you're obviously worrying about

things *in* school because you're worrying about how *you're* treating them what *you're*

saying to them being consistent making sure all the adults are saying the same thing

but then also knowing that, when they go home, they're probably not being told the

same things that we're telling, and they're probably not having the same consistency

that we're giving erm.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 31-39

I suppose, worrying about them.
[**TB:** Mm hmm] You know *"what's it like at home? And if I've told mum that you have*

not had a good day … am I gonna make potentially tomorrow worse because you're gonna

have a horrible night at home, you're now gonna come in the next morning-" erm, yeh

do then again constantly thinking like *"what do I feedback, what do I not?"*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 51-55

It's often
quite angry with, you know as if it's your fault and then you're kind of there

thinking, ''*well, I'm not the one that, you know, has brought the child up and,*

showed them those-those ways,'' like ''*this isn't my fault.*''

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 408-411

You

feel that kind of like panic of, "*please we're doing the right thing*" because you

don't, I don't want her [**TB:** Mm mm hmm] to be at home. Home life isn't great. She's

not at home learning her lesson. She's at home either being moaned at all day or told

that she's awful, or playing games and neither of those are, ideal

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 198-202

Yeh interestingly, I, I think for at least the three children that are biased kind of behaviour children, all don't have greatest home lives, err you know, it's

either no dad in life or mum and dad argue. There's like inconsistency with the

parents, you know, they're- they're not shown you know support at home, they're not

shown that that adults will be there consistently.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 546-550

I mean I'm assuming there are familial issues there anyway that-- because one of them has attachment issues …. Err,

yeah. I dunno

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 179-181

Yeh he erm he makes me sad sometimes when I think about … things he doesn't have, or things he should have. Or … the relationship he's got with family members and

things like that

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 79-81

you know or, instead of him going out after school just to sit with him and read a book with him you know, have

that kind of relationship which I don't think he gets a lot from his family from [

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 89-91

I feel like a mum to him yeh. I like to think that I do things differently to how

his family work. So I like to think that, like with if he's in a situation where hes

really not comfortable like if hes out at play time and theres just too many

children. Other adults might be encouraging him to stay out and get used to those

kind of environments whereas I can look through the window or be near him and can see

that he's just not comfortable and I just kind of wanna "come on lets go somewhere

else" you know.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 117-123

But then since the six weeks holiday
and then coming back I think I've only seen him for, two school weeks, so ten days,

and I haven't seen him since for whatever reason. He's off somewhere or doing what I

don't know… and I've just kind of had to kind of take mum's word for where he is or

what he's doing.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 147-151

So
then when she comes in and says … you know "he's not been very good" or "he's done

this" or "he's done that" I'm thinking well, why can't you get him to come to school.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 162-164

And his way of life
and his heritage and his background kind of conflict, if you like, with, … ah I say

normal but normal's not the word but like normal society, you know? So he's already

at, a *massive* disadvantage. [

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home -
> knowing vs not knowing   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 324-327

and then I would probably- I wouldn't think about
him all day but he'd flit into my head, or if I saw the sibling, I might ask the

sibling, questions [**TB:** Mm hmm mm hmm] because you know children will always tell you

the truth. So I might ask her or just have a general conversation with her because

she's quite friendly to me because of mum [**TB:** Mm hmm] and they're all kind of mixed

up in the same situation.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 346-351

I don't go home every night and
sit there going *"I wonder if he's safe I wonder-"* it's not a worry [**TB:** Mm hmm mm

hmm] like that [**TB:** Ok] Yeah. Because worry's like a really big, powerful word.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 357-359

But it's hard in the holidays, cos where they live like on an estate,
obviously children like being out when they get to a certain age don't they so, I

have other parents that come to me same- of the children in my class and say oh, over

the holidays, my children were out with this child and, the child did this and- and

that's quite hard. Because I'm like *"well I have no control, outside of school"* [

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 370-374

Yeh. But that
doesn't help with the family life style he's got and the .. heritage that he's got

and the—all the background, that comes, with him [**TB:** Mm hmm] So, you can't change

it. You can't change the family. You can't change him, because that's, what he knows,

that's how its, built into him. And family influences, both negative and positive,

make that very difficult [**TB:** Mm hmm] you know?

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Concern about what happens at home - knowing vs not knowing   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 461-466

Code – "Details about home circumstances / concerns"

you know, we've had a few issues where parents have come in and said he's
been saying sexual stuff, so he's obviously watching, some sort of low--well, I don't

know if it's low level pornography or high level pornography but he's obviously

watching something he shouldn't be.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 216-219

whose mother never picked up, from school so she ended
up going in a, police car home, erm and *I* worried about that all weekend in fact I
said *"can I come in the police car with you?"* because I didn't want to leave her, go
there – well she had her brother with her [**TB:** Mmm]

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 191-194

but the thought of leaving those
two children…. And they were … probably eight, and six? … to go in a police car cos
the mother hadn't turned up to pick them up at six o'clock at night,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 194-196

We did *hear* that the mother had picked them up but she was a known
heroin addict and not been long out of prison and you know, [**TB:** Oh gosh] that kind of
thing. And things like that do, upset you

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 199-201

Yeh he's working with
xxxx and, he's working with our learning mentor and he, can, he was the one who who
tipped up the chair, the table, and it landed flat, [**TB:** yep] exactly where it was,
erm, … and, he's, talks, consistently about hurting himself hurting others, but in a
serious way

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 324-328

… but this is quite, troubling, [**TB:** Mm hmm] the the things he says so when we were
out walking, erm we went to a, sports thing at a different school. Erm and there was
like a red a yellow line *"don't cross the yellow line"* because it was in a car park it
was like keep, this side of the yellow line, and he said *"I'm gonna step into err
over the yellow line because I want to kill myself."* Erm, and things like that and
that is *very* concerning. Erm –

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 332-338

ya know I mean *I* don't know what goes on at home [**TB:** Mm hmm]
erm, her mum's a nurse, erm you know so you would draw, a certain amount of
understanding from that that she's not you know it's not the same as, as some people
might be erm

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 547-550

then the third, erm boy [**TB:** Mm hmm] *is…* both parents are
alcoholics. [**TB:** Mm] Erm, he's bounced between them, erm, thee, his sister is- I mean
not that this should make a difference, but it's just giving you an overview. [**TB:** Mm
hmm] His sister is mother to, four girls that are in, one of them's in the class above
him, at school, erm so there's quite a you know, a set-up

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 550-554

erm then, … he's living in
a one bedroomed, over 55's flat with his father and her girlfriend and he's *bounced,*
from mum to dad and and kind of back again, erm *[coughs]* His behaviour has taken a
particular spi er spike at the moment because he's been put back with dad and then mum
sort of will say things that are, not really appropriate in front of him

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 554-558

but, you know, I
wouldn't like living in a one bedroomed flat, three of us … *really*. [**TB:** Mm hmm]
Where's he sleeping? Is he sleeping? [**TB:** Mm hmm] you know

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 583-585

Erm, … … this was a particular, child. [**TB:** Mm hmm] … … Erm… … Yeh I would say
these three were, the boy who ran. Erm, he was probably, the most, … *[sighs]* erm I I
just knew that there was no hope for him, because I know the background.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 633-635

here's a lot of
drugs there's, erm he's I think it's eight or ten children in the house, you know he's
got, and he's one of these that plays these awful video games and, you know he's left
very much to himself and erm he forgets erm to take the pills or his mum doesn't
remind him, or she said *"oh well I wasn't with him when he took the pills."* And, you
know its erm the lack of responsibility really.

I I write everything down, erm, sort of
how he's saying it, and erm obviously you can't ask, leading questions or anything

like that you just sort have to be a listening ear [**TB:** Mm hmm] Erm, a couple of

times I've asked him, "well you know, how has that made you feel?" And erm, yeh, it

is it is really upsetting because, at the end of the day he is only five

I mean, you can make his day at school the best it can be but, ultimately he's
still gonna go home … to that [**TB:** Mm hmm] … So you know we have him for what six

hours a day but, you can do as much as you can *[laughs]* but ultimately you know he,

spends the majority of his time at home [**TB:** Mm hmm] … with … not a very great

situation…. *[Tuts and sighs]* Yeh. It's it is really sad

that's
what he sees at home as well… erm because some of, you know, the information he's

told me about his home life, sounds very unpredictable. And reactions as well, can

be, hugely heightened. So, something that, I would say *"oh that's fine don't worry*

about that, we can that clean up," might be, at home a huge disaster, and actually,

maybe his parents get physical with him, and that's why, that's why he reacts the way

he does. So, I think it's being mindful of that as well,

Erm,

because obviously you have to record it after, [**TB:** Mm hmm] that's happened. We have

like an incident log where we have to record everything, like officially. Erm, and

it's not until you're writing that that you think, "Oh my goodness, like that, could

have escalated quite, dramatically."

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 231-235

I would say we have a really good relationship but when, on the Monday when I had kind of settled

her I said to her like, "*Come on let's go and sit down*" and said to her, "*Let's go*

into that room" and she was like, *"No no no no no, you'll lock me in.*" And I was

like, "*Why would I lock you?*" And you'll see on the doors they have like a little

latch and I was like *"I've never locked you anywhere I wouldn't lock you"* erm, and

she said, "*No but, when I'm at home if mum, you know if I'm naughty and I don't want*

to go to my bedroom then mum will lock the door." And so for her, mum does that so

everyone else will do tha

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 596-604

And then if mum comes in in the morning and he's not in and she talks to me about stuff that's happened at the

weekend then that kind of stresses me out cos I'm like "oh well why couldn't you stop

that" or "why did you let him do that," or … it's really frustrating you know it's

just more concern on me more worry for me sometimes. Like I worry about him *all* the

time you know. I feel very protective over him.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 38-43

and I'm

just worried about where he is, what he's doing. Is he safe? Where did he sleep last
night? Has he eaten? You know, is he out at 9 o'clock at night on the streets. I just
can't help but worry about it. There's not a lot I can do about it.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 104-107

But then since the six weeks holiday
and then coming back I think I've only seen him for, two school weeks, so ten days,
and I haven't seen him since for whatever reason. He's off somewhere or doing what I
don't know… and I've just kind of had to kind of take mum's word for where he is or
what he's doing.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 147-151

And then other times she's
like "oh he's had an amazing time he's done this and he's done that" and I'm like "oh
ok well I'm glad he's happy, he's obviously been fed you know he's where he should
be."

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 169-172

I mean
sometimes I'll ask her questions, not invasive ones but, you know to see what else I
can find out. To see if there's any clue or to what might have happened but you know
but err some mornings shes more than willing to talk. Some mornings she tells me
things that she probably shouldn't erm and then some mornings she won't talk to me,
or she'll talk about the weather or Eastenders or the fact that it's nearly Christmas
or things like that.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 178-184

Erm and obviously I just log everything she says
and then, if I feel the need report it back, to the other adults in the school. And

then some mornings she won't want to come and talk to me, like I haven't

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 184-186

Erm, it's pretty full on, cos then my heads just like "ooooh" and if I have to come and report it I have to then leave my class with another adult-

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 199-200

they're fine
you know my class because I've had them for a year and because they've been with the

child for a year … they're very erm, understanding about you know, if the child came

into the classroom, which he doesn't like doing any more, and he behaves in a certain

way or he does certain things, they're very like "ok just get on with it."

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 200-204

and then I report back here
and they're like "oh so then that's why the sibling's done that, because he'd done

that, because the family's done that" and I'm like do you know what I mean so [**TB:** Mm

hmm] it can be very handy that we've got this communication

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 222-225

Cos I've
spent a year, trying to get mum, on side with me. Or on side with the school, not so

much me but for her to tell me things- some of the things she's told me we've had to

act upon and we've helped and we've made the situation better. And I know she knows

I've told. I have to tell

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 231-235

I haven't
seen mum this morning but I've got no reason to talk to her. I don't dwell on it.

Whereas if, she said to me *"oh yeh he's with this family member"* … then I would be

worried. [**TB:** Mm hmm] Then there would be a concern. Then I would report that back,

straight away, here,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 342-346

and then I would probably- I wouldn't think about
him all day but he'd flit into my head, or if I saw the sibling, I might ask the

sibling, questions [**TB:** Mm hmm mm hmm] because you know children will always tell you

the truth. So I might ask her or just have a general conversation with her because

she's quite friendly to me because of mum [**TB:** Mm hmm] and they're all kind of mixed

up in the same situation. [**TB:** Mm hmm] you know.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 346-351

and then if I saw mum again at the
end of the day when she came to pick up the sibling, I might ask the questions again

or something [**TB:** Mm hmm] … erm, so I think it really depends on the situation as to

my level of worry or …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 351-354

If I
knew he was with a family member that wasn't, good, *then* my worry is worse

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 359-360

But it makes me feel better the fact that I will have reported it, here. And
then, here, they will have done something- they would have phoned mum or they would

have phoned another family member that we have a link with or-- … there's enough

people in a network to deal with that concern

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances /
> concerns   Weight score: 0

But it's hard in the holidays, cos where they live like on an estate,
obviously children like being out when they get to a certain age don't they so, I

have other parents that come to me same- of the children in my class and say oh, over

the holidays, my children were out with this child and, the child did this and- and

that's quite hard. Because I'm like *"well I have no control, outside of school"* [

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 370-374

Because you
can do that, anonymously [**TB:** Mm hmm] You can phone and say that, erm, and I've just

said to do those things and obviously just to stay away from that area [**TB:** Mm hmm]

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 379-381

I can't stand in the park or the field, everyday, because that one child is
there of concern. [**TB:** Mm hmm] So they're like *"well what do we do what do we do?"* I

say *"well my advice to you is, you can either phone the police, you can phone the*

council or you phone the erm, like, children's line or something like that and say

you're concerned about a child or there's a child at risk or … you know"

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details about home circumstances / concerns   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 375-379

Code – "Details of child's social needs / progress"

He's not very good in group situations, and,
that's when you can accelerate learning if they're learning off each other, [**TB:** Mm

hmm] but he won't. He finds that, that *relationships* really difficult.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 57-59

He wants their … he wants their … erm congratulations of what he's done …
[**TB:** Mm hmm] and if he, he thrives on that, erm because I think his relationships in

other schools with his peers hasn't been very good [**TB:** Mm hmm] because I think you

know he *is* difficult, and he can be quite intimidatin

then he was kept at home for err quite a few
months, so he hadn't … he hadn't been emotionally integrating with other children

he'd been very isolated

you have to hear his side … err he rarely
starts anything.

TB: Right. OK.

PP: He only s – .. reacts to other children's behaviour. Actually if I was to

catalogue allll the things that have happened … something will have been the catalyst

to it [**TB:** Mm hmm] …

so today, there was a boy who has who has a a a few diagnosises,
diagnosi, diagnoses? Whatever the word is. He was, he was poking at this child. He

was poking at him. And that's why he reacted and that's why he said what he said. But

he doesn't have a filter of what is acceptable and not acceptable to say… … I don't

know where he gets the language that he uses from. [**TB:** Mm hmm] I don't know….

And the DVDs came in yesterday -
we have it recorded - and we were watching it and he kept shouting out. And I said

"L----" oops, not supposed to say his name. I said *"can you stop?"* … and he turned

round and said *"how many people want me to stop?"* and the *whole* class put their hand

up. And he went *[mouth open pulling a shocked face]* and he went *"oh… oh ok" [laughs]*

and he stopped!

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 322-327

And I think he just, didn't imagine that he was
gonna get that response [**TB:** *[laughs]* OK] I think he thought, that everybody was with

him [**TB:** Uh huh] And that's what he's like, you know. And then he did stop because I

think he realised then that he had to stop

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 327-330

PP: But, … he didn't have any friends then. [**TB:** Mm mm hmm] Well. If you call–
friendship is a, difficult one for him but he didn't have the relationships with the

children that he's got now. Because he was very new then.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 411-413

Erm, we've seen it a couple of times. He's *very* competitive
in sport. … We went to the field to play rounders this week … and he was *[laughs]* he

was throwing the he was on the posts and he was throwing the ball …. and then he was

rolling on the floor *[crying voice] "I'm so rubbish, oh I'm so rubbish"* he was

rolling on the floor *[laughing]* [**TB:** Oh no] and so there's, you know, there is a side

to him that you, you see occasionally.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 443-448

Kids have *really*
taken to him this year. [**TB:** Mmm] They really like him as an individual, which is why

they were so disappointed in him when he did what he did to me.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 73-75

PP: He was quite isolated. I don't-I don't-- No, not now. He's much-- Although, one
of the boys said, "I don't know if I want to be in friendship with him anymore

because of what he did to you," because we did a bit of circle time when he wasn't in.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 78-81

you know and he's working with the learning mentor
to have a circle of friends, so he can, you know he knows, what to do instead of
migrating towards this other one who, who winds him up so all morning, this morning,
he's just been a pain in the neck.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 374-377

Erm, … but, yeh one on one he's wonderful. But he
does struggle with other children. … But that has improved hugely from last year.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 56-57

I also want I want him to
be successful in his, like social interactions as well because, the children, in the

class … when when I ask who wants, you know if I choose a buddy for him originally

they were like *"I don't wanna be his buddy. I really don't wanna be his buddy"*

because they obviously were a bit scared of him. But now, they're like *"oh can I be*

his buddy today?" so they're not I feel like they're not as scared of him. Erm which

is really nice.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 264-270

Erm, … but yes it isn't, great especially when you've planned
like group work or you really want him to work well with a group or with a partner.

That's really hard, for him

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 332-334

And even just, sitting down,
working next to somebody, it can be a challenge [**TB:** Mm hmm] … *[intake of breath]* but

then if you are doing group work, he shouldn't, miss out, on on group work because of

that … so I have to try and timetable it so that, all group work that we do do, I

have to make sure that there's an adult there to support him with his like social

interaction,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 338-343

but no he has made *huge* progress. And that's the thing as well, how
how can you measure, the thing that really like bugs me [**TB:** Mm mm hmm] is that you

can see on like the tracking, how like they've progressed in maths how they've

progressed in English. *Actually,* if they've progressed *massively,* socially and

emotionally how do you track that?

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 565-569

And how do you say *"no they haven't made however*
many steps of progress in maths but … they have made like leaps and bounds in, social

and emotional"

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 569-571

Yeh that does bug me a little bit cos then, when you're in
meetings as well, you have try and emphasise actually they have made progress. It

might not look like it but they have made huge progress because, they're not

attacking everybody everyday

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 574-577

well actually if you
understand the background of this child and, how like, how much progress has been

made" just just even, to speak to a child, without saying something hurtful, could

be, a huge -

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 585-588

rm yeh, I just think, that not enough emphasis goes on that social and
emotional, especially for, for children like our, little boy.

but erm, I have no doubt this child will make progress
but erm … it's it's not been easy. And I I think, for him, it will continue not to be

easy, erm because for him his first battle isn't *"do I understand what's being*

taught" it's … like the barrier he has … erm with interaction with anybody

I've changed my focus, the last two weeks has been on kindness, and, how we can be

kind to others because, we haven't always been the kindest erm and that … he knows

all the right things to say, but doesn't often, show it, without encouragement. [

So I feel this is a really
positive step, and the fact that, he is now trusted to--- he can play with his--
you

know, he can choose a buddy.

I think the mos- the more
explosive part of his day is lunchtime and that has, touch wood, going well,
going

well so far.

I think actually some of- some of his-
his problems have, settled with maturity. And I think, erm… being talked to---
like,

he understands respect now and he sort of, … he understands that he-- you know, we

have to respect each other.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 119-122

We've done a lot of, PSHE [**TB:** Mm hmm] and lots of
stories about, kindness and [**TB:** Mm hmm] mainly if I'm being honest for his benefit.

But it has worked, and I think that he's gained a lot from that, and, yeh if I was to

have them next year I really wouldn't-- really wouldn't mind.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 122-125

And they are- they are really sweet with him. And if
he's, trying to distract them in any way then they'll like ignore him and t- they're

all really good with him and, everyone wants to be his friend. And initially I

thought that was out of fear, because I thought, "I'll be your friend so y- I don't

get hurt by you." [**TB:** Mm, mm hmm.] But actually like, he has developed some quite

nice friendships,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 263-268

Because, even if she hasn't you know learned, her six times tables or whatever it is, she's learned that people are dependable, and, you know we don't kick out and, people

will be there for you and you know, sometimes things go wrong but, not everyone is

gonna leave you. So I feel like, almost, I'm a bit arrogant in that I feel like we

have the moral high ground at least *[both laugh]*.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 739-743

but at the same time he needs to develop these understandings he needs to develop his social skills and be aware of the outside world if you like. [**TB:** Mm hmm] So

I've kind of had to, like I say, take that step back.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of child's social needs / progress
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 125-127

Code – "This child is different to other children"

'cos a lot of kids will say *"oh well I'm
not gonna do that because I told Mrs S----- I'll try not to."* He doesn't have that …

he doesn't have that … whatever the word is …. To allow that to happen. [**TB:** Mm hmm]

He's said it …. He's moved on … …. And he's forgotten it … so … you know. It's hard

to –

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 74-78

Erm I think he, I think he ticks, in a completely different way to your normal
child. You know, I've got a couple of tricky boys and if I say to them, *"look, you*

know you're gonna end up missin' your lunch, erm, I really want you to go out there

and really think about, who you're playing with and what you're doing and thinking

about it" and I know that, in the mind it's that conversation is still there [**TB:** Mm

hmm mm hmm] but with him it's not …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 80-85

And I think that's, the way he ticks [**TB:** Mm
hmm] I don't think its necessarily the *relationship* I think it's just the way he, he

thinks … he doesn't think … [**TB:** Mm hmm] erm … in quite the same way as your average

kid ya know … your normal group of children [**TB:** Mm hmm] Erm … he doesn't want to

impress me….. he couldn't ca– …. now I say that. He does want to impress me… [**TB:** Mm

hmm] but behaviour is not how he wants to impress me.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 85-90

don't deal with him like that, because actually,
he will just shut down even more. And we want to engage with him in a, about his home

life, to get an insight into what makes him tick. [**TB:** Mm hmm] Like, we found out …

he's a he's a talented musician [**TB:** Mmm] erm, and we found out… last week? Not sure

if it was last week or the week before we found out he does erm Ballroom and Latin

dancing. We didn't even know. He's *never* mentioned it.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 208-213

Its, it it kind of makes your jaw drop a bit because you think, *"how… how can I
have, not –"* cos he talks about his brother, his brother competes err nationally at

in erm ballroom and tap I think. [**TB:** Mm hmm] Erm, and he talks about his brother a

lot and he's obviously very proud of his brother's achievements and, kind of in awe

of him a little bit. [**TB:** Mm hmm] And he's talked about that a lot but he's never

mentioned that he's done it himself … which is kind of a bit odd really isn't it, you

know. You would think he would say *"oh and I do it, I'm in competitions as well"* but

he's never mentioned that

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 216-223

You know, and I'm sure that will be the same with him
that we will see both… I don't think it will be a smooth ride, erm however when they

went on the residential at the end of year 4, erm, the head, went with them and, it

was, he couldn't believe him. He said he, all the kids were running riot at bedtime,

up and down all that. And he just sat, on his bed and read his book and didn't move …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 405-409

I don't think I can control this one … because I don't think he … I
think he thinks differently [**TB:** Mm] But the boy that's in year 6, you know he will

come to me when he, not so much this term because the teachers back but in the other

two terms he used to come in and sit in here and he would be crying.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 557-560

And he does, sometimes he says things that are
so not in his age range. [**TB:** Mm-hmm] He's obviously watching stuff, playing things

games--- watching YouTube that he shouldn't be,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 209-211

erm, one erm one is a little girl who erm *[sigh]*
maybe on the spectrum we've got no diagnosis, but she behaves like a two year old, erm
in the classroom

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 117-119

You just think how is a little seven year
old boy know those, words? and is able to, you know I mean they play these video games
[**TB:** Mm mm hmm] and and stuff that, you know, I've I've got teenagers that I wouldn't
be happy with them, … looking at really. [**TB:** Mm hmm] Erm, … yeh.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 340-343

Erm, we've got the
littlest brother, coming up, erm … He's not as bad, actually, he's not as bad. He's a
bit of a, monkey but, you know he's not like this one, was, at the moment. [**TB:** Mm

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 644-646

Erm, we are working
with, one of them. I don't know how far I was with the, erm, erm … the m-m-most- I
don't know what the word is, erm, severe if you like. [**TB:** Mm hmm, mm hmm] Erm and
she- we're again working through, she's now gone to a part-time time table.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 7-10

yeh … so it's quite intimidating
behaviour, erm … that I mean I haven't seen from a five year old before. … Erm. Yeh.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 147-148

it's not like you can read a book on ADHD and think right well, I can do
this this and this to help that child [**TB:** Mm hmm] and it's not like I can read a

book on Autism and think right well I can – because he, I think that's part of the

problem is that he *doesn't* have a diagnosis.,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 240-243

he understands there will be a consequence whether that's standing
with me whether that's sitting on a bench or something. He's, quite happy to comply.

Which is very odd. *[laughs]*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 293-295

I haven't seen that face [TB: Mm hmm] … on another child like
that. It just, it just completely changed. And I've never seen that before it was

quite terrifying *[laughs]*.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 387-389

difficult if you,
if he then sees you as a friend, because, he could take advantage of that. I mean I

know it, sounds crazy, like he's, five we should *[laughs]*… but erm yeh, no, I mean

but we're in a much … you know we're comfortable now

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 422-425

Yeh just erm … yeh I just, if
I'm- the majority of this *whole* journey has just been exhausting, because it's new

to me. I know I mean I've had children before that have had, erm, like behavioural

issues or diagnosis, but he's like a different case entirely, erm because of his

unpredictability,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 493-497

he'll feel justified that he's done that to another child [**TB:** Mm
hmm] which has been, cos normally, when you have a conversation, you can like reason

with a child and they can see like actually that wasn't the right thing to do

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 624-626

But, yeh, there are there
are really strange behaviours that you think … normally a child would react in this

way or behave in this way. But yeh. … He's been referred to a lot of people [**TB:** Mm

hmm] but, he's very erm, he can, act, a different way in front of different people.

He's quite interesting actually *[laughing]* [**TB:** Mm] Yeh, he's quite interesting.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 635-639

And there are other children who I just think
you know *"that was a problem or that didn't go well today but, we'll deal with it*

tomorrow." But I think, the child in my class that I think of now, it's like you

don't stop thinking about them and even when you do you like *"oh, I didn't think*

about that child today … and now I have" [laughing] Like that's now I've just ruined

that. *[Both laughing]*

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 101-106

they've noticed and they've said to me like
 "you've got a really bad memory" and I'm like *"mmm sometimes"* [**TB:** *laughs*] like but

that I think that's something, I haven't had before that I haven't noticed and I

would say, the child in my class this year is probably… worst is the worst is not a

good word but you know what I mean is *the* most, difficult that I've dealt with in

terms of like … reasons to be excluded

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > This child is different to other children
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 141-146

Code – "Knowing they are safe in school / better off in school"

I don't like the fact that he was excluded because
I think he needs the routine and the, you know the timetable of school. I think

that's better for him. I think he-- is isolated at home and actually, that's not a

good place for him. He's better to be in school.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing they are safe in school / better off
> in school   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 70-73

Errr, erm … sometimes it's nice because I'm like "oh ok I know I don't have to
worry" because I know that he's happy- while he's in school he's happy he's safe

he's protected he's supported like all of those things.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing they are safe in school / better off
> in school   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 134-136

And then not being in school and not being
in, positive situations is just, making it worse … you know? [**TB:** Yeh] And then

that's a worry *[laughs]*… yeh.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing they are safe in school / better off
> in school   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 327-329

So I know from yesterday from speaking to mum that, he's off with his family
member doing something else. And that sounds really plausible. And, knowing that he's

with that certain family member, doesn't make me worry. I've met that family member

and, you know, that's ok. So today I'm not … [**TB:** Mm hmm] overly worried.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing they are safe in school / better off
> in school   Weight score: 0

So the only way I can

help and support him is when he's in school. If he's not in school … [**TB:** Mm hmm mm

hmm] what can we do? And then I feel frustrated. [**TB:** Yeh. Of course] … yeh.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing they are safe in school / better off in school   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 466-468

Code – "Knowing their triggers"

And and then he won't be in last week he was in one day erm with a, a *variety* of reasons why he couldn't come in for four days then one day in the middle he came in erm *[coughs]* but then, yeh you're you know you're on a back peg, because you've got, this child who, er just isn't at school [**TB:** Mm mm hmm] for, you know whatever reason, [**TB:** Mm hmm] erm so you're again then you're having to start from scratch again this week. So he's been a so and so this morning, erm probably because he's been off … for too long, you know. [T

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing their triggers   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 623-629

so at the end of the day when we're all sat on the carpet, that again is another time where he struggles

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing their triggers   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 196-198

sort of, almost

pre-empt some behaviours so that you can, reduce anxiety and, those pressure points

in the day.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing their triggers   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 326-328

Well interestingly I mean you can – … we always know that Monday mornings can be tricky. We know that its playtime and lunchtime, that can be tricky so we've done

this anxiety mapping.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing their triggers   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 330-332

we only- my only concern is you don't want to

become complacent about it, because as well, his behaviour is quite unpredictable. So

even though we can map where he gets anxious throughout the day … erm, he can

literally be laughing one minute, and then the next minute he could be in the biggest

rage.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing their triggers   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 371-375

it sounds strange but, when it's
windy or it's wet, you just think "that's just another, [**TB:** Mm hmm] thing that he's

going to have to deal with and---" It sounds silly to think about the weather but it

does like, cause different problems and, erm, cos if a kid sees like a pile of leaves

they're going to want to [**TB:** Mm hmm mm hmm] you know land on them.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing their triggers   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 48-52

I mean at the moment, we've
got we're erm anxiety mapping … so we've got like a scale 0 to 5 and 0 is you know

engaged, listening, hand up when needs to, and then it gets sort of relatively more

erm … challenging behaviour wise, so number 5 is like out of class, physically

aggressive erm, and we're, have tried to pick a manageable time for how long we think

she can sustain, positive, you know pro social behaviours and we've picked 10

minutes, is probably the most, amount of time we get. So every ten minutes, if I'm

not already thinking about her, I'm mapping *[laughs]* her,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Knowing their triggers   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 151-158

Code – "Details of strengths / achievements / interests"

Well I mean, if you talk to him one to one [**TB:** Mm hmm] you know he's got a lot
of gaps… he's a very able, *very* very able child [**TB:** Mm hmm] erm, …. eh but he's

obviously had a lot of issues, in his education with because of his behaviour

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 46-48

erm so if for example he'll say,
let's say we're doing maths which, I would say he's gifted and talented

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0

Well, just that… there will be days when he will be, his work will be quite …
inspirational, it will be quite outstanding [**TB:** Mm hmm] Erm ….

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 112-113

Well, it's it's a really rewarding experience…. [**TB:** Mm hmm] Erm,…
err, he doesn't like to write so we have a deal that he can use a laptop in English,

erm … and then he will write. Erm … and he reads ferociously… … if that's the right

word. He reads everything and anything… I mean he reads very high level, for his age

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 115-118

now, he will write a whole page, and he *knows* how to do it so, he he's very academic
Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 123

He's not really interested in geography. …. He's … … It depends what we're
debating in RE whether he will engage in that. He's he comes from quite a Christian

background I think. [**TB:** Mm hmm] Erm, … he loves maths, and with English I think he

actually quite enjoys it, so he it's easier to keep him focussed … erm … but I think

the other subjects he just doesn't see the point

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 144-148

And he's talked about that a lot but he's never
mentioned that he's done it himself … which is kind of a bit odd really isn't it, you

know. You would think he would say *"oh and I do it, I'm in competitions as well"* but

he's never mentioned that [**TB:** Wow] … erm … … but he's very talented. He writes his

own music and … erm …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 220-224

Yeh. We did a production of peter pan year 5 and 6 and, because of his
musical he– … his talent, he absolutely loved it.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
> interests   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 321-322

Erm … and actually
…. he can, he can really work well with some of the children in the class, and they

benefit from that cos he's got a lot of, you know, he's got a lot of, he's a very

smart kid.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
> interests   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 386-389

you know, there is a side
to him that you, you see occasionally. And that's when it makes you smile cos

actually, he's quite funny you know *[laughs]* and you think it's worth it. … And then

he'll go off and, and do something he shouldn't [**TB:** Mm hmm] and you think *"eugh,*

back to that again." …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
> interests   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 447-451

Erm, and she has a dog,
uh, which she uses in her therapy, which he absolutely loves. [**TB:** Mm-hmm] He
has an

absolute love of animals, which we've used a little bit. [**TB:** Mm-hmm] Erm, he--

since, … errr you came,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
> interests   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 14-17

we have seen him flourish with his musical ability [**TB:**
Mm-hmm] and we have found out that he ballroom dances, which we didn't know.
[**TB:**

Mm-hmm] And he's amazing. [**TB:** Wow] Absolutely amazing.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
> interests   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 17-19

And he was, very apologetic, he told us how much-- how good a
time he was having. I mean he absolutely loved it.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
interests   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 42-43

Erm, but I've also seen some wonderful-- a wonderful side to him, a really good
side to him. [**TB:** Mm-hmm] And that's what makes you put the other side, other
stuff

aside [**TB:** Mm-hmm. Mm-hmm] and say, actually, "Do you know what? He's a--
He's got a

very, nice, kind, thoughtful side," and it's about that that you put the effort in.

Flourishing and growing that [**TB:** Mm-hmm] 'cause that's what gives you, the

encouragement to keep going, I suppose, and not to give up on him [**TB:** Mm-hmm]
as a--

as his teacher. You know.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
interests   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 103-109

OK so erm, *[sighs]* I mean with with this certain child erm … he is delightful, he
really *is* delightful one on one but his issues lie where, … … other children are

involved and obviously I have a class of thirty,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
interests   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 20-22

Erm, … but, yeh one on one he's wonderful. But he
does struggle with other children. … But that has improved hugely from last year.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
interests   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 56-57

They don't see him
by himself they don't see, erm … how lovely he can be.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements /
interests   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 66-67

And I thought actually he's still
getting his time outside [**TB:** Mm hmm] We've come up with like a happy medium … erm

and he, again, like I said, he is he's very intelligent. He understands why

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 78-80

lunchtime he's fine, I mean he eats his lunch in about two
seconds *[laughing]*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 116-117

I know that he really enjoys using the computer

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 196

I don't know, he's just he's very good at his
work. He will do his work and err, that was one of my concerns as well when he came

to me that, apparently he refused to do his work in Reception.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 205-207

erm, so- and also I don't want him
to be reliant on somebody else the whole time, erm because he *is* able its just,

behaviour wise like he's very able you know, he's meeting all the- he's a very good

speller he reads well but, its socially

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 335-338

I don't know but I do feel as as well, this year, that he has
matured, so he know – like not hugely but erm a little bit *[laughs*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 352-353

mmm. …. Yeh … …. He is he is lovely though.

That's it's that's the thing. You see different sides to the children and he is he is

lovely and he's so bright

but no he has made *huge* progress. And that's the thing as well, how
how can you measure, the thing that really like bugs me [**TB:** Mm mm hmm] is that you

can see on like the tracking, how like they've progressed in maths how they've

progressed in English. *Actually,* if they've progressed *massively,* socially and

emotionally how do you track that?

And how do you say *"no they haven't made however
many steps of progress in maths but … they have made like leaps and bounds in, social

and emotional"*

Yeh that does bug me a little bit cos then, when you're in
meetings as well, you have try and emphasise actually they have made progress. It

might not look like it but they have made huge progress because, they're not

attacking everybody everyday

PP: Erm yeh, I just think, that not enough emphasis goes on that social and
emotional, especially for, for children like our, little boy. You want to say sort of

like no this has been the most amazing term for him and, he is doing really well. But

then it all comes back to figures doesn't it?

But erm, yeah no, I have I have been- I have been
really pleasantly surprised. I feel like I've been very lucky, because actually,

although we do have, meltdowns, but it's more emotional meltdown now

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 176-178

I miss him telling me stories. Or … him showing me tricks on his bike

or … I don't know he's got another gadget "where did you get that from" and him

telling me about that or, just seeing him sometimes [**TB:** Mm hmm]. He used to come in

with sweets and I used to sit there eating sweets. *[laughs]* [**TB:** Mm] You know so I

do, miss him … And that's not a worry that's like a nice thing I think, that I do,

miss him. [**TB:** Mm hmm] You know. Cos it's been a long time since I've seen him …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 449-454

or he- cos he couldn't tell the time so we'd be like "oh when the

big hand's here or the little hand's here.—" and I think it was like 10 oclock and he

was like "well when am I going home" and it was like "when both hands are on the 12

that's when you go home." And he's like "oh ok," and he did some painting and it was

like "come on it's time to go home" and he looked up and he was like "oh … it's that

time aready." And he'd been so absorbed in his painting you know.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 482-487

And sometimes I feel like he has a really positive

experience… and then that's nice to know [**TB:** Mmm]. So yeh. It's not always a

negative thing. It's not always stressful and horrible

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of strengths / achievements / interests   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 509-511

Code – "What we see – the brhaviour / aggression / challenges"

sometimes, [**TB:** Yeh] because he can be, so rude. …. [**TB:** Mm hmm] aaand, …
he can hurt …. other children and he can be really rude to other ad adults

sometimes when he's calls ya know, a Year 5, Year 1 child who's 5
or 6, a "mother f**ker," [**TB:** Mm] you know you can't help but feel a *little* bit angry

I think his relationships in
other schools with his peers hasn't been very good [**TB:** Mm hmm] because I think you

know he *is* difficult, and he can be quite intimidating

he was very angry I think when he came, cos
he was quite threatening to the year 4 teacher [**TB:** Mm hmm] erm ,which is, ya know is

is not is not a nice experience

he has a real
aversion to authority [**TB:** Mm hmm] so …

he had one I had, a boy I taught last year who was … had a coup- he had, I think
maybe two exclusions, short exclusions [**TB:** Mm hmm] and he has support from D----,

and last year it was the same. Everybody said *"oh they're the worst class. He's the*

worst child in the school. He's so rude to everybody. Blah dee blah."

Mmm, Yeh, quite a few times, he's cried yeh.
TB: You've seen him cry? Can you tell me about a time when you've seen him cry?

PP: Erm, I can't remember the exact reason for it. It was something in the it's only

been in the classroom…

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 430-433

Erm *[sighs]* this term. [**TB:** Oh ok] the start of this term.
TB: So had you managed to get all this way-

PP: Yeh because he's only just started swearing [**TB:** OK] … we had little bits but

nothing too major and then, all of a sudden, we started going through a lot of

swearing and its toned down a bit … this last, month or so.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 485-489

You know, they're aggressive, they
wanna play football all the time, they wanna erm, and they you know he's competitive

and the other boys are *very* competitive and they, they clash so … it was probably

something like that [**TB:** Mm hmm] … Erm, sometimes he he has sworn at adults.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 505-508

he used to come in and sit in here and he would be crying. And he'd just
come in and sit, so I'd say *"what's the matter"* and he'd say *"I'm really angry,*

really angry at so and so, really angry" And so I'd say *"well just stay here and calm*

down, that's fine." You know … erm [**TB:** Gosh] … being there for them I guess.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 560-563

There might be a rule that says, "I can't kick the ball, but I'm gonna anyway."
Butting against that authority all the time [**TB:** Mm-hmm] Erm, but …

Ok, errrrm … all the children I've, worked with who are at risk of or have
eventually been excluded *[deep intake of breath]* erm, the first thing that comes to my
mind is throwing tables. … [**TB:** right] and chairs. This is the chairs, to here.

that's what – and then going
underneath the table [**TB:** Mm hmm] Erm, yeh. So that's kind of the safe place for them?
[**TB:** Mm hmm] is to go under the table erm soooo,

I've, brought a
black tent erm, for them to go somewhere that's safe erm but *[quiet voice]* isn't under
the table *[laughs]* [**TB:** Mm hmm mm hmm] where other children are.

I I've had erm,
quite a lot of children erm and I often have had to clear the classroom. I seem to be
- I think it's the age group I teach [**TB:** Mm hmm] erm I've always taught the same age
group [**TB:** Mm hmm mm hmm] so I, erm yeh tend to be the one who *[laughs]* ends up
with
the children

Erm, I've put anger here, so the word as well
the erm, smiley face erm, and the chair going across the classroom which is is quite
common. Erm,

Erm, and, the yoghurt started to
be squir- squirted everywhere and obviously it went all over one of the TAs erm and,
the place that he was sitting was a similar scenario to this erm but, erm he was
sitting behind a table and he, began to push the tables about, which is quite often a,
 erm a a trigger no no erm a sign that, there's gonna be an issue

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 39-43

Erm
this is quite quite common I think I've experienced it with *pretty much* every child
I've worked with at risk of exclusion erm with bar one, erm exception erm and …yeh
this particular incident, erm he just threw stuff erm and he's a *tiny* little boy, like
this *[gesturing to show height]* and erm … the strength, when, they go is, sometimes I
mean I've seen a child take a table, not much smaller than this, and flip it with such
strength, the table turned over, and remained in the same place. So it literally just
turned over like that

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 53-60

Yeh [TB: Mm] that's quite difficult but this particular
scenario, he began to, there was a sort of thing like this a bit lower, erm and there
was a box of ball bearings, erm which was, an oversight on my my part but it's a game
they played with magnets you know, [**TB:** Mm mm hmm] erm and he threw *them,* erm
and, he
threw fruit, and it hit the ceiling erm and and that kinda stuff and then he began to
walk round the classroom throwing chairs.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 64-69

And he began to target particular adults. …
Erm I think this is the last incident before he got, excluded or it might have been …
… … I don't- yeh It might have been the last incident - there were *frequent* incidents
like that. I think it was the erm throwing the chairs at *particular* adults, you know
j- generally, doing tha

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

erm he would err run, out, so he would run out
of the, fire exit, erm and then run across so he did that in this instant.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 73-74

To let them run. With most
of the time he's in a safe environment we've got erm – He? They [**TB:**] erm fences erm
and so on [**TB:** Mm hmm] so when you get a runner [**TB:** Mm hmm mm hmm] erm yeh [**TB:** Mm
hmm] erm that's what you do

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 83-86

and I think in this instance he did erm hit err one of the
teaching assistants with a chair, in the *face*. Luckily it wasn't erm you know as bad
as it could have been [**TB:** Mm hmm] and, yeh that was probably it's probably the *most*
distressing erm incident I've had [**TB:** Mm hmm] with erm with any child [**TB:** Mm hmm] …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 86-89

Was he the year before or? Was he the year before? I'll have to remember the other
children in the class. No, he was the year before *that*.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 94-95

erm, I think that's what I explained, erm when they run away and I think they feel
sad you know and and they don't know another way out, of of that situation …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 206-207

yeh, I would feel erm ad adrenaline and kind of erm, *[tuts]…* hyped I suppose
is the best way to describe that [**TB:** Mm hmm] erm because you're sort of – I suppose
it's a natural reaction to somebody being, *quite violent* in your [**TB:** Mm] erm, …
company, if you like…

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 215-218

erm and after about I dunno,
probably about ten minutes of being in school he ran. And I ran after him, because the
gate was open, [**TB:** *[intake of breath]*] erm and, I didn't want him to go out the gate,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 230-232

PP: Yes, a child that, … erm, … he wasn't really excluded but, he would have been if
he hadn't been moved to a special school. [**TB:** Uh huh] Erm so he's at risk of
exclusion. [**TB:** Mm hmm mm hmm] And erm, heee … … would indiscriminately throw, erm
which was obviously very difficult when you've got a class of thirty children [**TB:** Mm
hmm] erm things like dictionaries, and things like that which are you know can you
imagine

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 271-276

it wasn't like the the first one I said with the chairs, [**TB:** Mm hmm] erm, this was,
just , indiscriminate

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 277-278

erm but he had tremendous strength,
erm and, … he was, he'd throw little tantrums often and re re refuse to work *all* the
time, but he would sit and play, and play and play and *I* wanted to get through to him
for him to just , … realise that actually, playing with lego all day can get quite
boring and it would be much more interesting to draw pictures and, you know be
creative if you like [**TB:** Mm hmm] erm … and I never f- worked that out. I never was
able to find his button.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 290-296

Erm, … theres, one, whooo …. … … is *[coughs]* erm, … he's very he's working with
xxxx. Do you know xxxx? *(behaviour outreach team)* [**TB:** Mm hmm] Yeh he's working with
xxxx and, he's working with our learning mentor and he, can, he was the one who who
tipped up the chair, the table, and it landed flat, [**TB:** yep] exactly where it was,
erm,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 323-327

he's, talks, consistently about hurting himself hurting others, but in a
serious way – he's threatened to *stab* teachers and and that sort of thing.

er we we erm the one that
tipped the table over he can sometimes be a, bit of a wotsit but generally they all
want to be silly.

Yeh, he erm, yeh he's been *silly,* and *giggling,* and, just
sort of, and it's the other one that's winding him up. **But he has *got* to learn, to
shut down, and to not, you know to not do it. Erm,** [**TB:** Mm] and again its its just
knowing where those boundaries are, but they just wanna make each other laugh because
everybody else laughs then

it's things like, th the other one – not
not the one who's who was on a stage three – enjoys farting in the classroom [**TB:** Oh]
which you can imagine what happens. The smell is diabolical. [**TB:** *[laughs]*] And of
course everybody then just goes *"ewwwwww "* and it's all a big fuss and they all think
it's funny and, erm that kind of stuff but that kind of spreads round the whole
classroom. And that is, it is *really frustrating.* And *very* difficult.

I'd
like to think none of them push my buttons but they do, some of them do erm and at
that *point* I mean there's this little girl I said about before erm who who throws
these tantrums in the middle of the classroom, erm and there's one of the ladies in
the office who has a, you know, a good relationship with her and, that's brilliant
because, what I do is I send her to talk to *her*, and they she'll help her do something
in the office and that's kind of distracting her and things like that.

Erm…. yeh I mean
she, last week? … week before? She kicked me, and hit me, erm, and again that was,
[sighs] her way of communicating. You know she's not, she's a little …. *[indicates
short height with hand]* thing. She's like a two year old, [**TB:** Mm hmm mm hmm] you

know. She's not kicking me and hitting me she just happens my legs in the way when she's kicking and hitting, *really,* [**TB:** Mm hmm] if I'm honest.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 538-543

Erm and she was laying on the floor screaming her head off, having a tantrum, and erm I had to call and get somebody to come and err rescue me *[laughs]*.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 675-677

he the that one the one to RAF Hendon was erm, I mean I think it was quite good. I mean we were in one situation they've got a 4D cinema, and, they they'd got muddled up so we had to sit for, 20 minutes to wait to get into the 4D cinema erm and I had, two of the ones that were pickles and erm they were kind of rolling around on the floor and, d'you know what? They were in a, corner. We were supervising them. There was nothing they could break. There was no members of the public … *[sighs}* They could be a lot worse.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 747-753

I better shut the door actually … …. Yeh, she's only coming in mornings [**TB:** Mm hmm] and the-the tantrums have got quite severe. Erm, so we've- you know, had to have her parents in to-to calm her down. [**TB:** Ok] Erm, and she's been hitting staff and things like that. She's quite a tiny little thing

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 11-14

Erm and then one of them has- he's on a one and a half day exclusion today and it well, this afternoon and, tomorrow, all day erm, for again, erm, a sort of violent behavior. Erm, pushing the furniture around erm [**TB:** Mm hmm] and things like that. Erm, *[quiet voice]* yes, it's been a good day *[laughs].*

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 28-31

erm, last year, it got to the point where we actually, practised leaving classroom quickly. Erm, because the child who I was with last year, erm, would indiscriminately throw, books. I mean dictionaries [**TB:** Mm hmm. Mm hmm. Mm hmm] big

books, erm, at, everybody and anything and it was- that was quite dangerous

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 227-230

I mean I saw, him outside with

his mum … and he erm, he, was holding another child, you know by the coat and he was

shouting in their face

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 30-32

And, yeh just even sitting

down next to somebody was, hard for him [**TB:** Mm hmm] because, erm he he can't, he's

very impulsive he cant help himself but to, either sort of scribble on someone's work

or, sort of, touch them

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 43-46

And, some

children, I mean when he, he tends to sort of choose a child to target for the day

and that becomes like his obsession. Erm so there are certain children that I think,

are more vulnerable than others to be, his target *[laughs]*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 67-70

I think we're going to try and reintegrate him sort of

slowly and if sort of build up that trust [**TB:** Mm hmm] but again like I say he's he

is very impulsive, and sometimes you can see he does things without thinking …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 102-104

He also really likes screaming in people's faces, so

he will grab someone and get really in their face and scream- or in their ear and

really scream

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0

he kind of targets a child and
he will chase them and he says awful things to them and he threatens them, … he's

erm, got some children on the floor before … erm, yeh … so it's quite intimidating

behaviour,

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 145-148

he throws like toddler
tantrums as well [**TB:** Mm hmm] … erm, so, if you'd ask him to do something … and he'd

say *"no"* and you'd say *"right well I'll take a minute off your chart"* or erm you'll

have to stay in, for a minute for play time. And he'd throw himself on the floor

crying. But they weren't real tears

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 212-216

But erm, equally if you know that he's
impulsive, and you know that some of his actions maybe he can't help, how do you

then, make sure that, he is successful and other children are going to be safe

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 282-284

erm so he does
know, erm like how the school works erm and cos he came, from two separate settings,

he's been expelled from two separate settings previously, before he was came to our

Reception half way through the year

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 353-356

yeh. But last year was- … I mean he did, he got attempt- he got
suspended last year in Reception … erm for injuring another child, and erm also

injuring a member of staff… so, … that hasn't happened this year *[touching wood*

laughing] so I do feel like progress has been made. …

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 364-367

he'll lose it, and, they're tempers that you can't, he like glazes over and, you *cannot* speak to

him. And erm, I've seen that a couple of times this year and that has been quite

scary,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 376-379

Nobody got hurt, but erm I
know there there has been occasions I mean, he was physically violent to the staff

last year …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 398-400

and also I I feel like towards Christmas time when
you're off timetable, … I'm not gonna be here, it's gonna be all different, I feel

like *that* could be a bit of a trigger as well, erm … because he'll have lots of

different emo- he'll have like excitement and, all sorts of different emotions going

round and that, doesn't help with the, impulsive [**TB:** Mm hmm] behaviours but erm, yeh

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 430-434

even though there is that, scary intimidating side of him,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 613

I've sort of done just
like a one pager for him [**TB:** Mm hmm] because I think actually, if you read all of

his history you think, "oh my goodness," [**TB:** Mm hmm] and you probably get a bit

terrified *[laughs]* because I know that's what happened with me.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 89-92

Erm, yeah. Just because, I don't know if I can go into detail about his, file
[**TB:** Well it is anonymous, so it's fine] but erm, I was- I was made aware that he,

erm, he's- he's got a baby brother, and when his mum was pregnant he erm, he- he

attacked her.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 133-136

erm, because he understood that there was a baby inside of her and he knew that he could hurt, the baby so, when I read that, I kinda got a bit like, "Oh

my goodness, like that sounds terrifying."

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 136-138

it was- it was difficult to start with, I have to admit, and
that's purely because, when you're sitting there reading, everything that he's done,

you think "ahhh"

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 174-176

I need to respond consistently the same way
with them, but also, it's about that like, I suppose consistency of it their

behaviour is consistently up and down or, consistently in a a certain level of

severity

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 13-16

erm, yeh
do then again constantly thinking like *"what do I feedback, what do I not?"* I think

"constantly" [**TB:** Mm hmm mm hmm] and "consistency" is like a good *[laughing]* [**TB:** Mm

hmm] good words that I would use. … yeah.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 54-57

I mean last year I

could probably name maybe six children in my class that, would have been excluded

from other schools within a few weeks like hurting, children hurting adults, you

know, swearing, disrupting lessons, running away, climbing out of the school gates.

And, so that's like two, three, four in each class.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 240-244

yeh I mean, even last night, so I had two children out of class yesterday
afternoon, erm who were, you know, running around the school, were locking teachers

out of rooms, and we have obviously the fob doors which is then, quite a problem if

they're locked on the other side [**TB:** Mm hmm] erm who were being quite physically

aggressive to a year one child, and I… probably went to sleep at like 1 o clock this

morning, thinking just sat there thinking like *"I need to be to sleep, I need to be*

asleep," but… the minute you think *"I need to be asleep"* you're not going to sleep

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 60-66

rm, so I definitely think it's that like that *constantness*,
that consistency of- … generally consistency would be a good word. But, I think we

have consistency here like the children who would have been at risk of exclusion in

ano- another school are consistently, showing those behaviours,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 248-251

So I, she joined my class in the January and she spent the first
sort of two weeks, screaming at me that, I should just kick her out because everyone

else does.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 268-270

I've had
children like screaming at me, you know, *"you're just going to leave. I don't like*

you. Go away. You might as well kick me out now,"

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 298-300

So I, I think the first few weeks, especially if it's a child
who's joined, the school, n- new, are *really* trying because they like, they
definitely test your patience, because you're there you know having things thrown at
you, being screamed at or sworn at or whatever it is and, you have to kind of be
there saying*, "you know, it's okay that you're angry and I understand that other
schools have, you know, kicked you out and I understand that that feels rubbish, but
we're not going to do that."*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 305-311

you know if, somebody has, oh I
don't know, left a room, made an awful mess, thrown a chair, hurt someone outside,
locked an adult in the playground, come back in and did, five minutes of their
learning, obviously you still, deal with you know all the behaviours

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 388-391

and it's almost like … those five minutes, of the
positive, are overshadowed. So, although we are really big on fos- focusing on
positive and really big on, you know *"this went really well and that's what we want,"*
when it gets to the end of the day you just think like-- you can't help but thinking
like, *[whispers]* ''*oh my God."* Not there were ten minutes of good, It's like, five
hours of, stress. *[laughs]* …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 400-405

that child that-- our classroom was now out of use the next hour because she's
like throwing things or kicking things or whatever it is she's doing.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 596-597

children like throwing some chairs and
threatening you and swearing and hurting adults and things like that

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 643-644

Like there was a boy last year who, was in year five and was held back a
year. Erm that mum asked for because, she said he was being bullied. Erm, I don't
think we found-- like investigation into bullying didn't even find that. But he was
really unhappy. There were things happening at home he didn't fit in well with the
children in his class. He basically had spent, so much time out of class doing the
wrong thing hurting other children that the children were kind of done with him. So
he, got held back, the second weekend into last year in the autumn term. He like
arrived at my door erm, and he-- … last year then was the, most difficult child
I've-- I'd have to have managed, until this year *[laughs].*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 691-699

but I definitely think like the success stories are so helpful.
Like there are days that you just think like, *[whispers] "I can't-- like, I can-not
be positive anymore,"* and I think, *"do you know what? It worked with him. It will
work with with her, like it it will be fine."*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 714-717

And, the boy
last year, it was like every single day. I think there was probably a period of maybe
three weeks where I had, two or three minutes lunch, every day, and no break. And, by
the summer term, you were like would not have known that, like if someone could've
walked into my classroom and observed, all day, and you wouldn't have spotted him as
a child who had any difficulties, at all

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 727-732

I taught her in year four. Yeh

TB: Ah right, aha.

PP: That's when she came to our school within like the last two weeks of the term in

year three, erm, which was kind of the honeymoon period, [**TB:** Mm hmm] where she did

as she was told, didn't really, erm, disagree with adults, and then when she got back

in year four, was kind of a bit more settled and therefore, comfortable to kind of

do- [**TB:** Mm hmm mm hmm] what she wanted.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 17-23

Erm, so, yeah I taught her in, year four.

Erm, then the other two girls, one of them I currently teach now. Erm, and the other

one is-- so, the other two guys are both in year five. Erm, one of them is in my

class, one of them is in the other five class, but I taught her last year in year

four. [**TB:** Mm-hmm.] So, I've taught all three children.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 23-27

Erm, and I think,

I find, the issue is that they kind of go together. [**TB:** Mm-hmm].And so, they kind of

encourage each other's behaviour and it gets- is into kind of bigger than what it

would be if they were just [**TB:** Yeah] kind of doing the wrong thing by themselves.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 27-30

Yes, yeah. And they were like excited by, and they were kind of egging each other on. [**TB:** Yeah] Erm, and trying to split them, because again, like they're all fairly

unsettled, but together- [**TB:** Mm. Mm-hmm] It's a massive-- It's way harder.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 39-41

Erm, and then I think

she's had some, uh… growth kind of development issues, erm, when she was younger, but

she's tiny isn't she. And then we see her screaming and shouting [**TB:** Yeah] And you

think *"oh God how has that come out of something so tiny."*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 104-107

Yes. I think the behaviour just got, I think that the violence against, the adults. So that was for the next child was, was massive.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 144-145

there's err something, a kind of issue between those three girls and, a boy in year one who, erm, I think at the moment, I wouldn't say he's at risk

of permanent exclusion, but there's, he was, the decision was made to keep him back

in to redo year one. He, you know, he finds learning really difficult. He got really

tricky home life. I think there was some difficulties, erm, before he was born and so

his kind of development os a bit less- is a bit slower than others. Erm, and there

was kind of now an investigation into bullying, with him, because they band together

and then they go and find him and then either they enlist him to join, or they're

just really unkind to him and then he struggles.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 154-162

he he has a fixation on this particular girl and so I've moved him around so he doesn't, see her, he's got his back to to her at all time…

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression / challenges   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 23-24

Erm, with the autistic boy it is a, a risk to others, I think. Erm, whereas the other
boy is more of a risk to him, self. Because he tends to get himself into positions

of, that aren't very safe – like climbing on to windows [**TB:** Mm hmm] or air

conditioning vents and things like that so. I I -- He wouldn't necessarily do

anything to hurt the other children,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > What we see - the behaviour / aggression /
> challenges   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 123-127

Code – "Details of previous incidents and exclusions"

He was excluded for err, pretty serious swearing. But it wasn't just swearing it was
aggressive swearing and … erm intimidating swearing … erm and, he hasn't he showed no
emotion and *no* understanding of, what the implications were of what he had done, and no,
self-reflection. No erm …. no ability to relate to why he was being excluded at all. Well [**TB:**
Mm hmm] on the surface anyway

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions   Weight
score: 0

> Pp 1 - Katharine - Interview 1, Pos. 15-19

PP: We had two incidents while we were away. [**TB:** Mm-hmm] One involved another

school. Erm, we had a temporary head then, because our head was off, sick, and she

said to me then, "Look, let's think about it overnight, what we're gonna do." And

that-- It made me, it gave me time to reflect so I was quite, disappointe

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 35-38

So he had nothing better to do than to go up
and be rude to another school. [**TB:** Mm-hmm] And then the incident in here with
me was

that he felt I was unfair on him, so he wrote on the board, "F**k off Mrs. XXXX."
And

then, behind my back, was gesturing behind my back.

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 48-51

Erm, and then, initially he wasn't gonna be
excluded and then the decision was taken by the governors that, we needed to show the

parents that, it wasn't okay. And so he was excluded, for a day-and-a-half

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 52-54

Erm, and, the yoghurt started to
be squir- squirted everywhere and obviously it went all over one of the TAs erm and,
the place that he was sitting was a similar scenario to this erm but, erm he was
sitting behind a table and he, began to push the tables about, which is quite often a,
 erm a a trigger no no erm a sign that, there's gonna be an issue

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 39-43

rm and …yeh
this particular incident, erm he just threw stuff erm and he's a *tiny* little boy, like
this *[gesturing to show height]* and erm … the strength, when, they go is, sometimes I
mean I've seen a child take a table, not much smaller than this, and flip it with such
strength, the table turned over, and remained in the same place. S

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 55-59

Yeh [TB: Mm] that's quite difficult but this particular
scenario, he began to, there was a sort of thing like this a bit lower, erm and there
was a box of ball bearings, erm which was, an oversight on my my part but it's a game
they played with magnets you know, [**TB:** Mm mm hmm] erm and he threw *them,* erm and, he
threw fruit, and it hit the ceiling erm and and that kinda stuff

Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 64-68

There's a couple

that come into my head now, erm whooo, …. … you know, you know that one is an example
of where a couple of years ago, whose mother never picked up, from school so she ended up going in a, police car home, erm and *I* worried about that all weekend

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 189-192

PP: Yes. Errr, ooh, err, a run. Err. Yes. *[laughs]* There was, one time, same boy, erm who decided he didn't want to come in, he had – he took ADHD tablets [**TB:** Mm hmm] I don't know which ones particularly, erm and hee, erm - …. We were all dressed up. I remember I had a, red dress with black spots on *[laughs]*.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 222-225

He ran, erm I think he didn't quite have the front to run out of the gates [**TB:** Ahh OK] and erm I think eventually erm er I I'm remembering this off the top of my head, I think *eventually* he came back in again but I think he got, because what we do is then sit them out of the classroom, and I think he got erm,… … he might have got sent home. I don't, I don't completely remember. …

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 240-244

PP: Yes, a child that, … erm, … he wasn't really excluded but, he would have been if he hadn't been moved to a special school. [**TB:** Uh huh] Erm so he's at risk of exclusion. [**TB:** Mm hmm mm hmm] And erm, heee … … would indiscriminately throw, erm which was obviously very difficult when you've got a class of thirty children [**TB:** Mm hmm] erm things like dictionaries, and things like that which are you know can you *imagine*

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 271-276

I mean a boy I went on a trip last week, and two children erm,
one was the little girl and erm one was *another* one who's just a bit of a so and so but not I don't think really at risk of exclusion, one of the seven [**TB:** Mm hmm] erm he, was running round a gymnasium erm throwing tennis rackets. I mean there were seven other schools there it was *so* embarrassing. Erm and she was laying on the floor screaming her head off, having a tantrum, and erm I had to call and get somebody to come and err rescue me *[laughs]*.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 671-677

Erm, so, he has just come back
off the drugs [**TB:** Mm hmm] and he has come that far from-from a day's exclusion today
erm, because-- I mean, you know, sort of telling adults to shut up and erm, he had a
window exactly as same as this, erm, and he was thumping the window with sort of his
hand like this because I'd asked him to move and he didn't want to sit next to the
person who erm, I asked him to sit next to, and it just escalated.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 22-27

We shut the door to stop the other children from
erm … *[sighs]* having to experience it. Erm and I think it went- it-it-it vamped up,
ramped up from there, so erm that I think he was pushing tables around he threw his
glasses around and you know, with some- extremely aggressive with the head erm

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 61-64

one of the times was on the playground. He just saw red and

it was a total accident. A child basically just ran into him. A total accident. I saw

it all happen. *[laughs]* Erm, but he just saw it as someone come over and pushed him,

and he thought "well that is hugely unfair" and he just got, massively angry, and you

could see his face just, change in an instant erm,

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 379-383

I had a child join,
the school, erm into my class who had, I think either they'd been excluded from

another school or, and didn't want to be excluded from this one, or the school

basically said like, "*they're at risk of exclusion, they're going to be excluded*."

