

**Children of prisoners...are we doing enough? An exploration into how
Educational Psychologists can support children of imprisoned parents in
England.**

Isabel Niamh Gregson

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Tavistock and Portman NHS Trust
University of Essex

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Abstract

It is estimated that 200,000 children in England and Wales have a parent sent to prison yearly (Department for Education, 2025). If these children and young people are not supported appropriately, they can face adverse outcomes. There is not a system within health, social care or education services for identifying Children of Imprisoned Parents (CoIPs), consequently families must volunteer to self-identify which can be met with reluctance. Therefore, CoIPs often go unrecognised and do not receive support (Kincaed et al., 2019). Research positions schools to play a critical role in supporting CoIPs, and guidance recommends that Educational Psychologists (EPs) are consulted when planning for their provision (Buckinghamshire County Council, as cited in Weidberg, 2017; Shaw, Woods & Ford; 2022). Despite this, no research to date has sought to acknowledge EPs experiences of supporting CoIPs.

Hence, this research utilised a mixed methods methodology to address the question 'What more can be done within the EP profession to support CoIPs?'. In Phase 1 a survey collected data from 302 EPs, Assistant EPs and Trainee EPs to establish the nature of current EPs support for CoIPs. Phase 2 interviews were conducted with 6 EPs to understand what EPs can do to support CoIPs, and what EPs describe to influence their practice. Descriptive analysis of the quantitative data was used to capture the landscape and reflective thematic analysis of the qualitative data further enhanced understanding further.

Findings from this research suggest that EPs are supporting ColPs through their knowledge and skills. However, EPs shared that the profession could do more to support ColPs if their visibility were to increase, tensions within practice and context reduced and if there were further opportunity to work in multi-agency capacities. The author concludes that EPs would benefit from specific training to enhance their practice, with further implications discussed.

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CHAPTER 1 - Introduction

1.1 Chapter Overview

This chapter will offer an introduction and context to the research. Firstly, acknowledging the researcher's personal reflexivity, including motivations and influence for the research project. Key definitions and statistics will then be outlined, alongside the discussion of Children of Imprisoned Parents (CoIPs') visibility, the impact of parental imprisonment and current legislation and guidance pertaining to CoIPs to demonstrate the current context. Considerations of how this pertains to the EP role will then be discussed.

1.2 Personal Reflexivity

It feels pertinent to begin this chapter by acknowledging my own personal experiences that influenced my motivation and journey to explore how EPs are and can support CoIPs. Personal reflexivity is referred to as the process of considering one's own life experiences, beliefs and values and how they may impact upon pursued research (Willig, 2013). This is in keeping with the critical realist stance taken up within this research, discussed in more detail in Chapter 3, as this world view acknowledges known aspects of the context that the research is dependent on.

As an undergraduate student I studied Forensic Psychology, whereby I had the opportunity to interview prisoners in a local prison with my peers. I can vividly recall the reactions created by my nervous system, how they rapidly developed as I

approached the prison and passed through the security measures. By the time I was waiting for the prisoners to enter the room, my heartbeat felt as if it were protruding through my chest. Reflecting on this experience, I recognise the profound impact this had, as I came away feeling a sense of empathy for prisoners and their previous life experiences. Applying psychology learnt from the educational psychology doctorate, I now wonder if prior to the visit I unconsciously engaged in the defence mechanism outlined by Klein (1932 & 1935) as 'splitting' with the hope to protect from the uncomfortable feelings I experienced leading up to the interview. I feel as if I split, seeing the prisoners as 'all bad' as they had committed a crime and saw my peers as 'all good' as we were attending as visitors. Following the interviews, my perspective changed, recognising the interplay of complex factors within prisoners' lives. This experience provided insight into the process visiting children and young people may experience, whilst I acknowledge that this will be an individualised experience, it brought to mind how intimidating this may feel to some and the bodily responses they may endure.

Whilst conducting casework as a Trainee EP, I also noticed that I was gaining experience supporting ColPs, however I came across this information incidentally. On one occasion, I was speaking to a child's mother in person and father on the phone, who she explained was not living in the family home at present. I continued to hold a curious stance, exploring this further with a school staff member who shared that the child's father was in prison. I found this information pertinent to my psychological formulation, although did not directly document this out of respect for the mother and her perceived reluctance to share. I felt a sense of frustration this had not been communicated sooner as I could have adapted my approach, but this

led me to consider the role of parental responsibility, societal shame and judgement, alongside family's potential lack of trust relating to professionals if they have experienced, first-hand, the prison system.

These personal experiences sparked my motivation to explore this research topic further, as I feel that having a parent in prison is a significant life event for a child or young person and that EPs are positioned to support CoIPs. Further reflexivity is presented throughout this research process, interwoven, and explicitly evident within the reference to a reflexive journal.

1.3 Definitions

The term Children of Imprisoned Parents (CoIPs) will be used throughout this thesis to refer to both children and young people who have a parent in prison. The more common term 'children of prisoners' was not used to avoid confusion with legislation, specifically the Special Educational Needs [SEN] Code of Practice (Department for Health and Department for Education, 2015) when abbreviated (CoP). The researcher also felt the term CoIPs was appropriate, as research highlights that, although in prison, the children and young people see these adults' first role as a parent (Weidberg, 2017). By adopting a child-informed approach to the definition, the researcher recognises that this is influenced by their own values as a practitioner.

For the purposes of this thesis, the term 'parent' will refer to any adult who operated in any caring capacity for the child or young person, prior to the point of

imprisonment. This expands beyond the purely biological model and accounts for adults whom the child or young person may not be fully dependent on.

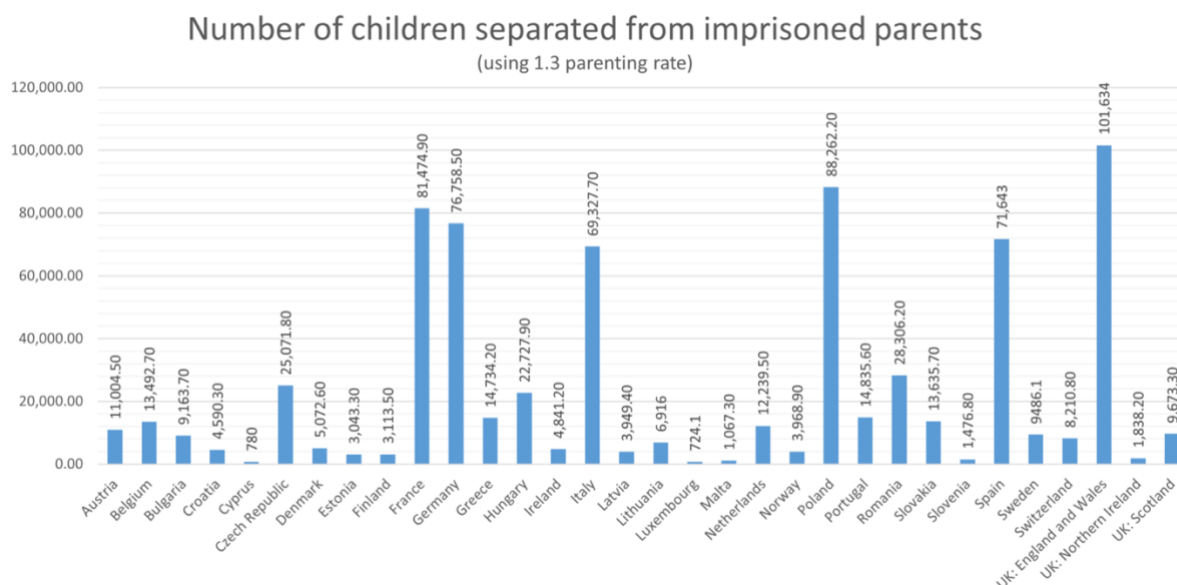
1.4 Current Context for ColPs

1.4.1 Key Statistics

In the 21st century, parental imprisonment is believed to affect at least twice the number of children in care, six times more than on the child protection register (Glover, 2009) and 3.5 times more than the number of children with autism (Dallaire & Wilson, 2010). Children of Prisoners Europe [COPE] (2021) estimates that across Europe and the UK approximately 720,000 children are separated from a parent in prison on any given day, with England and Wales having the largest number of children affected when compared to 31 other countries (Figure 1).

Figure 1.

Number of Children Separated from Imprisoned Parents Presented by Country (COPE, 2021)



The most commonly reported estimate of ColPs across England and Wales is 200,000 based on data from 2008 (Williams, Papadopoulou & Booth, 2012). Since then, the prison population has significantly increased. The National Information Centre on Children of Offenders [NICCO] (2018) estimated that this figure increased to 310,000 with 10,000 children visiting public sector prisons each week. A report by CREST Advisory (a UK based crime and justice consultancy service) offers more recent estimates, stating that on average 312,000 children were affected by parental imprisonment in 2018, rising to 320,000 in 2020 (Kane, Kincaid & Roberts, 2019). These estimates were based on the 2017, England and Wales Household survey (Office for National Statistics). The gap between the previous and updated figure demonstrates 112,000 ColPs were potentially unaccounted for, and the vast scale of children and young people impacted by parental imprisonment.

1.4.2 Visibility of ColPs

The key statistics outlined above are approximate estimates, as despite repeated historical (Murray, 2007) and recent attempts from lobby groups (Kincaid et al., 2009), there remains a lack of official statutory monitoring of ColPs. The Joint Committee on Human Rights (2019) urged the UK government to address this as a matter of urgency. The government's response to the Joint Committee on Human Rights (2019) acknowledges that they are committed to collecting data to inform further policy and services (MoJ, 2019). Although the government outlines that changes to ensure collection of the data need considering within the parameters of confidentiality and barriers to disclosure. The government response (MoJ, 2019) provided examples of the barriers to disclosure, expressing concerns and evidence from research, that if prisoners had a duty to inform then fewer prisoners would disclose their parental status for fear of children's services involvement, the potential for stigmatisation or removal of their children into care. Presently, ColPs were raised during a debate in the House of Commons (2024), when discussing the National Register and Support for Children Not in School and Children (Parental Imprisonment) Bill, proposing legislation to recognise and support children with a parent in prison. From this, the Ministry of Justice published official statistics in development, to estimate the number of ColPs in England and Wales (2024), although it is urged that there is a wide degree of uncertainty at present regarding these results and that they require extra caution when interpreting. To conclude, the visibility of ColPs remains uncertain due to a lack of unestimated data regarding the number of ColPs and absence of a formal official monitoring system to identify and support them as required.

Noticeably, over the years the visibility and support offered to ColPs, their families and surrounding systems have predominantly come from charities and independent organisations, such as Time Matters UK, Prison Advice and Care Trust (PACT), Barnardo's and The Prison Reform Trust. Children Heard and Seen (CHaS), a further charity, continue to host a 'Call to Action' campaign to raise awareness for ColPs. This campaign included the launch of a film in Westminster (13th September, 2023), titled 'Invisible Children,' which gathered reflections from young people and adults who previously experienced or presently experience parental imprisonment (Children Heard and Seen, 2024).

The lack of visibility of ColPs is mirrored in literature, with authors terming these children and young people as an 'invisible group' (Rosenberg, 2009; Sherlock, 2004), 'forgotten victims' (Pellegrini, 1991) and 'hidden victims' (Morgan et al., 2014; Seymour, 1998; Shaw, 1992) due to the lack of robust information regarding support required, their needs, and who they are. Research has also demonstrated the negative financial and emotional impact imprisonment can have on families of prisoners, deeming them too as 'serving a hidden sentence' (PACT, 2023).

1.4.3 Impact of Parental Imprisonment

Despite the hidden nature of ColPs, literature and charities have highlighted the impact and various outcomes children, and young people may experience when they have a parent in prison. The extent to which ColPs are affected by parental imprisonment is described to be dependent on a number of variables, examples including: their age when the parent was imprisoned, the gender of the imprisoned

parent, type of relationship they have with their remaining caregiver, relationship with the imprisoned parent, the length of separation and the nature of the parent's offence (King, 2002; Murray & Farrington, 2008; Rosenberg, 2009).

Enforced separation of a child or young person from a caregiver, particularly from their mother, can lead to disruptions within attachment relationships (Bowlby, 1969) and occurs during parental imprisonment (Poehlmann et al., 2010). Having a parent in prison has been deemed as an Adverse Childhood Experience (ACE), acting as a potential traumatic event, leading to an adult risk factor for death (Felitti et al., 1998). Moreover, parental imprisonment has been associated with a fivefold increase in exposure to other experienced ACEs (Turney, 2018).

As a result, ColPs have been deemed as 'one of the world's most vulnerable groups of children', stating that they are at risk of multiple negative outcomes (Jones et al., 2013). The negative outcomes experienced have been termed 'complex' and 'interwoven' including lower educational attainment, increased mental health difficulties, increased risk of school exclusion and risk of truancy, and a higher likelihood of engaging in criminal or antisocial behaviour (King, 2002; Losel et al., 2012; Murray et al., 2009; Robertson, 2007; Scharff-Smith & Gampell, 2011). Further discussion relating to the impact and outcomes for ColPs will be explored further within Chapter 2.

1.5 Legislation and Guidance

1.5.1 International Legislation

In 1989, the United Nations Convention on the Rights of the Child (UNCRC) placed children's best interests and respect for their views higher up the social and political agenda (Wilks-Wiffen, 2011). Within the Convention the following Articles remain particularly relevant to prisoners' children:

- Article 2: protects children against all forms of punishment and discrimination. As such, the State must ensure that children do not suffer due to the actions of their parents, for example if they are imprisoned.
- Article 3: states that the best interests of the child will be the primary consideration to protect their well-being. This also outlines taking into account the rights and duties of the child's parents, legal guardians or other persons legally responsible for them.
- Article 9: this relates to children's rights to live with their parents, unless this is not within their best interests.
- Articles 12: states that the child be provided the opportunity to be heard in any administrative and judicial proceedings affecting the child.

Although, it has been implied that CoIPs' rights are not often adhered to, despite being captured within the UN Conventions. Boswell (2002) provides an example that when sentencing a parent, the child's welfare is often overlooked. Scharff-Smith and Gampell (2011) recognise that CoIPs' rights are protected under human rights law by the UN Conventions and suggest that maximising the potential within the Conventions is needed to support CoIPs.

Children of Prisoners Europe (COPE) is a pan-European network that appears to be doing just so, underpinned by the UNCRC (1989) and working with

and on behalf of ColPs. The network was founded in 2000 and aims to safeguard the political, judicial, and social inclusion of ColPs. As part of this work, COPE have created a number of toolkits and publications to enhance practice, through examples such as promoting reflective advocacy, whereby child-friendly language devoid of stigma and judgement is outlined and *Reading Between the Lines*, a toolkit to help support children in schools with a parent in prison (COPE, 2019 & 2022). These toolkits and publications are written with professionals, school staff and caregivers in mind to contribute to a better understanding of the psychological, emotional, and social development of these children and young people.

1.5.2 National Legislation, Guidance, Policy and Practice

Within historical national legislation, there is limited mention of ColPs specifically. The Children Act (1989) stated that a child's welfare would take paramount consideration in family court proceedings, and that caution would be taken regarding the displacement and disruption that follows when enforced separation from parents occurs (Section 1 [1]). It has been contested that the Children Act (1989) has been used to influence court cases for divorces, but not to support the needs of children and young people whose parents are about to be sentenced (Boswell, 2002; Saunders & McArther, 2020). The subsequent Children Act (2004) mirrors the 1989 Act, failing to acknowledge ColPs directly. A decade later, they are not referred to in the SEND CoP (2015).

More recently, policy, guidance and practice within prisons have demonstrated a greater focus on ColPs and their families, as it has become increasingly apparent

that families hold a central role in prisoner rehabilitation. As part of the Government's prison reform plans, Lord Farmer was commissioned to facilitate an independent review, exploring how maintaining family ties can positively impact the intergenerational transmission of offending and re-offending rates. The report and recommendations are now required to be applied by prison governors, and every prison must form a 'family and significant others strategy' (Farmer, 2017 & 2019). Within both of Lord Farmers' reviews, it is acknowledged that CoIPs experience separation from a caregiver and that this is a recognised ACE. Further frameworks were developed to strengthen prisoners' family ties (MoJ & HM Prison and Probation Service [HMPPS], 2019), which was re-issued in 2020 with further emphasis placed on the family strategy, services and days/activities, and child safeguarding policy within prison contexts (MoJ & HMPPS, 2022), re-issued in 2024, to take the Think Child Approach to safeguarding and promote child wellbeing.

Developments regarding supporting CoIPs within the prison service and MoJ are also mirrored within the Department for Education (DfE). In 2003, the published Every Child Matters Green Paper directly refers to CoIPs (page 43, section 3.10), and reference reoccurs in the Keeping Children Safe in Education guidance (2025), signposting school staff to the NICCO website. Furthermore, the Health and Behaviour in Schools advice (2018) provides advice for schools on children's behaviours which may be a result of an underlying mental health difficulty, acknowledging the impact of ACEs.

1.5.3 Local Policies and Pilots

A number of Local Authorities (LAs) have published guidelines to meet the needs of CoIPs, the content of which differ somewhat. Gloucester County Council (2010) offers an example, with their guidance encouraging schools to have a named person responsible for this group of children and young people to implement procedures required to secure positive outcomes. Whereas, Buckinghamshire's guidelines (2013) focus on improving the learning of children who have a family member in prison, the role of early intervention, additional support for transition and active involvement in decision making.

Currently a pilot scheme, which began in 2021, is taking place offering rapid access to support for CoIPs and their families, referred to as Operation Paramount (2025). This scheme is jointly facilitated by The Thames Valley Violence Reduction Unit and CHaS. The pilot identifies CoIPs who live in Oxfordshire, Milton Keynes, Buckinghamshire and parts of Berkshire and passes this information onto the local policing team who offer a tailored assessment and support package from CHaS. Therefore, there is a reduced demand on families or children and young people voluntarily disclosing that there is a parent in prison. Statistical analysis released from Operation Paramount (2025) highlighted that CoIPs are a cohort that have disproportionately high levels of free school meals even prior to incarceration, are twice as likely to receive SEN support or to have an Educational Health and Care Plan (EHCP), have the same rates of suspension as the national average, the rate of absence from school is higher for CoIPs than the national average (with these identified to be persistent or severe and rise in the academic term prior to and at the time of imprisonment) and are more likely to be subject to social care involvement than other children. Operation Paramount has released an operational toolkit,

outlining their evidence base, theory of change and resources for other areas and agencies to use for successful implementation.

From the information explored across international, national, and local contexts there has been a noticeable drive to increase the visibility and clarity of support for CoIPs and their families in more recent years.

1.6 The Role of the Educational Psychologist (EP)

It is widely established that the EP role has 5 core functions: consultation, assessment, research, training and intervention, which operate across three levels: individual, group and organisational (British Psychological Society [BPS], 2017). Regardless of the function and level at which EPs operate, they seek to hold a systemic view, holding the child and young person at the centre of decisions whilst considering the context of their environment (Bronfenbrenner, 1992). EPs work across a range of contexts, including within Children's Services, traded models, private services, health and community settings and charitable organisations (Fallon, Woods & Rooney, 2010; Lee & Woods, 2017).

Due to the contexts in which EPs operate, particularly within schools, it is likely that they will encounter a CoIP through a function of their role, whether this is a known or unknown event in the child's life. As mentioned previously, schools have been identified as setting whereby CoIPs can receive support (Tuite, 2016) and the impact of parental imprisonment can be communicated and expressed (e.g., through the need for SEN support or an EHCP - Thames Valley Violence Reduction Unit,

2025). Some specific school policies recommended that schools consult with the Educational Psychology Service when planning their provision for CoIPs (Buckinghamshire County Council, 2013).

As such, it is important that EPs are aware of ways in which they can support CoIPs. Research thus far pertaining to EPs has gathered the voices of CoIPs directly (Weidberg, 2017) and took the form of systematic literature reviews to explore ways in which CoIPs can be supported in UK schools (Shaw, Woods & Ford, 2022), both providing implications for practice. However, no research to date has explored what EPs feel contributes to their practice with CoIPs and what more can be done within the profession, therefore this research aims to fill this gap in existing research.

CHAPTER 2 - Literature Review

2.1 Chapter Overview

This chapter provides an overview of the available literature relating to the outcomes for CoIPs, exploring the impact of parental imprisonment in further detail. The literature review adopted a systematic approach, which is characterised by methodical and replicable methodology and presentation (Brignardello-Petersen et al., 2025; Siddaway et al., 2019). A systematic literature review involves a comprehensive search to locate all relevant published work on a subject, a systemic integration of search results and synthesis of studies to draw broad theoretical conclusions regarding the meaning of the literature (Siddaway et al., 2019). Specifics of the literature search are provided, including the search strategy, terms used within the search, inclusion and exclusion criteria, summaries of excluded literature and included literature, assessment of the quality of the literature and critique to enable replicability as well as reduce biases and error (Brignardello-Petersen et al., 2025). The literature is presented according to themes, and a critical appraisal of the available literature is provided. This literature review aimed to answer the following question: What are the known outcomes for CoIPs?

2.2 Search Strategy

2.2.1 Databases

A number of available databases were reviewed and selected to capture research from fields deemed relevant to the topic. The databases included PsycINFO, PsycArticles, Psychology and Behavioural Sciences Collection, SocINDEX, ERIC and Education Source. These databases were searched simultaneously using EBSCOhost.

2.2.2 Search Terms

On 29/03/2024 a search was conducted using the search terms detailed in Table 1. The range of terms were obtained from initial scoping of reviews of the literature to capture a wide breadth of applicable results. These terms were searched for firstly in 'All text' before being combined with the Boolean logic 'AND'.

Table 1.

Search Terms

Search 1	Search 2	Search 3	Search 4
'Child*' OR 'Young people' OR 'Young person' OR 'Offspring' OR 'Youth' OR 'Pupil' OR 'Student'	'Impact' OR 'Outcome*' OR 'Risk*' OR 'Harm*' OR 'Effect' OR 'Implication'	'Prison*' OR 'Imprison*' OR 'Incarcerat*' OR 'Arrest*' OR 'Offend*' OR 'Jail'	'Parent*' OR 'Caregiver' OR 'Maternal' OR 'Paternal' OR 'Mother*' OR 'Father'

The initial search yielded 235,885 results, which did not bear enough relevance to the aim of this literature review, even when displayed by relevance. Limiters were applied in an attempt to reduce the results further (see Table 2). The number of remaining results was 1,534 with inclusion and exclusion criteria applied. This was beyond the scope of this review and therefore the search was re-run with the same search terms with further specificity, exploring the terms in abstract OR title

of literature, before combining the searches with 'AND'. This generated an initial result of 7,052 sources with at least one of the search terms in either the title or abstract. Elements of the inclusion and exclusion criteria were applied to both searches, which is captured in Table 2 as well as the rationale underpinning these.

Table 2.

Inclusion and Exclusion Criteria with Rationale

Inclusion Criteria (used as limiters)	Exclusion Criteria	Rationale
1. Language Articles written in English	Articles not written in English	To allow the researcher to critique and summarise the articles.
2. Publication Articles written in peer reviewed journals	Articles not written in peer review journals (for example, magazines or books)	To ensure the quality of articles obtained.
3. Source Type Academic Journals	Non academic journals (for example, conference materials or reports)	To explore research articles within the field, allowing for critique.
4. Geography Articles based within the United Kingdom (UK)	Articles outside of the United Kingdom	This research aims to explore EP practice within England. The search limiters did not allow for England only to be selected; therefore, United Kingdom was selected to obtain articles relating to the UK prison and justice systems.
5. Publication Date Articles published between 2000-2024	Articles published prior to the year 2000	To gather most recent and up to date literature. Furthermore, as CoIPs became more prominent within guidance, policy and practice after 2000's.

Research participants were not limited to any particular groups, in order to allow for a wide range of perspectives. Given that ColPs are seen as an 'invisible' group it is likely that information directly from ColPs and adult populations would support the answering of this literature review question, to explore the known outcomes for ColPs.

After the application of limiters were added to the search, further inclusion and exclusion criteria was used to review the remaining 29 papers by screening their abstracts and titles for eligibility to the research question. Three papers were removed due to duplication leaving a total of 26 papers. Excluded papers from the final 26 remaining, including the rationale for their exclusion can be found in Appendix 1.

The remaining 19 papers were read in full to ascertain further details and relevance to the research question which could not be clearly obtained through the title and abstract. Furthermore, papers read in full were screened for empirical research and primary data, which search engines and limiters cannot screen for. Empirical research was selected by the researcher to ensure results and discussions drawn within the papers are based on evidence and primary data, allowing for the papers to be critiqued appropriately. Papers that were not based on empirical research and did not use primary data were excluded at this stage and can be found in Appendix 2.

2.2.3 Summary of Excluded Literature

Details of excluded literature and the reason for exclusion can be found in Appendix 1 and 2. Although the excluded articles did not meet the criteria for inclusion in the final review, they offer further insight into the current context surrounding CoIPs.

When the exclusion and inclusion criteria outlined in Table 1 were applied, the largest number of exclusions came when the 'Geography' was set to the UK. This reduced the articles by 5,143, with the majority of articles removed coming from the United States.

Furthermore, when the titles, abstract and full text were screened for eligibility to the research question, 6 articles were removed due to a focus on youth justice or young offending settings (e.g., young offenders as parents) (Buston et al., 2012; Butler et al., 2011; Case et al., 2015; Henricson, Coleman & Roker, 2000; Spink et al., 2019; Tinghe et al., 2012) which could not be avoided due to the search terms required. Therefore, the application of inclusion and exclusion criteria demonstrated that a large proportion of research obtaining to CoIPs has been conducted in the United States to date, and a further lack of research pertaining to CoIPs primarily and the outcomes of parental imprisonment.

Additionally, excluded articles appeared to add weight to the deemed 'hidden' and 'invisible' nature of CoIPs. One article explored the main policy measures that had been introduced by the government since 1997 in Britain and the impact this had on families (Millar, 2001). This article, alike others outlined above, did mention a desire by government to reduce youth offending, as well as considering the impact of

poverty and divorce, recognising further support for single parents. However, this article failed to acknowledge if parental imprisonment contributed to divorces, single parenting, youth offending or experienced poverty. Alongside this, Statham's (2004) article sought to explore effective services to support children in special circumstances, defining this as: those at risk of offending, teenage parents, children whose parents have drug, alcohol or mental health problems, children living with domestic violence and children who have been abused or neglected. Therefore, the term 'special circumstances' did not specify if the children's parents were imprisoned because of neglect, abuse, domestic violence, drug, alcohol, or mental health problems present in the child's life. Results from these 2 articles (Millar, 2001; Stratham, 2004) may have been useful contributions to the research question but could not be utilised due to a lack of specificity regarding parental imprisonment.

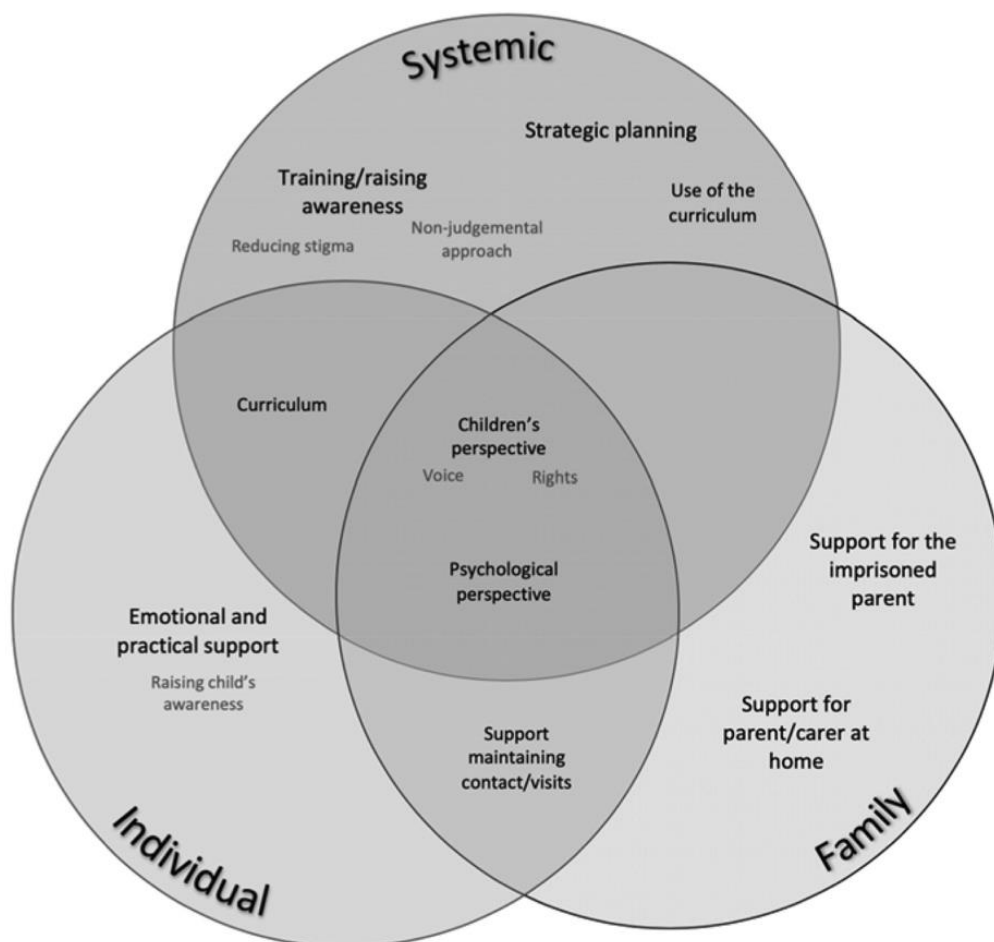
However, imprisoned parents did feature explicitly within 6 of the excluded articles (Boswell, 2018; Buston et al., 2012; Hay et al., 2010; Murray and Farrington, 2005; Shaw, Woods and Ford, 2022; Speiker et al., 2021) with 4 offering insights into outcomes for CoIPs (Boswell, 2018; Hay et al., 2010; Murray and Farrington, 2005). One article described that parental imprisonment was a strong predictor of all measured antisocial and delinquent outcomes for boys, followed till age 40 (Murray and Farrington, 2005). Researchers within this article implied that a possible outcome for CoIPs is the intergenerational transmission of offending. Hay et al.'s (2010) conclusions contradicted this, finding that women were not more likely to report juvenile conduct symptoms within their children if their biological father has a history of arrest. However, the data collected as part of the research by Hay et al. (2010) was not deemed as longitudinal, unlike the longitudinal research of Murray

and Farrington (2005), therefore the mothers report of conduct symptoms within their children could have altered as the children transitioned into and throughout adulthood.