And so the parents had moved him, erm and he'd come into my classroom and, you get a

lot of those children in our school. Children whose parents have kind of been a bit

like, "*ooh we'll move you because you are about to be excluded.*"

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 219-225

Erm yeah, I think interestingly, a lot has happened

with, the kind of the three children. So, the three children I've taught, that are

all at that kind of risk of exclusion, of permanent exclusion, have all been excluded

this week. [**TB:** Oh my goodness]. Not permanent but that's an interesting development

because we hadn't, reached that point yet, up to this year [**TB:** No] there-- o tha-

when it-wh-when it happened, obviously, I was like, "*oh that's rubbish*." But in my

head, I was like, *"I'm gonna note that, for … this"* [laughs]

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 6-12

Yeah, so the girl in the year six, erm, was excluded for five days for this whole
week starting Monday, so they went home Monday afternoon and, it was all, for the

rest of the week.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 13-15

Erm, but we kind of reached a, a point there, there there had been like a a laptop
had been destroyed. It was like an £800, laptop. Erm, one, one of the adults in the

school had been hit, erm, in the head, by one of the children. Erm, they had, like

been in teacher's classes and taken things from drawers. They had gone into the staff

room and taken food from the fridges, like that the adults' lunches and things like

that. [**TB:** Mm hmm] Erm, and I think it got to a point where they were- they were so

wound up [**TB:** Mm-hmm] and kind of--

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 31-37

and then in the end, uh, XXX their teacher, was just kind of was like, "*There's nothing else we can do. They need to go home.*"Erm, so they-the idea was that they were excluded, for sort of, the rest of the afternoon. And then, the adults kind of reviewed, all the behaviours that had happened. And then when they were all to-- the

behaviours were kind of sermmarised in a daily list of events, it was kind of decided that, it needed to be, for longer.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 46-51

Erm, and, you know after
that really clear meeting of, "*we need to see that you are sorry for your actions, that you understand you can't do them,*" the two year-five girls ended up banding together again they found each other and things just, got worse. So, they were sent home again and told that they can come back-- The exclusion extended to the full next

day.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 70-75

Yes. I think the behaviour just got, I think that the violence against, the adults. So that was for the next child was, was massive.

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 144-145

Erm, so I think that as well, I
think there just wasn't [**TB:** Mm hmm] there were a lot of things and it got to the point where, they were going in all the places they weren't supposed to be, touching

all the things they weren't supposed to touch [**TB:** Mm hmm] and it just was a bit

like, … what else can we do?

> Code: ● Subtheme 1: Knowing vs Not Knowing the Child > Details of previous incidents and exclusions
> Weight score: 0

Obviously
that was kind of ignored. Erm, but it, I think they had found each other, at sort of

half past nine, and it was hours of, running round. And they, so they went into the

office and we have radios because we have a behaviour team that kind of patrols the

school and deal with behaviour where needed. Erm, they took the radios from there the

office when they were charging and walking in and out of classrooms, like swearing

into the radios so the classes could hear. Erm they ran into a year one class while

the adults was teaching, and erm, raided the desk drawer, to get the master key erm,

from the assistant head and then were, locking themselves in rooms, and locking other

people out of rooms.

she
was kind of like we don't want to exclude, but at the moment there isn't anything

else because we cannot just *"say come in tomorrow and, you know, sit through and talk*

about this and do all these consequences" because, at the moment, the minute they

come into school, then they're, finding each other. [**TB:** Mm hmm mm hmm.] So it was

kind of like we need that break, they need that separation from each other, and we

need time, to plan ahead.

Erm, I suppose the … fo- for a child to be excluded there's going to have to have
been something, erm, a lot, gone on before that for that to happen.

so, wanting to go to assembly and his one to one and I deciding that he could go, because he had such a good morning. We'd set down the rules that he had to be, by her side, he'd have to be at the back of the line behind everybody else, erm sitting by a door in case he did need to leave so that they could go straight away. We had, all of that he'd agreed with, and then suddenly he just went off and, attacked this poor little girl,

t was it was almost like it was happening in slow motion. You could see him—I in my head thought that he just, because we had said that he needed to be at the back of the line, I thought he just wanted to be at the front of the line so was running towards the front of the line … erm, and you could see and you think "ohh, what's he gonna do? What's he gonna do?"

Errrm … Only once. He was out in the cloakroom. He'd- we've got like normal coat pegs and then we've got like a big shelving system. Its really quite high up, like I'd have to really stretch to get up there … and he'd climbed up there, which obviously isn't safe. And it's this big wooden frame, and there was other children in the cloakroom it was like getting ready to go home at the end of the day. And he was like trying to kick them and … you know like with your legs, like go away type thing [**TB:** Mm hmm] and he was throwing things at them. …

Main Theme 1: Knowing vs Not Knowing / Subtheme: What to do

Code – "How to juggle competing roles / responsibilities / scrutiny"

And if you haven't done this, and you know when we, we manage each other you have to, scrutinishe each other's work, so erm each each – I don't know how much you know about schools but each teacher has a, erm *lead*, erm *[coughs]* cos we're quite a small school. So I lead Maths and, ICT. And I might, once every, I dunno half term, take in a sample of everyone's Maths books, and go through them to see if they're doing good enough work. So this is *peers*, to my peers, erm and then I will have to give them feedback of, you know three things they're doing good and three things they can improve on erm which is actually, you know,… coming *back* … it's a bit rotten, really.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 492-499

And it would
be, even if they were going to, the head, there's no other job where you, somebody stands over your shoulder, and watches you, erm, not even as a doctor. [**TB:** Mm mm hmm]
You know people don't come and observe you as a doctor and erm. You have to play the game which I'm not very good at, you know you have to sort of erm [**TB:** Mm hmm] … do, the observation lesson, as it were erm [**TB:** Mm hmm] and then you know you have normal lessons [**TB:** Mm hmm mm hmm] *[laughs]*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 499-505

PP: Erm *[clears throat]* … … …
TB: Or …
PP: *[intake of breath]*… I think, … … it's all part and the sa- one and the same, it's all part of it you know they kind of all fit in together. Erm,… yeh I have to choose my priorities. [**TB:** Mm hmm] Erm I suppose when I'm *at* school when I'm *in* the classroom, [**TB:** Mm hmm] the behaviour is, the top priority erm and then the admin side of it, is more important after school [**TB:** Mm hmm] if you like. [**TB:** Mm hmm mm hmm] Outside of school hours. [**TB:** Mm hmm mm] … …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 509-516

So it's quite erm-- Yes,
there's- I mean there's quite a lot going on but that is teaching, where ever you
teach.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles /
> responsibilities / scrutiny   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 128-130

It's just the way you, erm, you get on with it. It does- it's *frustrating* because
the other thing that is always there is, erm, the progress. So, erm, you know OFSTED
want us- want children to make progress and unrealistic progress.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles /
> responsibilities / scrutiny   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 242-244

I feel like it's impossible like how are you supposed to, you know make

sure that he is happy and safe and, not going to flip out … but making sure that

everyone else is happy and safe and also, that they're on task in their work. That

they're making progress. That I'm able to give them feedback in that lesson. [TB: Mm

hmm] You just think "well this just isn't gonna happen." *[laughs]* Erm, …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles /
> responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 487-491

get 87% of the children to this, you know … and you think, *"how is a
teacher supposed to do that if they have no support, with, these children?"* … It's an

impossible task. … Yeh, it's a massive ask.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles /
> responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 505-507

And that's the thing as well, how
how can you measure, the thing that really like bugs me [**TB:** Mm mm hmm] is that you

can see on like the tracking, how like they've progressed in maths how they've

progressed in English. *Actually,* if they've progressed *massively,* socially and

emotionally how do you track that?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles /
> responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 565-569

But, in Year 1 and Year 2
it's *all* about reading, writing and maths. And ,that that's not, just how they

progress. [**TB:** Mm hmm] Yeh that does bug me a little bit cos then, when you're in

meetings as well, you have try and emphasise actually they have made progress.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 572-575

but how do you measure that? [**TB:** Mm hmm] without like verbally telling somebody

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 578-579

But, when somebody,
like you're trying to like somebody who just wants to know data,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 582-583

he is doing really well. But
then it all comes back to figures doesn't it?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 592-593

Yeh, you can try you can try and get that across I suppose but, really
ultimately people just wanna know about the figures and I think, that's really harsh.

It's really harsh because, it sort of undermines what they've done [**TB:** Mm hmm] and

the progress they've made, erm

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 596-599

and it kind of like, it kind of undermines what you
do as well *[laughing]* because you think, the amount of hours trying to find a

strategy that works and erm,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 599-601

I think it's it can be really frustrating, because … obviously like teachers are
overworked anyway and I spend a lot of my time, thinking about additional things.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 80-81

most tiring part of the job is that, you know

yes there's long hours and yes, I have to mark but that's sitting down, reading,

"yep, that's good oh, that didn't work." Planning is fine it can take, you know,

additional time in your own, time not in school hours but also, is fine.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing roles / responsibilities / scrutiny   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 358-361

Code – "Responding in the moment – not knowing if I did the right thing"

Erm my, strategy would often be to stand by
the door not block the door, but to stand by the door to let the child doo, what what
they need to do, but to not feel pressurised erm in that situation.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 51-53

I didn't want him to go out the gate,
even though he lives just across the road from from the gate entrance I didn't wanna
see a seven year old going out the gate, but erm, yeh, at that point err – I mean you
can see I'm not a runner really *[both laughing]* [

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 232-235

What if … and then the next thing was, there
was, what was there … five groups of kids. I had two groups, but the other three
groups were outside … erm, and the younger TA, sent them in on their own to go to the
toilet. And … I mean, it was probably alright, it wasn't a decision I would have made
but, if she'd have come in I can see why she did because, if she'd have come in she'd
have left, the rest of them outside on their own it was, you know.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 702-707

And the class clown boy was sent in on his own and I was like *"my God."* And it's just
sort of and and that's why I phoned because I didn't know, it was I was being pulled
in every direction, and I was sort of and they were going to the toilet and they were
standing with the the teenagers because it was a secondary school, and is that a safe
environment.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 708-712

Erm, and *it is*,

is- That is an additional bouncing ball problem because you've got one over there who
is hitting windows. At the same time, it would be quite easy for somebody over here
to be pushing chairs, together.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 178-181

Erm, I mean in the situation I had yesterday, erm,

the one who's excluded today… was, erm, … I can't, remember, I think he said *"the
teacher in this class as a loser"* and he was being [**TB:** Mm hmm] you know obnoxious
[**TB:** Mm hmm] and obviously *[laughing]* it's quite funny really.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 181-184

At the time I try you

know, I'm not supposed to laugh [**TB:** Mm mm hmm] but I think that's the way you have
to deal with it *[laughing]* [**TB:** Yeh, yeh] You have to laugh.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 184-186

Erm, it's quite exciting really. *[laughs]* It's- I'm not supposed to say that
really am I? I mean it is, but you're sort of- it's just what you do.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 239-240

sort of think to myself well what's the how's the best
way to handle this [**TB:** Mm hmm] so I mean I called over another member of staff, erm

but I I was sort of protecting the other child instead of restraining, restraining

him at all, erm … and luckily like nothing, did happen. Nobody got hur

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 395-398

When he has that look, you- you can't
talk with him, he's not reasonable, and I suppose it's just like anyone who
has like,

like, *severe* rage, [**TB:** Mm hmm] you can't talk anyone down from that. You have to

just sort of, let them, have a few minutes but that's—that is the only time that's

happened,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 215-219

I… probably went to sleep at like 1 o clock this
morning, thinking just sat there thinking like *"I need to be to sleep, I need to be*

asleep," but… the minute you think *"I need to be asleep"* you're not going to sleep

[*laughing*] [**TB:** Mm hmm] Erm and I just was thinking like *"what could have gone*

differently? Like, you had a good morning, this worked-"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 64-68

realistically we're not sitting down to do our math lesson. And in my head I'm
thinking *"was that the right thing to do? Like should I have done that? We now*

haven't done on learning today."

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 599-601

But you constantly feel like, was that
right thing to do? Even though like you know it was. It's like, children are annoyed,

parents are annoyed, I'm annoyed *[laughs].* Was that the right thing to do? And you--

it's kind of like you're second guessing yourself a lot or even second guessing in

planning.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 617-621

So it was the

failure to not keep her safe, from that, [**TB:** Mm hmm] erm and also … that that

happened in my class anyway. And I, I know in my head that I couldn't have done

anything else in that situation [**TB:** Mm hmm] it all happened so quick

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 19-22

the same with the other boy as well, though he's more capable, his
is more behavioural and, I think for him it's also attachment issues. … Erm … yeah.

So I just wondering I wonder whether while they're not in class – have I, done enough

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 90-92

Erm and
with the, other boy, it is more of the disruptions with you know do I just ignore his

behaviour? To then carry on with the class. And then how do we carry on if the, [**TB:**

Mm hmm] if the behaviour is continuing?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 104-107

What do you deal with? [**TB:** Mm
hmm] Do you deal with that? Do you deal with the 28 other children?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 107-108

and then if they, run off, I need to
call, whoever I need to call to kind of get. So its juggling quite a few things in

your head, about, what you should be doing and what's the right decision at that

time. [**TB:** Mm hmm] Erm. Yeah …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing
> if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 115-118

So you have to, again, …
compartmentalise I think. *"Well I'm here for the majority of those children who want*

to be there, and therefore I need to carry on with that… but making sure I've made

the right decision to call the right people, to deal with then the other child".

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 136-139

so … Yeh I don't …
Yeh, in the moment I think it's just really hard to focus on, making the right

decision. You just kind just do it. Erm, the right decision hopefully is the one

that, eventually gets made. [**T**

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 142-145

- after having a really good morning. Wanting to go
to assembly, as he doesn't generally go to assembly because of his, outbursts, erm …

so, wanting to go to assembly and his one to one and I deciding that he could go,

because he had such a good morning.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 225-228

Erm, and then, and then I went over to him obviously
and, stopped him. Moved him away. Errrm, but, then erm the one to one asked if, asked

for the girl to come over so that he could see because she started to cry and then

stupidly I agreed with that.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - not knowing if I did right thing   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 239-242

Code – "Responding in the moment – panic / embarrassment / fear"

erm and it's that *real* adrenaline that's that's [**TB:**
Mm hmm] you know and it's it's, … it's quite upsetting. [TB: Mm] Erm, I get
adrenaline… [TB: Mm] so sometimes I shake because I, you know, you you you know you
do get a fright or flight don't you [TB: Mm mm hmm] in that, scenario don't you, in
that kinda scenario, erm

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - panic / embarrasment / fear   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 60-64

eh, I would feel erm ad adrenaline and kind of erm, *[tuts]…* hyped I suppose
is the best way to describe that [**TB:** Mm hmm] erm because you're sort of – I suppose
it's a natural reaction to somebody being, *quite violent* in your [**TB:** Mm] erm, …
company, if you like…

Its panic. Panic. You're just like *"ohh what am I gonna do, what am I gonna do?"* You know cos I've got this I had 12 kids and I've got 10 kids over here and I've got to make sure you're behaving and I've got these two running round here and it's like *"what do I do? Where do I go?"*

And what unfortunately my reaction to things is sometimes, tears. But I *didn't*. Erm but I felt like it when I phoned school [**TB:** Mm hmm mm hmm] but obviously you *can't* do that in front of a class [**TB:** Mm mm hmm] full of children but you know I was so, I was panicked.

And it's just sort of and and that's why I phoned because I didn't know, it was I was being pulled in every direction, and I was sort of and they were going to the toilet and they were standing with the the teenagers because it was a secondary school, and is that a safe environment. And in a minute somebody said to me in a minute all the, teenagers are gonna transition, so they'll all be coming through and there's like a great big line of fifteen children and there's only two cubicles and d'you know, it was just, it was an unfortunate situation [**TB:** Mm hmm] all round.

Embarrassing. I feel embarrassed myself for not being able to cope, in that situation. So the fact I had to call in, erm, I feel embarrassed.

[Laughs] I was embarrassed and I had to have erm afterwards I had to let it all out to xxx I think I'm a very verbal person, as you probably worked out *[laughing]* [**TB:** It's great] Erm, yeh so I err yeh I went and spilled it all out to him and wrote

it all down and said *"this wasn't right and that wasn't right"* and you know, erm, that that's kind of the way I deal with it afterwards

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - panic / embarrasment / fear   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 724-728

Erm, I actually err I was- I was quite err, panic is probably too strong a word, but erm, I could suddenly see, a group of children and a big piece of glass, quite an old piece of glass, so goodness knows how safe the piece of glass is. [**TB:** Mm hmm, mm hmm] And he was, you know, doing this on it. You can see his hand prints [**TB:** Mm hmm] or fist prints on the window. And erm, I cleared the class.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - panic / embarrasment / fear   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 49-53

but I think sometimes you-you get-- So, I I tend to get nervous laughter. [**TB:** Mm mm hmm mm hmm] And, I think I was also one of those situations where I didn't know what to do.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - panic / embarrasment / fear   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 212-214

Mm hmm, erm so … yeh I mean … … there's been a few times within a within a lesson so within a structured time when I thought actually this is, going really well, he's

enjoying what he's doing, erm … so if it's been topic or something and we're making

something quite physical … but then, *[sighs]* I don't know he might, it might not look

the way he wants it it wants him to look, or somebody might have the cellotape and he

doesn't … … you'll see that change again in his face, and he'll … he, you can see

his hands he puts into fists straight away and you think *"right, how am I gonna stop*

this?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - panic / embarrasment / fear   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 444-451

So, I think there is that bit of almost panic, where you think like*, ''I need to very quickly know what they do when they're annoyed, when they're upset so that I can make sure that everyone else is safe,"* because, I suppose when they join, you don't know them and they don't know you and-and they want to work out, quite quickly, the kind of people you are and the easiest way to do that is to do all the behaviours

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - panic / embarrasment / fear   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 337-341

Erm *[sighs]* I don't know it's quite fraught actually. If you I mean I haven't
actually sat down and thought about it. But if you if I think about it you're
thinking in your head, you're trying to listen to a child trying to answer a question
you've given, at the same time you're trying to keep an eye out at the anoth- at the
other child who's potentially running off

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Responding in the moment - panic /
> embarrasment / fear   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 111-115

Code – "Not knowing what to do – run out of solutions and strategies"

so, try to do whatever I can … erm … sometimes it's hard cos you think
"I've run out of ideas [**TB:** Mm] *What do I do next?"*

TB: Mm hmm. And what do you do next?

PP: Sit in the corner and cry.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Not knowing what to do - run out of
> solutions and strategies   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 348-351

Err, when I first started teaching him in the Autumn
term, by the time we got to Autumn half-term erm we had a previou- not the current
head we had a different head aand I went to see him and I said *[sighs] "what am I
gonna do with this boy, I don't know what to do."*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Not knowing what to do - run out of
> solutions and strategies   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 354-357

So, going forward, we're a bit like*, "This is great
that it's working,"* but what on earth do we do going for- [**TB:** Yeah] going forward
because I-I mean we've talked about the moving part of the classes down that end,
erm, as one like as a support I guess, because they do work well when they're not

together but, there are three girls and, the two year fives that are on this end.

Year six girl is that way, so regardless [**TB:** Mm-hmm. Mm-hmm] you're going to be

moving one to the other anyway

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Not knowing what to do - run out of solutions and strategies Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 126-132

So, we're kind of in a bit where we are
kind of trying to come up with a plan of what do we do because, even with the moving,

theres still two that can be together, so—*[laughs]* at the moment it's settled,

because they're separated and the year six child is coming-- not here [**TB:** Mm-hmm]

but, when she comes back- [**TB:** Mmm] it's kind of like, *"where do we go forwards with*

that?"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Not knowing what to do - run out of solutions and strategies   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 132-137

And I mean we need to sit down after school center
on Monday because, I have no idea, [**TB:** Mm hmm] as far as I'm aware, nobody has any

idea at the moment, what we're going to do when all three girls are back in school,

and we can't keep them separate.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Not knowing what to do run out of solutions and strategies Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 250-253

But equally kind of have to mentally prepare yourself for, it
might happen. And so you kind of got to get into the idea of, "*Right, what are we*

going to do if that happens?" [**TB:** Mm hmm mm hmm.] But there's definitely that sense

of like, uncertainty with, how they're going to be, with how I'm going to respond,

how you know the rest of the class is gonna be, how the school is going to manage."

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Not knowing what to do run out of solutions and strategies Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 381-385

Code – "How to juggle priorities – behavior vs learning?"

Erm in that scenario its quite
difficult, because really, my responsibility at that *point,* is to continue teaching erm because my *priority,* has to be the children's learning, but on the other side of the coin, erm I consider myself as probably the better person to deal with the behaviour

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning? Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 45-49

Erm I was I, worked very late on erm Thursday and of course that
has a knock on effect. I was tired on Friday and I'm tired this morning cos I worked at the weekend. Erm, … *because*, you spend so much time in the class, on the behaviour, trying to get them to sit down trying to you know

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning? Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 391-394

[Deep intake of breath] It's a bit like firefighting. So because that is the most prevalent thing, it's kind of the first thing I deal with and sometimes that takes the most time, so actually, it has the knock on effect, of other things taking a back seat, and *really*, the priority – I don't know the priority, erm xxxx said to me on Monday – err err Friday we were having a bit of a discussion about erm what we needed to do in the classroom. And he went to say to me *"your priority is the behaviour,"* and he kind of then, changed cos that's what he was gonna say. But he knows that the priority is the teaching

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning? Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 430-437

so, he said, *"your priority is the … teaching
of the children in the class."* And I knew what he meant. It wasn't that he was saying the wrong thing. It was that he could see, that until the behaviour, is settled down, they need those learning to learn skills. The the people who are, with issues if you like.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning? Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 437-441

I don't know, school could

sh close earlier, erm you could have more TAs, erm in the classroom doing more things. But the things that are most important generally are the things that take *priority*, and you want to do them yourself cos you *have* to do them yourself [**TB:** Mm mm hmm] because you're the teacher. [**TB:** Mm hmm] Erm, and you have to have a sort of good overview

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 482-487

Erm, then the fourth child who is erm, has regressed significantly because she spent so much time with, you know, we've used her as a support [**TB:** Mm hmm] for erm, one of these chi-children and erm, that has had a negative effect on her. Erm, so obviously we're putting that right, you know [**TB:** Mmm, Mmm] erm, so, there's all this bit but ju-juggling balls in the air erm and then on top of that, you've got Christmas.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 90-94

You sort of, I'll come out and talk to xxx or talk to xxxx

and sort of right, Ok, this, this and this is going on and it's- erm, now we've got to do the paperwork, so- you've to stop teaching to do the paperwork in the middle of a lesson-- Erm, because, it has to be fresh in your mind a-and all those sort of things.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 114-118

Something I said yesterday to them is, erm, she-she said to me what what is the thing that's most difficult. And I said the differentiation, because, along with all these issues we've got a lot with low- low ability,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 172-174

it's *frustrating* because

the other thing that is always there is, erm, the progress. So, erm, you know OFSTED want us- want children to make progress and unrealistic progress. Erm, you know, we have books scrutinies, erm, where they look at those and say they're not doing enough writing.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 242-246

Erm, you've got parents who might say, erm, well, my child is staying in
that bored at school. So, you would- they're not learning anything, erm, and you've
got that side of things which will suddenly pop up and come into it, which means,
"Oh, yes, I have to think about all those other children."

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 246-249

It doesn't matter that
those children are not-not making progress [**TB:** Mmm] erm, because, now, we got the
contrate- concentrate on the other two thirds of the class [**TB:** Hmm. Mm hmm] erm, who
needs to make progress, so that is another, ball in the air. It is-it's hard. It's
really hard

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 249-253

and just thinking about that whilst you're trying to help
with Maths work or something is just crazy.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 407-408

[**PP:** Juggling. Juggling]

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 653

So yeh I think that's been--- because that will
continue after I've left, [**TB:** Mm hmm] which, will enable the new teacher,
not to

have to spend all lunch time with him, and so I think that's really positive step

so--

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 36-39

but yeah, I was-- The thing is, it's- it's hard, isn't it? You need to
like protect yourself and--- but you also want to make sure that, that child is

progress--- I mean, he is progressing really well. Erm--

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 157-159

I think yeah, definitely that is
like, the hardest part and the most *draining l*ike, I don't, I don't think really I

ever to go home-- I probably did in the beginning, but I don't go home now and think,

''oh, I'm not ready for tomorrow's lesson.'' Because if I'm not, it's fine I can get

it done. But I definitely go home sometimes and think, *''I'm definitely not ready for*

that child tomorrow.''

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 373-378

I know your child's upset and I know it's
frustrating that they didn't do the math but we will do it. And, you know ultimately,

it is not, the you know, more-more important than-than one. She is important, she

needs to be ready, she needs to be learning. …. She's just not ready yet.''

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 565-568

And like I'm upset because I wanted to
do this fun thing, but equally, what else am I supposed to do, like.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 571-572

Yeh. Err… I don't know. I don't think I have time to process it at the time,
because you're just "oh I need to get on with the lesson."

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 132-133

I still have,
these children, that I need to kind of [**TB:** Mm hmm] make sure that they're doing what

they're doing because, they're being absolutely fine you know. [**TB:** Mm hmm] You can't

stop their learning because of, another child

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle priorities - behaviour vs learning?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 133-136

Code – "There has been progress"

Erm … so his, his vocabulary base is, is big … and
he can use some *lovely* vocabulary …. and when he come came into year 5, and he first

started writing for me, he would write two lines, with no punctuation at all, and

now, he will write a whole page, and he *knows* how to do it

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 120-123

we're making progress with him because we weren't getting that at all at the
beginning [**TB:** Mm hmm mm hmm] of the year. He came here at the in the summer term

last year so he's been here just over a year.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 164-166

He challenged me a lot
more in the Autumn term than he does now, [**TB:** Yep] so hopefully that challenge …

isn't, we're we're working on the right side so we're coming down,

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 200-202

There are
consequences that we can provide. That we're getting advice from third parties, and,

that actually, there's quite a lot of improvement.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 384-386

But you know I mean … in terms of his, you know his progress is okay to
someone who disengages a lot of the time.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 222-223

I mean she
wasn't, you know, [**TB:** Mm, mm hmm] but, she would get on with the work, she stopped

going under tables, she stopped pushing the tables around, erm and she kind of, yeh
moved on

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 307-310

and, when she went over the road, she erm, she had an *issue* with a teacher
and she came back … and asked, what she should do …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 310-311

Erm, yeah. So,
kinda that's where we are so, we've, I suppose we've got three erm, sort of
significant issues sort- having sorted [**TB:** Mm hmm] Erm and we've ma- I I should
think one who was actually quite an issue has quite calmed down.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 38-41

erm, he
has quite a lot and uh, today in particular, he's had a good day. He's much less
physical erm, and then two, I'm remembering who the two were, have really, we've
really worked and managed too, with our learning mentor with behavior in class you
know sort of whole school [**TB:** Mm hmm] Erm, completely off the radar, much better.
[**TB:** Wow] Yeah, much much better.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 41-46

apparently he refused to do his work in Reception. [**TB:** Mm hmm] I think
cos, Reception they did group work sort of a group at a time [**TB:** Mm hmm] where he
could see other children playing [**TB:** Mm mm hmm] whereas Year 1 its all [**TB:** Mm hmm]
we're sat down, we're doing our work and erm, that works really well for him so he
doesn't feel like, *unjustified* or anything.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 207-211

Not
understand him but - … I mean he is calmer but again, when I when we reintegrate him,
into the proper lunchtime and he's outside whether that will continue to be
successful

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 272-275

yeh. But last year was- … I mean he did, he got attempt- he got

suspended last year in Reception … erm for injuring another child, and erm also

injuring a member of staff… so, … that hasn't happened this year *[touching wood*

laughing] so I do feel like progress has been made. …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 364-367

How does that feel?
PP: What that that progress has been made?

TB: All these things that you're listing and then …

PP: It is it's really positive. The only- my only concern is you don't want to

become complacent about it,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 368-372

But no touch wood, we are doing, I mean come again in a month and you might have a
different answer, but no he has made *huge* progress.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 564-565

And, by the end of last year he, was always in class, he like
had friends. There were no issues with, you know like, swearing or violence. He was,

like, such a success story.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 704-706

And, the boy
last year, it was like every single day. I think there was probably a period of maybe

three weeks where I had, two or three minutes lunch, every day, and no break. And, by

the summer term, you were like would not have known that, like if someone could've

walked into my classroom and observed, all day, and you wouldn't have spotted him as

a child who had any difficulties, at all

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 727-732

erm but they're alternating time so that they're never down

that corridor at the same time. We've got the, erm, fobs [**TB:** Mm-hmm] so, they cannot

get down there. [**TB:** Mm hmm. Mm hmm]. Erm, and, I mean I say interestingly but it was

predictable, both girls in class have been absolutely fine, really settled done their

learning, followed instructions.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 116-120

Because they know that then they were told the other
child is not, going to be in class when you are, so they know they can't get

together—[**TB:** Mm mm hmm] And they're both really settled and done the right thing.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 120-122

o—*[laughs]* at the moment it's settled,
because they're separated and the year six child is coming-- not here [**TB:** Mm-hmm]

but, when she comes back- [**TB:** Mmm] it's kind of like, *"where do we go forwards with*

that?"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 134-137

So often, when
she is wound up, if I come up to class and I talk to her, I can get her settled

because she thinks that you're the nice one. You know, she, I guess she associates me

with, when she's in class, which is when she's doing the right thing. [

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 484-487

it is frustrating for me because I want to see him
make progress. I want to see him read and write and spell and have a social erm,

community within the class. That frustrates me because as a teacher they're things

that are built in me that I want every child to be able to do.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > There has been progress   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 68-71

Code – "How to balance the needs of one vs needs of the others?"

We went on
a week's residential [**TB:** Mm-hmm mm hmm] after half-term, this half-term, and, erm,

he-- … his parents weren't sure about whether he should come. But we said, "No, he

should come. We want him to feel part of the class." [**TB:** Mm-hmm] We felt it would be

detrimental, actually, it might have a negative impact [**TB:** Mm-hmm] on him if he

didn't come. [**TB:** Mm-hmm] And we had-- we had--

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 27-32

He loves to show off to say
"look at me" you know. [**TB:** Mm-hmm] Erm, so that's-that's important that we give

opportunities for that, [**TB:** Mm hmm] erm, without taking away from the other kids so

it's about finding that balance … yeah.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 224-227

Erm,
but when I'm I I can't – guilty, is probably cos I'm *letting* the other children down,
erm by not giving them as much input as perhaps I should be, erm, and sometimes
perhaps, I should let, the TAs deal with it erm, … but you know sometimes they get,
frustrated the same …. [**TB:** Mm hmm] you know [**TB:** Mm hmm]

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 449-453

So erm, as a primary school teacher, erm, you know, you would imagine as a
Pin--Pinterest teacher-[**TB:** Yeah] we'd have a beautifully decorated classroom [**TB:** Yeah, yeah] with Christmas and let's do lots of Christmas activities erm, I can't. I
can't do that because it is just putting *them* under too much pressure erm and I need
to have a, consistent environment

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 95-99

Erm, you've got parents who might say, erm, well, my child is staying in
that bored at school. So, you would- they're not learning anything, erm, and you've
got that side of things which will suddenly pop up and come into it, which means,
"Oh, yes, I have to think about all those other children."

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 246-249

OK so erm, *[sighs]* I mean with with this certain child erm … he is delightful, he
really *is* delightful one on one but his issues lie where, … … other children are

involved and obviously I have a class of thirty, [**TB:** Mm hmm]erm and I need to I'm in

charge of those and you know I care for all of those children erm, so some days, can

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 20-23

I want them to be able to get on with what they
want to do and what they've got to do throughout the day erm without that,

distraction because its, it sounds really awful to say but some of the children are

really scared of him. [**TB:** Mm hmm mm hmm] Erm and I think, if I'm being honest, some

of the staff are too

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 52-56

Just purely because the amount of accidents, we were having, erm, I I
couldn't *[sighs]* I couldn't allow that to happen to the children. It was a *daily*

occurrence and it wasn't just one or two children. And I thought actually he's still

getting his time outside [**TB:** Mm hmm] We've come up with like a happy medium

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 76-79

He has said to me he wants to go
outside and play with his friends … but I said you know until, I can trust you, not

to hurt anybody, then this is how it's got to be.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

You almost see them as like, the class, and him sometimes. Because you have to sort of, you make extra provision for that child and you have to … sort of, almost

pre-empt some behaviours so that you can, reduce anxiety and, those pressure points

in the day. Erm so it's almost seeing them as, almost two, separate, things.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 325-328

PP: I mean its hard work and it- … the thing is, the thing that I'm really wary about is,… not spending, *alllll* of my time, focussed on one child. I've got 29 other

children and I need to make sure that they're all happy and making progress and that

they're ok so, erm, so it can be a it can be a struggle, erm, to get that balance

because, … some some lessons you think *"well that was just all about him, and I*

haven't I don't know how anyone else got on"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 477-482

but, I mean that's where it does come in
handy that, for some of the week he does have a one to one [**TB:** Mm hmm] because that

then enables me to make sure that the other children, I know how they're doing.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 482-484

But
for, err, the odd time when it has just been, me in the classroom, teaching a lesson

with the other children it, it is … it's a really tough balancing act and, … *[sighs]*

sometimes I feel like it's impossible like how are you supposed to, you know make

sure that he is happy and safe and, not going to flip out … but making sure that

everyone else is happy and safe and also, that they're on task in their work. That

they're making progress. That I'm able to give them feedback in that lesson. [TB: Mm

hmm] You just think "well this just isn't gonna happen." *[laughs]* Erm,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 484-491

Erm … and I
obviously make sure that I praise him a lot and, erm, but no it's it is a tough

balancing act

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 500-502

I'm very very grateful, erm because that
does give me the gift of time with other children as well

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 524-525

PP: That' the thing though, you're not-- It's- it's-- Being responsible for one child
is enough, isn't it? *[laughs]* But being responsible for 30 children,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 242-243

What, the other children you know, how
they're feeling and … if they're safe and safety and things like that

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 18-19

I mean the children that are in our class, have had now five

years of, of dealing with that, so now they get frustrated and then I, I suppose feel

guilty because I think "*oh, you're getting annoyed*" – but also, that's what we have

to do like I have to keep you safe and you could explain that to them but obviously,

there's only so much they can understand and and will accept.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 192-196

But then
equally like, I get it. Your child is coming home upset that they didn't do their

math. So, they had to stop their fun lesson. So then you feel guilty because you

think, yeah, those children are upset by it. And like I'm upset because I wanted to

do this fun thing, but equally, what else am I supposed to do, like.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 568-572

all they know is we were in the
hall in the dark, and that was fun, and now we're not and you made that decision

without really understanding you know, it's because of this child but then you're not

gonna say to them, *"her fault,"* because then they're all angry and-and that's not

fair. And I just feel like you're constantly like trying to, like back yourself?

And-and validate why you done something.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 589-594

Even like there are times when I'll I'll
have evacuated the classroom. The children were annoyed. We you know moved to another

room. That child that-- our classroom was now out of use the next hour because she's

like throwing things or kicking things or whatever it is she's doing. And the class

are in the library. I've told them to bring them to bring their maths book but,

realistically we're not sitting down to do our math lesson. And in my head I'm

thinking *"was that the right thing to do? Like should I have done that?*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 594-600

And you
constantly feel undermined by parents who are, you know annoyed that this is-- this

is the—you know *"for four year my child's been dealing with this. Why don't you just*

exclude them, just kick them out." And you're having to like, *"Nope this is why, nope*

this is why." And then almost tell yourself like … *"she needs to be in class because*

that is what needs to happen. She needs to learn." And you're almost trying to

convince yourself like-- And this is why that needs to happen.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 602-608

But you constantly feel like, was that
right thing to do? Even though like you know it was. It's like, children are annoyed,

parents are annoyed, I'm annoyed *[laughs].* Was that the right thing to do? And you--

it's kind of like you're second guessing yourself a lot or even second guessing in

planning.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 617-621

Also we have
really good relationship and I think knowing, that, we have a good relationship and I

can settle her [**TB:** Mm hmm] I kind of think to myself like, "*Oh then I should be the*

one dealing with her," but equally, there are 29 other children that I have to be

with

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 500-504

Erm … … I don't know--- I think. I suppose, you think about it. But then you also
have to think about the rest of the children that you've got in your class and having

to just get on with it [**TB:** Mm] and putting those feeling to, too, to one- to the

side. When you're, getting on with everything else that you need to for the, for the

other children.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 44-48

which, at the
moment, it isn't, for either of them. Erm … and again while I can rationalise that, I

can only so much to help with their learning [**TB:** Mm hmm mm hmm] you still can't help

but feeling that you're letting, a child down at the end of the day. [**TB:** Mm hmm] So

yeah – it all comes back---

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 93-97

Yeh pretty much, I'm sorry it seems to ---
TB: No no no, that's ----

PP: Yeh and I think this torn between doing the right thing for the class and for the

individual

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 99-102

Erm *[sighs]* I don't know it's quite fraught actually. If you I mean I haven't
actually sat down and thought about it. But if you if I think about it you're

thinking in your head, you're trying to listen to a child trying to answer a question

you've given, at the same time you're trying to keep an eye out at the anoth- at the

other child who's potentially running off

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 111-115

Erm I mean there hsn't been a situation
where it's been, you know where everyone's at risk of whatever or anything or that---

it's just more of a, like a *[sighs]* yeh I dunno. I don't know if I am answering your

questions *[laughs]*

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 145-148

But it comes back to this, torn between doing the right thing for the rest. If
I'm giving him [**TB:** Mm hmm] if I'm giving him, the, I I think--- no matter--

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 188-189

So, and I don't think he understands that, he's just
a child, [**TB:** Mm hmm] he just wants my attention, but I can't give him, that negative

attention he wants, because I need to be here for the rest of the class.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 194-196

m- mostly because, she'd had a really bad
experience in her previous school, of being physically bullied by, children in the

previous school. And then her feelings of "well why does this keep happening to me?"

[**TB:** Mm hmm] you know, having to deal with her emotions about it all [**TB:** Mm] And it

was, something that I really could have just prevented

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 245-249

Maybe. I don't know. Yeh I mean maybe by him not being there but then that's not
fair on him either. He needs to be in class. But then equally you need to keep, that

child safe so, I think ultimately, that will not be my decision, thank God

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 250-252

erm, as to what happens, going forward, … but … yeh. … And dealing with her
emotions about the situation was quite hard because, … prrrr, it was reassuring her

that it was nothing that she had done [**TB:** Mm hmm] erm and its nothing about her that

err, nothing she had done wrong really [**TB:** Mm hmm] to provoke the situation

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 253-256

rm and and she's a she's quite a resilient little girl. She was fine but you
you you don't know how these things scar and hurt and affect children, really [**TB:** Mm

hmm] … erm, cos not all children really wanna talk about their feelings, really, and

don't tell you. She didn't *really* say, she said she was fine but obviously I told the

mum and the parents

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 257-261

I know him so well I know his triggers and his points and I just wanna help him … but
I can't because I have to teach so, I find that stressful

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to balance needs of one vs needs of the others?   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 23-24

I just kind of want to run out and go like "alright come in" or be like
"let's come in and do this and do that," but I can't, because I have my class and at

the same time I have to allow the one to one, to because it's their job to be able to

deal with the child so I have to like just kind of pull the blind down and pretend

he's not there

some mornings I'm

like [sighs] some mornings she comes in and shes like "ohhhhh" and then she leaves

and I'm like [sighs] "woah. I don't really know what to do with that." Close the door

and then I've got to kind of get back into teacher mode ready for when everyone else

comes in. … you know-

I cant solve the problem. And I wanna be supportive of the

other 29 children in my class, which I *am* [**TB:** Mm hmm] But at the same time I then

get drawn, away from them, onto him [**TB:** Yeh] Do you know what I mean?

So that's … that's something as well that I

have to kind of take into consideration all the time [laughs] is kind of, how my

other 29 are feeling [**TB:** Mm mm hmm] So yeh. It gets quite hard. At the end of the

day at the end of the week I can get quite bogged down …

Code – "Meeting learning needs / gaps"

you know he's got a lot

of gaps… he's a very able, *very* very able child [**TB:** Mm hmm] erm, …. eh but he's

obviously had a lot of issues, in his education with because of his behaviour and

because of the the things the the way he behaves, erm so if for example he'll say,

let's say we're doing maths which, I would say he's gifted and talented [**TB:** Right]

so, erm, … if we're doing something he's obviously missed, he'll just say *"well I*

can't do that … Nope!"

erm and obviously then, you've
also got this learning to learn thing where the ability isn't, really that, erm, the most important. It's about giving them the skills *to be able* to come to school, so being able to behave enough to sit in a chair. [**TB:** Yeh] Being able to, erm, interact with other children. You know all those sorts of things.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Meeting learning needs / gaps   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 174-178

And I just think like even the learning. So I think, she
spent a lot of year three—er a lot of year four sorry, out of class. And so, when we
are, now doing things for year five that build on year four, she finds it really
difficult to be in class anyway. But also, when she is settled and in class--

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Meeting learning needs / gaps   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 536-539

And I feel, really positive as well
that I go home at the end of it and I think, I didn't, you know, shout at any
children today, or I didn't scream at any children. I didn't, make any child feel
like they were unwanted, today. So I think you definitely have to balance out like,
your job, as a teacher, and understand that*, really* my job isn't, just to teach like
Maths, Science and English. It's about like making children feel safe and good people
and understand, what real positive relationships are, before they're ready in our
point to, teach maths or, to learn you know, how to make-- write a sentence, or
whatever it is.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Meeting learning needs / gaps   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 744-752

Erm. … Like one of the boys has a, err, quite, the autistic boy has a learning
need as well … but he hasn't been in class at the mo- very much – you know because
he has been, erm … internally excluded to a point.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Meeting learning needs / gaps   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 82-84

or, [**TB:** Mm hmm] you know- he's not at the same
academic level so we're in five and he's probably working, Reception / Year 1 level
so there's *massive* gaps-- and he does he knows that, he's aware of that

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Meeting learning needs / gaps   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 473-475

or if we

go and build a den, we talk about like colours and numbers and, you know, you're

treating him a bit more like a Reception child, like you're asking him all sorts of

questions to get him learning … and, his- most of his learning is practical or

through speech … rather than writing stuff down

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Meeting learning needs / gaps   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 502-506

you know, if we could

just get him to write his name, which isn't difficult, which he can do, … then at

least he's doing something or you know, he draws with chalk or he writes in the sand

or something like that.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Meeting learning needs / gaps   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 506-509

Code – "Strategies / adaptations that are working"

he doesn't like to write so we have a deal that he can use a laptop in English,
erm … and then he will write.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 116-117

however, erm … it is about layout in here. … [**TB:** OK] it is about having him
in the right place … [**TB:** Mm hmm] erm and I've, had the classroom set like this for

about … 4 weeks [**TB:** Mm hmm]and he sits at the back and that has made a huge

difference, behind the [*gesturing*] [**TB:** oh yeh] bookcase, it's made a huge

difference *for him* … and, for the whole class and therefore, for me,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 154-158

how we're going to support
their children if his behaviour is … difficult. [**TB:** OK] So again it's just about

"well we've got this in place and the strategies,"

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 390-392

he used to come in and sit in here and he would be crying. And he'd just
come in and sit, so I'd say *"what's the matter"* and he'd say *"I'm really angry,*

really angry at so and so, really angry" And so I'd say *"well just stay here and calm*

down, that's fine." You know … erm [**TB:** Gosh] … being there for them I guess.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 560-563

But when he does something… really well,
…. he loves the fact that I celebrate it. [**TB:** Mm-hmm] He loves to show off to say

"look at me" you know. [**TB:** Mm-hmm] Erm, so that's-that's important that we give

opportunities for that,

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 223-226

To let them run. With most
of the time he's in a safe environment we've got erm – He? They [**TB:**] erm fences erm
and so on [**TB:** Mm hmm] so when you get a runner [**TB:** Mm hmm mm hmm] erm yeh
[**TB:** Mm
hmm] erm that's what you do

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 83-86

Erm, one of the boys in, my class is sort
of erm …. … telling him off, just doesn't, it just goes over his head erm, because
that's probably w what happens to him at home. [**TB:** Mm hmm] Erm, sooo, it's kind of
dealing with a lot of positive, with him [**TB:** Mm hmm] erm and and that develops a
relationship. Erm it's sometimes I say, to erm, you know *"you're better than this!"*
And try and … yeh have that expectation rather than "*you are-" [quiet voice]* I never
use the word naughty

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 168-174

Erm, yeh so, we're I'm
having breakthroughs with her by *[coughs]* saying *"OK, you if you're cross, take*
yourself to the book corner, cuddle the monkey, and then come back when you're ready."

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 532-534

So erm I will notice when she's calmed down, and she comes back, … less than five minutes now I can get her back to the carpet, *most* often

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 535-536

erm, sometimes, she will
really kick off and then I have to get a member of SLT to take her out, erm, and strac distraction strategies tend to work with her, better [

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 536-538

and when you earn
the pennies I was giving them a minute of football, erm for every penny they got *[coughs]*. It's not fair. [**TB:** Mmm] It really isn't. So it's quite difficult

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 576-578

I don't like to take away, golden time, like that. I'd rather they
earned it [**TB:** Mm hmm mm hmm] erm so they're getting something positive, because otherwise then … *[coughs]*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 607-609

the m-m-most- I
don't know what the word is, erm, severe if you like. [**TB:** Mm hmm, mm hmm] Erm and she- we're again working through, she's now gone to a part-time time table. [**TB:** Mm hmm] I better shut the door actually … …. Yeh, she's only coming in mornings

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 8-11

so, you've got one child who we have to be very firm
with the erm, advice erm, you know, to take no nonsense [**TB:** Mmm] and then you've got another child who we need to work on with positives. [**TB:** Mm hmm] Erm, which we totally understand knowing all the background [**TB:** Mmm, hmm] knowing, you know, all that kind of stuff erm and then there's a third child who we're gonna try and reintegrate because they've pulled themselves out of the class.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 84-89

let's do lots of Christmas activities erm, I can't. I
can't do that because it is just putting *them* under too much pressure erm and I need to have a, consistent environment erm, possibly because they're not going to get that

at home [**TB:** Mm hmm] and also because the stuff that's going on outside the classroom is-is putting them into this sort of- some of it is gonna be anxiety as well as excitement and all I mean is t-this the feelings, there's not a lot of difference between the two.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 97-103

But, erm yeah, I've got the elf on the shelf, I mean they go bananas over that every morning when I move in to do the place but, erm that is kind of the only thing that we're really doing and in class which is a bit- I feel it's a bit *sad*, for the children. Erm, but on the other sense, side of the coin, erm, they just can't cope with it. …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 103-107

he erm, goes to breakfast club to try and calm, down [**TB:** Mm hmm] erm and that does sometimes work but erm,

especially on a Monday as well I find after the weekend [**TB:** Mm hmm] we start on a

bit of a *[motions with hand going up on the roller coaster]*….

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 35-38

So, I mean, this is why we've tried, we have tried to put things in place so normally at breakfast club he'll come in after the register so, when the children are

doing their morning activities so they can be getting on with those in peace

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 48-50

Erm but no it is, I tend to sort of move children away from him. Because he's quite happy

in his own space he's got his own sort of carpet space and erm table space, but I

sort of try and put different children next to him but that doesn't always sometimes

I just need to move them for their safety as much as anything else.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 57-61

I … he goes out with a buddy, in a separate part of the playground, for the first erm 15 20

minutes, then he goes in for his lunch then he'll spend the rest of lunch with me,

inside. J

And I thought actually he's still
getting his time outside [**TB:** Mm hmm] We've come up with like a happy medium … erm

and he, again, like I said, he is he's very intelligent. He understands why

rm so we've been doing that for
the last three weeks and it has, it's obviously reduced the amount of incidents that

we've had [**TB:** Mm hmm].

Erm but, I know it's not
it's not a long term solution. I mean it *can't* be long term solution, but at the

moment it's working *for now* so I think we're going to try and reintegrate him sort of

slowly and if sort of build up that trust

I mean it's not ideal, but … I'm getting loads done *[laughs]*. I'm
getting the marking done so erm yeh. No but it isn't ideal

Erm so we came up with this
plan where he would choose a buddy, so he still had that communication and

socialisation … and he has construction and he has something to *do* physically with

his hands … and then, lunchtime he's fine

touch wood, he has responded *so* well to

that because he is very able so erm … we keep our timetable quite fast paced and, he

starts his work sooner than other children because he is able and that sort of stops

him on the carpet, you know touching other children and … [intake of breath] that has

hugely worked

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 188-192

and that has proved, brill- like
it's worked, touch wood, for the last few months which has been fantastic

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 202-203

I'll give him a warning,
but if he continues I'll be like "*right that's a minute*" and I just take it off and I

just almost ignore him, so he can sort of, erm,… sort of cross his arms and say

"*that's so unfair*" or whatever but generally he takes it now, because he'll go "*well

I can earn it back*" and I'm like "*right well show me then.*" So it does it is working,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 228-232

I'm just really grateful that what we've tried so
far this year has seemed seemed to have worked in the classroom

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 244-245

they'd try a
strategy for a week or two it wouldn't work and they'd try something else and

actually, I think that can be detrimental because they needs to get to- used to you

know [**TB:** Mm mm hmm] you know they need to get used to your systems and and
actually

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 249-252

also get to know you as a person as well

like how far … … how much you will take so like obviously there is low level

disruption that, I try to ignore because if I was to, pick up on every single little

thing *[laughs]*… [**TB:** Mm mm hmm] you know he wouldn't it would be a very negative

experience

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 253-257

You almost see them as like, the class, and him sometimes. Because you have to sort
of, you make extra provision for that child and you have to … sort of, almost

pre-empt some behaviours so that you can, reduce anxiety and, those pressure points

in the day. Erm so it's almost seeing them as, almost two, separate, things. …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 325-328

then if you are doing group work, he shouldn't, miss out, on on group work because of
that … so I have to try and timetable it so that, all group work that we do do, I

have to make sure that there's an adult there to support him with his like social

interaction,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 340-343

erm, yeh so, he does, he can just completely change and you have to, almost
have your eye on him the whole time because, if that does happen you need to go over,

straight away and say *"how can I help you? … What do you need?"* And try and like calm

him down,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 451-454

It's
just, him him having the strategies as well to, be able to speak to us if he needs to

and, him knowing that he can, as well speak to us and that we're not, awful. *[laughs]*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 460-462

So, I think it's being mindful of that as well, knowing that, he doesn't
probably have … the tools in him in himself, to know how to calm down, to know how

to, erm, ask for help even. Which sounds really basic but I think, some children just

don't have that. Knowing how to ask or who to ask for help.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 470-473

Erm … and I
obviously make sure that I praise him a lot

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 500-501

so thats I think just trying to
find, initially, I was just trying to find a positive, like a reward for him or like

a positive

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 558-560

so I was
spending all my lunchtimes with this child and that was a bit much [**TB:** Mm hmm] and I felt like he was missing out as well. So we, reintegrated him, in the fact that, he now, well the whole school actually has opened up like a spare classroom, so from 12:00 to 1:00 where, the more vulnerable children that have problems in the

playground can go and be sort of like a quiet space with, construction or books or

whatever they need, maybe some drawing and stuff, and that seems to be working really well. And then that allows me to have my lunch time when we have our time apart, which as well I think is healthy

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 13-21

He sort of says, "oh, we
are going to tree tops" and we're like "yes that's fine," and yeh… And he does

choose a different buddy, and yeh.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 34-36

instead of physical. [**TB:** Mm hmm] Erm, yeh it's more crying and stamping feet, but, again, he's- I think he's growing out of that as well, a little bit more. He can't-
He's- he's learnt strategies to calm himself down because we've done a lot of erm,

mindfulness and breathing [**TB:** Mm-hmm.] activities

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 179-182

But erm ,yeh so I
think this is a good, positive step. He still has time to run about, and also, we're

erm--- if I can tell he needs a physical like sensory break [**TB:** Mm hmm] then because

he starts his work earlier, in the classroom, because he's very able. Then he sort of

starts his work so he might finish his work early. So then if he has a one to one at

that time, he can then go out and, do physical work on the, equipment outside, which

again is really positive because he's-he's getting that physical, he's getting the

exercise and he's erm--- yeh, and he's doing his work at the same time.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 52-59

And especially now with what we've put in place, he's-
he's never unattended so we know exactly what he's doing and, nothing ever gets out

of hand because he is monitored all the time, … erm, so we've had no problems.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 298-300

And in

the classroom again, obviously, he's- we know exactly where he is all the time. He's

got his own carpet space, he's basically got his own table space. No- nobody else

does- [**TB:** Mm hmm] but he's quite comfortable with that as well. He quite likes [**TB:**

Mm-hmm.] his own space. So, … yeah. … I think that's good for him.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 300-304

whatever it is that she's not

doing as we would expect, it's about teaching her to *"ok if you are hitting people on*

the playground then you need to learn how to play positively" so we very very rarely

exclude.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 204-207

we focus a lot on the positives so, you know if, somebody has, oh I

don't know, left a room, made an awful mess, thrown a chair, hurt someone outside,

locked an adult in the playground, come back in and did, five minutes of their

learning, obviously you still, deal with you know all the behaviours that they, all

the behaviours that they've done there but, the *main* focus with the child is going to

be like, *"do you know what you did this five minutes solo when you sat and-and look*

at all these you know, pro-social and positive things you did,"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 388-394

we have a visual timetable down our board of

all the lessons that they do. And you add to that like visitor or like break or

reading, so that it's really clear to them what's happening. And that's for the

children. Erm and then we always go through it in the morning so, first thing after

you've done the register is, *"Ok we've done the register, so that's done, next thing*

we're going to go to assembly and in assembly we're learning about this. Then we're

going to come back and do, you know reading for, ten minutes and I will read to you-"

And it's really like so they know exactly.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 473-480

So, the
idea is how they were trying to be separated, so that it could be calmed, and then

just kept apart, and they just would not-- They wouldn't come away from each other.

Erm, … and, you know, we had tried leading away. We had tried, you know like, "*let's*

go do this activity. Do you want to go and play?" Like just something to separate,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 41-45

At the moment we're saying if she's doing what she's doing for half an hour, she can
come back to our class for half an hour. If she, is okay in the classroom for half an

hour, she leaves for half an hour and can come back- like it is literally, in 30

minute slots [**TB:** Mm hmm] at the moment

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 194-197

And she did. She came with me, we
sat down, we had a chat, we played a game, we talked about our weekends, and you know

she said the first thing she said to me when she was calm was, she said—erm they

basically stolen a bob from an adult.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 451-454

And I, I know in my head that I couldn't have done
anything else in that situation [**TB:** Mm hmm] it all happened so quick [**TB:** Mm hmm]

erm, because, he he has a fixation on this particular girl and so I've moved him

around so he doesn't, see her, he's got his back to to her at all time… so it's just

that could I have done anything more, for her for her safety.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 21-25

And, and … we're we're aware that he has this fixation on this
particular girl, hence why I moved everything round so he didn't see her.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 223-224

he'd only go out for ten minutes just for a bit
of air and space because, it got to the point where we had to kind of keep him

separate from certain children.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 293-295

You
know like in the classroom now he's got his own little area [**TB:** Mm hmm] … and he's

got cushions and a blanket and, posters and things stuck up on the wall, so it's like

a little corner of his bedroom if you like. But then the other children go in there.

But it was *his* area.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Srategies / adaptations that are working
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 430-434

Code – "How to juggle competing demands for my time"

ut yeh I can go home I go home and think
[whispers] *"I haven't sat down all day…. I haven't had a moment."* [**TB:** You haven't

had lunch.] And I've got I've now got 90 books to mark. You know. *[laughs]* I haven't

tonight obviously but you know what I mean, in the normal course of a day [**TB:** Yes]

potentially,

I've got how many in my
class at the moment? One, two … three … … yeh probably three, who are, at risk -
TB: So you have three children who are at risk of exclusion?
PP: Yes.
TB: At the moment?
PP: Erm at the moment. Yes. [**TB:** Wow] erm not at serious risk.

Erm and cos the knock on effect is I work at the
weekend because I've spent so much time, with these boys erm, you know sometimes erm,
we might have a xxxx meeting and that might take up most of my PPA time, which means
I'm not doing my planning, so I [**TB:** Mm] have to do that at home. So all *all* these
things, have knock on effects.

And again you you
know, I I research things. Erm I've got a psychology degree myself and I, erm, y you
know read, quite a lot and erm that kind of stuff so erm, again that takes up my time
…

erm you know, people work part time and what have you erm and, the two TAs well one TA
I've got in my class is very inexperienced. She's quite young, erm so it's it's kind
of training her at the same time as, you know, and that's that's just that's just
school life that's just the way it is. Erm, you know there's not the funding for,
people and it's you don't get very much money as a TA so …

yeh
sometimes you wish – er the trouble *is*, that … you want more time, … but if you had
more time you wouldn't spend as much time with the children. You want to assess them

so you know where to put next, where to go next with it [**TB:** Mm hmm] erm and that all
takes, *time.* And if we were to be given more time, then you'd be giving somebody else
the class, while you're taking that tim

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing demands for my
> time   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 477-482

But some things
you you *have* to do. And then there's the other side of it where you've got Ofsted
breathing down your neck and and you know, Mr xxx breathing down your neck because
he
knows what Ofsted wants and everybody has to look at it from a different perspective

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing demands for my
> time   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 488-491

like err, I started giving them pennies last
week, I've forgotten to do it today actually, that does happen [**TB:** Mm mm hmm]
because there's so much going on [**TB:** Mm hmm] you forget you know xxxx say to you use
sticker charts and do this do that [**TB:** Mm]and I say sort of say "yeh that's great,
but there's seven of them. And as soon as you start giving one of them stickers they
all want stickers [**TB:** Mm] and to think to give thirty of them a sticker chart it's
just, and it's *not fair.* [**TB:** Mm mm hmm] It really isn't fair

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing demands for my
> time   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 567-573

rm, and yes- I mean yesterday is a perfect example, I also erm IT coordinator here
and I've, erm, my previous erm, employment was, erm, in IT so invariably I've ended
up being internal network support as well. [**TB:** Ohh no] So, erm, we've had a lot of
issues with because we've had a new network. So I've been, doing that, with the, erm,
err, the children.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing demands for my
> time   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 144-148

So, I've been a lot of in and out, erm, and going on with
that. [**TB:** Mm hmm] Erm, last night, I had, what a 45 minute meeting about that, erm,
with all the whole stuff.

TB: About the network?

PP: About the network. And then after that, we had probably another hour's of
meeting, erm, with just me the head and the SENCo, erm creating, erm, personalised
behaviour plans for, the children that have been fedback from the EP.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing demands for my
> time   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 150-156

yeh it's,

it's not great because lunchtime is your only time in the day to sort of sit down and

you know erm I mean it's not ideal, but … I'm getting loads done *[laughs]*. I'm

getting the marking done so erm yeh. No but it isn't ideal

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to juggle competing demands for my time   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 106-109

Code – "Boundaries / consistency / consequences important"

err another time, he just …. ya know, he just won't. He whatever you
try, he won't engage. Particularly in the afternoons he's better in the mornings.

He's better with structure

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 55-57

reassuring them that, we
won't allow anything to get in the way of the other kids' enjoyment [**TB:** Mm hmm] and

we, we will support him to a point … but we'll make a call if we have to and send

him home. [**TB:** Mm hmm] But hopefully we won't have to.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 392-395

Erm… hee, oh I know what it was, he walked past a desk and
there was some sharpenings on it and he went like that *[swipes hand across as if

knocking all sharpenings off]* and the shoved them all on the put them all on the

floor and my TA said *"not good enough. Get the dustpan and brush. Brush it up."* Erm …

and he argued and argued and I said to him I said *"no, you're doing it"* I said *"you

put them on the floor. We're not picking them up for you."* And then he started to

cry. And I think … the root of it was …. he didn't do it deliberately … he felt he

was being unfairly punished, and, he didn't like the fact that, the two adults in the

room, were totally standing together

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 433-441

He knows what to expect from me. And he
knows what my TA is like.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences
important   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 98-99

and again its its just
knowing where those boundaries are, but they just wanna make each other laugh because
everybody else laughs then and it's you know it's things like, th the other one – not
not the one who's who was on a stage three – enjoys farting in the classroom [

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences
important   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 380-383

You know, this child
would never have had that experience otherwise, and I that I find that really,
heart-breaking [**TB:** Mm hmm] because I I would sort of do anything, to not let them go
[**TB:** Mm hmm] erm, I mean not as far as not, they er, you know I wouldn't *not* give them
consequences for their behaviour for example if this, you know the throwing and that
kind of stuff you can't, erm, … just say *"oh I'm gonna let that go cos it's a trip
tomorrow"* or something like that because, you know, that's giving mixed messages isn't
it?