Boswell (2018) published their reflections based on the last two decades of research on the topic of imprisoned fathers specifically and their children. These reflections imply that, with a few exceptions, little has changed for ColPs throughout this time despite research demonstrating the hardship ColPs and their families face. Boswell (2018) refers to ColPs as a 'neglected section of society' (p. 221) and argues that they will continue to be if researchers do not present hard evidence of outcomes for these children to politicians and the public. Shaw, Woods and Ford (2022) conducted a literature review post Boswell's (2018) article and highlighted similar themes and findings relating to the outcomes for ColPs that will be discussed within this literature review. The authors continue to offer ways in which ColPs can be supported in schools by school staff and EPs across the individual, systemic and family level whilst also acknowledging intersectionality (Figure 2). This article adds further weight to Boswell's (2018) reflections and allows for the current research to explore if EPs are currently supporting these children, what influences practice and what more can be done.

Figure 2.

A Venn Diagram Displaying Conceptualisation of Themes and Domains Discussed and Outlined within Shaw, Woods and Ford (2022).



2.2.4 Included Literature

Following the exclusion of articles not deemed relevant driven by inclusion and exclusion criteria, as well as screening of the title, abstract and full text, 7 papers remained. For details of these papers please see Table 3.

Table 3.

Remaining Papers for Review

Title	Authors	Date	Rationale for Inclusion
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Children with a Parent in Prison England and Wales: A Hidden Population of Young Carers.	Leeson, C., and Morgan, J.	2022	Based on 2 qualitative research projects. Lack of clarity with regards to who conducted the research projects however the researcher felt appropriate to include as offers support for the research question. Research projects were conducted in England and Wales.
'Start Treating Me Like a Dad!' The Impact of Parental Involvement in Education on the Paternal Identity of Fathers in the English Prison System.	O'Keeffe, H.	2019	Empirical research conducted in the UK. Sought to explore the relationship between parental imprisonment, parental involvement in education and identity theory. Reflections from conversations with CoIPs included – as expressed by their fathers.
'It's Not a Case of He'll Be Home One Day.' The Impact on Families of Sentences of Imprisonment for Public Protection (IPP).	McConnell, M., and Raikes, B.	2019	Research based upon Lead Researchers findings (therefore deemed appropriate by the researcher), interviewing 6 mothers and 3 female partners of men serving IPP sentences in

			English prisons – 4 prisoners were fathers to a total of 10 children.
			Discusses impact upon families and children.
Family Literacy in Prisons: Fathers' Engagement with their Young Children.	Nutbrown, C., Clough, P., Stammers, L., Emblin, N., and Alston-Smith, S.	2019	Outlines the initiatives around children's literacy for imprisoned fathers and the impact of parental imprisonment. Empirical research conducted in 2 UK prisons (74 prisoners).
Playwork in Prison as a Mechanism to Support Family Health and Well-Being.	Woodall, J., and Kinsella, K.	2017	Empirical research conducted in a prison in Northern England by interviewing 6 prison visitors and a focus group with 5 prisoners. Explores the impact of prison play visits as an alternative to 'standard' visiting procedures.
Giving Children of Imprisoned Parents a Voice.	Weidberg, F.	2017	Empirical research to explore 5 CoIPs resilience, emotional and psychological needs.
Imprisoned Fathers: The Children's View.	Boswell, G.	2002	Empirical research, interviewing 25 men from adult prisons and youth

offending
institutes, 127
partners or other
principal carers of
inmates' children,
staff involved in
running special
courses and
visiting schemes
and children from
11 different
families.

National research
which examined
the parenting role
of imprisoned
fathers and
investigated their
children's views
and experiences,
describing them to
be the 'forgotten
victims of parental
imprisonment'.

Included as
research based on
data gathered by
the author
previously.

Greenhalgh and Peacock (2005) suggest that a systematic review of literature cannot solely rely on predefined, protocol driven strategies, regardless of the number of databases searched. As electronic searches are not felt to be exhaustive, citation tracking was a further search strategy considered to identify papers published in obscure journals. In line with citation tracking, the snowballing technique and reference-mining were applied to identify further pertinent literature (Hempel, 2020). This process involved the researcher screening citations presented within the included remaining 7 papers for review. Appendix 3 demonstrates an example of the snowballing/reference mining technique. Additional papers, highlighted through

snowballing and reference-mining, and included in this literature review can be found in Table 4.

Table 4.

Additional Papers used within this Review from the Snowballing of Citations

Title	Author	Date	Rationale for Inclusion
Re-Framing the Analysis: A 3-dimensional Perspective of Prisoners' Children's Well-being.	Lanskey, C., Lösel, F., Markson, L., and Souza, K. A.	2015	Longitudinal study of 40 families in England to explore three dimensions to understanding children's wellbeing during and after parental imprisonment. Published in peer reviewed academic journal.
Strategic Planning for Support Services for Children with a Parent or Close Relative in Prison.	Leeson, C., and Morgan, J.	2014	Used UK data gathered in 2011, however as the data was collected by the same authors this was deemed appropriate by the researcher. Explores gaps in provision for CoIPs within strategy. Published in a peer reviewed academic journal.
'A Hidden Group of Children': Support For Children who Experience	Morgan, J., Leeson, C., Dillon, R. C., Wirgman, A. L., and Needham, M.	2013	Took place in the Southwest of England exploring the support provision offered in

Parental
Imprisonment.

schools to children
who experience
parental
imprisonment.

Published in a
peer reviewed
academic journal.

It should be noted that 3 papers used within the final literature review drew upon the same piece of original research (Morgan et al., 2013; Leeson & Morgan, 2014; Leeson & Morgan, 2022). These papers were included as they met the inclusion criteria, the original research paper could not be located, and the lead authors of the original paper conducted the further papers. Furthermore, when read in full by the researcher all 3 papers provided further detail regarding the original research, included varied data extracts and adopted different research aims such as exploring CoIPs as young carers (Leeson & Morgan, 2022), exploring the strategic planning of support services for CoIPs (Leeson & Morgan, 2014) and exploration of school provision and strategies (Morgan et al., 2013).

2.2.5 PRISMA Diagram

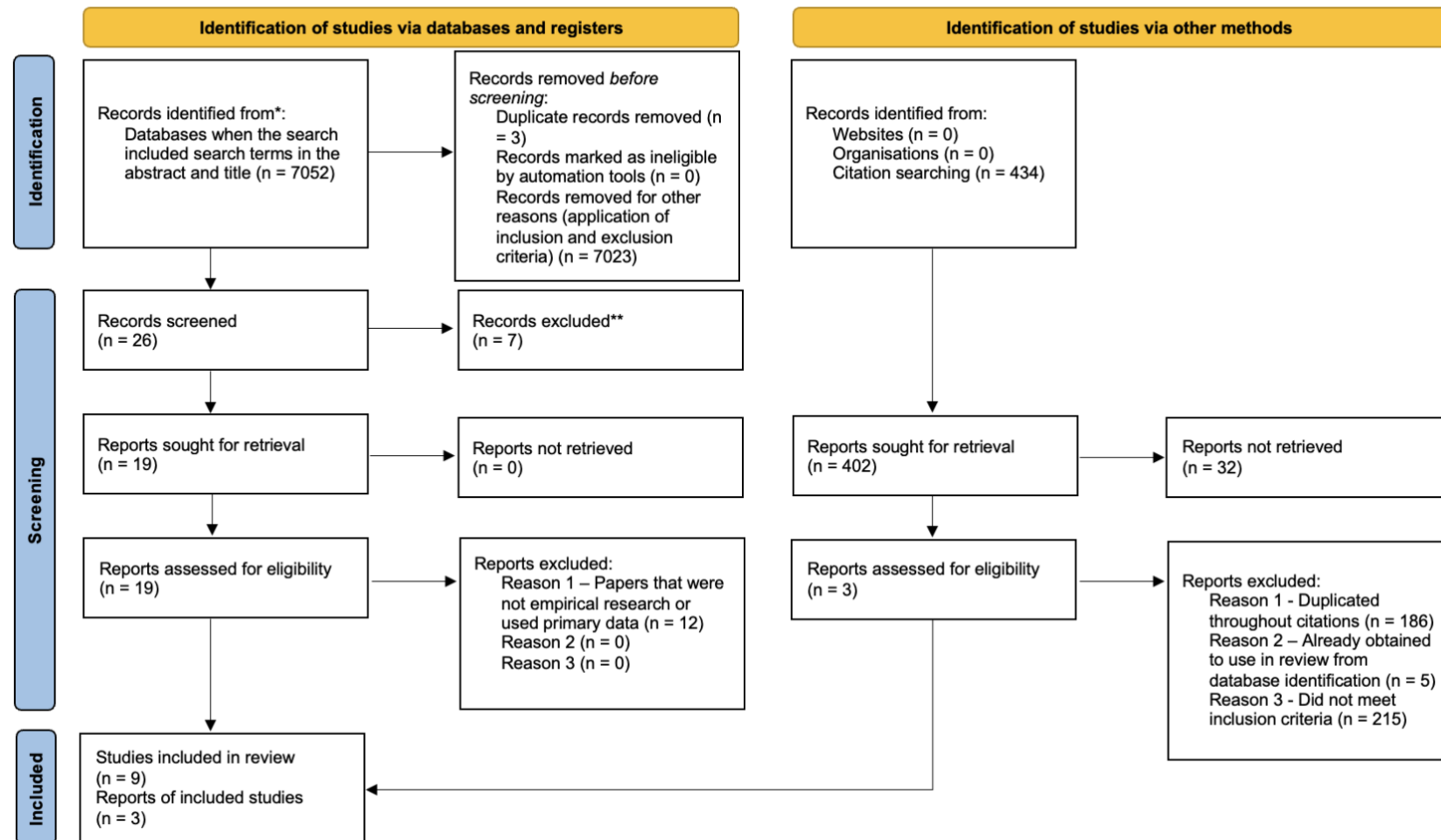
The Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) is a guideline designed to support the reporting of systemic reviews (Page et al., 2021). PRISMA checklist provides guidance regarding how a systemic review was executed, what methods were used and what results were found, please see Appendix 4 for the completed checklist relating to this research. PRISMA diagrams depict the flow of information through the different phases of a systemic review. This was used to map out the number of articles included and excluded at each stage of the search strategy for full transparency, see Figure 3. As demonstrated through the

PRISMA diagram, a total of 10 papers were used as part of this final literature review.

Figure 3.

PRISMA Diagram to Demonstrate the Search Strategy of this Literature Review

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources



2.2.6 Review of the Quality of the Literature

To review the quality of literature, critical appraisals were deemed necessary. This involves systematic and careful assessment of a study's trustworthiness or methodological rigour and assesses how confident people can be with the findings of studies (Tod, Booth & Smith, 2021). To ensure high quality articles were used within this review, included papers were critically appraised by the researcher for their limitation, strengths and implications for professional practice. The following tools were used, driven by and dependent on study type –

- The Critical Appraisal Skills Programme (CASP, 2018) was used as a framework to critically appraise qualitative articles.
- For mixed methods the Mixed Methods Appraisal Tool (MMAT) (Hong et al., 2018) was used.

Completed sample critiques of the papers used within this literature review can be found in Appendix 5 and a table summarising the aims, participants, methodology, results and key strengths as well as limitations can be found below in Table 5.

Table 5.

A Table to Summarise the Papers used as Part of the Literature Review

Authors, Title and Aims	Location	Participants and Structures	Type of Study and Outcome Measures	Findings	Strengths and Limitations
<u>Leeson and Morgan (2022)</u>	Project 1	Project 1 (2011-2015)	Qualitative:	Themes:	Strengths
Children with a Parent in Prison England and Wales: A Hidden Population of Young Carers.	South West of England – focused on the support offered to children of prisoners by schools in one LA.	12 semi-structured interviews with stakeholders (including Educational Psychology, Youth Workers, Local Authority Children Services, Probation, Youth Offending Teams, Education Welfare and identified local and national charities involved in	All data collected analysed using thematic analysis. Themes were independently agreed by both researchers.	1. How children care for their non-imprisoned parent 2. How they care for their siblings 3. How they care for their imprisoned parent	• Ethical considerations clearly outlined. • Key terms and concepts defined. • Range of participants (e.g., stakeholders) offer insight into school, prison and home contexts. • Both researchers agreed the themes. • Findings discussed in relation to model of structural inequality – relevant to research question.
Exploring the caring experiences of children with a parent in prison to argue that the stigma and isolation experienced by CoIPs is the consequence of a lack of political will to acknowledge the needs of a highly vulnerable group of children.	Project 2 5 prisons in England and Wales – • 3 in the South West of England • 1 in London			Themes are presented with reference to Dani and De Haan's model of structural inequality (2007).	Limitations • Participants largely from South West of England – generalisability.

(Paper is based on two research projects)	• 1 in Wales 4 of the 5 prisons had male inmates, whilst 1 housed female inmates. This project explored the experience of children visiting their parents in prison.	caring for children with a parent in prison). 10 Head Teachers were interviewed, 6 children/young people (aged 8-13 years old; 3 girls and 3 boys) and their mothers. Participants (families) were recruited for interviews via advertisement in prisons and charity groups – opt-in basis. Questionnaires were also sent to 75 schools (primary, secondary, pupil referral unit,	• Elements of methodology unclear, such as questionnaire context left out. • Thematic analysis not described in detail. • Limited acknowledgement of relationship between researcher and participants – biases.
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independent
and special
schools). 19
Questionnaire
s were
returned, with
the majority
from Head
Teacher or
Deputy Head
but also
completed by
Head of
Teaching and
Learning,
Parent
Support
Advisors,
Teachers and
Head of Health
and
Safeguarding.

Focus on the
support offered
to children of
prisoners by
schools in one
LA.

**Project 2
(2013-2015)**

45 prisoners who were parents (both female and male) as well as 22 prison officers and 8 members of visiting centre staff were interviewed. The semi-structured interviews ranged between 1 hour to 2.5 hours long.

3 focus groups of 25 different imprisoned mothers also took place.

O’Keeffe (2019)

‘Start Treating Me Like a Dad!’ The Impact of Parental Involvement in

Category C Prison within the United Kingdom.

Semi-structured interviews were carried out with 15 serving male

Qualitative:

Ongoing personal and professional reflection opportunities and

Themes:

Two themes were reported to become apparent within the data sets: the levels

Strengths

- Ethical considerations/protocols clearly outlined.

Education on the Paternal Identity of Fathers in the English Prison System. Exploring the discourse of parental involvement in education to examine the experience of imprisoned fathers regarding their involvement in their children's education and their parenting possible selves as educators.	prisoners who were fathers to primary school children (aged 5-11 years old). Over half of the participants were first offenders. Ten were aged between 18-40 and the remaining were aged between 40-60. Eight of the prisoners were living apart from their children at the point of imprisonment whereas 7 were living with their child. Questions asked within the interview	discussions between the researcher and colleagues working in the fields of education and criminal justice contributed to the 'meaning and making process'. Interpretation of data took place on an ongoing basis with data, analysis and discussion, however no official method of interpretation was detailed.	of involvement varied significantly and participants' understanding of what constituted involvement in education was contradictory. When outlining the current involvement in education further themes arose including; current life context, maternal gatekeeping, and children's unwillingness. When exploring prisoners' visions of possible educators, suggestions varied. Themes included the monitoring of progress.	• Clear definitions of relevant concepts and theory. • Results supported by data extracts. Limitations • Unclear method of data analysis stated. • Limited acknowledgement of the role of the researcher. • Took place in only one prison – generalisability to other locations or populations not explored.
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		process focused on involvement in their child's life and education prior to imprisonment, personal educational background and vision for future involvement. Participants gathered through a snowballing sampling approach.			
<u>McConnell and Raikes (2019)</u> 'It's Not a Case of He'll Be Home One Day.' The Impact on Families of Sentences of Imprisonment for Public Protection (IPP).	English prisons.	9 semi-structured interviews conducted over a 2 month period. Sample comprised of 6 mothers and 3 female	Qualitative: Data analysed thematically with themes presented alongside existing research to contextualise the interview findings.	Themes: • The impact of the IPP on the Family Members and the Family Unit • Distance from Family	Strengths • Ethical considerations. • Clear justification for research. • Extensive triangulation of existing literature, proposed themes and data extracts.

Authors will argue that for families where fathers are serving IPPs, the negative effects of parental incarceration are considerably magnified.	partners of men serving IPP sentences. Of the 9 men connected to the participants in the study, 4 were fathers to a total of 10 children. Recruitment occurred via advertisement on a solicitors firms website.	• The Impact of Lack of Information for Children and Families • Financial Impact • Impact on the Physical and Mental Well-being of the Family • Stigma and Relations within the Community • Relations with the Family Unit • No Respite Upon Release	Limitations • Thematic analysis and process not described in detail. • Lack of acknowledgement or reflexivity of researchers impact upon or within research. • Location of prison not specified – generalisability of findings limited.
<u>Nutbrown, Clough, Stammers, Emblin and Alston-Smith (2019)</u> Family Literacy in Prisons: Fathers'	Across 2 UK prisons. Took place over a 5-month period, with 6 full day workshops for male prisoners and 6 corresponding literacy Mixed Methods Mainly Qualitative: Adopted an interpretivist approach, using both manual and	Results discussed: • Fathers demonstrated engagement and interest in learning to contribute further to	Strengths • Rigorous interpretative approach. • Clear programme, sample selection demographics and ethical issues outlined.

Engagement with Their Young Children. Aimed to understand what ideas and practices about early literacy could effectively be shared with imprisoned fathers, to involve them in their children's literacy. Research Questions 1. In the event of their imprisonment, how can these 'absent' fathers be supported in their viral contribution to young children's literacy development?	orientated family visits in prison. The project involved 74 prisoners, with a maximum of 15 prisoners in each workshop/family visit. Workshop reflections were gathered from 20 volunteer participants (27%). Participant's perspectives on the literacy-orientated family visits were obtained from 27 volunteer men (36.5%) who gave verbal responses during the day	computer assisted coding. Researchers firstly searched datasets for evidence of terms which featured strongly in the literacy programme. Then, ranking the level of participation of participants and their reflections. Followed by, manually revising data to identify any information overlooked in earlier searches. Quantitative: Effectiveness of the programme measured using a scale (1-5) to determine percentage of participants engaged at each level.	their young children's literacy development. • Encouraged father-child bonding and intention to desist from crime. • Desire to continue to support children's development upon release. • Motivational factors for inclusion. • Levels of programme effectiveness and participation.	Limitations • Quantitative element of research explored in less depth/detail of analysis. • Selection – due to participant population, control over those participating could not occur which means findings should not be generalised to whole population of parents. • Motivation – socially motivated reporting may have occurred influencing results. • Multiple interviewers – multiple interviewers so inevitable variation despite elements to attempt to mitigate this applied. • Views from mothers/carers and children were elicited but space did not permit their inclusion in this paper.
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2. Can an established programme, known to be effective elsewhere, be adapted and run successfully with fathers in prison?	to 5 key questions. Post-project structures interviews were conducted with 27 men (36.5%) via random selection, and individually interviewed by an independent interviewer. Data gathered from interviews focused on positive and negative features of the workshop and family literacy event. Observations occurred during the workshops	Further descriptive statistics reported.
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and literacy-orientated family visits to generate overall impressions, levels of individual participation and moments which struck as significant or salient.

Woodall and Kinsella (2017)

Playwork in Prison as a Mechanism to Support Family Health and Well-Being.

Explore the impact of prison play visits as an alternative to 'standard' visiting procedures.

One men's prison in Northern England – Category B, holding approximately 1100 men.

This prison had operationalised play visits for several years.

Telephone interviews were undertaken with six female prison visitors, who had been regularly involved in play visits for over the past 3 months or more. These were conducted to gather the views of

Qualitative:

Data was analysed thematically, with emphasis on inductive themes and patterns.

Researchers outlined stages of thematic analysis taken –

- Immersion of data
- Familiarisation
- Coding

Themes unclear, however results presented as:

- Play enhancing the quality of visiting time and family well-being.
- Benefits for children.

Strengths

- Clear ethical considerations.
- Thorough analysis of data.
- Clear conclusions.

Limitation

- Perceived impact for children as opposed to children's direct views gathered.
 - Longitudinal tracking of impact unknown.
-

		prisoners families. A focus group then facilitated in a private room within the prison to gain 5 prisoners views (who had attended play visits over the past 3 months or more). The prisoners had no connection to the visitors interviewed and volunteered to partake.	• Tentative codes • Initial themes • Cross-cutting themes • Overarching themes Researchers noted they were mindful of generating themes relating to both the prisoner and family/visitor perspective.		
<u>Boswell (2002)</u> Imprisoned Fathers: The Children's View Aimed to explore children's	Based on research conducted by the Department of Health in the UK (Boswell	Focus on part of the research which involved interviewing children of varied ages who had contact with	Qualitative: Method of analysis not outlined in paper. Caveat given that children's views could not be presented in a	Summaries of answers were presented under the following areas/headings: • Likes and dislikes about	Strengths • Methodology clearly outlined. • Ethics mentioned, such as confidentiality. • Range of ages of participants.

relationships with their imprisoned fathers and represent/capture the children's own voices.	and Wedge, 1998; 2001).	their imprisoned fathers using a semi-structured approach. A total of 25 children were approached via their parents/carers, with 17 of these ultimately interviewed and a further 8 part interviewed. The age of participants ranged from 3 to 19 years old, and interviews took place across a range of contexts (prison waiting areas, café or home).	tabulated form due to age ranges and perceptions of their relationship with their father and surrounding context. Therefore, answers were presented in a summary form, with the support of illustrative quotes.	visiting Dad – All children expressed positive feelings about visiting their fathers but there were mixed feelings about visiting arrangements . • Feelings about Dad being in prison – all children expressed feelings of sadness or distress and commented on the changes in their lives since their fathers' imprisonment . • Effect on life and school –	Limitations • Researcher bias and relationship with participant not explored/mentioned. • Lack of clarity regarding how data was obtained which provided an awareness of families with a parent in prison to approach as participants.
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Demographic information of the participants is outlined in the article.

school experiences were a key factor in most of the children's lives. All children had to deal with their fathers' imprisonment in respect of the school setting.

- Hopes and fears about Dad and family life – most children discussed a mix of hopes and fears for their continuing and future relationships with their fathers.
 - The help of other forms of contact to the child/Father
-

relationship –
other non
face-to-face
mean of
contact
served an
important
purpose of
reminding
children that
their absent
father
continued to
think of them
in-between
visits (e.g.,
photographs,
presents/card
s, telephone
calls and
tapes/videos)

- Other
comments

Weidberg (2017)

Giving Children of
Imprisoned Parents
a Voice.

Published in
the UK and
author was a
previous
trainee EP
whilst
conducting

5 participants
(ranging from
8-13 years
old), who took
part in two
separate semi-
structured

Qualitative:

Interpretative
phenomenological
analysis used as
the methodological
approach.

**Three master
themes emerged
during the
analysis:**

1. Coping
mechanisms

Strengths

- Voices of ColPs
captured, despite
challenges to obtain
participant group.
 - Research approach
(small-scale
-

Aimed to investigate how children with a parent in prison experience and understand their lives in order to support professional practice. Research Questions 1. How do CoIPs experience and understand their lives? 2. How do CoIPs perceive and experience the challenges they face? 3. How do CoIPs perceive and experience	the research. Mentions that participants came from different parts of the country, however specificity is not stated regarding location with collected demographic information.	interviews, allowing for rapport to be built. Personal construct psychology (Kelly, 1995) and drawing based activities utilised.	– factors which have supported participants in coping with their parents' imprisonment and in being resilient. 2. Anxieties – factors that have made coping harder and caused young people to worry. 3. Trust – encompasses all the other themes as it has an effect on all participants but the super-ordinate themes relating to the master themes varied slightly, reflecting the	explorative) appropriate for methodology and data. • Clear outline of analysis. • Results directly related to existing research (similarities and differences) and directly to research questions. Limitations • Researchers' own role and biases only somewhat acknowledged within the process.
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protective
factors?

individual and
subjective
experience of
having a
parent in
prison.

Data from each
participant was
analysed individually
and then explored
themes which
emerged across
cases.

**Lanskey, Lösel,
Markson and
Souza (2015)**

Re-Framing the
Analysis: A 3-
dimensional
Perspective of
Prisoners'
Children's Well-
being.

The aim of the
article is to present
an analytical
framework which
facilitates such

40 families in
England.

Participants
included 40
imprisoned
fathers, 40
mothers and
69 children.

The fathers
included
played an
active role in
the lives of
their children.

The mothers,
fathers and
children were

The semi-
structured
interviews were
reported to have
collected qualitative
and quantitative
data.

However, a
constructivist
grounded approach
was adopted for
data analysis. Only
qualitative data
reported.

Findings include:

- A temporal
dimension to
prisoners'
children's
well-being
- Spatial
perspectives
- Agency

Taking together the
3 dimensions, an
integrated
framework for
understanding well-

Strengths

- Captured the voice of
the children first hand.
- Clear outline of
participants, including
demographic
information.
- Findings
accompanied by data
examples/extracts.
- Longitudinal.

Limitations

- The majority of
children were
interviewed alone,
may have been a

understanding in relation to prisoners' children and their wellbeing.	interviewed, using a semi-structured approach, twice about their experiences. The first interview occurred within 4 months of the father's release from prison and the 2nd was up to 6 months after the father's return from prison. Noted that voices of 35 children interviewed within interview 1 and supplemented by data from their parents were explored.	Further detail mentioned the thematic analysis of the temporal, spatial and agentic dimensions of prisoners' children and their well-being was developed.	being of children is proposed.	limitation as they could have found the company and support of a trusted adult encouraging. • Lack of clarity regarding quantitative data and research design. • Only explores paternal imprisonment, as opposed to maternal imprisonment. • Lack of ethical considerations reported.
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<u>Leeson and Morgan (2014)</u> Strategic Planning for Support Services for Children with a Parent or Close Relative in Prison. The paper aims to examine contradictions and gaps within local authorities attempts to synergise the different modules of service delivery into a coherent pattern of provision. Furthermore, strategic culture is explored to consider how changes might lead to improvements being made in terms of service delivery to CoIPs.	One local authority on the South West of England.	Semi-structured interviews were carried out with 10 stakeholders (probation, youth work, educational psychology, children's services, youth offending teams, education welfare, as well as local and national strategies involved in caring for CoIPs. 10 head teachers, 6 children/young people and their mothers were interviewed.	Qualitative: Data collected and analysed through thematic analysis to identify emerging and recurrent themes.	Themes: 1. Lack of awareness about this group of children. 2. Lack of far-reaching strategic drivers. 3. Lack of funding. 4. Lack of information sharing. The above themes were linked with Axford's typology (2009)	Strengths • Clear methodology. • Justification of results with data. Limitations • Conducted in one LA. • Thematic analysis not described in detail. • Interview schedule not shared/detailed.
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An additional focus group occurred with 3 school nurses using the interview schedule for stakeholders to direct discussion with 6 families.

Alongside the interviews, questionnaires were sent to 75 schools in the local authority. 19 questionnaires were returned from deputy head teacher, head teachers, support advisers, head of teaching and learning, teachers and head of health and safeguarding.

Morgan, Leeson, Dillon, Wirgman and Needham (2013)

‘A Hidden Group of Children’: Support For Children who Experience Parental Imprisonment.

This paper aimed to identify good practice within schools, establish the current provision of support mechanisms and gather suggestions as to how existing support strategies could be developed and strengthened.

One local authority in the South West of England.

Interviews with children, parents/carers, representative s from schools, charities and voluntary sector organisations and stakeholders.

Questionnaire s were sent to 75 schools to quantify the services available to children across the city, as well as offering qualitative information as to what individual schools felt about their service provision.

Qualitative:

Thematic data analysis was used to analyse interviews and questionnaires (open questions in the questionnaires were analysed as text).

Some questionnaire responses used a deductive approach, whereby others emerged inductively from the data as common across all methods of data collection.

Seven key themes were identified:

1. Hidden population of children.
2. Effects of parental imprisonment on children.
3. Informing the school.
4. Sharing information and identifying children.
5. Support provision.
6. Access to information and training.
7. Strengthenin g support in schools.

Strengths

- Rigorous stance was taken during analysis, with each researcher reading and re-reading the data before collaborating to agree on the final themes.
- Further detail provided of the analysis process and creation of themes.

Limitations

- Participants and findings relevant to one LA.
- Ethical considerations not explored in detail.

19
questionnaires
were returned.

Semi-
structured
interviews
were carried
out with key
stakeholders.

Focus group
with 3 school
nurses.

2.3 Research Overview and Critique

The majority of studies were qualitative, often gathering data through the use of interviews, questionnaires or focus groups. This method of data gathering is suited to the exploratory nature of most of the articles and argued to ‘obtain descriptors of the interviewees’ lived world’ (Kvale & Brinkmann, 2009, p.27). The qualitative data gathered was often analysed using thematic analysis, interpretive phenomenological analysis or adopted a constructivist grounded approach. One study adopted a mixed methods approach, however it described the research to be mostly qualitative (Nutbrown et al., 2019).