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences
important   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 662-669

Reception's quite, it's more fluid its more free, and I think that's where he was
really struggling because it is so free, erm there wasn't the structure and sort of

lessons where they sat down and actually, … touch wood, he has responded *so* well to

that because he is very able

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences
important   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 186-189

we keep our timetable quite fast paced and, he
starts his work sooner than other children because he is able and that sort of stops

him on the carpet, you know touching other children and … [intake of breath] that has

hugely worked, but it hasn't been easy because there's been a lot of defiance … and,

I mean I'm quite stubborn too *[laughs]* so, there's been a lot of erm, I think he was

sort of seeing how far he could push the adults

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 189-194

erm. … So
that has- and I mean I think as well the structure of the day has really worked for

him because there's no time really to … I don't know, he's just he's very good at his

work

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 203-206

erm, so, if you'd ask him to do something … and he'd
say *"no"* and you'd say "*right well I'll take a minute off your chart*" or erm you'll

have to stay in, for a minute for play time. And he'd throw himself on the floor

crying. But they weren't real tears *[laughs]* erm, and, yeh so he- it took about two

weeks I'd say of tantrums for him to really understand that I wasn't gonna budge

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 213-217

But I think mainly it is the
structure. … I think he craves that structure because I don't think he has much of

that at home. [**TB:** Mm hmm] Yeh.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 219-221

but generally he takes it now, because he'll go *"well
I can earn it back"* and I'm like *"right well show me then."* So it does it is working,

but it is erm. … it is a bit of a battle. But I thi- I do feel like we are coming out

of that sort of training, [**TB:** Mm hmm] you know getting used to each other, stage.

Cos he he knows that I I'm not gonna, give in.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 231-235

They have worked yeh erm, which I am- cos I was told you know they'd try a strategy for a week or two it wouldn't work and they'd try something else and

actually, I think that can be detrimental because they needs to get to- used to you know [**TB:** Mm mm hmm] you know they need to get used to your systems and and actually

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 249-252

he does now know that, if I sort of look at him in a certain way and say *"this is a warning"* he understands that, he will lose his own time and he does,

really enjoy going on the computer so …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 257-259

PP: No I mean, when I'm when I'm on break duty I'll, I'll keep my eye on him … erm … and he knows that, anything that happens he has to come and stand by me. And

actually, strangely enough, he he takes his, the consequences quite well. So if if he

has done something he understands there will be a consequence whether that's standing

with me whether that's sitting on a bench or something. He's, quite happy to comply.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 290-294

Which is which is … which is difficult to think about because obviously I'm- … I get along really well with my TA. I'm not going to be texting her saying *"oh how how*

is it this week?" Erm, but I do get along really well with her and I I'm sure that

she'll continue, you know with what we've been doing in the classroom but, I do have

that worry.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 317-321

I mean if I'm being honest
like communication initially was quite minimal, because I thought, I don't- he's very

good at manipulating a situation. So he's very good at, having a chat and talking you

round? So initially, I didn't really get into any conversation with him it was just

"this is your work, this is what you're going to do, I can help you if you need me."

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 413-417

Erm, and, all of our conversations was, were either about work or … … yeh, I suppose
escalations that came to me about him. So it was very, limited to begin with, just

because I thought he needs to know, that I'm not his friend.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 418-420

he needs to know that we're not here to be his friends, we're here to keep him
safe and make sure he's happy and, progressing but, I think it's, difficult if you,

if he then sees you as a friend, because, he could take advantage of that.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 421-423

and I think that actually, he's very clever and, he can talk you
round and, he can like barter with you, but actually he needs someone that's, like

black and white and yes and no

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 521-523

so yeh it has been like, in some
respects, brilliant that he has that and, I'm very very grateful, erm because that

does give me the gift of time with other children as well … but, on the other hand it

is a *[sighs]* it's just the history part

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 523-526

I wouldn't be without her but then, sometimes when I *am*
without her, sometimes he's he is calmer, because he knows that … I'm just gonna take

a minute off if he *[laughs]* yeh it's that constant isn't it

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 527-529

Yeh its being consistent, and erm, that's where I think as well playtime and
lunchtime is an issue

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 532-533

I think that can be an area where … … where a lot of children struggle, because there

isn't that consistency

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 537-539

but- . I'm sure he will get there eventually, its just, so long as-,
I just hope that, there is that consistency

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 605-606

erm you can't excuse everything and there needs to be consequence and erm
… hmmm

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 651-652

I mean, during lesson time he's, generally during the more structured times he's okay. He does need a bit of like, focus and he has a one to one part time for

the week, [**TB:** Mm hmm] and that will continue

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 39-41

And his
reward system is, working so, if he's rude to her, I say you know "that's not

acceptable." And we take a minute off. And actually on board, which is nice. So I do

feel like we're getting to a place where we're more, [**TB:** Mm hmm] on the same page

and that's obviously that's better for him as well because he knows *exactly* where he

stands with every single adult, we are on the same page and, yeh.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 71-76

Erm, but actually, again, you know, I have been really
lucky and I think initially as well I thought, I don't want to be his friend because

you need to establish that relationship, but erm, so I was very sort of, I suppose

blunt, I don't know if that's the right word?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 144-147

So, the first thing I kind of just thought consistency. [**TB:** Mm hmm] Because when
you think, when I think, you know of working with a child at risk of exclusion, I

think about *me* being consistent, and how... *I* need to respond consistently the same way

with them,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 11-14

Erm yeah I suppose it's
like the constantness of, so consistency of us as adults, but then the *constant* ... it

kind of never goes, like or even the worry like sometimes I go home and I think about

"OK so, this lesson went well today but, this kicked off this person so, what can I

do to stop that happening tomorrow?"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 21-25

you're worrying about how *you're* treating them what *you're*
saying to them being consistent making sure all the adults are saying the same thing

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

So then, I

mean, I feel like you could spend, all of your day with, just that one child. Like,

there are times when I'll maybe have like an, eight minute lunch break because, I've

dealt with a child who, has injured someone else or has disrupted the lesson and now

we need to, make up the learning and we need to talk about why that wasn't acceptable

and what we can do next time.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences
important   Weight score: 0

But

then you still have to deal with all the, the not so good stuff. And so, for children

like that five minutes of, *"you know, well done, because I'm so proud of you that*

you, and you had your hand up is great, but we still now have to spend your lunchtime

talking about why we don't hit and why we don't throw and how we have to make up the

learning that we've missed"

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences
important   Weight score: 0

and it's almost like … those five minutes, of the

positive, are overshadowed. So, although we are really big on fos- focusing on

positive and really big on, you know *"this went really well and that's what we want,"*

when it gets to the end of the day you just think like-- you can't help but thinking

like, *[whispers]* ''*oh my God."* Not there were ten minutes of good, It's like, five

hours of, stress. *[laughs]* …

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences
important   Weight score: 0

We

managed the day and when we did it, she'd had an awful morning, she left class. She

hadn't done her learning. She'd like ripped up, the learning from the days before.

And then was annoyed because, she knew that she would have to redo that because that

has to be in her book, and she has to make up for it.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 493-497

So, then she was angry that
she'd done it and then was screaming at me that I was horrible, and I was there like,

"I haven't said anything to you but you you- are assuming, and rightly, but you are

assuming that you have—that there will be a consequence for what you've done-"

[interrupted by phone ringing]

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 497-501

Erm which I think consistency is-is important because it's important that she knows
that *"if I don't do this, then this will happen."* [**TB:** Mm hmm] But equally, ... it's

like, she's now had a really bad morning, things haven't gone well, and I'm now gonna

take her into the hall and turn the lights off. And that's going to be, horrific.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 502-505

you know I
explained to her that *"either, you join in with the class or you need to leave and an*

adult need to come down and-and take to out."

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 507-509

I had two children out this morning who were, one to one with adults for the
first hour who went through what happened yesterday? Why it wasn't safe, what should

have gone differently? How are you going to behave today? To set them up, for the

morning and they had really good mornings.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 614-617

so in our case, they were then out of class for the morning, erm, to kind of
work through consequences of what they'd done. [**TB:** Mm-hmm. Mm-hmm] So, they had to

sit with, erm, the, ... uh-- Oh, what's she called? Finance lady. [chuckles] Erm, and

talk about batches. And, like they have to be shown like spreadsheets and told-told,

you know, *"well that's £800 we have to find from somewhere."* [**TB:** Mm. Mm hmm] And

then they have to sit and help her do it. They have to go round with the caretaker

and, help him fix any damage that they'd done. [**TB:** Mm-hmm] Erm, they have to write

apology letters to any adults or children that they'd hurt or upset or been unkind

to. That one took a while.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 59-67

Erm, and then, both girls were asked to come in yesterday for reintegration meeting and back in school, but they would again, be in school but working through

consequences, and not allowed back in the classroom.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 75-77

so that's like really frustrating. So, we had the meeting with me, XXXX and XXXXX, erm, without mum, without-- like there needs to be kind of like a guardian there. [**TB:** Mm. Mm-hmm] Erm, and it to be fair, it was really successful. She came and really settled. She was really responsive. She, erm-- we had sent home learning yesterday because we said, "You know, she's gonna be off at school she, at least, needs to look for the consequences of things. [**TB:** Mm hmm]

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 93-98

erm came back
half an hour later that she just was like, *"How are you doing? Is everything okay?"*

She showed me her learning and the consequences like the things that she'd been doing

to learn about what the, you know, behaviours.

And, for some children they can accept that and move on but for him
it just will be the cause of the whole problem for the whole day or the morning. And

that's quite hard to sit in an I'm like "ah well if only you'd been able to do this"

but obviously I understand that, there are rules and, you might not be allowed to

[**TB:** Mm hmm mm hmm] bring your bike to school so you're gonna have to deal with the

consequence of that but, I do feel, it's quite emotional for him sometimes

I got cross with him. I used my mother voice [**TB:** Mm hmm] erm, and I told him to
get down. And I think at the- he did it. But I had to go quite hard like, proper,

cross mother you know, that kind of when you've been full named or middle named, you

know that kind of tone your mother gives you [both laugh] you know, erm.

So it got to the point where it was like "ok well if you're in my classroom
you're not playing on the ipad. If you want to play on the ipad you go and sit in the

corridor" … [**TB:** Mm hmm] But then he didn't want to sit in the corridor. So he had to

sit in the classroom but he couldn't play on the ipad.

and then its like- "well if
you're sitting in my classroom take your coat off. Or take your hood off at least."

You know cos we don't let hats. And then, "ok, you want to come out for PE, well you

get changed." "I don't wanna get changed." "well you're not doing PE." You know and,

they began to see that I started treating him the same and I think, I got more

respect back from the class. …

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Boundaries / consistency / consequences important   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 421-426

Code – "Coming up with ideas / evaluating / adapting"

So the holidays are key times.
[**TB:** Mm hmm] Erm … to recharge and be ready to, try something new or, you know you'll reflect back on, you know I've just implemented something for him … he loves animals and we've got, guinea pigs and hamsters around the school [**TB:** Mm] and, so as a reward, if he's following instructions, putting his hand up, completing his work, [**TB:** Mmm] doing *enough* of those things he can take some times out of class, and get that reward

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 361-367

PP: Because, when he was in Year 5 he was really difficult [**TB:** Mm hmm]. He was in a really bad place when he came into the class and we worked so hard to set up a reward system for him … erm, to try and get him to see the, what we the qualities that we saw in him.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 523-526

but we put a team around him, because we—appointed our midday supervisor to support one-to-one. [**TB:** Mm-hmm] And didn't work at all. He was very

nasty. Uh, and very threatening to her. So I said, "Well, we need to pull that away, and put people in that he trusts"

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 184-187

I enjoy trying tooo … … support them?

[**TB:** Mm hmm] To help them? [**TB:** Mm hmm] Strategies, erm I mean I've got how many in my

class at the moment? One, two … three … … yeh probably three, who are, at risk -

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 108-110

erm but erm obviously I mean I've

been with her for five weeks now, and it's trying to develop strategies to get her to

remove herself [**TB:** Mm] and to recognise her anger, [**TB:** Mm hmm] erm and that kinda

stuff …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 120-123

Your experience

of the enjoyable aspects.

PP: I like erm, *constantly* thinking of of different ideas and different ways to deal

with the behaviour, erm because, I found, wherrre …. children don't always respond to

the same thing. So they might say, erm, so one child for example, you might say right

this is our strategy and this works at the moment erm but after a couple of weeks it

kind of stops, [**TB:** Mm hmm] being, erm you know you could look at sticker charts [**TB:**

Mm mm hmm] and erm … … you you know , earning golden time, and all sorts of kind of

things like that. And, different things … yeh. It's kind of – finding things where

that child [**TB:** Mm hmm] responds best to.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 139-148

Another thing you have with

children who are sort of seven to eight, again I'm in that that age group, is that erm

if they've got older siblings, they're very often, told, that things like stickers are

babyish [**TB:** Mm hmm] and erm so you've gotta find things that are, a little bit, less

babyish they don't want stickers you know [**TB:** Mm hmm mm hmm] and things like that.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 148-152

Erm so yeh I enjoy developing strategies and working with the children. Building a

relationship with the children erm and you know, just trying to work on them if you

like. ….

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 153-155

Erm, yeh so, we're I'm
having breakthroughs with her by *[coughs]* saying *"OK, you if you're cross, take yourself to the book corner, cuddle the monkey, and then come back when you're ready."*

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 532-534

erm, sometimes, she will
really kick off and then I have to get a member of SLT to take her out, erm, and strac distraction strategies tend to work with her, better [

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 536-538

it's not an ideal situation but they erm … … don't worry me as much as perhaps the girl with the police would worry me. I wouldn't lay awake all weekend thinking about that. I'd be more like thinking of strategies for him, [**TB:** Mm hmm] then thinking yeh *"what are we gonna do this week?"* and *"how are we gonna get him to behave?"*

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 619-623

Erm you know, its things like that. [**TB:** Mm hmm] It was an unfortunate you know one of those unfortunate situations [**TB:** Mm] and perhaps erm, .. had it been better organised, really not just from us, the whole thing was just a bit [**TB:** Mm hmm] erm yeh we could have been put *ourselves* in a better position if you like. But yeh you know things happen don't they?

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 686-690

[Interrupting] Next time we'll take more adults. That's it. Erm you know I'll make sure that we're not in that situation. There's less children –

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 735-736

Erm, the err, Ed Psych said,
she sort of gave us a lot of different strategies erm, because … you know, of-of-of
changing the way we do things.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating /
> adapting   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 31-33

erm and then there's a third child who we're gonna try and
reintegrate because they've pulled themselves out of the class

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating /
> adapting   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 88-89

She said, "The
children that really *stand out*, to her." Erm, and so, we've had to go through and
done a lot of referrals to xxxx and, erm- and erm, and yeah, I mean there's this-
what was it is it a risk? management plan?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating /
> adapting   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 156-159

Erm so we've been doing that for
the last three weeks and it has, it's obviously reduced the amount of incidents that

we've had [**TB:** Mm hmm].

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating /
> adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 83-85

Erm so we came up with this
plan where he would choose a buddy, so he still had that communication and

socialisation … and he has construction and he has something to *do* physically with

his hands

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating /
> adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 113-116

so initially… hugely, exhausting *[laughs]* but we came up with
erm a solution, so I know that he really enjoys using the computer [**TB:** Mm hmm] so at

the end of the day when we're all sat on the carpet, that again is another time where

he struggles. So, … we said he gets ten points each day. He starts off with ten like

coins. He loves sonic so it's Sonic. [**TB:** Mm hmm] Erm and that means ten minutes on

the computer at the end of the day. So it sort of removes him from the carpet so he's

not touching anybody. Erm, if he, erm … doesn't make a good choice then we take a

minute away but he can earn it back

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 195-202

Yep, yes, definitely, trial and error.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 238

I think that's part of the
problem is that he *doesn't* have a diagnosis., so last year so many things were tried

with him that didn't work erm so I'm just really grateful that what we've tried so

far this year has seemed seemed to have worked in the classroom

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 242-245

They have worked yeh erm, which I am- cos I was told you know they'd try a
strategy for a week or two it wouldn't work and they'd try something else

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 249-250

Not understand him but - … I mean he is calmer but again, when I when we reintegrate him,
into the proper lunchtime and he's outside whether that will continue to be

successful

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 272-275

So, yeh, it's nice actually.
And then I was able to, talk to my TA a little bit about it, and the, we came up with

a sort of, a continuation of what we were already doing for this child.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 11-13

but I, instead of changing strategies every week, I think actually you need to stick

to a strategy for a while just to-- [**TB:** Mm hmm] because it does take a while to get

used to things. They're only young,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 68-70

and obviously it's not the case … but, I think it is like I feel
like a lot of this year at least, my job revolves around like, trying to claw back

control and doing it in any way we can. You know like we're doing, different

strategies of we've tried probably 6 or 7 in the last, 8 weeks and it's like a new

one every week because we try it for like a day and she likes it and then she doesn't

want it so she's angry because, … she wants something new and that didn't work and it

is just about us running through things thinking *"OK one of these should work, one of*

these should work" … because, you know, there are some weeks where I get to the end

of the week and I think I'm like desperate for something, to change.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 166-174

and like when we came
in that, the girl who was there was one of them who is now out of class because of

behaviour in the morning and it is like this constant, back and forth between, *"okay,*

we're going to put in the strategy. No, it didn't work. And then talk to us why

didn't it work, how could we help you? Okay, let's try this. It's been an hour and

you've hit someone, OK, that didn't work, let's try," and it's about, like scrambling

around trying to find, something, to help them

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 251-257

"Ok this has been good so hopefully that'll be fine and-and even if it
isn't, a good morning, she probably will manage it but I know she struggles with

transitions. So, is there a way we can do it in the classroom? No because they're all

blind so could I take her down." For like it is just like a constant, like battle of

what will work what will not work. And even if it did work, there's no guarantee that

it's gonna work, later on.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 531-536

So, the
idea is how they were trying to be separated, so that it could be calmed, and then

just kept apart, and they just would not-- They wouldn't come away from each other.

Erm, … and, you know, we had tried leading away. We had tried, you know like, "*let's*

go do this activity. Do you want to go and play?" Like just something to separate,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 41-45

Erm, and obviously, yeah, so the year
six girl was always sick, so she's back on Monday. The two year five girls were,

Monday afternoon, and then they were brought back in on Tuesday. And, when they're

excluded, we have like a reintegration meeting, and you sit down with like the

parents and chi-child and class teacher. And, erm, XXXX and XXXXX, the assistant head

and head, and you just kind of go through, there's like a pro forma. it's you know,

"do you understand why you've been excluded? These are behaviours we saw. These are

unacceptable because-- Erm, you know, these are the things that we need to do now."

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 51-58

Erm, and then, both girls were asked to come in yesterday for reintegration meeting and back in school, but they would again, be in school but working through

consequences, and not allowed back in the classroom.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 75-77

so that's like really frustrating. So, we had the meeting with me, XXXX and XXXXX, erm, without mum, without-- like there needs to be kind of like a guardian there. [**TB:** Mm. Mm-hmm] Erm, and it to be fair, it was really successful. She came and really settled. She was really responsive. She, erm-- we had sent home learning yesterday because we said, "You know, she's gonna be off at school she, at least, needs to look for the consequences of things. [**TB:** Mm hmm]

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 93-98

you're kind of like, "*Nobody has very settled because we've been doing Christmassy fun things*," [**TB:** Mm mm hmm] but equally, can't really, at least I never have felt that you can, bring them in and say, "Right Maths" [**TB:** Yeh]. *[both laughing].* You kind of have to do, a Christmassy activity that is, a, controlled enough that you can kind of manage them, …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 371-375

so I wanted to make sure I was doing everything right, by him, you know, in when I was in year three. Erm but I think it was helpful that he had a really good, one to one, err support, [**TB:** Mm hmm ok] and so I was picking up on her cues on how to deal with him, so I was learning from her.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 206-209

And so, this year when I knew I was getting him back I thought I could use the same set of tactics, again. [**TB:** Mm hmm] But they didn't seem to be [**TB:** Mm hmm] working this time round.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

you have to trick him into doing
things so he's not learning, but he is. Erm .. we've learnt now to give him choices…

so you can do this or you can do this. So he picks one, but he thinks he's won

because he's picked

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Coming up with ideas / evaluating / adapting   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 496-499

Code – "How to lessen the impact on others' learning"

You know it's going to be hard work. [**TB:** Mm hmm] You know you're
going to have an uphill challenge, tooo manage him, to stop him disturbing the

others.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 152-154

it's made a huge
difference *for him* … and, for the whole class and therefore, for me, because when he

… doesn't engage he's not disturbing … the others so it's not quite … obviously I'm,

frustrated that he doesn't achieve [**TB:** Mm mm hmm] but, it's not having the impact it

was, [**TB:** yeh balancing that] on the rest

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 157-161

And that's when you get tired because you think actually I haven't had a
lunch break now [**TB:** oh gosh] And I've had to supervise him … And that impa– then

impacts on perhaps the rest of the day. [**TB:** Yeh] Not just for him but for the rest

of the kids. [**TB:** so you're –] Because you think *"oh I'm actually running on empty*

now" [laughs] so, it is hard. Yeh.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 241-245

she behaves like a two year old, erm
in the classroom. And obviously, in the *middle* of the classroom it's it's the *affect*
of the other children on the learning

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 118-120

Erm … … I mean its hard work. I do enjoy it. I *really do* enjoy it erm, … … yeh
sometimes you wish – er the trouble *is*, that … you want more time, … but if you had
more time you wouldn't spend as much time with the children.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 477-479

So erm, as a primary school teacher, erm, you know, you would imagine as a
Pin--Pinterest teacher-[**TB:** Yeah] we'd have a beautifully decorated classroom [**TB:**
Yeah, yeah] with Christmas and let's do lots of Christmas activities erm, I can't. I
can't do that because it is just putting *them* under too much pressure erm and I need
to have a, consistent environment

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 95-99

That's what the advice really is for *anything*, erm that is affecting-
significantly affecting- the rest of the children 'cause her next step would've been
something aggressive. So, quite regularly, you empty the class of children which is
not great. It's not great for the learning, it's not great for my teaching because
you have to start all over again when you come back in the classroom.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 218-222

he'll come in after the register so, when the children are
doing their morning activities so they can be getting on with those in peace because

I think … the one thing that I'm wary of is, I don't want the other children to be,

hugely affected by it?

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 49-52

Yeh, yeh, well, do you know, initially you thought like *"oh my goodness, he is*
gonna kick off. It's gonna be a nightmare. All the other children its gonna disturb

their learning"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 225-227

I mean its hard work and it- … the thing is, the thing that I'm really wary about is,… not spending, *alllll* of my time, focussed on one child. I've got 29 other

children and I need to make sure that they're all happy and making progress

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 477-479

And obviously there so I'm a class of 28, erm so there are 27, other children and, realistically it doesn't matter how any

of them are, behaving because that's manageable like they're not going to change, the

dynamics of my classroom

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 113-116

so I'll be teaching and I don't know I might ask for you know an example of a sentence in English and a child will put their hand up and tell me. But I am still

like writing it on the board looking like *"ok she's still shu- sta- err sat down*

she's still sitting, you know her hand's up" and I find myself a lot saying to the

children *"what was your answer again"* and *they've* noticed and they've said to me like

 "you've got a really bad memory" and I'm like *"mmm sometimes"*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 137-142

you know, there are some weeks where I get to the end of the week and I think I'm like desperate for something, to change. Or, like just to

have one settled day, where she sits, she does her learning and we don't have to

evacuate the classroom, or one, you know session where she doesn't call out and she

doesn't throw things at other children, and erm it does its, I feel like it's quite

draining.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 173-178

And then that's
obviously really, frustrating on my part 'cos I think *"oh, that would have been a*
good lesson" but also, I mean the children that are in our class, have had now five
years of, of dealing with that, so now they get frustrated and then I, I suppose feel
guilty because I think "*oh, you're getting annoyed"*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 190-194

everything
that we do, it's always got to be and how is- how is-- how is she going to respond to
that? So, for example last week we're doing science, erm, space, and like planets and
earth things like that. And our- like we needed to—erm they need to understand why
the moon looks different at- the different phases of moon. So in my head I was like
"right we're gonna go into the hall, we're gonna switch off all the lights. They're
gonna have torches, and I was gonna be the sun. They're gonna have like a bowl which
is going to be the moon. They can, you know model the moon moving and shade in what
they can see. And that's really fun, that's really interactive. Like they'll love it,
and it will be a fun learning experience." And then you think like, except that, the
minute that, I tell them that, we need to stand up and go to the hall, she will be
out of her chair, running off to the hall or, calling out

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 461-472

in the morning as I'm
putting my visual timetable thinking like, *"oh my God, [laughing] why have I decided*
to do that?" And I try really hard, not to let that affect, the lessons, because the
rest of them manage it well.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 486-489

it's

like, she's now had a really bad morning, things haven't gone well, and I'm now gonna

take her into the hall and turn the lights off. And that's going to be, horrific. And

it was-- The rest of them managed really well but, she was doing things like erm,

opening the curtains so that they couldn't see, the shadow erm, and you know

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 503-507

But if she hadn't it's then like how that impacts and that's what I've got

there, like the impact on the other children. If she had, carried on opening the

curtains, and turning the lights on, we can't do our lesson because they need, it to

be dark to do it. So eeeeveryone has to go back to class. All the other children are

annoyed. They're, angry at her.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 523-527

And afterwards he said you know when she's calm and you talk it

through. She said to me before *"I felt stupid because I didn't know what it was so, I*

didn't want us to do it." And, she knows if she disrupts enough, we have to leave and

it means-- She think it means that she's in control. She is the reason we stopped the

lesson. And she doesn't feel like she doesn't know what she's doing or she doesn't--

She can't do it because, well we didn't even do it.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 544-549

And …

her behaviour is the most, powerful thing of our day. Because it's-it's the thing

that impacts our learning the most. …And then in turn, impacts the rest of the

children. Impacts the lessons that we can do.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 552-555

But then
equally like, I get it. Your child is coming home upset that they didn't do their

math. So, they had to stop their fun lesson. So then you feel guilty because you

think, yeah, those children are upset by it. And like I'm upset because I wanted to

do this fun thing, but equally, what else am I supposed to do, like.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 568-572

All they know is we were in the
hall in the dark, and that was fun, and now we're not and you made that decision

without really understanding you know, it's because of this child but then you're not

gonna say to them, *"her fault,"* because then they're all angry and-and that's not

fair. And I just feel like you're constantly like trying to, like back yourself?

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 589-593

I've told them to bring them to bring their maths book but,
realistically we're not sitting down to do our math lesson. And in my head I'm

thinking *"was that the right thing to do? Like should I have done that? We now*

haven't done on learning today."

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 598-601

So, you can get to an end of
a day and say *[deep intake of breath]* ... you know, *"I had to evacuate the class today*

and nobody learned maths. How was everyone else's this day?"

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 654-656

Because when he is in class, he's
quite disruptive. And so, err, ... although he doesn't have a designated one-to-one,

adults have to be taken out to support him. Out of the class.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 84-86

Erm and

with the, other boy, it is more of the disruptions with you know do I just ignore his

behaviour? To then carry on with the class. And then how do we carry on if the, [**TB:**

Mm hmm] if the behaviour is continuing?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 104-107

I think--- no matter--- he

doesn't seem to realise that actually positive attention would be a lot better, and

actually at the moment he gets negative attention for the, the things that he does um

and then I'm then, I don't want to get into a, a back and forth with him for negative

attention [**TB:** Mm hmm] because then I need to deal with this and then the whole

lesson just goes to pot really.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > How to lessen impact on others learning
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 189-194

Code – "Challenges of applying different strategies"

Another thing you have with
children who are sort of seven to eight, again I'm in that that age group, is that erm
if they've got older siblings, they're very often, told, that things like stickers are
babyish [**TB:** Mm hmm] and erm so you've gotta find things that are, a little bit, less
babyish they don't want stickers you know [**TB:** Mm hmm mm hmm] and things like that.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 148-152

It's difficult because she probably wouldn't
understand, [**TB:** Mm hmm] erm what my expectation was? So you have to be, careful you
know with the language and things like that.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 166-168

Erm, one of the boys in, my class is sort
of erm …. … telling him off, just doesn't, it just goes over his head erm, because

that's probably w what happens to him at home. [**TB:** Mm hmm] Erm, sooo, it's kind of
dealing with a lot of positive, with him

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 168-171

like err, I started giving them pennies last
week, I've forgotten to do it today actually, that does happen [**TB:** Mm mm hmm]
because there's so much going on [**TB:** Mm hmm] you forget you know xxxx say to you use
sticker charts and do this do that [**TB:** Mm]and I say sort of say "yeh that's great,
but there's seven of them. And as soon as you start giving one of them stickers they
all want stickers

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 567-572

t really isn't fair. One of the boys came to
me last week and said *"can I have pennies?"* – they're just like plastic ones – erm,
and I said well, *"no." "Well if I'm silly can I have pennies?"* he said. And and do you
know what he's absolutely right. … He's *absolutely* right. [**TB:** Mmm] And when you earn
the pennies I was giving them a minute of football, erm for every penny they got
[coughs]. It's not fair. [**TB:** Mmm] It really isn't. So it's quite difficult

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 573-578

[Laughs] It's quite difficult. I said that to xxxx when they came in last week or
the week before and then she said you know, try the sticker chart, try this try that.
And I said I said *"yeh that's a great idea but the trouble is I don't remember to do
it and it's not fair on the other kids."*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 591-594

yeh and I said about the
other children and she said to me, erm you know perfectly reasonably so erm *[coughs]*
*"I don't think that that can be an issue at the moment because you've just got to
concentrate on this child behaving. You've got to work on their behaviour."* But when,
that's easy to say when you're not in the classroom.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 596-600

you know when you're in the

classroom and you can see these children, who are behaving beautifully and folding their arms and you know sitting like this when you ask them to and, I should think their arms get sore holding it up so often while I'm trying to shut the others up [**TB:** Ohh] and erm yeh. So so I'm not doing it. I'm gonna let them earn golden time and erm you know a certain amount of them, will get their half hour golden time and the others will have to earn it. I think that's the only way, to do it reall

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 600-606

we're gonna do this and I'm gonna not accept any, you know, behaviors and I'm not gonna do this and I'm gonna-- so, you've got one child who we have to be very firm with the erm, advice erm, you know, to take no nonsense

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 83-85

Because they know that then they were told the other

child is not, going to be in class when you are, so they know they can't get

together—[**TB:** Mm mm hmm] And they're both really settled and done the right thing.

Erm, and then it's just really frustrating cos going forwards, we know, that they can

manage in class, when they can't have access to each other.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 120-124

Erm … so even trying to put other things in place, I haven't been able to try anything, new because he's, barely in, class [**TB:** Mm hmm] So … yeh. I dunno. [**TB:**

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 212-213

Yeh. Yeh at the moment they are. With the autistic boy he's been out of class for, a few weeks now … he was, phrrr, he was out of class and then he came in, I

think it was Tuesday. He came into class … erm, for an hour and it went, brilliantly.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
Weight score: 0
Pp 5 - Naina - Interview 1, Pos. 219-221

I can then
become like that you know cos they do feel that he gets his own way or he can do

whatever he wants or, he used to sit at the back of the classroom playing on an ipad

… and they're like well "can we play on an ipad" "no, you're here in school to

learn." "but he's in school here, to learn, so why can he do that but we can't.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 410-414

So he had to
sit in the classroom but he couldn't play on the ipad. [**TB:** Mm hmm] and that didn't

mean that he had to sit there and do work … he could just sit there. But he wasn't

having the ipad. And then the other children in the class slowly saw that, he's

starting to get treated, like they would

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 417-421

You know, and they were like *"oh how come he gets an area"* and
I'm like "well, yep, I can understand that." So I've made other areas. Like a reading

area and a quiet corner, erm like an art corner. … so they feel like they've got

somewhere else to go as well [**TB:** Mm hmm] but at the same time I let them into his

corner, as well, do you see what I mean?

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 434-438

And I tried to explain to them
that … sometimes children need, something else, for encouragement to get them to make

the right decision or do the right thing. You know like in Reception, one of them

might sit and cuddle teddy bear all day but if it makes them feel safe them, … that

shouldn't matter [**TB:** Mm hmm] you know?

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
Weight score: 0

erm, we can give him rewards but … it's
quite hard because … he has to have done something to get the reward and sometimes if

he doesn't do anything, he's got then no sense of reward [**TB:** Mm hmm] so its, more

like, a compromise or like I say choices. Making him think that he's won

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Challenges of applying different strategies
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 499-502

Code – "Safety – protecting / keeping children safe / evacuations"

Yeh it's putting them
in a position where they erm, they move themselves from the classroom. I I've had erm,
quite a lot of children erm and I often have had to clear the classroom.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 19-21

erm so
after a few minutes I, erm … asked him to leave the room which obviously he didn't so
then I got the rest of the children out of the room.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 43-45

erm but erm obviously I mean I've
been with her for five weeks now, and it's trying to develop strategies to get her to
remove herself [**TB:** Mm] and to recognise her anger, [**TB:** Mm hmm] erm and that kinda
stuff …

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 120-123

And erm, I cleared the class. [**TB:** Mm hmm, mm hmm] I
sent them straight out erm, immediately, 'cos if he'd have continued to do that, it
could have been quite a serious situation.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 53-55

we're lucky, here, we've got erm,
just beyond that fence [**TB:** Mm hmm] we've got a running track. So, when I have to
clear the classroom, erm, that's where they go. [**TB:** Mm hmm] Erm, and they go run
round the track with another adult. [**TB:** Mm hmm] Or what have you.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 55-58

We shut the door to stop the other children from
erm … *[sighs]* having to experience it. Erm and I think it went- it-it-it vamped up,
ramped up from there, so erm that I think he was pushing tables around he threw his
glasses around and you know, with some- extremely aggressive with the head erm [**TB:**
Mm hmm] and things like that.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 61-65

What they would tell you is to- is to probably remove the children from the
class. That's what the advice really is for *anything*, erm that is affecting-
significantly affecting- the rest of the children 'cause her next step would've been
something aggressive. So, quite regularly, you empty the class of children

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 217-220

Erm, … this year, not as bad as last year. This year with these children, erm,
maybe once a week.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 224-225

erm, last year, it got to the point where we actually, practised leaving
classroom quickly. Erm, because the child who I was with last year, erm, would
indiscriminately throw, books. I mean dictionaries [**TB:** Mm hmm. Mm hmm. Mm hmm] big
books, erm, at, everybody and anything and it was- that was quite dangerous

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 227-230

and

today, erm, you know that could've been quite a dangerous situation. [**TB:** Mm, with the glass] Yeah, erm, so again we've practised leaving. And we've had, we've got a fire door and we've got a classroom door erm, so we used to practice going through, both doors so one door or the other door depending where the child [**TB:** Mm hmm] erm, was, erm, situated as to which door we need to go out of and I had a-a code-word which is, "Stop, Go" and they would then know they had to stand up and go, out of the classroom.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 230-237

Erm
but no it is, I tend to sort of move children away from him. Because he's quite happy

in his own space he's got his own sort of carpet space and erm table space, but I

sort of try and put different children next to him but that doesn't always sometimes

I just need to move them for their safety as much as anything else.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 57-61

erm so there are certain children that I think,
are more vulnerable than others to be, his target *[laughs]*. And erm that can be, I

totally understand, that they get anxious so I I try to become aware of that quite

quickly and make sure that they're not in the same groups that day.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 69-72

Just purely because the amount of accidents, we were having, erm, I I
couldn't *[sighs]* I couldn't allow that to happen to the children. It was a *daily*

occurrence and it wasn't just one or two children.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 76-78

I mean I'm pregnant
[laughs] so I get indigestion anyway *[laughs]* but I just, for my peace of mind erm

yeh I do it so that I know that the other children are ok.

how do you
then, make sure that, he is successful and other children are going to be safe [**TB:**

Mm hmm] cos even with like, the one on one I mean that costs money.

I knew that *I* couldn't put *myself* in, because I'm
pregnant, that I didn't want to put *myself* in the way but I needed to protect *this*

child

Well, I'm worried about *this* child I'm worried about myself, I was sort of like
trying really hard *[laughs]* to sort of think to myself well what's the how's the best

way to handle this

so I mean I called over another member of staff, erm
but I I was sort of protecting the other child instead of restraining, restraining

him at all, erm … and luckily like nothing, did happen.

so-- I think- I don't know if it happened, after you left, actually,
like the week after. Erm, he had, a bit of an. aggressive meltdown and, erm, I didn't

feel safe, being the one on one with him, because he was lashing about. So my TA,

erm, stayed with him, … erm, on the carpet and I took the whole of the rest of the

class outside.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 203-207

So she stayed with him, and
she's al-also XXX trained, and he- he calmed down, and then I took the rest of the

class, outside, and we sort of, we had like a nice five-minute play outside, because

again, that's like a reward for them, [**TB:** Mm hmm] and he feels like he's sort of

missing out, but then, I've taken the children out his harm's- out of harm's way as

well.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 209-214

But erm, I think that's why you just need to be,
just super prepared. But then, you know, when-when you're in that situation, I don't

know, you're sort of so worried about the other children that you just need to, make

sure that they're okay. … [**TB:** Mm hmm] Yeah, it's—it's a strange one.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 235-238

So … I think so long as- if he's being violent we know what to do
and we've taken the children away from that, erm--- but as well its, he knows

afterwards, if he's done something, he knows afterwards he can reason and say, "Oh,

that would've hurt them, that would've done that." And, erm, he understands why he

shouldn't, but it's just, it's an impulse for him

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 252-256

What, the other children you know, how
they're feeling and … if they're safe and safety and things like that

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 18-19

you know if a child comes in upset… you
know that won't be a you know an an evacuation of our classroom whereas this one

child it's like, it could be, it probably will be, it often is so, I'd rather sit and

almost punish myself thinking about it feeling like, I'm doing something about it I

suppose?

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 116-120

you know, there are some weeks where I get to the end
of the week and I think I'm like desperate for something, to change. Or, like just to

have one settled day, where she sits, she does her learning and we don't have to

evacuate the classroom, or one, you know session where she doesn't call out and she

doesn't throw things at other children, and erm it does its, I feel like it's quite

draining.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 173-178

if she, is in a bad enough mood, and things go … get out of hand or things escalate
to a point where everyone has to leave because, she might become dangerous or they

can't do their learning so everyone stands up, everyone leaves the room, everyone

goes to another room, and then … like that's the lesson over

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 187-190

Are they're going to hurt someone, like, are they going to have another child?
Are they going to throw something and then that child has been injured in my care?"

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 324-325

So I think it, the first few days, or maybe the first week at least, it's almost like
treading on eggshells you're a bit like, I obviously need to be authoritative. I need

to show them that, this is the way it's done here, you know we want you here, you know, you might be upset, whatever it is you're doing there's a reason or we can help you. But equally it's, oh I really hope they're not the kind of child that will hurt someone else because, obviously you have, other children to think about and their safety.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 326-332

And it's "*no!*" Throwing things, shouting, screaming,
running away, trying to climb out the school gate and then, it's 25 past one and we have five minutes left and, the child has just sit down-sat down. And you think in your head, *''OK, so, we're in the classroom, the rest of the children are going to come in five minutes, they've just settled. If I now say to them, ''time's up. We have to go.'' That's gonna set them off''* and you are constantly having to like pre-empt, however many steps forward.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 348-354

And you can explain to them you know it's about your safety and it's about your learning and things like that but, at the end of the day they're children and they don't understand it. [**TB:** Mm hmm] They are-- All they know is we were in the hall in the dark, and that was fun, and now we're not and you made that decision

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 587-590

Even like there are times when I'll I'll
have evacuated the classroom. The children were annoyed. We you know moved to another
room. That child that-- our classroom was now out of use the next hour because she's like throwing things or kicking things or whatever it is she's doing.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 594-597

But, you know is because it's about their safety
ultimately. …But you just-- I feel like you constantly undermine yourself.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 601-602

So, you can get to an end of
a day and say *[deep intake of breath]* … you know, *"I had to evacuate the class today*

and nobody learned maths. How was everyone else's this day?"

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 654-656

Erm, heee's … he's an autistic boy and he erm, pretty
much out of the blue, attacked another, a little girl in my class. So it was the

failure to not keep her safe, from that, [**TB:** Mm hmm] erm and also … that that

happened in my class anyway.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 18-21

erm, again going back to the example I gave, erm, about the
autistic boy, um, attacking the girl [**TB:** Mm mm hmm] And … not having not… me feeling

that I hadn't done enough to, kind of erm you know protect her, in a way. …

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 102-104

Phrr. … I don't know I think I suppose you have to, you have to assess the risk, of
what the, other child is, potentially going to do or not do to himself or others. …

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 121-122

In my head I'm thinking "no that's not a good idea" but
I agreed with that. … Err, but he then, came, towards her again, to try and hit her

again but, I was there then. So he couldn't touch her again. Yeh I just felt really …

just, awful for the little girl

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 242-245

Maybe. I don't know. Yeh I mean maybe by him not being there but then that's not
fair on him either. He needs to be in class. But then equally you need to keep, that

child safe so, I think ultimately, that will not be my decision, thank God

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe / evacuations   Weight score: 0

erm, but that must be hard for them as well. Yeh you, you just don't wanna
you know fail a child in anyway. And I'm sure that's how, the people who make those

decisions for exclusion who are like the deputy head and whoever else you know, they

don't *want* to exclude [**TB:** Mm] but, they need to keep children safe as well so …

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 314-317

And
they know that if something happened I would stand, in front of them, like act like a

barrier [**TB:** Mm hmm] in between the child and them [**TB:** Mm hmm] And *they* would
come

first. You know. If a situation- if he was in the classroom and a situation did

happen … I would … I would, protect my 29.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 389-393

So I had to get all, the children
out of the cloakroom into the classroom and luckily I had another adult … and I had

a- I got cross with him.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 402-404

We've just had to make reasonable adjustments, we've
had to put things in place to keep him safe, to keep them safe, to keep me safe. You

know like in the classroom now he's got his own little area

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Safety - protecting / keeping children safe
> / evacuations   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 429-431

Code – "Losing train of thought"

like err, I started giving them pennies last
week, I've forgotten to do it today actually, that does happen [**TB:** Mm mm hmm]
because there's so much going on

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
> Pp 2 - Lizzie - Interview 1, Pos. 567-569

*yeh that's a great idea but the trouble is I don't remember to do
it and it's not fair on the other kids."*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 593-594

Erm, the little one- the little girl, erm … I'm just
trying to remember, I was just gonna say something and I've forgotten what it was
[laughs] … She erm … oh, it will come back to me in a minute. She erm- her parents
have been- oh, we've had xxxx, in, [

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 65-68

Sorry I'm going off on a tangent, I'm really sorry.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 94

because outside, is a different story erm, yeh remind
me of the question sorry

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 246-247

Yeh. I think it definitely is, *tiring.* I mean like I find honestly I'd say that I
have probably a normal memory, but this year especially, I forget so many like short

term memory things because I find myself constantly watching her,

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 134-136

so I'll be teaching and I don't know I might ask for you know an example of a
sentence in English and a child will put their hand up and tell me. But I am still

like writing it on the board looking like *"ok she's still shu- sta- err sat down*

she's still sitting, you know her hand's up" and I find myself a lot saying to the

children *"what was your answer again"* and *they've* noticed and they've said to me like

"you've got a really bad memory" and I'm like *"mmm sometimes"*

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 137-142

Wait, I was, I was going to say something about

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Losing train of thought   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 301

Code – "Procedures / guidelines / training for safety"

And again,
the, I think the guidelines as a teacher is to use reasonable force where does that
stop? Erm and if he's running, to be honest, [**TB:** Mm] I'm not gonna stop him, because
that's gonna make it worse.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Procedures / guidelines / training for
> safety   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 74-77

Erm we've had training in erm reasonable erm, sorry did I
say reasonable support? [**TB:** Mm] I meant to say reasonable erm, *force*.

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Procedures / guidelines / training for
> safety   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 77-78

I did the STEPS training and then we did erm, … *restraint* training, [**TB:** Mm hmm]
erm which, … … *[sighs]* is quite difficult, erm and, er to be honest I've only
followed it once and it it it it was distressing for me

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Procedures / guidelines / training for
> safety   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 80-82

To let them run. With most
of the time he's in a safe environment we've got erm – He? They [**TB:**] erm fences erm
and so on [**TB:** Mm hmm] so when you get a runner [**TB:** Mm hmm mm hmm] erm yeh
[**TB:** Mm
hmm] erm that's what you do

> Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Procedures / guidelines / training for
> safety   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 83-86

and I think in this instance he did erm hit err one of the
teaching assistants with a chair, in the *face*. Luckily it wasn't erm you know as bad
as it could have been [**TB:** Mm hmm] and, yeh that was probably it's probably the *most*
distressing erm incident I've had [**TB:** Mm hmm] with erm with any child [**TB:** Mm hmm] …

call the police
when they go off the premises because you know they're not in a safe environment erm…
I mean to be honest we would call the mother first, erm and then, maybe the police

It's a really volatile situation [**TB:** Yeh] Yeh. Erm, I mean, so--- I have been very lucky in the fact that, erm, I've got full time TA so I'm never, on my own.

And erm, the only situations where, he has got violent has been, erm, outside. [**TB:** Mm-hmm.] So, in that situation, I can, maneuver myself, erm, away from

it and- or, we've had XXX training as well so we know how to, handle.

but obviously,
if she's not there, 'cause she's only part time, you have to sort of think to

yourself, "Right, … we don't know how he's gonna react. Someone needs to stay with

him."

So that can be, I suppose worrying in terms of--
especially if it's a new child and you know that they've been excluded before, you

don't know them so you don't know how they're going to impact your class. You don't

know how extreme their behaviour, is going to be.

You can read it but
then, because they get- they are so angry that you're not, telling them to leave the class or you're not, getting rid of them and it's not what they expect. There's always that bit in your head where you think like, *"how-how bad are they going to get? Are they're going to hurt someone, like, are they going to have another child? Are they going to throw something and then that child has been injured in my care?"*

So I think it, the first few days, or maybe the first week at least, it's almost like treading on eggshells you're a bit like, I obviously need to be authoritative. I need to show them that, this is the way it's done here, you know we want you here, you know, you might be upset, whatever it is you're doing there's a reason or we can help you. But equally it's, oh I really hope they're not the kind of child that will hurt someone else because, obviously you have, other children to think about and their safety.

when you go home or
you mark or you have to, type up, erm, we have like C Points here which is like an online, like erm, I suppose a noting down of, quite extreme behaviour so you then have to log it. And then you're almost thinking about it as you log as you log it so, you get frustrated again.

So even though it's
like settled and calmer, you're still like [**TB:** Mm mm hmm.] it's like that adrenaline like that fight or flight of that like okay, I'm ready if something goes wrong

But equally kind of have to mentally prepare yourself for, it
might happen. And so you kind of got to get into the idea of, "*Right, what are we*

going to do if that happens?" [**TB:** Mm hmm mm hmm.] But there's definitely that sense

of like, uncertainty with, how they're going to be, with how I'm going to respond,

how you know the rest of the class is gonna be, how the school is going to
manage."

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Procedures / guidelines / training for safety   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 381-385

Everyday you don't know how
he's gonna behave or how hes gonna react to being in school. Or how mums gonna react

so I can't, plan, anything.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Procedures / guidelines / training for safety   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 18-20

And then not being in school and not being
in, positive situations is just, making it worse … you know? [**TB:** Yeh] And then

that's a worry *[laughs]*… yeh.

Code: ● Subtheme 2: Knowing vs Not Knowing What to Do > Procedures / guidelines / training for safety   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 327-329

Main Theme 1: Knowing vs Not Knowing / Subtheme 3: What Will Happen

Code – "Constant vigilance / on edge / anticipating what will happen"

Erm, at that point I'm probably… *[sighs]* err … kind of, nervous? I I would feel, erm, … … yeh, I would feel erm ad adrenaline and kind of erm, *[tuts]…* hyped I suppose is the best way to describe that

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 214-216

I was so, I was panicked. [**TB:** Mm hmm] Because I just didn't know where it was all gonna go. What if this child or if these childs decide to children decide to go out of the door? What if …

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 700-702

so some days, can be settled and that is … erm down to how he comes in in the morning erm but some days can can be, *hugely* good… you know feel everyone's feeling good and positive and calm and then the next moment it can sort of, … … slip? *[laughs]* [**TB:** Mm hmm] And it can feel erm, it can feel completely different. So that's … yeh.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 23-27

Yeh, yeh, well, do you know, initially you thought like *"oh my goodness, he is gonna kick off. It's gonna be a nightmare. All the other children its gonna disturb their learning"*

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 225-227

No I mean, when I'm when I'm on break duty I'll, I'll keep my eye on him

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 290

you have to sort of, you make extra provision for that child and you have to … sort of, almost

pre-empt some behaviours so that you can, reduce anxiety and, those pressure points

in the day.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 325-328

I was sort of, … sort of sitting in a way that would protect myself if
anything were to happen. And just thinking about that whilst you're trying to help

with Maths work or something is just crazy.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 406-408

Mm hmm, erm so … yeh I mean … … there's been a few times within a within a lesson so
within a structured time when I thought actually this is, going really well, he's

enjoying what he's doing, erm … so if it's been topic or something and we're making

something quite physical … but then, *[sighs]* I don't know he might, it might not look

the way he wants it it wants him to look, or somebody might have the cellotape and he

doesn't … … you'll see that change again in his face, and he'll … he, you can see

his hands he puts into fists straight away and you think *"right, how am I gonna stop*

this?

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 444-451

erm, yeh so, he does, he can just completely change and you have to, almost
have your eye on him the whole time because, if that does happen you need to go over,

straight away and say *"how can I help you? … What do you need?"* And try and like calm

him down,

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 451-454

I feel like it's impossible like how are you supposed to, you know make
sure that he is happy and safe and, not going to flip out … but making sure that

everyone else is happy and safe and also, that they're on task in their work.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 487-489

because of his
unpredictability, because of, how he, interacts with others, erm , so it has been …

hugely tiring *[laughs]*

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 496-498

Erm, … but yeh, what I said last time about his face
change, erm, you can tell, if it's gonna be an emotional, reaction or a physical

reaction from, the way his face changes, and it's- it's quite a physical reaction as

well, so if he's going to get aggressive, he turns really really red, … and you

think- you sort of think like, "Okay, well he needs, to be calmed down."

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 194-198

I suppose consistency of it their
behaviour is consistently up and down or, consistently in a a certain level of

severity [**TB:** Mm hmm] erm I suppose there's your constantly having to think about

them in terms of, not only like what they are able to do, in their learning but also,

what could I do that is gonna set them off?

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 14-18

I forget so many like short
term memory things because I find myself constantly watching her, and thinking like –

so I'll be teaching and I don't know I might ask for you know an example of a

sentence in English and a child will put their hand up and tell me. But I am still

like writing it on the board looking like *"ok she's still shu- sta- err sat down*

she's still sitting, you know her hand's up"

you're constantly thinking like *"OK so she's sitting, she had her hand up, it's been 2 minutes, so this child needs to hurry up and answer so that I can pick her because she's doing something that she should be."*

I mean at the moment, we've got we're erm anxiety mapping … so we've got like a scale 0 to 5 and 0 is you know engaged, listening, hand up when needs to, and then it gets sort of relatively more erm … challenging behaviour wise, so number 5 is like out of class, physically aggressive erm, and we're, have tried to pick a manageable time for how long we think she can sustain, positive, you know pro social behaviours and we've picked 10 minutes, is probably the most, amount of time we get. So every ten minutes, if I'm not already thinking about her, I'm mapping *[laughs]* her,

So I think it, the first few days, or maybe the first week at least, it's almost like treading on eggshells you're a bit like, I obviously need to be authoritative. I need to show them that, this is the way it's done here, you know we want you here, you know, you might be upset, whatever it is you're doing there's a reason or we can help you. But equally it's, oh I really hope they're not the kind of child that will hurt someone else because, obviously you have, other children to think about and their safety.

So I find-- … I think nervous isn't the right word. I don't know what word I would use. Almost just that like, kind of jumpy in terms of like, very weary of, "OK this is what I'm going to ask everyone to do, and they're still sitting, OK. OK they're angry and they're over there, and they're not with anyone else and, if I move a child, is that gonna make them angry? Are they then going to be angry at the child?

So, I think there is that bit of almost panic, where you think like, *''I need to very quickly know what they do when they're annoyed, when they're upset so that I can make sure that everyone else is safe,''* because, I suppose when they join, you don't know them and they don't know you and-and they want to work out, quite quickly, the kind of people you are and the easiest way to do that is to do all the behaviours

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 337-341

And it's "*no!*" Throwing things, shouting, screaming,
running away, trying to climb out the school gate and then, it's 25 past one and we have five minutes left and, the child has just sit down-sat down. And you think in your head, *''OK, so, we're in the classroom, the rest of the children are going to come in five minutes, they've just settled. If I now say to them, ''time's up. We have to go.'' That's gonna set them off''* and you are constantly having to like pre-empt, however many steps forward.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 348-354

but I
definitely think that's probably the *most* tiring part of the job is that, you know yes there's long hours and yes, I have to mark but that's sitting down, reading, *"yep, that's good oh, that didn't work."* Planning is fine it can take, you know, additional time in your own, time not in school hours but also, is fine. But the *constant, ''Ok, what's gonna happen? Ok, what are they doing now? What if I do this? Oh, they've had their hand up for, thirty seconds, now that might be too long I need to ask them quickly.''* It's so tiring. A

But you're
constantly thinking of like how is she going to behave? What is she going to do? And

luckily, she went with the other adult and she did, a separate piece of learning with

him. But if she hadn't it's then like how that impacts and that's what I've got

there, like the impact on the other children.

and that's obviously still going to be
something that is, difficult to manage in the classroom. Erm …I think we feel, not on

edge, but a little bit like, okay, we're kind of taking it day by day at the moment.

I really hope I don't bump into her.” You
feel that kind of like panic of, “*please we're doing the right thing*” because you

don't, I don't want her [**TB:** Mm mm hmm] to be at home.

you just kind of walk around
like, “*please be doing the right thing*” When she just knocked just then I was like,

“*oh, please be like with the adult you're supposed to be.*”

so, like, she asked if I could, uh, she had a carrot
for her break time snack and she asked if I could chop off the end. And I said,

“*yeah, I'll go to the staff-room and get a knife.*” She asked to come with me. In my

head I was like, *"okay, if she comes with me and we bump into someone at the other*

child… what, like what am I going to do?" So I said *"you can come with me but, we you*

know, we need to be there and back" and the whole time you just kind of walk, on edge

[**TB:** Mmm] like *"I really don't want her to walk in to bump into this child."*

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 206-212

But

equally, we're trying to show how that, trust is important so we need to give her

that trust [**TB:** Mm hmm] and you just kind of hope that she does the right thing and,

[**TB:** Mm] so far so good

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 212-215

So even though it's

like settled and calmer, you're still like [**TB:** Mm mm hmm.] it's like that

adrenaline like that fight or flight of that like okay, I'm ready if something goes

wrong

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 232-235

Erm, so yeh., even though, it's

like settled and we're separate and things have been going well. I'm still like, that

on edge like, that thinking like *"okay, what's going to happen next? Is she going to*

do the right thing, or someone going to knock on the door in a second and say ooh

she's found the other or she's done a runner or she's refusing to-"

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 244-248

Erm

yeh so you feel I still feel like quite, tightly wound *[laughs]* And like the worrying

about what's going to come next.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge /
> anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 248-250

Like it's not viable [**TB:** Mm hmm mm hmm] to keep one
on my end, one down that end, and one here when ideally we want all of them back in

class [**TB:** Mm hmm mm hmm] So, that's a bit, worrying.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge /
> anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 253-255

Like it just, it, it feels like more settled, it feels like more calm.
You do feel a little bit less, on edge.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge /
> anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 306-307

erm so yeah I think we all
kind of feel, the tension and the stress. But equally, everyone definitely seems, to

feel a lot more relaxed, now that those children have been in school, w

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge /
> anticipating what will happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 321-323

already you kind of think, like, [**TB:** Mm hmm] *"What will happen on Monday? Is it*

going to be stressful?" In theory it should be really nice cos, we have to do less

teaching and it's more fun and it's a nice kind of Christmassy thing you get to do

with your class, but equally, it's probably not going to be super fun because, you're

kind of thinking, *"Are they going to be settled. Are they gonna come in settled and*

then that's going to unsettle them because it's not the same routines? Are they going

to find each other? Is it going to be horrific?"

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge /
> anticipating what will happen   Weight score: 0

So I do- you
kind of think like I don't, I don't even know one, what's gonna happen and two, how

I'm going to feel about that. [**TB:** Mmm] I'll find out on Monday.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0

but, you just wanted to like, "*Okay, but how are the other
three going to be and how is that going to-*" I just, I already I'm dreading like I

really hope that it doesn't get to the point where something goes really wrong and we

have to, stop the pantomime.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0

But equally kind of have to mentally prepare yourself for, it
might happen. And so you kind of got to get into the idea of, "*Right, what are we

going to do if that happens?*" [**TB:** Mm hmm mm hmm.] But there's definitely that sense

of like, uncertainty with, how they're going to be, with how I'm going to respond,

how you know the rest of the class is gonna be, how the school is going to manage."

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0

I'm wondering. I'm just thinking like, "Oh, have they?" I can hear --- *[whispers]*
just I'm hoping like, please don't go together.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0

[Whispering] Yeh, so they've both been told that in school, but they've been told in a meeting this morning, "*We are purposefully keeping you away from each other. So*

if you see each other you need to stay away" Erm but--- maybe not. [Whispers] Oh look

she left. She's gone that way. Ok. So they've separated. You do I feel like, there's

like a tension [**TB:** Yeh] ooh please, please, please, please, please. Erm, *[whispers]*

it's ok – I can see she'll go that way if she stays there. Ok.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 392-397

And then as I was, *"It's half an hour*
to lunch, go and come back at lunch time and see how you're doing. You know, what are

we going to do, do the right thing, make the right choices. If XXXX comes down we're

going to ignore her, blah blah blah."

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 469-472

Erm *[sighs]* I don't know it's quite fraught actually. If you I mean I haven't
actually sat down and thought about it. But if you if I think about it you're

thinking in your head, you're trying to listen to a child trying to answer a question

you've given, at the same time you're trying to keep an eye out at the anoth- at the

other child who's potentially running off

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 111-115

It was it was almost like it was happening in slow motion. You could see him—I in
my head thought that he just, because we had said that he needed to be at the back of

the line, I thought he just wanted to be at the front of the line so was running

towards the front of the line … erm, and you could see and you think "ohh, what's he

gonna do? What's he gonna do?"

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen Weight score: 0

Everyday you don't know how

he's gonna behave or how hes gonna react to being in school. Or how mums gonna react

so I can't, plan, anything. It's literally doing ten minutes by ten minutes by ten

minutes

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 18-21

And I tried to explain to them

that … sometimes children need, something else, for encouragement to get them to make

the right decision or do the right thing. You know like in Reception, one of them

might sit and cuddle teddy bear all day but if it makes them feel safe them, … that

shouldn't matter [**TB:** Mm hmm] you know?

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Constant vigilance / on edge / anticipating what will happen   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 438-442

Code – "What will happen today? Changes depending on the child"

and then

you'll have the days where he … writes, … … something like, *"I don't f-ing know"* …

err and that will be it …. [**TB:** Mm hmm] So, its mixed, it's sometimes it's fantastic

and then the others times it, … it's, it's disappointing, because you know it's there

and he could do so much more

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 129-133

erm, as much as I was angry

that he'd said, what he's said to this boy, erm but then when he said *"oh I didn't*

know" you kind of think, *[laughs]* then you kind of come *(gestures)* down again. [**TB:**

Mm hmm] So you're on this emotional change all the time.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 282-285

And then, after
about, a couple of minutes he said *"is this about what I said to another boy"* and I

said *"yeh it is"* I said *"its more about what you said to the boy whose sister's erm,*

disabled" and … he said, *"but I didn't say it to him."* And then he explained it to

me. And then I thought actually, I kind of jumped, a bit too fast. Cos I was told

he'd said it to the boy

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 289-294

Erm … but I guess that, if you're doing a lot of that, it impacts on how you're
feeling. Cos if you're sitting listening to them talking about, something that's

happened it can trigger emotions cos you feel … you feel frustrated by whatever

they've done or, by listening to them , it takes you on another journey with them.

[**TB:** Mm hmm]. But kind of importa

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 614-618

erm, so some days, can
be settled and that is … erm down to how he comes in in the morning erm but some days

can can be, *hugely* good…

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 23-25

Yes *[laughs]* [**TB:** Like a particular day?] Erm today for example *[both laughing]*
[**TB:** Uh huh]. So erm, I got told from the office that, I mean I saw, him outside with

his mum … and he erm, he, was holding another child, you know by the coat and he was

shouting in their face erm and she came and said *"oh he's having a bad morning"*

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 29-32

Yeh so he came in in a sort of not a great place and we sort of
already were, erm [**TB:** Mm hmm] doing a roller coaster

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 34-35

erm … but yeh so he came in

quite … in a bit of a whirlwind this morning I suppose. And, yeh just even sitting

down next to somebody was, hard for him

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 42-44

Yeah, totally out of my control. Yeah, which again is- it's hard to handle like, 'cause, often with the child, they have a trigger, don't they? [**TB:** Yeah] Whereas the

thing with this child is that, he doesn't have a trigger,

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 190-192

Whereas if I come in thinking "*today should be a good
day"* and it's not, it's just another day of like *"God. Oh God, it happened"* [**TB:** Mm

hmm] and you feel like really rubbish at the end.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 242-244

So it'll be interesting to see, obviously from having quite a

settled period. Will, next week if there are problems will that be more stressful

almost because when you've had that, kind of chill out time, [**TB:** Mm] when it comes

back it's like *"rrr again?"* [**TB:** Mm hmm] Or will everyone kind of feel a bit more

rested and then, have a higher tolerance [**TB:** Yeh. Yeh] of the behaviour?