Participant groups within the studies varied, including CoIPs directly, their families (involving the imprisoned parent), school staff and stakeholders (which involved EPs). Four of the articles explored parental imprisonment in general, capturing both male and female prisoners’ views or asking children to reflect on their experience of having a parent in prison (Morgan et al., 2013; Leeson & Morgan, 2014; Leeson & Morgan, 2022; Weidberg, 2017). A further six articles related to paternal imprisonment specifically (Boswell, 2002; Lanskey et al., 2015; McConnell & Raikes, 2019; Nutbrown et al., 2019; O’Keeffe, 2019; Woodall & Kinsella, 2017). Researchers within one particular article recognised the differences in the lived experiences of parental relationships, however they stated that they would put forward that similar arguments, outcomes and implications can be derived for maternal and paternal imprisonment (Leeson & Morgan, 2014). Another article calls for further research to explore the impact of maternal imprisonment specifically (Lanskey et al., 2015), being cautious to not overgeneralise their findings.

As the articles offer a range of perspectives, through the different participant groups and aims, results implied encompass a range of systems surrounding CoIPs. For example, when considering Ecological Systems Theory (Bronfenbrenner, 1992) at the individual level, articles captured CoIPs' voice directly. In the Microsystem, school staff and family views were gathered, with mention of implications within friendships (for example bullying). When considering the Mesosystem and Exosystem, the impact of local authority systems to support CoIPs and prison interventions are explored. Furthermore, the social norms potentially relating to parenting roles and sense of stigma are highlighted within the articles which can fall within the Macrosystem. This theory emphasises that an individual is influenced by their interconnected environmental systems. This literature review aims to demonstrate how they impact CoIPs and with the articles gathered through this systemic approach a holistic view can be seen.

All authors acknowledge both the hidden nature of CoIPs and the negative outcomes previous research has highlighted for this group of children and young people. Nonetheless, collectively these studies provide implications for schools, families, prisons, professionals (including Educational Psychologists) and systems (such as local authorities) which in turn impact upon the CoIPs with the view to offering greater and more effective support.

2.4 Key Themes from the Literature

This review will critically consider the articles according to the following common themes:

- The School Context
- A Desire for Connection
- Managing Stigma
- A Unique Sense of Loss
- Adopting a Caregiving Role
- Longitudinal Nature of the Impact of Parental Imprisonment and Need for Support
- Coping Mechanisms

The themes will be discussed in order of prevalence within the literature.

As all the studies adopted a majority qualitative approach towards analysis, reporting the findings through key themes offered an appropriate starting point to identify common threads across the literature. Following this, connections between articles that did not come from explicitly labelled themes were identified through re-reading the articles and making notes relating to potential links (see Appendix 6 for notes and considered links).

2.4.1 The School Context

The literature review indicates that parental imprisonment can lead to changes within the school context for CoIP. Research suggests that CoIPs' subtle signs for help within the school setting were often missed, and they were likely picked up by school staff for further support due to attendance, safeguarding

concerns, or behavioural issues (Leeson & Morgan, 2014; Morgan et al., 2013). The examples provided of behavioural issues COIPs faced included bullying others or being the victims of bullying themselves (Lanskey et al., 2015; Morgan et al., 2013). The subtle changes for ColPs' presentation may relate to their emotional wellbeing, requiring more reassurance than usual, crying, bedwetting or having difficulty maintaining friendships (Morgan et al., 2013). One article mentions that ColPs' social and emotional wellbeing can be impacted in school as the physical distance between the child and their emotional security (e.g., their remaining and/or imprisoned parent) increased (Lanskey et al., 2015). The impact of parental imprisonment on children's presentation within the school environment has been shown to result in exclusions on occasion (Morgan et al., 2015). However, participants within Weidberg's (2017) study demonstrated variation within presentation, with 2 boys being well behaved at school and hard working, compared to one girl who occasionally found it challenging to control her own emotions, emphasising the need to avoid the overgeneralisation of risk factors, and consider personalised intervention for ColPs as required.

Schools have been positioned as holding a 'critical role' in supporting ColPs (Morgan et al., 2013), with ColPs expressing directly that school can help them to forget (Boswell, 2002). Morgan et al. (2013) found that practice can differ between primary and secondary schools, with primary schools responding to ColPs' needs positively and secondary schools being unsure of what to say or do. This sense of powerlessness is also mirrored within other articles, as staff expressed that they were unaware of pupils who have a parent in prison and have limited capacity and resources within their roles to support them (Lanskey et al., 2015; Leeson & Morgan, 2022; Morgan et al., 2013; Weidberg, 2017). Morgan et al. (2014) found that lack of

strategic drivers from local authority and policy makers, as well as lack of funding can contribute to schools feeling ill-equipped to support CoIPs. Leeson and Morgan (2022) explained that the systematic structural inequalities that CoIPs face need to be challenged, reformed and interrogated.

Research papers within this literature review demonstrate how support can be enhanced within the school context, for example mentioning that having access to teaching staff CoIPs can trust can help them to express how they feel and what may be happening for them more openly, and that an anti-bullying policy should be put in place (Boswell, 2002; Lanskey et al., 2015). It is also vital that schools understand the experiences of CoIPs, being supportive of their requests (when deemed appropriate) to visit their parent in prison and signposting when appropriate to other services for support (e.g., Educational Psychology or School Counsellor) (Leeson & Morgan, 2014; Leeson & Morgan, 2022; Morgan et al., 2013; Weidberg, 2017). Imprisoned parents interviewed by O’Keeffe (2019) also expressed that they wished to play an active role in their children’s education, despite imprisonment, offering examples of being emailed reports. These findings demonstrate a mixed understanding and response to CoIPs amongst differing educational settings and provide insights for school staff.

2.4.2 A Desire for Connection

A desire for connection appeared as a prevalent theme across the literature, with both the imprisoned parents expressing a desire to connect with their children (Nutbrown et al., 2019; O’Keeffe, 2015; Woodall & Kinsella, 2017), and the children

seeking connection with their imprisoned parent (Boswell, 2002; Lanskey et al., 2015; McConnell & Raikes, 2019; Weidberg, 2017; Woodall & Kinsella, 2017).

The most mentioned form of connection between children and their imprisoned parent referred to within the articles was through prison visits. Although visits were valued by children, there were barriers to accessing this form of connection with their imprisoned parent as frequently as desired. These barriers related largely to the distance of the prison resulting in fatigue, reliance on another family member taking the children, cost to attend the visits acting as a financial burden and the timing of visits, as they occurred mainly during school hours resulting in missed learning opportunities. McConnell and Raikes (2019) outlined this within their results, demonstrating that of 9 respondents, 7 had to travel over 100 miles to visit the imprisoned offender, and one participant stated “I get £26 a visit but it costs me £40 worth of diesel to get there, plus the children’s dinners and sweets for him when I get in. I’m out (financially disadvantaged) £60-£70 every time. I haven’t got enough money; I have to borrow off my mum or my dad to pay for the diesel” (p. 358).

For the children who had the opportunity to visit their imprisoned parent, the visit itself could elicit feelings of anxiety, due to the security procedures, noisy environment, unpredictability of interactions with staff, closely monitored visiting halls, having little to do, and the fear of having to say goodbye or saying something which may negatively impact upon their parent’s release (Lanskey et al., 2015; Weidberg, 2017). One child participant stating the following: “I hated seeing him on Ordinary visits at ‘X’ prison. It was a real shock seeing him in prison for the first time.

I hated being searched and often had to wait an hour before being called in to see him. The officers were OK though I felt they looked down on me and I could see that some of them were bullies. I didn't like the seating arrangements where he couldn't move. At 'Y' prison, the Family Visits were good, we didn't have to wait long, and the officers were kind and polite and respected you. (Mark, 16 years. Town Visits. p.18)" demonstrating not only the negative impacts of some prison visits, but also the variation amongst prisons and types of visiting (Boswell, 2002). Articles demonstrated that children expressed a preference for visits which reproduced opportunities for physical closeness, provided opportunities for play and took place within a relaxed environment (Boswell, 2002; Lanskey et al., 2015) and connecting with their parent through visits made the situation easier for children to cope with (Weidberg, 2017).

Dependent on the prison setting and available opportunities, research showed that different approaches for children and their imprisoned parent could occur during visits to enhance a sense of connection. Two approaches explored within the literature included the Family Literacy in Prisons (FLiP) programme, supporting imprisoned fathers to contribute to their young children's literacy (Nutbrown et al., 2019) and prison play visit scheme, considering the impacts of this scheme on the families involved (Woodall & Kinsella, 2017). The reflections in the respective articles regarding the approaches implied that increased connections between the children and their imprisoned parent occurred, with the children involved reported to appear more relaxed, engaged and look forward to visits. These positive results seem to be harnessed by the ability to bond through different activities within the two approaches, that somewhat mirrored home life (for example, decorating biscuits and

playing on the floor with bricks). The connections captured by engagement with the FLiP programme and prison play visit scheme extended to not only capture the attachment and relational bond, but also to the connection with the participating children's cognitive skills. The results from the participating imprisoned parents mentioned that the prisoners observed their child's learning to develop.

A desire for connection could also be achieved through alternative forms, such as telephone calls, tapes/videos, cards, photographs, calls, videos and letters (Boswell, 2002; O'Keeffe, 2019). These methods of communication were found to serve as an important reminder to children that their absent parent continued to think of them in-between visits (Boswell, 2002). For one child who could not contact their father, letter writing offered them a way to feel closer to their parent, even though they could not physically send or give this to them (Weidberg, 2017).

Due to the differing nature and contexts of the prison environment and opportunities for interaction, it is unsurprising that within the articles, variation occurred with regards to the continued connection held by CoIPs and their imprisoned parent. O'Keeffe (2019) suggested that in some cases imprisonment had increased the parent and child relationship, whereas McConnell and Raikes (2019) found that all connections between the imprisoned parent and child decreased, apart from in one case.

2.4.3 Managing Stigma

The articles explained the impact of stigma ColPs and their families face. Stigma has been defined in The Oxford English Dictionary (online, accessed November 2024) as “a mark of disgrace or infamy; a sign of severe censure or condemnation, regarded as impressed on a person or thing” largely linked to external opinion. Weidberg (2017) explained that stigma can occur both consciously and unconsciously towards ColPs, providing the example that teachers believed ColPs would be less competent than their peers if they had a parent in prison, in particular a mother. McConnell and Raikes (2019) argue that the stigma ColPs face can be greater dependent on the sentence given to the parent in prison, stating that this is the case for parents who may receive an indeterminate sentence of Imprisonment for Public Protection.

The articles explain that the impact of stigma on ColPs, in particular, occurs within both the community and the school context (Lesson & Morgan, 2022; Weidberg, 2017). Although not the case for every child (Boswell, 2002), how ColPs have been proposed to protect themselves from stigma has been by not telling others of their parents' imprisonment. Quotes from one participant illustrated the fear of betrayal ColPs can face, sharing “Just in case we fall out, I don't know if I trust them enough that I'd go round telling other people, just in case we fall out. So I'd rather keep my distance and not tell them” (Weidberg, 2017, p.379). By keeping their parents' imprisonment a secret, ColPs felt as though they were able to avoid ostracisation and bullying (Boswell, 2002; Leeson & Morgan, 2022), however other findings suggest that this can negatively impact upon their peer relationships (McConnell & Raikes, 2019), contribute to their needs remaining 'hidden' (Morgan et

al., 2013) and due to fear of stigmatisation and community isolation, they cannot properly grieve the loss of their imprisoned parent (Weidberg, 2017).

2.4.4 A Unique Sense of Loss

A number of articles discussed the unique sense of loss CoIPs face, with an article referring to children experiencing an 'absence presence' (Lanskey et al., 2015 p.448), Another article demonstrates the children can experience 'emotional confusion' due to the strong sense of loss they experience for someone who is still alive (Weidberg, 2017, p.378). Within Morgan et al.'s (2013) research, the emphasis is placed on the distress that can be caused, despite the best intentions of others, should they mislabel or deem this loss as similar to bereavement or parental separation, with a child saying "I told my teacher because I thought it would be good for school to understand and my teacher gave me [a] booklet about parents who split up – MY MUM AND DAD HAD NOT SPLIT UP (child raises voice). The teacher gave it to me in front of my class all in the open – I had to tell them about my dad because of this" [capitalisation mirrored from literature] (Morgan et al., 2013, p.274). Weidberg (2017) explained how this loss is unique, as the parent is alive but difficult to maintain contact with due to the lack of community support (unlike, for example, separation or bereavement) and explained that due to re-arrest children can experience this sense of loss on multiple occasions, concluding this can be more distressing than other forms of separation, terming this as 'ambiguous loss'. McConnell and Raikes (2019) state that feelings associated with 'ambiguous loss' can be reinforced if the CoIPs feel as though they have been lied to with regards to

their imprisoned parent. This highlights the sensitivity required when approaching ColPs and when supporting their lived experiences.

2.4.5 Adopting a Caregiving Role

Three of the articles explicitly expressed that ColPs can experience extra caring responsibilities due to the loss of a parent through imprisonment (Leeson & Morgan, 2022; Morgan et al., 2013; Weidberg, 2017). A further article mentioned relevant factors not explicitly named as adopting a caring role, and will be explored in greater detail below (McConnell & Raikes, 2019). Leeson and Morgan (2022) argue that ColPs are a hidden population of young carers and imply that the eligibility criteria of this defined term (The Carers Act, 2014) should be extended to include this group of children. Research implies that ColPs' caring roles occur across three distinct facets: for their non-imprisoned parent, siblings and for their imprisoned parent (Leeson & Morgan, 2022; Morgan et al., 2013).

Interviews with key stakeholders, children and their families, found that ColPs were anxious about their non-imprisoned parents' mental health and wellbeing (McConnell & Raikes, 2019), in addition to practically supporting them with household chores (Leeson & Morgan, 2022). Similarly, one child interviewed by Weidberg (2017) reflected that "Mum like hates taking [anti-depressant tablets] cos apparently, they taste really horrible and sometimes I go mum have you taken your tablets and she goes "yeahhhhhh", and I'm like mum have you taken your tablet and she's like "nooooo". And the other night I put a DVD on and she started sulking cos she had to take it. And she was like hmmm. *So basically I took the role of the*

parent and she took the role of the child." (p.378). It is implied that ColPs have to take up an emotional caring role for the non-imprisoned parent, due to a lack of support from statutory service or extended family, to take a measure of control and return to some routine and normality. ColPs can become exhausted within this role, experience self-blame, worries over their own mental health or not have the skills to support their non-imprisoned parent in the first instance (Leeson & Morgan, 2022; McConnell & Raikes, 2019).

Caring for siblings was further evident within the literature, with ColPs taking on a parental role to fill the gap created because of parental imprisonment. One Head Teacher mentioned "he's had to become the father figure, and he's done everything for mum at home, everything for the little ones. Trying to run in and do his exams. Go back home and make sure everything's fine." (Morgan et al., 2013, p.273). Further examples were reported of ColPs being relied upon to support their younger siblings, included homework, collecting from school or nursery, and aiding their self-care and bedtimes (Leeson & Morgan, 2022). One non-imprisoned parent shared "He is now the man of the house ...I say to him you must look after your brothers and be the man of the house." (p.203) and an imprisoned parent said "I tell him that he is the oldest and he must look after his younger brothers and sisters and make sure that they are doing what they should be doing ... I don't want them to get into trouble as my mother lives in a sh*t area and I am not there to look after them ... there is a lot of pressure on him to ensure that all is well with his brothers and sisters." (p.203) which highlights the lack of choice ColPs may have, and the expectations placed upon them. As ColPs felt that caring for their siblings was the most useful form of support they could offer, their own studies often became

secondary in comparison (Leeson & Morgan, 2022).

CoIPs have expressed concern for their imprisoned parent within the literature, fearing for their parents' safety and well-being (Leeson and Morgan, 2022; Weidberg, 2017). McConnell and Raikes (2019) shared that CoIPs can be prone to thinking the worst for their imprisoned parents due to their experiences of seeing violent documentaries about prisons on the television. One imprisoned parent demonstrated this by commenting "she worries about me and thinks that I will be hurt or that I am upset ... she cries and tries to be brave but won't say how she is feeling as she doesn't want to upset me ... her focus is on me." (Leeson & Morgan, 2022, p.205). Taking on the caring role for imprisoned parents can cause CoIPs to experience significant emotional harm, as they are unable to reassure themselves that their imprisoned parent is coping and safe (Leeson and Morgan, 2022).

2.4.6 Longitudinal Nature of the Impact of Parental Imprisonment and Need for Support

Within the included literature, a key theme related to the longitudinal nature of support required for CoIPs due to the impact of imprisonment. Research gathered implies that support may be required for children during parental imprisonment and stresses the need for this to continue following their parents' release.

Lanskey et al. (2015) suggests that children's lives prior to imprisonment influenced the children's well-being during imprisonment and upon release. The

article interviewed CoIPs directly and the majority of children recalled the past as a happier time, for example “Really, really happy weeks” (Lanskey et al., 2015, p.6). For these children the absence of a parent was said to be accompanied by sadness and or anger however, they were said to look forward to their parent’s release, commenting “I will be happy and proud and excited” and “(it will be) a really good life” (Lanskey et al., 2015, p.6.). Children spoke of an improvement of their mental health upon release, when compared to the past: “When he was away it was sad and quiet. Now it’s fun and happy”. However, this is not the case for all CoIPs. Lanskey et al. (2015) found that the minority of children interviewed remembered a more stressful life, prior to parental imprisonment. The research findings implied that prison sentences offered the CoIPs respite from arguments, an improved sense of well-being and led to nervousness, stress, disappointment, and unhappiness in their anticipation for their parents’ return.

However, other research articles obtained did not explicitly state the pre-imprisonment relationship between the parent and child but echoed the need for ongoing support upon release. One Head Teacher described how a child looked forward to the release of a parent, however their mental health soon declined: “This girl knew dad was coming out..... it was hype, hype, hype, and when he came out it was sheer anger, she changed from being ‘oh my god my dad’s coming out’ to,....he’s nothing but a blah, blah, blah...’ ‘I hate him’. It was anger at him, frustration that he’d been away. ‘He doesn’t care about us, he doesn’t realise what we have been like since he’s not been here’, and it was real anger.” (Morgan et al., 2015, p. 273). Further extracts of data from Morgan et al. (2013) commented on the uncertainty children can feel on their parents’ release, with one child stating,

“Sometimes when I got back from school, and he was not there I thought he had gone back.” (p.273). McConnell and Raikes (2019) addressed the possibility of a parent being recalled to prison, and that this can offer a reduced sense of conflict within the family home or create an unsettled environment, with children just adjusting to their home life. As such, longitudinal support appears appropriate for CoIPs, with intervention targeted specifically to the child’s current presentation.

2.4.7 Coping Mechanisms

The literature discusses that coping mechanisms and resilience are developed by CoIPs and they should not be overlooked. Lanskey et al. (2015) proposed a focus on children’s ‘agency’ explaining that children took up ways of coping independently, such as suppressing their concerns, actively seeking support from others (through community groups, friendships or relationships), or being alone whilst engaging in distraction or avoidance techniques. Weidberg (2017) found that overall, the factors that supported CoIPs to adapt and cope to their situations were similar, and echoed those mentioned by Lanskey et al. (2015).

Time is a further factor that is explored by both Lanskey et al. (2015) and Weidberg (2017). Weidberg (2017) explains that CoIPs considered their own perception of time, using this to hold onto how fast or slow the past, present and future go – to make the return or imprisonment of a parent seem more manageable. Lanskey et al. (2015) discuss this in greater clarity, explaining that well-being of

CoIPs can fluctuate over time, however a coping mechanism CoIPs can adopt to support resilience is holding onto the prospect of a future in which life will return to how it was in the past, with their parents return.

2.5 Conclusion

This literature review aimed to answer the following question - What are the known outcomes for CoIPs? In response, the literature demonstrates the complex interplay of factors that can influence the impact of parental imprisonment on children and young people and their outcomes. Most pertinently the literature review highlighted the changes that can occur for CoIPs as a result of parental imprisonment, including the role they take up within the family, their experience of loss, their developed coping mechanisms, a desire for connection with their imprisoned parent, and long term potential areas of need. Changes to their presentation, as a result of parental imprisonment and outcomes for CoIPs are seen to occur across settings, including in the home, prison, community and school contexts. The researcher felt it was important to outline the impact and outcomes for CoIPs to add further weight to their research question, demonstrating that CoIPs may require professional involvement.

Papers provided implications largely across the care, education and prison contexts. One of the included papers argued explicitly that EPs could support CoIPs, and proposed implications for EP practice informed by the voice of CoIPs (Weidberg, 2017). This referred to the EPs' role in training staff to respond to CoIPs'

needs, promoting an understanding of theory based on attachment and resiliency, helping parents and staff to scaffold developmentally appropriate conversations with CoIPs, promote contact when possible and aid children to understand the sense of ambiguous loss that they may be facing. To date, no research has explored explicitly if EPs are actively supporting CoIPs, how they are going about doing so and what more can be done for this group of children and young people within the profession. Therefore, the aim of this current research project is to understand what more can be done within the EP profession to support CoIPs.

CHAPTER 3 - Methodology

3.1 Chapter Overview

This chapter outlines the aims and purpose of the research, as well as the theoretical orientation, researchers' position and design. Methods of data collection and analysis will be described. The chapter will finish by exploring the quality of the research and associated ethical considerations.

3.2 Research Aims and Questions

The aim of the current research is conveyed through the following research question:

- What more can be done within the EP profession to support CoIPs?

As the previous chapter discussed, there is limited research in this area, and the existing research has utilised CoIPs voice to inform considerations for the role of EPs. Therefore, this research aimed to complement previous findings by exploring the current nature of EP support for CoIPs, capturing this directly from EPs and shining a light upon potential barriers to supporting these CYP at an individual, family and systemic level. It is hoped that in doing so, the research will inform the positioning of EPs to support CoIPs.

The following questions were asked at each phase of the research:

Phase 1 (Quantitative)

- What is the nature of current EP support for CoIPs?

Phase 2 (Qualitative)

- What can EPs do to support CoIPs?
- What do EPs describe to influence their work with CoIPs?

3.3 Purpose

The purpose of the research was predominantly explanatory, although Phase 1 of the research held a descriptive purpose. Descriptive research aims to describe a phenomenon and its characteristics, which are previously poorly understood, to provide a detailed picture (Nassaji, 2015; Robson & McCartan, 2016). Its main concern is with what is happening, as opposed to how or why (Robson & McCartan, 2016). As previously outlined, the EPs current role in relation to supporting CoIPs is unclear, therefore this research firstly aims to describe this phenomenon in England.

Additionally, the research lent itself to an explanatory purpose. Explanatory research intends to explain, as opposed to simply describing a studied phenomenon (Given, 2008). The research gathered EPs' reflections of their practice to explain how they are supporting CoIPs and why more could be done. This included exploring the influences and challenges EPs face at an individual casework level, as well as

within service wide practice and barriers on a systemic level to fully explain EP support for CoIPs and what more can be done within the profession, rather than simply describing what was currently occurring for CoIPs within the EP context.

3.4 Theoretical Orientation

Research is impacted by the researcher's world views and philosophical alignments, referred to as ontological and epistemological stances (Guba & Lincoln, 2005). Ontology is often referred to as the 'nature of reality' (Guba & Lincoln, 1994), therefore, the study of 'being' and is concerned with 'what is' (Crotty, 1998). Epistemology is considered to be underpinned by the researcher's ontological position and refers to the 'nature of knowledge' (Guba & Lincoln, 1994). This explores a way of looking at the world and making sense of it (Crotty, 1998). A paradigm is explained to combine both ontology and epistemology to legitimise the possibility of different world views (Guba & Lincoln, 1994). Guba and Lincoln (2005) define five main research paradigms: positivist, constructivist, postpositivist, participatory and critical theory.

Positivist paradigms (underpinned by a realist ontology) seek to know what is 'real' and gain objective knowledge, through the use of scientific methods, often aligning with quantitative data (Guba & Lincoln, 2005), whereas constructivist paradigms (underpinned by a relativist ontology) reject an objective truth and see realities as constructed and co-constructed, therefore allowing for multiple realities to exist (Guba & Lincoln, 2005). Constructivist paradigms usually seek to gather qualitative data. Post-positivist paradigms have been presented to appear between

positivist and constructivist (which sit at opposite ends of the continuum) paradigms. This paradigm (underpinned by a critical realist ontology) explains that findings are probably true and encourages the embrace of uncertainty and can be measured through both qualitative and quantitative data (Guba & Lincoln, 2005). Critical theory, argued as a form of post-positivism, integrates positivist and constructivist epistemological views, accepting the world is constructed from perspectives (often historical) and that knowledge is theorised and then crystallised over time (Guba & Lincoln, 1994). Lincoln, Lynham and Guba (2018) identified a growth of different interests that might sit within critical theory and may offer an explanation as to its growth of recent use.

3.5 Researcher's Position

The research paradigm adopted, including ontological and epistemological position will now be discussed to ensure that the reader can orientate themselves to the researcher's viewpoint, and offer greater understanding as to how the researcher has elicited and interpreted data to create meaning. Mertens (2015) also describes it is paramount that researchers understand and acknowledge their beliefs and how in turn they guide their thinking.

The researcher operated within a critical theory paradigm (underpinned by a critical realist ontology), and accepted a critical realist epistemological stance (Bhaskhar, 1978). Critical realism is often seen as a framework that reaches

conclusions through retroductive reasoning (logic which seeks the best explanation). It implies that the truth is difficult to know or obscured (but can be theorised) and is context dependent (Pilgrim, 2020). Through this lens, linear cause and effect relationships cannot be identified, instead a better understanding of factors or mechanisms that produce a phenomenon are sought (Houston, 2001; Shannon-Baker, 2016). This incorporates both the tangible and measurable elements of human existence and the relationships and social constructions of human interaction. It is therefore seen as having great utility in research where human behaviour is involved is frequently adopted within social science research, including psychology (Pilgrim, 2020), and has been argued to complement mixed methods research approaches (Maxwell & Mittapalli, 2010).

This positioning aligns with the proposed research aim to uncover what the current support for CoIPs is within EP practice, although this may be difficult to know. The researcher assumes that some EPs are supporting CoIPs, though how they are doing so may be obscured due to unknown mechanisms, such as awareness, individual circumstances and evolving practice. The researcher also theorised what more can be done to support CoIPs, by exploring factors and mechanisms related to EP practice with CoIPs with individuals who have experience supporting CoIPs, whilst recognising this may be context dependent. As critical realism draws on retroductive reasoning, logic can be applied in terms of methodology to seek the fullest explanation, although the researcher acknowledges that this may not be the whole truth.

Additionally, critical theory emphasises the consideration of relationships between the researcher and what is being researched:

“What can be known is inextricably intertwined with the interaction between a particular investigator and a particular object or group”- Guba and Lincoln (1994).

Archer (2007; 2019) highlights that this is also the case within critical realism, suggesting that reflexivity, relating to our internal conversations, should be explored within research to support discovery, however are rarely acknowledged by researchers’. This is particularly in keeping with the reflexive element of Reflexive Thematic Analysis, used to analyse the qualitative data gathered in this research. Braun and Clarke (2019), creators of Reflexive Thematic Analysis (RTA), shared that RTA is appropriate within mixed methods research as long as this complements the paradigm (ontological and epistemological position) in which the research is being conducted (Braun, 2022; Clarke 2022). As such the researcher felt that a critical realist/theory paradigm was appropriate for this research.

Adopting a critical realist position also supported the researcher in engaging more openly with issues of subjectivity throughout the study. Rather than attempting to position themselves as neutral or detached from the research process, which would be inconsistent with a critical realist stance, the researcher recognised that interpretation is inevitably shaped by prior professional experience, theoretical assumptions, and emotional responses to the data. The researchers’ reflections regarding the research process can be found at the beginning of this research, and in Appendix 13 and 14. This was particularly evident within the qualitative phase,

where participants' accounts of working with ColPs often contained emotionally significant statement and complex material. In these instances, the researcher acknowledged their own emotional responses as part of the analytic process, whilst also remaining critically reflective about the ways in which these responses may have influenced interpretation. Similarly, attention was given to the emotional content and meaning within participants' narratives. In this way, the adoption of a critical realist position allowed the researcher to consider these factors explicitly within the research process, whilst maintaining analytical rigour through ongoing reflexivity. This contributed to the trustworthiness of the analysis, as the interpretative processes underpinning the findings were transparent.

3.6 Research Design

Research designs relate to the procedure utilised when conducting a study. They extend from the broad philosophical assumptions through to the data interpretation. The current research drew on a mixed methods design (Creswell, 2009; 2015), combining both quantitative and qualitative data to be analysed in one study (Johnson & Onwuegbuzie, 2004). More recently, in both social and behavioural sciences, researchers have been advocating for the combination of quantitative and qualitative approaches to study various social phenomena (Creswell & Plano Clark, 2007; Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Daniel, 2006). Mixed methods designs are argued to offer new insights that go beyond separate quantitative and qualitative results (Creswell & Plano Clark, 2017) and should be

seen as more than just the sum of two parts (Fetters & Freshwater, 2015). Alongside this, mixed methods research design allows for a wider range of research questions to be addressed, thus providing a fuller picture than alternative research methods (Robson & McCartan, 2016). Furthermore, this design was in keeping with the critical theory paradigm, adopting a critical realist ontology and epistemology, as previously explored.