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 335-339

I'm

interested, I'm not even sure which one I will be. [**TB:** No] I don't know whether I'll

be like, "*Well I've had a week off so I can deal with it,*" or I'm going to feel *"I've*

had a week off and it was calm and now I'm more frustrated that [**TB:** Mm hmm]
look at

the difference." [**TB:** Mm hmm] So will be, I'm intrigued to see how goes, and how I

feel on the Monday when hopefully things go right but---

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes
> depending on the child   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 339-344

So I do- you
kind of think like I don't, I don't even know one, what's gonna happen and two,
how

I'm going to feel about that. [**TB:** Mmm] I'll find out on Monday.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes
> depending on the child   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 361-363

erm so, depending whether he's in or not or what conversations I've had with the
mum in the morning or not … everyday is a different day.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes
> depending on the child   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 17-18

Everyday you don't know how
he's gonna behave or how hes gonna react to being in school. Or how mums gonna react

so I can't, plan, anything. It's literally doing ten minutes by ten minutes by ten

minutes.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes
> depending on the child   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 18-21

Everyday is different. [**TB:** Mm hmm] There's never a same day. [**TB:** Mm hmm] you
cant plan a day and say oh between 9 and 10 we'll do this and between its literally

between 9 and 9.08 we can do this and between 9.08 and 9.11 we can do this.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 59-61

So, my emotions kind of … [**TB:** Mm] go up and down [**TB:** Mm hmm] depending on the conversations I have with mum. So, yeh, it's quite difficult

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 172-173

And then the next day he could do something that
completely sends it the other way round. So it's, swings and roundabouts [**TB:** Mm hmm]

 You can't plan. You live 5 minutes at a time. Y

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > What will happen today? Changes depending on the child   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 494-496

Code – "Thinking ahead to future – trying to anticipate what might happen"

I don't know, he's just he's very good at his
work. He will do his work and err, that was one of my concerns as well when he came

to me that, apparently he refused to do his work in Reception.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 205-207

when we reintegrate him,
into the proper lunchtime and he's outside whether that will continue to be

successful [**TB:** Mmm] who knows. *[laughs]* You can't predict it can you?

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 273-275

I want don't
want on his first day out there for him to … you know, *[sighs]* hurt someone or you

know just make a choice that, isn't going to, be a positive experience for him as

well because, … he's been doing so well and you know I feel like that would, it

would be going sort of backwards almost.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Erm … but yeh he, I don't know. … When I'm not out there,
I just … *[sighs]* I mean there are obviously characters that, don't mix well

together, erm but I do hope that the other… I have to sort of have a little chat with

him and say you know *"this is how what's gonna happen and, I hope you have a good*

playtime" and but obviously at the moment he's with me most of the time. But, I I am

worried about when he goes back out there j

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
anticipate what might happen   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 295-300

don't want us to go back to- cos
obviously as well the thing that *I'm* worried about is, I go on maternity leave, at

the beginning of December, and, he's got to get used to a new teacher,

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
anticipate what might happen   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 301-303

but … *[sighs]* you do worry. You do worry cos I just I think it could, it
could go one of two ways it could be hugely successful and, they could get on really

well and, he could continue how he is at the moment and make progress *or …*he could,

[sighs] you know take a disliking and, they could take a disliking to each other and

that would be, awful [**TB:** Mm hmm] … Yeh but obviously that's, completely out of my

hands

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
anticipate what might happen   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 310-315

but … it's a
tricky situation … to make sure that they're, you know all the children are ok and-

You almost see them as like, the class, and him sometimes. Because you have to sort

of, you make extra provision for that child and you have to … sort of, almost

pre-empt some behaviours so that you can, reduce anxiety and, those pressure points

in the day.

ell interestingly I mean you can – … we always know that Monday mornings can be tricky. We know that its playtime and lunchtime, that can be tricky so we've done

this anxiety mapping. Erm, … but yes it isn't, great especially when you've planned

like group work or you really want him to work well with a group or with a partner.

That's really hard, for him [

then if you are doing group work, he shouldn't, miss out, on on group work because of that … so I have to try and timetable it so that, all group work that we do do, I

have to make sure that there's an adult there to support him with his like social

interaction,

eh, yeh so he's he's got a whole folder *[motions to show a large sized file and both laugh]* and yeh there's been lots and lots of, different things but yeh. … Yeh.

You just don't know if you're gonna have the funding, the, people power. So if he

doesn't have that, how's that gonna look because that'll, in a way I think *regress*

the situation …

How does that feel?
PP: What that that progress has been made?

TB: All these things that you're listing and then …

PP: It is it's really positive. The only- my only concern is you don't want to

become complacent about it,

I know there there has been occasions I mean, he was physically violent to the staff

last year … and that was a concern, because I thought actually, if he did do the

things that he did last year [**TB:** Mm hmm] then, I mean it's, like thinking about

myself, that that worried me.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 398-402

you know we're comfortable now [touching wood] I think we are …
Erm but *[sighs]*, that's the thing, I just I don't want to be complacent, with it.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 425-426

You
know I don't want to think actually "yes, we're doing really well. This is how it's

gonna be forever" because, you know something, huge could happen at home, and that

could, send him completely backwards

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 426-429

and also I I feel like towards Christmas time when
you're off timetable, … I'm not gonna be here, it's gonna be all different, I feel

like *that* could be a bit of a trigger as well, erm … because he'll have lots of

different emo- he'll have like excitement and, all sorts of different emotions going

round and that, doesn't help with the, impulsive [**TB:** Mm hmm] behaviours but erm, yeh

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 430-434

it sounds strange but, when it's
windy or it's wet, you just think "that's just another, [**TB:** Mm hmm] thing that he's

going to have to deal with and---" It sounds silly to think about the weather but it

does like, cause different problems and, erm, cos if a kid sees like a pile of leaves

they're going to want to [**TB:** Mm hmm mm hmm] you know land on them.

So, erm, the only thing I worry about with that is, we've got somebody that's coming in three days a week from January. So, we don't really have somebody coming in

when I leave, we have sort of… erm … mind blank … we've got supplies and stuff coming

in I think, or erm you know, higher level TA's covering. [

I mean, we
still have the two members of staff that, are always in there, so they'll know the

consistencies. But, erm, I'll be meeting with a new teacher that starting in January,

but again, she's only part time. So, I do-- I do--- have concerns, going forward,

[**TB:** Mm hmm] … you know.

We've got him to a good place and you sort of don't want it
to all come crumbling down. But I have, erm, it's one of the first things I started

to do actually, it to write up like a handover pack, and he has a whole file, [**TB:** Mm

hmm] and erm--which I think is, is good, but then I do thi-, I've sort of done just

like a one pager for him

you just hope that they're gonna, carry on--
especially if they're, he's in such a positive place and, erm, but I have-- do have

every faith in like my TA is very good.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 100-102

yeh. I mean it's a worry, but
ultimately, what can I do? *[laughs]* [**TB:** Mm hmm mm hmm] I've done like the hand pack,

I'm arranging meetings and stuff, and a few times people have said to me like "look,

that that's all you can do actually." [**TB:** Mm hmm mm hmm] And of course it will play

on my mind, but I think, as soon as I have the baby [**TB:** Yeh] I'll have other things

to think about

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 105-110

Erm, just because again, I wanted to protect myself and,
my TA, was sort of, we've- we'd discussed it beforehand if that was to happen, then

we'd to have like, quite a quick reaction.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 207-209

But erm, I think that's why you just need to be,
just super prepared. But then, you know, when-when you're in that situation, I don't

know, you're sort of so worried about the other children that you just need to, make

sure that they're okay. … [**TB:** Mm hmm] Yeah, it's—it's a strange one.

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 235-238

Erm yeah I suppose it's
like the constantness of, so consistency of us as adults, but then the *constant* … it
kind of never goes, like or even the worry like sometimes I go home and I think about
*"OK so, this lesson went well today but, this kicked off this person so, what can I
do to stop that happening tomorrow?"* But it's, it is like the *constant*, like I find
myself some of the children [*laughing*] that I've worked with you find yourself like
on the weekend, thinking about them and being like *"that's not even relevant to what
I'm doing."* Erm-

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 21-28

I'm thinking about what happened and what went wrong and *"oh, we've
got this on Monday which is, gonna be another problem."* [**TB:** Mm hmm] I feel like
you're constantly … like thinking *so* far forwards, it's it's almost pointless to
think that far forwards like sometimes I find myself thinking like *"okay, well
Christmas is- you know the end of our half term is this week, that means there's one
more half term 'til Christmas and, by Christmas really we want her to be, you know in
class doing this, doing that."* And then I'm thinking *"that's like eight weeks away
and, I can't do anything about that now."*

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 88-95

you know how much of an impact it's gonna have… daily [**TB:** Mm
hmm] so you almost want to pre-empt what's happening without, any ability to do so
'cos, I can pre-empt maybe tomorrow [*laughing*] but, probably not six weeks' time from
now [**TB:** Mm mm hmm mm hmm]

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 96-99

*"well if I think about it
loads, maybe it won't happen tomorrow, and maybe I can control it tomorrow"* [**TB:** Mm
hmm] like really knowing that that's not gonna [*laughs*] be the case. Probably it's
still gonna go the same way.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 427-430

But …yeh, I definitely think it's like,

frustrating and it's tiring, but it does, help in a way? Although you're focused on

that child and you spend a lot of your energies thinking about them, you also kind of

think sometimes I come in and I think *"d'you know, I'm not ready to deal with this*

child but, I definitely thought everything through so, I'm as ready as I could be

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 430-434

it's
kind of like a catch-22 like you don't want to think about it but equally, if I

didn't, I would feel, less ready because I haven't kind of gone through and-and

thought about, what might happen and-and what will happen and how to change things.

So, you're almost like stuck like you have to think about it you know even though you

don't want to and you probably shouldn't be, but almost like what other choice do I

have because I need to be prepared. I need to be ready.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 435-441

I mean even now, we've got parents evening
tonight and, the child that, is probably the most difficult in my class, her mum is

tonight and all day I've just been thinking *"how am I gonna phrase, all these things?*

Is she gonna bring her along?" because we don't have a policy on, as far as I'm

aware, whether the children have to come or not so some parents bring them some

don't. And I'm thinking *"Ok so if she's there, how am I gonna word all the things*

that she does in a, not awful way so she doesn't feel, you know, like I dislike her

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 445-451

Erm,
and that's, you know like-like while I'm trying to teach and while I'm trying to deal

with her I'm thinking, *"I wonder what she gonna be like tonight when I tell her mum,*

she, you know, ran out of class today or she, locked an adult out of the cla- out of

the school today." And it is just that constant, thinking. *[laughs]* … Yeh. I feel

like constant-constant is the word. Constant. *[both laughing]*

Yeh, so just in terms of, kind of what I've already touched on in, everything that we do, it's always got to be and how is- how is-- how is she going to respond to that?

And then you think like, except that, the minute that, I tell them that, we need to stand up and go to the hall, she will be out of her chair, running off to the hall or, calling out *"why, where are we going where are we going."* So, we need to-- we have a visual timetable down our board of all the lessons that they do. And you add to that like visitor or like break or reading, so that it's really clear to them what's happening.

And, if I tell her then that *"and then at the end of the day we're going into the hall to do something"* and I prep her for it. Then, she'll wants to go into the hall now. And she'll, ask and ask and ask and we won't be able to do our learning because she wants to know why we're going to the hall. And if I tell her why, and explain what we're doing, she will want to go into the hall now and then she'll be angry that we're not going to the hall, because that sounds fun and why do we have to do that and that's like, in the morning as I'm putting my visual timetable thinking like, *"oh my God, [laughing] why have I decided to do that?"*

And I try really hard, not to let that affect, the lessons, because the rest of them manage it well. And sometimes she does manage it well. And even if she doesn't, you know, that shouldn't be she doesn't like it so everyone has to do boring things. But equally I'm then thinking, *"Ok so there is me and my TA, I probably need an additional adult for her to help."* So then, you're going around asking like *"is there anyone that can help with-"*- Yep there is, lovely. *[Deep intake of breath]*

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 488-493

And
it's-it's like little things like that where… you're constantly thinking throughout
the morning. *"Ok this has been good so hopefully that'll be fine and-and even if it*
isn't, a good morning, she probably will manage it but I know she struggles with
transitions. So, is there a way we can do it in the classroom? No because they're all
blind so could I take her down."

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 529-534

And you like-- So when you're--
when I'm planning and thinking *"ok this is what we need to do. What can she do that*
she can get started with so that I can come over and help her?" But then I know that,
if I give her something different, she's gonna be angry that's it's different.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 549-552

I just keep saying to myself like *"I'm going to get to summer and I'm*
going to say, "oh remember when she <u>used</u> to, leave the room? And she doesn't do that
now." And that's because, we didn't exclude."

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 720-722

And I, I mean, I've had that conversation with, erm, the
assistant head where we kind of talked about it, on the Monday after school. And she
was kind of like we don't want to exclude, but at the moment there isn't anything
else because we cannot just *"say come in tomorrow and, you know, sit through and talk*
about this and do all these consequences" because, at the moment, the minute they

come into school, then they're, finding each other. [**TB:** Mm hmm mm hmm.] So it was

kind of like we need that break, they need that separation from each other, and we

need time, to plan ahead.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 166-173

so far so good but… the the behaviour there, that constantness isn't, that
worry of like, okay so what are we doing on Monday when all three of them are
back

[**TB:** Mm hmm] and what do we do, at lunchtime because, they're both in school at

lunchtime and do we have enough adults to be with them?

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 215-218

so while we're there, like, *"okay, erm, the*
adult normally works with her isn't here. The adult that normally would be kind of

second for her, isn't here," and we're running around trying to work out, which

adults are with [**TB:** Mm hmm mm hmm.] which children?

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 225-228

Like it's not viable [**TB:** Mm hmm mm hmm] to keep one
on my end, one down that end, and one here when ideally we want all of them
back in

class [**TB:** Mm hmm mm hmm] So, that's a bit, worrying.

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to
> anticipate what might happen   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 253-255

Yeah, definitely. I mean, I find myself—so like even, I've got the pantomime on
Monday? [**TB:** Mm hmm] so that will last, so for key stage two thats starting in the

morning. Erm we've already put into plan that, *[whispers – oh the other one's out*

there] the girl in my class will go in the morning, so we do a key stage one

performance and then a key stage two er key stage one, watch it. So key stage two will go in the morning to watch. But erm, the other child, the child and the other half my class won't be in that one. She's going to go to the key stage one, one in the afternoon so that they're not together. [**TB:** Mm hmm]] But equally there's still another child in year six, who needs to go to one, but which one do you put it on?

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 346-354

what will happen on Monday? Is it
going to be stressful?" I

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 355-356

but equally, it's probably not going to be super fun because, you're
kind of thinking, *"Are they going to be settled. Are they gonna come in settled and*

then that's going to unsettle them because it's not the same routines? Are they going

to find each other? Is it going to be horrific?"

Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 358-361

So we have like, erm, I don't, I think we go with the same company each year but every year we have the pantomime come to the school and they do a performance in the

morning key stage two and then the afternoon for key stage one. Erm, but it does mean

that, for key stage two who watch it first, they, I think it only runs kind of an

hour and a half. So because of our timings and the way lunchtime works, they come

back to class for half an hour before lunch, and then we have, the afternoon where

you're kind of like, "*Nobody has very settled because we've been doing Christmassy*

fun things," [**TB:** Mm mm hmm] but equally, can't really, at least I never have felt

that you can, bring them in and say, "Right Maths"

but, you just wanted to like, "*Okay, but how are the other
three going to be and how is that going to-*" I just, I already I'm dreading like I

really hope that it doesn't get to the point where something goes really wrong and we

have to, stop the pantomime. That's my biggest like worry is that, if what happens on

Monday happens this Monday, how are we going to carry on with the day? [**TB:** Mm hmm mm

hmm.] Erm, so yeah, I'm already kind of like, "*I hope that doesn't happen. I hope

they are settled.*" But equally kind of have to mentally prepare yourself for, it

might happen.

or … it's really frustrating you know it's
just more concern on me more worry for me sometimes. Like I worry about him *all* the

time you know. I feel very protective over him.

yeh and then that links in with my stress and then my worry and then I feel
protective [**TB:** Mm hmm] [sighs] eh. So I haven't seen him for a while now and, I'm,

I miss him. I don't see a lot of him when he's in school … but I miss him. And I'm

just worried about where he is, what he's doing. Is he safe? Where did he sleep last

night? Has he eaten? You know, is he out at 9 o'clock at night on the streets. I just

can't help but worry about it. There's not a lot I can do about it.

Erm, it comes and goes. [**TB:** Mm hmm] I have my worry in the morning [**TB:** Mm hmm] and you know and I speak to the ladies in the morning who run the registers and we

communicate quite well that way. …

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 333-335

I mean worry is quite a strong word. I don't really know … if
it's a concern , if it's a worry, [**TB:** Mmm] if it's just like a thought [**TB:** Mm hmm

mm hmm] like, I think about *"oh I wonder where he is for ten minutes. Oh well"* and

then I move on

> Code: ● Subtheme 3: Knowing vs Not Knowing What will Happen > Thinking ahead to future - trying to anticipate what might happen   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 354-357

Main Theme 1: Knowing vs Not Knowing / Subtheme 4: How I Feel

Code – "Can't think bout it / process emotions until later"

sometimes you get so bogged down in the dealing with it, you need time out
to reflect and think

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 368-369

erm … …
but no the exclusion I, I I I did take that, it took me you know I had to go home and

… I was upset when I got home cos then I you have time [**TB:** Mmm] and you sort of come

back to into your own thoughts [**TB:** Mm] and I just thought *"I I'm so disappointed*

that it came to that." [**TB:** Mm hmm] That we hadn't done enough to stop it getting to

that point.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0

And then you feel all those emotions you feel frustrated you feel tired …
physically and emotionally exhausted and, just from teaching without having to deal

with a child like that as well ….

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 586-588

PP: Erm, … I don't know what it's like really because it's, … it's just what I do.
It's just erm, I mean sometimes I feel guilty because, when it comes to the end of the lesson and the end of the day, and erm my husband picks me up, from school and, he's in tidying up my classroom when really he shouldn't be,

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 445-448

rm, yeh so I err yeh I went and spilled it all out to him and wrote
it all down and said *"this wasn't right and that wasn't right"* and you know, erm, that that's kind of the way I deal with it afterwards

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 726-728

It's quite difficult. I had quite a few tears with the erm, EP yesterday. [**TB:** Mm hmm] Erm, because it kind of, washes over you a bit, and you suddenly sit down and you look at it all [**TB:** Mmm] on a piece of paper when you think actually, it's no wonder I'm lying awake at night and worrying about it

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 76-79

And when you step back from it,
you do sort of have, erm, a kind of black sense of humour about it.

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 190-191

Yeh, good… Erm, I think it's quite good to talk about things because then it kind
of, it puts it- it's obviously at the forefront of your mind but sort of helps you to

sort of, process your thinking because sometimes, when you're sort of, teaching all

day long, you sort of, you get wrapped up in that aspect of it and don't always. Yes,

it's nice to evaluate things, like re-evaluate things.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 7-11

Erm, the thing is, you move so quickly that, it's not until after the event, you sort of stop and think, "Oh my goodness, did that really happen?"

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 230-231

Erm,
because obviously you have to record it after, [**TB:** Mm hmm] that's happened. We have

like an incident log where we have to record everything, like officially. Erm, and

it's not until you're writing that that you think, "Oh my goodness, like that, could

have escalated quite, dramatically."

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 231-235

I almost feel like I haven't had that detached like
separation time because you're always thinking about them. [**TB:** Mm hmm] So sometimes

you come in in the morning and think *"I'm not even ready, to deal with you because*

I'm still annoyed about what happened yesterday 'cos I've been thinking about it

[*laughing*]*all night."* Or I've been thinking about you know, *"what could I have done*

differently, how do I wish it had gone?"

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 44-49

But, obviously there are things that, play on your mind and get stuck. Erm
… yeh definitely frustrating like I … I can be like on a weekend doing whatever it
is I'm doing and sometimes I find myself thinking about it and then getting agitated,
at myself for thinking about it but also, at other people like it's almost put me in
a bad mood that I'm thinking about what happened and what went wrong

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions
> until later   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 84-88

Erm … … I don't know--- I think. I suppose, you think about it. But then you also
have to think about the rest of the children that you've got in your class and having
to just get on with it [**TB:** Mm] and putting those feeling to, too, to one- to the
side.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions
> until later   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 44-47

But I definitely go home sometimes and think, ''*I'm definitely not ready for
that child tomorrow.*" Or ''*I don't know how I'm gonna be ready to deal with them
after the weekend, because, I'm still annoyed like, I'm still frustrated that, you
know, three lessons got cancelled today." Or" I'm still annoyed that I have to do an
hour meeting with the parent because they were annoyed that their child was hurt or
they were annoyed that their, annoyed that their child didn't do their learning
today."* A

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions
> until later   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 377-383

Erm, I think but I don't know – I think most people tend
to just dwell on the negative anyway. You tend to I think. That's just human nature I
think. [**TB:** Mm hmm] That you will just pick on and, really pull apart the the
negative [**TB:** Mm hmm] rather than thinking about the positive that you're actually
doing. [**TB:** Mm hmm] Erm, so .. I try to not let it get to me

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions
> until later   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 48-52

Erm *[sighs]* I don't know it's quite fraught actually. If you I mean I haven't

actually sat down and thought about it. But if you if I think about it you're

thinking in your head, you're trying to listen to a child trying to answer a question

you've given, at the same time you're trying to keep an eye out at the anoth- at the

other child who's potentially running off

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 111-115

Yeh. Err… I don't know. I don't think I have time to process it at the time,
because you're just "oh I need to get on with the lesson."

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 132-133

you know … erm but some mornings it can be
very intense. And then I've got to try and forget that, put my other head on, focus

on what I'm doing and then when I get the opportunity, go back and deal with it, so

yeh … some mornings it can be, quite hard. [

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 212-215

So that's … that's something as well that I
have to kind of take into consideration all the time [laughs] is kind of, how my

other 29 are feeling [**TB:** Mm mm hmm] So yeh. It gets quite hard. At the end of the

day at the end of the week I can get quite bogged down …

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Can't think about it / process emotions until later   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 442-445

Code – "Down playing emotional impact – I'm fine / don't mind"

No, no its fine *[laughs]* I'm past it now [**TB:** Oh my goodness] But that happens.
[**TB:** Mm hmm] That happens, and … … *[sighs]* you know I **don't mind** because … I feel for

him

I don't I don't think it has. It just, it's part of my job. [**TB:** Ah] I don't, I

don't see it has any impact on me. I mean yes …. there are times when, you think

[whispers] "just deal with it, don't come and ask me to deal with it again,

pleeeaase, [**TB:** Uh huh] *I've only just sat down."*

Ah well, I'm fine … yeh . I think I have, you always have, concerns about some

children. [**TB:** Mm hmm] The boy that I was talking about who's in year 6 now [**TB:** Mm

hmm] erm … you know there was concerns about going on school journey with him … erm,

and there were days when he was … really hard work. Erm-

He's one I'm managing, I'm able to switch off from. I know he's out till late at

night you know past dark, erm which again, I wouldn't be happy for my fourteen and

thirteen year old out never mind a seven year old [**TB:** Mm hmm mm hmm] erm, … but

they, you know, it's not an ideal situation but they erm … … don't worry me as much as

perhaps the girl with the police would worry me.

But like this morning I just said *"well I haven't*

seen mum and I haven't heard anything" and they say the same to me or, if there's

information. And I'm like well, *"I don't know if I'm worried, about it. Because maybe*

yesterday something else happened so then that means I'm not worried," so then its

fine.

So I know from yesterday from speaking to mum that, he's off with his family
member doing something else. And that sounds really plausible. And, knowing that he's

with that certain family member, doesn't make me worry. I've met that family member

and, you know, that's ok. So today I'm not … [**TB:** Mm hmm] overly worried.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Down playing emotional impact - I'm fine /
> don't mind   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 339-342

And then if I saw mum again at the
end of the day when she came to pick up the sibling, I might ask the questions again

or something [**TB:** Mm hmm] … erm, so I think it really depends on the situation as to

my level of worry or … I mean worry is quite a strong word. I don't really know … if

it's a concern , if it's a worry, [**TB:** Mmm] if it's just like a thought

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Down playing emotional impact - I'm fine /
> don't mind   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 351-355

I don't go home every night and
sit there going *"I wonder if he's safe I wonder-"* it's not a worry [**TB:** Mm hmm mm

hmm] like that [**TB:** Ok] Yeah. Because worry's like a really big, powerful word.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Down playing emotional impact - I'm fine /
> don't mind   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 357-359

and then my, I'd still be
worried if you like but because I know I've done the right thing for myself, and for

him, … I cant do no more so I don't worry about it cos I know I can't do any more

[**TB:** Mm hmm] And, worrying about something that you can't--- is just-- you just eat

yourself up over an emotion that you don't need to have [**TB:** Mm hmm mm hmm] you
know?

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Down playing emotional impact - I'm fine /
> don't mind   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 364-368

Yeh … … I've normally forgotten about it by breaktime if I haven't seen
him. …

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Down playing emotional impact - I'm fine /
> don't mind   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 369-370

Code – "Forbidden / hysterical laughter"

You know … he says
things, like, he's I was cross with the whole class and he said to one of the other

boys *[in cockney accent]* *"what's the f-ing matter with her then?"* *[laughs]*. And it

makes me laugh *[laughing]* you know, cos you think *"well I'm, bloomin' annoyed with*

you that's what's the f-ing matter with me!" *[laughs]*

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 489-493

Erm, so when I say sit down he'll stand up. [**TB:** Mm
hmm] You know, and its doing the opposite because he thinks he's going to make
everyone else laugh [**TB:** Mm hmm] erm, which is sometimes *[in a quiet voice]* actually
quite funny *[both laughing]* But erm … Yes I do try not to laugh *[both laughing]*.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 355-358

Erm, I mean in the situation I had yesterday, erm,
the one who's excluded today… was, erm, … I can't, remember, I think he said *"the
teacher in this class as a loser"* and he was being [**TB:** Mm hmm] you know obnoxious
[**TB:** Mm hmm] and obviously *[laughing]* it's quite funny really.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 181-184

At the time I try you
know, I'm not supposed to laugh [**TB:** Mm mm hmm] but I think that's the way you have
to deal with it *[laughing]* [**TB:** Yeh, yeh] You have to laugh.

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 184-186

the one
who hit the window today was sitting there calling, shouting across the room, calling the other one, names, *because* he was being rude to me. So, it was like, *"You're being rude to Mrs xxxx. You're a horrible pig and--" [laughs]* It was, I mean it was hilarious. It's absolutely hilarious. [**TB:** Uh huh] And when you step back from it, you do sort of have, erm, a kind of black sense of humour about it.

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 186-191

Erm, sometimes, I, erm, what happened? I have to-- go oh, that was it. I-I-I have to say, I laughed in front of the whole class and it, it's completely unprofessional thing to do.

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 193-195

And, erm, I-I just,
fell, I had tears streaming down my face, 'cause it was just so funny. *[laugh]* I just- I have to, as I say, completely unprofessional thing to do but, I couldn't help it because it just was so funny. [**TB:** It just got to that--] Yeah, and she goes so across, *"It's not funny."* [laughs] [**TB:** Aww] I did- I put my hands over my face and coughed a lot to pretend

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 207-212

but I think sometimes you-you get-- So, I I
tend to get nervous laughter. [**TB:** Mm mm hmm mm hmm] And, I think I was also one of those situations where I didn't know what to do.

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Forbidden / hysterical laughter   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 212-214

Code – "Hiding own feelings – anger / annoyance / upset / stress"

Sometimes, [**TB:** Yeh] because he can be, so rude. …. [**TB:** Mm hmm] aaand, …
he can hurt …. other children and he can be really rude to other ad adults [**TB:** Mmm

hmm] … and sometimes, when he's pushing, that can, you you can, you can't help but

get angry with him.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 98-101

but, sometimes when he's calls ya know, a Year 5, Year 1 child who's 5

or 6, a "mother f**ker," [**TB:** Mm] you know you can't help but feel a *little* bit angry

at him *[laughs]* [**TB:** *[laughing]* Yeh] You know … So erm… …. But I, but I don't … I

don't … *use* that anger against him if you know what I mean I just fee- [*angry voice*]

"*Grrrr*" and then you know, you have to deal with him as we've been advised to deal

with him

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 102-107

erm, he can be extremely

irritating *[laughs]* [**TB:** Mm hmm] erm with the, he's very black and white if you ask

him ya know *"can you sit down?"* [*pulls a face doing an impression of the child*] *"Well*

where, where do you want me to sit down?" *"Well on your chair"* *"This chair? This*

chair?" *"Yes that chair"* *"This chair?"* *"Yes, that chair."* *[laughing]* So, ya know, you

have to, you have to have energy *[laughs]* to deal with it

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 175-180

Angry yeh.
PP: {23.16} And then when you- and then I said *"you need to sit down on the floor."*

"What this floor?" [*impression of an angry voice*] *"Yes sit down now."*

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 287-289

Yeh yeh. [**TB:** Even though he's put you there]. Yeh. And that and that can
sometimes [**TB:** *[interrupting]* you have to pretend you're here] can be a challenge.

Yeh. Yeh. And you have to say, *"its ok … we can move forwards. What we gonna do?*

Right ok, let's get on with it" …

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 457-460

And then you feel all those emotions you feel frustrated you feel tired …
physically and emotionally exhausted and, just from teaching without having to deal

with a child like that as well ….

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 586-588

PP: *[Deep intake of breath]* A lot of people, erm, would think about erm wou – in my
experience, erm *[sighs]* develop a kind of, I don't know how to put it sort of put it
in a politically correct way *[laughing]* [**TB:** It's alright] Erm, as as teachers and
TAs, erm you're dealing with these children and and they're just, you know you I can
see why other people would get angry with them [**TB:** Mm] Erm and I…. like to think –
sometimes you it it does affect you but … I I, try and feel or I I *do* feel, very sad
[**TB:** Mm] because I think this child, you know, its learned behaviour from somewhere

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 98-104

And try and … yeh have that expectation rather than "*you are-*" *[quiet voice]* I never
use the word naughty, [**TB:** Mm mm hmm]unless its behind closed doors of course [**TB:**
Mm
mm hmm] *[laughing]* because sometimes its just frustrating

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 173-175

Very frustrating and sometimes I just think "*oh for goodness
sake*" [**TB:** Mm mm hmm] *"if only you knew"* [**TB:** Mmm] Erm *"you've got to be silly in the
playground* [**TB:** Mm] *and stop it."*

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 364-366

And when you're tired you know you have to really, work, to keep your,
end up and [**TB:** Mm mm hmm] erm you know not be snappy and and things like that.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 398-399

Sometimes erm, it's a bit easier to sort of get on at the other children because

they're easier [**TB:** Mm hmm] Erm, when the li- the you know, the difficult ones are, misbehaving, you sort of, be a bit snappy *[laughing]* sometimes, [**TB:** Mm mm hmm] which I can be especially when I'm tired

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 400-403

Erm OK. Erm it depends on, erm – everybody's different. So, erm … and, you do get, t t t frustrated with children and some people push your buttons more than others … erm and, so if you know, that one of the TAs has somebody whose buttons get pushed, [**TB:** Mm hmm] then you know you need to step in, for that one.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 458-461

Equally, erm I mean I'd like to think none of them push my buttons but they do, some of them do erm and at that *point* I mean

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 461-463

And what unfortunately my reaction to things is sometimes, tears. But I *didn't*. Erm but I felt like it when I phoned school [**TB:** Mm hmm mm hmm] but obviously you *can't* do that in front of a class [**TB:** Mm mm hmm] full of children but you know I was so, I was panicked.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 697-700

Embarrassing. I feel embarrassed myself for not being able to cope, in that situation. So the fact I had to call in, erm, I feel embarrassed.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 721-722

At the time I try you know, I'm not supposed to laugh [**TB:** Mm mm hmm] but I think that's the way you have to deal with it *[laughing]* [**TB:** Yeh, yeh] You have to laugh.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 184-186

I laughed in front of the whole class and it, it's completely unprofessional

thing to do. Erm, this little girl who is just a little gremlin, erm, I mean she's
lovely. I don't mean to be ….

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 194-196

And,erm, I-I just,
fell, I had tears streaming down my face, 'cause it was just so funny. *[laugh]* I
just- I have to, as I say, completely unprofessional thing to do but, I couldn't help
it because it just was so funny. [**TB:** It just got to that--] Yeah, and she goes so
across, *"It's not funny."* [laughs] [**TB:** Aww] I did- I put my hands over my face and
coughed a lot to pretend

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 207-212

PP: Erm well it's, I find it quite I do find it quite upsetting, because I think the
children have only ever really seen him in a certain, behaviour. They don't see him

by himself they don't see, erm … how lovely he can be.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 65-67

Erm it's yeh it's massively upsetting. I I mean you sort of have to, keep your
professional hat on don't you *[laughs]* but I I write everything down,

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 166-167

Yeh. Yehh I mean. We try- the thing is I think children pick up on
your emotions quite, quite easily, and I think I think he knows that some grown-ups,

are wary of him. So, I mean I tried really hard just to- I mean if I'm being honest

like communication initially was quite minimal,

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 411-414

I'm not even ready, to deal with you because
I'm still annoyed about what happened yesterday 'cos I've been thinking about it

[*laughing*]*all night."* Or I've been thinking about you know, *"what could I have done*

differently, how do I wish it had gone?" erm, things like that.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0

But then
obviously there are days when you're like *[whispers] "Oh my God, imagine if they*

weren't here. Imagine how different it would be," [**TB:** Mm hmm mm hmm] and then you

feel guilty because you think like "*oh, but other people have done that to-to them.*

And that's why they are at this point. You know, they've been excluded from, three

schools and that's why they think everyone hates them" [**TB:** Mm hmm] and then you feel

guilty for thinking it, even though like obviously you wouldn't, like show it to them

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 276-282

So I think there's almost this like, battle, initially where you're trying to
show the children, you know, *"we are here for the long haul and, we're not kicking*

you out and," you know, *"I'm here if you need talk and I'm a like a consistent*

adult," and they are, *despising* you, for being that.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 295-298

So I, I think the first few weeks, especially if it's a child
who's joined, the school, n- new, are *really* trying because they like, they

definitely test your patience, because you're there you know having things thrown at

you, being screamed at or sworn at or whatever it is and, you have to kind of be

there saying*, "you know, it's okay that you're angry and I understand that other*

schools have, you know, kicked you out and I understand that that feels rubbish, but

we're not going to do that."

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance /
> upset / stress   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 305-311

you know there are days when like if I were to be dealing with a child until 25 past
one and I have five minutes to, go to the toilet, potentially get, like, something

sugary so I have energy and then now we're back and we're teaching and I'm supposed

to be *[laughs]* not angry, not upset at the rest of you because none of you did

anything wrong but also, not upset or angry at the child who's done the wrong thing

because, they're doing it for a reason

it's it doesn't work to be angry at them and-and shout at them and, you know, show that you're annoyed because, you're just, encouraging them that you know, *"people don't like me, she doesn't want me here, I might as well do all the bad things so that I, go."* I think yeah, definitely that is like, the hardest part and the most *draining*

But I definitely go home sometimes and think, ''*I'm definitely not ready for that child tomorrow.*" Or ''*I don't know how I'm gonna be ready to deal with them after the weekend, because, I'm still annoyed like, I'm still frustrated that, you know, three lessons got cancelled today."* Or" *I'm still annoyed that I have to do an hour meeting with the parent because they were annoyed that their child was hurt or they were annoyed that their, annoyed that their child didn't do their learning today."* A

and it's almost like … those five minutes, of the positive, are overshadowed. So, although we are really big on fos- focusing on positive and really big on, you know *"this went really well and that's what we want,"* when it gets to the end of the day you just think like-- you can't help but thinking like, *[whispers]* ''*oh my God."* Not there were ten minutes of good, It's like, five hours of, stress. *[laughs]* …

"Ok, fine, ok," and then trying to like break the fob doors because, *"if you want me to go then I'm gonna go."* And you think like God, like just come in then-- come in and do the *right* thing and you won't have to leave. But you're constantly thinking of like how is she going to behave?

Even though, sometimes
you go home and you think like *"oh it would just be easier. If-if we kicked—if you*

know we excluded, if they weren't here."

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 608-610

But, I mean even then, *[quiet voice]* there are still there are days when you're like,
"Imagine if we did. Imagine if we did exclude, how much easier it would be."

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 678-679

just keep saying to myself like *"I'm going to get to summer and I'm*
going to say, "oh remember when she <u>used</u> to, leave the room? And she doesn't do that

now." And that's because, we didn't exclude." And that's why I say to myself when I

get to end of the day and I think, *[whispers] "wouldn't it be easier if we just,*

like, she wasn't there anymore." If we did just, *"oh out you go."*

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 720-724

it's like a, almost like that you're like holding on to—*"like it will be fine because*
we're getting it to that point. And it doesn't matter how frustrated, or upset, or

angry, or deflated I feel. We're going to get to that point eventually."

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 725-727

Erm, and you feel a bit
guilty. Like I feel guilty for feeling like, almost like relaxed and at ease [**TB:** Mm

hmm mm hmm.] and I think it's going, oh, it's, you know, there's so many

difficulties of her and we want her here. But then equally there's a bit of me that's

like, *"yes, I want her in class, but, do I really want her in class?"* Like her as a

child, yes, but her, behaviour? No

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 186-191

But … they don't. So it is, and it's hard as well because you, as a grownup

know that, *"I'm an adult and I will not argue back with a child."* *[laughs]* But when they say, *"It's your fault, I'm being excluded*," You think like, *"Do you know how much I do to try and keep you in school?"*

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 441-444

Yeh. Erm, yeah I don't know if we had anything, to that just … uhhhh… yeah I think it, you know I suppose if I'm being completely honest you feel annoyed by the situation in the first place.

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 152-154

That, you know we're all, you know education is is it's a gift isn't it? For, lots of countries you have to pay to be educated and [**TB:** Mm hmm] we're here, where it's free. I I guess that, the annoyance would be like *"come on – you can be in here learning! – if you don't learn it's going to really affect you in later life"*

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 154-158

and I just think sometimes that annoyance, fi-- not filters through to the children but that erm that that yeh they're only 10 or 11, they're still little, but they don't have any concept of how this will affect them,

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 158-160

but also being professional about the situation because, I guess my… my duty is to both children [**TB:** Mmm] isn't it, [**TB:** Mmm] you know, so I guess making sure that, both parties are aware of what happened

Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Hiding own feelings - anger / annoyance / upset / stress   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 275-277

Code – "Feels never ending / constant / draining / exhausting"

Yeah, I had lunch. But it is a bit like that. [**TB:** Yeah.] You know-- you
know, the girls have fallen out or you know, or the-- he's, you know getting into
trouble, whatever,

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Feels never ending / constant / draining /
> exhausting   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 182-184

So it
kind-- it just feels like never-ending. Like, you come in in the morning pre-empting
what they're like. You're dealing with it *all* day, all break, all lunch and then, it
gets to after school and you're recapping it all with the parents then you go home or
you mark or you have to, type up,

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Feels never ending / constant / draining /
> exhausting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 414-418

And then you need to talk to a member of SLT if-if you know
something needs to happen the next day so, now I'm frustrated again because I'm
thinking about it and then I go home and you think, you've thought about it so much
that, it's stuck, and then you spend like I'm cooking dinner there and I'm like *"oh
they did this and they did that.'' [laughs]* Then, yeah it just it is like, it's never
ending.

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Feels never ending / constant / draining /
> exhausting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 421-426

Erm,
and that's, you know like-like while I'm trying to teach and while I'm trying to deal
with her I'm thinking, *"I wonder what she gonna be like tonight when I tell her mum,
she, you know, ran out of class today or she, locked an adult out of the cla- out of
the school today."* And it is just that constant, thinking. *[laughs]* … Yeh. I feel
like constant-constant is the word. Constant. *[both laughing]*

> Code: ● Subtheme 4: Knowing vs Not Knowing How I Feel > Feels never ending / constant / draining /
> exhausting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 453-458

But you constantly feel like, was that
right thing to do? Even though like you know it was. It's like, children are annoyed,
parents are annoyed, I'm annoyed *[laughs].* Was that the right thing to do? And you--
it's kind of like you're second guessing yourself a lot or even second guessing in

planning.

I defin-- like I understand

why schools get to a point where they feel they need to exclude. … But, I definitely

don't think is the right thing to do. I think like no matter how, like emotionally

draining it is and how difficult it can be and how much sometimes you get to an end

of day you think like, '*do I still want to come back tomorrow?"* I think it's-- it

kind of is, balanced out by the fact that, like I feel like I'm doing the right

thing.

so far so good but… the the behaviour there, that constantness isn't, that
worry of like, okay so what are we doing on Monday when all three of them are
back

[**TB:** Mm hmm] and what do we do, at lunchtime because, they're both in school at

lunchtime and do we have enough adults to be with them?

Main Theme: Us vs Them / Subtheme 2: Us - An Intense Relationship

Code – "A rewarding relationship – celebrating successes"

Well, it's it's a really rewarding experience…. [**TB:** Mm hmm] Erm,…
err, he doesn't like to write so we have a deal that he can use a laptop in English,

erm … and then he will write.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 115-117

and when he come came into year 5, and he first
started writing for me, he would write two lines, with no punctuation at all, and

now, he will write a whole page, and he *knows* how to do it so, he he's very academic

and it's about … those successes and building on those exce- successes because they

give him, a good feeling ,

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 121-125

managing that, and accepting, that until we get him into a better place … there will be a limit to his
successes [**TB:** Mm] and as long as we get some and we celebrate them [**TB:** Mm hmm]then,

we're making progress with him because we weren't getting that at all at the

beginning [**TB:** Mm hmm mm hmm] of the year.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 161-165

Erm… but, … erm, so I know there's a side to him … you've just got
to be one step ahead I guess [**TB:** Mmm mm hmm] Yeh but it, its tiring but it's,

rewarding, in in the same.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 416-418

Yeh. it it is wearing. It is tiring. … Erm,

but the reward at the end the the … to see them flourish and … like the boy in year 6

[**TB:** Mm hmm] who's leaving tomorrow [**TB:** Mm hmm] coming up to me and saying … *"you're*

gonna miss me aren't you you're really gonna miss me" [laughs] [**TB:** Ahh] knowing that

he's, [**TB:** Mm hmm mm] you know it's how he feels [**TB:** Mm hmm yeh] you know that's ….

you know you've you've helped that child on that journey [**TB:** Mm hmm] and that you

know it means a lot erm …

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 593-599

so, when I've dealt with one – in in a weird way I quite enjoy it

that's why I work in a school like that erm … I enjoy trying tooo … … support them?

[**TB:** Mm hmm] To help them?

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 107-109

putting in strategies and stuff. What what's your

experience of that? What's that like?

PP: Erm, its rewarding.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 129-131

[laughing] Erm, building the relationship I enjoy. Er

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 185

Sometimes, erm, … … … I mean it's never ideal, erm … one of the, the girl with the
with the not going home after school, the mum not picking her up, [**TB:** Mm mm hmm]
yep, we when she came, she came in year 3 and I was teaching in year 4. She was on a
part time timetable because her behaviour was so unacceptable. Erm and she ca- she
only was in year 3 for a matter of weeks and then she came into year 4, and by the
time she went out to Year 6, her behaviour was, *reasonably* acceptable.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 302-307

and, when she went over the road, she erm, she had an *issue* with a teacher
and she came back … and asked, what she should do …

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 310-311

he she said *"I don't know what to do because ya know there's this issue and this didn't*
happen or you know she thinks I did it" … [**TB:** at secondary ?] Yeh and she came back

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 311-313

yeh you know cos they often come in [**TB:** Mm hmm] I mean cos I'm only across the road.
Erm, yeh and that was, you know, we'd obviously found her button [**TB:** Mmmm] there
somewhere its
erm...

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 313-316

That was that was lovely. Yeh, really lovely. It sort of erm is,
proud?

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 318-319

Erm, there's an element of it that I quite enjoy. Erm, some people work to live
and some people live to work and I, *[laughs]* [**TB:** Mm hmm] *although* I've got a family
and children I *really* enjoy it

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 416-418

erm somebody said to me once erm, *"if you*
enjoy what you do you'll never work another day again." And that's how I feel erm erm,
about the job

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 418-420

It is I mean it is rewarding *[laughs]*… like I don't want him to think that I'm
like a horrible like "*grrr*" like a scary teacher thing and it's not it isn't at all,

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 262-263

but erm … but then you get those little wins, so, when he has
got through a lesson, … and he, you know hasn't he's just done his work and he's been

on task you think *"yes, he's actually, he's getting somewhere. Hurrah!"*

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 498-500

You want to say sort of
like no this has been the most amazing term for him and, he is doing really well.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 591-592

I think it's-- it
kind of is, balanced out by the fact that, like I feel like I'm doing the right

thing. I feel like, I'm having an impact, on the children. And it's-it's so

rewarding.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 688-691

And there are days, now when things are really bad, and
you know, a child in my class is-- It's just been horrible. And I think about that

boy and I think if we had excluded him, he probably will have been excluded from,

most of the schools he'd been at, where would he have been now. And like, that

definitely, like, keeps me going some days. I think *he* was such a success story

that-- like, it's ok that I'm feeling this way because we'll get there.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 706-711

but I definitely think like the success stories are so helpful.
Like there are days that you just think like, *[whispers] "I can't-- like, I can-not*

be positive anymore," and I think, *"do you know what? It worked with him. It will*

work with with her, like it it will be fine."

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 714-717

So I think… it is it's like it's so
rewarding. I think as much as it's difficult, you definitely need to stick it out

and, you almost realise, "*oh, okay. This is working.*" And it-- yeh, it's so

rewarding.

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 717-720

I just keep saying to myself like *"I'm going to get to summer and I'm*
going to say, "oh remember when she <u>used</u> to, leave the room? And she doesn't do that

now." And that's because, we didn't exclude." And that's why I say to myself when I

get to end of the day

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 720-726

And, like, like that was
amazing. And I always, think of him, like, when I'm there lying in bed thinking like,

"*that was horrible today,"* and I think like "*no he managed it and we all managed it*

here", but I think you need like that, hope [**TB:** Mm hmm] That like glimmer of

something to hold onto, or I think you could really easily, just become so disengaged

with, with teaching,

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 732-737

I miss him telling me stories. Or … him showing me tricks on his bike
or … I don't know he's got another gadget "where did you get that from" and him

telling me about that or, just seeing him sometimes [**TB:** Mm hmm]. He used to come in

with sweets and I used to sit there eating sweets. *[laughs]* [**TB:** Mm] You know so I

do, miss him … And that's not a worry that's like a nice thing I think, that I do,

miss him. [**TB:** Mm hmm] You know. Cos it's been a long time since I've seen him …

> Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 449-454

Errrm … but it's not all negative there are some really positive things. [**TB:**
Mmm] Some really lovely things you know, when he sits and does the work and he's like

"yeh I can do, what they're doing"

Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 471-473

So if we
were doing an activity, I don't know say maths or something … I would give him the

same, concept but different. And he would work with another child or whatever. And to

see him learning, him doing it, is a massive sense of achievement. You know, if we

did painting, he'd sit and he'd do painting. [**TB:** Mm hmm] And that was just a really

nice … positive thing for him.

Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 475-480

And he'd been so absorbed in his painting you know. … We photocopied it
about a hundred times. You know, this one's for this person and [**TB:** Ahh] this one's

for that person and this one's for you and this one's for the office, you know. His

picture was everywhere. But he went home and he was really happy [**TB:** Mm hmm mm
hmm]

and you know I'd like to send him home happy, and it made me happy and then I said to

everyone you know "if you see this picture it's his, and look he did this" … and then

it made everyone more positive [**TB:** Mm mm hmm] and it gives him a better, image,

around the school you know?

Code: ● Subtheme 2: An Intense Relationship > A rewarding relationship - celebrating successes
Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 487-494

Code – "Accepting limits to success"

Erm, … he loves maths, and with English I think he
actually quite enjoys it, so he it's easier to keep him focussed … erm … but I think

the other subjects he just doesn't see the point … [**TB:** Mm hmm] So … ya know you have

to accept, that there is a limit to what you're going to get out of him … erm

Code: • Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 146-149

And managing that, and

accepting, that until we get him into a better place … there will be a limit to his

successes [**TB:** Mm] and as long as we get some and we celebrate them [**TB:** Mm hmm]then,

we're making progress with him because we weren't getting that at all at the

beginning

Code: • Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 161-165

I need to find something
that's gonna to make him, respond more positively." Erm, however it's also about

being reali- realistic.

Code: • Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 371-373

I would say it
it it's you know not, I mean we've only I think, ever erm fully excluded twooo? ….
three children? [**TB:** Mm hmm] So I I you know but they are children that will go one
way or the other.

Code: • Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 114-117

Erm … … I mean its hard work. I do enjoy it. I *really do* enjoy it erm, … … yeh
sometimes you wish – er the trouble *is*, that … you want more time, … but if you had
more time you wouldn't spend as much time with the children.

Code: • Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 477-479

So it's quite difficult [**TB:** Mm]
erm for them. I mean I can't see, a way out for him. Erm I hope he doesn't go erm down
the exclusion route ya know erm but, what happens at home is is gonna to be the most
influencing factor erm we can only deal with him six hours a day you know and there's
twenty four hours in a day

Code: • Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

you can only do what you can do in a day.

Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 143

There's nothing you

can- I mean, you can make his day at school the best it can be but, ultimately he's

still gonna go home … to that

Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 172-174

So you know we have him for what six

hours a day but, you can do as much as you can *[laughs]* but ultimately you know he,

spends the majority of his time at home

Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 174-176

but like I say we we do our best *[laughing]*

but what can you do we don't have him all the time

Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 542-543

but its completely out of

your hands. You do what you can do, within the time you have at school and make sure

that the school experience is a good experience …

Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 556-558

I really hope it doesn't but I …. I feel- you felt guilty about

it, I kind of don't really come in with a positive mindset anymore. Like an

optimistic mindset. I think it'd be great if things went right, but realistically,

they probably won't, and at least if, I think of it as it not going right if it

doesn't, I'm not surprised. [**TB:** Mm hmm mm hmm.] But if it does then, oh great,

that's a good thing. I'm kind of at a point now where I think, if I think *negative*,

then at least I would either be right and then it's not awful cos, I thought that was

gonna happen or, it was good.

Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 235-242

it is frustrating for me because I want to see him
make progress. I want to see him read and write and spell and have a social erm,

community within the class. That frustrates me because as a teacher they're things

that are built in me that I want every child to be able to do.

> Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 68-71

I just want what's best for him. I want him to be in school. I want him to be able to
read, and write. I want him to be able to go out into society and … do the things

that a normal, … you know, ten year old child should be able to do. [**TB:** Mm hmm] And

he just, I don't think he will be able to do that, … you know.

> Code: ● Subtheme 2: An Intense Relationship > Accepting limits to success   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 320-324

Code – "Personal impact – sadness / feeling powerless"

Because I see a child who's … … … has … so many issues, that I feel sad that… …
I wanna do more to support him and more to help him on his journey through education,

and … there's so many things get in the way of doing that. And it makes me feel sad.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 9-11

sometimes it's hard cos you think
"I've run out of ideas [**TB:** Mm] *What do I do next?"*

TB: Mm hmm. And what do you do next?

PP: Sit in the corner and cry.

TB: *[laughs]* Ohh no.

PP: *[laughing]* No it's not that bad. Erm, no you just, I think sometimes you just

need to take a break from it.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 348-354

and …. I suppose for me the … the most *difficult*

times this year have been, you know the most *difficult* time this year was the first

exclusion. [TB: Right] Emotionally, …

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 460-462

Mmm. For me *personally*. Mmm

TB: Because you were so upset that it had happened?

PP: Yeh. … Because I was …. I was shocked by the language he'd used. I was shocked

about the way it had happened [**TB:** Uh huh] … I felt sad for the children who'd ex–

been on the receiving end

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 464-468

Erm … but I don't think he had any connection with it in the sense

of thinking, *"oh dear I am in big trouble here."* [**TB:** Mm hmm] I don't I don't think

he saw it like that at all. … Erm, … …. *[moves mouth]* But it I felt, I felt …. I

felt really sad. Really really sad.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 480-483

I I I did take that, it took me you know I had to go home and

… I was upset when I got home cos then I you have time [**TB:** Mmm] and you sort of come

back to into your own thoughts [**TB:** Mm] and I just thought *"I I'm so disappointed*

that it came to that."

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 498-501

He was excluded, during Year 6, for something that happened with

another adult. Err … and … again, I have to say I went home *really* upset when I

heard, because …

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 519-521

it went downhill and he
started to, the behaviours that they were seeing in there, we haven't seen in here.

[**TB:** Right] but they had been there before, but they certainly hadn't been there in

year 5 and I just, I felt sad that, and upset that, his behaviour had ... had, become

out of control

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 531-535

And so I'd say *"well just stay here and calm
down, that's fine."* You know ... erm [**TB:** Gosh] ... being there for them I guess. [**TB:**

Mm hmm] But then you start to, when they when it goes wrong, you feel it because

you've given up ... you've given a bit of yourself to them I suppose

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 562-565

you know you've you've helped that child on that journey [**TB:** Mm hmm] and that you
know it means a lot erm ... so yeh it can it can be, emotionally, this time of year

particularly with them going off [TB: Mmmm mm hmm] it can be ... because I kind of give

my whole self to them

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 598-601

You know yeh I do. I think that's because I've, come in later to teaching, I
think. You know, erm ... because of what happened in my personal life and because of

what happened that made me reflect and change my career [**TB:** Mm hmm] I think I give

everything [**TB:** Mm hmm] and it take- it does take its toll.

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 603-606

I mean, ... yeah, we have our difficult days, with him and you know it
takes its toll on you. *[laughs]*

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 90-91

Erm, I think that's what I explained, erm when they run away and I think they feel
sad you know and and they don't know another way out, of of that situation …

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0

Pp 2 - Lizzie - Interview 1, Pos. 206-207

Erm *[coughs]* a again it's this sadness. You just think how is a little seven year
old boy know those, words? and is able to, you know

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0

Pp 2 - Lizzie - Interview 1, Pos. 340-341

But, erm yeah, I've got the elf on the shelf, I mean they
go bananas over that every morning when I move in to do the place but, erm that is
kind of the only thing that we're really doing and in class which is a bit- I feel
it's a bit *sad*, for the children. Erm, but on the other sense, side of the coin, erm,
they just can't cope with it. …

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0

Pp 2 - Lizzie - Interview 2, Pos. 103-107

The additional part, for teaching children at risk of exclusion is, the *stress,*
erm, involved, erm, because as I said to you before I, erm-- It has an emotional
effect on me because you *want* the best for those children.

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0

Pp 2 - Lizzie - Interview 2, Pos. 137-139

PP: Erm it's yeh it's massively upsetting. I I mean you sort of have to, keep your
professional hat on don't you *[laughs]* but I I write everything down, erm, sort of

how he's saying it, and erm obviously you can't ask, leading questions or anything

like that you just sort have to be a listening ear [**TB:** Mm hmm] Erm, a couple of

times I've asked him, "well you know, how has that made you feel?" And erm, yeh, it

is it is really upsetting because, at the end of the day he is only five

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0

Pp 3 - Emma - Interview 1, Pos. 166-171

And I, I mean I know
that the adults that work with the other children so XXXX who's in there with at the

moment works with the Year six child, she's her one to one. But obviously she's not

here so she's been put with XXXX, she says all the time like, "*Oh, you know, I asked*

her to do the learning and then she, I don't know like threw a chair. I shouldn't

have asked her to do that."

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0

Pp 4 - Charlotte - Interview 2, Pos. 519-524

And then we're always saying like, *"You know, actually*
you should have" like you just kind of like you've done the wrong thing, but equally,

you can't tip toe around them [**TB:** Mm hmm] like they're here to learn how to do those

things.

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0
Pp 4 - Charlotte - Interview 2, Pos. 524-527

that you just leave them be and say, *"oh they had a really good day sitting*
and colouring". But I think a lot of the, the adults here are, so invested,… and

really believe that ethos of the school that, we do kind of like torture ourselves

with, you know, "*if I hadn't done that or if I had done this differently*" [**TB:** Mmm
mm

hmm] or things like that. …

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0
Pp 4 - Charlotte - Interview 2, Pos. 532-536

Yeah, it is quite shocking actually because you... er yeah they were both, they
were both such, individually, when you get them on their own, and you, have a

conversation with them, erm …

Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight
score: 0
Pp 5 - Naina - Interview 1, Pos. 183-185

Yeh he erm he makes me sad sometimes when I think about … things he doesn't have, or things he should have. Or … the relationship he's got with family members and

things like that that makes me quite sad.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 79-81

You can't change the family. You can't change him, because that's, what he knows, that's how its, built into him. And family influences, both negative and positive,

make that very difficult [**TB:** Mm hmm] you know? [**TB:** Mm hmm]So the only way I can

help and support him is when he's in school. If he's not in school … [**TB:** Mm hmm mm

hmm] what can we do? And then I feel frustrated. [**TB:** Yeh. Of course] … yeh.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact - sadness / feeling powerless   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 464-468

Code – "personal impact on health and well-being"

TB: You're talking to me having still not had lunch?
PP: No, my lunch is sitting over there. That's my lunch. *[laughing]*

TB: *[laughs]* Do you want to go and get it?

PP: No, no its fine *[laughs]* I'm past it now [**TB:** Oh my goodness] But that happens.

[**TB:** Mm hmm] That happens, and … … *[sighs]* you know I **don't mind** because … I feel for

him

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 269-274

You have the half term break and you come back and you see
it through different eyes. [**TB:** Mm, mm hmm] Cos you're refreshed and you … you're

recharged and, you have that energy back. [**TB:** Mm hmm] So the holidays are key times.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 359-361

But yeh I can go home I go home and think
[whispers] "I haven't sat down all day…. I haven't had a moment." [**TB:** You haven't

had lunch.] And I've got I've now got 90 books to mark. You know. *[laughs]* I haven't

tonight obviously but you know what I mean, in the normal course of a day [**TB:** Yes]

potentially, [**TB:** God] … and then that impacts on my home life and then that it then

it takes then the emotional and stress impacts, erm, at home probably more than it

does here.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 573-579

you know you get the
question *"have you had a good day today?" [laughs]* and you feel like you say *"no"*

everyday, when you go home. … But it's not … ya know that's … you know yeh that puts

a *strain* on the relationships outside school. [**TB:** Mmm] Sometimes it does … and

sometimes you need the support of people at home, to allow you to come in the next

ready for the next days challenges. …. Yeh. it it is wearing. It is tiring. …

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 588-593

I think I give
everything [**TB:** Mm hmm] and it take- it does take its toll. And then, you need your 6

weeks [**TB:** Definitely] to come back refreshed. *[Laughs]*

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 605-607

And that-- that's just
because I believe he has the right to be in school like any other kid. You know? [**TB:**

Mm-hmm] No. I mean, … yeah, we have our difficult days, with him and you know it

takes its toll on you. *[laughs]*

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
> score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 88-91

Sometimes it's erm, … sometimes it is frustrating I'm
really tired today. Erm I was I, worked very late on erm Thursday and of course that
has a knock on effect. I was tired on Friday and I'm tired this morning cos I worked
at the weekend. Erm, … *because*, you spend so much time in the class, on the behaviour,
trying to get them to sit down trying to you know and as you've seen you know when I'm
tired I lose my thread when I'm talking *[lau*

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 390-395

And when you're tired you know you have to really, work, to keep your,
end up and [**TB:** Mm mm hmm] erm you know not be snappy and and things like that.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 398-399

sometimes erm,
we might have a xxxx meeting and that might take up most of my PPA time, which means I'm not doing my planning, so I [**TB:** Mm] have to do that at home. So all *all* these things, have knock on effects. And again at lunchtime if he's, if there's been an incident, erm I will have meetings, erm, about what we're gonna do next,

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 404-408

again that has an impact on my, wellbeing erm [**TB:**
Mm hmm] if you like. I have erm, epilepsy. Erm and sometimes if I've over tired erm, I have had, I've had, two fits at school. [**TB:** Really] Erm … yeh but it … I I mean I yeh, I don't know that its … associated with, [**TB:** No] it's just generally it's being a teacher really.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 420-424

I mean sometimes I feel guilty because, when it comes to the end of the lesson and the end of the day, and erm my husband picks me up, from school and, he's in tidying up my classroom when really he shouldn't be, it's not his job, erm because he wants me to go home, erm, … that kinda stuff I kinda feel guilty

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 446-449

It's quite difficult. I had quite a few tears with the erm, EP yesterday. [**TB:** Mm hmm] Erm, because it kind of, washes over you a bit, and you suddenly sit down and you look at it all [**TB:** Mmm] on a piece of paper when you think actually, it's no wonder I'm lying awake at night and worrying about it [**TB:** Mmm, mmm] too, which I was doing last night even.

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 76-80

It has an emotional effect on me because you *want* the best for those children. I mean, you know if
you're-- If I'm honest, I-I-I'd-I'd like to think most teachers imagine teaching to be, looking after kids in-in- I mean in-in lots of schools, it's is *not*--it's very

results driven.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 138-142

erm, sometimes at the weekend, erm, you know, I mean I went to
Brighton at the weekend erm, not last weekend the weekend before, and I have suffered
for that. I'm still suffering because I haven't got, planning, you know, I haven't
done enough marking and-and things like that.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 253-256

Yeah-yeah. So it's, uh-- I'll generally work at-- My aim is always to, erm, have
one day off the weekend but that doesn't always happen.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 259-260

Erm, … yes. Well, family things aside, I've got two teenagers [**TB:** Mmm. Mmm] and
my dad died last year [**TB:** Mm] well, this year actually. Erm, so you know, it's gonna
be a bit tricky but yeah [**TB:** Mm hmm] I've got 16 on new Year's Eve *[laughing]*

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 263-265

Uh, my husband knows the children's names and, erm, that's it I mean that's not
professional either is it but first names. [**TB:** Mm hmm] Erm and I very often-- Erm,
I-I can't drive it at the moment. So, erm, he picks me up from school. So, very often
in the car on the way home, I'll tell him all about, you know, these different little
things that have happened in the day and so and so did and he'll say, "oh what did
blah blah do" [**TB:** Mm hmm] And things like that so, yeah.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 271-276

So, … yeh…. Yeh I don't know, it is really
hard. I mean I feel like now that I know him well enough, I feel more comfortable to

sort of, I'll sit next to him and, we can have a chat and, … you know I sort of feel

like I can predict his behaviour to a certain extent … but, initially, I was hugely

wary, and I was sort of, … sort of sitting in a way that would protect myself if

anything were to happen. And just thinking about that whilst you're trying to help

with Maths work or something is just crazy.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 402-408

I'll have other things

to think about. *[both laughing]* But no I do--- I have erm, said to my class I'll come

and pop back in, and he's really keen for me to pop back in as well, erm which is

really nice, because we would see-established a good relationship, [**TB:** Mm hmm] so …

yeh. … Yeh

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 109-113

I was- I was made aware that he,

erm, he's- he's got a baby brother, and when his mum was pregnant he erm, he- he

attacked her. Erm, because he understood that there was a baby inside of her and he

knew that he could hurt, the baby so, when I read that, I kinda got a bit like, "Oh

my goodness, like that sounds terrifying."

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 134-138

So, initially, if I'm being honest, erm, I

kind of had, mm I made sure that there was a bit of a distance between us so, erm,

like physically as well. [**TB:** Mm-hmm] So erm, because a few times, he has like fits

of rage, and I had to turn my back because he lashes out

> Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 138-141

So, in that situation, I can, maneuver myself, erm, away from

it and- or, we've had XXX training as well so we know how to, handle. [**TB:** Mm-hmm.]

But it's, yeah. I think obviously, like human nature, you want to protect yourself

first don't you. Especially when you know you've got like a baby, you're like, "oh my

goodness, like I need to protect my baby,"

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 167-171

PP: I think it's it can be really frustrating, because … obviously like teachers are overworked anyway and I spend a lot of my time, thinking about additional things. And you kind of, I kind of get like angry at myself 'cos I think like *"this doesn't need to be what you're thinking about right now like you have all of tomorrow to think about it".*

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 80-84

you know, there are some weeks where I get to the end
of the week and I think I'm like desperate for something, to change. Or, like just to

have one settled day, where she sits, she does her learning and we don't have to

evacuate the classroom, or one, you know session where she doesn't call out and she

doesn't throw things at other children, and erm it does its, I feel like it's quite

draining.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 173-178

So it definitely is then draining
when you haven't got one child that you're constantly thinking about, there is three

children that you're constantly thinking about and, there's another like two in the

class next to me and they keep joining and, becoming like a big gang of *"ooh let's*

all do the wrong thing." E

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 244-248

And I definitely think it impacts, my teaching
you know there are days when like if I were to be dealing with a child until 25 past

one and I have five minutes to, go to the toilet, potentially get, like, something

sugary so I have energy and then now we're back and we're teaching and I'm supposed

to be *[laughs]* not angry, not upset at the rest of you because none of you did anything wrong but also, not upset or angry at the child who's done the wrong thing because, they're doing it for a reason like it's it doesn't work to be angry at them and-and shout at them and, you know, show that you're annoyed because, you're just, encouraging them that you know, *"people don't like me, she doesn't want me here, I might as well do all the bad things so that I, go."*

> Code: • Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 364-373

I think yeah, definitely that is like, the hardest part and the most *draining* like, I don't, I don't think really I ever to go home-- I probably did in the beginning, but I don't go home now and think, *''oh, I'm not ready for tomorrow's lesson.''* Because if I'm not, it's fine I can get it done. But I definitely go home sometimes and think, '*'I'm definitely not ready for that child tomorrow."*

> Code: • Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 373-378

And, although he's part of my class, he has a one to one, he has that support so I can't do anything to help him and that stresses me out because I know him so well I know his triggers and his points and I just wanna help him

> Code: • Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 21-23

And thats stressful that I can see something happening and I can't get out there and I can see his stress and his worry sometimes and that stresses me out a little bit.

> Code: • Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 24-26

Horrible. Really horrible. Because, I wanna spend as much time with him as I can, because we've got a really good relationship and with mum I've got a really good relationship. But I have to be able to step back and let oth- let him develop relationships with other adults and his one to one,

> Code: • Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

yeh and then that links in with my stress and then my worry and then I feel
protective [**TB:** Mm hmm] [sighs] eh. So I haven't seen him for a while now and, I'm,

I miss him. I don't see a lot of him when he's in school … but I miss him. And I'm

just worried about where he is, what he's doing. Is he safe? Where did he sleep last

night? Has he eaten? You know, is he out at 9 o'clock at night on the streets. I just

can't help but worry about it. There's not a lot I can do about it.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
score: 0

you know so … they're they're a very interesting family but some mornings I'm
like [sighs] some mornings she comes in and shes like "ohhhhh" and then she leaves

and I'm like [sighs] "woah. I don't really know what to do with that." Close the door

and then I've got to kind of get back into teacher mode ready for when everyone else

comes in. … you know-

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
score: 0

sometimes you just need to
vent at someone don't you to make you feel better don't you but then you don't

realise the impact that you have on that person [laughing] [**TB:** Mm hmm] So sometimes

I need like right I need five minutes to just go and vent at somebody else [laughing]

or go and scream into a pillow for five minutes

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight
score: 0

Em so yeh so that where this whole protective [**TB:** Mm hmm] … thing, kind of comes
from [**TB:** Mm hmm] you know. It's weird. it's a really weird feeling. [**TB:** Mm hmm]

It's a really weird feeling.

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 313-315

But I can't dwell on it. I can't let
it bother me [**TB:** No] you know. It's really weird. It's a really weird feeling. [**TB:**

Mm hmm] Yeh. [**TB:** It's very it-] Yeh. I dunno … Yeh. … It's it's it's just hard

Code: ● Subtheme 2: An Intense Relationship > Personal impact on health and well-being   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 318-320

Code – "It's personal – how I see my role as a teacher"

I don't I don't think it has. It just, it's part of my job. [**TB:** Ah] I don't, I
don't see it has any impact on me. I mean yes …. there are times when, you think

[whispers] "just deal with it, don't come and ask me to deal with it again,

pleeeaase, [**TB:** Uh huh] *I've only just sat down."*

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 342-345

you know … … it's my job, he's in my
class. I want, I want to see him flourish and and become, *less* of the label he's

acquired and so, try to do whatever I can … erm … sometimes it's hard cos you think

"I've run out of ideas [**TB:** Mm] *What do I do next?"*

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 346-349

Erm, so,
you know it's important, emotionally to take that time out … and just sort of reflect

on your practice and think *"actually, I need to find … I need to find something*

that's gonna to make him, respond more positively."

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 369-372

Erm but there were other days when you see the side of him, which is why you do
it *[laughs]* [**TB:** Yeh, yeh.]

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 404-405

But that's,

that's what we're here for isn't it? I think. Well that's what I'm here for. [**TB:** Mm

hmm] For those moments where, a child is, in need of some support … [**TB:** Mm hmm]

that's my job to do that. [**TB:** Mm hmm] But yeh I can go home I go home and think

[whispers] "I haven't sat down all day…. I haven't had a moment."

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 570-574

Erm,

but the reward at the end the the … to see them flourish and … like the boy in year 6

[**TB:** Mm hmm] who's leaving tomorrow [**TB:** Mm hmm] coming up to me and saying …
"you're

gonna miss me aren't you you're really gonna miss me" [laughs] [**TB:** Ahh] knowing that

he's, [**TB:** Mm hmm mm] you know it's how he feels [**TB:** Mm hmm yeh] you know that's
….

you know you've you've helped that child on that journey [**TB:** Mm hmm] and that you

know it means a lot erm

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 593-599

You know yeh I do. I think that's because I've, come in later to teaching, I

think. You know, erm … because of what happened in my personal life and because of

what happened that made me reflect and change my career [**TB:** Mm hmm] I think I give

everything [**TB:** Mm hmm] and it take- it does take its toll.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 603-606

Yeh. Just listening to them. Sometimes that … … knowing that you have given them
that opportunity and that space, to hear what they've got to say [**TB:** Mm hmm] erm, I

don't know if that's really an emotion it's just part of the process really [

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 611-613

I'm not gonna stop fighting for you. And I'm not gonna
stop supporting you," [**TB:** Mm hmm] and I-- and I won't." And that-- that's just

because I believe he has the right to be in school like any other kid. You know? [**TB:**

Mm-hmm] No. I mean, … yeah, we have our difficult days, with him and you know it

takes its toll on you. *[laughs]*

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 87-91

He's got a

very, nice, kind, thoughtful side," and it's about that that you put the effort in.

Flourishing and growing that [**TB:** Mm-hmm] 'cause that's what gives you, the

encouragement to keep going, I suppose, and not to give up on him [**TB:** Mm-hmm] as a--

as his teacher. You know.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 105-109

And also, you know my divorce and all that sort of stuff means

that I want every child to be given that 100% chance [**TB:** Mm-hmm] regardless of where

they come from [**TB:** Mm-hmm] regardless of how difficult they-- because at the end of

the day, he is who he is because he finds life difficult.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 149-154

We know he functions in a

different way [**TB:** Mm-hmm] to other children in the class. He wouldn't behave like he

did if he didn't. [**TB:** Mm hmm] So therefore, we have to, support that and give him

the same chance that we give that child who sits there and never does-- puts a step

out wrong. [**TB:** Mm-hmm] And I do believe that. [**TB:** Mm-hmm] And I-- you know in my

own life, I believe that, … how could you ever treat a child not in the way I treat

my kids. *[laughs]* [**TB:** Mm-hmm] So I don't really get it when people don't like.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 1554-160

A lot of people, erm, would think about erm wou – in my
experience, erm *[sighs]* develop a kind of, I don't know how to put it sort of put it
in a politically correct way *[laughing]* [**TB:** It's alright] Erm, as as teachers and
TAs, erm you're dealing with these children and and they're just, you know you I can
see why other people would get angry with them [**TB:** Mm] Erm and I…. like to think –
sometimes you it it does affect you but … I I, try and feel or I I *do* feel, very sad
[**TB:** Mm] because I think this child, you know, its learned behaviour from somewhere …
[**TB:** Mm hmm] somehow [**TB:** Mm hmm] erm and that what what has that child seen and I
,
genuinely feel quite sad and emp- empathetic?

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 98-106

in in a weird way I quite enjoy it
that's why I work in a school like that erm … I enjoy trying tooo … … support them?
[**TB:** Mm hmm] To help them? [**TB:** Mm hmm] Strategies, erm I mean I've got how many in my
class at the moment? One, two … three … … yeh probably three, who are, at risk -
TB: So you have three children who are at risk of exclusion?
PP: Yes.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 107-112

Erm so yeh I enjoy developing strategies and working with the children. Building a
relationship with the children erm and you know, just trying to work on them if you
like. ….

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 153-155

Ok. Well the thing is building relationships, …. One of my erm … … biggest beliefs
if you like, is that erm, that an expectation of a child – if you meet a child
expecting that child from whatever you've heard in the past, expecting that child to
walk into your classroom and th- behave the same way as that child always has behaved,
[**TB:** Mm hmm] in other classes and things like that then, they're gonna live up to your

expectation [**TB:** Mm hmm]erm, and I kind of try and pride myself if you like of
expecting them – my expectation being the same, as others erm,

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 159-165

Erm, there's an element of it that I quite enjoy. Erm, some people work to live
and some people live to work and I, *[laughs]* [**TB:** Mm hmm] *although* I've got a family
and children I *really* enjoy it [

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 416-418

Erm somebody said to me once erm, *"if you*
enjoy what you do you'll never work another day again." And that's how I feel erm erm,
about the job

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 418-420

My biggest-- I don't really know where this has come from. Erm, my biggest thing
is, erm, expectation. [**TB:** Mm hmm] So, when I walk into the classroom, I find a lot
of- this is not necessarily in my professional career, but in my life. [

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 296-298

So, very often, when there's been an issue, the last thing I say to the
child is, tomorrow is a new day. We'll start again tomorrow. [**TB:** Mm hmm] And when
that child walks in the classroom, I do not-- I-I try not- [**TB:** Mm hmm] -to expect
them to misbehave. [**TB:** Mm hmm] Erm, I come in, I talk to them and say, "*We're gonna*
have a good day today."

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 303-307

And, I think, that's really important. So I'm expecting that child, erm,
to, not only behave but achieve as well.
[**TB:** Mm hmm] So that's actually my biggest they call it pedi-pedi-pedigogy if you
like, yeah.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight
> score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 310-313

You do what you can do, within the time you have at school and make sure
that the school experience is a good experience … so thats I think just trying to

find, initially, I was just trying to find a positive, like a reward for him or like

a positive, something for him to have that sort of, it sounds really dramatic but

something positive in his life … *[laughing]*

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 557-561

Because, I think, when you get into
a spiral of that behaviour, and that … erm, I don't know, it's sort of like you get

stuck in that, don't you, in a rut and erm, I just didn't want that to be, *forever*.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 561-563

Yeh, I mean, I think the thing is with, with any teacher, you get attached to your class don't you, and you want them to do well. And especially with the more

vulnerable children and you just, you just hope that they're gonna, carry on--

especially if they're, he's in such a positive place

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 98-101

Erm, you can tell that you know, if
your teacher doesn't like you or not. Erm, I think maybe that has influenced the way

that I am in the fact that I had all my children know that I like all of them and,

treat them all the same and, obviously there are exceptions to the rule and like this

boy has different things in place but, I have the same expectations of him [**TB:**

Mm-hmm] as everyone else, erm, … yeah

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 331-345

he knows
that I want him to do well. He knows I don't want him to quit and, erm, … he knows I

want him to be happy so, I think … he must know that. I'm sure he knows that. [**TB:**

Mmm, yeah] And I get quite defensive as well. *[laughs]* With the other teachers, I'm

like *[whispers]* "he's not that bad."

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 381-385

So it's you're kind of trying
to change their like psychological understanding of the world around them, and, turn

it from having like an external, locus of control to an internal. We want them to

understand, "*No, it's everything that you do is down to you, not us.*" [

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 437-440

Erm, and, something that just like summed it up for me so much, I never even

considered in that way before has been XXXXX our assistant head had like read out

some statistics about like, you know, children who are- erm children who are more

likely to have emotional and or mental health difficulties are children from like

single parent households, children who are, erm from you know low income families,

things like that. And every single one of them I was like "*yep me, when I was*

younger, yep me."

> Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 568-574

Erm, and she said, "*You know, there are some children who are lucky enough to be born into a good family, and even if they're not, there are children who*

are lucky enough, for whatever reason. Whether its nature or nurture or you know,

genes, just coped." And I think me and my siblings are lucky enough that despite

having not the greatest childhood, our …. genes whatever we were programmed and

whatever the outcome was it-it-we just are lucky enough that it didn't affect us in a

negative way.

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 574-580

And I just like I so desperately want, to be that adult, for her.
[**TB:** Mm hmm] Like I want her to go home, and think like you know, *"Ms XXXX said that,*

tomorrow I'm doing this and I believe her" and I do think she does believe me, but

like that's kind of it's not her fault. [**TB:** Mm mm hmm] That's her kind of experience

is.

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 618-622

Like I

want them, to not get older or I just don't-I hate the idea of, any child-any child

but especially the children that you spend, six hours a day with, going home and

thinking like, *"Oh nobody likes me or nobody ever are nice to me or I--"* [**TB:** Mm hmm]

or not feeling safe at school cause they think adults can lock them in rooms- like,

it's just horrible. [**TB:** Mm hmm] And I just, yeh I think I have like a desperate

need-like, a need to stop that. …

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 690-696

PP: Frustrating. … Really frustrating. I think it's more frustrating for the other
adults that work with him now. Erm it is frustrating for me because I want to see him

make progress. I want to see him read and write and spell and have a social erm,

community within the class. That frustrates me because as a teacher they're things

that are built in me that I want every child to be able to do.

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 67-71

Erm, … in a way I like it, because, it gives me a sense of purpose and it makes
me feel like, do you know what I can work really hard to achieve something … and I

can show everybody like *"this is what I can do, so I can do it again"*

Code: ● Subtheme 2: An Intense Relationship > It's personal - how I see my role as a teacher   Weight score: 0

Code – "It's personal – comparisons with own personal experiences"

I mean I guess that in my own private life and my own home life, I have—my partner's relationship, his children's relationship with their mum is very volatile.

And, I think-- And-And also, you know my divorce and all that sort of stuff means

that I want every child to be given that 100% chance [**TB:** Mm-hmm] regardless of where

they come from [**TB:** Mm-hmm] regardless of how difficult they-- because at the end of

the day, he is who he is because he finds life difficult. We know he functions in a

different way [**TB:** Mm-hmm] to other children in the class.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 149-160

if I really knew what was going on in their heads then, … I would be able to fix it? [**TB:** Mm hmm mm hmm] Erm yeh that's probably a *little* bit too involved but, you know, I've got children of my own and [**TB:** Mm mm hmm] yeh …

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 263-265

You just think how is a little seven year old boy know those, words? and is able to, you know I mean they play these video games [**TB:** Mm mm hmm] and and stuff that, you know, I've I've got teenagers that I wouldn't be happy with them, … looking at really. [**TB:** Mm hmm] Erm, … yeh.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 340-343

Erm, there's an element of it that I quite enjoy. Erm, some people work to live and some people live to work and I, *[laughs]* [**TB:** Mm hmm] *although* I've got a family and children I *really* enjoy it

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 416-418

He's one I'm managing, I'm able to switch off from. I know he's out till late at night you know past dark, erm which again, I wouldn't be happy for my fourteen and thirteen year old out never mind a seven year old [**TB:** Mm hmm mm hmm] erm, … but they, you know, it's not an ideal situation but they erm … … don't worry me as much as perhaps the girl with the police would worry me.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 616-620

So when my children have been going to school, when I went to school, I didn't have a great school career, particularly primary, erm, it's an expectation thing [**TB:** Mm hmm] So if a-an adult expects a child to come in the classroom and behave in a certain way [**TB:** Mm hmm] I believe that child is gonna live up to that expectation.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 299-302

Erm, possibly from my own personal experience, erm, it, erm, I d- I did a Psychology degree, so, erm, I probably picked up more through that. I had, erm, a bit of an issue with my daughter when she was in year two, who locked horns with her, head teacher. [**TB:** Mm hmm] Erm, and it was kind of she began to write things-- Do you know like, look for things- [**TB:** Hmm. Mm hmm] rather than things just happening [**TB:** Mm hmm. Mm hmm] and things like that. Erm, and yeah, so, it was a a sum of all [**TB:** Mm] those things [**TB:** Okay] Really.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 316-322

so, I would say that

actually, my infant and primary was like quite a good- I don't really, yeah I was

quite happy. Secondary I wasn't so much *[laughs]* That's interesting I have-- I have

never thought about that *[laughs]* Yeah and then, erm, primary was- was all good for

me. I had quite a happy primary school time but, erm, yeah I found secondary hard

and, erm, I had a bit of a joker for a brother and he was, older than me, so I then

became "so and so's sister-" [**TB:** Mm. Mm-hmm] and, I think people didn't really like

me *[laughs]* like the teachers took a bit of a disliking to me. And you can tell as a

child if someone doesn't like you.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 323-331

Erm, you can tell that you know, if
your teacher doesn't like you or not. Erm, I think maybe that has influenced the way

that I am in the fact that I had all my children know that I like all of them and,

treat them all the same and, obviously there are exceptions to the rule and like this

boy has different things in place but, I have the same expectations of him [**TB:**

Mm-hmm] as everyone else, erm, … yeah I've never really thought about that.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 331-339

I-I-I had

a bit of bad experience with the teacher, in the fact that, erm … I just-I just

thought I wasn't very good in Maths-[**TB:** Mm-hmm] because she told me that I wasn't very good at Maths [**TB:** Mm-hmm] erm, but actually it turns out I'm not that bad in

Maths *[laughs]* Erm, and I think a tea- a teacher is like a huge influence on the way

that you see yourself [**TB:** Mm-hmm] as well. So if, … if your teacher sees you in a

negative light, then you're probably gonna, think quite neg- negatively about

yourself as well, erm, … so I hope that- I t- I try and make it positive [laughs] so

I hope that, the children, yeah, see themselves positively and, … and see that I

genuinely want them to succeed and, yeah, I hadn't ever thought about that *[laughs]*

I just don't like giving up *[laughter]* and as well, aswell, I think as well, if we're talking about my secondary school experience, I think a lot of teachers gave up on my and me and were like, "Oh, she's not gonna be able to do that- she's not gonna be able to do that." And then, it does make you think like. "I'm obviously not able. I can't do that." [**TB:** Mm-hmm] Erm, cause I ended up having to retake a few of my GCSEs [**TB:** Mm-hmm] and it was purely because, I kind of stopped bothering, because I thought actually, well I'm obviously not good enough, and I'm, erm, but actually no I was good enough and I just needed someone to sort of, like boost my confidence a bit and say actually you know you can do this and, erm, stop having a pity party.

Erm, interestingly, I
had a very similar childhood. So my parents divorced, when I was six, and then my mum

moved us to XXXX when my dad lived in XXXX. Erm, and I mean my dad is like, ideal

parent and I think that I think that their kind of divorce had something to do with

parenting styles.

My mum was like, I talk to XXXXX about her mum all the time and she
says to me you know like *"Mum has, loads of different boyfriends and I don't like*

them." And I say, *"Do you know what, same, when I was young,"* I had like a quite a

turbulent childhood in that, erm, you know, and social services were involved. Erm.

my mum kind of, I think couldn't cope on her own as a parent and kind of just latched

on to, any other adult that would be willing to be there because she didn't wanna be

alone. [**TB:** Mm hmm] And then it-just she didn't have very, positive relationships.

Like her relationships with men were quite toxic, and we, watched a lot of that

Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 554-561

and

I'm-there's six of us, so there's a lot of children *[laughs]* I'm one of six. [**TB:** Mm

hmm] And-and all of us, now like as adults are, you know, fairly successful, like we

we don't have those kind of issues with relationships and things like that.

Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 561-564

And I think yeah, that definitely has shaped kind

of the teaching, and the school that I chose and and things like that. [**TB:** Mm hmm] …

I don't know, it might have, subconsciously been linked to why I became a teacher as

well but, I know lots of people say the whole like *"I went into teaching because I*

want to make a difference" and things like that.

Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 643-647

Erm, I could have been, the other way [**TB:** Mm mm hmm] and

potentially, I mean the schools that I went to, are probably the ones that would have

done permanent exclusion very quickly. And then, like what would my life have been

now. So I-I like find myself, comparing a lot of things, and I think that's a lot of

the reason I am, so invested in her, because I just think like, *"I know what it's like to*, [**TB:** Mm hmm] *you know, to not trust adults and to have those inconsistencies."*

Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 604-618

And so I think, my childhood is *massively* set me up for, this school at least. Erm because I just like, yeah, I just think it like all of that kind of ethos of the score on the things that we believe, you know, all behaviour is communication

Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 622-624

I think massively, that kind of shaped me as a-as an adult. And, I don't know if it was the reason I got into teaching, but it definitely is the reason that, like I cannot see myself moving from this school [**TB:** Mm hmm mm hmm] I just cannot imagine going to a school where, you know, your I don't know, mum's in hospital or mum and dad have broken up or, you know, someone in your family has died and you were really close to them, but don't call out, stop talk-like, I just can't imagine it.

Code: ● Subtheme 2: An Intense Relationship > > It's personal - comparisons to own personal experiences Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 637-643

Erm, it could have been like a, subconscious thing I don't know. But definitely, the kind of ethos of the school and the way I, interact with the children, 100% is linked to kind of my childhood and my experiences.

Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 647-652

Erm, and, something that just like summed it up for me so much, I never even considered in that way before has been XXXXX our assistant head had like read out some statistics about like, you know, children who are- erm children who are more

likely to have emotional and or mental health difficulties are children from like

single parent households, children who are, erm from you know low income families,

things like that. And every single one of them I was like *"yep me, when I was*

younger, yep me."

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 564-574

Erm, and she said, "*You know, there are some children who are lucky enough to be born into a good family, and even if they're not, there are children who*

are lucky enough, for whatever reason. Whether its nature or nurture or you know,

genes, just coped." And I think me and my siblings are lucky enough that despite

having not the greatest childhood, our …. genes whatever we were programmed and

whatever the outcome was it-it-we just are lucky enough that it didn't affect us in a

negative way.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 574-580

I mean, I'm sure there's probably strange things about me that do, but, on the whole, we are fairly well rounded individuals who like trust other people

and-and, you know are honest and things like that. And I just think like, … I could

have very easily come that way, it, whatever it was, my nature nurture genes, had

been different [**TB:** Mm hmm] I could have been the child who at school is really

unhappy.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 580-585

and-and I just think like and if I were, to have been that child, … they
could have kicked me out. They could have excluded me. And where would I be
now? [**TB:**

Mm mm hmm] Like where would I have been now.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 585-587

I probably wouldn't have been a teacher.
I probably wouldn't have had a very stable job. I probably-you know I could have
followed my mom's patterns of of you know relationships and things like that. And
I
think for me, like on those days when I'm ready to scream [**TB:** Mm mm hmm] I just
think like, *"but I just was lucky"* like she just is unlucky, that she's got like a
not great home life and for whatever reason it is, is it resilient, doesn't have a
growth mindset, doesn't trust people, you know.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 587-593

I remember being
younger, being able to really clearly distinguish like my mum doesn't do this, but
other adults do, and so if I can still trust other people. Whereas, you only have to
talk to XXXX for like five minutes to hear her distrust of adults.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 593-596

And I was like, *"we don't have to go in there.*
Pick a room. We'll pick a room that doesn't have a lock on it. Let's check," but she

just is unlucky enough to be in a not have a great home life, but also to have not have been born, with the ability to kind of do that reasoning and be resilient. [**TB:** Mm mm hmm] And I think like-I just always think about, I was, a very well behaved child. I think I went the other way in that, [**TB:** Mm hmm] I was quite wary of like, *"I don't wanna get in trouble, I wanna do the right thing. I want to be good, and be seen as like a good child."* [**TB:** Mm hmm] But, that's just luck. Like that was just luck of the genes.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 604-611

And so I think, my childhood is *massively* set me up for, this school at least. Erm because I just like, yeah, I just think it like all of that kind of ethos of the score on the things that we believe, you know, all behaviour is communication

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 622-624

I was,
an angel try or like I would cry if, you know, if an adult said stick in a sheet and I realised they hadn't. I would like sob because, I was worried about getting in trouble because at home when I got in trouble, it wasn't just a, *"oh stick it in"* you know, you would get in a lot of trouble. And so, for me, I just think like I know what it's like [**TB:** Mm hmm] to have those inconsistencies. I know what it's like to-to have, the person that is supposed to be like, the one person that looks after you and loves you and cares for you in all those things, not do it

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 624-631

And I think, not
to make excuses, but I can kind of, reason that in my head a lot easier than I think other adults in the school, who have had you know, very well rounded, childhoods and

have had like, quite positive upbringings. When they are, you know, frustrated which

they have a right to be [**TB:** Mm hmm] by the behaviours I kind of think to myself *"ooh*

that could have been me" I just could have been unlucky enough to-to [**TB:** Mm hmm] go

that down that tangent.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 631-637

I think massively, that kind of shaped me as a-as an
adult. And, I don't know if it was the reason I got into teaching, but it definitely

is the reason that, like I cannot see myself moving from this school [**TB:** Mm hmm mm

hmm] I just cannot imagine going to a school where, you know, your I don't know,

mum's in hospital or mum and dad have broken up or, you know, someone in your family

has died and you were really close to them, but don't call out, stop talk-like, I

just can't imagine it.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 637-643

Yeh. I mean I have so I have my two younger siblings are 14 and 11 now. And again, like, they have had a much more settled childhood than we did. There's not

really any issues. There's a bit of inconsistencies with like, *"tidy your room" "no"*

"you're in trouble" "tidy your room," "no" "oh well" Like there's always kind of

minor things but it's nothing, awful.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 659-663

But the younger one, erm, he is probably the
kind of disruptive that you would get like a normal classroom. Like he's not going to

be excluded for anything, but he probably annoys the teachers, *[both laughing]*
with

like calling out or like showing off things or like saying, silly comments to make

other people giggle. But I-I think of him as all the time. I think like, bet he's

doing that because he doesn't get a lot of attention at home.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal
> experiences   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 663-668

And I don't-I wouldn't
want, you know, anyone judging him or having a negative overall view of him [**TB:**
Mm

hmm] because of things he can't control. Like he thinks that if he makes a joke,

he'll get attention. And, the boy thinks that, if he makes the same joke 10 times

then it's positive attention.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal
> experiences   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 668-672

And he, you know-I go home a lot and visit to try and
work with him on like, you know, that's really annoying people will, dislike you if

you do those things and not only can we see a big be a lot more informative alley

cause, he's a relative, he's like a younger brother, but, the same thing. Like I-I

just think like, "*Oh I really hope that people aren't judging him and kind of*

labeling him, as like the naughty child" because he's been unlucky enough to not
get

that kind of reassurance at home.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal
> experiences   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 672-678

And I-I think potentially that, it's part of it.

I'm also like a very stubborn person so like, that, could link. *[laughs]* But I think

my, choices and my experiences of my childhood and, you know, having younger siblings

as well, [**TB:** Mm hmm] because I kind of, I see, like my mum will call me and say,

"*You know, XXXX's got in trouble today because he, I don't know like called out and*

said no to an adult" or something. And I talk to him and he'll say, "*Another child*

said something mean to me… and I was annoyed. And then I told him to stop and the

teacher told me off for talking," and I said, you know, had a bit of an outburst. And

I think-I can like-I get it, [**TB:** Mm hmm] you know.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 678-686

Errr, … I mean it's hard. I mean I'm a parent myself so if somebody said to me
"*your child's been attacked by another child*" you're gonna feel concern and worry

and, everything else about your child, being attacked at schoo

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 267-269

It's a bit like you know sending your child to school for the first
day and they cry and you cry [**TB:** Mm hmm] and you're really worried and they've had a

brilliant day but, it's just everyday is just that constant worry, about where he is,

about what he's doing. [**TB:** Mm hmm] Yeh …

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 53-56

[laughs] Well sometimes I do give him a cuddle. [**TB:** Yeh] erm … it's hard
because, being a mum myself I feel very mumsy towards him.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 84-85

I feel like a mum to him yeh. I like to think that I do things differently to how his family work. So I like to think that, like with if he's in a situation where hes really not comfortable like if hes out at play time and theres just too many children. Other adults might be encouraging him to stay out and get used to those kind of environments whereas I can look through the window or be near him and can see that he's just not comfortable and I just kind of wanna "come on lets go somewhere else" you know.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 117-123

Just like my own children I wouldn't want my own children being blamed. If they'd done something wrong, then yeh, they deserve whatever the consequence is but, until you can prove it, … you shouldn't accuse it [**TB:** Mm hmm] you know?

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 286-289

I got cross with him. I used my mother voice [**TB:** Mm hmm] erm, and I told him to get down. And I think at the- he did it. But I had to go quite hard like, proper, cross mother you know, that kind of when you've been full named or middle named, you know that kind of tone your mother gives you [both laugh] you know, erm.

> Code: ● Subtheme 2: An Intense Relationship > It's personal - comparisons to own personal experiences   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 404-407

Code – "Pressure / stress – wanting to make a difference"

So I said, "Well, we need to pull that away, and put people in that he trusts" So myself and XXXX who was just here, the deputy head. And, erm, early years lead, we would be the team around him. So we split our

lunches, three ways, so that we're always out with him. And since then we've-- we
have had less issues.

> Code: ● Subtheme 2: An Intense Relationship > Pressure / stress - wanting to make a difference
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 186-190

And so I think there is that pressure as well as well as you know, especially
children who join, from other schools who have been excluded. You think like, *"Okay
well, we can't let them think that, they can be excluded and they'll just be kicked
out."*

> Code: ● Subtheme 2: An Intense Relationship > Pressure / stress - wanting to make a difference
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 262-265

So I, she joined my class in the January and she spent the first
sort of two weeks, screaming at me that, I should just kick her out because everyone
else does. And then there's almost like that added pressure of, she-- like that's
what she thinks we have to break that.

> Code: ● Subtheme 2: An Intense Relationship > Pressure / stress - wanting to make a difference
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 265-271

I think, definitely I think it's difficult because almost, you feel like you've
got something to prove because you need to prove to them like *"nope, I am here, and
you are stuck with me and you are not being kicked out and, you know, we are going to
fix this"*

> Code: ● Subtheme 2: An Intense Relationship > Pressure / stress - wanting to make a difference
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 287-290

Because whenever this child in question comes up … it's always me. Do
you know what I mean? Because I deal with that child. And that feels- sometimes feels
like a lot of pressure. I cant solve the problem.

> Code: ● Subtheme 2: An Intense Relationship > Pressure / stress - wanting to make a difference
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 384-386

Code – "A powerful child – they control the mood / atmosphere"

So it is, its constant *[motions moving hand up and down]* *"sw
ch ch ch"* like that [**TB:** Mm hmm] roller coaster of, feeling good about where he's at

and then, he brings you back down and you think, *"oh no,"* and then you start to climb

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 451-453

Like they're not going to change, the
dynamics of my classroom they're not gonna – you know if a child comes in upset… you

know that won't be a you know an an evacuation of our classroom whereas this one

child it's like, it could be, it probably will be, it often is

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 115-118

It's like you
wouldn't you would you will always think about it less than before you do it because

you need to know how it's going to go. And there are some children who are so,

powerful, that, you have to think about them, even when you don't want to think. And

you have to think about them ready-

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 441-445

And …
her behaviour is the most, powerful thing of our day. Because it's-it's the thing

that impacts our learning the most. …And then in turn, impacts the rest of the

children. Impacts the lessons that we can do.

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 552-555

Erm, but I
mean this week I have never seen the children in my class as settled as they have

been and that's because, that one child, is in our class. Erm, and you feel a bit

guilty. Like I feel guilty for feeling like, almost like relaxed and at ease

Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
Weight score: 0
Pp 4 - Charlotte - Interview 2, Pos. 184-187

And it is, those three children. Erm, I think as well, even

if, you know they're in year six and year five, four, three, two, one, they're not

dealing with those children but, they are, seeing them running up and down corridors.

They are, watching them you know.

Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
Weight score: 0
Pp 4 - Charlotte - Interview 2, Pos. 275-278

So there'd always be an adults out there like *"no"* and you just

think, "*Okay, so whatever I need to do now I can't do.*" So I think the rest of the

school still feels that. Like that tension I guess, because you can, you can hear

them screaming and shouting and slamming doors and, and you're being told regularly,

"*You know, we can't go down the corridor"* or *"we can't do assembly today because that*

child's in the, in the hall and we can't get in."

Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
Weight score: 0
Pp 4 - Charlotte - Interview 2, Pos. 278-287

Erm, so I do I do think [**TB:** Mm

hmm] even though it's only three children and it's only actually upper key stage

two, and the two children are down that end. Erm, I think the whole school does feel

that kind of atmosphere, but I think, so that's like a bit rubbish.

Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
Weight score: 0
Pp 4 - Charlotte - Interview 2, Pos. 287-290

but there is *definitely*, this week, the change in

atmosphere. Like it just, it, it feels like more settled, it feels like more calm.

You do feel a little bit less, on edge. And the other members of staff have kind of

commented as well that, *[whispers] "oh it's really calm"* And then someone will say

like, "*Well, you know, these children aren't in school."* And then you're like,

[whispers] "oh yeh. It is that"

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 305-310

it's, I I was talking to someone this morning who
was saying, "*It's <u>amazing</u>, how three children, can have that much of an impact* [**TB:**

Mm hmm] *on, you know, 400 odd children in the rest of the school. And the adults and*

the other staff members."

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 310-313

Erm, so yeah I think we all
kind of feel, the tension and the stress. But equally, everyone definitely seems, to

feel a lot more relaxed, now that those children have been in school, which is like,

is sad because then it does make you realise the impact that those children have on,

the whole school.

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 321-325

So it makes a massive difference, just those three children.

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 386

- that they have is immense, *[whispers]* and it's *crazy* because a lot of the
time, I think they don't even really acknowledge that they have that power [**TB:** No]

and that they don't really care.

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 400-402

they're not there kind of thinking, *"I'm going to
make your day rubbish, right? I'm going to ruin this"* but you know I say to the girl

in my class all the time like*, "You have so much power in that you if you do the

wrong things at any point in the day you can decide, "No, I'm going to do the right

thing and then the day you can go better."*

I've had that conversation with over the years and I say to them *"you are in

control of how well the day goes. If a child does something that upsets you, you are

in control of how you respond. If you are angry and you don't want to do the
learning

you're in control to leave the room and spare the child or whether you ask for help

or ask for five minutes."* And I think the common thing with all three of them is,

they don't really believe that.

I think, they kind of have that, external
understanding of control of like, *"Well everything happens to me, you know, it's got

nothing to do with me."*

And I think, the interesting thing is that all three of them are so
quick to blame the adult, *"It's your fault. It's your fault. It's your fault I left

the class. It's your fault I'm staying in."* And you just thi- it just seems to be

really difficult to get them to understand that power

> Code: ● Subtheme 2: An Intense Relationship > A powerful child - they control the mood / atmosphere
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 425-428

Code – "Staying together (teaching class for another year)"

Yeh, so I've put trust. I think that … … for him me moving with them, [**TB:** Mm hmm] will hopefully make that transition a lot easier. He challenged me a lot

more in the Autumn term than he does now, [**TB:** Yep] so hopefully that challenge …

isn't, we're we're working on the right side so we're coming down, and he's not now

go- going in to work with a new teacher who, he will then challenge [**TB:** Mm hmm] in

the same way he did possibly with me at the beginning of, the autumn term,

> Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 199-204

think- I actually think it's a good thing for-for them. [**TB:** Mm-hmm] I mean I think the transition has been easier for them than for him because that first term

is, hard [**TB:** Mm-hmm. Mm-hmm] gaining that trust [**TB:** Mm-hmm] and building that

relationship. And … I think for him he hasn't had that complexity of difficult

situations. You know, its me. He knows me. He knows what to expect from me. And he

knows what my TA is like.

> Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
> Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 94-99

PP: Yes. You never know, when I come back from maternity I might have him next year
[laughing] yeh, no.

TB: And what does that feel like the idea of that?

PP: Actually, do you know what, I really wouldn't mind. I really wouldn't. they're a

lovely class and he is, a lovely boy and- and I think actually some of- some of his-

his problems have, settled with maturity.

Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 115-120

But it has worked, and I think that he's gained a lot from that, and, yeh if I was to
have them next year I really wouldn't-- really wouldn't mind. I probably, I would

obviously talk to the teacher, and sort of see how he was getting on with the, you

know, if there's any different things they come across, … but erm, yeah. I think I'll

be fine with it.

Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 124-128

Erm, the emotional attachment bit, the emotional attachment. I think you just
that—I I I'm a year 5 teacher and I taught this class last, was the end of, when they

were in Year 3 [**TB:** Mm hmm] So I, know them anyway, and I know both these boys in a

very different way, to how they're presenting now.

Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 31-34

Yeah – and that's that's the the hardest part because they were both boys that
were, so capable and, able to get on and, errr … you know I'm quite a firm teacher

and I think they got used to that really quick, and they were able to deal with that,

erm.

Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 171-174

Not that they were able to deal with that --- cos I came in later in the, in
their third year, so I was only with them for, one term in the summer term. Erm but I

think I built up a good relationships with all the children in that short period of

time, so it is nice to have them all back.

Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 174-177

And so,
this year when I knew I was getting him back I thought I could use the same set of

tactics, again. [**TB:** Mm hmm] But they didn't seem to be [**TB:** Mm hmm] working this

time round.

> Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 209-212

Erm, for numerous reasons. He was one of
them I think for stability, and understanding and support. [**TB:** Mm hmm] So the

relationship we've got or we *had* … was brilliant. You know I could read him like a

book and I had a great relationship with mum.

> Code: ● Subtheme 2: An Intense Relationship > Staying together (teaching class for another year)
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 144-147

Code – "Being apart / transitions"

He wants to impress me with his
work [**TB:** Mm hmm] and with his, the things he achieves. …. But he doesn't really care

about … … … when he's out there, he doesn't, I'm not in the picture [**TB:** Mm hmm] … if

that makes sense?

> Code: ● Subtheme 2: An Intense Relationship > Being apart / transitions   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 90-93

you know you've you've helped that child on that journey [**TB:** Mm hmm] and that you
know it means a lot erm … so yeh it can it can be, emotionally, this time of year

particularly with them going off [TB: Mmmm mm hmm] it can be … because I kind of give

my whole self to them

> Code: ● Subtheme 2: An Intense Relationship > Being apart / transitions   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 598-601

obviously as well the thing that *I'm* worried about is, I go on maternity leave, at
the beginning of December, and, he's got to get used to a new teacher, and they're

going to have their own strategies and, you know I mean obviously I'll say what's

been working for us and everything, but they're going to have their own way of

dealing with things their own, you know personality [**TB:** Mm hmm] and I just want him

to continue to be successful...

Code: ● Subtheme 2: An Intense Relationship > Being apart / transitions   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 302-307

So I was
spending all my lunchtimes with this child and that was a bit much [**TB:** Mm hmm] and I felt like he was missing out as well. So we, reintegrated him, in the fact that, he now, well the whole school actually has opened up like a spare classroom, so from 12:00 to 1:00 where, the more vulnerable children that have problems in the

playground can go and be sort of like a quiet space with, construction or books or

whatever they need, maybe some drawing and stuff, and that seems to be working really well. And then that allows me to have my lunch time when we have our time apart, which as well I think is healthy

Code: ● Subtheme 2: An Intense Relationship > Being apart / transitions   Weight score: 0
Pp 3 - Emma - Interview 2, Pos. 13-21

PP: Yeh, I mean, I think the thing is with, with any teacher, you get attached to
your class don't you, and you want them to do well. And especially with the more

vulnerable children and you just, you just hope that they're gonna, carry on--

especially if they're, he's in such a positive place and, erm, but I have-- do have

every faith in like my TA is very good. She's very experienced and I'm sure that she,

erm, I'm meeting with a new teacher.

Code: ● Subtheme 2: An Intense Relationship > Being apart / transitions   Weight score: 0
Pp 3 - Emma - Interview 2, Pos. 98-103

But no I do--- I have erm, said to my class I'll come
and pop back in, and he's really keen for me to pop back in as well, erm which is

really nice, because we would see-established a good relationship, [**TB:** Mm hmm] so …

yeh. … Yeh

Code: ● Subtheme 2: An Intense Relationship > Being apart / transitions   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 110-113

PP: Yeh. And then I go home and deal with my own three. [**TB:** Gosh] But yeh. When he's not in I miss him [**TB:** Mm hmm] … And that's not through worry that's just, I miss him [**TB:** Mm hmm]. I miss him telling me stories. Or … him showing me tricks on his bike or … I don't know he's got another gadget "where did you get that from" and him telling me about that or, just seeing him sometimes [**TB:** Mm hmm]. He used to come in with sweets and I used to sit there eating sweets. *[laughs]* [**TB:** Mm] You know so I do, miss him

Code: ● Subtheme 2: An Intense Relationship > Being apart / transitions   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 447-453

Code – "Reflecting on the journey – ups and downs"

when he come came into year 5, and he first
started writing for me, he would write two lines, with no punctuation at all, and now, he will write a whole page, and he *knows* how to do it so, he he's very academic and it's about … those successes and building on those exce- successes because they give him, a good feeling ,

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 121-125

and then
you'll have the days where he … writes, … … something like, *"I don't f-ing know"* … err and that will be it …. [**TB:** Mm hmm] So, its mixed, it's sometimes it's fantastic and then the others times it, … it's, it's disappointing, because you know it's there and he could do so much more

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 129-133

And when he first came here, he was a *very* very angry young man. He'd been excluded from his last school … erm, for similar things to what we are experiencing.

It was a *private* school [**TB:** Uh huh] and then he was kept at home for err quite a few

months,

> Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 168-171

You know, and I'm sure that will be the same with him
that we will see both… I don't think it will be a smooth ride, erm however when they

went on the residential at the end of year 4, erm, the head, went with them and, it

was, he couldn't believe him. He said he, all the kids were running riot at bedtime,

up and down all that. And he just sat, on his bed and read his book and didn't move …

> Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 405-409

PP: But, … he didn't have any friends then. [**TB:** Mm mm hmm] Well. If you call–
friendship is a, difficult one for him but he didn't have the relationships with the

children that he's got now. Because he was very new then. [**TB:** Mm hmm] It was they

went, very soon after he joined. And initially when he joined they were the whole

class was very anti him [**TB:** Mm hmm] because he was so aggressive [**TB:** Mm hmm] and
so

angry [**TB:** Mm hmm]

> Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 411-417

you know, there is a side
to him that you, you see occasionally. And that's when it makes you smile cos

actually, he's quite funny you know *[laughs]* and you think it's worth it. … And then

he'll go off and, and do something he shouldn't [**TB:** Mm hmm] and you think *"eugh,*

back to that again." … So it is, its constant *[motions moving hand up and down]* "sw

ch ch ch" like that [**TB:** Mm hmm] roller coaster of, feeling good about where he's at

and then, he brings you back down and you think, *"oh no,"* and then you start to climb

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 447-453

Erm *[sighs]* this term. [**TB:** Oh ok] the start of this term.

TB: So had you managed to get all this way-

PP: Yeh because he's only just started swearing [**TB:** OK] … we had little bits but

nothing too major and then, all of a sudden, we started going through a lot of

swearing and its toned down a bit … this last, month or so.

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 485-489

Sometimes, erm, … … … I mean it's never ideal, erm … one of the, the girl with the with the not going home after school, the mum not picking her up, [**TB:** Mm mm hmm] yep, we when she came, she came in year 3 and I was teaching in year 4. She was on a part time timetable because her behaviour was so unacceptable. Erm and she ca- she only was in year 3 for a matter of weeks and then she came into year 4, and by the time she went out to Year 6, her behaviour was, *reasonably* acceptable.

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 302-307

I mean she
wasn't, you know, [**TB:** Mm, mm hmm] but, she would get on with the work, she stopped going under tables, she stopped pushing the tables around, erm and she kind of, yeh moved on

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 307-310

PP: Erm. OK. I'm not a great drawer I do apologise …. …. … … … … This is a wonderful roller coaster *[laughing]*. My drawing is very basic I do apologise

TB: It's quite ok

PP: Erm ok that's that one. … … … so this I'd say is a bit of a journey. … a path can

you see that *[laughing]*?

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 8-12

Yeh so he came in in a sort of not a great place and we sort of
already were, erm [**TB:** Mm hmm] doing a roller coaster

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

yeh my journey. So erm … when I, so we've, this class has just come up
to Year 1, [**TB:** Mm hmm] from Reception [**TB:** Mm hmm] and, you hear a lot of things

[laughing] erm … about a certain child before you have them in your class and I've

always taken the opinion, actually let's see what they're like because actually

Reception, to Year 1 is a huge journey [**TB:** Mm hmm] and, a massive transition.

> Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 181-185

erm, so, if you'd ask him to do something … and he'd
say *"no"* and you'd say "*right well I'll take a minute off your chart*" or erm you'll

have to stay in, for a minute for play time. And he'd throw himself on the floor

crying. But they weren't real tears *[laughs]* erm, and, yeh so he- it took about two

weeks I'd say of tantrums for him to really understand that I wasn't gonna budge [**TB:**

Mm hmm] and nor were the, the other staff are all, we're all sort of on the same

page, [**TB:** Mm hmm] so, that has worked really well

> Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 213-219

erm so he does
know, erm like how the school works erm and cos he came, from two separate settings,

he's been expelled from two separate settings previously, before he was came to our

Reception half way through the year

> Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 353-356

Erm so obviously he came to us when he
was only, four … having been expelled from two other placements and that's … crazy,

that's crazy.

> Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 356-358

Erm … so, I think it's been a huge learning curve for him, and, I think
he's got the place now where he sort of knows, … well he knows the structure of Year

1 he knows the class and everything very well but he also knows the school.

So, … yeh…. Yeh I don't know, it is really
hard. I mean I feel like now that I know him well enough, I feel more comfortable to

sort of, I'll sit next to him and, we can have a chat and, … you know I sort of feel

like I can predict his behaviour to a certain extent … but, initially, I was hugely

wary, and I was sort of, … sort of sitting in a way that would protect myself if

anything were to happen. And just thinking about that whilst you're trying to help

with Maths work or something is just crazy.

But erm yeh, no, I mean
but we're in a much … you know we're comfortable now [touching wood] I think we are …

Yeh just erm … yeh I just, if
I'm- the majority of this *whole* journey has just been exhausting, because it's new

to me. I know I mean I've had children before that have had, erm, like behavioural

issues or diagnosis, but he's like a different case entirely, erm because of his

unpredictability,

So, initially, if I'm being honest, erm, I
kind of had, mm I made sure that there was a bit of a distance between us so, erm,

like physically as well. [**TB:** Mm-hmm] So erm, because a few times, he has like fits

of rage, and I had to turn my back because he lashes out

I know, it's only one term. Can you believe it! *[laughs]* I was thinking, I was thinking this the other day. I've just been, erm, marking them all off and I- I thought "God the amount we've actually covered, I'm quite surprised.

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

And, by the end of last year he, was always in class, he like had friends. There were no issues with, you know like, swearing or violence. He was, like, such a success story.

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Yeh. Yeh at the moment they are. With the autistic boy he's been out of class for, a few weeks now … he was, phrrr, he was out of class and then he came in, I think it was Tuesday. He came into class … erm, for an hour and it went, brilliantly.

Code: ● Subtheme 2: An Intense Relationship > Reflecting on the journey - ups and downs   Weight score: 0

Code – "Building and developing trust / being fair"

and
I do think that he sees in me, and my TA, a a a team who, are fair … [**TB:** Mm hmm]

who, will support him, [**TB:** Mm hmm] who will talk to him, as if he's, … not in an

aggressive way you know I think he's had a lot of people talk, shout at him [TB: Mm

hmm] in the past and, we don't, we don't deal with him like that, because actually,

he will just shut down even more.

Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0

Yeh…. I tried to, show him that he can trust me by giving him, a bit of my time.
[**TB:** Mm hmm] So, his piano had broken at home, I said *"well I'll supervise you so*

that you can practice here, at lunchtime." [**TB:** Mm hmm] And I think that, those

little things [TB: Mm hmm] in the relationship, help us both to manage his behaviour

a bit better in class.

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 226-230

And then he explained it to
me. And then I thought actually, I kind of jumped, a bit too fast. Cos I was told

he'd said it to the boy [**TB:** Mm hmm, mmm hmm] erm … and and that's why he responds
to

that *[pointing to fair]*

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 292-295

[Interupting] Yeh, you have to hear … you have to hear his side … err he rarely
starts anything.

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 298-299

Erm… hee, oh I know what it was, he walked past a desk and
there was some sharpenings on it and he went like that *[swipes hand across as if*

knocking all sharpenings off] and the shoved them all on the put them all on the

floor and my TA said *"not good enough. Get the dustpan and brush. Brush it up."* Erm …

and he argued and argued and I said to him I said *"no, you're doing it"* I said *"you*

put them on the floor. We're not picking them up for you." And then he started to

cry. And I think … the root of it was …. he didn't do it deliberately … he felt he

was being unfairly punished, and, he didn't like the fact that, the two adults in the

room, were totally standing together

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight
> score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 433-441

Yeh. Just listening to them. Sometimes that … … knowing that you have given them

that opportunity and that space, to hear what they've got to say [**TB:** Mm hmm] erm, I

don't know if that's really an emotion it's just part of the process really [

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 611-613

we—appointed our midday
supervisor to support one-to-one. [**TB:** Mm-hmm] And didn't work at all. He was very

nasty. Uh, and very threatening to her. So I said, "Well, we need to pull that away,

and put people in that he trusts" S

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 184-187

I think we're going to try and reintegrate him sort of
slowly and if sort of build up that trust

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 102-103

And also it gives- it gives- it gives
him a bit of trust as well. So we say to him, "You know, if we can trust you to play

nicely in there, then you'll be with your friends. You won't have to---" And that

seems to be working well so, it's good!

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 21-24

So I feel this is a really
positive step, and the fact that, he is now trusted to--- he can play with his-- you

know, he can choose a buddy.

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 30-32

I think actually some of- some of his-
his problems have, settled with maturity. And I think, erm… being talked to--- like,

he understands respect now and he sort of, … he understands that he-- you know, we

have to respect each other.

but erm, as I said, like I-- As he started
to trust me, I started to trust him, 'cause that's not gonna come straight away, you

know, you don't meet someone and trust them straight away [**TB:** No] so, that took a

bit of time, but yeah,

and-and I
think that's where, uh, where we've built that trust with our relationship and, I

think he, respects me now because I do have a lot of respect for him and-and he knows

that I want him to do well. He knows I don't want him to quit and, erm, … he knows I

want him to be happy so, I think … he must know that. I'm sure he knows that.

But
equally, we're trying to show how that, trust is important so we need to give her

that trust [**TB:** Mm hmm] and you just kind of hope that she does the right thing and,

[**TB:** Mm] so far so good

And I just like I so desperately want, to be that adult, for her.
[**TB:** Mm hmm] Like I want her to go home, and think like you know, *"Ms XXXX said that,*

tomorrow I'm doing this and I believe her" and I do think she does believe me, but

like that's kind of it's not her fault. [**TB:** Mm mm hmm] That's her kind of experience

is.

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 618-622

but you don't wanna hear things from, someone
that you kind of, I say trust. I don't know if she trusts me- I don't trust her, at

all. … I'd like to think she's got an element of trust or support from me [**TB:** Mm

hmm] And it's just really hard not to break that, you know

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 246-249

And I totally totally believe that
he's capable of doing, the things they said. You know and if someone said *"oh this*

got stolen" I'd be like *"yeh it was probably him."* Or we find something in his pocket

and he probably has or so and so *"oh he said this-" "did you say that?" "yes."* Well

there you go. So I don't think he's innocent [**TB:** Mm hmm] and he's not a golden boy

[**TB:** Mm hmm] but I just don't like how … they immediately, *brand* him [**TB:** Mm hmm] or

label him [**TB:** Mm hmm] and then that frustrates me again [**TB:** Mm] so …

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 276-282

Yeh. And I defend him. But I'm the first to say *"do you know what, he probably has done it …but I'm gonna investigate the situation anyway because I'm not having*

him, being blamed." [**TB:** Mm hmm] Do you know what I mean?

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 284-286

Just like my own
children I wouldn't want my own children being blamed. If they'd done something

wrong, then yeh, they deserve whatever the consequence is but, until you can prove

it, … you shouldn't accuse it [**TB:** Mm hmm] you know?

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 286-289

obviously I wasn't happy with that I was like "*no it wasn't him.*" "*Yes it was him because these these certain children said so.*" I was like "*but he was inside.*" "*Yeh but they're all saying this. Dadadadada.*" I'm like *"but it, wasn't, him!"* you know

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 300-302

So he had to
sit in the classroom but he couldn't play on the ipad. [**TB:** Mm hmm] and that didn't

mean that he had to sit there and do work … he could just sit there. But he wasn't

having the ipad. And then the other children in the class slowly saw that, he's

starting to get treated, like they would

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 417-421

and then its like- "well if
you're sitting in my classroom take your coat off. Or take your hood off at least."

You know cos we don't let hats. And then, "ok, you want to come out for PE, well you

get changed." "I don't wanna get changed." "well you're not doing PE." You know and,

they began to see that I started treating him the same and I think, I got more

respect back from the class. …

> Code: ● Subtheme 2: An Intense Relationship > Building and developing trust / being fair   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 421-426

Code – "Giving extra time or support at lunch and playtimes"

The repercussions come out elsewhere and that's hard
cos I can't be there all the time for him. And I can't be there at break time through

the whole thing and I can't be there, through the whole of lunchtime supporting him

and, he hates it if I shadow him… soo *[laughs]* [**TB:** Mm hmm]you know it's hard. It is

hard.

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 27-31

Well today, there was an incident today. I was on my way to the staffroom to
have my lunch and … erm … the midday supervisor came in and she said to me *"oh you*

need to know that he has said this … really inappropriate stuff to another child."

[**TB:** Mm hmm] And I said *"well he'll need to go to the head."* And then I went out to

look for him because I assumed he was still outside but actually he was in the dining

room eating his lunch. So I said *"well you'll need to come with me"* erm, so … I said

how disappointed I was

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 248-254

Erm,
um, and then I had to supervise him for the rest of the lunchtime … because he

couldn't go back out on the playground so … then you're thinking *"oh I just need to*

eat my lunch" [laughs]

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 261-264

So, sometimes I mean if they're in first lunch I have to have my lunch straight
away and then I'll be with him for the rest of lunchtime.

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 97-98

but … yeh it's,
it's not great because lunchtime is your only time in the day to sort of sit down and

you know erm I mean it's not ideal, but … I'm getting loads done *[laughs]*

Yeh it was the last part of the day when it was
very free, the last part of lunch, and that's when, yeh I just said I don't *mind*

staying in with him.

I mean, he
says things quite matter of factly when it's just me and him in the classroom, erm at

lunch times – I have the doors open and everything – but erm he'll chat away to me

and he'll tell me things about the weekend … in detail, and I just think *"well no*

wonder."

So I was
spending all my lunchtimes with this child and that was a bit much [**TB:** Mm hmm] and I felt like he was missing out as well. So we, reintegrated him, in the fact that, he now, well the whole school actually has opened up like a spare classroom, so from 12:00 to 1:00 where, the more vulnerable children that have problems in the

playground can go and be sort of like a quiet space with, construction or books or

whatever they need, maybe some drawing and stuff, and that seems to be working really well.

So then, I
mean, I feel like you could spend, all of your day with, just that one child. Like,

there are times when I'll maybe have like an, eight minute lunch break because, I've

dealt with a child who, has injured someone else or has disrupted the lesson and now

we need to, make up the learning and we need to talk about why that wasn't acceptable and what we can do next time.

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 343-348

And I definitely think it impacts, my teaching
you know there are days when like if I were to be dealing with a child until 25 past

one and I have five minutes to, go to the toilet, potentially get, like, something

sugary so I have energy and then now we're back and we're teaching

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 364-367

Impacts the lessons that we can do. Impacts you know my, I suppose
wellbeing because I haven't had a break, I haven't had lunch and now I have to go

straight into teaching in the afternoon.

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 555-557

And, the boy
last year, it was like every single day. I think there was probably a period of maybe

three weeks where I had, two or three minutes lunch, every day, and no break. And, by

the summer term, you were like would not have known that, like if someone could've

walked into my classroom and observed, all day, and you wouldn't have spotted him as

a child who had any difficulties, at all

> Code: ● Subtheme 2: An Intense Relationship > Giving extra time or support at lunch and playtimes
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 727-732

Both Year five teachers, myself
and the other, teacher have been asked to be with them, for the first 30 minutes of

break of lunchtime. So that in my head I'm like, *"okay, so, I need to be with her.*

Hopefully she's doing the right thing. Hopefully the rest of my children are settled

so I don't have to do like consequences or things with them."

But when
they say, "*It's your fault, I'm being excluded*," You think like, "*Do you know how much I do to try and keep you in school?*" Like, they, erm XXXX was considering excluding earlier on that morning, but I had to come out with class, asked like my TA
to carry on with what the class were doing. I had to come out and essentially like was borderline begging like I was like*, "come with me, let's go and sit down, you know like I haven't seen you all weekend, you were not in class Friday, let's have a chat, and you want to play a game? It's break time."*

Code – "Intense relationship with child's mother"

Erm so, depending whether he's in or not or what conversations I've had with the mum in the morning or not … everyday is a different day. Everyday you don't know how he's gonna behave or how hes gonna react to being in school. Or how mums gonna react so I can't, plan, anything. It's literally doing ten minutes by ten minutes by ten minutes.

And then if mum comes in in the
morning and he's not in and she talks to me about stuff that's happened at the weekend then that kind of stresses me out cos I'm like "oh well why couldn't you stop that" or "why did you let him do that," or … it's really frustrating you know it's just more concern on me more worry for me sometimes

mum will come and tell me
something and I'll be like "oh no, that's not a good thing." And then I worry more,

and then obviously I tell, the support around me that I'm worried and then, we deal

with it from there but … yeh … it's very difficult.

I took the same class up. Erm, for numerous reasons. He was one of
them I think for stability, and understanding and support. [**TB:** Mm hmm] So the

relationship we've got or we *had* … was brilliant. You know I could read him like a

book and I had a great relationship with mum.

PP: Hard. … … You know mum comes in and talks to me every morning you know. He's got
a sibling at school [**TB:** Mm hmm] so mum brings the sibling in and then she'll come

and speak to me and she uses me as, erm … an ear basically she just "bluhbluhbluh" to

me every morning. Sometimes its stuff that's going on in the family, sometimes it's

about the child, sometimes it's she just needs to vent at someone so I get the kind

of brunt of whatever mood she's in, sometimes she'll just come in and talk to me

about Eastenders. You know that's kind of the extent of the relationship we have.

And then other times she's
like "oh he's had an amazing time he's done this and he's done that" and I'm like "oh

ok well I'm glad he's happy, he's obviously been fed you know he's where he should

be." So, my emotions kind of … [**TB:** Mm] go up and down [**TB:** Mm hmm] depending on the

conversations I have with mum. So, yeh, it's quite difficult

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 169-173

Yeh three out of five mornings she'll come in, erm half past eight twenty to nine, she'll come and knock on the door of my classroom and then- cos I've got an outside door so she'll come in off the playground, stand there for a ten fifteen minute chat and she'll tell me whatever. I'm just a pair of ears really.

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 175-178

And then some mornings she won't want to come and talk to me, like I haven't seen her this moirning … … but I don't take that personally [**TB:** Mm hmm] because, if the child's not in she's got no reason to come and talk to me [**TB:** No] and if she's got no concern or … she's happy orshe doesn't need to vent at anybody then she won't come and see me.

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 185-190

And some mornings that's quite nice … when I don't get it from her. [**TB:** Yeh] And other mornings I'm kind of looking out the window and I see her on the playground and I'm like "oh I wonder why she hasn't come and spoken to me today"

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 190-192

you know so … they're they're a very interesting family but some mornings I'm like [sighs] some mornings she comes in and shes like "ohhhhh" and then she leaves and I'm like [sighs] "woah. I don't really know what to do with that." Close the door and then I've got to kind of get back into teacher mode ready for when everyone else comes in. … you know-

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 193-197

And she doesn't mean, the

mum doesn't mean to use me as, the person to vent at … and sometimes you just need to

vent at someone don't you to make you feel better don't you but then you don't

realise the impact that you have on that person [laughing]

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 215-218

… but then on other mornings

it's quite nice when she tells me stuff and I'm like "ohh, so now I understand why he

does that" because you've told me this person does that … and then I report back here

and they're like "oh so then that's why the sibling's done that, because he'd done

that, because the family's done that" and I'm like do you know what I mean so [**TB:** Mm

hmm] it can be very handy that we've got this communication [

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 220-225

so … … And

then it's difficult when the school has to do something about a situation and then

we've got to talk to mum. Because no mum likes being told or no person likes being

told a negative or a problem. And then that puts me in a really difficult situation

sometimes because, I have to follow the school rule, I have to follow the way the

school runs, and I always will … but then it can become a very fine line between,

ruining my relationship with mum. Does that make sense?