Despite strengths to this methodology, there are challenges posed for consideration by researchers (Creswell & Plano Clark, 2017; Robson & McCartan, 2016), including questioning researcher skills, time, and resources. They suggest that the researcher should be acquainted with the collection and analysis of both quantitative and qualitative data. As such, the researcher accounted for this by utilising supervision from an experienced supervisor, proficient in the use of mixed methods design supporting the rigour and quality of this research. Additionally, timings and resources were accounted for to ensure sufficient time was allocated to each phase of the research, as data was acquired over time (Creswell & Creswell, 2023), and the researcher had access to resources required for quality analysis. Collins, Onweugbuzie and Jiao (2009) highlight further considerations relating to: sampling problems, legitimisation or validity, the weighting placed on qualitative and quantitative data, and tensions of combining data.

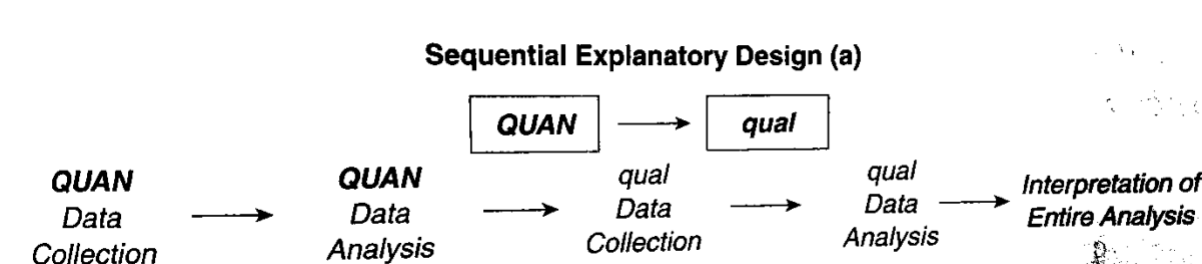
The combining of data is often referred to as integration, which represents a central concept in mixed methods research. Creswell and Creswell (2023) suggest that both the reasons or 'intent' and 'procedures' of enacting the integrations are pertinent. In this case, quantitative data (Phase 1) was collected prior to the

qualitative data and aimed to describe what the current nature of support was within the EP profession for CoIPs. Subsequently, qualitative data (Phase 2) was gathered to ascertain what EPs describe to influence their work with CoIPs and what EPs can do to support CoIPs. The data from each phase was analysed separately before connecting the two. Through this integration of the quantitative and qualitative data, the researcher used insights, known as metainferences (Creswell & Creswell, 2023), to explore what more can be done within the EP profession support CoIPs.

This methodology is referred to as an explanatory sequential design, which falls more broadly within the grouping of ‘core designs’ that have emerged within mixed methods research, as opposed to ‘complex designs’ (Creswell and Creswell, 2023). The intent of an explanatory sequential design is to explain initial quantitative results with qualitative data through the connecting of both databases (see Figure 4). The quantitative results typically inform sampling methods for qualitative data (mainly purposeful) and types of questions asked of participants (Creswell & Creswell, 2023). This design assumes that quantitative results will gather surprising or unusual results which require further explanation.

Figure 4.

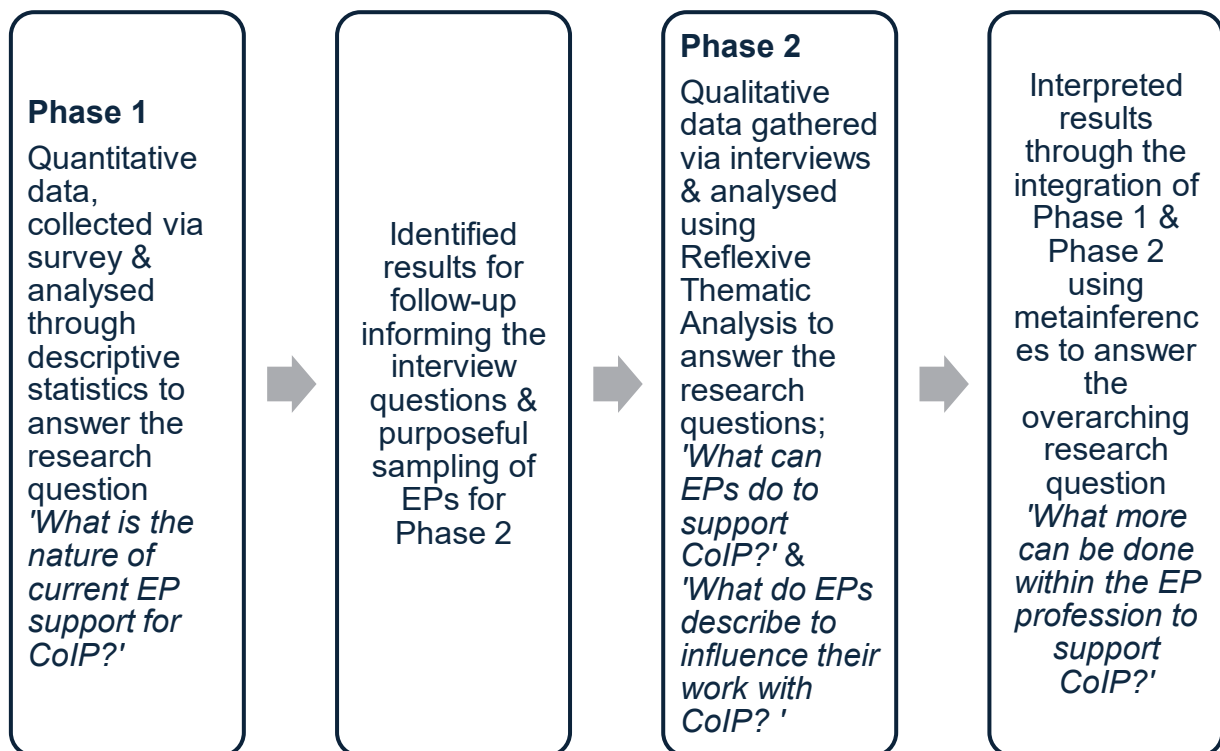
A Visual Depiction of a Sequential Explanatory Design (Creswell, 2009)



This sequential, two-phase design allowed for qualitative questions (Phase 2) to be determined by the results of the quantitative data (Phase 1) (see Figure 5). This ensured that qualitative data built directly on initial quantitative data gathered. It was hoped that by adopting this sequential method, tensions of combining the data were accounted for and justified the weighting being placed on the quantitative data initially. At present no research explores how EPs are supporting ColPs, as such this had to be described (through quantitative data) prior to exploring what more could be done to support ColPs.

Figure 5.

Outline of the Explanatory Sequential Design Adapted for the Research



Phase 1 (Quantitative): Quantitative data was initially collected using a survey to provide a clear understanding of the current nature of EP support for ColPs. This

included the collection of demographic data and considerations relating to: experience, work undertaken, awareness, training, and further support. The data was then analysed using quantitative analysis to produce descriptive statistics. Data gathered from phase 1 was then drawn on to inform the open-ended qualitative questions to elicit complementary information regarding what EPs can do to support CoIP and factors which influence their work with these CYP.

Phase 2 (Qualitative): Additional qualitative data was gathered by requesting EPs who had completed the questionnaire (phase 1) and worked with CoIP to participate in a voluntary interview. This allowed the researcher to gain further insight, enabling participants to elaborate on their answers to complement existing findings. This data was analysed using Reflexive Thematic Analysis to identify key themes and gain an enhanced understanding of the research questions.

3.7 Research Method

3.7.1 Recruitment

Phase 1 (Quantitative): The researcher posted an advertisement on social media platforms such as the Educational Psychology Network (EPNET), Twitter and LinkedIn, linking perspective participants to the questionnaire link. Emails were also sent directly to training course directors to request further circulation of the survey through both personal and professional networks. The aim was to reach the largest number of EPs, possible to maximise response rate, whilst obtaining a diverse sample of experience and a range of demographics. The research also invited TEPs

and AEPs to complete the survey as it is recognised that they are supervised by qualified and registered (with the Health and Care Professions Council [HCPC]) EPs. It was hoped this would increase the response rate and capture the nature of support for CoIPs across the educational psychology profession, in keeping with the overarching research question. As the research aimed to explore experiences based in England, those located outside of England were excluded from participating due to differing prison systems and legislation frameworks. This was to ensure that the practice explored operated within consistent guidance and legislation frameworks (Children and Families Act, 2014). Furthermore, it should be noted that no prior experience of supporting CoIPs was necessary to participate in this phase. A total of 302 participants' responses were recorded and analysed.

On completion of the survey, participants were asked to provide their contact details if they were willing to participate in Phase 2 of the research, which comprised of an interview. It was noted that opting to participate in Phase 2 did not necessarily mean that participants would be contacted for interview.

Phase 2 (Qualitative): A total of 30 participants provided their contact details during Phase 1 to take part in follow-up interviews. Participants who met the inclusion/exclusion criteria detailed in Table 6 were contacted for interview.

Table 6.

An Outline of the Inclusion and Exclusion Criteria for Participants

Inclusion Criteria	Exclusion Criteria
Practising EP in England	Not currently practising as an EP in England

Has experience supporting CoIP	Does not have experience of supporting CoIP
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3.7.2 Participants

Participants were recruited on a voluntary basis for both phases of the research and had to have taken part in Phase 1 of the research to access Phase 2. This was to ensure that qualitative data gathered was in keeping with the explanatory sequential mixed methods design, building directly on the quantitative results (Creswell & Creswell, 2023). Onwuegbuzie and Collins (2007) used a two-dimensional model to identify 8 sampling designs for mixed methods research. This research used a sequential nested design, as determined by Onwuegbuzie and Collins (2007), referring to research where the participant group for the quantitative phase is greater than that of the qualitative participant group.

Phase 1 (Quantitative): The sample population relating to this phase of the research included 302 qualified EPs, TEPs, and AEPs practising in England. Initially the researcher invited only EPs to complete the survey, however after resubmitting an ethics application to Tavistock and Portman Research Committee (TREC), amendments were formally approved allowing the researcher to additionally contact Trainee EPs (TEPs) and Assistant EPs (AEPs). TEPs were invited to complete the survey as alongside being supervised by EPs, the researcher recognised that TEPs are highly likely to complete their training course thus become qualified EPs. Additionally, AEPs were also invited to complete the survey as the practice of employing AEPs is becoming increasingly common, with recent research highlighting the activities undertaken by assistants mirrored the work of EPs and TEPs (Harland,

Kitchingham & Elder, 2022). Utilising EPs, TEPs and AEPs was in keeping with the critical realist ontology and epistemological stance, which explains that the truth can be obscured or difficult to find. Drawing on the experiences of various professional roles within the educational psychology field aimed to uncover the possible 'truth' with regards to the nature of EP involvement for CoIPs.

Phase 2 (Qualitative): Phase 2 included participants with experience of supporting CoIP. This criterion was formed to ensure participants were able to provide an in depth understanding of how they had previously worked with this population of children and young people. A total of 30 participants volunteered to be contacted for Phase 2 of the research. In keeping with the explanatory sequential mixed methods design, participants from the quantitative stage were purposefully selected for the qualitative phase (Creswell & Creswell, 2023). The researcher concluded that contacting EPs only for Phase 2, to share their practice with CoIPs and views regarding what more can be done within the EP profession, would best support the research questions and aim. This was because qualified EPs have had sufficient time, post qualification, to embed and develop their practice and offer reflections regarding the systems they work within. As a result, the researcher contacted 10 EPs who volunteered for interview, 6 EPs in a variety of roles and various locations responded and were interviewed to inform this phase. A sample size of 6 participants was deemed acceptable, based on research (Fugard & Potts, 2015). Braun and Clarke (2013) echo this, suggesting between 6-10 participants are required for a 'small' qualitative sample, providing enough data to observe patterns but remaining manageable.

Despite arguments posed that the sample size was sufficient, it is important to acknowledge limitations associated with the relatively small sample size. While 6 participants enabled the identification of key patterns within the data, it is possible that full concept saturation was not fully achieved. Saunders et al. (2018) define full concept saturation as both the identification of all relevant themes and a rich, nuanced understanding of each. Qualitative research emphasises depth over breadth; however, studies suggest that while code saturation (the point at which no new themes emerge) may be reached within a small number of interviews, meaning saturation (the point at which themes are fully understood and developed) often requires a larger sample (Hennink, Kaiser & Marconi, 2017). Therefore, the findings could be interpreted as providing insight into common experiences among EPs, rather than representing the full range of perspectives within the profession. Furthermore, as saturation is a judgement shaped by the research design, analytic approach, and scope of the research, it is recognised that the explanatory nature of this mixed methods research may justify a smaller sample, but also inherently constrains the extent to which broader generalisations can be made.

3.7.3 Data Collection

Phase 1 (Quantitative): The data in Phase 1 was collected through an online survey, a tool which has been used for many years in psychology and social research (Christensen et al., 2011; Robson & McCartan, 2016). Questionnaires are frequently used within surveys and defined as a list of questions by which participants can give their opinion (Roopa & Rani, 2012). These surveys can be administered by telephone, face to face or self-completed by participants and are

seen as a valuable method for collecting a range of information from many individuals (Robson & McCartan, 2016; Roopa & Rani, 2012). In more recent years, the popularity of internet-based surveys has increased in comparison to other methods of circulation due to the smaller time requirements (Robson & McCartan, 2016). As well as this, popularity may have increased due to research determining internet-based surveys as a valid method within research methods that can increase the impact of psychological research on society (Gosling & Mason, 2015; Lewis, Watson & White, 2009).

An internet-based survey was chosen as a method of data collection within this research due to the associated benefits, which are suggested to outweigh the challenges within psychological research (Gosling & Mason, 2015), namely their ability to reach large samples of participants, at a low cost, over a short period of time, whilst ensuring anonymity implied to encourage openness (Robson & McCartan, 2016). Furthermore, more diverse demographic samples have been found to be captured when using internet-based surveys (Gosling & Mason, 2015), as opposed to traditional methods of data gathering (such as paper-and-pencil) and have been concluded to yield equivalent data (Lewis, Watson & White, 2009). As such, this method of data collection supported the researcher's intentions to explore the nature of EP support for ColPs across England, thus supporting generalisability. The diverse nature of the data gathered was a strength, including a range of professional positions within the EP profession, across a variety of contexts and locations, and lending itself to this method of data collection.

As the research aimed to explore the EP profession it was assumed that target participants had high levels of literacy skills and understanding of written English, as the majority of AEP applications and all TEP applications require written submissions prior to appointment and education to at least a degree level (recognised by the British Psychological Society). Qualified EPs working in any capacity must maintain standards outlined by the Health and Care Professions Council (HCPC, 2024), which state that practitioner psychologists must 'be able to communicate effectively (Standards for Proficiency, 7; HCPC, 2024), including 'communicating in English to the standard equivalent to level 7 of the International English Language Testing System' (Standards for Proficiency, 7.2; HCPC, 2024) and the need to 'be able to keep full, clear and accurate records' (Standards for Proficiency, 9.1; HCPC, 2024). Therefore, the researcher deemed surveys as an appropriate, accessible, and inclusive data collection tool.

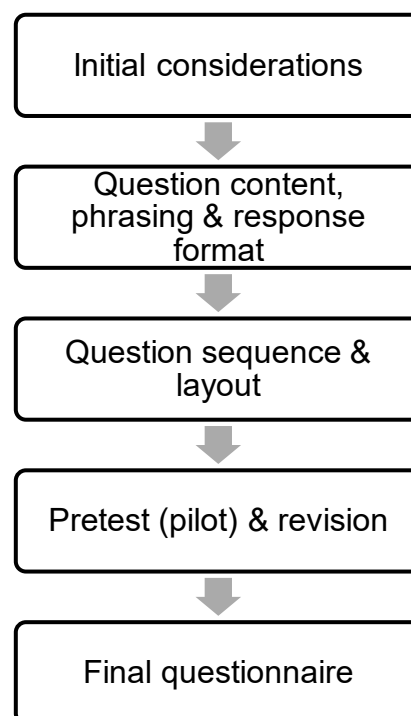
Additional to the accessibility, online survey tools are thought to reduce demands on participants, allowing them to complete the survey at convenient times. The researcher also limited the number of questions within the survey and gave potential participants a 3-week block in which to complete this. The researcher felt this was important, as it has recently been recognised in the media that there is a national shortage of EPs at a time of greater demand (Yousseff, 2022) and the workforce operates at a limited capacity (Lyonette et al., 2019).

The initial survey was designed by the researcher to explore the current nature of EP support for ColPs, considering qualities deemed to create a 'well designed questionnaire' (Figure 6) (Roopa & Rani, 2012). Due to a lack of research

within the educational psychology exploring what more the EP profession can do for CoIPs and the current nature of support for these children and young people, initial considerations for the questionnaire explored populations regarded as similar to CoIPs. The researcher drew heavily on the work of Norwich, Richards & Nash (2010), who previously explored current EP practice in relation to Looked After Children (LAC). Like CoIPs, LAC are perceived as a vulnerable group of children and young people who have experienced Adverse Childhood Experiences (ACEs) (Felitti et al., 1998).

Figure 6.

Stages of Planning a Questionnaire Adapted from Roopa & Rani (2012)



The original survey conducted by Norwich, Richards & Nash (2010) was unavailable, therefore the researcher devised questions based on the research questions and aims and inferred from their findings outlined in the research. Close-

ended questions were used within the survey, with a fixed set of multiple responses outlined for participants. However, some questions were not truly closed as multiple choices could be selected from the list of pre-set responses presented and the option of an open response was provided, if participants felt that their response was not captured within the presented list. The question content, phrasing and response format were uploaded to an online survey platform known as Qualtrics to review the sequence and layout.

The survey was then pre-tested amongst the researcher's training cohort. They were selected as it was intended that other TEPs would complete the survey and their knowledge of the EP profession would allow them to understand the questions being posed. Feedback relating to content, phrasing, format, sequence, layout, and accessibility were accepted. This reduced the chances of questions being misunderstood and ensure the clarity of the formulated questions, to reduce the chances of a biased picture (Roopa & Rani, 2012). Robson and McCartan (2016) suggest piloting offers the identification of issues for the research design within the real world, the researcher acknowledges that due to time constraints a formal pilot was not possible. The researcher also reviewed questions with their allocated research supervisor to ensure feasibility within the EP profession. From this pre-test, revisions were made ensuring forced responses were required for participants to continue with the survey. In addition to this, an accurate duration of time was predicted to complete the survey which the researcher presented to potential participants for full transparency. The data gathered by the researcher's training cohort were reviewed to ensure feasibility with the research and remained as part of the sample if completed.

The final survey was then circulated through the mediums and for the reasons detailed previously. It opened with an information sheet, detailing specifics of the research (for example, the research questions, requirements for participation and right to withdraw). If participants selected to proceed, the first question asked for them to consent to the research requiring a forced response. The following questions then acquired demographic information from the participants. These questions were purposefully placed at the beginning of the survey to influence the attitude of respondents, seeking cooperation. Roopa and Rani (2012) explain that difficult questions should be avoided at the beginning of online surveys and should proceed with gathering general information, prior to moving to more specific questions. Thus, this was followed by the researcher. For details of the full survey questions including responses provided for selection, information sheet, consent, and charities/organisations provided as part of the debrief information, see Appendix 7.

Phase 2 (Qualitative): Qualitative research is defined as understanding how humans interpret meaning from their experiences, constructs of their world, their experiences, and generate models or theories (Merriam & Tisdell, 2015). Interviews are seen as one of three essential data collections in qualitative research, alongside analysis of documents and observation (Merriam & Tisdell, 2015) and are used during Phase 2 of this research. Braun and Clarke (2013) explain that qualitative research methods should complement the broader framework in which certain epistemological and ontological assumptions prevail. Utilising interview techniques aligns with the critical realist position adopted by the researcher, as this explains that the 'truth' is not observable and is difficult to obtain, therefore the analysis of

documents and observations would not be an appropriate data collection method for this research. Interview methods are regarded as the most popular and common qualitative data collection technique in the social psychology field (Figgou & Pavlopoulos, 2015).

Interviews involve dialogue between the researcher and interviewee. The researcher asks questions and sets the agenda, while the interviewee takes the role of respondent (Figgou & Pavlopoulos, 2015). The dialogue between researcher and interviewee is dependent on the technique of interview selected by the researcher. These 'techniques' refer to either structured, unstructured, or semi-structured interview techniques. For the purpose of this research, semi-structured interviews were undertaken with participants. Semi-structured interviews allow the researcher to set the agenda on the basis of their own topics and interests, allowing room for participants' more spontaneous narratives and descriptions (Figgou & Pavlopoulos, 2015) and are useful as an adjunct to supplement and add depth within mixed methods research (Adams, 2015). Adopting this semi-structured approach complemented the mixed methods design of the research, as the interview questions built upon the data gathered during Phase 1 and were not strictly bound by the Phase 1 questions, complementing the positioning of the research as the 'truth' could be explored further dependent on the participants' experience and reflections brought to the process.

Similarly to Phase 1, Phase 2 of this research drew on the use of internet mediated methods to conduct the interviews. Historically, the internet was used more by psychologists to collect quantitative as opposed to qualitative data (Ayling &

Mewse, 2009). However, it is noted that qualitative psychologists are increasingly turning to the internet to conduct interviews (Jowett, Peel & Shaw, 2011). An advantage of online interviewing is that it can overcome barriers faced by in-person conventional interviews, including geographical distance and the time and cost involved in travelling to meet participants (James & Busher, 2009; Mann & Stewart, 2000). By utilising internet mediated interview methods, the research could practically build upon Phase 1, as participants who previously engaged in the quantitative data collection and came from a range of locations, could be interviewed remotely. This allowed the researcher to interview 6 qualified EPs from a range of locations across England with ease. Furthermore, using internet mediated interview methods ensured that interviewees were not placed under additional pressure to their workload and could engage in the interview at a convenient time that suited them and from a location of their choice.

An online web conferencing tool was used to conduct the interviews, known as Zoom. The Coronavirus (COVID-19) pandemic outbreak saw EP practice move to online methods. Communications and practice throughout the COVID-19 pandemic saw EPs use Zoom and other web conferencing platforms to maintain social distancing (Chia, Ghavifekr & Razak, 2020) and continue to do so after the pandemic. Research suggests that participants' technical competence is required for online interviewing (Jowett, Peel & Shaw, 2011). The researcher hoped that as the research was conducted following the COVID-19 pandemic, participants would have had experience and familiarity of the online web conferencing tool, again hoping to reduce demands for the interviewee as they would not have to navigate a new software. Participants who were contacted for online interview agreed an available

time with the researcher and consequently were sent a Zoom link to schedule this, with a unique password to support security and privacy alongside a consent form for completion (see Appendix 8) and the information sheet was provided again to aid participants' recall and memory.

Zoom provides a real-time one-to-one online conference service, with security and privacy features inbuilt (Chia, Ghavifekr & Razak, 2020). Online interviews are argued to fall into two main types; asynchronous and synchronous (Ayling & Mewse, 2009; Jowett Peel & Shaw, 2011). This research falls into the synchronous category, which refers to online interviews that involve both parties using the internet simultaneously to engage in a 'real time' conversation (Jowett, Peel & Shaw, 2011). To avoid disruptions to the dialogue and 'real time' conversations, the researcher paid for a Zoom plan, as without this the interview link would have terminated after 40 minutes (Chia, Ghavifekr & Razak, 2020). Interview data collected within the research ranged from 27 minutes to 60 minutes. Additionally, Zoom offers a recoding service (Chia, Ghavifekr & Razak, 2020) which allowed the researcher to record the interviews, with consent with the participants. Chen and Hinton (1999) suggest online interviewing eliminates problems associated with unreliable audio equipment, such as background noises, which the researcher found to be the case. This was vital as the interviews were transcribed once completed to support data analysis, discussed in detail later in this chapter and offer insights into the research aims.

To gain a fuller picture of the proposed research question '*What more can be done within the EP profession to support CoIPs?*', this phase of the research aimed to explore '*What can EPs do to support CoIPs?*' and '*What do EPs describe to*

influence their work with CoIPs?'. Phase 1 questions ensured that participants within the EP profession had previously supported and were currently supporting CoIPs and outlined the nature of the support, therefore adding further justification for Phase 2, seeking to capture a richer and deeper understanding of what more can be done to support these children and young people.

The interviews consisted of open questions as opposed to closed, as research suggests that they create an atmosphere where participants are encouraged to think aloud, filling in the blank pages that the unstructured questions represent (Hammer & Wildavsky, 2018). This also felt in keeping with the research positioning, as critical theory explains that the truth can be difficult to know, therefore no set closed questions would be able to uncover the truth to answer the research questions *'What can EPs do to support CoIPs?'* and *'What do EPs describe to influence their work with CoIPs?'*.

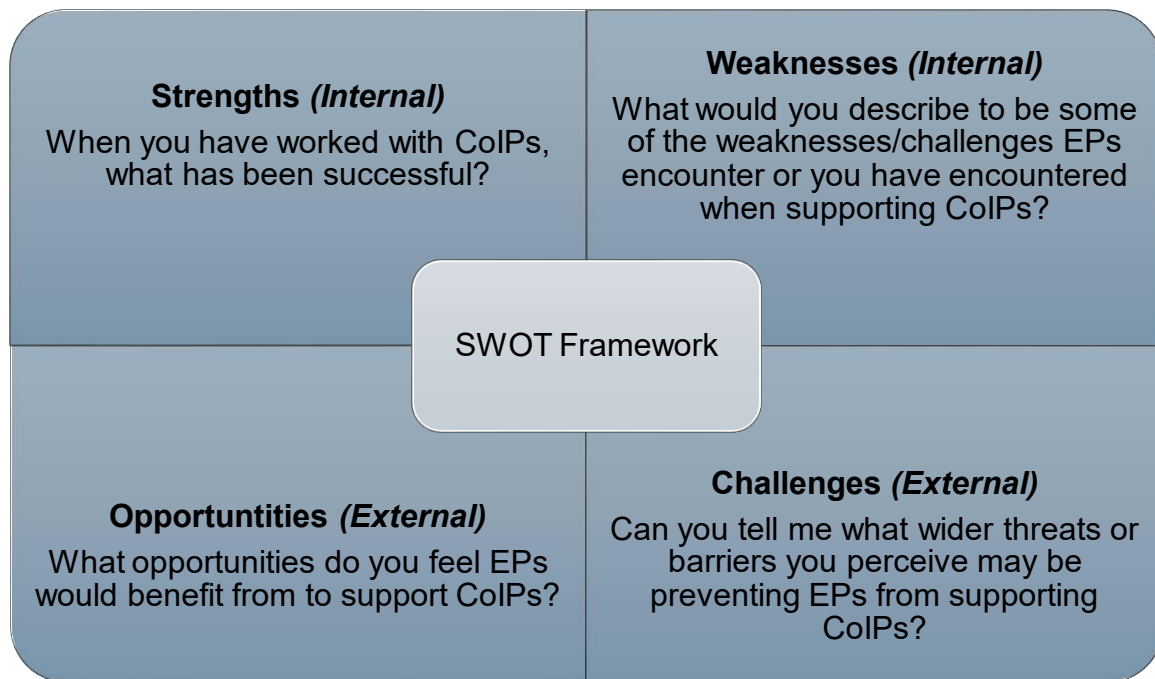
The open questions were created by drawing on a SWOT analysis approach. The SWOT Framework was developed outside of academic research by Albert Humphrey in the early 1960s to early 1970s (The British Library, 2023) and is said to be used to assist the formulation of strategy (Dyson, 2004). Conducting a SWOT analysis explores the strengths, weaknesses, opportunities and threats within an organisation, project, a person, or activity and often presented in a 2x2 matrix (Leigh, 2009). Built into the framework are factors to explore both internal and external considerations of the system (Teoli & Sanvictores, 2019) and from the information gathered by the SWOT been shown to lead to areas of development or implementation (Bull et al., 2016; Thomas et al., 2014). This framework and

approach has more recently been used as part of academic research (Kim, 2005) and specifically as a tool within psychological research (Ahmed, Abbas & Qureshi, 2021; Leong & Leach, 2007) alongside in educational fields (Helms & Nixon, 2010).

As a result, a SWOT analysis framework was drawn upon to create the semi-structured and open questions for the Phase 2 interview questions, building on Phase 1 of the research exploring the answers of participants in further depth by eliciting their views. These views captured the internal strengths and weaknesses within participants' practice when supporting CoIPs, answering *What do EPs describe to influence their work with CoIPs?*. As well as this, external challenges and opportunities within the wider field of Educational Psychology were explored through the questions to support with the answering of *What can EPs do to support CoIPs?*. Overall, by drawing on the SWOT analysis framework approach, and with analysis of the qualitative data provided by participants, implications for EP practice were discussed considering areas of development and implementation. Therefore, a total of 4 questions as shown in Figure 7 were asked of participants.

Figure 7.

Interview Questions Utilising a SWOT Analysis



In addition to the 4 questions outlined above, a further 3 questions were asked to participants. The first explored '*What work experience have you had prior to becoming an EP?*'. This question was posed to participants as Winnicott (1960) describes that attributes, characteristics and personal needs make up our 'true' selves, and Armstrong (2018) argues that a clear definition between 'person' and 'role' cannot be drawn. As such, considering experiences that participants have previously encountered that may have exposed them to ColPs or influenced their practice with this group of children and young people were explored through this question. A further question '*What are you currently doing to support ColPs within the context in which you work?*' was asked, to build upon the data gathered in Phase 1, exploring current EP support for ColPs in more detail. Finally, '*the question this research is aiming to address is 'What more can be done within the EP profession to support ColPs?' Is there anything we have not discussed today that you would like to*

share in relation to this?' to allow participants to share any additional data they feel should be considered and was not captured throughout previous questions.