Code: ● Subtheme 2: An Intense Relationship > Intense relationship with child's mother   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 225-231

But I have

to follow, the school. And then sometimes I feel like that then causes a barrier

between me and her [**TB:** Mm hmm] you know. And that's really difficult and then, if

she goes and tells the child then the child's a bit funny with me [**TB:** Mm hmm]

because then he thinks I don't, I'm not on his side

Because mum has to be told things … but you don't wanna hear things from, someone that you kind of, I say trust. I don't know if she trusts me- I don't trust her, at

all. … I'd like to think she's got an element of trust or support from me

and then, through parents and word of mouth and other children mum found out that he'd been accused and I was like "*no its fine I've got your back on this one*" and I

really did. And I know she really felt that.

So I know from yesterday from speaking to mum that, he's off with his family member doing something else. And that sounds really plausible. And, knowing that he's

with that certain family member, doesn't make me worry. I've met that family member

and, you know, that's ok. So today I'm not … [**TB:** Mm hmm] overly worried.

And then if I saw mum again at the end of the day when she came to pick up the sibling, I might ask the questions again

or something [**TB:** Mm hmm] … erm, so I think it really depends on the situation as to

my level of worry or … I mean worry is quite a strong word. I don't really know … if

it's a concern , if it's a worry, [**TB:** Mmm] if it's just like a thought

Because I want to help him, but he doesn't let you. And I want to help and support mum, but she doesn't let you. And you put things in place, … places

where he can go or activities, and he'll refuse or they wont happen and you're like

"ahhh." But if you, let him do it, or if he did those things he would, make three

more steps [**TB:** Mm hmm] do you know what I mean. But once he's- once he's adamant,

We didn't have that with him or with the boy
in this class, and I think that would be, probably more difficult to deal with. I

don't we don't have that, I don't have that threat … and I think that … he's at risk

of exclusion because he becomes very, erm, intimidating to the other adults and

children [**TB:** Mm hmm] but I haven't experienced that so I think that my relationship

is different. Erm … and therefore I don't see … I didn't foresee the exclusions

coming [**TB:** Mm hmm] on this occasion.

> Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 538-544

I don't think I can control this one … because I don't think he … I
think he thinks differently [**TB:** Mm] But the boy that's in year 6, you know he will

come to me when he, not so much this term because the teachers back but in the other

two terms he used to come in and sit in here and he would be crying. And he'd just

come in and sit, so I'd say *"what's the matter"* and he'd say *"I'm really angry,*

really angry at so and so, really angry" And so I'd say *"well just stay here and calm*

down, that's fine." You know … erm [**TB:** Gosh] … being there for them I guess.

> Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 557-563

like the boy in year 6
[**TB:** Mm hmm] who's leaving tomorrow [**TB:** Mm hmm] coming up to me and saying …
"you're

gonna miss me aren't you you're really gonna miss me" [laughs] [**TB:** Ahh] knowing that

he's, [**TB:** Mm hmm mm] you know it's how he feels [**TB:** Mm hmm yeh] you know that's
….

you know you've you've helped that child on that journey [**TB:** Mm hmm] and that you

know it means a lot erm …

> Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0

So, you know, the
relationships have really grown, particularly with my TA and myself and XXXX[**TB:**

Mm-hmm] Erm, but, the relationships on the playground have not improved.

Code: • Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 19-21

Yeah, XXXX is out there, she'll deal with him. A lot staff feel threatened by him
or feel intimidated by him, and are actually wary of approaching him.

Code: • Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 200-201

Erm, he doesn't frighten me at all *[laughs].* It's funny, isn't it? I-I didn't
like what he did to me, and that upset me, *hugely.* But I'm not intimidated by him
and

I don't feel threatened by him, at all because I don't think, he would ever hurt me.

Code: • Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 203-205

So why they do? They obviously feel differently[**TB:** Mm-hmm] Erm, because
they haven't got that relationship I suppose [**TB:** Mm-hmm] erm when he first
started

here in year four, the teacher here in year four, and he was only in there for half a

term and she felt threatened by him.

Code: • Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 206-209

it sounds really awful to say but some of the children are
really scared of him. [**TB:** Mm hmm mm hmm] Erm and I think, if I'm being honest, some

of the staff are too. [**TB:** Mm hmm] Erm, … but, yeh one on one he's wonderful.

Code: • Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 54-56

Erm well it's, I find it quite I do find it quite upsetting, because I think the
children have only ever really seen him in a certain, behaviour. They don't see him

by himself they don't see, erm … how lovely he can be.

Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 65-67

I just kept thinking like, if I had come down like 20 minutes instead of half an hour, could I have, you know, kept her there cause she does, you know respond quite

well to me. Erm, but again, that's because, I deal with her in class, but when her

behaviour escalates and she leaves class, it's not me dealing with her.

Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 475-478

. So often, when

she is wound up, if I come up to class and I talk to her, I can get her settled

because she thinks that you're the nice one. You know, she, I guess she associates me

with, when she's in class, which is when she's doing the right thing. [

Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 484-487

Also we have

really good relationship and I think knowing, that, we have a good relationship and I

can settle her [**TB:** Mm hmm] I kind of think to myself like, "*Oh then I should be the one dealing with her,"* but equally, there are 29 other children that I have to be with

Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 500-504

And, although he's part of my class, he has a one to one, he

has that support so I can't do anything to help him and that stresses me out because

I know him so well I know his triggers and his points and I just wanna help him … but

I can't because I have to teach so, I find that stressful that I can see something

happening and I can't get out there and I can see his stress and his worry sometimes

and that stresses me out a little bit.

Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 21-26

let him develop

relationships with other adults and his one to one, because *I* have to teach because *I*

am a teacher I'm not a one to one. But when he's doing something and I know he

doesn't like it or he's being … put in a situation where I know he's not familiar

with, I just kinda wanna go "no he won't like that lets do it this way"

> Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 47-51

But sometimes he just he

just doesn't wanna talk and I'm, I wish that he would just talk about something even

if it's a completely made up story which is quite common, you know or, instead of him

going out after school just to sit with him and read a book with him you know, have

that kind of relationship which I don't think he gets a lot from his family from

> Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 87-91

Erm … and the one to one's really good with him. And

sometimes I like stand there and watch him to see how he reacts with them, but he

treats them differently to how he treats me. So I still kind of feel like he would

always come back to me. So that's made it easier

> Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 137-140

Because mum has to be told things … but you don't wanna hear things from, someone
that you kind of, I say trust. I don't know if she trusts me- I don't trust her, at

all. … I'd like to think she's got an element of trust or support from me

> Code: ● Subtheme 2: An Intense Relationship > Relationship with me is different   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 246-248

Code – "A frustrating relationship – feeling let down / disappointed"

you feel like, with the child … I make a lot of steps
forward and then he does something like that and you think … … dammit! We were ma-

making good progress together, building that relationship, building that trust… and

then he's done that.

The repercussions come out elsewhere and that's hard
cos I can't be there all the time for him. And I can't be there at break time through

the whole thing and I can't be there, through the whole of lunchtime supporting him

and, he hates it if I shadow him… soo *[laughs]* [**TB:** Mm hmm]you know it's hard. It is

hard.

Yeh, it is frustrating because *[sighs]* … … I can sit and have a conversation with
him and he can begin to, open up … and then within a moment he's shut down

completely, and he's …. *[does an impression of the child]* *"what me … sit down? What*

sit down here?"

Erm but yeh, he's frustrating because … you'' ll have a conversation with him and
you'll say *"right, we're not gonna swear today"* …. [**TB:** Mm]. *"You know the*

implications of swearing … you'll be missing your break" [**TB:** Mm hmm] which he loves.

"You'll be missing your lunchtime." "No." "No swearing." "No." And he'll *walk* out the

door and he'll say *"you f-ing what?!" [laughs]*. And its, that moment *[clicks*

fingers]….

t's just frustration … cos I don't know why … [**TB:** Mm hmm, mm hmm]. Ya know
he's he's stood there and said *"no, I won't"* … [**TB: Yeh**]and he's walked out of the

door and he's done it [**TB:** Mm]. But I think that with him … he's in that moment. [**TB:**

Mm hmm] Very much in that moment then [**TB:** Mm hmm] and, he doesn't think about what

he's just said, and, erm …. …. I don't, er, … as as good as our relationship has been

growing … I I don't think he thinks *"oh I've said to Mrs S---- I wouldn't do that"*

[**TB:** Mm hmm] that doesn't I don't think that enters his head, I don't think the

relationship's at that point …

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 67-74

Erm I think he, I think he ticks, in a completely different way to your normal child. You know, I've got a couple of tricky boys and if I say to them, *"look, you*

know you're gonna end up missin' your lunch, erm, I really want you to go out there

and really think about, who you're playing with and what you're doing and thinking

about it" and I know that, in the mind it's that conversation is still there [**TB:** Mm

hmm mm hmm] but with him it's not ….

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 80-85

He wants to impress me with his work [**TB:** Mm hmm] and with his, the things he achieves. …. But he doesn't really care

about … … … when he's out there, he doesn't, I'm not in the picture [**TB:** Mm hmm] … if

that makes sense?

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 90-93

Well it's just, it's just frustration [**TB:** *[laughs]* frustrating isn't it]…. It's just frustrating.

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 95-96

So, its mixed, it's sometimes it's fantastic and then the others times it, … it's, it's disappointing, because you know it's there

and he could do so much more

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 131-133

so … … erm, ya know when you

build a relationship with a child who's, not good at relationships [TB: Mm hmm] then

that makes you feel like you're making a difference for him and then you put in a bit

more effort, and that, but, yeh it can be very frustrating… [TB: *[laughs]*] Incredibly

frustrating.

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 191-195

Well it is frustrating because…. ya know … you feel that he's got a label [**TB:** Mm hmm]… and people judge him on that perception of what they have seen of him … [**TB:**

Mm hmm]

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 312-314

It has happened --- He was excluded two weeks ago. Erm, he was excluded and it was against, *me.* [**TB:** Oh] And it was, particularly a knock in the—a knock in the

teeth really.

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 25-27

PP: We had two incidents while we were away. [**TB:** Mm-hmm] One involved another

school. Erm, we had a temporary head then, because our head was off, sick, and she

said to me then, "Look, let's think about it overnight, what we're gonna do." And

that-- It made me, it gave me time to reflect so I was quite, disappointe

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 35-38

And, for me, I was just devastated by it. I was so-- I-I could understand why he

would … butt up against the mid-days ladies-- mid-day ladies, because he doesn't have

a relationship with them. [**TB:** Mm-hmm] What I couldn't understand, and I still don't

really understand, is why he did that to me? [**TB:** Mm-hmm. Mm-hmm] And that-that

really hurt. *[laughs]*

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 81-85

Erm, he doesn't frighten me at all *[laughs].* It's funny, isn't it? I-I didn't like what he did to me, and that upset me, *hugely.* But I'm not intimidated by him

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 203-204

And try and … yeh have that expectation rather than "*you are-*" *[quiet voice]* I never use the word naughty, [**TB:** Mm mm hmm]unless its behind closed doors of course [**TB:** Mm mm hmm] *[laughing]* because sometimes its just frustrating

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 173-175

he would sit and play, and play and play and *I* wanted to get through to him for him to just , … realise that actually, playing with lego all day can get quite boring and it would be much more interesting to draw pictures and, you know be creative if you like

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 292-295

So what's that like? When you can't find the button?
PP: *[laughing]* …. Frustrating … I suppose. [**TB:** Mm hmm] You sort of feel erm, … … … yeh a bit sort of, disappointed? [**TB:** Mm hmm] Yeh. Yeh *[nodding]*

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 298-300

Very frustrating and sometimes I just think "*oh for goodness*

sake" [**TB:** Mm mm hmm] *"if only you knew"* [**TB:** Mmm] Erm *"you've got to be silly in the playground* [**TB:** Mm] *and stop it."*

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 364-366

and they sort of you know like prod him and they know

how to push his buttons and [**TB:** Mm hmm] so he flips out so … yeh. No, it's it is

frustrating erm because you you just know. And when you speak to him he can tell you

exactly what he's done, why he shouldn't have done it and you just think *"well why,*

why are you doing this?" Erm, so it is it is frustrating

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 136-140

When you go home or

you mark or you have to, type up, erm, we have like C Points here which is like an

online, like erm, I suppose a noting down of, quite extreme behaviour so you then

have to log it. And then you're almost thinking about it as you log as you log it so,

you get frustrated again.

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 417-421

"*Well I've had a week off so I can deal with it,*" or I'm going to feel *"I've*

had a week off and it was calm and now I'm more frustrated that [**TB:** Mm hmm] *look at*

the difference."

> Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 341-343

But when

they say, "*It's your fault, I'm being excluded,*" You think like, "*Do you know how*

much I do to try and keep you in school?" Like, they, erm XXXX was considering

excluding earlier on that morning, but I had to come out with class, asked like my TA

to carry on with what the class were doing. I had to come out and essentially like

was borderline begging like I was like*, "come with me, let's go and sit down, you*

know like I haven't seen you all weekend, you were not in class Friday, let's have a

chat, and you want to play a game? It's break time."

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 442-449

PP: Frustrating. … Really frustrating. I think it's more frustrating for the other adults that work with him now. Erm it is frustrating for me because I want to see him make progress. I want to see him read and write and spell and have a social erm, community within the class. That frustrates me because as a teacher they're things that are built in me that I want every child to be able to do.

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 67-71

Because I want to help him, but he doesn't let you. And I want to help and support mum, but she doesn't let you. And you put things in place, … places where he can go or activities, and he'll refuse or they wont happen and you're like "ahhh." But if you, let him do it, or if he did those things he would, make three more steps [**TB:** Mm hmm] do you know what I mean. But once he's- once he's adamant, you just can't --- so I think frustration is the biggest … is the biggest one for me I think [**TB:** Mm hmm] frustration. Yeh. Cos he's just so … stubborn *[laughs]* … Yeh. I would say frustration.

Code: ● Subtheme 2: An Intense Relationship > A frustrating relationship - feeling let down / disappointed   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 513-520

Code – "Constantly thinking about them / pre-empting / reflecting"

I suppose there's your constantly having to think about

them in terms of, not only like what they are able to do, in their learning but also, what could I do that is gonna set them off?

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 16-18

I… probably went to sleep at like 1 o clock this morning, thinking just sat there thinking like *"I need to be to sleep, I need to be asleep,"* but… the minute you think *"I need to be asleep"* you're not going to sleep [*laughing*] [**TB:** Mm hmm] Erm and I just was thinking like *"what could have gone differently? Like, you had a good morning, this worked-"*

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 64-68

you know the end of our half term is this week, that means there's one more half term 'til Christmas and, by Christmas really we want her to be, you know in class doing this, doing that." And then I'm thinking *"that's like eight weeks away and, I can't do anything about that now."* But you almost like can't switch off from it [**TB:** Mm hmm] because you know how much of an impact it's gonna have… daily [**TB:** Mm hmm] so you almost want to pre-empt what's happening without, any ability to do so

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 92-97

PP: Yehhh, and you think like *"oh I'm really annoyed that I did it"* and then you're like *"well since I'm, thinking about it I might as well."* It's almost like glutton for punishment. Like I know I need a break and I know I need to not think of her, but equally, like my day revolves around her so … you almost convince yourself that you're better off thinking about her anyway because at least then you have some sort of control over, what's happening

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 108-113

You know if a child comes in upset… you
know that won't be a you know an an evacuation of our classroom whereas this one child it's like, it could be, it probably will be, it often is so, I'd rather sit and almost punish myself thinking about it feeling like, I'm doing something about it I suppose? I guess feeling like you have some control over what happens even though really, like you know you don't *[laughing]*

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 116-121

It just kind of comes out. [**TB:** Mm hmm]
And I guess it is it's that you know, we sit and spend hours planning and making slides and resources and all those things … and then, I'm *very* aware that *very* easily none of that could stuff could happen because, she's had a bad lunch time or 'cos she came in really unsettled or you know she argued with mum.

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 121-125

So maybe it that is that
kind of like almost that trying to gain back that control because if I think about her loads, then, I'll be able to, come up with a plan or I'll be able to think something through and then in reality that's not the case *[laughing]*.

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 125-128

But maybe it
feels like, you have a bit more control because you're like *"well, I've already thought this through"* [**TB:** Mm hmm] and then the next day you're like *"oh I thought it through and it didn't go out that way"* [Both laughing]

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 128-131

you know what I mean is *the* most, difficult that I've dealt with in
terms of like … reasons to be excluded, like you could find, a lot most days, for reasons for her not be, in school. Erm yeh, so I think it's, it's hard to concentrate

like obviously me and home life but obviously what I'm supposed to be doing in my job because you're constantly thinking like *"OK so she's sitting, she had her hand up, it's been 2 minutes, so this child needs to hurry up and answer so that I can pick her because she's doing something that she should be."*

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 145-151

So every ten minutes, if I'm not already thinking about her, I'm mapping *[laughs]* her, like *"OK so she's still sitting, OK she's putting her hand up, she's starting to call out that's a 2 "* and – because we're trying to find some – again I think it's control – trying to find, some triggers over the week so we can say *"OK, we know that you know that around this time, when you do this lesson she finds it difficult".* And it is it's all about, like trying to gain back control.

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 157-163

I think you feel quite … helpless in a way because, you're … trying your best to find something, that you can say like *"right this is why that happens and we'll just stop that* [**TB:** Mm hmm] *and it'll be fine and we'll fix it"* [**TB:** Mm hmm] And obviously it's not the case … but, I think it is like I feel like a lot of this year at least, my job revolves around like, trying to claw back control and doing it in any way we can. You know like we're doing, different strategies of we've tried probably 6 or 7 in the last, 8 weeks

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 163-169

You spend like so much of your energy like thinking about it, and trying to battle the things that aren't even happening yet, that… yeh like I come in the next day and like it feels like I've had like 20 minutes away from you because we you left, and then I thought about you, for the last 6 hours *[laughing]*

Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 178-181

Yeah, it's weird like I think, I've never sat down and thought about, how often you think about them. I know I do it, but like *[quiet voice]* I spend a lot of my time

[**TB:** Mm hmm] thinking about her and trying to pre-empt and trying to gain back control and it's it's crazy to think that, this one 8 year old child has so much control, like … it's up to her really whether or not like my lesson gets done

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 182-190

So it definitely is then draining
when you haven't got one child that you're constantly thinking about, there is three children that you're constantly thinking about and, there's another like two in the class next to me and they keep joining and, becoming like a big gang of *"ooh let's all do the wrong thing."* Erm, so I definitely think it's that like that *constantness*,

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 244-248

*'I don't know how I'm gonna be ready to deal with them
after the weekend, because, I'm still annoyed like, I'm still frustrated that, you know, three lessons got cancelled today."*

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 378-380

you kind of do it, to protect yourself in the hopes that *"well if I think about it loads, maybe it won't happen tomorrow, and maybe I can control it tomorrow"* [**TB:** Mm hmm] like really knowing that that's not gonna *[laughs]* be the case. Probably it's still gonna go the same way.

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 427-430

it's
kind of like a catch-22 like you don't want to think about it but equally, if I didn't, I would feel, less ready because I haven't kind of gone through and-and thought about, what might happen and-and what will happen and how to change things. So, you're almost like stuck like you have to think about it you know even though you don't want to and you probably shouldn't be, but almost like what other choice do I have because I need to be prepared. I need to be ready.

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

It's like you
wouldn't you would you will always think about it less than before you do it because

you need to know how it's going to go. And there are some children who are so,

powerful, that, you have to think about them, even when you don't want to think. And

you have to think about them ready-

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

And I try really hard, not to let that affect, the lessons, because the
rest of them manage it well. And sometimes she does manage it well. And even if she

doesn't, you know, that shouldn't be she doesn't like it so everyone has to do boring

things. But equally I'm then thinking, *"Ok so there is me and my TA, I probably need*

an additional adult for her to help." So then, you're going around asking like *"is*

there anyone that can help-"- Yep there is, lovely. *[Deep intake of breath]*

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

And afterwards he said you know when she's calm and you talk it
through. She said to me before *"I felt stupid because I didn't know what it was so, I*

didn't want us to do it." And, she knows if she disrupts enough, we have to leave and

it means-- She think it means that she's in control. She is the reason we stopped the

lesson. And she doesn't feel like she doesn't know what she's doing or she doesn't--

She can't do it because, well we didn't even do it.

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0

But both girls, or in fact all three, you
know, I've had that conversation with over the years and I say to them *"you are in*

control of how well the day goes. If a child does something that upsets you, you are

in control of how you respond. If you are angry and you don't want to do the

learning

you're in control to leave the room and spare the child or whether you ask for help

or ask for five minutes." And I think the common thing with all three of them is,

they don't really believe that.

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 406-412

That's what we're trying to work on at the moment with all

three of them. Getting them to understand that, "*Actually you're the one doing it.*

You choose to come in, you choose to sit and do your learning. You know, you choose

how to manage your anger. It's actually for the most part really got nothing to do

with us." [**TB:** Mmm] Like we can, we do our jobs. We're doing the teaching, we're

helping you where we can, we can respond to you. You know if you're feeling angry, we

give you five minutes, we can help you with things but, it it's not down to us how

the day goes.

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 418-425

And I think, the interesting thing is that all three of them are so

quick to blame the adult, *"It's your fault. It's your fault. It's your fault I left*

the class. It's your fault I'm staying in." And you just thi- it just seems to be

really difficult to get them to understand that power

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 425-428

hat, *"No, like*

you're in control of yourself." Erm, they kind of don't seem to think so. They think

that, [**TB:** Mm hmm] *"It's your fault I'm being this rude, because you told me I can't*

be in class." And then when you have a conversation with them and you say, *"But why*

did I say you can't be class?" "Well, because I hit." "So you chose to hit?" "Yeah,

but you told me to leave." And, and its that kind of like yeh but … you chose to hit.

And then it'll be *"But they annoyed me."* It's, there's always someone else.

> Code: ● Subtheme 2: An Intense Relationship > Constantly thinking about them / pre-empting / reflecting   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 428-434

Code – "A battle for control / emotionally draining"

erm, he can be extremely
irritating *[laughs]* [**TB:** Mm hmm] erm with the, he's very black and white if you ask

him ya know *"can you sit down?"* *[pulls a face doing an impression of the child]* *"Well*

where, where do you want me to sit down?" "Well on your chair" "This chair? This

chair?" "Yes that chair" "This chair?" "Yes, that chair." *[laughing]* So, ya know, you

have to, you have to have energy *[laughs]* to deal with it

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 175-180

Erm… but, … erm, so I know there's a side to him … you've just got
to be one step ahead I guess [**TB:** Mmm mm hmm] Yeh but it, its tiring but it's,

rewarding, in in the same.

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 416-418

Yeh yeh. [**TB:** Even though he's put you there]. Yeh. And that and that can
sometimes [**TB:** *[interrupting]* you have to pretend you're here] can be a challenge.

Yeh. Yeh. And you have to say, *"its ok … we can move forwards. What we gonna do?*

Right ok, let's get on with it" …

And of
course everybody then just goes *"ewwwwww "* and it's all a big fuss and they all think it's funny and, erm that kind of stuff but that kind of spreads round the whole classroom. And that is, it is *really frustrating.* And *very* difficult.

And when you're in the front of the
class [**TB:** Mm] and I I'll say, *"now if you hadn't of done that then I wouldn't have forgotten what I was saying."* [**TB:** Mm mm hmm] And it sort of gets, erm that does get frustrating.

that has
hugely worked, but it hasn't been easy because there's been a lot of defiance … and,

I mean I'm quite stubborn too *[laughs]* so, there's been a lot of erm, I think he was

sort of seeing how far he could push the adults he was like "well I don't know you,

you don't know me" erm so initially… hugely, exhausting

So it does it is working,
but it is erm. … it is a bit of a battle. But I thi- I do feel like we are coming out

of that sort of training, [**TB:** Mm hmm] you know getting used to each other, stage.

Cos he he knows that I I'm not gonna, give in.

So, I mean I tried really hard just to- I mean if I'm being honest
like communication initially was quite minimal, because I thought, I don't- he's very

good at manipulating a situation. So he's very good at, having a chat and talking you

round?

Pp 3 - Emma - Interview 1, Pos. 413-416

I know that sounds – but
you he needs to know that we're not here to be his friends, we're here to keep him

safe and make sure he's happy and, progressing but, I think it's, difficult if you,

if he then sees you as a friend, because, he could take advantage of that. I mean I

know it, sounds crazy, like he's, five we should *[laughs]*... but erm yeh

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 420-424

And then that's
obviously really, frustrating on my part 'cos I think *"oh, that would have been a*

good lesson" but also, I mean the children that are in our class, have had now five

years of, of dealing with that, so now they get frustrated and then I, I suppose feel

guilty because I think *"oh, you're getting annoyed"*

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 190-194

So I think there's almost this like, battle, initially where you're trying to
show the children, you know, *"we are here for the long haul and, we're not kicking*

you out and," you know, *"I'm here if you need talk and I'm a like a consistent*

adult," and they are, *despising* you, for being that. [**TB:** Mm hmm]

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 295-298

Probably it's
still gonna go the same way. [**TB:** Mm hmm] But ...yeh, I definitely think it's like,

frustrating and it's tiring, but it does, help in a way? Although you're focused on

that child and you spend a lot of your energies thinking about them, you also kind of

think sometimes I come in and I think *"d'you know, I'm not ready to deal with this*

child but, I definitely thought everything through so, I'm as ready as I could be

because- [**TB: :** Mm-hmm, mm-hmm] *I've definitely thought about everything."*

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 429-435

or like it is just like a constant, like battle of
what will work what will not work.

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 534-535

Erm, and it-it
almost feels like sometimes like everyone's against you like the children obviously,

don't mean to. They're not-- I mean sometimes they're doing on purpose but, they're

not doing it to upset you. But, they're against you because you're doing a constant

battle of like you're stopping our learning.

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 580-584

Yeh it's knowing that yes, I have that power, sometimes sometimes I don't, but
still I can't make her do that. It needs to be a conscious change in her brain that

she thinks, [**TB:** Mm hmm] actually I need to do the right thing.

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 517-519

And then we're always saying like, *"You know, actually*
you should have" like you just kind of like you've done the wrong thing, but equally,

you can't tip toe around them [**TB:** Mm hmm] like they're here to learn how to do those

things.

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 524-527

But I had to go quite hard like, proper,
cross mother you know, that kind of when you've been full named or middle named, you

know that kind of tone your mother gives you [both laugh] you know, erm. And I think

from that point he knew, that he'd pushed me too far. And he's never pushed me like

that since. … so, in a way I'm quite glad that situation happened. But at the same

time it was really good, for the other children in the class to see, I can then

become like that you know cos they do feel that he gets his own way or he can do

whatever he wan

> Code: ● Subtheme 2: An Intense Relationship > A battle for control / emotionally draining   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 405-412

thesis data

it's about … those successes and building on those exce- successes because they
give him, a good feeling , [**TB:** Mm hmm] you know … [**TB:** Mm hmm] to share with the

children

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 124-126

PP: Because, when he was in Year 5 he was really difficult [**TB:** Mm hmm]. He was in a
really bad place when he came into the class and we worked so hard to set up a reward

system for him … erm, to try and get him to see the, what we the qualities that we

saw in him

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 523-526

Allowing that child to to feel, liked? [**TB:**
Mm hmm] I think that's important by adults because they don't, you know, think
everybody, even – I mean a lot of them play out. The kids play out round here erm and
you get other parents saying *"oh I don't want my child to play with that child"* and
[**TB:** Mm]– but *they* live up to that expectation. They know they are considered to be
the naughty child. ….

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 176-181

Erm, to try and give them the best experience, that, I can, in that year or you
know [**TB:** Mm hmm] less than a year, that they have in my class.

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 651-652

nd I *really*, don't

like that. Because, I want, them to come. I want them to experience these things
because I think it's er er heart-breaking to see them. Erm, one of the boys in my
class, the older brother who I mentioned, erm *[coughs]* they did a trip when they were
in, I don't remember one of the year groups, erm they did a trip to Harry Potter world
and he misbehaved that week and couldn't go … … which was awful. You know, this child

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive
> experiences   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 657-662

The additional part, for teaching children at risk of exclusion is, the *stress,*
erm, involved, erm, because as I said to you before I, erm-- It has an emotional
effect on me because you *want* the best for those children.

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive
> experiences   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 137-139

I feel like I'm setting him up to fail

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive
> experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 112

I just want him to be able to- err

because as well that means that he starts his afternoon instead of, a teacher coming

in to say to me *"oh he's done this he's done this,"* [**TB:** Mm] instead of thinking

"gosh we're starting off on another negative for the rest of the day," [**TB:** Mm]

actually, I know that he's been fine. [**TB:** Mm hmm] We can just … start quite

positively and …

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive
> experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 119-124

I mean, you can make his day at school the best it can be but, ultimately he's

still gonna go home … to that [**TB:** Mm hmm] … So you know we have him for what six

hours a day but, you can do as much as you can *[laughs]* but ultimately you know he,

spends the majority of his time at home [**TB:** Mm hmm] … with … not a very great

situation…. *[Tuts and sighs]* Yeh. It's it is really sad

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 173-177

obviously there is low level

disruption that, I try to ignore because if I was to, pick up on every single little

thing *[laughs]*… [**TB:** Mm mm hmm] you know he wouldn't it would be a very negative

experience

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 254-257

I just I want him to be able to show me what he can do and I also want I want him to be successful in his, like social interactions as well

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 264-265

Its, I just, my one concern is I just want it to be successful and I want don't want on his first day out there for him to … you know, *[sighs]* hurt someone or you

know just make a choice that, isn't going to, be a positive experience for him

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 278-280

But erm, equally if you know that he's impulsive, and you know that some of his actions maybe he can't help, how do you

then, make sure that, he is successful and other children are going to be safe

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 282-284

But, I I am worried about when he goes back out there just because I just I just want it to be

successful and I want it to be a good experience. I

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 299-301

e's got to get used to a new teacher, and they're
going to have their own strategies and, you know I mean obviously I'll say what's

been working for us and everything, but they're going to have their own way of

dealing with things their own, you know personality [**TB:** Mm hmm] and I just want him

to continue to be successful…

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 303-307

You see different sides to the children and he is he is
lovely and he's so bright and you think *"ooh" [sighs] "if only we could like help you*

with this thing that you find so tricky"

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 540-542

I was just trying to find a positive, like a reward for him or like
a positive, something for him to have that sort of, it sounds really dramatic but

something positive in his life … *[laughing]*

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 559-561

erm … because, I think, when you get into
a spiral of that behaviour, and that … erm, I don't know, it's sort of like you get

stuck in that, don't you, in a rut and erm, I just didn't want that to be, *forever*.

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 561-563

So I think
there's enough pressure as well, especially at this school, because of the

expectation that you know, we want them in school, we want them doing the right

thing. And then, every time something goes wrong, or someone gets hurt or a parent

comes in and complains you kind of think like, uh like we're supposed to not be we,

you know, we don't want to get to that point we're not excluding

children then now think, *"Nobody wants me, I can-- if I'm annoyed at someone I want them to leave I just have to be horrible and then they'll leave alone and I can do what I want."* And obviously that's, not, the case and that's not what we want them to feel.

And there was a child that joined, last year, the- because we're two form entry, that joined the other year four, and then we did a mix of classes because that was a rather heavy balance *[laughs]* of children with difficult behaviour in, one of the other classes. So I, she joined my class in the January and she spent the first sort of two weeks, screaming at me that, I should just kick her out because everyone else does. And then there's almost like that added pressure of, she-- like that's what she thinks we have to break that.

Not sure how, but somehow,
[**TB:** Mm hmm] so I think- I think there's a lot of pressure that, I suppose that because I bought into the school's ethos, a lot of pressure I put on myself because you think like, *"well, you want them to be different. You want them to realise you're not just going to be kicked out. We do care about you. You are staying here. You know, it doesn't matter how bad things get people will be there for you."*

I think, definitely I think it's difficult because almost, you feel like you've got something to prove because you need to prove to them like *"nope, I am here, and you are stuck with me and you are not being kicked out and, you know, we are going to*

fix this"

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 287-290

he *main* focus with the child is going to
be like, *"do you know what you did this five minutes solo when you sat and-and look*

at all these you know, pro-social and positive things you did," ... in the hopes that

they will recognise that-that feels good, like doing the right thing feels good.

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 392-395

But
then you still have to deal with all the, the not so good stuff. And so, for children

like that five minutes of, *"you know, well done, because I'm so proud of you that*

you, and you had your hand up is great, but we still now have to spend your lunchtime

talking about why we don't hit and why we don't throw and how we have to make up the

learning that we've missed"

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 395-400

and it's almost like ... those five minutes, of the
positive, are overshadowed. So, although we are really big on fos- focusing on

positive and really big on, you know *"this went really well and that's what we want,"*

when it gets to the end of the day you just think like-- you can't help but thinking

like, *[whispers]* ''*oh my God."* Not there were ten minutes of good, It's like, five

hours of, stress. *[laughs]* ...

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 400-405

And I think yeah that probably has a lot to
do with like, the almost desperation I feel, like I just want to fix them. Like I

want them, to not get older or I just don't-I hate the idea of, any child-any child

but especially the children that you spend, six hours a day with, going home and

thinking like, *"Oh nobody likes me or nobody ever are nice to me or I--"*

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 689-693

you know you are emotionally attached to
any child I think that you [**TB:** Mm hmm] you come into contact with, erm, and then to
see the change in them. And you just wonder… how it happened and you want to try and,
do the best for them really.

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 36-39

Erm it is frustrating for me because I want to see him
make progress. I want to see him read and write and spell and have a social erm,
community within the class. That frustrates me because as a teacher they're things
that are built in me that I want every child to be able to do.

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 68-71

And I think sometimes when he was learning, and he
felt like he was learning and he was excited, he forgot, all the bad things. You
know? [**TB:** Mm hmm]

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 480-482

And he'd been so absorbed in his painting you know. … We photocopied it
about a hundred times. You know, this one's for this person and [**TB:** Ahh] this one's
for that person and this one's for you and this one's for the office, you know. His
picture was everywhere. But he went home and he was really happy [**TB:** Mm hmm mm hmm]
and you know I'd like to send him home happy, and it made me happy and then I said to
everyone you know "if you see this picture it's his, and look he did this" … and then
it made everyone more positive [**TB:** Mm mm hmm] and it gives him a better, image,

around the school you know?

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 487-494

And sometimes I feel like he has a really positive experience… and then that's nice to know [**TB:** Mmm]. So yeh. It's not always a negative thing. It's not always stressful and horrible

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 509-511

Code – "Wanting the child to feel liked / have positive experiences"

it's about … those successes and building on those exce- successes because they give him, a good feeling , [**TB:** Mm hmm] you know … [**TB:** Mm hmm] to share with the children

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 124-126

PP: Because, when he was in Year 5 he was really difficult [**TB:** Mm hmm]. He was in a really bad place when he came into the class and we worked so hard to set up a reward system for him … erm, to try and get him to see the, what we the qualities that we saw in him

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 523-526

Allowing that child to to feel, liked? [**TB:** Mm hmm] I think that's important by adults because they don't, you know, think everybody, even – I mean a lot of them play out. The kids play out round here erm and you get other parents saying *"oh I don't want my child to play with that child"* and [**TB:** Mm]– but *they* live up to that expectation. They know they are considered to be the naughty child. ….

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 176-181

Erm, to try and give them the best experience, that, I can, in that year or you

know [**TB:** Mm hmm] less than a year, that they have in my class.

And I *really*, don't
like that. Because, I want, them to come. I want them to experience these things because I think it's er er heart-breaking to see them. Erm, one of the boys in my class, the older brother who I mentioned, erm *[coughs]* they did a trip when they were in, I don't remember one of the year groups, erm they did a trip to Harry Potter world and he misbehaved that week and couldn't go … … which was awful. You know, this child

The additional part, for teaching children at risk of exclusion is, the *stress,* erm, involved, erm, because as I said to you before I, erm-- It has an emotional effect on me because you *want* the best for those children.

I just want him to be able to- err
because as well that means that he starts his afternoon instead of, a teacher coming

in to say to me *"oh he's done this he's done this,"* [**TB:** Mm] instead of thinking

"gosh we're starting off on another negative for the rest of the day," [**TB:** Mm]

actually, I know that he's been fine. [**TB:** Mm hmm] We can just … start quite

positively and …

I mean, you can make his day at school the best it can be but, ultimately he's
still gonna go home … to that [**TB:** Mm hmm] … So you know we have him for what six

hours a day but, you can do as much as you can *[laughs]* but ultimately you know he,

spends the majority of his time at home [**TB:** Mm hmm] … with … not a very great

situation…. *[Tuts and sighs]* Yeh. It's it is really sad

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 173-177

obviously there is low level
disruption that, I try to ignore because if I was to, pick up on every single little

thing *[laughs]*… [**TB:** Mm mm hmm] you know he wouldn't it would be a very negative

experience

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 254-257

I just I want him to be able to show me what he can do and I also want I want him to
be successful in his, like social interactions as well

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 264-265

Its, I just, my one concern is I just want it to be successful and I want don't
want on his first day out there for him to … you know, *[sighs]* hurt someone or you

know just make a choice that, isn't going to, be a positive experience for him

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 278-280

But erm, equally if you know that he's
impulsive, and you know that some of his actions maybe he can't help, how do you

then, make sure that, he is successful and other children are going to be safe

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 282-284

But, I I am
worried about when he goes back out there just because I just I just want it to be

successful and I want it to be a good experience. I

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 299-301

He's got to get used to a new teacher, and they're
going to have their own strategies and, you know I mean obviously I'll say what's

been working for us and everything, but they're going to have their own way of

dealing with things their own, you know personality [**TB:** Mm hmm] and I just want him

to continue to be successful…

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 303-307

You see different sides to the children and he is he is
lovely and he's so bright and you think *"ooh" [sighs] "if only we could like help you*

with this thing that you find so tricky"

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 540-542

I was just trying to find a positive, like a reward for him or like
a positive, something for him to have that sort of, it sounds really dramatic but

something positive in his life … *[laughing]*

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 559-561

erm … because, I think, when you get into
a spiral of that behaviour, and that … erm, I don't know, it's sort of like you get

stuck in that, don't you, in a rut and erm, I just didn't want that to be, *forever*.

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 561-563

So I think
there's enough pressure as well, especially at this school, because of the

expectation that you know, we want them in school, we want them doing the right

thing. And then, every time something goes wrong, or someone gets hurt or a parent

comes in and complains you kind of think like, uh like we're supposed to not be we,

you know, we don't want to get to that point we're not excluding

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

children then now think, *"Nobody wants me, I can-- if I'm annoyed at someone I want them to leave I just have to be horrible and then they'll leave alone and I can do what I want."* And obviously that's, not, the case and that's not what we want them to feel.

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

And there was a child that joined, last year, the- because we're two form entry, that joined the other year four, and then we did a mix of classes because that was a rather heavy balance *[laughs]* of children with difficult behaviour in, one of the other classes. So I, she joined my class in the January and she spent the first sort of two weeks, screaming at me that, I should just kick her out because everyone else does. And then there's almost like that added pressure of, she-- like that's what she thinks we have to break that.

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

Not sure how, but somehow,
[**TB:** Mm hmm] so I think- I think there's a lot of pressure that, I suppose that because I bought into the school's ethos, a lot of pressure I put on myself because you think like, *"well, you want them to be different. You want them to realise you're not just going to be kicked out. We do care about you. You are staying here. You know, it doesn't matter how bad things get people will be there for you."*

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

I think, definitely I think it's difficult because almost, you feel like you've got something to prove because you need to prove to them like *"nope, I am here, and you are stuck with me and you are not being kicked out and, you know, we are going to fix this"*

Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0

The *main* focus with the child is going to be like, *"do you know what you did this five minutes solo when you sat and-and look*

at all these you know, pro-social and positive things you did," … in the hopes that
they will recognise that-that feels good, like doing the right thing feels good.

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 392-395

But then you still have to deal with all the, the not so good stuff. And so, for children
like that five minutes of, *"you know, well done, because I'm so proud of you that*
you, and you had your hand up is great, but we still now have to spend your lunchtime
talking about why we don't hit and why we don't throw and how we have to make up the
learning that we've missed"

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 395-400

and it's almost like … those five minutes, of the
positive, are overshadowed. So, although we are really big on fos- focusing on
positive and really big on, you know *"this went really well and that's what we want,"*
when it gets to the end of the day you just think like-- you can't help but thinking
like, *[whispers]* *''oh my God."* Not there were ten minutes of good, It's like, five
hours of, stress. *[laughs]* …

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 400-405

And I think yeah that probably has a lot to
do with like, the almost desperation I feel, like I just want to fix them. Like I
want them, to not get older or I just don't-I hate the idea of, any child-any child
but especially the children that you spend, six hours a day with, going home and
thinking like, *"Oh nobody likes me or nobody ever are nice to me or I--"*

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 689-693

you know you are emotionally attached to
any child I think that you [**TB:** Mm hmm] you come into contact with, erm, and then to
see the change in them. And you just wonder… how it happened and you want to try and,

do the best for them really.

Erm it is frustrating for me because I want to see him
make progress. I want to see him read and write and spell and have a social erm,

community within the class. That frustrates me because as a teacher they're things

that are built in me that I want every child to be able to do.

And I think sometimes when he was learning, and he
felt like he was learning and he was excited, he forgot, all the bad things. You

know? [**TB:** Mm hmm]

And he'd been so absorbed in his painting you know. … We photocopied it
about a hundred times. You know, this one's for this person and [**TB:** Ahh] this one's

for that person and this one's for you and this one's for the office, you know. His

picture was everywhere. But he went home and he was really happy [**TB:** Mm hmm mm hmm]

and you know I'd like to send him home happy, and it made me happy and then I said to

everyone you know "if you see this picture it's his, and look he did this" … and then

it made everyone more positive [**TB:** Mm mm hmm] and it gives him a better, image,

around the school you know?

And sometimes I feel like he has a really positive

experience… and then that's nice to know [**TB:** Mmm]. So yeh. It's not always a

negative thing. It's not always stressful and horrible

> Code: ● Subtheme 2: An Intense Relationship > Wanting the child to feel liked / have positive experiences   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 509-511

Code – "Talking them back round / listening to their perspective"

eh. … yeh and dealing with things, in a way that you're going to bring him back
down you know when actually you just wanna say *"I don't want to talk to you right

now."* [**TB:** Mm hmm] *"and sit there."* But actually, then you're not bringing him back

round. [**TB:** Mm hmm] You've got to try and bring him back round …

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 421-424

Yeh yeh. [**TB:** Even though he's put you there]. Yeh. And that and that can
sometimes [**TB:** *[interrupting]* you have to pretend you're here] can be a challenge.

Yeh. Yeh. And you have to say, *"its ok … we can move forwards. What we gonna do?*

Right ok, let's get on with it" …

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 457-460

But those kind of things I just, I have a little quiet word with
him, cos I think there's no point in making a big deal out of it

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 496-497

Erm but I do hope that the other… I have to sort of have a little chat with
him and say you know *"this is how what's gonna happen and, I hope you have a good

playtime"* and but obviously at the moment he's with me most of the time. But, I I am

worried about when he goes back out there j

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 297-300

well he knows the structure of Year
1 he knows the class and everything very well but he also knows the school. [**TB:** Mm

hmm] Because its unsettling going to a new school anyway. [**TB:** Mm hmm] I feel like I'm making excuses for him but *[laughing]* you know what I mean it's unsettling going to a new, environment and not knowing anybody and, … so that couldn't have helped his situation but … yeh.

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 359-364

But when
they say, "*It's your fault, I'm being excluded*," You think like, "*Do you know how much I do to try and keep you in school?*" Like, they, erm XXXX was considering excluding earlier on that morning, but I had to come out with class, asked like my TA
to carry on with what the class were doing. I had to come out and essentially like was borderline begging like I was like*, "come with me, let's go and sit down, you know like I haven't seen you all weekend, you were not in class Friday, let's have a chat, and you want to play a game? It's break time."*

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 442-449

And she did. She came with me, we
sat down, we had a chat, we played a game, we talked about our weekends, and you know
she said the first thing she said to me when she was calm was, she said—erm they basically stolen a bob from an adult.

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 451-454

And I was like, "*You know, you probably should have, but equally is really tricky when you're standing in front of your friend who's also doing the wrong thing*." I was like, "*If I was in your position, I would code 'no' to my friend.*"
"*Here you go to an adult and get your friend in trouble.*" Which is how she would see
it.

> Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 455-459

I was like, *"I think you probably did the best choice, which was to come away, leave her with that because you haven't annoyed her, but also you've done the right thing."*

Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 459-461

Like I think oh you know
if I just had a conversation with him in ten minutes I'd feel better and he'd feel

better, and he'd feel like someone actually cared about him.

Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 85-87

But sometimes he just he just doesn't wanna talk and I'm, I wish that he would just talk about something even if it's a completely made up story which is quite common, you know or, instead of him going out after school just to sit with him and read a book with him you know, have
that kind of relationship which I don't think he gets a lot from his family from

Code: ● Subtheme 2: An Intense Relationship > Talking to them back round / listening to their perspective   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 87-91

Code – "Building the relationship – steps forward and back"

you feel like, with the child … I make a lot of steps
forward and then he does something like that and you think … … dammit! We were ma-

making good progress together, building that relationship, building that trust… and

then he's done that.

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 20-23

I don't, er, … as as good as our relationship has been
growing … I I don't think he thinks *"oh I've said to Mrs S---- I wouldn't do that"*

[**TB:** Mm hmm] that doesn't I don't think that enters his head, I don't think the

relationship's at that point

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 71-74

so … … erm, ya know when you
build a relationship with a child who's, not good at relationships [TB: Mm hmm] then

that makes you feel like you're making a difference for him and then you put in a bit

more effort, and that, but, yeh it can be very frustrating… [TB: *[laughs]*] Incredibly

frustrating.

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 191-195

Yeh…. I tried to, show him that he can trust me by giving him, a bit of my time.
[**TB:** Mm hmm] So, his piano had broken at home, I said *"well I'll supervise you so*

that you can practice here, at lunchtime." [**TB:** Mm hmm] And I think that, those

little things [TB: Mm hmm] in the relationship, help us both to manage his behaviour

a bit better in class.

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 226-230

Erm, and he said *"well*
you know you're doing everything, you just gotta keep plugging away at it aaand build

the relationships and –" … You have the half term break and you come back and you see

it through different eyes.

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 357-360

PP: Because, when he was in Year 5 he was really difficult [**TB:** Mm hmm]. He was in a
really bad place when he came into the class and we worked so hard to set up a reward

system for him … erm, to try and get him to see the, what we the qualities that we

saw in him.

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 523-526

Erm, emotionally he was very unstable … and we worked hard
and if I saw him starting to *[clicks fingers]* that trigger I would go and sit with

him and support him and, he didn't like writing either, funny that [**TB:** Mm hmm] and I

would scribe for him, and … erm, he would appreciate that.

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 526-529

like the boy in year 6
[**TB:** Mm hmm] who's leaving tomorrow [**TB:** Mm hmm] coming up to me and saying … *"you're*

gonna miss me aren't you you're really gonna miss me" [laughs] [**TB:** Ahh] knowing that

he's, [**TB:** Mm hmm mm] you know it's how he feels [**TB:** Mm hmm yeh] you know that's
….

you know you've you've helped that child on that journey [**TB:** Mm hmm] and that you

know it means a lot erm …

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
Weight score: 0
Pp 1 - Katharine - Interview 1, Pos. 594-599

The transition has been easier for them than for him because that first term
is, hard [**TB:** Mm-hmm. Mm-hmm] gaining that trust [**TB:** Mm-hmm] and building that

relationship.

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 95-97

Because you can normally, you know-you know he
does stupid things, and silly things, that he knows he shouldn't and he does them

anyway [**TB:** Mm-hmm] because of who he is but if I sit down and I say "XXX, you know

no, you can't do that." [**TB:** Mm-hmm] **"**Yeah, I know. Sorry." He doesn't actually mean

it, I don't think, but he said-- he goes through the motions, [**TB:** Mm hmm] the

politeness and you feel like you … you know, you're making [**TB:** Yeah] something,

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 132-137

Erm so yeh I enjoy developing strategies and working with the children. Building a
relationship with the children erm and you know, just trying to work on them if you

like. ….

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 153-155

Ok. Well the thing is building relationships, …. One of my erm … … biggest beliefs
if you like, is that erm, that an expectation of a child – if you meet a child
expecting that child from whatever you've heard in the past, expecting that child to
walk into your classroom and th- behave the same way as that child always has behaved,
[**TB:** Mm hmm] in other classes and things like that then, they're gonna live up to your
expectation

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 159-164

Erm, sooo, it's kind of
dealing with a lot of positive, with him [**TB:** Mm hmm] erm and and that develops a
relationship. Erm it's sometimes I say, to erm, you know *"you're better than this!"*
And try and … yeh have that expectation

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 170-173

PP: *[laughing]* Erm, building the relationship I enjoy. Erm I, …. … *am* able to detach
myself from it when I go home, but, that, … if they are in a serious position at home,
of, you know obviously, the the the other departments if you like, are don't always
respond because [**TB:** No] they are like all of us completely overworked, [**TB:** Mm hmm]
so you do worry,

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 185-189

erm, so, if you'd ask him to do something … and he'd
say *"no"* and you'd say "*right well I'll take a minute off your chart*" or erm you'll

have to stay in, for a minute for play time. And he'd throw himself on the floor

crying. But they weren't real tears *[laughs]* erm, and, yeh so he- it took about two

weeks I'd say of tantrums for him to really understand that I wasn't gonna budge [**TB:**

Mm hmm] and nor were the, the other staff are all, we're all sort of on the same

page, [**TB:** Mm hmm] so, that has worked really well

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 213-219

So it does it is working,
but it is erm. … it is a bit of a battle. But I thi- I do feel like we are coming out

of that sort of training, [**TB:** Mm hmm] you know getting used to each other, stage.

Cos he he knows that I I'm not gonna, give in.

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 232-235

They need to get to- used to you
know [**TB:** Mm mm hmm] you know they need to get used to your systems and and actually

you mean what you say [**TB:** Mm hmm] erm, but also get to know you as a person as well

like how far … … how much you will take so like obviously there is low level

disruption that, I try to ignore because if I was to, pick up on every single little

thing *[laughs]*… [**TB:** Mm mm hmm] you know he wouldn't it would be a very negative

experience

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 251-259

Erm, but actually, again, you know, I have been really
lucky and I think initially as well I thought, I don't want to be his friend because

you need to establish that relationship, but erm, so I was very sort of, I suppose

blunt, I don't know if that's the right word?

Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 144-147

But he knew exactly like,

if I said no, it- I meant no, and I wasn't gonna discuss it. Erm, and--- yeah, so the

first sort of, month I'd say, we had like limited communication because I think we

were just figuring each other out.

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 147-150

And that's really difficult and then, if
she goes and tells the child then the child's a bit funny with me [**TB:** Mm hmm]

because then he thinks I don't, I'm not on his side [**TB:** Mm mm hmm] so *that's* quite

difficult as well. [**TB:** Mmm] … Yeh. I don't like being in that situation. It's quite

difficult.

> Code: ● Subtheme 2: An Intense Relationship > Building the relationship - steps forward and back
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 240-244

Code – "Wanting to do more / give more – did I do enough?"

Because I see a child who's … … … has … so many issues, that I feel sad that… …
I wanna do more to support him and more to help him on his journey through education,

and … there's so many things get in the way of doing that. And it makes me feel sad.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 9-11

eh *[laughs]* yeh, yeh
TB: Sounds exhausting.

PP: But underlying it, I see a child who's, … … is, … … erm … who needs more. Ya

know, he needs, he needs nurturing and he needs ... support more than any other

child,

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 184-188

so … … erm, ya know when you
build a relationship with a child who's, not good at relationships [TB: Mm hmm] then

that makes you feel like you're making a difference for him and then you put in a bit

more effort, and that, but, yeh it can be very frustrating… [TB: *[laughs]*] Incredibly

frustrating.

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 191-195

I just thought *"I I'm so disappointed*
that it came to that." [**TB:** Mm hmm] That we hadn't done enough to stop it getting to

that point. And I know it was all in his hands [**TB:** Mm] and it was in his control

but, you still feel rea– that you know that, if I'd done something differently maybe

it wouldn't have happened. …

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 500-504

if I saw him starting to *[clicks fingers]* that trigger I would go and sit with
him and support him and, he didn't like writing either, funny that [**TB:** Mm hmm] and I

would scribe for him, and … erm, he would appreciate that.

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 527-529

Yeh, yeh that … I just think *"oh god I wish I could have done something, to stop*
it happening" you know what could I have done. [**TB:** Mmm] like what could I have done

to stop

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 555-557

And so I'd say *"well just stay here and calm*
down, that's fine." You know … erm [**TB:** Gosh] … being there for them I guess. [**TB:**

Mm hmm] But then you start to, when they when it goes wrong, you feel it because

you've given up … you've given a bit of yourself to them I suppose

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 562-565

Well that's what I'm here for. [**TB:** Mm
hmm] For those moments where, a child is, in need of some support … [**TB:** Mm hmm]

that's my job to do that. [**TB:** Mm hmm] But yeh I can go home I go home and think

[whispers] "I haven't sat down all day…. I haven't had a moment." [**TB:** You haven't

had lunch.] And I've got I've now got 90 books to mark. You know.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 571-575

Erm, he was excluded and it
was against, *me.* [**TB:** Oh] And it was, particularly a knock in the—a knock in the

teeth really. [**TB:** Mm-hmm] Erm, because I've done so much to support him.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 25-27

And, for me, I was just devastated by it. I was so-- I-I could understand why he
would … butt up against the mid-days ladies-- mid-day ladies, because he doesn't
have

a relationship with them. [**TB:** Mm-hmm] What I couldn't understand, and I still
don't

really understand, is why he did that to me? [**TB:** Mm-hmm. Mm-hmm] And that-
that

really hurt. *[laughs]*

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 81-85

When you put in so much effort [**TB:**
Mm-hmmm. Mm-hmm] and you stand up for him all the time, but when he came
back, I said

to him, "Look, it's behind us. I'm not gonna stop fighting for you. And I'm not gonna

stop supporting you," [**TB:** Mm hmm] and I-- and I won't."

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 85-88

So therefore, maybe
I overcompensate when he's in school, cos I think, well we can provide him that

stability here. [**TB:** Mm-hmm] Yeah, I do-- I do think my own experiences in life, I've

come into teaching late, erm, I'm sure those impact, significantly the person I am in

the classroom, yes, I do think so.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0

Oh, I did everything, I-I do. And, erm, again, when I go home I collapse [**TB:** Mm] because I've got nothing left to give which is hard for my family [**TB:** Mmm] because

I'm knackered but, erm, yeah. Yeah, I do, you you know I give them every minute of the day if I can.

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

you know, you know that one is an example
of where a couple of years ago, whose mother never picked up, from school so she ended
up going in a, police car home, erm and *I* worried about that all weekend in fact I
said *"can I come in the police car with you?"* because I didn't want to leave her, go
there – well she had her brother with her [**TB:** Mmm] but the thought of leaving those
two children…

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

I've written empathy underneath erm [**TB:** Mm] … I guess kind of erm,
if I really knew what was going on in their heads then, … I would be able to fix it?
[**TB:** Mm hmm mm hmm] Erm yeh that's probably a *little* bit too involved but, you know,
I've got children of my own and [**TB:** Mm mm hmm] yeh …

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Erm so one thing that
happens quite often and it *I* find this really distressing, is that we go to we go on a
trip. I try and organise trips, once every half term erm which is, quite expensive
[laughs], so I do have to do a lot of bargaining to get them. [**TB:** Mm hmm] Or go to
free places, go to free places, the library and things like that. [**TB:** Mm hmm] And
if, they have had a "Stage Three," they're not allowed to come.

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

I find that really,
heart-breaking [**TB:** Mm hmm] because I I would sort of do anything, to not let them go
[**TB:** Mm hmm] erm, I mean not as far as not, they er, you know I wouldn't *not* give them

consequences for their behaviour for example if this, you know the throwing and that kind of stuff you can't, erm, … just say *"oh I'm gonna let that go cos it's a trip tomorrow"* or something like that because, you know, that's giving mixed messages isn't it? [**TB:** Mm mm hmm]

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 663-669

Yeh … …. He is he is lovely though.

That's it's that's the thing. You see different sides to the children and he is he is

lovely and he's so bright and you think *"ooh"* [sighs] *"if only we could like help you*

with this thing that you find so tricky" but like I say we we do our best *[laughing]*

but what can you do we don't have him all the time

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 539-543

So I, I think the first few weeks, especially if it's a child

who's joined, the school, n- new, are *really* trying because they like, they

definitely test your patience, because you're there you know having things thrown at

you, being screamed at or sworn at or whatever it is and, you have to kind of be

there saying*, "you know, it's okay that you're angry and I understand that other*

schools have, you know, kicked you out and I understand that that feels rubbish, but

we're not going to do that."

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 301-311

And I think that, probably is the like yeh the most draining, they most kind

of like, stressful like I feel like *"ah, I feel like I'm not doing anything, I'm not*

I'm not making a difference" because, you're not excluding so the children never

leave.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 383-386

I was basically everything

except, "*Please come with me*." Because I just thought, you know, *"You don't know you're about to be excluded.*" Like, just come away.

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 449-451

And I just was desperately
like, "*Please come with me, like, please don't go. Like if you come me then potentially it won't happen.*" Erm, so she then said, told me, and I said, "*I will go back to class and I will come back in half an hour and see how you're doing."* So I went back to class, apologised to my TA that was leading my lesson, erm came back half an hour later that she just was like, "*How are you doing? Is everything okay?*"

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 462-467

So I'm nice, and the people that deal with her when she's not in class are the mean ones. [**TB:** Mm hmm] Erm, and I kind of, I guess I kind of feel a bit of pressure there. I think that I put on myself because I think, but if I had come up earlier, [**TB**: yeah] I could have settled her and she wouldn't have been excluded, but then realistically, that's, that's not, it is, it's her, like she needs to make the right choice.

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 488-493

And I just like I so desperately want, to be that adult, for her.
[**TB:** Mm hmm] Like I want her to go home, and think like you know, *"Ms XXXX said that,*

tomorrow I'm doing this and I believe her" and I do think she does believe me, but like that's kind of it's not her fault. [**TB:** Mm mm hmm] That's her kind of experience

is.

Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 618-622

And I think yeah that probably has a lot to
do with like, the almost desperation I feel, like I just want to fix them. Like I

want them, to not get older or I just don't-I hate the idea of, any child-any child

but especially the children that you spend, six hours a day with, going home and

thinking like, *"Oh nobody likes me or nobody ever are nice to me or I--"*

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 689-693

Oh again, I think again it's the not having done enough, [**TB:** Mm hmm] … to
prevent them from doing whatever they've done, or not having done enough to support

them.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 80-82

So I just wondering I wonder whether while they're not in class – have I, done enough
for them in terms of making sure that their learning is progressing –

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 92-93

Erm, again going back to the example I gave, erm, about the
autistic boy, um, attacking the girl [**TB:** Mm mm hmm] And … not having not… me feeling

that I hadn't done enough to, kind of erm you know protect her, in a way. …

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 102-104

Again it comes back to failure I guess that, you're just not able to, to
support them as much as you can cos at the end of the day I'm I'm the person that's

responsible for their learning. And if they're not in my class, how can I help them

with that? [**TB:** Mm hmm] Erm … so yeh.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 214-217

he has that support so I can't do anything to help him and that stresses me out because
I know him so well I know his triggers and his points and I just wanna help him … but

I can't because I have to teach so, I find that stressful

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 21-24

P: Yeh I mean if he chooses to go outside I can see him from my window and I can see
him in a situation where he's not happy or he doesn't feel safe or maybe the

playground's really busy and you can see that he might start to react in a negative

way and I just kind of want to run out and go like "alright come in" or be like

"let's come in and do this and do that,"

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 29-33

have to like just kind of pull the blind down and pretend
he's not there in a way and that's quite stressful and then when I hear some negative

thing that he's done I'm like "oh if I could have gone out I could of helped diffuse

the situation" or … so that's quite difficult.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 35-38

Horrible. Really horrible. Because, I wanna spend as much time with him as I can,
because we've got a really good relationship and with mum I've got a really good

relationship. But I have to be able to step back and let oth- let him develop

relationships with other adults and his one to one,

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 45-48

But when he's doing something and I know he
doesn't like it or he's being … put in a situation where I know he's not familiar

with, I just kinda wanna go "no he won't like that lets do it this way" or "can I

help you?" and I that's quite difficult for me of having to really, *learn* to take

that step back.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 49-53

Sometimes I feel like he just needs cuddle.
Like if I could just give him a cuddle it would make him feel better.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 81-82

PP: *[laughs]* Well sometimes I do give him a cuddle. [**TB:** Yeh] erm … it's hard
because, being a mum myself I feel very mumsy towards him. Like I think oh you know

if I just had a conversation with him in ten minutes I'd feel better and he'd feel

better, and he'd feel like someone actually cared about him.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 84-87

But sometimes he just he
just doesn't wanna talk and I'm, I wish that he would just talk about something even

if it's a completely made up story which is quite common, you know or, instead of him

going out after school just to sit with him and read a book with him you know, have

that kind of relationship which I don't think he gets a lot from his family from

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 87-91

I feel like a mum to him yeh. I like to think that I do things differently to how
his family work. So I like to think that, like with if he's in a situation where hes

really not comfortable like if hes out at play time and theres just too many

children. Other adults might be encouraging him to stay out and get used to those

kind of environments whereas I can look through the window or be near him and can see

that he's just not comfortable and I just kind of wanna "come on lets go somewhere

else" you know.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 117-123

And
sometimes I like stand there and watch him to see how he reacts with them, but he

treats them differently to how he treats me. So I still kind of feel like he would

always come back to me. So that's made it easier [**TB:** Mm hmm mm hmm] for him to go

off, somewhere else- it's really weird I sound like I'm [**TB:** No, no] obsessed with

him,

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 137-142

And it makes me kind
of wanna go "ok well I'll go to your house and I'll go and get him and I'll bring him

in." But obviously I can't do that [**TB:** Mm hmm mm hmm] because it would make

everyone's lives a lot easier and it would benefit him.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 166-169

 you know so … they're they're a very interesting family but some mornings I'm
like [sighs] some mornings she comes in and shes like "ohhhhh" and then she leaves

and I'm like [sighs] "woah. I don't really know what to do with that." Close the door

and then I've got to kind of get back into teacher mode ready for when everyone else

comes in. … you know-

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 193-197

Erm, it's pretty full on, cos then my heads just like "ooooh" and if I have to
come and report it I have to then leave my class with another adult-

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 199-200

you know … erm but some mornings it can be
very intense. And then I've got to try and forget that, put my other head on, focus

on what I'm doing and then when I get the opportunity, go back and deal with it, so

yeh … some mornings it can be, quite hard. [

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 212-215

Mm so yeh so that where this whole protective [**TB:** Mm hmm] … thing, kind of comes from [**TB:** Mm hmm] you know. It's weird. it's a really weird feeling. [**TB:** Mm hmm]

It's a really weird feeling.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 313-315

Want to help and support him … *[stretching]* That's all I want to do. Is just
help, and support him. Get him to realise what it's like in the real world and, … try

and keep him safe and teach him the right things … you know [**TB:** Mm hmm] Not to get

involved in like gangs and, … disputes and … to be able to walk away

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 458-461

Because I want to help him, but he doesn't let you. And I want to
help and support mum, but she doesn't let you. And you put things in place, … places

where he can go or activities, and he'll refuse or they wont happen and you're like

"ahhh." But if you, let him do it, or if he did those things he would, make three

more steps [**TB:** Mm hmm] do you know what I mean.

> Code: ● Subtheme 2: An Intense Relationship > Wanting to do more / give more - did I do enough?
> Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 513-520

Code – "Needing to have positive expectations"

PP: I have to come into the classroom believing everyday is gonna be positive [**TB:** OK] … because otherwise *[laughing]* it would be a really hard job to do. [**TB:** of

course] Erm, and I don't come in thinking … I come in thinking today he's gonna he's

going to achieve.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 138-141

One of my erm … … biggest beliefs
if you like, is that erm, that an expectation of a child – if you meet a child
expecting that child from whatever you've heard in the past, expecting that child to
walk into your classroom and th- behave the same way as that child always has behaved,
[**TB:** Mm hmm] in other classes and things like that then, they're gonna live up to your
expectation [**TB:** Mm hmm]erm, and I kind of try and pride myself if you like of
expecting them – my expectation being the same, as others erm, and err, yeh. I

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 159-165

Erm, sooo, it's kind of
dealing with a lot of positive, with him [**TB:** Mm hmm] erm and and that develops a
relationship. Erm it's sometimes I say, to erm, you know *"you're better than this!"*
And try and … yeh have that expectation rather than "*you are-*" *[quiet voice]* I never
use the word naughty, [**TB:** Mm mm hmm]unless its behind closed doors of course [**TB:**
Mm
mm hmm] *[laughing]* because sometimes its just frustrating

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 170-175

Erm and again, when you've got all this sort of stuff
coming in [**TB:** Mm hmm] I sort of think right, okay, today is a new day and I come and
like, you know, move everyone's chair and put people in this place and [**TB:** Yeah]
we're gonna do this and I'm gonna not accept any, you know, behaviors and I'm not
gonna do this and I'm gonna-- so, you've got one child who we have to be very firm
with the erm, advice erm, you know, to take no nonsense [**TB:** Mmm] and then you've got
another child who we need to work on with positives.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 80-86

what is it like coming in fresh every morning … like that?
PP: Erm, I tell-- I'm quite a motivated person so, erm, in the mornings, I'm usually
quite good.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 110-112

So, very often, when there's been an issue, the last thing I say to the
child is, tomorrow is a new day. We'll start again tomorrow. [**TB:** Mm hmm] And when

that child walks in the classroom, I do not-- I-I try not- [**TB:** Mm hmm] -to expect
them to misbehave

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 303-306

Erm, I come in, I talk to them and say, "*We're gonna
have a good day today."* And be positive and say, you know [**TB:** Mm hmm] really try.
It-- 'Cause, uh, it's not just about saying it, it's about believing it. [**TB:** Mm hmm.
Mm hmm] Erm, and we're gonna have a good day today and we do, you know, start off on
a good foot. And, I think, that's really important. So I'm expecting that child, erm,
to, not only behave but achieve as well.
[**TB:** Mm hmm] So that's actually my biggest they call it pedi-pedi-pedigogy if you
like, yeah.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 306-313

And, erm, you know, they may have
Traveller values, but they are not, you know, whatever they are [**TB:** Hmm. Mm hmm]
it's not brought into school and they have an expectation of their children, erm the
same way the rest of us have an expectation of our children.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 350-353

And
they don't have a, necessarily, the what- the children I've come across, don't have
massively high ability, but, em, you know, we work on that like we would with any
other child. [**TB:** Mm hmm. Mm hmm] Erm, and I think… there is that thing where, "Oh,
you know, they're a Traveller child, therefore, they are, you know-- then-the-the
girls aren't gonna want to do jobs [**TB:** Mm hmm] when they leave. They're gonna end up
leaving at the end of primary school and-and, you know, being a home [**TB:** Mm. Mm
hmm.
Mm hmm] house. And that-that, for me, is one of the hardest things, erm, … to think
about Traveller children because it's, erm …

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 353-361

So erm, I got told from the office that, I mean I saw, him outside with
his mum … and he erm, he, was holding another child, you know by the coat and he was
shouting in their face erm and she came and said *"oh he's having a bad morning"* and
you try not to sort of let that … [**TB:** Mm hmm] sort of affect how you're you're going
to carry on your day.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 30-34

I just want him to be able to- err
because as well that means that he starts his afternoon instead of, a teacher coming

in to say to me *"oh he's done this he's done this,"* [**TB:** Mm] instead of thinking

"gosh we're starting off on another negative for the rest of the day," [**TB:** Mm]

actually, I know that he's been fine. [**TB:** Mm hmm] We can just … start quite

positively and …

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 119-124

you hear a lot of things
[laughing] erm … about a certain child before you have them in your class and I've

always taken the opinion, actually let's see what they're like because actually

Reception, to Year 1 is a huge journey [**TB:** Mm hmm] and, a massive transition.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 182-185

I think she still, holds onto, how he was last year [**TB:** Mm
hmm] and I don't, necessarily think that's beneficial, because, I kind of I'm one of

these people that like to start a fresh, give him a chance

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 515-517

erm … because, I think, when you get into
a spiral of that behaviour, and that … erm, I don't know, it's sort of like you get

stuck in that, don't you, in a rut and erm, I just didn't want that to be, *forever*.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 561-563

I got a bit like, "oh
my goodness, there's so much, going on here," and of course you have to know the

backstory, but equally I think you need to, give him a chance and, erm, just keep it

simple really.

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 92-95

So I think
there's enough pressure as well, especially at this school, because of the

expectation that you know, we want them in school, we want them doing the right thing. And then, every time something goes wrong, or someone gets hurt or a parent comes in and complains you kind of think like, uh like we're supposed to not be we, you know, we don't want to get to that point we're not excluding

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 231-236

And so I think there is that pressure as well as well as you know, especially children who join, from other schools who have been excluded. You think like, *"Okay well, we can't let them think that, they can be excluded and they'll just be kicked out."*

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 262-265

so I think- I think there's a lot of pressure that, I suppose that because I bought into the school's ethos, a lot of pressure I put on myself because you think like, *"well, you want them to be different. You want them to realise you're not just going to be kicked out. We do care about you. You are staying here. You know, it doesn't matter how bad things get people will be there for you."*

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 272-276

And I think, yeah you, it's-it's almost like quite high risk thing. Like we need, very quickly for them to realise that, we're not kicking them out so that we can-- they can kind of given almost, and think, *"oh, okay, well there's no point doing all these horrible things"* [**TB:** Mm hmm] *"cos, I can't leave. Like they're not gonna kick me out." …* So I, I think the first few weeks, especially if it's a child who's joined, the school, n- new, are *really* trying because they like, they definitely test your patience, because you're there you know having things thrown at you, being screamed at or sworn at or whatever it is and, you have to kind of be there saying*, "you know, it's okay that you're angry and I understand that other schools have, you know, kicked you out and I understand that that feels rubbish, but we're not going to do that."*

> Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 301-311

it's like a, almost like that you're like holding on to—*"like it will be fine because we're getting it to that point. And it doesn't matter how frustrated, or upset, or angry, or deflated I feel. We're going to get to that point eventually."*

Code: ● Subtheme 2: An Intense Relationship > Needing to have positive expectations   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 725-727

Code – "Can't switch off from worrying about them"

if they are in a serious position at home,
of, you know obviously, the the the other departments if you like, are don't always
respond because [**TB:** No] they are like all of us completely overworked, [**TB:** Mm hmm]
so you do worry, erm, [**TB:** Mm]at home and think about those children. There's a couple
that come into my head now, erm whooo,

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 186-190

And they were … probably eight, and six? … to go in a police car cos
the mother hadn't turned up to pick them up at six o'clock at night, erm … was quite
distressing, you know. Erm err Linda's erm our SENCO INCO you know she's been doing it
for years and I know I phoned her a couple of times at the weekend to see if she'd
heard anything. We did *hear* that the mother had picked them up but she was a known
heroin addict and not been long out of prison and you know, [**TB:** Oh gosh] that kind of
thing. And things like that do, upset you, [**TB:** Mm hmm] erm, but, again you have to
detach yourself from it otherwise, you're the wrong person to do it

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 195-202

and as you've seen you know when I'm
tired I lose my thread when I'm talking *[laughs]*. And when you're in the front of the
class [**TB:** Mm] and I I'll say, *"now if you hadn't of done that then I wouldn't have
forgotten what I was saying."*

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 394-397

PP: Do you know it's, I was thinking about half term. I'm really looking forward to
half term *[both laughing]* but actually I mean I had a child last year as well and erm

you worry about them. If you're having a nice day you think *"oh what a lovely day I

wonder what the children are up to*?" and then you think *"ohh like I wonder if they're

ok, if they're having a nice time or if you know anything's happened".* And you sort

of go back after half term thinking *"oh gosh what if you haven't had a nice time and

you'll be back to square one"*

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 545-551

yeh I- you don't switch off. You do worry about

them, *A lot*, so, yes there's that [laughing] Erm it's just yeh, I don't think you, I

think as well as like I'm sure with many professions, but with teaching you don't

ever really, shut off from it. You're always worried about you know *"are they ok?"*

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 551-554

yeh. I mean it's a worry, but

ultimately, what can I do? *[laughs]* [**TB:** Mm hmm mm hmm] I've done like the hand pack,

I'm arranging meetings and stuff, and a few times people have said to me like "look,

that that's all you can do actually." [**TB:** Mm hmm mm hmm] And of course it will play

on my mind, but I think, as soon as I have the baby [**TB:** Yeh] I'll have other things

to think about

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 105-110

like sometimes I go home and I think about

"OK so, this lesson went well today but, this kicked off this person so, what can I

do to stop that happening tomorrow?" But it's, it is like the *constant*, like I find

myself some of the children [*laughing*] that I've worked with you find yourself like

on the weekend, thinking about them and being like *"that's not even relevant to what*

I'm doing." Erm-

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 23-28

I would say it's, *tiring* maybe? … Erm, sometimes you feel like *"I should stop*

thinking about them" you almost think *"actually, you know now it's that thing where*

you need to switch off"

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 30-32

yeh I would say it's tiring.- I sometimes like, there are

children who sometimes you know do the wrong thing or, generally you wouldn't *notice*

in a class, who might have been really difficult one day, and the next day you do

come in and and you do feel like *"we've had time apart now I'm calm and like ready to deal with you."* But sometimes I feel like children, specifically children like in my class now that I think of, I almost feel like I haven't had that detached like separation time because you're always thinking about them.

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 39-45

So sometimes
you come in in the morning and think *"I'm not even ready, to deal with you because I'm still annoyed about what happened yesterday 'cos I've been thinking about it [laughing]all night."* Or I've been thinking about you know, *"what could I have done differently, how do I wish it had gone?"*

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 45-49

So I think it's yeh
I'd say it's quite tiring, like emotionally draining. Having to like constantly think about them and then, even when you're trying not to

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 49-51

I suppose, worrying about them.
[**TB:** Mm hmm] You know *"what's it like at home? And if I've told mum that you have not had a good day … am I gonna make potentially tomorrow worse because you're gonna have a horrible night at home, you're now gonna come in the next morning-"* erm, yeh do then again constantly thinking like *"what do I feedback, what do I not?"* I think "constantly" [**TB:** Mm hmm mm hmm] and "consistency" is like a good *[laughing]* [**TB:** Mm hmm] good words that I would use. … yeah.

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 51-57

so I would, yeh, I kind of sat last night, or laid in bed
thinking *"go to sleep"* and then was there like *"but I don't want today to be like*

tomorrow so I need to work out what went wrong to… make it not happen today?" Erm…

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 75-77

Erm … yeh I think it's I, I mean obviously I think, I
don't know about anyone else, but I find it really difficult to switch off, from,

those specific children, definitely.

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 99-101

And there are other children who I just think
you know *"that was a problem or that didn't go well today but, we'll deal with it*

tomorrow." But I think, the child in my class that I think of now, it's like you

don't stop thinking about them and even when you do you like *"oh, I didn't think*

about that child today … and now I have" *[laughing]* Like that's now I've just ruined

that. *[Both laughing]*

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 101-106

Yeah, it's weird like I think, I've never sat down and thought about, how often
you think about them. I know I do it, but like *[quiet voice]* I spend a lot of my time

[**TB:** Mm hmm] thinking about her and trying to pre-empt and trying to gain back

control and it's it's crazy to think that, this one 8 year old child has so much

control,

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 182-186

But I definitely go home sometimes and think, ''*I'm definitely not ready for*
that child tomorrow." Or ''*I don't know how I'm gonna be ready to deal with them*

after the weekend, because, I'm still annoyed like, I'm still frustrated that, you

know, three lessons got cancelled today."

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 377-380

it just feels like never-ending. Like, you come in in the morning pre-empting
what they're like. You're dealing with it *all* day, all break, all lunch and then, it

gets to after school and you're recapping it all with the parents then you go home or

you mark or you have to, type up, erm, we have like C Points here which is like an

online, like erm, I suppose a noting down of, quite extreme behaviour so you then

have to log it. And then you're almost thinking about it as you log as you log it

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 415-420

And then you need to talk to a member of SLT if-if you know
something needs to happen the next day so, now I'm frustrated again because I'm

thinking about it and then I go home and you think, you've thought about it so much

that, it's stuck, and then you spend like I'm cooking dinner there and I'm like *"oh*

they did this and they did that.'' [laughs] Then, yeah it just it is like, it's never

ending.

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 421-426

I just kind of want to run out and go like "alright come in" or be like
"let's come in and do this and do that," but I can't, because I have my class and at

the same time I have to allow the one to one, to because it's their job to be able to

deal with the child so I have to like just kind of pull the blind down and pretend

he's not there

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 32-36

And then if mum comes in in the
morning and he's not in and she talks to me about stuff that's happened at the

weekend then that kind of stresses me out cos I'm like "oh well why couldn't you stop

that" or "why did you let him do that," or … it's really frustrating you know it's

just more concern on me more worry for me sometimes. Like I worry about him *all* the

time you know. I feel very protective over him.

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 38-43

It's a bit like you know sending your child to school for the first day and they cry and you cry [**TB:** Mm hmm] and you're really worried and they've had a brilliant day but, it's just everyday is just that constant worry, about where he is, about what he's doing. [**TB:** Mm hmm] Yeh …

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 53-56

Yeh and then that links in with my stress and then my worry and then I feel protective [**TB:** Mm hmm] [sighs] eh. So I haven't seen him for a while now and, I'm, I miss him.

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 102-104

I don't see a lot of him when he's in school … but I miss him. And I'm just worried about where he is, what he's doing. Is he safe? Where did he sleep last night? Has he eaten? You know, is he out at 9 o'clock at night on the streets. I just can't help but worry about it. There's not a lot I can do about it.

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 104-107

Yeh [laughing] it is. And I try and switch off from it. **He's always in my head always in my mind.** … And I try and switch off but then like mum will come and tell me something and I'll be like "oh no, that's not a good thing." And then I worry more,

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 109-111

But I still can't help like looking up the corridor to see if he's ok, or watching him out the window to see if he's ok. I can't quite, switch off from him.

Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 130-131

Because I haven't seen mum. So I wonder what he's doing, where he
is if he's happy and all these sort of things. But I can't dwell on it. I can't let

it bother me [**TB:** No] you know. It's really weird. It's a really weird feeling. [**TB:**

Mm hmm] Yeh. [**TB:** It's very it-] Yeh. I dunno … Yeh. … It's it's it's just hard. I

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 317-320

And then if I saw mum again at the
end of the day when she came to pick up the sibling, I might ask the questions again

or something [**TB:** Mm hmm] … erm, so I think it really depends on the situation as to

my level of worry or … I mean worry is quite a strong word. I don't really know … if

it's a concern , if it's a worry, [**TB:** Mmm] if it's just like a thought

> Code: ● Subtheme 2: An Intense Relationship > Can't switch off from worrying about them   Weight
> score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 351-355

Code – "Experiencing failure / feeling guilty"

When he was excluded, short term exclusion, for the first time, it it felt very
emotional because …... you know you feel you've failed because he's been excluded.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 12-13

but no the exclusion I, I I I did take that, it took me you know I had to go home and

… I was upset when I got home cos then I you have time [**TB:** Mmm] and you sort of come

back to into your own thoughts [**TB:** Mm] and I just thought *"I I'm so disappointed*

that it came to that." [**TB:** Mm hmm] That we hadn't done enough to stop it getting to

that point. And I know it was all in his hands [**TB:** Mm] and it was in his control

but, you still feel rea– that you know that, if I'd done something differently maybe

it wouldn't have happened. …

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 497-504

Yeh, yeh that … I just think *"oh god I wish I could have done something, to stop*
it happening" you know what could I have done. [**TB:** Mmm] like what could I have done

to stop

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 555-557

erm … and I never f- worked that out. I never was
able to find his button. [TB: Mmmm] Which is one of those things that that you sort of
… ok, we lost this one.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 295-297

So what's that like? When you can't find the button?
PP: *[laughing]* …. Frustrating … I suppose. [**TB:** Mm hmm] You sort of feel erm, … … …
yeh a bit sort of, disappointed? [**TB:** Mm hmm] Yeh. Yeh *[nodding]*

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 298-300

Erm, and you feel a bit
guilty. Like I feel guilty for feeling like, almost like relaxed and at ease [**TB:** Mm

hmm mm hmm.] and I think it's going, oh, it's, you know, there's so many

difficulties of her and we want her here. But then equally there's a bit of me that's

like, *"yes, I want her in class, but, do I really want her in class?"*

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 186-190

I really hope it doesn't but I …. I feel- you felt guilty about
it, I kind of don't really come in with a positive mindset anymore. Like an

optimistic mindset. I think it'd be great if things went right, but realistically,

they probably won't, and at least if, I think of it as it not going right if it

doesn't, I'm not surprised.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 235-239

Went back, came back at lunchtime, went into
that room and I was like, *"Where is she?"* And she was like, *"no mum and dad have been*

called" And I just was like, *"Noooo"* [**TB:** Ohhh] We tried, it had been postponed. And

I just kept thinking like, if I had come down like 20 minutes instead of half an

hour, could I have, you know, kept her there

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

So I'm nice, and the people that deal with her when she's not in class are the mean ones. [**TB:** Mm hmm] Erm, and I kind of, I guess I kind of feel a bit of pressure there. I think that I put on myself because I think, but if I had come up earlier, [**TB**: yeah] I could have settled her and she wouldn't have been excluded,

but then
realistically, that's, that's not, it is, it's her, like she needs to make the right choice. She needs to do that. I'm not going to be with her all the time. [**TB:** Nope] And if I were to be the one dealing with her outside of class, she probably wouldn't respond to me anymore. So it like [**TB:** Mm hmm] I think I find it hard sometimes, to
put the onus on, them [

And I think like, *"Oh, I should've done this or I
could have done that."* And actually as much as I'm trying to, teach, we're trying to teach these children, that is their actions, I also kind of need to remind myself, *"like no she chose to do that, it's not my fault,"* because I, I like, I feel responsible because you know, she's under my care, she's in my class.

Erm, but you do I like I felt so guilty when she'd been excluded from the rest of the school. I just thought, if I'd come back 20 minutes instead of half an hour potentially I could have, settled with her, I could have stayed with her during the lunch, that would have been an hour and then we only would have had an hour and a
half until the end of the day.

But realistically, after it happened and all kinds of
tensions had gone away, I kind of thought, even if I postponed it, if she's not ready

to do the right thing, it just would have been a half an hour later or 20 minutes

later. [**TB:** Mm hmm mm hmm] But it's really hard like telling yourself that.

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

But you do, feel just really responsible. And obviously if you hadn't asked
her to do her learning, she wouldn't have been angry. She wouldn't have done

whatever. She wouldn't have been excluded. But … we're not here to let her play like

to---

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

that you just leave them be and say, *"oh they had a really good day sitting
and colouring".* But I think a lot of the, the adults here are, so invested,… and

really believe that ethos of the school that, we do kind of like torture ourselves

with, you know, *"if I hadn't done that or if I had done this differently"* [**TB:** Mmm mm

hmm] or things like that. …

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

And then I I
think, personally it's almost a feeling of--- e- even where they have small internal

exclusions as well, it's it's a feeling of failure that that I-- although I know you

know it's not necessarily anything that I've done that I haven't been able to keep

them in class [**TB:** Mm hmm] or get them to do the work that they've done or or

whatever the situation might be [**TB:** Mm hmm] Erm so I guess a feeling of failure on

my part, not having … supported the child, appropriately, maybe? [**TB:** Mm hmm] Erm …
yeh.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 5-12

Erm *[sighs]* … … Well it was a, failure on both parts. I should—so-- only just a
few days ago one of the boys that's, potentially at risk of ex- at risk of permanent
exclusion. I assume permanent exclusion because he's had a fair amount of, smaller
exclusions so far [**TB:** Mm hmm] Erm, heee's … he's an autistic boy and he erm, pretty
much out of the blue, attacked another, a little girl in my class.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 15-19

So it was the
failure to not keep her safe, from that, [**TB:** Mm hmm] erm and also … that that
happened in my class anyway.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 19-21

And I, I know in my head that I couldn't have done
anything else in that situation [**TB:** Mm hmm] it all happened so quick [**TB:** Mm hmm]
erm, because, he he has a fixation on this particular girl and so I've moved him
around so he doesn't, see her, he's got his back to to her at all time… so it's just
that could I have done anything more, for her for her safety.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 21-25

And obviously, he needs
to be in class and preventing him from, doing that [**TB:** Mm hmm] So yeah, that's what
I mean, by that [**TB:** Mm hmm] And just generally, when they've been excluded for – I
say them, both these boys, I just feel like I could have probably --- I just feel bad
that that's happened. [**TB:** Mmm mm hmm] Erm. Yeah. [TB: Yeh. Feeling bad] Yeh

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 25-29

Erm … and if—yeh yeh I I think it comes
back to the whole failure thing. If you can't help, help them [**TB:** Mm hmm] you've

failed in some way. Because you're the person that shou—is or should be the constant

in their day. From 9 til 3 any way. [**TB:** Mm hmm] Erm. … Yeah. *[sighs]*

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 39-42

but yeh it
it sometimes does. … … but I think, talking it, talking it through with colleagues

erm, helps [**TB:** Mm hmm] to know that you know they haven't necessarily done anything

to, exacerbate the situation of them potentially being … [**TB:** Mm hmm] erm, you know,

at the risk of permanent exclusion. So .. [**TB:** Mm hmm]

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 52-56

but I think it's just for me sometimes just to kind of say it to somebody,
[**TB:** Mm hmm] helps. Erm, … of like how you felt about the situation [**TB:** Mm hmm] or

how you *think* you could have handled it better, perhaps.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 66-68

yeh I think – it's not necessarily anything I am doing negatively towards
them that's preventing them, staying in the classroom in the actions that they do or

whatever [**TB:** Mm hmm] I try and rationalise it, eventually –[**TB:** Mm hmm] that it's,

not me [**TB:** Mm hmm]

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 73-76

Yeah. So then kind of rationalising this failure element [**TB:** Mm
hmm] that initially you do feel like …. *[deep intake of breath]* Yeh. What have I done

wrong?

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 76-78

Oh again, I think again it's the not having done enough, [**TB:** Mm hmm] … to
prevent them from doing whatever they've done, or not having done enough to support

them.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

And so, err, … although he doesn't have a designated one-to-one,
adults have to be taken out to support him. Out of the class. … Erm [**TB:** Mm hmm] Erm

yeh so it's that you know, them being out of the class. Am I doing enough to, further

his learning, in that respec

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

and? Well, probably not – I mean I can give the work to
him for him to do, but he won't necessarily be able to do it without the support so

[**TB:** Mm hmm] and the same with the other boy as well, though he's more capable,

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

So I just wondering I wonder whether while they're not in class – have I, done enough
for them in terms of making sure that their learning is progressing –

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

which, at the
moment, it isn't, for either of them. Erm … and again while I can rationalise that, I

can only so much to help with their learning [**TB:** Mm hmm mm hmm] you still can't help

but feeling that you're letting, a child down at the end of the day. [**TB:** Mm hmm] So

yeah – it all comes back---

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

So you have to, again, …
compartmentalise I think. *"Well I'm here for the majority of those children who want*

to be there, and therefore I need to carry on with that… but making sure I've made

the right decision to call the right people, to deal with then the other child".

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

Again it comes back to failure I guess that, you're just not able to, to
support them as much as you can cos at the end of the day I'm I'm the person that's

responsible for their learning. And if they're not in my class, how can I help them

with that? [**TB:** Mm hmm] Erm … so yeh.

> Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

Erm, and then, and then I went over to him obviously
and, stopped him. Moved him away. Errrm, but, then erm the one to one asked if, asked

for the girl to come over so that he could see because she started to cry and then

stupidly I agreed with that.

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

In my head I'm thinking "no that's not a good idea" but
I agreed with that. … Err, but he then, came, towards her again, to try and hit her

again but, I was there then. So he couldn't touch her again. Yeh I just felt really …

just, awful for the little girl

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

Soo … you—I you know you hope that whatever you've
done as the teacher is is correct and is, you know, all of that because what are,

your actions could be called into question as well, I suppose.

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

- yeh that they eventually –
that these children, you know … it's just not a nice place to be for them really [**TB:**

Mmmm]. That they're gonna be, … it's like the word exclusion is just awful, in itself

that, you know, they're excluded from something. They're not part of something

that's, what that means.

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

erm, but that must be hard for them as well. Yeh you, you just don't wanna
you know fail a child in anyway. And I'm sure that's how, the people who make those

decisions for exclusion who are like the deputy head and whoever else you know, they

don't *want* to exclude [**TB:** Mm] but, they need to keep children safe as well so …

Code: ● Subtheme 2: An Intense Relationship > Experiencing failure / feeling guilty   Weight score: 0

Code – "Seeing a "different side" to the child"

You go for 5 days
TB: Oh, ok that's, quite …

PP: Erm but there were other days when you see the side of him, which is why you do

it *[laughs]* [

> Code: ● Subtheme 2: An Intense Relationship > Seeing a "different side" to the child   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 402-405

you know, there is a side
to him that you, you see occasionally. And that's when it makes you smile cos

actually, he's quite funny you know *[laughs]* and you think it's worth it. … And then

he'll go off and, and do something he shouldn't [**TB:** Mm hmm] and you think *"eugh,*

back to that again." … So it is, its constant *[motions moving hand up and down]* *"sw*

ch ch ch" like that [**TB:** Mm hmm] roller coaster of, feeling good about where he's at

and then, he brings you back down and you think, *"oh no,"* and then you start to climb

> Code: ● Subtheme 2: An Intense Relationship > Seeing a "different side" to the child   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 447-453

Erm, but I've also seen some wonderful-- a wonderful side to him, a really good
side to him. [**TB:** Mm-hmm] And that's what makes you put the other side, other
stuff

aside [**TB:** Mm-hmm. Mm-hmm] and say, actually, "Do you know what? He's a-- He's got a

very, nice, kind, thoughtful side," and it's about that that you put the effort in.

Flourishing and growing that [**TB:** Mm-hmm] 'cause that's what gives you, the

encouragement to keep going, I suppose, and not to give up on him [**TB:** Mm-hmm] as a--

as his teacher. You know.

> Code: ● Subtheme 2: An Intense Relationship > Seeing a "different side" to the child   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 103-109

They don't see him
by himself they don't see, erm … how lovely he can be.

Yeh … …. He is he is lovely though.

That's it's that's the thing. You see different sides to the children and he is he is

lovely and he's so bright and you think *"ooh" [sighs] "if only we could like help you*

with this thing that you find so tricky" but like I say we we do our best *[laughing]*

but what can you do we don't have him all the time

So I, know them anyway, and I know both these boys in a

very different way, to how they're presenting now. [**TB:** Mm hmm] So they've—it's it's

it's a *huge* change and so from that that time, so a year and a bit ago – there was

bit of a – you know I know them therefore – you know you are emotionally attached to

any child I think that you [**TB:** Mm hmm] you come into contact with, erm, and then to

see the change in them.

Main Theme: Us vs Them / Subtheme 1: Us

Code – "TA / LSA is supportive – we're a team"

and he's not now
go- going in to work with a new teacher who, he will then challenge [**TB:** Mm hmm] in

the same way he did possibly with me at the beginning of, the autumn term, erm … and

I do think that he sees in me, and my TA, a a a team who, are fair … [**TB:** Mm hmm]

who, will support him, [**TB:** Mm hmm] who will talk to him, as if he's, … not in an

aggressive way you know

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 202-207

I think … the root of it was …. he didn't do it deliberately … he felt he
was being unfairly punished, and, he didn't like the fact that, the two adults in the

room, were totally standing together [**TB:** OK, yeh] … against him. And he thought we

were both, *wrong.* [**TB:** Mm hmm] And he, he didn't like that at all. He didn't *want*

to, erm, respond to that

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 439-443

Erm, sometimes we talk about it, erm behind the scenes and *let* it
go to a "Stage Two" erm when perhaps it should have gone to a "Stage Three" but erm
you know, generally.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
> Pp 2 - Lizzie - Interview 1, Pos. 669-671

nor were the, the other staff are all, we're all sort of on the same
page, [**TB:** Mm hmm] so, that has worked really well.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 218-219

I'm just really grateful that what we've tried so
far this year has seemed seemed to have worked in the classroom

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 244-245

The one on one I mean that costs money. He does have erm
20 hours a week with a one on one erm, in the classroom, but the classroom isn't,

necessarily the issue. I I would say that, he struggles, mostly with playtime and

lunchtime because they are unstructured… Yeh

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 285-288

I mean I've got a great TA, I'm very lucky. S o she's gonna be a
constant, but … *[sighs]* you do worry.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 309-310

I have to make sure that there's an adult there to support him with his like social
interaction, because I know that if somebody wasn't there to support him – and that's

another worry. So next year, is he gonna have that?

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 341-344

but, I mean that's where it does come in
handy that, for some of the week he does have a one to one [**TB:** Mm hmm] because that

then enables me to make sure that the other children, I know how they're doing.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 482-484

I don't know, I feel very lucky that I *do* have the support in the
classroom, this year, because I think that, there are schools and settings where they

don't, and, how they manage … cos you, as a teacher you know you have like targets.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 502-504

I feel so grateful. I mean, I've had the same TA for a couple of years now and
she is, she's fantastic

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 509-510

Erm, and the one to one that erm, he has, came up from Reception which, which … is really good
and, she's she's great with him.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 510-512

in some

respects, brilliant that he has that and, I'm very very grateful, erm because that

does give me the gift of time with other children as well

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 523-525

So, yeh, it's nice actually.
And then I was able to, talk to my TA a little bit about it, and the, we came up with

a sort of, a continuation of what we were already doing for this child.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 11-13

rm but we are all sort of on the
same page now and actually, erm, she's being, a bit more firm with him now.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 70-71

And his
reward system is, working so, if he's rude to her, I say you know "that's not

acceptable." And we take a minute off. And actually on board, which is nice. So I do

feel like we're getting to a place where we're more, [**TB:** Mm hmm] on the same page

and that's obviously that's better for him as well because he knows *exactly* where he

stands with every single adult, we are on the same page and, yeh.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 71-76

I mean, we
still have the two members of staff that, are always in there, so they'll know the

consistencies. But, erm, I'll be meeting with a new teacher that starting in January,

but again, she's only part time. So, I do-- I do--- have concerns, going forward,

[**TB:** Mm hmm] … you know.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 82-86

PP: Yeh, I mean, I think the thing is with, with any teacher, you get attached to

your class don't you, and you want them to do well. And especially with the more

vulnerable children and you just, you just hope that they're gonna, carry on--

especially if they're, he's in such a positive place and, erm, but I have-- do have

every faith in like my TA is very good. She's very experienced and I'm sure that she,

erm, I'm meeting with a new teacher.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 98-103

And now we are [**TB:** Mm-hmm] And we built up a good like, rapport, a good relationship,

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 156-157

And if he's
got his one to one there, she's very good at almost taking him off and, doing some

breathing, and calming down and talking things through which is great,

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 198-200

So, I'm very grateful
[**TB:** Mm hmm] for the-the school and for like the children and the adults, that we

have here. And I think our school attracts a certain kind of adult because we are--

you know exclusion is not what we want to be doing.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 670-673

Because when he goes get, when he has run off and he has got

an adult with him, to some extent he will, I say to some extent he will sit down and

do the work because he's got that, one to one [**TB:** Mm hmm mm hmm] attention. Not that

he needs one to one for his learning [**TB:** Mm hmm] it's for the behaviour. [**TB:** Mm hmm

mm hmm] Erm. … yeah, I dunno. …

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 199-203

so I wanted to make sure I was doing everything

right, by him, you know, in when I was in year three. Erm but I think it was helpful

that he had a really good, one to one, err support, [**TB:** Mm hmm ok] and so I was

picking up on her cues on how to deal with him, so I was learning from her.

> Code: ● Subtheme 1: Us > TA / LSA is supportive - we're a team   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 206-209

Code – "Talking to other adults for support"

Erm err Linda's erm our SENCO INCO you know she's been doing it

for years and I know I phoned her a couple of times at the weekend to see if she'd heard anything.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 197-199

This isn't a good time of the day for me, right, cos I-I having had an

exclusion and erm, so today I- I kind of … I guess I need to go over it, do you know what I mean? [**TB:** Mm hmm] You sort of, I'll come out and talk to xxx or talk to xxxx and sort of right, Ok, this, this and this is going on

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 112-115

So, erm you do kind of erm want to talk it out but then on the other side of

the coin, I sort of think, oh, am I am I making a fuss or- do you know what I mean?

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 118-119

You know, it is the most difficult class in the school. That's

what everyone keeps telling me. [**TB:** Mm hmm] Erm, [coughs] obviously, it just one of those things isn't it?

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 148-150

Erm, I think it is an, uh, important thing. I am a talker. [**TB:** Hmm. Mm hmm] Erm,

and I-I tend to- that's the way I tend to think things- think things through. Erm,

so, yeah, I do think talking and perhaps, I mean, I do talk to my husband about it, erm, because that's a, convenient sounding board.

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 278-281

It's- sometimes it's
better to talk to somebody-- It would be nice, erm, to talk to somebody who was in the classroom [**TB:** Mmm] but I mean, unfortunate in the situation where I've got one person who's off sick and the other's quite young and [**TB:** Mm] it's her first year, so it's quite- it's not as easy to- [**TB:** Mm hmm] sort of, float things around.

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 281-285

It's difficult. Yeah. And you can't stop in the middle of a lesson, you know, "Let me go and look a little--" things chasing you around [**TB:** Hmm. Mm hmm. Mm hmm] Yeah….

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 288-290

Well yeh I spoke to our SENCo and I just said … "what can we do about lunchtimes"

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 111

Well the things is I think, … like as a teacher and you're talking to other teachers, they understand they're like, yes I totally understand.

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 581-582

And I try really hard, not to let that affect, the lessons, because the rest of them manage it well. And sometimes she does manage it well. And even if she doesn't, you know, that shouldn't be she doesn't like it so everyone has to do boring things. But equally I'm then thinking, *"Ok so there is me and my TA, I probably need an additional adult for her to help."* So then, you're going around asking like *"is there anyone that can help with-"*- Yep there is, lovely. *[Deep intake of breath]*

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 488-493

Like there are sometimes I'll go, to adult that they-- the teacher they had last year and I'll say like *"right this is what I want to do with them. Like am I being ridiculous, is this realistic?"* Because you kind of like, you feel like you need someone to say

to you even if it is like ridiculous and yes, she's not gonna manage and yes, it's all gonna go rubbish. You kind of need someone to say like *"no but do it anyway because you need to try."*

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 622-628

Like that is not- I
don't wanna go in outside and hold a Greek Olympics on the, you know on the field because, yesterday we didn't manage all day. And-and you go-- you go to someone and you say like, "*This is what I want to do. Am I being ridiculous? Is this is gonna go to pot."* And I mean the teachers here are really good because-because we're all-- I-I can't think of a class that doesn't have, particularly challenging children. Children who probably in other schools would have been excluded. Because we're all kind of in the same boat it's almost like a *"yeh probably will go wrong but give it a go like you can only see it might go well."* And I think that's really nice,

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 632-640

But I think it's like a
defence mechanism where you're like, *"this is definitely not normal but we're all dealing with it. And we all agree on what we're doing. So it's kind of like fine."* It's almost that like, *self*-depreciating when you're like, "*My lesson went awful today."* But you kind of need it because, everyone's in the same boat.

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 645-649

And I think-- I mean if I were, to be in another
school, that didn't do this and I was the only one dealing with it. I don't know how people would do it. Like I think I would have a break down, to be like the only one managing that. It definitely helps in this school knowing, you know what there are, *massively* difficult children in most of the year groups.

Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
Pp 4 - Charlotte - Interview 1, Pos. 650-654

So, you can get to an end of
a day and say *[deep intake of breath]* … you know, *"I had to evacuate the class today and nobody learned maths. How was everyone else's this day?"* And there'll be someone else he says. *"Oh yeh we, had to leave or our lesson didn't go right or I spent my*

whole lunchtime dealing with this." … And it's kind of like it's okay because, we're all dealing with it together and we all really strongly believe that this is the right way to be dealing with it. … So, it like it helps. Like the support system here is massive.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 654-661

I just-- I think if I, were to be the only, teacher dealing with a child like that. Like I definitely would have had, a lot more crying days *[laughs].* I definitely would be like a lot more unhappy I don't know how people would manage, to not have that like, back and forth of like, *"Oh, what went wrong in your classroom today?" [laughing].* Because it also means that somebody else has probably dealt with what you've dealt with and can give you suggestions. And, *"You know what that happened to me. This worked, try that."* I

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 661-667

And I mean we need to sit down after school center on Monday because, I have no idea, [**TB:** Mm hmm] as far as I'm aware, nobody has any idea at the moment, what we're going to do when all three girls are back in school, and we can't keep them separate.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 250-253

And you know I taught, the other year fives last year so I had one of them but, the erm, teacher that had my current class last year is always saying to me, *"How are they getting on? Is she settled? What's this child like?"* [**TB:** Mm hmm] Or *"how's it going?"* So I think we are all quite good at, kind of banding together [**TB:** Mm hmm] and checking on each other,

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 301-305

Erm, … so yeah, I think it's, tricky but I think, it's nice that everyone is kind of really aware of it. And I think, people in this school especially make a really conscious effort to kind of check on each other [**TB:** Mm hmm] because you've either had that child where you've dealt with someone

like that, or you've had to, you've seen, things happening and so are, very aware of

actually we need to kind of be there for each other

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 313-318

Like constantly on
my difficult days, they'll come down to the classroom and say like, "*You did really*

well." And I'd say like, "It was really tricky."

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 329-331

a kind of ethos, of like checking on each other, making sure everyone's okay. Erm,
"Do you want to chat about it?"

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 332-333

but yeh it
it sometimes does. … … but I think, talking it, talking it through with colleagues

erm, helps [**TB:** Mm hmm] to know that you know they haven't necessarily done anything

to, exacerbate the situation of them potentially being … [**TB:** Mm hmm] erm, you know,

at the risk of permanent exclusion. So .. [**TB:** Mm hmm]

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 52-56

Erm … I think it's all very ad-hoc – and it's erm .. it it it, there's no kind of
debriefing as such, you know when a situation happens, because everyone is so busy.

And I don't expect that [**TB:** Mm hmm] because everyone is so busy.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 59-61

And I'm busy. And
they're busy. So you don't really have so it's almost-- it's just talking through

what's happened,

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 61-63

but not necessary receiving any, support

back. And I don't expect that support back – going back to what I said, everyone's busy – but I think it's just for me sometimes just to kind of say it to somebody, [**TB:** Mm hmm] helps. Erm, … of like how you felt about the situation [**TB:** Mm hmm] or how you *think* you could have handled it better, perhaps.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 64-68

Or, even asking
you know, whether I could have handled something a bit better [**TB:** Mm hmm] to prevent, hopefully that not happening again.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> Pp 5 - Naina - Interview 1, Pos. 68-70

mum will come and tell me
something and I'll be like "oh no, that's not a good thing." And then I worry more, and then obviously I tell, the support around me that I'm worried and then, we deal with it from there but … yeh … it's very difficult.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 110-113

Erm, it comes and goes. [**TB:** Mm hmm] I have my worry in the morning [**TB:** Mm hmm] and you know and I speak to the ladies in the morning who run the registers and we communicate quite well that way. … But like this morning I just said "*well I haven't seen mum and I haven't heard anything*" and they say the same to me or, if there's information.

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 333-337

But it makes me feel better the fact that I will have reported it, here. And
then, here, they will have done something- they would have phoned mum or they would have phoned another family member that we have a link with or-- … there's enough people in a network to deal with that concern

> Code: ● Subtheme 1: Us > Talking to other adults for support   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 361-364

Code – "Other children in the class understand"

I sort of try and put different children next to him but that doesn't always sometimes
I just need to move them for their safety as much as anything else. Erm and they

understand they're very, resilient *[laughs]*. Err but yeh

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 59-62

Erm and on the carpet as well you can see that, I mean, you do, do
still have children that, are scared of him but they're, on the whole the chi-

children are very resilient and I do I think they understand him a bit better.

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 270-272

but, erm, yeah
the other children I think are very- I think children, on the whole, are very,

understanding and, erm, … they understand. They've been actually really
sweet with

him *[laughs]* so, erm, if he's- if I say, "Oh, that was a really good choice. Well

done" They'll go "oh well done."

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 259-263

but, erm, yeah, no the children have been fantastic and … yeah
just really under—yeh I think as well, at this age, they have a lot more

understanding than they would be if they were [**TB:** Mm-hmm] a bit older
[**TB:** Mm-

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 271-273

Even in like Upper Key Stage 2 I think they'd probably, not be quite so
understanding, but, erm, yeah they have been good and … we haven't had
to have any …

I remember a child before in another class that had, erm, we had to sort of,
when he

was out one day, we had to say, you know, he finds it hard, when this and
this

happens and lets all try and be understanding, but I haven't had to do that
because,

I think the children, erm, … the children are just very r- responsive and they they

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 274-279

now- they now understand his, … erm, behavior and they understand that, when I say
"right everyone stand up- stand up let's line up and go" that they need to stand up

and line up and go [**TB:** Mm-hmm.] So they have been really patient and luckily

nobody's, had any, problems in that respect

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 280-283

Like if he
wants the pencil he'll just came and take the pencil and they're very like "ok fine."

They wouldn't argue, wouldn't fight back. … Or if he sits there with his coat on,

obviously children aren't allowed to, they're just like "well that's him, that's what

he does." They've kind of got used to him and his own way and things like that, you

know?. …

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 204-209

so sometimes when I've got to leave them they're like "oh have you got to go
and deal with him" and I'm like "well yes I do, I shouldn't say yes" or I'm like in a

meeting or you know … they're not stupid they know that something has happened. Or

they hear it or they see it

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 209-212

So … yeh. But like I say the children in my class are very understanding.

> Code: ● Subtheme 1: Us > Other children in class understand   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 389

Code – "supportive advice from external professionals"

So, we have—had we had an Ed
psych in?

TB: Possibly.

PP: Oh yeah, because he --- Erm, we've also, had the Autism team in. [**TB:** Mm
hmm]

Erm, we're pretty sure he's, high functioning, Autistic.

> Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 8-12

Erm, he now also sees a
counsellor, who is, uh, we employ her one half-day a week [**TB:** Mm-hmm] and but
he's

seeing her privately because she couldn't fit him in here.

> Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 12-14

Yeah, I mean when, erm, just before that incident, the mid-day people had a
meeting with XXXX, about playground behaviour, which they felt had deteriorated.
We

had a meeting, the temporary head and I had a meeting with them about two
weeks

before, and we were talking generally, "Oh, we can put things in place to support

that, duh, duh, duh, duh." And then when they had the meeting with XXX, they

basically said, "Well, it's all down to one person. It's about him." And I'm like,

"What? Where is that come from?"

> Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 117-123

Erm, our Educational Psychologist suggested
that he had some sort of post-traumatic stress erm, s – because, I mean he was only 7
erm, but he'd experienced something that was *severe, erm* to him and in his life time
[**TB:** Mm hmm] erm and we don't know what that was. …

> Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 36-39

Erm, … theres, one, whooo …. … … is *[coughs]* erm, … he's very he's working with
xxxx. Do you know xxxx? *(behaviour outreach team)* [**TB:** Mm hmm] Yeh he's working with
xxxx and, he's working with our learning mentor and he, can, he was the one who who
tipped up the chair, the table, and it landed flat, [**TB:** yep] exactly where it was,
erm,

> Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0

erm, so, … what the the kind of erm, issue I've got if you like with the boys, is [**TB:** Mm] there's seven, I've got xxxx coming in to observe the whole class cos I've got *seven* with, behaviour issues.

Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0

Yes. Errrrm, we had the EP in actually, the day before yesterday [**TB:** Right] who observed for … it was about an hour, I think. [**TB:** Okay] Erm and then we had about an hour and a half feedback the following day, which was yesterday.

Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0

Erm, the err, Ed Psych said,
she sort of gave us a lot of different strategies erm, because … you know, of-of-of changing the way we do things. We had the Autism team in so, at the moment we're at that stage in the year when we get lots of different erm, professionals in and erm, they just kind of give us advice

Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0

She erm- her parents
have been- oh, we've had xxxx, in, [**TB:** Yeh, yeh] Erm, to talk about her and there's- at the moment, everybody's saying, we're in the wrong place so both the autism team, her mum thinks she's Autistic and the Autism team, don't.

Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0

And then after that, we had probably another hour's of
meeting, erm, with just me the head and the SENCo, erm creating, erm, personalised behaviour plans for, the children that have been fedback from the EP. She said, "The children that really *stand out*, to her." Erm, and so, we've had to go through and done a lot of referrals to xxxx and, erm- and erm, and yeah, I mean there's this- what was it is it a risk? management plan?

Code: ● Subtheme 1: Us > Supportive advice from external professionals   Weight score: 0

Code – "School ethos is supportive / understanding"

I would say it
it it's you know not, I mean we've only I think, ever erm fully excluded twooo? ….
three children? [**TB:** Mm hmm] So I I you know but they are children that will go one way or the other.

Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0

I mean in-in lots of schools, it's is *not*--it's very
results driven. It's quite, you know, erm, and we're not like that here at *all* which
is quite nice …

>   Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
>   Pp 2 - Lizzie - Interview 2, Pos. 141-143

erm… and I would say "steps" as well is something that I, think of which is the
approach our behaviour approach, in school

>   Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
>   Pp 4 - Charlotte - Interview 1, Pos. 20-21

I don't know how much you know about our school – not much? – [**TB**: Nope] so we do, do
you know what "steps" training is? [**TB:** Yep] So we do the steps training and we also
like very strongly believe that all behaviour is communication.

>   Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
>   Pp 4 - Charlotte - Interview 1, Pos. 200-202

we very very rarely
exclude. Erm … I think, I've been here four years now and I think I've known of maybe
three children who've been excluded. Erm … … Oh no, not even that. I've known of
three children who have been suspended. … I've heard of one child who'd been
excluded. And I think that was like years before me. Ermm, and I think like that's
it. So we deal with a lot of quite, uhhhh … difficult behaviour, like quite extreme.
And generally the idea is that, like exclusion is like absolute last resort

>   Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
>   Pp 4 - Charlotte - Interview 1, Pos. 206-212

Erm, and obviously
we are, we're not excluding, so we're not moving those children along so we end up
sometimes with, you know, three or four children in, a class who, probably could have
been excluded by now.

>   Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
>   Pp 4 - Charlotte - Interview 1, Pos. 225-228

so, you don't want me here? So you want me to go?"
And you think like *[laughs]*, *"it's not what I said. And, where have you got that*

from? Because, it's not what we do with this school"

Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 513-515

And I think our school attracts a certain kind of adult because we are--
you know exclusion is not what we want to be doing. … Obviously, there were children
who, have those behaviours who could be excluded but this is why we're not. So, I
think we're quite lucky in that, our ethos attracts a lot of the right adults.

Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 672-675

And so now is when we need to get it right. … And, yeh, I think our school is-is
quite different. As far as I'm aware, there aren't any other schools in XXXXXX that
share that have this approach. Erm which also, like strikes fear into me a little bit
about leaving to go to another school *[both laughing]*

Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 759-762

Erm, we have a
well-being day, so you get a day that you can book off just to, as wellbeing, so
every member of staff gets it. Just like non-contact [**TB:** Once per-] er, once a,
term, I think it is. Erm, as like a, chill out kind of day.

Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 219-222

And there is a really good ethos in the
school, and I think that makes a massive difference. That everyone is kind of like
you know, if she for example is, running up and down the corridor, I can guarantee
that someone at lunchtime will say to me "*oh how was your day I saw her out*"

Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0

Pp 4 - Charlotte - Interview 2, Pos. 296-299

that you just leave them be and say, *"oh they had a really good day sitting
and colouring".* But I think a lot of the, the adults here are, so invested,… and
really believe that ethos of the school that, we do kind of like torture ourselves

with, you know, *"if I hadn't done that or if I had done this differently"* [**TB:** Mmm mm

hmm] or things like that. …

> Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 532-536

And so I think, my childhood is *massively* set me up for, this school at least.
Erm because I just like, yeah, I just think it like all of that kind of ethos of the

score on the things that we believe, you know, all behaviour is communication

> Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 622-624

So I think massively, that kind of shaped me as a-as an
adult. And, I don't know if it was the reason I got into teaching, but it definitely

is the reason that, like I cannot see myself moving from this school [**TB:** Mm hmm mm

hmm] I just cannot imagine going to a school where, you know, your I don't know,

mum's in hospital or mum and dad have broken up or, you know, someone in your family

has died and you were really close to them, but don't call out, stop talk-like, I

just can't imagine it.

> Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 637-643

But definitely, the kind of ethos of the school and the way I, interact
with the children, 100% is linked to kind of my childhood and my experiences.

> Code: ● Subtheme 1: Us > School ethos is supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 651-652

Code – "SLT are supportive / understanding"

Err, when I first started teaching him in the Autumn
term, by the time we got to Autumn half-term erm we had a previou- not the current

head we had a different head aand I went to see him and I said *[sighs] "what am I*

gonna do with this boy, I don't know what to do." [**TB:** Mm hmm] Erm, and he said *"well*

you know you're doing everything, you just gotta keep plugging away at it aaand build

the relationships and –" …

Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 354-359

Erm, we had a temporary head then, because our head was off, sick, and she said to me then, "Look, let's think about it overnight, what we're gonna do." And that-- It made me, it gave me time to reflect so I was quite, disappointed, … and, erm--

Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 36-39

Yeah [**TB:** Mm-hmm] To decide-- We'll decide in the morning what we're gonna do with it.

Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 41-42

They're still there but, we've had less issues
and-and then when the assistant-- the head went off, we had a temporary head, she
took over from me, doing that, and then now then the head is back and she's now on
the playground. Erm, but that's a big res--- extra burden on them.

Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 190-193

erm. So this morning they came in, and we had a talk and Mr xxx
was there who's the headteacher and erm, er you know, *"are you going to behave?"*
"What how are you gonna do this?" You know and he's working with the learning mentor
to have a circle of friends, so he can, you know he knows, what to do instead of
migrating towards this other one who, who winds him up

Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 372-376

Erm, sometimes, she will
really kick off and then I have to get a member of SLT to take her out, erm, and strac
distraction strategies tend to work with her, better [

Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 536-538

And obviously
the-the teachers and the adults in our school are-are *so* for it. Like SLT are *so*
supportive with, you know that was the right thing to do and-and things like that.

Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 572-574

And I, I mean, I've had that conversation with, erm, the
assistant head where we kind of talked about it, on the Monday after school. And she

was kind of like we don't want to exclude, but at the moment there isn't anything else

> Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 166-169

And, I mean as is, our
assistant head and our behaviour kind of leader are on course today. Erm, we have a

well-being day, so you get a day that you can book off just to, as wellbeing, so

every member of staff gets it. Just like non-contact [**TB:** Once per-] er, once a,

term, I think it is. Erm, as like a, chill out kind of day. Erm, but we've got erm,

our inclusion leader who's also part of SLT is on that.

> Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 218-228

I mean
it sort of like assistant head and head teacher will do the same. Like constantly on

my difficult days, they'll come down to the classroom and say like, "*You did really*

well." And I'd say like, "It was really tricky." And erm, and you know there's always

a kind of ethos, of like checking on each other, making sure everyone's okay.

> Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 328-332

Erm, so once that's done, I guess in a way I feel like right I've passed that
on now. They --- I know that he will now be dealt with, by somebody else, and I can

get on with teaching the rest of the children

> Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 140-142

Err, … but I, I
suppose I… I don't worry about that too much because I'm not the one making that

decision to, [**TB:** Mm hmm] … exclude, [**TB:** Mm hmm] in the moment. Erm … you you can

just say what's happened and somebody else makes that decision which is, … which is

fine.

> Code: ● Subtheme 1: Us > SLT are supportive / understanding   Weight score: 0
>
> Pp 5 - Naina - Interview 1, Pos. 297-301

Code – "Other adults are supportive/ understanding"

. So I said, "Well, we need to pull that away,

and put people in that he trusts" So myself and XXXX who was just here, the deputy

head. And, erm, early years lead, we would be the team around him. So we split our

lunches, three ways, so that we're always out with him. And since then we've-- we

have had less issues.

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 186-190

one of the ladies in
the office who has a, you know, a good relationship with her and, that's brilliant
because, what I do is I send her to talk to *her*, and they she'll help her do something
in the office and that's kind of distracting her and things like that

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 464-467

I had to call and get somebody to
come and err rescue me *[laughs]*.

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 676-677

Erm, he has quite a lot and uh, today in particular, he's had a good day. He's much less
physical erm, and then two, I'm remembering who the two were, have really, we've
really worked and managed too, with our learning mentor with behavior in class you
know sort of whole school [**TB:** Mm hmm] Erm, completely off the radar, much better.
[**TB:** Wow] Yeah, much much better.

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 41-46

It sort of erm, erm did-- they did say to me yesterday erm, that erm I need to not …
I need to erm, I can't do it all by myself. I've got to, you know—

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 120-121

And that is gonna be one of the last things to, I think, uh, to
overcome. Even- we- I mean, we have- one of the best TAs in the school, is a
Traveller. She's absolutely fantastic, absolutely brilliant, but even, I mean, this
is all confidential [**TB:** Yeah, yeah, yeah] Even, erm, I suggested we be talking
about, erm, 'cause, obviously, we've had to cut back a lot on staff [**TB:** Mm hmm]
erm, I said, "*She's fantastic, she could teach*."

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 339-344

Which I think is such a shame 'cause this- she's calm- [**TB:** Mm hmm] she
can-- I've never seen her lose it. She was my TA last year. [**TB:** Mm hmm] Erm, … she's
absolutely amazing. She's a really special person erm and-and I've-I've taught- I've
taught her son, I've taught her nephew. [**TB:** Mm hmm] Erm, two nephews now. Erm, and
they're really a lovely family. [**T**

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 346-350

Yeah. [**TB:** And then, yeah] Yeah. And there's-there's loads of our kids like
that, but that's kind of the strongest example [**TB:** Oh, yeah. Okay] if you like, a
xxxx here used to work in Traveller education [**TB:** Right] so she's very good. Which
is probably a big reason why we've got a TA [**TB:** Hmm. Mm hmm] erm, who says she's
also single, parent. So, it's, erm, you know, that's quite an issue as well. *[laughs]*
[**TB:** Hmm, mm. Mm hmm. Yeah.]

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 363-368

so I mean I called over another member of staff, erm
but I I was sort of protecting the other child instead of restraining, restraining

him at all,

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 396-398

I don't think
it's ever come into my head really. Like no matter how bad a day has been or how bad

a behaviour has been, it doesn't even cross my mind that they, might be excluded

until somebody else, will say something about another school. And then you think *"oh*

yeah, they probably would, have been gone by now."

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 236-240

So I think- I think there's a lot of pressure that, I suppose that
because I bought into the school's ethos, a lot of pressure I put on myself because

you think like, "*well, you want them to be different. You want them to realise you're*

not just going to be kicked out. We do care about you. You are staying here. You

know, it doesn't matter how bad things get people will be there for you." B

    Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0

    Pp 4 - Charlotte - Interview 1, Pos. 272-276

like I have only been teaching for four years so I've
only known this school. So I don't know what it's like to teach in a school where

exclusion is a, like a normal thing. Like I guess like an accepted thing

    Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0

    Pp 4 - Charlotte - Interview 1, Pos. 355-357

And obviously
the-the teachers and the adults in our school are-are *so* for it. Like SLT are *so*

supportive with, you know that was the right thing to do and-and things like that.

    Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0

    Pp 4 - Charlotte - Interview 1, Pos. 572-574

And I mean the teachers here are really good because-because we're all-- I-I
can't think of a class that doesn't have, particularly challenging children. Children

who probably in other schools would have been excluded.

    Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0

    Pp 4 - Charlotte - Interview 1, Pos. 636-638

So, you can get to an end of
a day and say *[deep intake of breath]* … you know, *"I had to evacuate the class today*

and nobody learned maths. How was everyone else's this day?" And there'll be someone

else he says. *"Oh yeh we, had to leave or our lesson didn't go right or I spent my*

whole lunchtime dealing with this." … And it's kind of like it's okay because, we're

all dealing with it together and we all really strongly believe that this is the

right way to be dealing with it. … So, it like it helps. Like the support system here

is massive.

    Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0

    Pp 4 - Charlotte - Interview 1, Pos. 654-661

I think if it was just me, I like uh, no way.
I don't think I can ma-- I don't think I can manage it as well as I do [**TB:** Mm hmm]

Knowing that like you're coming into school and you're the only one, having to

manage, that kind of behaviour. I think that would be, horrid. So, I'm very grateful

[**TB:** Mm hmm] for the-the school and for like the children and the adults, that we

have here.

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 667-672

And I think our school attracts a certain kind of adult because we are--

you know exclusion is not what we want to be doing. … Obviously, there were children

who, have those behaviours who could be excluded but this is why we're not. So, I

think we're quite lucky in that, our ethos attracts a lot of the right adults.

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 672-675

And so, everyone that comes here for the most part is, very like, *"you know what they*
need to be in class, they need to be positive. It will be ok. We need to help them."

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 675-677

But I think,

almost as a kind of positive, knock on effect of that, is that we all are quite, like

I think that's quite a strong sense of community. We all kind of feel like, "*You know*

what? We've all had to deal with children like this." Even if they're not in your

class or dealing with them, either, when you're walking through the school or if

you're on break duty or, you you at least understand that, "*Oh you know what? She*

looked like she was struggling today."

> Code: ● Subtheme 1: Us > Other adults are supportive / understanding   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 290-296

And you know I taught, the other year fives last year so I had one of them but,

the erm, teacher that had my current class last year is always saying to me, *"How*
are

they getting on? Is she settled? What's this child like?" [**TB:** Mm hmm] Or *"how's it*

going?" So I think we are all quite good at, kind of banding together [**TB:** Mm hmm]

and checking on each other

Erm, … so yeah, I think it's, tricky but I
think, it's nice that everyone is kind of really aware of it. And I think, people in

this school especially make a really conscious effort to kind of check on each other

[**TB:** Mm hmm] because you've either had that child where you've dealt with someone

like that, or you've had to, you've seen, things happening and so are, very aware of

actually we need to kind of be there for each other

But I mean for me at least two is dealing with that kind of stuff
every day. It's nice to know, actually if you're all feeling less stressed then at

least you were feeling stressed with me *[both laughing]* when it was all happening.

[**TB:** Yeh yeh yeh]. You do get a really strong sense of like a team

And erm, and you know there's always
a kind of ethos, of like checking on each other, making sure everyone's okay. Erm,

"Do you want to chat about it?" So it is, I think we all, acknowledge how difficult

it can be and therefore are, more conscientious about, making sure that everyone's

okay.

If you just leave them be and say, *"oh they had a really good day sitting
and colouring".* But I think a lot of the, the adults here are, so invested,… and

really believe that ethos of the school that, we do kind of like torture ourselves

with, you know, *"if I hadn't done that or if I had done this differently"* [**TB:** Mmm mm

hmm] or things like that. …

Main Theme: Us vs Them / Subtheme 3: Them

Code – "Other adults don't understand"

Well it is frustrating because…. ya know … you feel that he's got a label [**TB:** Mm hmm]… and people judge him on that perception of what they have seen of him … [**TB:**

Mm hmm]

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 312-314

Erm … but he you know he's … he's a
char- he's a character but it's hard because, you know … people have this …. view, o-

of any child who's … [**TB:** Mm hmm] at that point you know. [**TB:** Mm hmm] You know I had

we had one I had, a boy I taught last year who was … had a coup- he had, I think

maybe two exclusions, short exclusions [**TB:** Mm hmm] and he has support from D----,

and last year it was the same. Everybody said *"oh they're the worst class. He's the*

worst child in the school. He's so rude to everybody. Blah dee blah."