The structure of the questions asked during interview in Phase 2 was considered. Research suggests that in qualitative interviews, emphasis should be placed on building rapport and starting with nonthreatening questions can build rapport between interviewer and interviewee (Adams, 2015). As such, the interview guide began by asking participants to reflect on their previous experiences, prior to being in the role of an EP. It is also suggested that positive inquiries should be placed before critique style or drawback questions, to allow those who may be reluctant to voice criticisms to share later (Adams, 2015). This was applied to the interview schedule, exploring the internal strengths prior to weaknesses, and opportunities prior to challenges when working with CoIPs. The interview guide concluded with the overarching question, *'the question this research is aiming to address is 'What more can be done within the EP profession to support CoIPs?' Is there anything we have not discussed today that you would like to share in relation to this?'* for ease (Adams, 2015). See Appendix 9 for the interview guide, including probes and structure.

The interview agenda was shared with the researcher's supervisor for review, prior to conducting the interviews. Following this, participants were contacted, and interviews arranged for mutually convenient times and dates. Eysenbach and Till (2001) advise that informed consent should be obtained prior to interviews via email in the form of an attached document for participants to read, complete and return. Therefore, consent was sent via email, completed by participants, and returned (see

Appendix 8 for a copy). Jowett, Peel & Shaw (2011) explore reflections of online interviewing and share that as the researcher is not physically present to observe participants completing the consent form, this should be revisited at the beginning of the interview. As such, the researcher of this study confirmed the participant met the inclusion criteria, clarified if they had any questions following the completion of the consent form and gained further verbal informed consent prior to recording. Following this, the interview began, and participants were briefed that after the first question answers given should relate only to the EP profession. After the data was gathered and the interview concluded participants were emailed a debrief form, relating to charities EPs can draw upon to support CoIPs and support services for EPs to contact if any distress was caused.

The audio data collected for Phase 2 was then uploaded to a software called Otter.ai. This software was initially used to generate raw transcriptions before being downloaded and manually reviewed by the researcher for accuracy. To safeguard the participants data the researcher switched off the 'data sharing' option within the account settings on the software. This meant that the researcher did not give Otter.ai permission to store the data or use it for future training purposes. Once the raw transcripts had been downloaded from the software, they were manually deleted within Otter.ai, confirming that the raw transcriptions generated were also deleted from the 'trash' bin, in which they are usually erased from within 30 days. The researcher then permanently closed their account with Otter.ai following this. More recently the researcher noted concerns regarding the security of Otter.ai, therefore contacted the participants via email during the finalisation of this research to outline the measures taken to protect their data and to aid transparency, as this differed

from the consent form signed (due to the use of a third-party tool) (Appendix 10).

The researcher also discussed this in depth with their research supervisor to consider the participants right to withdrawal. Mitigating factors were considered, such as the concerns raised regarding Otter.ai do not specify if users were using the privacy settings accurately and Otter.ai recently published Privacy Policy (2026) provides an ongoing commitment to the safeguarding and protection of data. The researcher also informed the Tavistock Research Ethics Committee of the actions taken to address this matter and reflected that this experience constituted a significant learning opportunity in their development as a researcher (Appendix 11).

The transcription practice adopted for this is known as 'naturalised'. Oliver, Serovich and Mason (2005) poses that transcript practice occurs on a continuum with denaturalism at one end and naturalism at the other. Naturalised transcriptions are proposed to provide as much detail as possible, whereas denaturalised transcriptions remove idiosyncratic elements of speech (for example, stutters and pauses) (Oliver, Serovich & Mason, 2005). This transcription style was considered prior to transcribing the recorded data and complemented the research objectives. The researcher also felt that this complemented the data analysis, described below, as Braun & Clarke (2013) suggest orthographical transcription should occur in Reflexive Thematic Analysis (RTA). Orthographical transcriptions mirror a naturalised approach, including partial words and stutters. Furthermore, as naturalised transcription is said to represent the real world, as such the themes come directly from the data gathered. Examples of the transcriptions can be seen in Appendix 12.

3.7.4 Data Analysis

Phase 1 (Quantitative): Data gathered in response to the survey provided numerical data collected by Qualtrics. This was then transferred into SPSS for analysis. Exporting the data straight from Qualtrics into SPSS removed issues regarding human error of inputting data. The data was however reviewed to look for obvious errors. Participants who had simply completed demographic data before exiting the survey were removed, for example.

Descriptive statistics were then deducted from the data gathered. Descriptive statistics are suggested to summarise and condense data in an organised manner (Kaur, Stoltzfus & Yellapu, 2018; Kaushik & Mathur, 2014). This was deemed as an appropriate analysis approach for Phase 1 of the research, as the researcher wished to capture the nature of EP support for CoIPs. Frequency and percentages were obtained through analysis and allowed for the presentation of visual representations, as seen in Chapter 4.

Phase 2 (Qualitative): The data obtained through interviews was analysed using Reflexive Thematic Analysis (RTA) (Braun & Clarke, 2019). RTA is seen as being easily accessible and a theoretically flexible interpretive approach to qualitative data analysis, therefore complimenting Phase 2 of this research (Braun & Clarke, 2013; Byrne, 2021). Whilst most research and discussion highlights RTA within purely quantitative research, in personal communications with Braun (2022), has stated that this approach can be used in mixed methods research whereby it aligns with the ontology and epistemology.

It is felt that RTA aligns with critical realism. Braun and Clarke (2022) support the suitability of this approach as they explain critical realism as the 'most popular big theory position for RTA' (p. 169). RTA elicits the identification and analysis of themes and patterns in given data sets and produces codes, allowing for a seamless synthesis with the quantitative data collected during Phase 1. These themes and codes are created with acknowledged researcher subjectivity, which aligns with the critical realist view that knowledge can only be assessed through subjective and contextual accounts.

This approach was adopted, as opposed to other versions of Thematic Analysis, as RTA places emphasis on the researcher's active role in interpreting the data. Therefore, RTA allows space for the researcher's own beliefs and experiences when making sense of the data collected. Braun and Clarke (2019) recognise this, explaining that generated codes are representative of the researcher's interpretation of the data and, whilst it is possible, there are no expectations placed that other researchers would interpret the same codes and themes from the data. This reflexive element was considered by the researcher, engaging in a research diary throughout the process, capturing thoughts, feelings, and reflections to consider how the researcher influenced the interpretation of the data. The researcher also engaged in reflective discussions with their research supervisor, which is an important consideration as the researcher created the interview and survey questions specifically for this research, due to a lack of pre-existing measures. Furthermore, the researcher completed a Reflective Practice Template proposed for use by the Health and Care Professions Council (2021) to support active reflection throughout the interview process (see Appendix 13 for examples). It was important to capture as

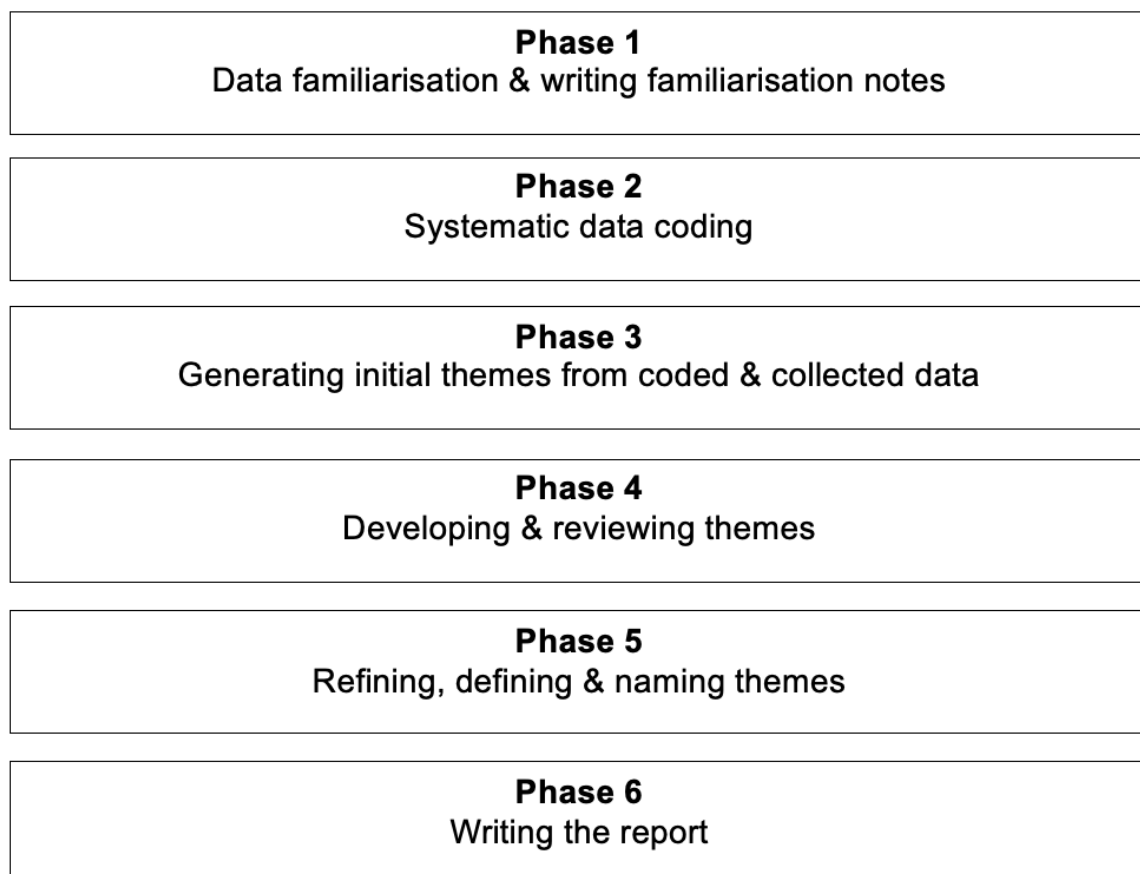
research highlights that qualitative researchers using online methods need to engage in deeper self-reflection and reflexivity (Jowett, Peel & Shaw, 2011), consider how they manage themselves when interacting with participants specifically online (Fox, Morris & Rumsey, 2007) and acknowledge relationships between the interviewer and interviewee (Shaw, 2010). All of these elements were acknowledged by the researcher to ensure that this led to a rich and reflexive understanding of the data and was compatible with the sample size of participants.

The qualitative data gathered was analysed using an inductive approach, as opposed to deductive (Braun & Clarke, 2021). The inductive approach accounts for themes derived from analysis which are solely grounded in the data, as opposed to a deductive approach, whereby codes are predetermined by drawing on existing lenses of theories, frameworks or knowledge (Braun & Clarke, 2021). Thus, using an inductive approach was in keeping with the explanatory nature of this research. The researcher acknowledges that a pull towards a deductive approach occurred due to their preconceived understanding and first-hand experience of supporting CoIPs and attending professional practice groups, outside of the EP field, supporting CoIPs. While this inclination toward deduction stemmed from personal experiences rather than established theory, it underscored the necessity of adhering to an inductive approach. This further highlights that a clear definition between 'person' and 'role' can be difficult to draw (Armstrong, 2018) and the researcher valued supervision and engaging in the reflexive process to unpick the conflict between the role of a researcher and impact of personal attributes, values and experience.

To ensure quality RTA occurred, the 6 phases outlined by Braun and Clarke (2021), updated from Braun & Clarke's (2006) publication, were applied to the current research. Braun and Clarke (2021) emphasise that these phases are not intended to be followed rigidly and in a linear fashion. RTA is defined as a recursive process (Braun & Clarke, 2014) and the phases can blend together, so therefore they should not be seen as 'stages' but 'phases'. The phases are outlined in figure 8 below and will be individually discussed in relation to this research below.

Figure 8.

Outline of the Six Phases of Reflexive Thematic Analysis by Braun and Clarke (2021)



Phase 1: Data Familiarisation & Writing Familiarisation Notes

Braun and Clarke (2021) place great emphasis on researchers' immersion in the data throughout the analysis process. This involves reflecting, reading, questioning, writing, imagining, retreating, and returning to the data. Byrne (2021) shared that familiarisation and immersion with the data can begin through the transcription process. The researcher firstly listened to each recording before transcribing and engaged in the 'active listening' process (Byrne, 2021). The researcher then immersed themselves by editing the transcriptions, made possible by the interviews begin recorded through the online platform (see Appendix 12 for example transcript extracts). Transcriptions were revisited by the researcher multiple times to truly immerse themselves in the data and the researcher also reviewed the Reflective Practice Template (HCPC, 2021) completed immediately after each individual interview (see Appendix 13).

Additionally, during this phase, the researcher began the reflexive process by noticing initial trends and feelings of 'pull' towards data, questioning if the researcher's experience and or values influenced this. For example, the researcher was interested in examples of casework described by participants as meaningful, which may have been due to the 'helping' valence they hold. Thoughts and feelings regarding both the data and analysis were also consciously noted (see Appendix 13 and 14). For example, some reflections of casework shared by the participants had an emotive influence on the researcher, although this was fought during the interview to truly take up the role of the interviewer.

At this point, the researcher reflected that they had immersed themselves in the data but acknowledged that they had not yet critically engaged with the data set.

Braun and Clarke (2021) explain that the familiarisation process of immersion and critical engagement can occur sequentially. This resulted in the researcher revisiting the data, considering ‘How does the person make sense of whatever it is they are discussing?’ and ‘Why might they be making sense of things in this way?’ (Braun & Clarke, 2021). Holding these questions in mind supported the researcher to develop analytic sensibility. Braun and Clarke (2013) define analytic sensibility as being able to read and interpret data to produce insights into the dataset that go beyond surface-level or obvious content, and noticing connections between existing research and the dataset, theory, and wider context. The researcher achieved this through handwritten notes presented in a visual mind map to represent each interview (see Appendix 15). This allowed the researcher to feel confident that they had reached effective immersion and conclude the stage by engaging in systematic familiarisation notes of the dataset as a whole to capture ideas regarding potential pattern, meaning, questions and opportunity to reflect (see Appendix 16 and 17).

Phase 2: Systematic Data Coding

Once the researcher deems that they were familiar with the dataset, the phase of coding begins. Codes are implied to be fundamental building blocks which later become themes (Byrne, 2021). This phase of the analysis process involves systematically working through the dataset, attending to each data item with equal consideration, to identify segments of interesting data (Braun & Clarke, 2021). The generated codes are brief to produce succinct, shorthand descriptive or interpretive labels of information, which may be of relevance to the posed research questions (Byrne, 2021). Within RTA, codes may be deemed at different levels (surface or

latent). Surface level codes, referred to as 'semantic codes' are explicit and are defined by the participant. Implicit level codes are known as 'latent codes' are driven generated by the researcher's interpretation (Braun & Clarke, 2021).

MAXQDA, a computer-assisted qualitative analysis programme, was used to support the analysis and generation of codes due to the quantity of data collected. All revised transcripts generated from the interview process were imported to the programme. These transcripts were analysed at both a semantic and latent level and assigned code labels. Braun and Clarke (2021) suggest that multiple rounds of coding should occur to allow for refining of initial codes and propose varying the order in which the data is reviewed to allow for differing perspectives. This advice was adhered to by the researcher, undertaking 3 separate rounds of the coding process (see Appendix 18 for example initial codes and refinement). This tracking is thought to aid transparency (Byrne, 2021) and reflexivity was considered further during research supervision. The final coding system can be seen in Appendix 19.

Phase 3: Generating Initial Themes from Coded and Collated Data

Phase 3 begins when all relevant data items have been coded. Clusters of codes that share core ideas are compiled together, which is the start of theme development (Braun & Clarke, 2021). These candidate themes should allow the researcher to tell a story regarding their dataset to address the research question. MAXQDA was utilised for the initial generation of themes, as codes were able to be organised under themes that shared core ideas and meaning. Braun and Clarke (2021, p.85) mention that at this early-stage researchers should not get too attached

to their initial themes but could hold the following questions in mind to evaluate their themes ‘Does this provisional theme capture something meaningful?’, ‘Is it coherent with a central idea that meshes the data together?’ and ‘Does it have clear boundaries?’. These questions were applied by the researcher to the candidate themes (see Appendix 20 for candidate themes).

Phase 4: Developing and Reviewing Themes

This phase involves the development and reviewing of themes, providing what is seen as a ‘validity check’ of the candidate themes to ensure richness through re-engagement with all coded data extracts and the entire dataset (Braun and Clarke, 2021, p.97). The researcher engaged with the recursive process, moving back and forth between the data and developing analysis. Initially, candidate themes were reviewed, alongside codes and the original gathered data. Through this process redevelopment of themes occurred and was achieved through hand drawn maps and a visual mapping tool, Miro. This tool allowed for relationships between themes to be considered (see Appendix 21).

Phase 5: Refining, Defining and Naming Themes

Phase 5 involves further development of themes and refining of analytic data to inform analysis. The researcher revisited the names of themes, revising them to ensure they were concise and informative. Mapping the structure and flow of analysis then occurred and definitions of each theme were created to test the quality (see Appendix 22).

Phase 6: Writing the Report

This phase began when the researcher felt confident with their themes and that they represented the data gathered to ultimately answer the research questions. Although, the researcher did note a sense of unease during the theme generation process, as there was a temptation to continue to revisit and refine themes, as well as consider the coded data not included within the themes.

3.7.5 Quality of Quantitative and Qualitative Phases

Phase 1 (Quantitative)

Rigour and quality of quantitative research is suggested to be achieved through validity and reliability (Heale & Twycross, 2015). Validity refers to how accurately the intended research concept is measured. Types of validity include but are not limited to:

- *Content validity* - Whether the instrument used adequately covers all aspects of the construct.
- *Construct validity* – This occurs when adequate definitions are provided (Creswell & Creswell, 2018, pg.328), ensuring that the phenomenon being measured exists. This can be achieved by reviewing the measurement tool to ensure it measures the intended construct.

- *Criterion validity* – The relatedness of the instrument to other instruments which measure the same variables (Heale & Twycross, 2015).

In this research, as no pre-existing questionnaire existed to explore if the EP profession was supporting ColPs, Norwich, Richards and Nash's (2010) questionnaire was adapted to explore ColPs. It was hoped by developing the survey from pre-existing literature, that all aspects of the construct would be captured, thus ensuring content and criterion validity. The questions posed for the questionnaire were reviewed during research supervision and by the researcher's training cohort, to resolve any potential issues prior to circulation. This supported the construct and content validity of the tool used. From this, the researcher felt confident that the survey would capture and measure the intended research concept.

Generalisability should also be considered within research. Braun and Clarke (2006) define generalisability as the ability to apply the results of one study to a wider or different population. This survey was circulated amongst a range of platforms with the aim of gaining a representative sample of the EP profession which could be applied to the wider EP profession more generally. Whilst the response rate for this survey was deemed acceptable, the demographic information from the participants meant this was somewhat hampered as areas that respondents came from were not equally acquired. For further information please see results chapter.

Phase 2 (Qualitative)

It is generally accepted with qualitative researchers that reliability and validity are not appropriate constructs for measuring the quality of qualitative research (Korstijens & Moser, 2018). As such, the researcher was not concerned with reliability checks regarding the qualitative analysis within this research, as this is not in line with the critical realist stance taken and RTA. Neither propose that the objective truth can be 'uncovered', therefore processes designed to uncover the truth would be inappropriate.

For the purposes of Phase 2, the researcher applied quality concepts in relation to qualitative data:

- Credibility – This refers to the truthfulness of the research, specifically whether the relationship between the data and analysis appears feasible (Korstijens & Moser, 2018).
- Transferability and contextualisation – The extent to which findings can be applied to populations or contexts other than the participant group (Korstijens & Moser, 2018), which contextualisation is suggested to enable (Levitt et al., 2018). Contextualisation is described as giving a thick description of the context and phenomenon.
- Transparency and reflexivity – Transparency consists of providing adequate details about all aspects of the data collection and the analysis process (Yardley, 2000). Reflexivity is concerned with the researchers' recognition of their own role and biases (Levitt et al., 2018)

Phase 2 of the research and interview questions posed was developed from Phase 1, which was based on literature. Further context regarding CoIPs is

presented within the context and literature review. Therefore, considering and integrating the data and context explored during Phase 1 and within previous literature stated, it was felt to support contextualisation. In terms of transferability, within Phase 2 of the research a large enough sample of data was gathered from 6 participants to give a breadth of data. As all the participants were practising EPs, it is hoped that transferability to the wider EP population can be achieved and will be discussed in the discussion chapter.

Throughout the data analysis transparency and reflexivity were considered. A reflexive journal was kept throughout the research process to notice the researcher's role and biases (see Appendix 14). This was necessary not only for the RTA but also as the researcher was a TEP encountering CoIPs in practice. By engaging in this process, reflexivity was considered throughout. Transparency was achieved by providing details of the data collection and analysis process, incorporating reflections and reflexivity within this.

To ensure that credibility was considered, the researcher prolonged engagement with the data. Braun and Clarke (2019) state that allowing sufficient time to fully engage with RTA is necessary for high quality research. This was demonstrated through transparency of the process and the revisiting of codes, data and themes.

3.7.6 Mixed Methods Quality

As within mixed methods integration of data and quality of research is a key concept, thought was given by the researcher to ensure quality of the research as a

whole could be assessed (Fàbregues & Molina-Azorín, 2017). In doing so, the researcher drew on O’Cathain’s (2015) framework for assessing the quality of mixed methods research. The researcher applied the framework throughout the research. For example, selected appropriate data analysis techniques to address the research question and collecting adequate sample sizes. Further justification for these decisions has been outlined in the above sections.

3.7.7 Ethics

Ethical approval was granted from the university to undertake this research (see Appendix 23). This was informed by the BPS Code of Human Research Ethics (2021) and the developed principles:

- *Respect for the autonomy, privacy and dignity of individuals, groups, and communities.*

This means that researchers have a clear duty to participants. The researcher upheld this by explaining the nature of the research to participants, and respecting their right to withdraw, autonomy, and privacy.

- *Scientific integrity.*

This principle explains research should be designed, reviewed, and conducted to ensure quality, integrity and contribution to the development and understanding of knowledge. The researcher was committed to ensuring

quality within the research, as outlined above, and was held accountable for research decisions during the supervision process. By ensuring quality, integrity, and accountability it is hoped that this research adds understanding and knowledge to support ColPs.

- *Social responsibility.*

The aim of generating psychological knowledge is proposed to support beneficial outcomes, within the limits of professional competence. This was ensured within the research by participants being from the EP profession, reflecting and influencing further EP practice.

- *Maximising benefit and minimising harm.*

Psychologists should consider all research from inception to application and dissemination. The researcher held in mind the participants and implications for ColPs throughout, minimising risk and harm.

3.7.8 Risk

The participant group used within this research is not considered as vulnerable. However, it is important to acknowledge that vulnerability may be less visible and the topic of ColPs may be sensitive for some, based on personal experience or emotive casework. To reduce the risk of experienced emotional distress, both phases of the research recruitment utilised a volunteer sample,

whereby those who may be at risk of emotional distress could choose not to participate. Furthermore, the researcher ensured transparency regarding the research through the use of a detailed participant information sheet. This outlined clear time schedules, aims, right to withdraw and purpose (see Appendix 24).

As a TEP, the researcher was well positioned to recognise when a person is experiencing emotional distress, offer containment, and remind participants of their right to withdraw within Phase 2. However, this was not required. Following interviews and on reflection, if EPs felt any form of distress, a debrief email was sent to participants, highlighting relevant support services, and urging participants to seek supervision as required.

In the current context, there is a national shortage of EPs. The researcher was aware that asking EPs to take time from their working role could add to their workload. As such, the researcher clearly outlined the time required for both phases of the research to allow participants to plan for this.

3.7.9 Confidentiality

Confidentiality, relating to identifiable information was considered throughout the research. During Phase 1, participants remained anonymous with non-identifiable demographic data collected, unless they volunteered to partake in Phase 2. At this point, names and contact details were collected to allow the researcher to arrange a suitable time for Phase 2 interviews to occur. Interviews were transcribed and pseudonyms were allocated. Any mention of potentially identifiable information

was redacted to enable transferability. All data gathered was stored on a password protected laptop, in line with the Data Protection Act (2018).

3.7.10 Consent

Consent was obtained at the beginning of the survey during Phase 1, and prior to the interviews in Phase 2. The consent forms were provided alongside an information sheet to ensure informed consent was given. Whilst conducting the interviews, the researcher revisited the completed consent forms with the participants individually, provided the opportunity to ask any questions relating to the research and gained further verbal consent for filming.

CHAPTER 4 - Research Findings

4.1 Chapter Overview

This chapter presents the findings from both Phase 1 (Quantitative) and Phase 2 (Qualitative) of the research and begins to relate them to the research questions posed by this study. The findings and potential meaning drawn from these will be elaborated upon and explored further in Chapter 5.

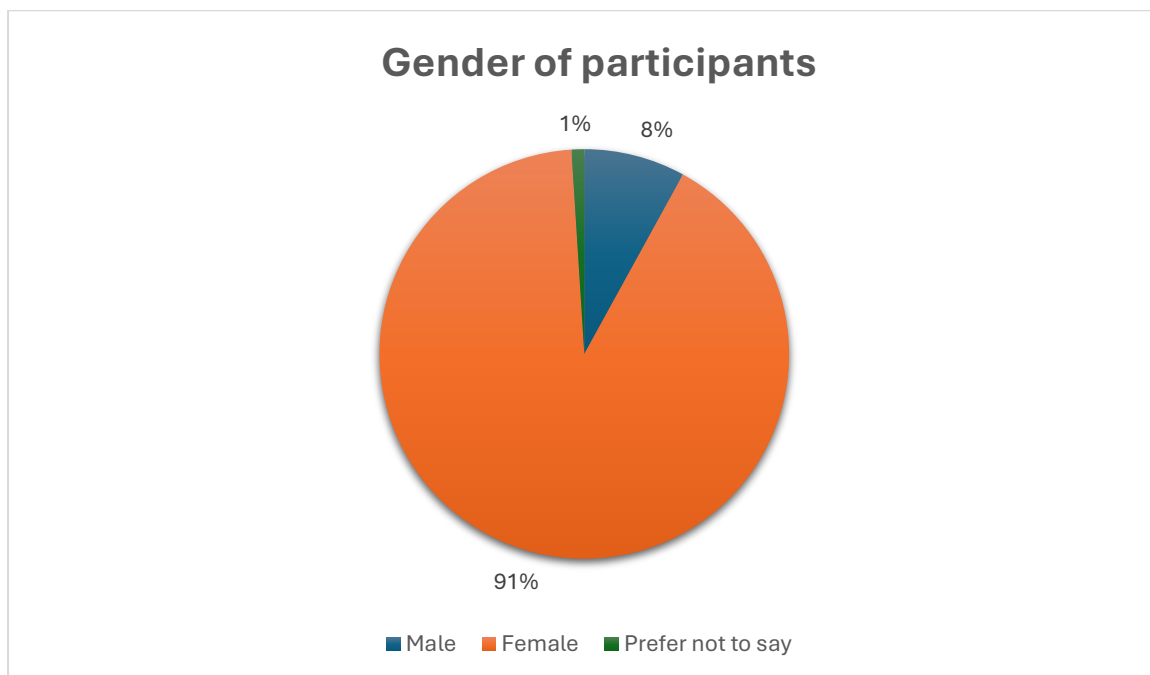
4.2 Phase 1 (Quantitative) Findings

Phase 1 of the research aimed to answer, '*What is the nature of current EP support for CoIP?*' This was investigated by circulating a questionnaire across England to Assistant EPs, Trainee EPs, and Qualified EPs. Further details relating to data collection are outlined in Chapter 3. The questionnaire received 326 responses in total, however analysis revealed that 7 participants had not provided any additional data after giving consent. Consequently, these responses were excluded due to no further data being provided, leaving a total of 319 responses. Moreover, the data was screened for inclusion criteria and missing data, meaning a further 17 participants were removed due to their location, role, or incomplete responses. Therefore, following the removal of 28 participants the total sample size captured the responses of 302 participants. To maintain transparency, examples of the raw data have been provided in 23 whilst maintaining confidentiality of participants.

Findings from the questionnaire are discussed in order of questions presented to participants utilising descriptive statistics. All outputs generated from SPSS can be seen in Appendix 26. There were 13 questions posed to respondents, the questions and response options will be explored below in greater detail. Of the 13 questions, the 1st question ensured consent was received from respondents and the next 3 aimed to capture demographic information of participants to monitor representativeness of respondents. It should also be mentioned that dependent on participants' selected responses to question 6 '*are you currently or have you ever supported a child or young person with a parent in prison?*', they would either be directed to continue with the questionnaire, or the questionnaire would automatically terminate here. As a result of this, a total number of 302 participants completed questions 1-6, and the total number of participants that completed all questions was 123.

Please select from the responses which best describes your gender

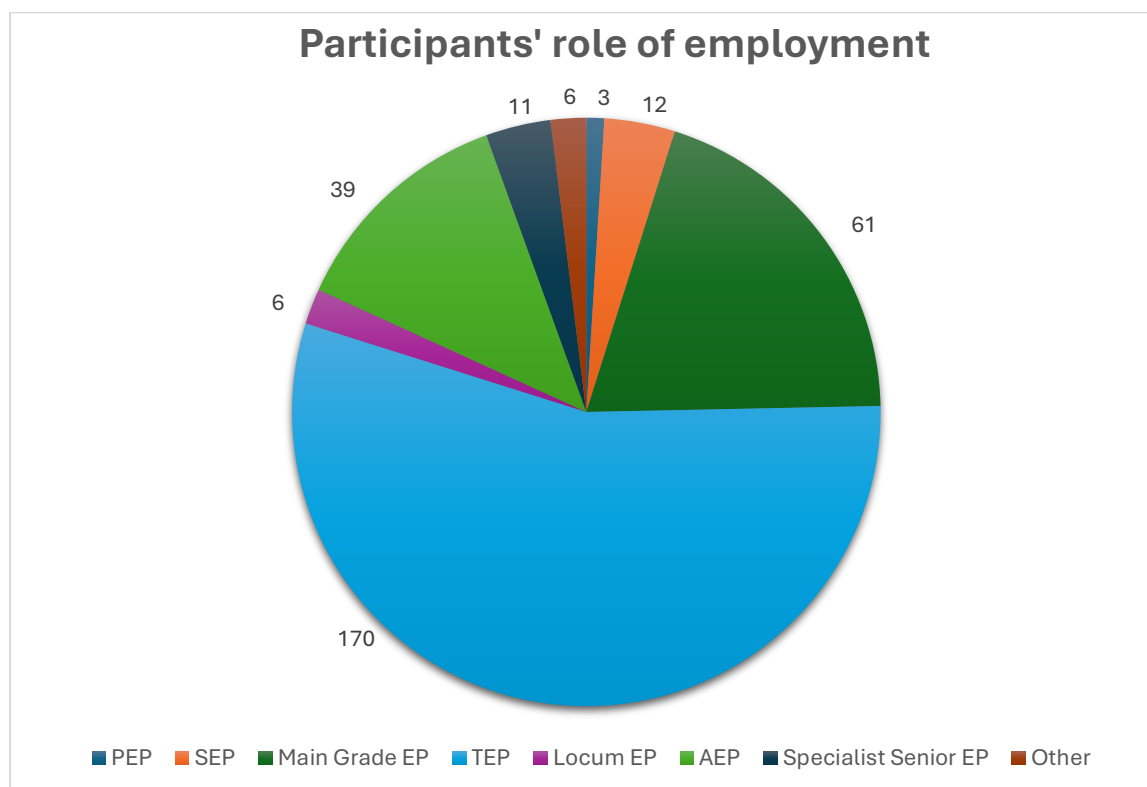
The questionnaire began by asking participants to select their gender. Participants could select from the following options: Male, Female, Non-binary/Third gender, Prefer not to say, or Other (please specify). The responses showed that 275 respondents identified as female, 23 participants identified as male, and 4 participants selected that they would prefer not to say. There were 0 responses for non-binary/third gender or other, as such these options are not shown on the pie chart below. Figure 9 captures the responses of participants in percentages.

Figure 9.*Percentages of participants' gender***Please select which best describes your current role of employment**

The questionnaire then asked participants to select their current role of employment/practice. Participants were asked to select from the following options: PEP (n = 3), Senior EP (n = 12), Main Grade EP (n = 61), TEP (n = 170), Locum EP (n = 6), AEP, (n = 39) Specialist Senior EP (n = 11) and Other (n = 6). It is important to note that multiple answers could be selected as the researcher recognises that within the Educational Psychology profession people can hold multiple positions at any one given time. Due to this, a total of 308 responses were recorded, with 3 participants selecting 2 different roles which applied to their current employment and 1 participant selecting 3 options. Therefore, the frequencies of responses are explored below as opposed to percentages in Figure 10.

Figure 10.

Summary of participants current role of employment



Those who selected 'Specialist Senior EP' were asked to specify their specialism and those who selected 'Other' were asked to specify their role. Specialist Senior EP Roles included Autism, Cognition and Learning, Families/Relational Practice, Looked After Children, Mental Health, Social Care, Youth Justice and Alternative Provision and unspecified. For respondents who were required to specify their role this included Independent EPs, Senior Assistant EPs, Directors of a Commissioned EPS and Academic Tutors.

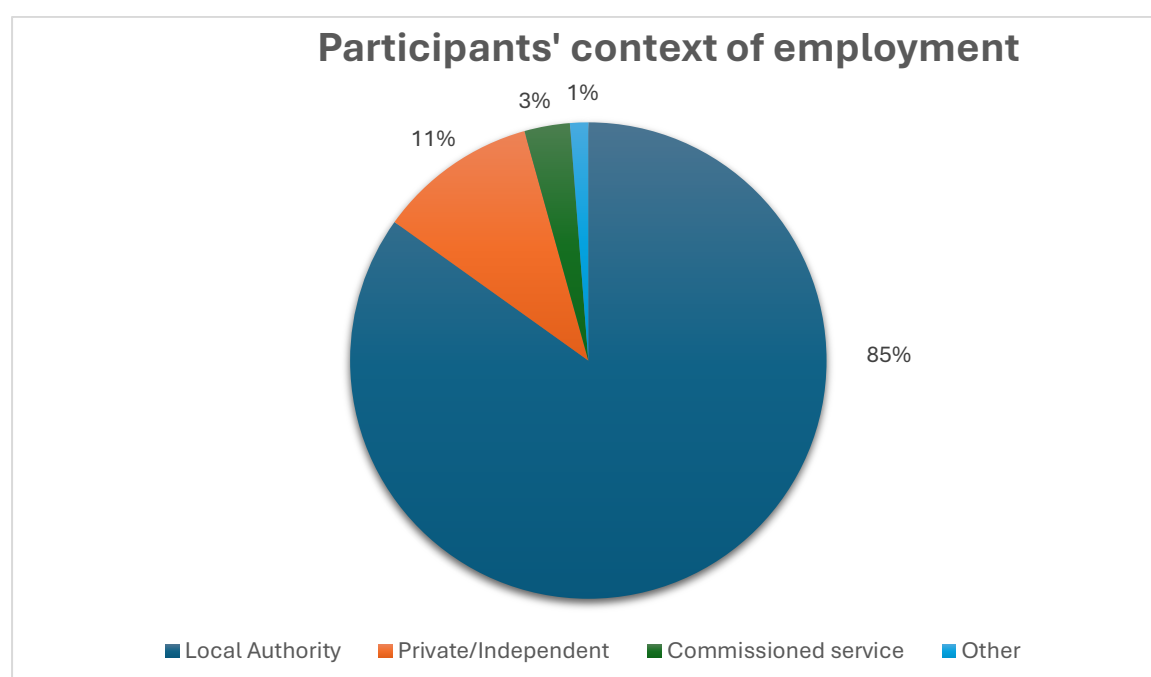
In what context do you currently work?

Participants were then asked in what context they currently work. They were presented with the following options to select from: Local authority, Private/Independent, Commissioned service, Other (please specify). It is important to note that participants could select multiple options for this question as the researcher recognises that participants can hold different roles in and across different contexts. There were 18 participants that selected 2 contexts and 2 participants who selected 3 contexts. This meant that 324 responses were captured for this question.

Findings can be seen in Figure 11 and reported as frequencies as opposed to percentages. This demonstrates that a large number of the participants were employed within local authorities ($n = 275$), followed by private/independent services ($n = 35$), then within commissioned services ($n = 10$) and finally other contexts ($n = 4$).

Figure 11.

Summary of participants context of employment



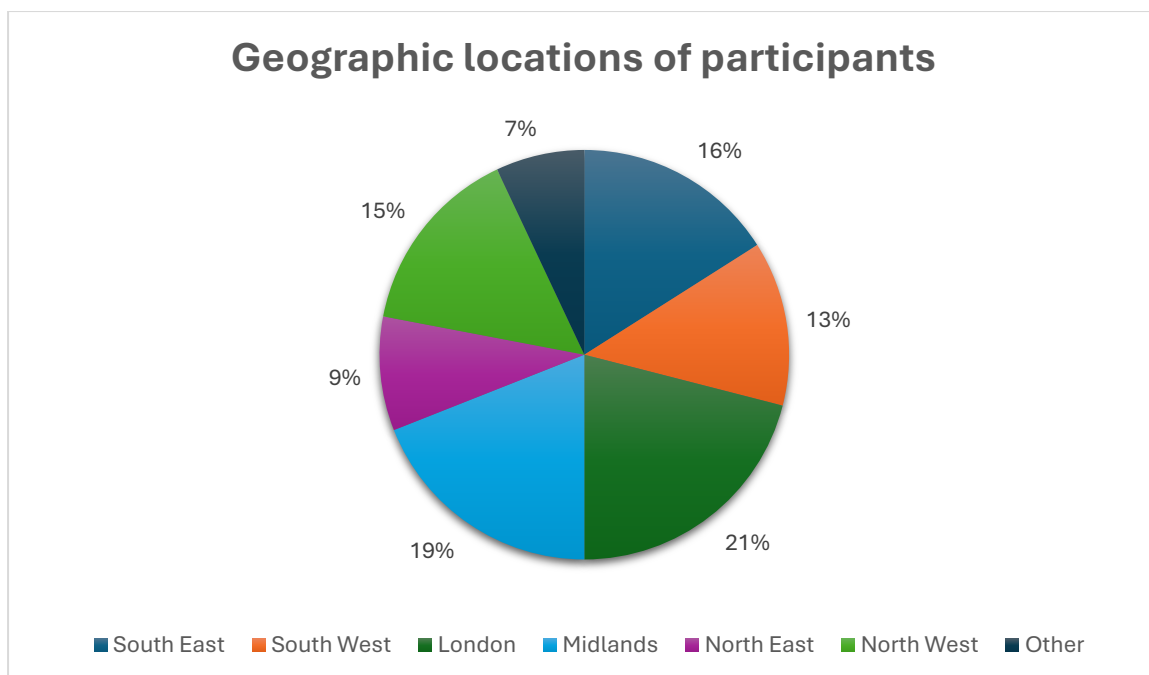
For the participants who selected 'Other' they were asked to specify in which context they work. The other areas participants worked within included Academic Trusts, Tutors on the Professional Doctorate, Community Interest Groups and NHS settings.

Geographically, where do you complete your educational psychology work in England?

The questionnaire then asked respondents, geographically, where they complete their work in England. Options were given for participants to select from with the following results: South East (n = 48), South West (n = 39), London (n = 63), Midlands (n = 57), North East (n = 28), North West (n = 48) and Other (n = 22). The percentages of responses can be seen in Figure 12.

Figure 12.

Percentages of participants geographical location



For participants who felt their geographical location in England was not captured in the options given, they could select the 'Other' option and specify their location. Table 7 captures the respondents' specified locations.

Table 7.

Breakdown of geographical locations from respondents who selected 'Other'

Other Geographical Locations	N
Eastern Region	12
Yorkshire & Humber	7
Other Specified & Multiple Locations in England	3

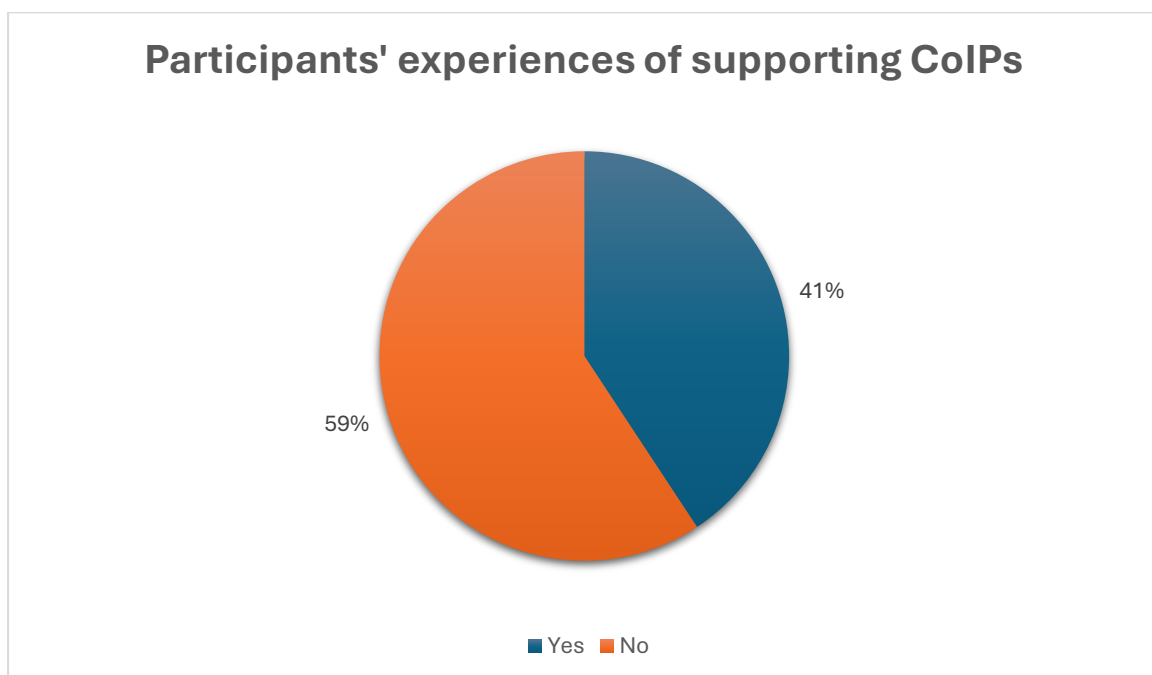
Are you currently or have you ever supported a child or young person with a parent in prison?

Participants were then asked if they were currently or had previously supported a CoIPs. Respondents were given an option of 'Yes' or 'No' to select from

for this question. The responses demonstrated that 59% of participants answered 'No' to this question (n = 179), meaning that 41% of respondents answered 'Yes' (n = 123) (Figure 13).

Figure 13.

Percentages of participants' responses capturing if they are currently or have previously supported a ColPs (yes or no)



It should be noted that over half of the respondents answered no to this question and for them, the questionnaire ended at this question. This left a total of 123 participants continuing with the questionnaire; therefore, this should be held in mind for the responses to the further questions.

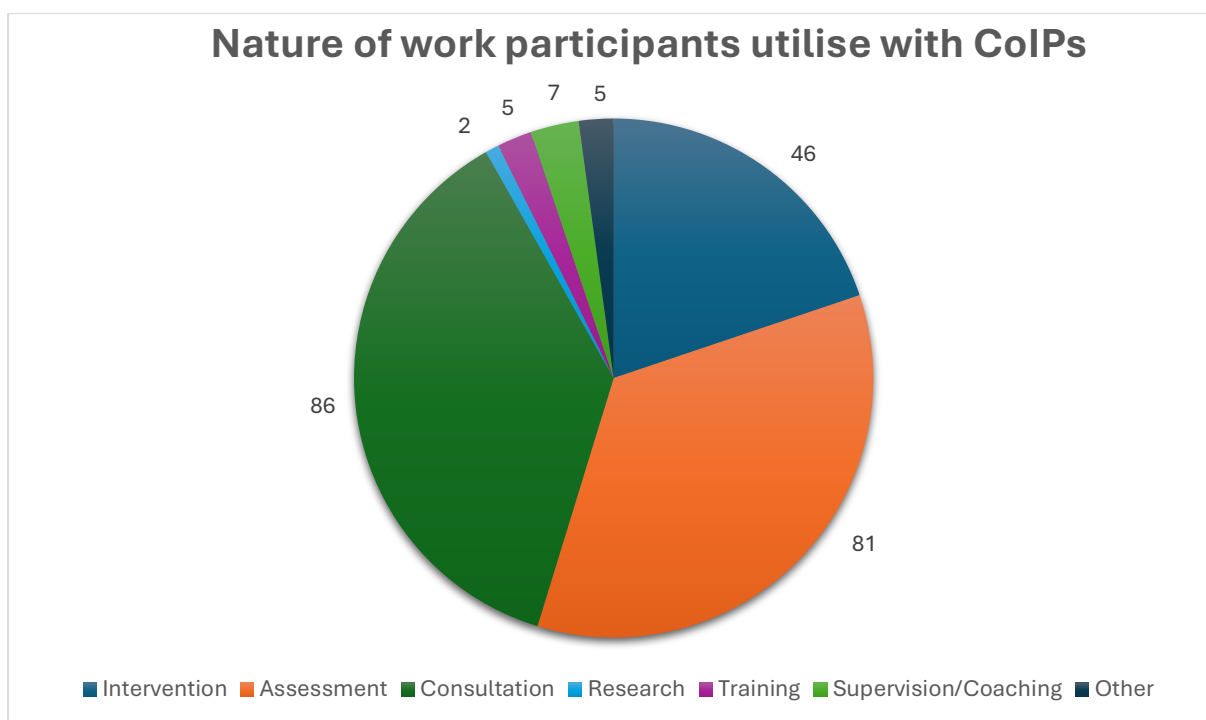
What best describes the nature of work you undertake with children or young people of imprisoned parents?

Participants were asked to describe the nature of the work they undertake with CoIPs. To capture this information, the following options were presented for participants to select from based on the Educational Psychology profession and practice: Intervention, Assessment, Consultation, Research, Training, Supervision/Coaching and Other. As per previous questions, respondents were given the opportunity to select more than one option, as the researcher recognises that educational psychology involvement can include multiple purposes and functions over time. From the 123 participants who previously answered 'Yes', 48 selected 1 response, 48 selected 2 responses, 23 selected 3 responses, 3 selected 4 responses and 1 selected 6 responses. This meant that 232 responses were collected in total.

Due to this, frequency of responses is represented in Figure 14 below as opposed to percentages. Figure 14 demonstrates that the highest number of respondents worked to support CoIPs through consultation ($n = 86$), followed by assessment ($n = 81$), then intervention ($n = 46$), supervision/coaching ($n = 7$), training ($n = 5$), other ($n = 5$) and research ($n = 2$).

Figure 14.

Summary of the nature of work participants undertake or have undertaken with CoIPs



The responses provided by those who selected 'Other' included work regarding critical incidents, mentoring, sharing of resources, whole class sociogram to identify vulnerable pupils or within a teaching role.

At what point during your involvement were you aware that a child or young person has or had a parent in prison?

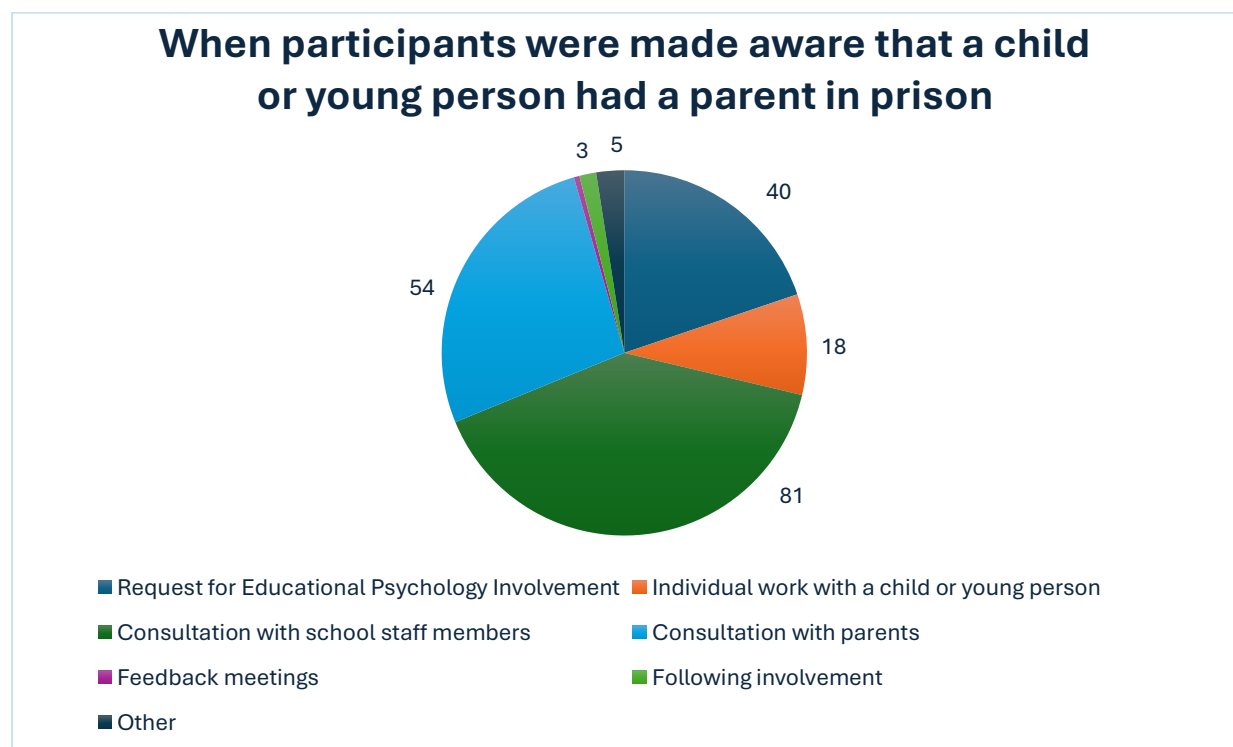
This question explored at what point during the participants' involvement they became aware that a child or young person had a parent in prison. The participants were given the following options to select from: Included on the request for EP involvement, Following EP involvement, during Individual work with a child or young person, Consultation with school staff members, Consultation with parents, Feedback meetings, or Other. As the researcher acknowledges that respondents may have numerous experiences of supporting CoIPs, multiple answers could

therefore be selected. There were 72 respondents that selected 1 response, 31 that gave 2 responses, 13 that gave 3 responses and 7 that provided 4 responses. As a result of this, frequency of answers will be reported as opposed to percentages.

Findings showed that consultation with school staff members was the most frequently selected as a point of when participants were made aware that they were supporting a CoIPs (n = 81), the second most common answer was during consultation with parents (n = 54), followed by the response that it was included on the request for EP involvement (n = 40), shared during individual work with the child or young person (n = 18), then other (n = 5), and following involvement (n = 3) (Figure 15).

Figure 15.

Summary of when participants were made aware that a child or young person had a parent in prison



For the participants who answered 'Other' their responses included being made aware during the EHCP assessment, electronic file documentation, planning meeting, social care information or supervision with ELSA.

How many children or young people of imprisoned parents have you supported in your role?

This question asked for participants to drag a bar to demonstrate, approximately, how many ColPs they have supported. The responses can be seen below in Table 8 alongside the frequency of respondents. The responses range from 1-33 children and young people, with a mode of 2, median of 4 and mean of 4 (SD = 6).

Table 8.

Breakdown of how many ColPs participants have approximately supported

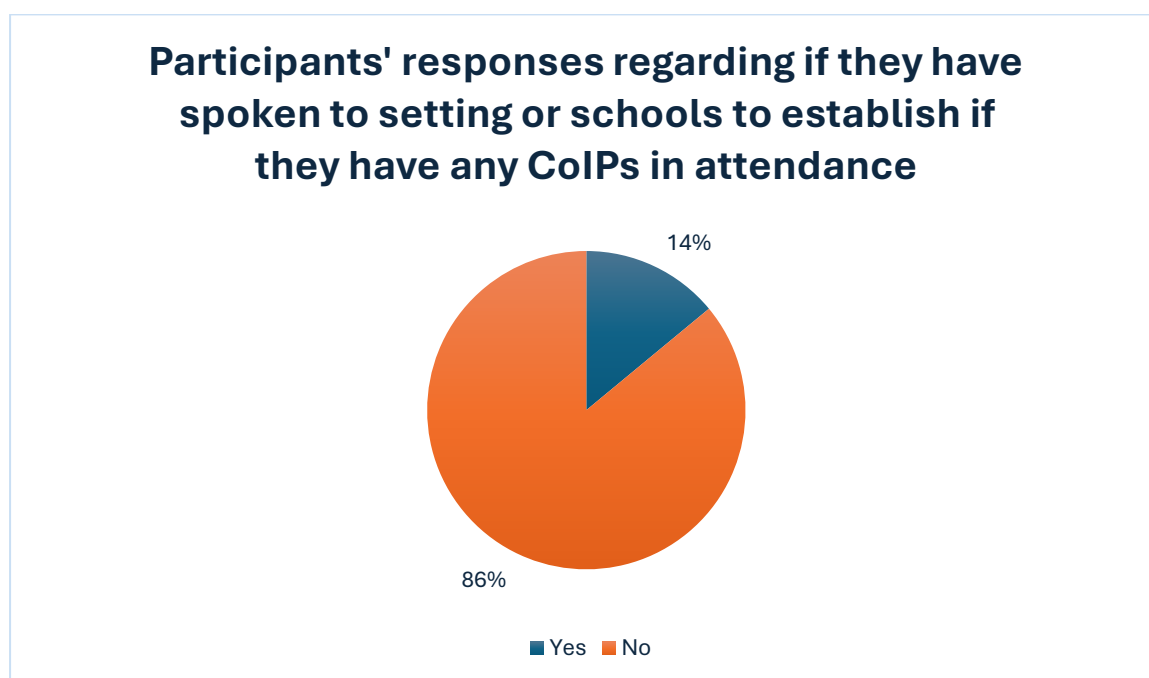
Number of ColPs approximately supported	N
1	30
2	39
3	10
4	14
5	8
6	5
8	3
10	5
11 +	9

Have you ever spoken to settings or schools to ask if they have any children or young people of imprisoned parents in attendance?

Participants were asked if they had ever spoken to settings or schools to ascertain if they have any children or young people of imprisoned parents in attendance, yes or no options were provided for selection. The majority of respondents answered no to this question ($n = 106$), with only a small number selecting the yes response ($n = 17$). The percentages can be seen in Figure 16.

Figure 16.

Percentages of participants' responses when asked if they had ever spoken to settings or schools to ask if they have any ColPs in attendance



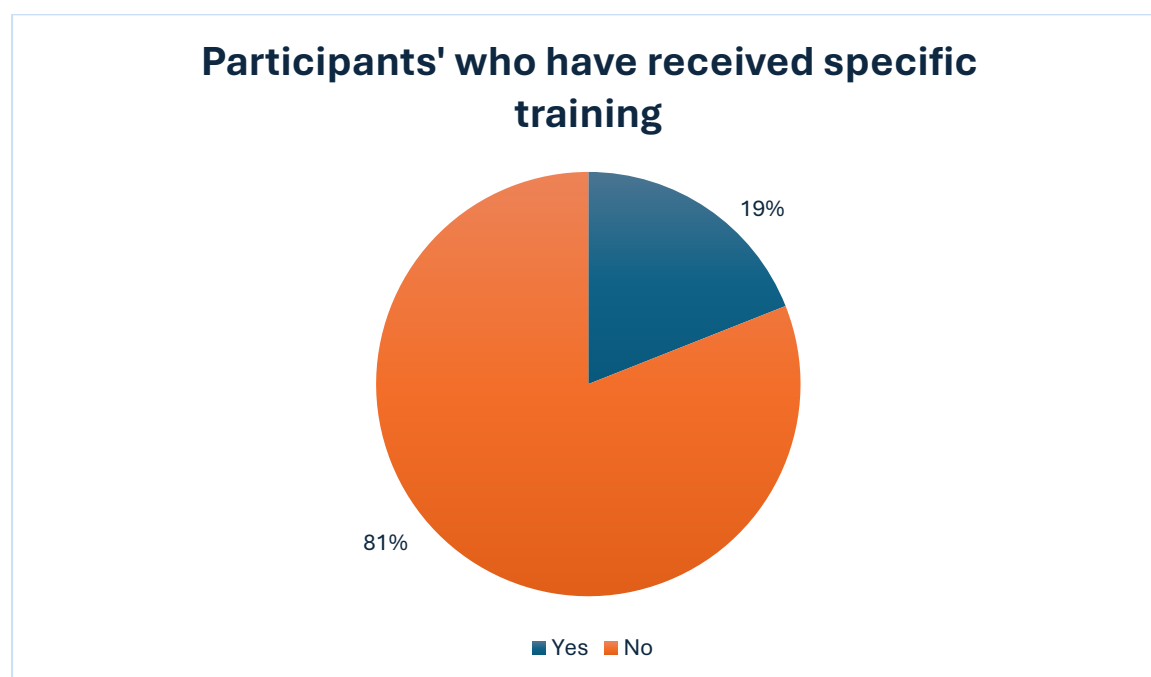
Have you ever received support or training in how to support the needs of children or young people of imprisoned parents?

Participants who had experience supporting ColPs were then asked if they have ever received specific support or training with regards to how to support the

needs of CoIPs. Options of 'Yes' and 'No' were presented. Of the remaining 123 respondents, 23 provided a yes response and 100 selected no. For the percentages relating to this question see Figure 17.

Figure 17.

Percentages capturing participants' responses regarding if they have received specific training to support the needs of children of imprisoned parents

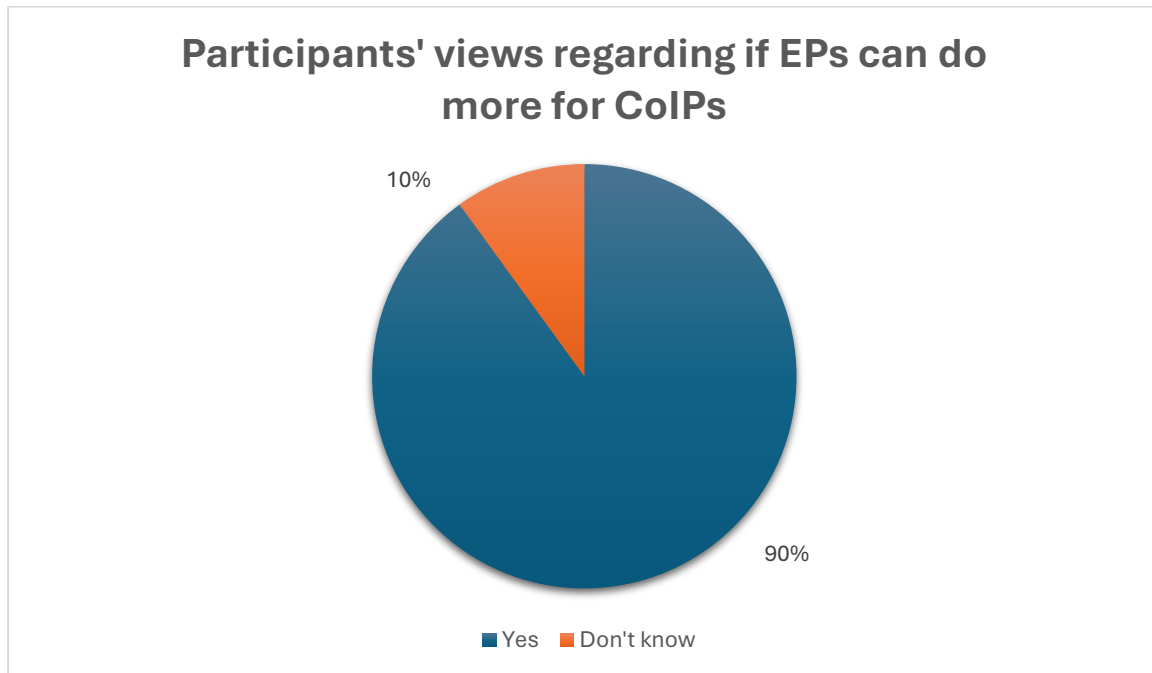


Do you feel that Educational Psychologists could do more to support children or young people of imprisoned parents?