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 330-336

And you think
"yeh he is …. but underneath he's a vulnerable child" …. And, that's what …

unfortunately his actions [**TB:** Mmm] stop *you* from remembering that he's a vulnerable

child.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 336-339

Yeah, I mean when, erm, just before that incident, the mid-day people had a meeting with XXXX, about playground behaviour, which they felt had deteriorated.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 117-118

We had a meeting, the temporary head and I had a meeting with them about two weeks
before, and we were talking generally, "Oh, we can put things in place to support
that, duh, duh, duh, duh." And then when they had the meeting with XXX, they
basically said, "Well, it's all down to one person. It's about him."

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 118-122

I find that--
sometimes I find that hard. I find it emotionally, really hard. When I go into the
staff room, and all I hear, is complaints about him. [**TB:** Mm-hmm. Mm-hmm. Mm-hmm] And
I think, "Well Im with-- he's in my class six hours a day. Do you think I find it
easy?"

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 124-128

So I do-- Sometimes I find that emotionally worse than dealing with him. [**TB:** Mm-hmm.
Mm-hmm. Yeah.] So dealing with the other adults can sometimes be more draining [**TB:**
Yeh] than actually dealing with him.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 129-132

but with the other adults, they're—they've almost shuttered down. The shutters are down
now. "We're not gonna, get involved. We don't want to get involved with him. Anything
that happens, it's your job, come out and deal with him,"

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 137-140

Allowing that child to to feel, liked? [**TB:**
Mm hmm] I think that's important by adults because they don't, you know, think
everybody, even – I mean a lot of them play out. The kids play out round here erm and
you get other parents saying *"oh I don't want my child to play with that child"* and
[**TB:** Mm]– but *they* live up to that expectation. They know they are considered to be
the naughty child. ….

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0

But the w0rst experience of that, I think, is Traveller
children [**TB:** Mm hmm] because even people who work with Traveller children, erm, … …
have an opinion that because they're a Traveller, they're gonna behave in a certain
way. [**TB:** Mm hmm] And that is gonna be one of the last things to, I think, uh, to
overcome

Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 336-340

And my head said, "*I completely
agree with you, but there are certain people in this school would not take very well
to that.*"

Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 344-346

it sounds really awful to say but some of the children are
really scared of him. [**TB:** Mm hmm mm hmm] Erm and I think, if I'm being honest, some

of the staff are too. [**TB:** Mm hmm] Erm, … but, yeh one on one he's wonderful.

Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 54-56

Erm but I do, I do feel like *[sighs]* children do get a bit of
a … … for example the first week when I had *[laughs]* erm when I had him inside,

people came in and said "oh so and so did this at play at lunchtime" and I said *"well

he couldn't have done because, he was with me."* [**TB:** Oh] So I feel like children do

kind of, I don't know, see them in one way, and that's how they see them.

Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 85-89

I hate to say it but like the naughty
one. [**TB:** Mm mm hmm] which is, awful erm but I do feel like some of, the lunchtime

staff, know, that he struggles with behaviour [**TB:** Mm hmm] and that can also, affect

maybe how – I mean if he's involved in a altercation, erm … he often does get the

blame, and it's not sort of, "let's sit down and talk about what actually happened."

Because children as well are very good at knowing those children that will who get to

wind up easily

Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 130-136

So erm … when I, so we've, this class has just come up
to Year 1, [**TB:** Mm hmm] from Reception [**TB:** Mm hmm] and, you hear a lot of things

[laughing] erm … about a certain child before you have them in your class

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 181-183

however I do feel that, she's brought that history with her. So she obviously does
know what he was like last year and she's able to say you know *"he has improved,"*

which is great but, … I think she still, holds onto, how he was last year [**TB:** Mm

hmm] and I don't, necessarily think that's beneficial,

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 513-516

Erm, and also, because
she's had that time with him, it's quite a long time so, it's kind of erm- I mean

don't get me wrong she is professional but erm, I think when you're one on one with a

child for that amount of time it can like she's sort of it is like elements of

friendship there

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 517-521

but, on the other hand it
is a *[sighs]* it's just the history part and the, yeh … yeh, it's sort of a double

edged sword isn't it really. I wouldn't be without her but then, sometimes when I *am*

without her, sometimes he's he is calmer, because he knows that … I'm just gonna take

a minute off if he *[laughs]* yeh it's that constant isn't it

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 525-529

PP: Yeh its being consistent, and erm, that's where I think as well playtime and
lunchtime is an issue because … they don't, the people on the playground they don't,

necessarily know our strategies. I have informed some people, but, they might not use

the phrase we use. It … they might not … I don't know, approach things in the same

way we do. And, I suppose you can't, *expect* everybody to do that because, there's a

child in *every* single class that has certain strategies and, plans in place but, I

think that can be an area where … … where a lot of children struggle, because there

isn't that consistency

I just hope that, there is that consistency and he doesn't get that like, black mark against his name … It's like when erm, … when you're in a-, we talk about some of the

children that are, vulnerable in staff meetings and, *"let's keep an eye out for so*

and so" and all the rest of it. And sometimes when you say a certain child's name,

you can tell that like *"oh it's this one again"* and you think like *"actually don't,*

don't see him like that" because actually. You sort of feel quite defensive.

Yeah, yeh, they are. They are! And that's the thing you just- I d- I don't want, I- I think certain type of children, get blamed, for a lot so … [**TB:** Mm hmm] there

are certain children that find it funny to wind up a child

But no honestly,
he is- he is lovely and I think he just-- I-I'm really. I don't like going to staff

meetings where people are like, "oh, it's this child again" and, and I think actually

[sighs] let's just, like, give them the benefit of the doubt

think just having everyone on
board because, the amount of, erm, different adults that a child sees within a day,

you sort of, forget it's not actually just you, it's whoever's on lunch duty,

whoever's on play duty, whoever's in the office, [**TB:** Mm-hmm] and if they're all

aware of, you know, what they find especially tricky, erm, … then yeah, they can--

they can also be part of his journey as well and make it, a more positive experience.

Yeh …

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 388-394

And I think, not

to make excuses, but I can kind of, reason that in my head a lot easier than I think

other adults in the school, who have had you know, very well rounded, childhoods and

have had like, quite positive upbringings. When they are, you know, frustrated which

they have a right to be [**TB:** Mm hmm] by the behaviours I kind of think to myself *"ooh*

that could have been me" I just could have been unlucky enough to-to [**TB:** Mm hmm] go

that down that tangent.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 631-637

Yeh I mean if he chooses to go outside I can see him from my window and I can see him in a situation where he's not happy or he doesn't feel safe or maybe the

playground's really busy and you can see that he might start to react in a negative

way and I just kind of want to run out and go like "alright come in" or be like

"let's come in and do this and do that," but I can't, because I have my class and at

the same time I have to allow the one to one, to because it's their job to be able to

deal with the child so I have to like just kind of pull the blind down and pretend

he's not there in a way and that's quite stressful and then when I hear some negative

thing that he's done

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 29-37

So I like to think that, like with if he's in a situation where hes
really not comfortable like if hes out at play time and theres just too many

children. Other adults might be encouraging him to stay out and get used to those

kind of environments whereas I can look through the window or be near him and can see

that he's just not comfortable and I just kind of wanna "come on lets go somewhere

else" you know.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 118-123

PP: Yeh. And there's not many other teachers in the school that want to be in the
situation. Which is another reason why I took, the same class up.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 252-253

and, I als- also feel like everyone else kind of judges the situation. They look at
him and they judge him. "*Oh I don't wanna work with him because he does this this and*

this." Well no actually he doesn't… You know, he's not a violent child. He doesn't

hurt me, in any way

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 259-262

Erm and because people have
heard things, about him, inside school and outside school. - family, word of mouth –

they've almost decided that he is this, terrible child.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 264-266

And eight times
out of ten yes ok he may have done these things that you've been hearing about but,

he's not a terrible child. [**TB:** Mm hmm] And I kind of wanna turn round and say to

some of these people *"youre judging him without even knowing him."*

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 266-269

And I totally totally believe that
he's capable of doing, the things they said. You know and if someone said "*oh this*

got stolen" I'd be like *"yeh it was probably him."* Or we find something in his pocket and he probably has or so and so *"oh he said this-"* *"did you say that?"* *"yes."* Well there you go. So I don't think he's innocent [**TB:** Mm hmm] and he's not a golden boy [**TB:** Mm hmm] but I just don't like how … they immediately, *brand* him [**TB:** Mm hmm] or label him [**TB:** Mm hmm] and then that frustrates me again [**TB:** Mm] so …

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 276-282

If they'd done something
wrong, then yeh, they deserve whatever the consequence is but, until you can prove it, … you shouldn't accuse it [**TB:** Mm hmm] you know? And then that's what, then causes mum problems. Cos sometimes she feels that everyone's against *her.* And that he'll get the blame, if something happens.

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 287-291

And something happened on the playground, between some other children, and he wasn't there, he was inside at the time, and I *know* he was inside [**TB:** Mm hmm] You know I can put money on that he was inside … and he got the blame for it …

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 295-299

and then other people are like *"oh yeh*
he did this and he did that" and I'm like *"hang on a minute. No."* [**TB:** Mm hmm] You know and I tend to find when I walk into a room, if they're talking about him then they'll stop. [**TB:** Mm] And I'm like *"if you wanna talk about him, talk about him.*
He's not my child. If you wanna know something, I will tell you to a certain degree …
but because of what you've heard you're all now judging him" and I therefore feel that they're judging me [**TB:** Mm hmm] d'you know what I mean? Does that make sense?

> Code: ● Subtheme 3: Them > Other adults don't understand / judge child negatively   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 305-311

Code – "Difficult to delegate the task of supporting behavior to others"

erm I consider myself as probably the better person to deal with the
behaviour, because, sometimes the TAs have less experience, and also I'm putting them in quite a dangerous position [**TB:** Mm] by sort of forcing them if ya like to to stay

in the classroom with a child like this.

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 48-51

perhaps I should be, erm, and sometimes
perhaps, I should let, the TAs deal with it erm, … but you know sometimes they get,
frustrated the same ….

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 451-453

Erm OK. Erm it depends on, erm – everybody's different. So, erm … and, you do get,
t t t frustrated with children and some people push your buttons more than others …
erm and, so if you know, that one of the TAs has somebody whose buttons get pushed,
[**TB:** Mm hmm] then you know you need to step in, for that one.

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 458-461

So, it's
knowing, [**TB:** Mm hmm mm hmm]with the TAs [**TB:** Mm hmm] and *them* knowing the best way
to deal with that child because you don't have the same TAs all the time, [**TB:** Ah]
erm you know, people work part time and what have you erm and, the two TAs well one TA
I've got in my class is very inexperienced. She's quite young, erm so it's it's kind
of training her at the same time as, you know, and that's that's just that's just
school life that's just the way it is. Erm, you know there's not the funding for,
people and it's you don't get very much money as a TA so …

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 467-474

I said that to xxxx when they came in last week or
the week before and then she said you know, try the sticker chart, try this try that.
And I said I said *"yeh that's a great idea but the trouble is I don't remember to do
it and it's not fair on the other kids."* And they said *"well why don't you get a TA to
do it?"* Ok I should get the TA to do it but they, you know, …. The- similar to me
they're, they're getting pulled from pillar to post erm,

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 591-596

What if … and then the next thing was, there
was, what was there … five groups of kids. I had two groups, but the other three
groups were outside … erm, and the younger TA, sent them in on their own to go to the

toilet. And … I mean, it was probably alright, it wasn't a decision I would have made but, if she'd have come in I can see why she did because, if she'd have come in she'd have left, the rest of them outside on their own it was, you know.

Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 702-707

erm course the other
thing I did, because, one of the TAs moaned about taking a particular child and there was a bit of an incident on the last trip because we done, we have done two trips this year already [**TB:** Mm hmm] erm *[coughs]* one of them was to RAF Hendon, and erm, which
was quite a big thing to do erm so I thought what I'll do is I'll take all the troublesome ones with me.

Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 736-741

Idiot *[Laughing]* If they're with me then I can deal with them and I know I'm not putting that, you know, that's probably a bit of a control thing for me I should be you know I should let other people deal with it really

Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 743-745

Erm so I didn't, you know, make a fuss about it,
but one of the others *did* and you know he's this one who constantly says he was to kill himself erm *[coughs]* yeh, so I suppose that's why my reaction was *"ok I'm just going to take you all with me and then there's not going to be an issue"* erm and to do it that way which, perhaps wasn't the best decision for the next trip, erm but actually we need more adults. Yeh.

Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 753-758

No *[laughs].* I think that is what you-- It's trying to work to people's strengths [**TB:** Yeah] And also, I don't know if I said last time I've got a new TA, so [**TB:** Yeah] that is changing the routine as well.

Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 126-128

erm … and although sometimes he does have

support, he sometimes doesn't, in the classroom. Erm, so- and also I don't want him

to be reliant on somebody else the whole time,

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 334-336

however I do feel that, she's brought that history with her. So she obviously does
know what he was like last year and she's able to say you know *"he has improved,"*

which is great but, … I think she still, holds onto, how he was last year [**TB:** Mm

hmm] and I don't, necessarily think that's beneficial,

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 513-516

erm, and also, because
she's had that time with him, it's quite a long time so, it's kind of erm- I mean

don't get me wrong she is professional but erm, I think when you're one on one with a

child for that amount of time it can like she's sort of it is like elements of

friendship there

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 517-521

but, on the other hand it
is a *[sighs]* it's just the history part and the, yeh … yeh, it's sort of a double

edged sword isn't it really. I wouldn't be without her but then, sometimes when I *am*

without her, sometimes he's he is calmer, because he knows that … I'm just gonna take

a minute off if he *[laughs]* yeh it's that constant isn't it

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 525-529

Well yeh, I think the thing is when I say the, his one to one was with him last year and that they have a great relationship, but erm… we sort of, me and, my TA sort of, saw it from, fresh eyes. So she was sort of doing things that she [**TB:** Mm hmm] had done last year [**TB:** Mm hmm] which maybe haven't always worked, [**TB:** Mm hmm] erm but I, instead of changing strategies every week, I think actually you need to stick to a strategy for a while

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 64-69

And erm, yeah, but then again,

because I think that's where I hit the one to one, probably over compensated with the co- communication because I wasn't- [**TB:** Mm hmm] I was sort of like, "this is what we're doing, this is what we're doing" and, that was the end of it.

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 150-153

Erm, but I think

this one to one sort of thought, "Oh, maybe I'll have a bit of a chat with him." [**TB:**

Mm-hmm] Which wasn't- Which is, probably why we weren't on the same page.

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 153-155

So I've kind of had to, like I say, take that step back. And since he's had like a new one to one to work with him, they've done more with him and kind of taken him away

from me. Which is *brilliant,* cos its really good that we've got that distance. [**TB:**

Mm hmm] But I still can't help like looking up the corridor to see if he's ok, or

watching him out the window to see if he's ok. I can't quite, switch off from him.

> Code: ● Subtheme 3: Them > Difficult to delegate the task of supporting behaviour to other   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 126-131

Code – "All on me – defending / protecting the child from others"s

I mean yes …. there are times when, you think

[whispers] "just deal with it, don't come and ask me to deal with it again,

pleeeaase, [**TB:** Uh huh] *I've only just sat down."* And that's cos you're tired

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 343-345

but when he came back, I said

to him, "Look, it's behind us. I'm not gonna stop fighting for you. And I'm not gonna

stop supporting you," [**TB:** Mm hmm] and I-- and I won't."

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 86-88

Well, ya know, particularly in the autumn term, I had a lot of
conversations with parents about, him .. and about what we were doing and I, I just

tried to reassure them that, err we are doing everything we can. There are

consequences that we can provide. That we're getting advice from third parties, and,

that actually, there's quite a lot of improvement. [**TB:** Mm hmm] Erm … and actually

…. he can, he can really work well with some of the children in the class, and they

benefit from that cos he's got a lot of, you know, he's got a lot of, he's a very

smart kid.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 382-389

"Well Im with-- he's in my class six hours a day. Do you think I find it
easy?" No. But I'm fighting his corner because he's a very, very intelligent young

man. And he has a huge amount to offer, for the other kids and to the class.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 127-129

the other adults, they're—they've almost shuttered down. The shutters are down
now. "We're not gonna, get involved. We don't want to get involved with him. Anything

that happens, it's your job, come out and deal with him," And I guess that's true, it

must be true in a lot of schools, you know, one adult has a relationship, everything

falls on them. … That can be tiring.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 138-142

Idiot *[Laughing]* If they're with me then I can deal with them and I know I'm not
putting that, you know, that's probably a bit of a control thing for me I should be
you know I should let other people deal with it really

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> Pp 2 - Lizzie - Interview 1, Pos. 743-745

Erm so I didn't, you know, make a fuss about it,
but one of the others *did* and you know he's this one who constantly says he was to
kill himself erm *[coughs]* yeh, so I suppose that's why my reaction was *"ok I'm just
going to take you all with me and then there's not going to be an issue"* erm and to do
it that way which, perhaps wasn't the best decision for the next trip, erm but
actually we need more adults. Yeh.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 753-758

It sort of erm, erm did-- they did say to me yesterday erm, that erm I need to not …
I need to erm, I can't do it all by myself. I've got to, you know—

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 120-121

Erm but I do, I do feel like *[sighs]* children do get a bit of

a … … for example the first week when I had *[laughs]* erm when I had him inside,

people came in and said "oh so and so did this at play at lunchtime" and I said *"well*

he couldn't have done because, he was with me."

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 85-88

I have had parents come in and say,
things to me [**TB:** Mm hmm] about a certain child and actually, which couldn't have

been true because that child's been with me the whole time

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 90-92

just think, at the moment, I just want him to be able to- err
because as well that means that he starts his afternoon instead of, a teacher coming

in to say to me *"oh he's done this he's done this,"* [**TB:** Mm] instead of thinking

"gosh we're starting off on another negative for the rest of the day," [**TB:** Mm]

actually, I know that he's been fine.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 119-123

PP: I mean, as soon, it sounds awful but as soon as someone comes in you think

[intake of breath] *"ok, what's happened this time."* And obviously you have to address

everything that's been, you know bought your way but I guess, just like sometimes the

children erm see him in this certain light, I hate to say it but like the naughty

one.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 127-131

Erm … so, I think it's been a huge learning curve for him, and, I think
he's got the place now where he sort of knows, … well he knows the structure of Year

1 he knows the class and everything very well but he also knows the school. [**TB:** Mm

hmm] Because its unsettling going to a new school anyway. [**TB:** Mm hmm] I feel like

I'm making excuses for him but *[laughing]* you know what I mean it's unsettling going

to a new, environment and not knowing anybody

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 358-363

It might not look like it but they have made huge progress because, they're not
attacking everybody everyday and, you know they actually, they can communicate with

somebody now. But how do you measure that? [**TB:** Mm hmm] without like verbally telling

somebody

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 575-579

But, when somebody,
like you're trying to like somebody who just wants to know data, and they want to

know the levels and they just want to know why they haven't made two steps of

progress or three steps of progress, and you're having to say *"well actually if you*

understand the background of this child and, how like, how much progress has been

made" just just even, to speak to a child, without saying something hurtful, could

be, a huge -

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 582-588

actually don't, don't see him like that" because actually. You sort of feel quite defensive.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 610-611

Like he's not my child but actually I feel quite defensive of him

and, you know,
the children are at an age where they will go home and they will say, "so and so did

this today" and you don't- you don't want them to become like, tarnished from it,

because I find often, erm f- for an example, erm, I had a parent, that came to me and said, "So and so hit my child today." And I said, "Well, that's funny because they

weren't actually in school today."

And I get quite defensive as well. *[laughs]* With the other teachers, I'm like *[whispers]* "he's not that bad." And also with the lunch time staff as well

because, they come in for like a hour and, that's the most volatile hour. So I've had

to have a few conversations and actually say, "Look, he does struggle but he's doing

really well and if you can focus on the positives."

And, although he's part of my class, he has a one to one, he
has that support so I can't do anything to help him and that stresses me out because

I know him so well I know his triggers and his points and I just wanna help him

And that stressful that I can see something
happening and I can't get out there and I can see his stress and his worry sometimes

and that stresses me out a little bit.

Yeh I mean if he chooses to go outside I can see him from my window and I can see
him in a situation where he's not happy or he doesn't feel safe or maybe the

playground's really busy and you can see that he might start to react in a negative

way and I just kind of want to run out and go like "alright come in" or be like

"let's come in and do this and do that," but I can't, because I have my class and at

the same time I have to allow the one to one, to because it's their job to be able to

deal with the child so I have to like just kind of pull the blind down and pretend

he's not there in a way and that's quite stressful and then when I hear some negative

thing that he's done I'm like "oh if I could have gone out I could of helped diffuse

the situation" or

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 29-38

Horrible. Really horrible. Because, I wanna spend as much time with him as I can,
because we've got a really good relationship and with mum I've got a really good

relationship. But I have to be able to step back and let oth- let him develop

relationships with other adults and his one to one,

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 45-48

But when he's doing something and I know he
doesn't like it or he's being … put in a situation where I know he's not familiar

with, I just kinda wanna go "no he won't like that lets do it this way" or "can I

help you?"

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 49-52

yeh and then that links in with my stress and then my worry and then I feel
protective [**TB:** Mm hmm] [sighs] eh. So I haven't seen him for a while now and, I'm,

I miss him. I don't see a lot of him when he's in school … but I miss him. And I'm

just worried about where he is, what he's doing. Is he safe? Where did he sleep last

night? Has he eaten? You know, is he out at 9 o'clock at night on the streets. I just

can't help but worry about it. There's not a lot I can do about it.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 102-107

It's hard- it's got easier, but originally it was very hard for me to
let him be in that situation I always wanted to shield him from it … [**TB:** Mm hmm]

but at the same time he needs to develop these understandings he needs to develop

his social skills and be aware of the outside world if you like. [**TB:** Mm hmm] So

I've kind of had to, like I say, take that step back.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 123-127

Erm, … in a way I like it, because, it gives me a sense of purpose and it makes
me feel like, do you know what I can work really hard to achieve something … and I

can show everybody like "*this is what I can do, so I can do it again*"

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 256-258

Well no actually he doesn't… You know, he's not a violent child. He doesn't
hurt me, in any way. He doesn't-- he's not aggressive to me in any way. Sometimes his

manner with the other children, *can* be a little bit aggressive but he doesn't always

understand … the situation that he's in

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 261-264

And eight times
out of ten yes ok he may have done these things that you've been hearing about but,

he's not a terrible child. [**TB:** Mm hmm] And I kind of wanna turn round and say to

some of these people "*youre judging him without even knowing him.*"

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
> PP 6 - Jenny - Interview 1, Pos. 266-269

And that's when I
get protective [**TB:** Mm hmm mm hmm] because, I feel like *"you don't know him. You*

don't talk to him like that. You don't talk about him like that. And if you have a

problem or there's a situation come and talk to me first and I will tell you what I

feel you need to know"

Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 269-273

cause some of the other adults and children in
school, don't know anything. And by right they shouldn't. And then that makes me

defensive and protective because I wanna protect him and almost protect his name and

his image [**TB:** Mm hmm] you know?

Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 273-276

eh. And I defend him. But I'm the first to say *"do you know what, he probably*
has done it …but I'm gonna investigate the situation anyway because I'm not having

him, being blamed." [**TB:** Mm hmm] Do you know what I mean?

Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 284-286

Just like my own
children I wouldn't want my own children being blamed. If they'd done something

wrong, then yeh, they deserve whatever the consequence is but, until you can prove

it, … you shouldn't accuse it [**TB:** Mm hmm] you know?

Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 286-289

And something happened on the playground, between some other children, and he
wasn't there, he was inside at the time, and I *know* he was inside [**TB:** Mm hmm] You

know I can put money on that he was inside … and he got the blame for it … and

obviously I wasn't happy with that I was like "*no it wasn't him.*" "*Yes it was him*

because these these certain children said so." I was like "*but he was inside.*" "*Yeh*

but they're all saying this. Dadadadada." I'm like *"but it, wasn't, him!"* you know

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 297-302

Mm so yeh so that where this whole protective [**TB:** Mm hmm] … thing, kind of comes
from [**TB:** Mm hmm] you know. It's weird. it's a really weird feeling. [**TB:** Mm hmm]

It's a really weird feeling.

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 313-315

Because whenever this child in question comes up … it's always me. Do
you know what I mean? Because I deal with that child. And that feels- sometimes feels

like a lot of pressure. I cant solve the problem

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 384-386

I said to
everyone you know "if you see this picture it's his, and look he did this" … and then

it made everyone more positive [**TB:** Mm mm hmm] and it gives him a better, image,

around the school you know?

> Code: ● Subtheme 3: Them > All on me - defending / protecting the child from others   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 491-494

Code – "Out there" vs "in here"

The the thing that is frustrating is that *a lot* of the time it
doesn't happen in the classroom…. [**TB:** Mmm]. It happens outside, on the playground.

It's towards adults. …. He's never sworn at me he's never been threatening to *me*, but

is to other adults, … and that's… then hard because you think well all the hard work

here… he then…. [**TB:** Mm …. mm] The repercussions come out elsewhere and that's hard

cos I can't be there all the time for him

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 23-28

He wants to impress me with his
work [**TB:** Mm hmm] and with his, the things he achieves. …. But he doesn't really care

about … … … when he's out there, he doesn't, I'm not in the picture [**TB:** Mm hmm] … if

that makes sense?

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 90-93

As I say, a lot of the issues are, that are, potential
exclusion issues, *[quiet voice]* don't happen here. They happen out there or out there

or in the dining hall [**TB:** Mmm] or somewhere like that where he … he has a real

aversion to authority [**TB:** Mm hmm] so …

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 230-233

PP: *[Interupting]* That's when you become that's when you become tired, because, we
have a risk management plan for him that we've set up with DESK and, erm, it's got

strategies for dealing with him on the on the play on the playground [**TB:** Mm hmm] and

… most days, I have to go out and deal with him … because he won't respond to the

adults. And that's when you get tired because you think actually I haven't had a

lunch break now [**TB:** oh gosh] And I've had to supervise him …

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 237-242

PP: Well it didn't happen in here, it happened out there. Erm, … it was around
calling someone a mother f**ker [**TB:** OK] and that but in a quite an aggressive way.

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 471-472

And then he went into year
6 and they had a lot of change because the teacher was on maternity leave and they

had a, temporary cover and, he didn't like her … and erm … it went downhill and he

started to, the behaviours that they were seeing in there, we haven't seen in here.

[**TB:** Right] but they had been there before, but they certainly hadn't been there in

year 5 and I just, I felt sad that, and upset that, his behaviour had ... had, become

out of control [

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 529-535

You know … You know [**TB:** Are you –] I'm lucky that
neither of them were aggressive to me and I know that there are children out there

who, who are more seriously at risk of exclusion because of their aggressive [**TB:** Mm

hmm] … we don't have that .

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 535-538

Yeh, it's break and lunchtime he used to come in, well, he would come
and knock on my door *[smiles and laughs]* and then I'd say *"do you wanna come in?"* and

he'd say *"can I come in Mrs S----"* I'd say *"come on then in you come."…* But that's,

that's what we're here for isn't it? I think. Well that's what I'm here for

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 568-571

So, you know, the
relationships have really grown, particularly with my TA and myself and XXXX[**TB:**

Mm-hmm] Erm, but, the relationships on the playground have not improved.

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 19-21

It was the downtimes that he was
difficult [**TB:** Yeah] which is the same as here. [**TB:** Yeah] It's the break times [**TB:**

Yeah] It's the times when it's not structured [**TB:** Yeah] that's he is so difficult.

And it was the same there. And the incident happened at lunchtime.

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0

Pp1 - Katharine - Interview 2, Pos. 43-46

And so he was excluded, for a day-and-a-half and, you
know it's just those-those sort of-- but it was all-- it's all-- it's still about the

swearing. They are still the issues that he *will not* take instruction from the

mid-day ladies, the dinner ladies. He *will not* treat them respectfully.

Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 54-57

And I'm like,
"What? Where is that come from?" [**TB:** Mm-hmm] "How could it be one child? It just

can't be just about one-one child on the playground." Erm, … and I find that--

sometimes I find that hard.

Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
Pp1 - Katharine - Interview 2, Pos. 122-125

Well yeh I spoke to our SENCo and I just said … "what can we do about lunchtimes
because I feel like I'm setting him up to fail, when he's going outside and its- "I

mean it's the most unstructured part of the day isn't it?

Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 111-113

lunchtime he's fine, I mean he eats his lunch in about two
seconds *[laughing]* erm but yeh so yeh it was the last part of the day when it was

very free, the last part of lunch,

Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 116-118

erm so I'm just really grateful that what we've tried so
far this year has seemed seemed to have worked in the classroom. In the classroom, I

have to say that [**TB:** Mm hmm] because outside, is a different story erm, yeh remind

me of the question sorry

Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
Pp 3 - Emma - Interview 1, Pos. 244-247

cos even with like, the one on one I mean that costs money. He does have erm

20 hours a week with a one on one erm, in the classroom, but the classroom isn't,

necessarily the issue. I I would say that, he struggles, mostly with playtime and

lunchtime because they are unstructured… Yeh

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 285-288

I mean there are obviously characters that, don't mix well
together, erm but I do hope that the other… I have to sort of have a little chat with

him and say you know *"this is how what's gonna happen and, I hope you have a good*

playtime" and but obviously at the moment he's with me most of the time. But, I I am

worried about when he goes back out there just because I just I just want it to be

successful and I want it to be a good experience. I don't want us to go back

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 296-301

And erm, I've seen that a couple of times this year and that has been quite
scary, because as well, … one of the times was on the playground. He just saw red and

it was a total accident.

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 378-380

So I was
spending all my lunchtimes with this child and that was a bit much [**TB:** Mm
hmm] and I felt like he was missing out as well. So we, reintegrated him, in
the fact that, he now, well the whole school actually has opened up like a
spare classroom, so from 12:00 to 1:00 where, the more vulnerable children
that have problems in the

playground can go and be sort of like a quiet space with, construction or
books or

whatever they need, maybe some drawing and stuff, and that seems to be
working really well. And then that allows me to have my lunch time when we
have our time apart, which as well I think is healthy

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 13-21

I feel like this, the lunchtime, his, his, erm, areas where he struggles is free
time. So it's his [**TB:** Mm hmm] play times and lunch times.

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 29-30

I mean, during lesson time he's, generally during the more structured times he's okay. He does need a bit of like, focus and he has a one to one part time for

the week, [**TB:** Mm hmm] and that will continue. [**TB:** Mm hmm] I think the mos- the more

explosive part of his day is lunchtime and that has, touch wood, going well, going

well so far.

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 39-43

And erm, the only situations where, he has got violent has been, erm, outside. [**TB:** Mm-hmm.] So, in that situation, I can, maneuver myself, erm, away from

it and- or, we've had XXX training as well so we know how to, handle.

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 166-168

So, erm, that is, for me, its a huge [**TB:** Mm] win really because, erm, and I think as well the play times and lunch times have helped with that [**TB:** Mmm] because he doesn't have-- he doesn't have that like, free for all. It's like when they see an open space, they're like "Wooo." [**TB:** Yeah] *[laughs]* Yeah, but that's

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> Pp 3 - Emma - Interview 2, Pos. 287-290

it got to the point where we had to kind of keep him

separate from certain children. So it made it easier if everyone else went out and he

went out and then went in, do you see what I mean [**TB:** Mm hmm] so they didn't cross

paths. And something happened on the playground, between some other children, and he

wasn't there, he was inside at the time, and I *know* he was inside [**TB:** Mm hmm] You

know I can put money on that he was inside … and he got the blame for it …

> Code: ● Subtheme 3: Them > "Out there" vs "in here"   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 291-299

Code – "OFSTED / measures of progress don't understand"

And that's the thing as well, how

how can you measure, the thing that really like bugs me [**TB:** Mm mm hmm] is that you can see on like the tracking, how like they've progressed in maths how they've progressed in English. *Actually,* if they've progressed *massively,* socially and emotionally how do you track that? And how do you say *"no they haven't made however many steps of progress in maths but … they have made like leaps and bounds in, social and emotional"*

> Code: ● Subtheme 3: Them > OFSTED / measures of progress don't understand   Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 565-571

I think that's, … cos in reception obviously they have the
different like communication and language and everything. But, in Year 1 and Year 2 it's *all* about reading, writing and maths. And ,that that's not, just how they progress. [**TB:** Mm hmm] Yeh that does bug me a little bit cos then, when you're in meetings as well, you have try and emphasise actually they have made progress. It might not look like it but they have made huge progress

> Code: ● Subtheme 3: Them > OFSTED / measures of progress don't understand   Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 571-576

when somebody,
like you're trying to like somebody who just wants to know data, and they want to know the levels and they just want to know why they haven't made two steps of progress or three steps of progress, and you're having to say *"well actually if you understand the background of this child and, how like, how much progress has been made"* just just even, to speak to a child, without saying something hurtful, could be, a huge -

> Code: ● Subtheme 3: Them > OFSTED / measures of progress don't understand   Weight score: 0
> Pp 3 - Emma - Interview 1, Pos. 582-588

You want to say sort of
like no this has been the most amazing term for him and, he is doing really well. But

then it all comes back to figures doesn't it?

> Code: ● Subtheme 3: Them > OFSTED / measures of progress don't understand   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 591-593

Yeh, you can try you can try and get that across I suppose but, really ultimately people just wanna know about the figures and I think, that's really harsh.

It's really harsh because, it sort of undermines what they've done [**TB:** Mm hmm] and

the progress they've made, erm … and it kind of like, it kind of undermines what you

do as well *[laughing*

> Code: ● Subtheme 3: Them > OFSTED / measures of progress don't understand   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 596-600

Code – "Others / SLT deal with behavior or decide whether to exclude"

TB: And do you know what came before it?
PP: … I can't remember …. I didn't deal with it. [**TB:** No] Yeh.

TB: And how does that feel? … Ya know, the fact that you weren't able to deal with it

and then an exclusion happened?

PP: Well, because it it was accelerated to the head straight away so she dealt with

it. Erm … and obviously she investigated it all and wrote it all up … [**TB:** Mm hmm]

and then made the call, [**TB:** Mm hmm] erm … that's just the way schools have to work I

guess you know.

> Code: ● Subtheme 3: Them > Others / SLT deal with behaviour or decide whether to exclude   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 473-480

therefore I don't see … I didn't foresee the exclusions
coming [**TB:** Mm hmm] on this occasion.

TB: Because in your relationship you hadn't seen …?

PP: Yeh he's difficult but, not to the point you know that the child who was at my

last school who was excluded for hitting the teacher around the head with a cricket

bat, you know that's how *I* see exclusion.

> Code: ● Subtheme 3: Them > Others / SLT deal with behaviour or decide whether to exclude   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 543-548

Erm, but however I do understand
that, an aggressive, swearing incident has to be shown that it's not acceptable [**TB:**

Mm hmm] … … so I I don't, and yeh the boy in year 6 he was, aggressive physically

aggressive to another adult, so that's why he was excluded so I understand that [**TB:**

Mm mm hmm] I do understand that.

> Code: ● Subtheme 3: Them > Others / SLT deal with behaviour or decide whether to exclude   Weight score: 0
>
> Pp 1 - Katharine - Interview 1, Pos. 548-552

Erm, and then, initially he wasn't gonna be
excluded and then the decision was taken by the governors that, we needed to show the

parents that, it wasn't okay. And so he was excluded, for a day-and-a-half

> Code: ● Subtheme 3: Them > Others / SLT deal with behaviour or decide whether to exclude   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 52-54

Well, it's not and it can't be. [**TB:** No.] You know, that happened. You know I would've accepted him not being excluded but it's about the parents of the other kids

that matters too.

> Code: ● Subtheme 3: Them > Others / SLT deal with behaviour or decide whether to exclude   Weight score: 0
>
> Pp1 - Katharine - Interview 2, Pos. 68-70

I just kept thinking like, if I had come down like 20 minutes instead of half an hour, could I have, you know, kept her there cause she does, you know respond quite

well to me. Erm, but again, that's because, I deal with her in class, but when her

behaviour escalates and she leaves class, it's not me dealing with her.

> Code: ● Subtheme 3: Them > Others / SLT deal with behaviour or decide whether to exclude   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 475-478

So she thinks, you know I'm the nice one. When she's told she can't come back to class or
when she's excluded it's not me saying it.

Erm, so once that's done, I guess in a way I feel like right I've passed that
on now. They --- I know that he will now be dealt with, by somebody else, and I can

get on with teaching the rest of the children

Errrrrm …I don't know apart from you know just … … yeh … I, I think …for, I
suppose for a child to, to to eventually get to a point where it's a permanent

exclusion—I mean I don't know how these things work in schools, but I'm assuming that

everything has to have been put in place, to show that you've supported a child as

much as they can [**TB:** Mm hmm] and yet that behaviour continues or persists or

whatever else and you're then making a case to to then, permanently exclude … which

is not then contestable in anyway.

Err, … but I, I
suppose I… I don't worry about that too much because I'm not the one making that

decision to, [**TB:** Mm hmm] … exclude, [**TB:** Mm hmm] in the moment. Erm … you you can

just say what's happened and somebody else makes that decision which is, … which is

fine.

erm, but that must be hard for them as well. Yeh you, you just don't wanna
you know fail a child in anyway. And I'm sure that's how, the people who make those

decisions for exclusion who are like the deputy head and whoever else you know, they

don't *want* to exclude [**TB:** Mm] but, they need to keep children safe as well so …

Code: ● Subtheme 3: Them > Others / SLT deal with behaviour or decide whether to exclude   Weight score: 0

Pp 5 - Naina - Interview 1, Pos. 314-317

Code – "Other children don't understand"

That he's ….
TB: At risk of exclusion type label? [**PP:** Yeh] Right. Uh huh.
PP: Yeh. And the kids think of him like that too.

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 316-318

initially when he joined they were the whole
class was very anti him [**TB:** Mm hmm] because he was so aggressive [**TB:** Mm hmm] and so

angry [**TB:** Mm hmm] Erm… but, … erm, so I know there's a side to him … you've just got

to be one step ahead I guess

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 414-417

Erm but all the kids will come
and say *"Mrs S---- do you know what he's said?"* and they're, quite happy to dob him

in. [**TB:** Uh huh] and I don't think he's used to that either [**TB:** OK] … so, you know,

they're like that. …

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 1 - Katharine - Interview 1, Pos. 493-496

it sounds really awful to say but some of the children are
really scared of him. [**TB:** Mm hmm mm hmm] Erm and I think, if I'm being honest, some

of the staff are too. [**TB:** Mm hmm] Erm, … but, yeh one on one he's wonderful.

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 54-56

Erm but I do, I do feel like *[sighs]* children do get a bit of
a … … for example the first week when I had *[laughs]* erm when I had him inside,

people came in and said "oh so and so did this at play at lunchtime" and I said *"well*

he couldn't have done because, he was with me." [**TB:** Oh] So I feel like children do

kind of, I don't know, see them in one way, and that's how they see them.

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 85-89

I hate to say it but like the naughty

one. [**TB:** Mm mm hmm] which is, awful erm but I do feel like some of, the lunchtime

staff, know, that he struggles with behaviour [**TB:** Mm hmm] and that can also, affect

maybe how – I mean if he's involved in a altercation, erm … he often does get the

blame, and it's not sort of, "let's sit down and talk about what actually happened."

Because children as well are very good at knowing those children that will who get to

wind up easily

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 130-136

TB: So the parents are kind of like, another aspect to it –
PP: Yeah, yeh, they are. They are! And that's the thing you just- I d- I don't want,

I- I think certain type of children, get blamed, for a lot so … [**TB:** Mm hmm] there

are certain children that find it funny to wind up a child [**TB:** Mm-hmm] like the one

I've got in my class and erm *[sighs]* yeah I think, they'll come in or they'll tell

their parents, something and their parents will then be like, "Oh, well it couldn't

have been my child." And, erm, yeah they get a bad rep and I think actually, they

really struggle

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 3 - Emma - Interview 2, Pos. 291-298

All the other children are
annoyed. They're, angry at her. She's now more annoyed because they're angry at her

and it's my fault because, *"they're angry at me because you're making them go back*."

And then you think, *"ok, I mean it's your fault but ok"* like ignore, go back

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 526-529

Erm, and it-it
almost feels like sometimes like everyone's against you like the children obviously,

don't mean to. They're not-- I mean sometimes they're doing on purpose but, they're

not doing it to upset you. But, they're against you because you're doing a constant

battle of like you're stopping our learning.

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 580-584

All they know is we were in the
hall in the dark, and that was fun, and now we're not and you made that decision

without really understanding you know, it's because of this child but then you're not

gonna say to them, *"her fault,"* because then they're all angry and-and that's not

fair. And I just feel like you're constantly like trying to, like back yourself?

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

Pp 4 - Charlotte - Interview 1, Pos. 589-593

But we've had numerous discussions, in the class,
without him there, where ive tried my best to explain to them … … he- err- I've

tried my best, for them to understand why this child is, how he is, and why, it looks

like it's unfair, but its *not.* We've just had to make reasonable adjustments, we've

had to put things in place to keep him safe, to keep them safe, to keep me safe

Code: ● Subtheme 3: Them > Other children don't understand / judge child negatively   Weight score: 0

PP 6 - Jenny - Interview 1, Pos. 426-430

Code – "Child's parents don't understand / not supportive"

I think it is relationships with his parents, I don't doubt that they love him
and he loves them. I don't doubt that at all… but they're making choices, about their

lifestyle, with a child-- for a child who is high functioning like he is, might not…

be helping. [**TB:** Mm-hmm] I don't know. I don't judge them for that but that's it,

that's something I see. [**TB:** Mm-hmm] His mum is a-a-- obviously a very, very

intelligent lady, probably herself similar [**TB:** Mm hmm] and, erm, you know she works

late every night. She works up in London. [**TB:** Mm-hmm.] He doesn't see her an awful

lot [**TB:** Mm hmm] and I think that relationship thing is, perhaps, … it is what it is.

Uh, I think that's probably not going to help, you know.

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp1 - Katharine - Interview 2, Pos. 161-169

We've got his older brother, and they're a nice family, erm, …
but she behaves, erm she errm … blames her his behaviour on, one of the other boys in the class, that has hasn't got [**TB:** Mm hmm] such a a nice background. [**TB:** Mm hmm] Erm, and, that's quite difficult, because *actually,* you know, er your behaviour is your responsibility, erm.

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp 2 - Lizzie - Interview 1, Pos. 368-372

her mum thinks she's Autistic and the Autism team, don't. Erm, her mum's a mental health nurse, so it makes it quite difficult for us to erm- we've … referred her medically erm, the xxxx people can't see, you know, it's in a very [**TB:** Mmm] sort of sticky situation at the moment so it's always quite …

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp 2 - Lizzie - Interview 2, Pos. 70-73

Yeh. And then obviously then you're talking to parents
and, like, stark generalisation but, it's not often that, I have dealt with that the

children who are on the brink of exclusion, have the parents who are happy to chat to

you about all the things that their child is done wrong *[laughs]* that day.

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 405-408

It's often
quite angry with, you know as if it's your fault and then you're kind of there

thinking, ''*well, I'm not the one that, you know, has brought the child up and, showed them those-those ways,"* like *''this isn't my fault."* [**TB:** Mm hmm] But you're dealing with, angry parent who is annoyed that their child has to be out of class tomorrow or angry parent who, is annoyed that they can't just pick up their kid and go because, they have to spend thirty minutes recapping the day with you. So it kind-- it just feels like never-ending.

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 408-415

and if she's not there, still how am I gonna phrase it because, mum isn't the most approachable and that's where she gets [laughs] her behaviour from. From mum."

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp 4 - Charlotte - Interview 1, Pos. 452-453

Erm, one of them did. Mum and dad bought her in, sat down. Erm, the girl in my class, mum said she was ill and she couldn't come in. Erm, so the idea-- the rule is that they-- we need to kind of debrief before they can come back. [**TB:** Mm-hmm] Erm, so the-mum was told she wouldn't be allowed to back in class, so mom kept her off school, instead, and, I think she just kind of spent the day at home yesterday.

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 77-82

and then we rearranged the meeting for this morning. Uh and, she- … mum had sent in her younger sister who was 15 to sit in on this meeting, because mum said she's still not well enough to come in. And it just was-- I'm just there like*, "What are you doing?"* [**TB:** Mmm. Mmm]. I was-- it was ridiculous

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
> Pp 4 - Charlotte - Interview 2, Pos. 82-86

Erm, so that was really frustrating because we're there kind of like, "*we want to support your child. We want them back in school. We want them back in class.*"

[**TB:** Mm-hmm] And mum, sends in, the 15-year-old sister who, should be in school—

Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
Pp 4 - Charlotte - Interview 2, Pos. 86-88

So that's like really frustrating. So, we had the meeting with me, XXXX and XXXXX, erm, without mum, without-- like there needs to be kind of like a guardian there. [**TB:** Mm. Mm-hmm] Erm, and it to be fair, it was really successful. She came and really settled. She was really responsive. She, erm-- we had sent home learning yesterday because we said, "You know, she's gonna be off at school she, at least, needs to look for the consequences of things. [

Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
Pp 4 - Charlotte - Interview 2, Pos. 93-98

so … … And
then it's difficult when the school has to do something about a situation and then we've got to talk to mum. Because no mum likes being told or no person likes being told a negative or a problem. And then that puts me in a really difficult situation sometimes because, I have to follow the school rule, I have to follow the way the school runs, and I always will … but then it can become a very fine line between, ruining my relationship with mum. Does that make sense?

Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 225-231

You know. But sometimes it's very
difficult when we're having a meeting and she doesn't *agree* with something and then, she looks at me and I'm on *this* side of the table and she's on *that* side of the table [**TB:** Mm] and I'm like well, I agree with mum, and I agree with the school. But I have to follow, the school.

Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
PP 6 - Jenny - Interview 1, Pos. 235-239

And that's really difficult and then, if
she goes and tells the child then the child's a bit funny with me [**TB:** Mm hmm]

because then he thinks I don't, I'm not on his side [**TB:** Mm mm hmm] so *that's* quite

difficult as well. [**TB:** Mmm] … Yeh. I don't like being in that situation. It's quite

difficult.

> Code: ● Subtheme 3: Them > Child's parents don't understand / not supportive   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 240-244

Code – "Other schools don't understand"

I mean a boy I went on a trip last week, and two children erm,
one was the little girl and erm one was *another* one who's just a bit of a so and so
but not I don't think really at risk of exclusion, one of the seven [**TB:** Mm hmm] erm
he, was running round a gymnasium erm throwing tennis rackets. I mean there were seven
other schools there it was *so* embarrassing. Erm and she was laying on the floor
screaming her head off, having a tantrum, and erm I had to call and get somebody to
come and err rescue me *[laughs]*.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 671-677

Erm, it was embarrassing because I had other schools and other teachers ch-
getting involved and telling children off and that made me wanna say *"go away and
leave me alone,"* because they you don't know this child [**TB:** Mm mm hmm] you know its
erm, they were from, erm, … middle class schools let's say erm and saying things like
*"oh that's so and so's tennis racket, please don't, you know she's brought that from
home"* and I thought *"oh they aint got a clue what you're talking about"* *[both laugh]*.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 680-685

I mean, you know if
you're-- If I'm honest, I-I-I'd-I'd like to think most teachers imagine teaching to
be, looking after kids in-in- I mean in-in lots of schools, it's is *not*--it's very
results driven. It's quite, you know, erm, and we're not like that here at *all* which
is quite nice

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 2 - Lizzie - Interview 2, Pos. 139-143

Erm so obviously he came to us when he
was only, four … having been expelled from two other placements and that's … crazy,

that's crazy.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 356-358

I don't know, I feel very lucky that I *do* have the support in the
classroom, this year, because I think that, there are schools and settings where they

don't, and, how they manage … cos you, as a teacher you know you have like targets.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 3 - Emma - Interview 1, Pos. 502-504

and yeah, there's loads of stuff. Like I said, the girl I'm thinking of in my
class now, I'm sure, in another school probably wouldn't have lasted like a week.

But, as a school, you know, if you exclude them then, they- they're going to go to

another school where they get excluded go to another and then, they're out of the

education system and-and things like that.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 213-217

I think my idea of, what like the limit
is for before exclusion is probably quite a lot higher than, other schools [**TB:** Mm

hmm] because I mean we've had, last year in year four we had, erm I had a child join,

the school, erm into my class who had, I think either they'd been excluded from

another school

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 217-221

I don't think
it's ever come into my head really. Like no matter how bad a day has been or how bad

a behaviour has been, it doesn't even cross my mind that they, might be excluded

until somebody else, will say something about another school. And then you think *"oh*

yeah, they probably would, have been gone by now."

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 236-240

Like they, I mean last year I
could probably name maybe six children in my class that, would have been excluded

from other schools within a few weeks like hurting, children hurting adults, you

know, swearing, disrupting lessons, running away, climbing out of the school gates.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 240-243

and then you feel

guilty for thinking it, even though like obviously you wouldn't, like show it to them

[**TB:** Mm hmm] but you just think like *"oh and that's how other people felt and that's*

why we're at this point." … Yeh. *[laughing]*

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 281-284

like I have only been teaching for four years so I've

only known this school. So I don't know what it's like to teach in a school where

exclusion is a, like a normal thing. Like I guess like an accepted thing

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 355-357

But yeah, I defin-- like I understand

why schools get to a point where they feel they need to exclude. … But, I definitely

don't think is the right thing to do. I

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 684-686

And so now is when we need to get it right. … And, yeh, I think our school is-is

quite different. As far as I'm aware, there aren't any other schools in XXXXXX that

share that have this approach. Erm which also, like strikes fear into me a little bit

about leaving to go to another school *[both laughing]*

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 759-762

Like if I ever left this

school like, I think I would feel really guilty for excluding. I think I would feel,

like I'd let them down, because of the focus on-- It's about giving them a safe space

and things like that here. … I think if I were to ever move school and it and I w-was

in a school where children were excluded I would feel really *bad*, like I would feel

like I hadn't done my job [**TB:** Mm hmm] because, you've almost like given up, on them.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 1, Pos. 762-767

So I think massively, that kind of shaped me as a-as an

adult. And, I don't know if it was the reason I got into teaching, but it definitely

is the reason that, like I cannot see myself moving from this school [**TB:** Mm hmm
mm

hmm] I just cannot imagine going to a school where, you know, your I don't know,

mum's in hospital or mum and dad have broken up or, you know, someone in your
family

has died and you were really close to them, but don't call out, stop talk-like, I

just can't imagine it.

> Code: ● Subtheme 3: Them > Other schools don't understand   Weight score: 0
>
> Pp 4 - Charlotte - Interview 2, Pos. 637-643

Code – "other adults get frustrated / angry with the child"

Erm, as as teachers and
TAs, erm you're dealing with these children and and they're just, you know you I can
see why other people would get angry with them

> Code: ● Subtheme 3: Them > Other adults get frustrated / angry with the child   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 100-102

Erm OK. Erm it depends on, erm – everybody's different. So, erm … and, you do get,
t t t frustrated with children and some people push your buttons more than others …
erm and, so if you know, that one of the TAs has somebody whose buttons get pushed,
[**TB:** Mm hmm] then you know you need to step in, for that one.

> Code: ● Subtheme 3: Them > Other adults get frustrated / angry with the child   Weight score: 0
>
> Pp 2 - Lizzie - Interview 1, Pos. 458-461

I think it's more frustrating for the other
adults that work with him now. Erm it is frustrating for me because I want to see him

make progress. I want to see him read and write and spell and have a social erm,

community within the class. That frustrates me because as a teacher they're things

that are built in me that I want every child to be able to do. [**TB:** Mm hmm] But I

think it's more frustrating for the other adults that he works with off on a one to

one base, because they could plan this really lovely activity… and if he, just

refuses to do it it's just like "well what we gonna do now" [**TB:** Mm hmm] type thing

[**TB:** Mm hmm] you know so I think that's, frustrating for them [**TB:** Mm hmm] yeh [**TB:**
Mm hmm] that's quite hard

> Code: ● Subtheme 3: Them > Other adults get frustrated / angry with the child   Weight score: 0
>
> PP 6 - Jenny - Interview 1, Pos. 67-76

Code – "School ethos isn't understanding"

PP: Yeh. 29. [**TB:** OK. Yeh]. And a *lot* of parents. Whose view is … of a similar …
TB: About him?

PP: Mmm. That he's … he's the cause of a lot of problems, even when perhaps he's not

erm the reason for a lot of things and obviously the swearing. Kids go home and say

oh, *"he's been excluded for this"* and *"he's saying these words"* or whatever and, you

know, they're not used to that in this school. It's quite a middle class school so …

> Code: ● Subtheme 3: Them > School ethos isn't understanding   Weight score: 0
> Pp 1 - Katharine - Interview 1, Pos. 375-380

Code – "External professionals not helpful / don't understand"

Erm, we're hoping to get
speech and language in but obviously that takes time [**TB:** Mm hmm] erm and even after
that there's only a certain amount they can do, erm and they only come in every so
often erm I mean really sort of, not even, I don't even think it's, once a month, you
know, maybe once a half term erm.

> Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0
> Pp 2 - Lizzie - Interview 1, Pos. 523-527

[Laughs] It's quite difficult. I said that to xxxx when they came in last week or
the week before and then she said you know, try the sticker chart, try this try that.
And I said I said *"yeh that's a great idea but the trouble is I don't remember to do
it and it's not fair on the other kids."*

> Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0
> Pp 2 - Lizzie - Interview 1, Pos. 591-594

So so I'm not doing it. I'm gonna let them earn golden time and erm
you know a certain amount of them, will get their half hour golden time and the others

will have to earn it. I think that's the only way, to do it really…

Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0

Pp 2 - Lizzie - Interview 1, Pos. 604-606

so, at the moment we're at
that stage in the year when we get lots of different erm, professionals in and erm,
they just kind of give us advice and the difficulty is, I can't remember if I said
this last time, is that you get conflicting advise. [**TB:** Mm hmm, mm hmm] And then you
have what people think here and then you've got what I think as well. [**TB:** Hmm, mm
hmm] Erm and it's difficult too, to balance it all out.

Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 33-38

Erm and again, when you've got all this sort of stuff
coming in [**TB:** Mm hmm] I sort of think right, okay, today is a new day and I come and
like, you know, move everyone's chair and put people in this place and [**TB:** Yeah]
we're gonna do this and I'm gonna not accept any, you know, behaviors and I'm not
gonna do this and I'm gonna-- s

Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 80-84

Erm, and and, you know and
it's great everybody coming with all these ideas but, nobody's who's coming with
these ideas is in the classroom,… all the time and, to be honest,

Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 163-165

And of course this went on, and then I started reading the story
and of course every line I said, she mimicked me. And it wasn't any- it wasn't …
somebody came in and suggested, it might be echolalia. This was *not*. This was not any
sort of echolalia. This was her, being a monkey.

Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 204-207

What they would tell you is to- is to probably remove the children from the
class. That's what the advice really is for *anything*, erm that is affecting-
significantly affecting- the rest of the children

Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0

Pp 2 - Lizzie - Interview 2, Pos. 217-219

But, when somebody,

like you're trying to like somebody who just wants to know data, and they want to

know the levels and they just want to know why they haven't made two steps of

progress or three steps of progress, and you're having to say *"well actually if you*

understand the background of this child and, how like, how much progress has been

made" just just even, to speak to a child, without saying something hurtful, could

be, a huge -

Code: ● Subtheme 3: Them > External professionals not helpful / don't understand   Weight score: 0

Pp 3 - Emma - Interview 1, Pos. 582-588

Appendix E: Letter of Ethical Approval from TREC

The Tavistock and Portman **NHS**
NHS Foundation Trust

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

Tel: 020 8938 2699

https://tavistockandportman.nhs.uk/

Tracy Burton

By Email

5 July 2018

Dear Ms Burton

Re: Trust Research Ethics Application

Title: A Psycho-Social Study into the Emotional Experience of Working With a Child at Risk of Exclusions

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

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

I am copying this communication to your supervisor.

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

Yours sincerely,

Best regards,

Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: pjeram@tavi-Port.nhs.uk

CC. Course Lead, Supervisors/Research Tutors, Course Administrator and Academic Quality

Appendix F: Participant Information Sheet

I am a Trainee Educational Psychologist working within Hertfordshire. As part of my training I would like to invite you to take part my doctoral research. Your contribution would be hugely appreciated. Further information about what would be involved is outlined below.

Research Title

The Emotional Experience of Working with a Child at Risk of Exclusion: A Psycho-Social Study

Purpose of the Research

Children who are "at risk of exclusion" from school represent a growing concern both locally and nationally, with recent government figures suggesting that exclusion rates have risen by almost 40% in the last three years. Previous research has explored teachers' views and perceptions of these children, however very little has been written about the actual lived experiences of teachers working to support these children in their classrooms. This research aims to explore the emotional experience of primary school teachers currently supporting children who are felt to be at risk of exclusion from school. It has been approved by the Tavistock and Portman Research Ethics Committee (TREC) and is being supervised by Dr Dale Bartle (dbartle@tavi-port.nhs.uk)

What is involved if you choose to take part?

You will be asked to take part in two individual interviews of no more than an hour each. Both will take place at times that are convenient to you and your school, and will be in a private space in school. The interviews will be recorded using audio only recording equipment, and will be transcribed by myself as researcher. There will be roughly a term between the two interviews, and the second interview will follow up any areas of interest raised in the first interview. Both interviews will follow an open format, which means that their content will be largely determined by you and your

experiences. The purpose of this is to help me gain an in depth understanding of your thoughts and feelings about the subject.

It may be helpful for you to know that this study will utilise a psycho-social approach. This means that as part of the analysis I will be interested in what might be happening at an unconscious level. In addition to the interviews, you will be asked to provide some biographical details to complete a pen portrait, and to complete a brief free-association grid prior to the interview starting. These additional tasks should take no more than ten minutes.

Unless you would prefer not to be informed, it is my intention to share with all participants a brief summary of the research findings when the research is complete. It is also my intention to Intention to move towards publication in a peer reviewed journal, where all attempts made to keep data anonymous.

Your rights, changing your mind and what happens after the research?

Your participation in this research is voluntary. You may decide you no longer wish to be part of the research prior to or during the interview, without a need to explain the reasons for your decision. You may also decide to stop being part of the research after the interview and up until your data is processed. More information about this timescale will be shared at the start of the interview. You have the right to ask that any data you have provided be withdrawn and destroyed, and to decline to respond to any question asked during the interview. You also have the right to ask any questions you may have about the procedures and are invited to ask any questions about the information presented here before you take part.

This research is being undertaken in adherence to Health and Care Professions Council ethical and professional practice guidelines (2012), the Data Protection Act (1998) andnational safeguarding procedures (DfEE, 2013), as well as local authority safeguarding procedures and Tavistock and Portman NHS Foundation Trust data protection policy. Confidentiality of information provided is subject to legal limitations.

Data will be processed and stored to ensure its accuracy, adequacy, and lawful and fair usage for the purposes of the research. It will be stored and handled securely, anonymously and confidentially, and kept for no longer than necessary. Only the interview audio recording and transcript, and observations, personal thoughts and feelings from the interview will be kept. No link will be possible between your data and the school or local authority. Confidentiality will be overruled in the case of issues relating to safeguarding or malpractice, however, it is anticipated that this will be discussed with you first. Participation in the research will not affect any current or future professional contact I may have with you and will not affect your or your school's access to Local Authority services. Research findings will be shared with the Local Authority Educational Psychology Service and through wider dissemination of research findings. Your identity will be protected as far as is possible.

Possible risks and benefits

Discussion of your personal experiences working with a child at risk of exclusion may stir up an emotional response. It may also touch upon issues related to safeguarding children and young people. To protect against any negative outcome for anyone concerned, time will be provided at the end of the interview to support with any strong feelings and to agree a positive way forward where the researcher feels concerned.

In the dissemination of research findings, every effort will be made to protect your identity to ensure that confidentiality and anonymity are maintained. Dissemination of research findings to the Local Authority Educational Psychology Service and beyond through written and/or verbal presentation may use quotes in addition to themes. While names and potential identifiers will be changed, you may be recognisable due to small participant numbers.

The research has potential benefits for supporting teachers working with children at risk of exclusion both locally and nationally. It is hoped that it will provide a rich insight into the emotional experiences of teachers and in doing so provide greater understanding of their needs if they are to support children at risk of exclusion. The

research may also offer the benefit of time to reflect and share you experiences in a safe and non-judgemental space.

Further information

I will be happy to answer any questions you may have about this research at any time. Queries should initially come to me at either email address above.

If you wish to find out about the overall findings of the research, available in July 2019, please contact me or my supervisor at the Tavistock and Portman NHS Foundation Trust. If you have any concerns about my conduct or any other aspect of this research, please contact Paru Jaram, Trust Quality Assurance Officer, at pjeram@tavi-port.nhs.uk

<u>Appendix G: Participant Consent Form</u>

Research Title

The Emotional Experience of Working with a Child at Risk of Exclusion: A Psycho-Social Study

Purpose of the Research

Children who are "at risk of exclusion" from school represent a growing concern both locally and nationally, with recent government figures suggesting that exclusion rates have risen by almost 40% in the last three years. Previous research has explored teachers' views and perceptions of these children, however very little has been written about the actual lived experiences of teachers working to support these children in their classrooms. This research aims to explore the emotional experience of primary school teachers currently supporting children who are felt to be at risk of exclusion from school. It has been approved by the Tavistock and Portman Research Ethics Committee (TREC) and is being supervised by Dr Dale Bartle (DBartle@tavi-port.nhs.uk)

Informed Consent

By signing below, you are agreeing that: (1) you have read and understood the Participant Information Sheet, (2) you are aware that participation involves responding to questions relating to your emotional experience of working with a child at risk of exclusion, (3) you are aware of the potential risks, (4) your participation is entirely voluntary and you or your school may withdraw participation until data is processed, (5) summated verbal and written thematic findings will be shared with participating schools and such findings with anonymised quotes will be shared in Hertfordshire Educational Psychology Service and through wider dissemination of findings, such as through research publications (6) small participant numbers may have implications for anonymity but neither your name nor your school's name will be used and every effort will be made to protect its identity and yours, and (7) confidentiality will be overruled in the case of issues relating to safeguarding or

malpractice, whereby information will be shared in line with previously defined procedures.

_____   _____

Participant signature   Participant name printed

_____

Date

I, Tracey Burton, agree to carry out the above research in accordance with legal, ethical and professional guidelines and duties as outlined on the Participant Information Sheet and stated here.

_____   _____

Signature of researcher   Name of researcher printed

_____

Date