The final question posed enquired if the participants felt that EPs could do more to support children and young people of imprisoned parents. Options given to respondents included: 'Yes', 'Don't know' and 'No'. A total of 111 participants answered yes, the remaining 12 participants selected that they don't know, and no one selected no (see Figure 18).

Figure 18.

Percentages of responses to question 'Do you feel EPs could do more to support children or young people of imprisoned parents?'



4.3 Summary of Phase 1 (Quantitative) Findings

Phase 1 findings explored the current nature of EP support for CoIP within the educational psychology profession.

Results show that the majority of all participants were female, in the position of a TEP, and practicing within a LA context. Findings captured data from a range of roles working within the EP profession and locations across England. Furthermore, most participants had not supported a child or young person with a parent in prison. Therefore, those participants who were or had previously supported children or young people of imprisoned parents continued with the questionnaire.

The most common nature of support undertaken by participants who had previously or were actively supporting children of imprisoned parents were assessment and consultation, with research being the least common. Participants indicated that they became aware that the children or young people they support or supported had a parent in prison most frequently during consultation with school staff, and least frequently following involvement. Findings indicated that the majority of participants had supported multiple children or young people of imprisoned parents.

Despite this, most participants felt that more could be done within the educational psychology profession to support CoIP. Participants shared that the majority did not actively ask settings or schools if they had any CoIPs in attendance and had not had any specific training with regards to supporting CoIPs. These findings offer insight into what the educational psychology profession across England are currently doing to support CoIP. However, to gain a more in depth understanding of what EPs describe to influence their work with CoIP and what more EPs can do to support CoIP, Phase 2 was conducted.

4.4 Recruitment for Phase 2 (Qualitative)

The researcher asked participants to provide their contact details, following the completion of the questionnaire, if they were willing to be contacted for interview. A total of 30 participants volunteered for Phase 2 of the research, comprising of 7 AEPs, 13 TEPs and 10 qualified EPs (including EPs practising as main grade,

senior, specialist senior, PEP and tutors). The researcher contacted all qualified EPs to schedule interview dates and times, as it was felt that they could best answer the research questions posted for Phase 2 of the research. These questions included *‘what do EPs describe to influence their work with ColPs?’* And *‘what can EPs do to support ColPs?’*. From the 10 qualified EPs contacted, 6 responded and were interviewed. For further details regarding the data collection process please see Chapter 3.

4.5 Phase 2 (Qualitative) Findings

Phase 2 sought to gain a greater depth of understanding of what EPs describe to influence their work with ColPs and what EPs can do to support ColPs. This phase aimed to capture individual EPs’ experiences, developing on the information captured during Phase 1. This was achieved by eliciting additional information to explore strengths, weaknesses, opportunities, and threats (developed from a SWOT analysis approach – a technique developed to identify the strengths, weaknesses, opportunities and threats of a project, Nutt & Backoff, 1993) perceived by EPs when supporting ColPs, through a number of semi-structured questions. Adopting a SWOT analysis approach allowed the researcher to explore both internal strengths and weaknesses for the EPs supporting ColPs and external opportunities and threats within the system relating to the profession (Leigh, 2009).

This section outlines the findings from the 6 interviews conducted with EPs and their responses to the semi-structured questions. Reflexive Thematic Analysis (Braun & Clarke, 2021) was used to analyse the qualitative data gathered. A

detailed description of the analysis process is detailed in Chapter 3. A total of 4 themes were generated with 3 subthemes. Please see Figure 19 for a visual representation of the themes, subthemes, and interactions amongst themes. Each theme will be described in turn with reference to relevant to extracts that describe them. Pseudonyms will follow each quoted extracts and typographic features are utilised to ensure confidentiality and ease of reading (Table 9). For further information relating to demographics and contextual information relating to participants, please see Table 10.

Table 9.

A Table to Show Typographic Features used within the Data

Typographic features	
[]	Contextual information redacted to ensure anonymity and confidentiality.
[...]	Quotation has been cut, such as unclear or repetitive utterances.

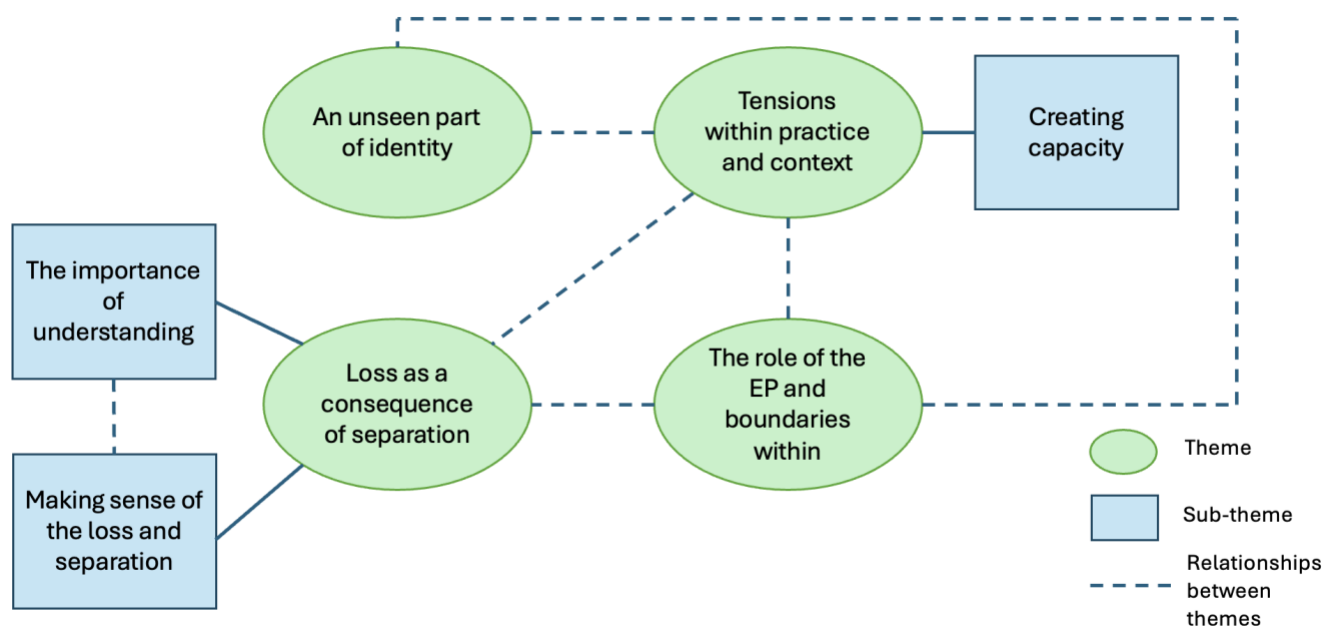
Table 10.

Contextual and demographic information provided by participants who were interviewed.

Pseudonym	Role	Context	Location
Gloria	Senior EP	Local Authority	Midlands
Carol	Specialist Senior	Local Authority	Midlands
Catherine	Main grade EP	Local Authority	Midlands
Olivia	Main grade EP	Local Authority	South West
Helen	Specialist Senior	Local Authority & Private/Independent	South East
Sarah	Main Grade EP	Local Authority	Midlands

Figure 19.

A Figure to Show Themes and Sub-Themes from the Data



4.5.1 Theme 1 – An Unseen Part of Identity

Analysis of the data showed that participants discussed the difficulties with knowing if a child or young person has a parent in prison. The contributing factors as to why this information may not be known are explored, and debate occurs as to whether CoIPs are raised as a priority in EP services (EPS).

Firstly, participants speak to the fact that this group of children and young people often go ‘unseen’, using phrases to refer to CoIPs such as *‘it can be a hidden need’* and *‘I think they are invisible’* as well as describing them as a *‘marginalised group’*. It is discussed that participants feel as though they may not always be made aware that a child or young person they are supporting has an imprisoned parent, and it either *‘crops up’* or is *‘one risk factor’*. Participants explained that CoIPs are mainly identified for support by their school, due to being a child in care or presenting as highly dysregulated in the school setting.

Participants posed that ColPs go ‘unseen’ due to the ‘small’ number of children and young people parental imprisonment affects.

‘I’m not I’m not sure what the prevalence rate is. But I think the prevalent I think [...] there are bigger issues that [location redacted] are dealing with at the moment.’
(Gloria)

I guess it's awareness raising, I guess [...] a challenge is to do with that this is a this is a unique, specific [...], smallish population of important but smallish [...] group of young people. (Sarah)

‘So I don't think there are too many incarcerated but that's probably stereotyping [...].’ (Catherine)

It is acknowledged by participants that stigma and judgement may lead to families/carers being less willing to share their experiences of parental imprisonment. In turn this can also mean that families/carers feel less able to seek or accept help from professionals or external agencies. Consequently, ColPs can go ‘unseen’ by professionals (such as EPs) or experience negative consequences (e.g., bullying or limited support) when they are ‘seen’. This is demonstrated in the following extracts.

‘Also, sometimes schools sort of judgement around the family situation. [...] I think it's them displaying that stigma, I suppose and having to try and put that to one side, rather than let it impact on how they see the child [...] or the other parent. (Carol)

'I think a challenge has also been, or I'm just talking from my experience, I wonder if it would be the case for others as well, [...] around working with the family, [...], I guess that the family in this instance, were dealing with a lot, [...] which sort of centered around the child's parent being in prison. And they're saw [...] the offshoots and the outcomes of all of that. [...] in my experience, [...] that then made it difficult, sometimes for me to work, or just really to be honest with for the family to work with those [...] other agencies, I think there was a lot of trying to kind of protect [...] themselves [...] and feeling quite overwhelmed themselves and just not having the capacity to kind of do much more than just get through the day. [...] so I kind of a willingness to, to accept support. I don't know whether there was a sort of degree of like, shame [...] and just not really wanting to kind of be very open [...] about what was about what was happening.' (Sarah)

'I think maybe still a [...] level of stigma, perhaps, from supporting staff [...] and of course peers of, when a parent is in prison. And having to help that child, or young person to negotiate that as well, can be quite challenging. (Helen)

'I guess, one of the other [...] pieces, I think that probably makes me feel saddest is when children are bullied [...] and become kind of victims in that way. Because I don't know if there's lots of media hype, and everyone has an opinion on what has happened and it becomes, a [...] source of gossip, then lots of unkind things can be said.' (Helen)

These extracts highlight the range of contexts in which CoIPs can face judgement and stigma, including school staff, the media, other family members, community and peers. They emphasise the skills and role of EPs to reframe others' views and pro-actively challenge when school staff may consciously or unconsciously be passing judgement on the family context and experience.

Sarah talks to the '*difficulty*' and '*challenges*' she faced when attempting to engage with the family of a CoIP. She seems to express a worry that she was speaking out of turn with regards to reflecting on this case perhaps for fear of judgement herself, emphasizing '*I'm just talking from my experience*' and caveating again with '*in my experience*'. Sarah also displayed curiosity voicing '*I wonder if it would be the case for other as well*' when discussing this, which may indicate she was seeking reassurance or a lack of confidence.

Carol discussed overcoming the difficulties with engaging families and carers of CoIPs, through enhanced feelings of safety and by creation of an open space to reduce the stigma and feelings of judgement. It was noted that this space was established over time and resistance was felt to begin with. However, the continuation of involvement from an EP resulted in more openness and willingness to engage with support. Carol explored further the impact of parental imprisonment on the child or young person's experience, exploring how collectively, they could prepare a CoIP for visits to a prison setting.

'[...] but we still have to sort of manage that sensitivity around the story. Because there is that stigma isn't there. [...], it's trying to create a safe space, where it can be

spoken about. And that certainly took some time with this case, in particular. The [...] special guardian/carer, [...] we've got a really good relationship now. But in the beginning, it took some work because I feel like... she was quite resistant to external professionals becoming involved in making sense of what, and the impact of things like visits.' (Carol)

When considering judgement of CoIPs, participants also discussed their own reflexivity within their role as EPs. They mentioned their own assumptions and a caution surrounding stereotyping and pathologizing that all CoIPs require support. This can be seen in the following extracts and offers an explanation as to why CoIPs may be deemed to go 'unseen' if they are not presenting as though they require EP support at that time of referral and perhaps as EPs do not want to assume that involvement is needed. Alongside this, there is an acknowledgement that individual differences and contextual factors should be considered with CoIPs by EPs to determine how the child or young person is experiencing parents imprisonment and other contextual factors within their lives.

'And they're kind of one group aren't they in amongst lots of other groups? And also some of these children, that's just one of their risk factors, isn't it? And there's multiple other things. So [...] it's an in some ways, we don't want to like stereo, we don't want to put them in a box like care experience or looked after children can sometimes be can't they when it's that risk and resilience, isn't it?' (Carol)

'And I think that's important as well, I guess, isn't it to not kind of pathologize.'
(Sarah)

'I would ensure that we had [...] informed consent from those, those young people as well, because I think quite often, we may assume that they need something, [...] because of stuff that's going on, but sometimes for the children, young people that we work with, [...] and maybe a minority, I don't know, [...] actually, sometimes it can be a bit of a relief. [...] actually things then at home are lots calmer and, and so actually, they're all right.' (Helen)

4.5.2 Theme 2 – Loss as a Consequence of Separation

Participants appeared to recognise the loss children and young people face because of separation, due to parental imprisonment. The majority of participants put forward that the loss and separation CoIPs experience is different, with one participant deeming it as *'niche'* (Gloria) and another referring to it as a *'unique'* experience (Sarah). However, participants seemed to find it difficult to define or explain this difference, implied by the number of repetitive utterances within extracts. Alongside this, a number of participants attempted to explain the difference sense of loss CoIPs experience by comparing to other forms and experiences of loss.

As a result of this, commonalities with other forms and experiences of loss and separation came to light, despite participants attempting to explain the differences between experiences. Despite the commonalities participants mentioned between the loss CoIPs face, due to separation from a parent as a result of imprisonment with other forms of loss, individual differences and contextual factors

surrounding the imprisonment themselves and the impact of this on the child or young person are argued to be important for consideration when informing EP practice. This can be seen within the following extracts.

'This type of separation is obviously different to others, [...] they can have been separation through death and separation through [...] other means [...] because [...] some parents have got rights to the child, and another hasn't. So it's different type of separation.' (Gloria)

'I mean, we could focus on the trauma and attachment, but this is a different type [...] it's kind of like [...] if you're providing bereavement training to schools, but then you know, death by suicide is a different type of bereavement and it needs a very particular kind of approach. [...] Same with this, okay, this is separation and linked to attachment, but it's a specific type of, so there are the factors that need to be taken into account when you're working with children of imprisoned parents [...]' (Gloria)

'I think that, much the same as certain types of death, [...] there's a kind of choice element that sometimes comes up for children of imprisoned parents, [...] that the parent has left, but they have done it because they've chosen to as opposed to someone dying for a non-choice reason. Yeah, and so I think quite often, there's that level of anger as well that they have chosen to leave. [...] which I guess is where those overlaps, for me anyway, in my bereavement work kind of come up quite a bit.' (Helen)

I suppose that's yeah, the only other thing that we do specifically is think [...] about visits together and what their meaning is, and whether they're positive or negative. Sometimes I do that kind of work, where we've got kind of separated parents, and they're thinking about the relationship and kind of the impact that that has on the regulation and emotional kind of presentation of the young person. (Carol)

Participants attempted to share specific considerations when supporting this group of children and young people, for example Carol shared her experience of exploring visits to prison with CoIPs. It is noted that one participant, Catherine, sought to offer explicitly ways in which the loss and separation CoIPs encounter is different by focusing on the impact. For example, Catherine named that CoIPs experience ‘*stigma*’, ‘*ambivalence*’, ‘*sustained misery*’ and ‘*being seriously conflicted*’ as outlined in the following extracts. Catherine, like other participants, compared the loss from parental imprisonment to other forms and experiences of loss and separation to aid clarity.

‘I suppose opened my eyes to the phenomenon and understanding of the many ways in which, [...] it’s sort of something a bit akin to parental separation and divorce, but more heavily redolent in [...], stigma and I think, an ambivalence often [...]’ (Catherine)

‘I hope that initial training is at least making people aware that [...], there’s a lot of sustained misery and [...] being seriously conflicted, [...] and a death is much easier in some ways, because then it’s over and you can move on.’ (Catherine)

Interestingly when reflecting on employment prior to becoming an EP, Helen adopted a holistic view, acknowledging that her experiences gave her an understanding that the sense of loss and separation is not unique to the ColPs, but also extends to the imprisoned parent. This is explained in the following extract.

'I think probably the only relevant piece would have been on placement when I was still up north in [location redacted] and working within the sex offender wing on a placement. Erm, and so [...], no direct [...] contact with the children, but more work with the adults [...]. And so I guess that gave me a bit of, [...] a perspective into [...] how they were struggling, [...] with not been able to see the children as much as they would want to, [...] and kind of made me reflect, I guess, on the other side of that as well, and how the children would be feeling [...] and what was going on for them.'

(Helen)

Sub-Theme: Making sense of the loss and separation

The subtheme 'making sense of the loss and separation' refers to reflections on theories, concepts and approaches participants have drawn upon to enable their individual understanding of the loss and separation ColPs face. In addition to this, participants also offered examples of how they have applied these in practice to support the impact of having a parent in prison. The theories, models and approaches participants offered during interviews varied in terms of specificity and frequency.

Reference to *'attachment'* and *'systems'* theory occurred most frequently amongst participants. They imply that CoIP can experience disruptions to their attachments, can be supported through the building of attachments in school, require others to acknowledge the trauma they have experienced and support them through a trauma and attachment informed lens. Furthermore, they explain that adopting a systemic approach is required to consider all influential factors within a CoIP's wider system. Participants expanded by referring to particular concepts which have been linked to these theories and can support the understanding of CoIPs' experiences, for example discussing *'risk'* and *'resilience'*, *'precipitating'* and *'predisposing'* factors, as well as *'Adverse Childhood Experiences'* (ACEs). Catherine argued that caution should be considered when considering the application of ACEs, as whilst offering an understanding of CoIPs' experiences, she outlines that this does not support CoIPs and their surrounding systems longitudinally to manage their experiences, as outlined in the following extract.

'everybody knows a bit about ACEs but don't really seem to be applying it proactively so much as the, the sort of explanatory [...] guilt reliever that they're like this because of that, all these nasty things that have happened to them. Sort of nothing to do with us.' (Catherine)

Catherine continues to explain approaches she draws upon within practice to support others and CoIPs to manage their experiences so that they understand that *'genes are not destiny'*. Catherine mentions that CoIPs should be supported to achieve *'Self-Actualisation'* (the concept that people strive to fulfil their potential; Maslow, 1943). Catherine continues to explain that she draws upon

'Rogerian Principles' when supporting CoIPs, which seek to support a person to believe that they have an inherent capacity for growth and self-healing (explicitly naming Carl Rogers, (1959) as the underpinning theorist), and also named the use of *'Personal Construct Psychology'*. Other participants were explicit when naming approaches, they called upon to actively support CoIPs. For example, labelling *'Human Givens'* (Olivia) which is a framework that can help people to meet their own individual needs, and to use innate resources to effectively foster well-being (Griffin and Tyrrell, 2003). *'The Cyclical Model of Grief'* was also referred to (Helen) which *'normalises feelings'* by explaining that grief can be experienced in a non-linear way (Stroebe & Schut, 1999).

The following extract captures the multitude of theories, concepts and approaches one participant drew upon when reflecting on their work with CoIPs, also providing justification regarding why these are appropriate to utilise to support CoIPs.

Yeah, I mean, there's a huge amount of kind of attachment theory in there, in terms of that separation, you know, the impact of not only losing that parent, but then the impact on the parent or the caregiving relationship, what, whoever it is that the child then remains with, and the pressure on that, that the adults ability to meet the child's needs, depending on their relationship with the parent who's been imprisoned, kind of [...], their capacity to explain it, be honest, be open, develop that kind of narrative. And that's the other thing I was going to come to was. I think that narrative approaches and kind of narrative theories is also really important because there's definitely been present in mine and others casework whereby young people feel that that's because it's such a such a big part of someone's story isn't it going to prison?

And it's a very kind of clear marker to a child or young person that someone's done something wrong. And they're sort of bad as such, that young people can kind of start to question their identity, which links with the attachment stuff, isn't it because they have got less of a secure base on which to form that identity. So you could throw some kind of identity theories in there as well. [...] but yeah, that they can develop a bit of a narrative of like, he's bad, therefore, I am bad. And unpicking that with [...] young people is important and helpful. But also coming back to that sort of resilience, thinking about that as a concept for young people because it affects all children and young people differently depending on their context. Because some of them are going to have great buffering factors around them and others aren't. And that's erm something that we use a lot within the trauma informed schools is that idea of risk and resilience. So I think that's really relevant. And you can throw the trauma stuff in there as well, that understanding of developmental trauma, the impact of stress on the brain, and impact of kind of the unknown regulation, how that sort of affects their, again, their sort of physiological responses, the experience of loss, how that can bereavement kind of theories around grief. And we could also mean there's, there's so much isn't there? (Carol)

Carol's final reflection within this extract, *'there's so much isn't there?'* perhaps speaks to the complexity of having a parent in prison, the vast impact this can have on the child or young person, and the number of considerations EPs could make to inform their practice to ensure an individualised approach is adopted.

Sub-Theme: The Importance of Understanding

The sub-theme ‘the importance of understanding’ refers to participants’ contributions whereby they discuss the EP role in enabling the understanding of ColPs’ experiences (e.g., loss and separation). The impact this may be having on the child, or young person is also explored, demonstrating how EPs can respond to ColPs’ presenting needs, as well as their supporting systems.

When participants reflected on their previous experiences and casework, emphasis was placed on facilitating the understanding of others in the child or young person’s supporting systems.

So lots of [...] supporting adults to make sense of his behaviour, support them to be able to [...] engage with him on a conversational level about it, labelling his feelings, validate his feelings. So yeah, lots of work with the adults around him. [...] and to [...] help him through it, and also helping people, other people understand the meaning of, [...] his experiences basically. (Carol)

I think that there is probably [...] more that I have to do with helping people understand the impact of that experience for a young person, or a child or young person and helping I don't, I don't think that comes as easily to, to school staff, so I think I do more of that. (Carol)

‘With any type of trauma, [...], the antidote is around relationships, so a relational approach and it’s about for me, [...] being able to support or train those adults in relational approaches, to better meet the needs of children that have been affected by parents who have been in prison. (Gloria)

‘So a lot of work around [...] formulation [...], you know, I’ve sort of mentioned that [...] developmental trauma and [...] formulating with the school, [...] around [...] what’s going on beneath her iceberg’. (Sarah)

The majority of participants in the above extracts were referring to school staff members as holding an important role in understanding and responding to CoIPs presenting needs. Further extracts below demonstrate why participants felt it essential that school staff are supported to gain an informed understanding.

‘if I can develop that empathy, and if I can, [...] help them see behaviours in a different way, and help them see the what they can do and the impact that that can have, [...] then I think that’s where I’ve seen the most sort of positive impact.’ (Carol)

‘So there was just [...], preparing children in the school, for whom that was part of life, but I [...] generally think it’s better to offer [...] quite a lot of mental health support, [...] by people with whom the child has [...] a trusting relationship rather than some strange woman coming in for a scheduled session and it can be addressed more incidentally at appropriate moments as well.’ (Catherine)

‘I think providing them with a space and also working with the staff, and upskilling staff. So not just, the direct work with the young person themselves, but trying to empower the teaching staff and encourage them to, they already have that relationship with the young person and supporting some of their understanding, and just what they can support with.’ (Olivia)

'Because there was skilled practitioners in school, I guess, [...], after a time, I was putting a bit more focus upon supporting the practitioners who she was building those relationships to work with, rather than me just being you know, yet another adult who was kind of parachuting in but then I wasn't going to be there [...] on a day to day basis, it felt more important that some of this [...] critical work and the work around the emotional development and all of this was being supported by adults who were going to be able to support her on a day to day basis [...], rather than me doing direct work or therapeutic work with her because [...] they had that expertise in school.' (Sarah)

Participants highlighted that school staff are often felt to be appropriately positioned to support CoIPs, as they have more frequent direct contact with the children and young people themselves, when compared to visiting professionals such as EPs, allowing for opportunities to create relationships with them.

The participants spoke to specific programmes that adopt a relational and trauma informed approach and are underpinned by psychological theory. These programmes are also developed and/or delivered by EPs to schools to upskill staff to be able to support CoIPs 'in the moment', including –

- Emotional Literacy Support Assistants (ELSA) (Burton, 2001)
- Trauma Informed and Attachment Aware Schools (TIAAS) (Rose et al., 2019)
- Thrive (Gibby-Leversuch, Field & Cooke, 2019)
- Attachment Centred Mentoring (Jones & Dunnett, 2015).

These programmes aim to develop the skills of whole schools or specific staff members within a school to be able to understand children and young people's experiences. They offer approaches as well as targeted interventions in response to children and young people's presenting needs. The programmes are underpinned or encompass theories and approaches the participants expressed as important influences on their practice when supporting CoIPs. Although the programmes are not specific to CoIPs, participants offered explanations as to why these approaches would be appropriate when supporting CoIPs. For example, Carol shared *'it encompasses the, the kind of experience [...], that children can have in when their parents are in prison in [...] its whole sense'* in reference to TIAAS, as well as *'I think that is a real asset to a school isn't because it covers kind of loss and bereavement and separation in there'* when mentioning ELSA. Sarah echoed this stating that TIAAS approaches support *'all staff to have that [...] mindset that [...] frame of mind [...] when working with, [...] young people understanding the impact that [...] loss and change and [...] separation can have on [...] young people on an ongoing basis, [...] I think we've got really important role there.'*

Sarah offered insight into a school that had undergone Thrive training in the following extracts and applied this to casework with a CoIPs.

'I guess another thing [...] was to do with [...] just containment actually, I think [...] there were points where, like I say the staff who were working most closely with her and [...] the SENCO, were really, worried, I think about [...] what was going to happen. And they recognise what a vulnerable position she was in. And there were points when her behaviour was getting very, very dangerous. [...] and they really

didn't want to have to do anything too drastic [...] at all, that that's not the way that they, [...] operate, but they were just really worried about how they were going to be able to keep her safe. So, I think at that point, it was that it was containing, it was identifying things which were working [...] and then again, it was going back to that formulation and drawing out sort of other things that we hadn't, maybe we hadn't sort of thought of so much before and [...] trying [...] further [...]

'[...] I guess the person it was the most [...] challenging person to work with was the child's class teacher. [...] because she was the one who was [...] bearing the brunt of, [...] things when [...] it did get really bad. And she was totally understandably ground down by it. [...] and so although she herself, you know, again, she did understand [...] where it's coming from and why it wasn't, she did sort of understand what [...] needed to be done. She [...] was exhausted, and again, understandably, [...]. And so, sort of working with her in a sort of slightly supervisory capacity sometimes [...] to [...] try and help her feel supported, and try and set up those systems in school, whereby [...] though they are very supportive school, but she needed something a bit more, [...] than the norm [...]. I guess that that was a challenge as well, working with overwhelmed teachers. I guess that's kind of that's part and parcel of that about work. But this was quite an extreme incident.' (Sarah)

This example demonstrated that, although staff members can undergo training facilitated by EPs and have an understanding of particular children and young people's experiences, they may require further targeted support from EPs themselves to be able to proactively adapt and apply their skills and knowledge to aid CoIPs specifically.

The above extract also highlighted that ‘the importance of understanding’ extended to EPs, highlighting that it is imperative for EPs to comprehend and explore how the staff supporting CoIPs are experiencing their role, accounting for their emotional regulation within practice. Extracts from participants mentioned that at times, when supporting CoIPs, school staff have been perceived to present as *‘losing hope’* (Sarah) and to *‘feel a bit powerless’* (Olivia).

Alongside it being important for EPs and school staff to have an understanding of CoIPs’ experiences and how best to support them, participants emphasised that within their casework they enabled CoIPs themselves to understand their experiences, feel heard, express their emotions and sought to offer strategies for how these children and young people can support themselves. This can be seen in the following extracts.

‘So I’m not actively supporting this boy beyond being [...] a forum in which he can talk about, think about his, his ambivalence, and I think, his fury with his father for having corrupted his life, [...] and left him with feelings of uncontrollable anger that erupted and caused a lot of problems and a very significant difficulty establishing, trust in, in people, but there is some ambivalence as well, that,[...] he can’t just see this father as a five star ship. [...] kind of edit him out of his life. But he wants to cut the strings so that, he can separate himself from his past and the influence of his father. So [...] I think just [...] working therapeutically, in a very time limited way.’
(Catherine)

'[...], doing some kind of drawing, I tried to do a mindfulness activity with him in different like, anger management strategies. [...], a little bit of kind of narrativity stuff, kind of thickening that story and his ideal self [...].' (Olivia)

Throughout this sub-theme, extracts from participants imply that CoIPs can find regulating their emotions difficult, perhaps as a result of loss and separation. At times CoIPs' dysregulation can be communicated through physical behaviours, which leave them and others in unsafe positions. EPs describe a wide range of theories and concepts which influence their work with these children and young people as well as offering examples of how EPs can operate across an individual (with CoIPs themselves or offering supervision, problem solving or containment to staff supporting them directly), group (through consultation with parents/carers and school staff or training of specific staff in schools) and whole school level (through the training of all staff) to respond to the strengths and needs of CoIPs.

4.5.3 Theme 3 – Tensions within Practice and Contexts

Arguably linked to previous themes of 'an unseen part of identity' and 'loss as a consequence of separation', all participants commented on tensions that arise within practice and how they can influence working with CoIPs within school and political contexts. Whilst tensions explored were often posed as barriers in practice, participants offered examples and proposals as to how to respond and address these (as explored within the sub-theme), therefore demonstrating how EPs can support CoIPs further.

General tensions relate to the drive of a casework model and the influence this has on practice, school and EPS staffing, as well as the implications of operating within traded services are explored by participants, as seen in the following extracts.

'I mentioned that there's young people that make it up my list are the ones who with the greatest level of social, emotional mental health needs, or present those needs in a certain type of way that becomes a bigger problem for schools. Whereas if I have more time in a school, I'd be able to [...] be involved with more children or children lower down the list, but then I think that also depends on the schools.' (Carol)

'The other factor there is the school's capacity, isn't it you know, in a school where you've got a couple of ELSA's, and they're able to identify children and do work with them, [...] or you've got a primary mental health support worker, for example, then that [...] can be a real facilitator.' (Carol)

'[...] so the amount of statutory work that we that we have in our caseload, the massive Tory cuts in education. Schools, have, very little money. And actually, if services are traded, that becomes quite challenging. And then they have to prioritise them pieces of casework.' (Helen)

The above extracts imply that ColPs may miss out on EP involvement due to the vast number of referrals made to EPs within school support, the schools' access to funding and training to upskill staff to understand their strengths and needs, and statutory pressures particularly within a traded system.

Gloria explains that traded EPSs are largely maintained through local authority commissioned work, which includes statutory assessments, and trading to schools regarding areas they are willing to pay for. As such, these areas are often prioritised. She reflects that previous attempts to champion support for ColPs ‘*died out*’, implying that there was not a large enough ‘buyer’ in this case.

Discomfort can be sensed within participants when they explore tensions within their practice and the context in which EPs currently operate. One participant openly and explicitly names this discomfort when working at an individual level with children and young people within the following extracts.

‘I’ve worked part time and as I’ve said, there’s a very strong skew towards getting statutory assessments done and again, [...] I think the, so called traded service shift [...] despite the BPS [British Psychological Society] writing about ethical trading, I find it deeply unethical. And I think there is a bit of a, a sense that [...] schools are commissioning services, and they can direct your time. And I find that difficult with, but I have a duty of care that transcends doing this job.’ (Catherine)

‘what we’re doing at the moment as EPs is going to be a shameful episode in the history of the profession. I think it’s a Milgram experiment. I don’t know any EPs who think that, you know, this sort of wheel out you’re dead, the [...] dodgiest kids and we do these assessments and we write enormous reports and we write within a template that prevents us actually making the key points, are very, very defensive.’ (Catherine)

When working explicitly with CoIPs in a casework context, it could be interpreted that other participants expressed discomfort through the offering of ways to overcome or provide responses to the proposed tensions they reflected on during interview. For example, despite working in a traded service and being commissioned by a school, Sarah mentioned *'I was a bit more sort of insistent with the school around certain things'* and felt able to be *'directive'* when supporting a CoIP.

Subtheme – Creating capacity

All participants expressed a desire to create capacity within the systems in which they operate by moving from a predominantly individual level (through specific casework) approach to working on a wider systemic level to attempt to elevate experienced tensions within practice.

Yeah, I think that's the only thing that I would do differently is do I always know. And are there children who never make it onto the list? The ones that I am involved with are the children who present with really dysregulated behaviours in school. And they're a priority for that reason. But there are probably lots of other children in the school that we don't know about. And I think that's where TIAAS [trauma informed attachment aware schools] comes in. Because if, you know, there's only so many of us, but if the school works in that way in their general approach then, then we're more likely to kind of reach, get, give those kids what they need. (Carol)

But how can we work with the prison system? How can we work with supporting [...] the probation system? And what that looks like supporting child visits? What and how can that support play and continue to support that relationship, whatever that offence has been, and still enabling? Yeah, that young person to have a relationship with their parent if that's what the child wants? And yeah, I guess as a policy, how we can inform policy and practice rather than just individually on people that we come across through our school work. (Olivia)

'So I've always through my career tried to develop the sort of PSHE side of schools curricula as a whole school integrated approach. And [...] I would certainly want to be focusing much more on how schools and education can contribute to student's mental health, [...] better than they do. And I think [...] the understanding of ACEs just need in [location redacted]. [...] real education, for it to equip you with social moral, personal skills to [...] experience good quality of life in the here and now and to experience good quality of life in which you can contribute to society and the well-being of others. So [...] I would work very differently.' (Catherine)

The above extracts highlight that EPs reflected on their desire to work systemically across contexts CoIPs find themselves within, to build further capacity within the profession. For example, Catherine discusses a desire to work within the school context to train staff in relational approaches, interventions, and theory to support their responses and understanding of CoIPs, as well as to develop the Personal, Social, Health and Economic Education Curricula (PSHE), so that CoIPs have access to incidental support daily throughout their interactions with school staff members. Extracts also implied EP involvement extending beyond school to within

community contexts, such as supporting children and young people and their families to facilitate contact they may have with the criminal justice system and influencing wider policy that may impact upon them to overall advocate for CoIPs.

Participants shared the benefits for CoIPs if the contexts in which they are in (e.g., school) adopt systemic approaches facilitated by EPs, such as methods to foster resilience, projects to reduce the risk of exclusion, aid the facilitation of inclusion within mainstream school settings, and support the co-construction of a narrative that behaviour should be seen as a form of communication. This can be seen within the following extracts and informed by participants' practice based experiences of working with relationally trained schools with a variety of approaches (e.g., TIAAS, ELSA and Thrive).

'But if that child walks into a school where emotions are expressed, contained, [...] and relationships are everything, then we know that that resilience will be there, even if they are having this experience.' (Carol)

'I would say the biggest measure of success is that he's still in the mainstream school. And I always say that to [...] them [school staff] as well, like, whenever we're having a tricky time. You know, that reminder that in so many other schools, he wouldn't have stayed the course.' (Carol)

'[...] this the school that she is in, [...] they are a Thrive school. Erm and they are, oh, they're wonderful. They're really [...] relational [...] attuned setting, who really get emotional development and the impact that that can have on behaviour. So I think

she, [...] I'm wondering if she had been in another school, whether she'd been would have been raised to me at the same time, or whether it would have been later or earlier. And just the context in which it had been raised when she was raised [for support], she was very much raised as a young person [...] who was struggling emotionally. And I'm thinking possibly in other schools, she might have been raised as someone with behaviour difficulties. [...] the context is important, the context of the school and how they're how they're perceiving things.' (Sarah)

In order to continue to build capacity for the EP profession to relieve tensions occurring in practice through the adopting of systemic approaches, which in turn have been implied to impact positively upon ColPs, two participants suggest that the EP profession needs to collectively agree and prioritise relational and trauma informed approaches. This can be seen below in the outlined extracts and offers further insight into what EPs describe to be barriers to their practice and ways in which they can support ColPs.

'So I think if there was some agreement within the profession, about ACE's and how we are going to be proactive in equipping the children's workforce and supporting parents, in, minimising long term negative impact and optimising development. If we had that agreement, then I think we would work very differently.' (Catherine)

'We need to keep going with trying to develop relational practice in schools. And I know that's happening across the country. But we are as a profession struggling in terms of capacity. And I really think it needs to be prioritised as a big part of what we do.' (Carol)

4.5.4 Theme 4 – The Role of the EP and Boundaries within

The final theme ‘The Role of the EP and Boundaries within’ refers to contributions participants made regarding the scope of the role when supporting ColPs, influenced by knowledge, skill, and confidence. This theme is suggested to be linked with the previous themes, as the content of previous themes explains participants’ contributions as to how and what EPs can do to support ColPs, therefore implying that EPs do have the knowledge, understanding and scope to support these children and young people. The following extract encapsulates this.

‘it’s just being mindful that we do have the tools and the resources and the knowledge to [...] work with this population. You know, [...], there’s the resources that I just rattled off, there [...] are things that we would use with a [...] a range of young people with different backgrounds and needs. [...] so it’s just, I guess, having the confidence to know that you’ve got those things and [...] applying them within this within this context as well.’ (Sarah)

However, this subtheme explores boundaries posed in relation to the role when supporting ColPs. Helen reflected that, in her experience, EPs and Trainee EPs may require supervision or coworking opportunities to overcome the initial perceived ‘fear’ when being asked to support ColPs.

I don’t think that there’s a lot of training for TEPs and EPs out there on how to support this really vulnerable group of young people. [...] I think sometimes just by

having a specific training around it, even although we might be using the same generic skills, it can demystifies things [...] and, I remember [...] doing a piece of case work with a trainee a couple of years ago. [...] and initially, I was like, this is a piece of work that you can do in that kind of initial fear because they've never done a piece of work with a child of an imprisoned parent. [...] but actually [...] co-working that, [...] takes that, it's not mystique is it, but it's that the fear of the unknown, I guess, and not feeling skilled. But actually to show that actually, with that vulnerable group, just as with any other vulnerable group, you've got transferable skills as a TEP, as an EP that you can use and, and it's all about that connection, isn't it? And, being able to relate to children and young people so that, yeah, we can improve outcomes. (Helen)

Continuing professional development features as a competency within the professional guidance of the British Psychological Society (2017) and Health and Care Professions Council (2024), which EPs are regulated by. Engaging with Continuing Professional Development (CPD) ensures EPs are keeping up to date with advancements in research and can be sought when boundaries of professional understanding are met. As well as Helen, other participants expressed a desire to access bespoke training to inform their practice and CPD when faced with understanding and involvement with CoIPs, which could be sought to inform practice or arguably to increase confidence.

I think it would just be useful, you know, in terms of, we have half termly service CPD days to have a session on that, so that EPs [...] understand the you know the factors that needs to be taken into consideration when supporting adults or staff in school of

children of imprisoned parents and successful, [...] ideas of successful intervention or successful work that has been done with these children. And what have been the outcomes from that intervention? (Gloria)

'I think potentially additional training or understanding but from other agencies, more linked with the prison service, I guess, to have a better understanding of, what that looks like and means [...] on a general basis, as well, not necessarily just the specifics of what this person will be, like, just the process of release and the process of some of those things, and what, that should look like or can look like. [...] and I don't know, like a better guidance of different organisations that are available. I think I've tried to, like Google and find charity and not been able to find much.' (Olivia)

As Olivia mentioned above she sought to acquire further knowledge through signposting and charitable options, although noted the challenges she came up against with regards to this *'it's knowing who and what that is, and how that's funded and how that's accessed'*. Other participants recalled the successes achieved within casework by drawing upon the other agencies and professionals they worked in collaboration with to aid CoIPs, some of which were from specific charitable organisations that support CoIPs.

'so that I think we've got, a really good 360 multi-agency support plan. And, the boy was at, I mean, the multi systemic team are involved because of the imminent risk of permanent exclusion. So, between us erm, he's doing a lot better. He's erm, he comes across, as a lot happier, and erm I think has erm a mental representation of

who he is and what his family is, and erm his sense of personal agency and what he can become.' (Catherine)

'There was a lady from Children Heard and Seen, [...] who was wonderful. [...] there was also the school also employed [...], from time to time, a behaviour specialist, essentially [...] from another some independent company in the [location redacted]. [...] I was worried the first time I was involved in that he's going to come from a very behaviourist perspective, and he doesn't at all, he's a more sort of social, he's not a psychologist. So I think [...] there was still definitely, you know, an additional role for me, but he sort of came from a social emotional background.' (Sarah)

Sarah explicitly named the charity Children Heard and Seen, which she stated that she discovered *'by chance'* as a colleague had sent information regarding this whilst her involvement in the piece of case work was ongoing.

Despite this, the above extracts name a number of professionals that EP call upon to be part of a multi-agency approach when supporting CoIPs, whilst highlighting that the role of the EP continues to offer psychological input that may otherwise be overlooked. As such, this demonstrates that it is within the boundaries of the EP role to support this group of children and young people, however other professionals can be consulted with as part of EPs' approaches to ensure a holistic approach is adopted.

4.6 Reflexivity

A reflexive journal was kept throughout this process to consider ways that my own experiences and biases could influence or impact analysis (12). I noted through this process that I was overidentifying with the data, seeking for it to mirror my experiences of working with and supporting CoIPs. It felt difficult at times to hear participants' views regarding the unseen nature of these children and young people, and that some participants did not feel as though there is capacity in the surrounding systems to prioritise support from EPSs for CoIPs. I believe this reflects my lived experience in my role as a TEP, whereby schools have actively sought my input for CoIPs, as well as hearing school professionals' difficulties first hand with supporting this group of children and young people through my attendance at the Children Heard and Seen Professionals Groups. I recognised that I felt eager to advocate for CoIPs and place value on their voice being heard. Having identified this, I tried to adopt a wider lens when working with the data, considering that the data did not have to mirror my exact experience and that the different aspects participants provided gave a richness to the results.

A further reflection within this process was the weight of responsibility I felt to ensure that the findings were helpful to the wider EP profession, specifically when working with CoIPs. I understand from researching support for CoIPs that campaigns for change, predominantly by charities, have been ongoing with limited noticeable impact taking place. I considered that at times, this pressure and responsibility made it difficult to 'see the wood through the trees' when it came to analysis, as I found that intersectionality occurred between candidate themes alongside finalised themes and sub-themes. To begin with, this felt uncomfortable as I was unsure if my themes and sub-themes were therefore robust enough. However, once finalising and writing to

the themes and sub-themes, I noticed throughout the participants' contributions they too reflected on the complexity of aspects they consider when working with CoIPs (e.g., from approaches down to the application of theory), which offered me a sense of comfort. Furthermore, with more recent Parliamentary Bills (UK Parliament, Children [Parental Imprisonment] Bill, May 2024) calling for a national policy guidelines to be established in respect of children with a parent and prison, and a charity creating 'Children with a Parent in Prison Day' (Children Heard and Seen, 5th November 2025) I felt as though hearing and capturing the voices of the EP profession, although complex, feels like a step in the right direction to influence change.

CHAPTER 5 - Discussion

5.1 Chapter Overview

This chapter provides an overview of the findings in relation to the aims of the research and research questions. Following this, the findings will be contextualised through the application of psychological theory, literature and wider societal contexts relating to ColPs. Then, implications of this research will be discussed. Finally, strengths and limitations of the current study will be discussed, with proposed areas for future research highlighted to conclude.

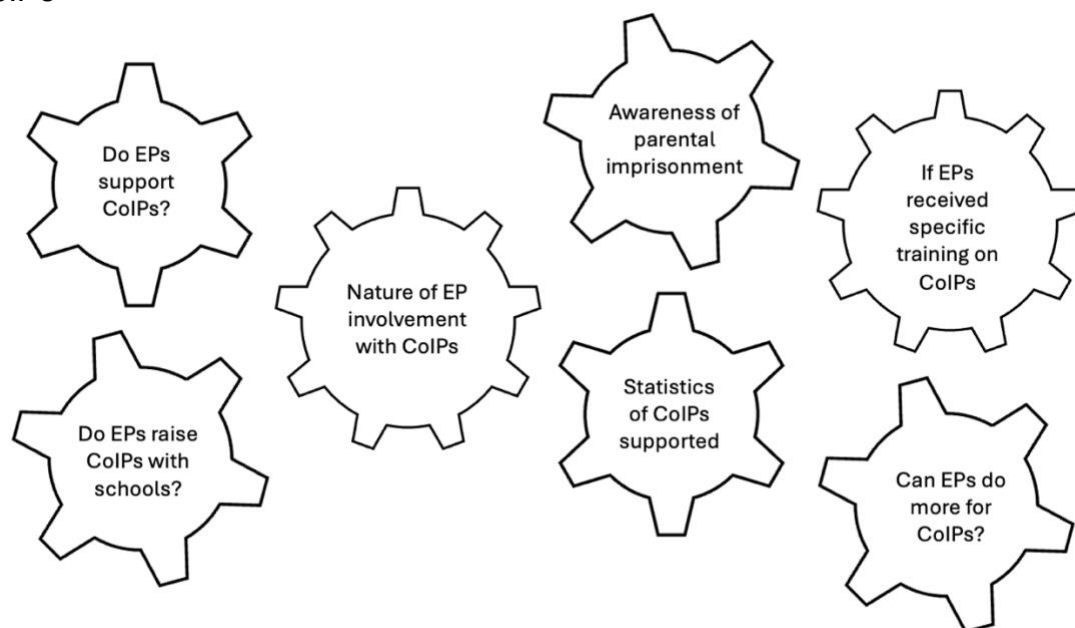
5.2 Overview of Findings

The overarching aim of this research was to ascertain ‘What more can be done within the EP profession to support ColPs?’ The following research questions addressed by this study and dependent on stage were (i) What is the nature of current EP support for ColPs? (ii) What can EPs do to support ColPs? And (iii) What do EPs describe to influence their work with ColPs? This was achieved through collecting largely quantitative data from EPs, TEPs and AEPs (Phase 1) to initially ascertain the current landscape in terms of EP involvement with ColPs (Figure 20). Followed by, obtaining qualitative data through the in-depth views of EPs who had worked with ColPs in practice (Phase 2). Four main themes emerged from the interviews with EPs: ‘An unseen part of identity’, ‘Loss as a consequence of separation’, ‘Tensions within practice and context’ and ‘The role of the EP and boundaries within’. Three subthemes also came from the data with ‘The importance

of understanding' and 'Making sense of the loss and separation' within the overarching theme of 'Loss as a consequence of separation' and the subtheme of 'Cresting capacity' within the theme 'Tensions within practice and context'. As a sequential explanatory design was used, qualitative factors within Phase 2 were informed by the understanding of the quantitative analysis in Phase 1.

Figure 20.

Summary of the Factors Explored to Depict the Current Nature of EP Support for ColPs



5.2.1 Research Question (i) What is the nature of current EP support for ColPs?

Summary of the descriptive statistics

The findings of this research demonstrated that there are EPs, TEPs and AEPs that have historically or are actively supporting ColPs. Participants' contributions showed great variation in the number of ColPs they had supported, with the lowest being 1 and highest being 33. The nature of the work undertaken with

CoIPs spanned across an individual, organisational and systemic level. Further variation could be seen when participants identified the time in which they were made aware that a child or young person had a parent in prison.

The majority of participants had not received specific training to support CoIPs in practice, nor had they spoken explicitly to their link educational settings, regarding if they have any CoIPs in attendance. Overall, participants were in agreement that EPs can do more for CoIPs.

Links to Literature, Theory and Context

The nature of work EPs, TEPs and AEPs undertook to support CoIPs spanned across 3 levels in which EPs are suggested to operate; the individual, organisational/group, and system/strategic (Wolfendale et al., 2003). Furthermore, the examples of work undertaken capture the suggested 5 main areas of the EP role, including but not limited to assessment, research, training, consultation and intervention (Fallon, Woods & Rooney, 2010). The results imply that CoIPs can be supported through the core functions and areas of the EP role.

Previous research offered specific implications for EP practice when working with CoIPs (Weidberg, 2017), which were informed by the gathering of CoIPs' voices directly. Weidberg (2017) discussed that in the UK, there is specific training facilitated by the Barnardo's Children Affected by Parental Imprisonment Engagement Service and mentioned that it would be useful for a member of each EPS to attend the training to increase awareness, knowledge of the different stages

of the “offender journey” and empathy. From researchers’ investigation, this training remains relevant and accessible for professionals, alongside training facilitated by other providers (such as Families Outside, PACT and CHaS) to support ColPs and their families. The results obtained shows that there are EPs, AEP and TEPs that have not received any specific training to support ColPs yet were in positions, in practice, whereby they were required to support this group of children and young people. Therefore, it can be determined from the results that the nature of current EP support for ColPs could be enhanced through professionals receiving specific training relating to the impact of parental imprisonment.

Literature explains how EPs and schools are well positioned to support ColPs (Boswell, 2002; Morgan at al., 2014; Shaw, Woods & Ford, 2022; Weidberg, 2017), however it can be seen from the results that most EPs, TEPs and AEPs who took part in Phase 1 of this research had not actively raised ColPs within the educational provisions in which they work. From the results of this research, it could be hypothesised that participants in Phase 1 may not have raised ColPs with educational provisions due to fear of stigmatisation, lack of confidence or explicit training, and the perceived small number of children and young people that parental imprisonment impacts, which is explored further below.

Finally, the descriptive statistics, gathered as part of Phase 1, largely demonstrated that participants felt as though the profession could do more to support ColPs. In the wider context for ColPs, current support and advocacy is recognised and offered through charities, police and violence reduction units (as outlined in the introduction chapter of this research). This support could be

developed with EPs, working at systemic/policy level, to extend into educational and other community settings whereby children and young people spend significant proportions of their time.

5.2.2 Research Question (ii) What can EPs do to support CoIPs? And (iii) What do EPs describe to influence their work with CoIPs?

An Unseen Part of Identity

A key theme that came from the qualitative data was that interviewed EPs mentioned that having an awareness that a child or young person has a parent in prison is not always known and can therefore influence practice and perhaps approaches drawn upon or adopted. Considering parental imprisonment as an 'unseen' and often 'hidden' part of a child or young person's identity may also have influenced the findings in Phase 1 of the research, as participants who mentioned that they had not worked with a CoIP in the past or present may have been unaware of this experience within a person's life. Participants in Phase 2 continued by offering explanations as to why they may not always be aware that a child or young person has a parent in prison, such as due to this affecting a small number of children or young people, the impact judgement and stigma can have on the child/young person, families/carers and school staff's openness to accepting support, the child or young person not actually requiring or presenting as though they would benefit from EP involvement at a given time, as well as understanding and facilitating change.

When considering what EPs can do to support CoIPs, findings highlighted that EPs could use the soft skills they possess to engage with families/cares. It is hoped that they can be used with the view of reducing stigma and fear of judgement, by enhancing feelings of safety and creating an open space for information and their lived experiences, such as being impacted by parental imprisonment, to be shared. The findings also explained the EP role in actively challenging stigma and judgement through the reframing of potentially harmful views those in their surrounding systems may hold, to advocate for the CoIP. Alongside this, participants also implied that EPs are required to take a reflexive stance, noting their own potential biases and if EP involvement is in the best interest of the CoIP.

Links to Literature, Theory and Context

Similarly to the results of this research, existing literature discusses the prevalence of parental imprisonment and the lack of visibility CoIPs face within legislation and guidance. Existing literature suggests that parental imprisonment does impact high numbers of children and young people, and it is likely having a parent in prison is often hidden from professionals and others outside of the family (Leeson & Morgan, 2022; Morgan et al., 2014). Like the EPs in this research, literature found that school staff can also be unaware that pupils may have a parent in prison or find out after a period of time (Lanskey et al., 2015; Leeson & Morgan, 2022; Morgan et al., 2014; Weidberg, 2017). A potential reason as to why CoIPs are 'unseen' is also explored within the existing literature, echoing the finding of this research that children/young people and families/carers can experience apprehension surrounding sharing this information due to negative impacts of stigma

(Boswell, 2002; Lesson & Morgan, 2022; Long et al., 2022; Morgan et al., 2014; Weidberg, 2017). However, this research offers ways in which EPs can directly reduce the stigma CoIPs face (e.g., through the challenging and reframing of others' views as well as acknowledgement and reflexivity of their own). In doing so, EPs would be upholding the HCPC Standards of Conduct, Performance and Ethics (2024) that they are required to adhere to in order to practise.

As outlined above, participants discussed that EP involvement may not be required for all CoIPs at the individual or group level, and the importance of not stigmatising this group of children and young people. Existing research elaborated on this, offering insights into the coping mechanisms that CoIPs can adopt to protect and manage their experiences independently to reduce overwhelm. This includes drawing on those around them (extended family), a gained sense of control through participation in extracurricular activities, focusing on study, helping others, seeking religious support and having open and honest discussions regarding their imprisoned parent (Manby et al., 2015; McGinley & Jones, 2018; Saunders, 2017; Smith, Secoy & Young, 2022; Weidberg, 2017; Lanskey et al., 2015; Zhang & Flynn, 2025). Although not explicitly labelling the coping mechanisms CoIPs adopt, participants' reflections discussed how EPs can support school staff to be appropriately trained to respond and understand CoIPs in school contexts (e.g., to support resilience) and how to be trusted adults that CoIPs can rely upon, for example through the receipt of EP facilitated training or interventions (e.g., Thrive or ELSA). The results implied that not all CoIPs require individual support directly from EPs, however their positive coping mechanisms can be supported through indirect EP involvement with

educational staff. It is also worth noting that the support EPs can give to staff is not reliant on them being aware that a child or young person has a parent in prison.

One participant in this research (Helen) explained that in their experience, parental imprisonment can sometimes bring a sense of relief and calm to a family context, which may contribute to the 'unseen' nature of CoIP. In some cases CoIPs lives may change for the better as a result of parental imprisonment, meaning that EP involvement is not always required, as the child or young person's life may become more stable or calm without the presence of that parent. However, existing literature suggests that EPs should remain curious regarding the stages of imprisonment and how individual CoIPs are experiencing these different stages due to the conflicting emotions that can be evoked. For example, literature implies, like Helen mentions, that life can be calmer when the parent is initially imprisoned, however these children or young people are more likely to require enhanced support in anticipation for and once that parent is then released (Lanskey et al., 2015). Whereas Morgan et al., (2014) found in some cases that children may look forward to parental release, then experience emotional dysregulation once the imprisoned parent has returned, due to the impact their physical absence has had. Recent research by Martino et al., (2025) concluded that loved ones of prisoners can have a multidimensional relationship towards the imprisoned family member, resulting in the simultaneous experience of conflicting emotions or emotional ambivalence (acknowledged by one participant in this research). This demonstrates that not only do the CoIPs' views and behaviours need to be considered, but also those of their surrounding systems (e.g., the non-imprisoned parent). Therefore, just as with any children and young people referred to EPSs, sensitivity to the context of the referral

and their experiences should be explored in depth and, when possible, over time with those important to them to ensure a holistic view is adopted for CoIPs.

Participants spoke to the importance of noting their own biases and potential stigmatisation they may bring into their role, based on previous experiences.

However, they did not discuss how they would challenge or address these in practice. It could be that to support CoIPs EPs need to continue to remain reflective and reflexive in practice through the use of supervision or frameworks, such as The Johari Window (Luft & Ingham, 1955). This was proposed to consider concepts which are known to self, not known to self, known to others and not known to others to improve self-awareness. This framework can be applied through questioning to supervision (Halpern, 2009).

Loss as a Consequence of Separation

The qualitative data showed that participants recognised the loss CoIPs face through separation as a result of parental imprisonment and argued that it is a different type of loss. However, difficulty can be seen when participants attempted to articulate how the loss CoIPs experience differs to other experiences whereby a loss of a parent occurs. Participants failed to explain the differences the loss CoIPs experience and instead drew similarities with other experiences of loss, such as parental divorce or bereavement. This implies that EPs' differing understandings and explanations of the loss and separation CoIPs experience may influence their practice. It could therefore be argued that having a collective understanding of the

loss due to separation ColPs face is one way in which EPs could support ColPs – as this could then be used to influence other people’s understanding (e.g., school staff).

Links to Literature, Theory and Context

Differing views surrounding the loss ColPs experience can be seen within literature (Lanskey et al., 2015; Weidberg, 2017; Martino et al., 2025; McConnell & Raikes, 2019). Noticeably a difference is referred to in literature, stating that ColPs specifically can face a much less sympathetic response when experiencing loss as a consequence of separation when compared to other forms of parental loss (Glover, 2009). However, there are commonalities between the differing views. An example of this is existing literature labelling ColPs to experience the tension with an ‘absence presence’ (Lanskey et al., 2015) and the data from this research discussing that separation can change depend on the rights of the imprisoned parent, contextual factors (e.g., surrounding the crime) and whether contact through visits is feasible or through any other means (e.g., phone calls) are deemed as appropriate for the child or young person. Weidberg (2017) argues that ColPs experience ‘emotional confusion’ which one participant (Catherine) also reflected upon, referring to ColPs as being ‘seriously conflicted’. However, Weidberg (2017) goes on to explain that the emotional confusion ColPs face can be exacerbated as, in some cases, ColPs can experience the re-arrest of a parent.

Due to the aims of this research ColPs’ voices were not explicitly heard. Within the existing literature however, they are captured and stress the importance of hearing directly from ColPs what the experience is like for them (Brookes &

Frankham, 2021; Zhang & Flynn, 2025). Morgan et al. (2013) shared that ColPs expressed that they can experience emotional distress when adults compare or mislabel their experience of loss due to parental imprisonment with other forms (e.g., such as bereavement and parental separation). Participants in this research study did compare the experience of loss children and young people can face with the death of a parent, as an attempt to conceptualise what may be happening for ColPs. The views of ColPs regarding this will be important for EPs to note should they work directly with ColPs or when explaining the experience of parental imprisonment to their families/carers, school staff members or other professionals.

The theory of ambiguous loss is touched upon within the existing literature and could be considered by EPs when working with ColPs and their surrounding systems to aid clarity of the loss experienced (King et al., 2024; Martino et al., 2025; Weidberg, 2017). The concept of ambiguous loss is widely argued to have been introduced by Boss (1999), and their research provides examples of loss this can relate to, such as dementia, soldiers missing in action, traumatic brain injury, and addiction. The theory refers to the uncertainty when there is a juxtaposition between psychological absence and physical presence, or the inverse (Johnson & Easterling, 2015). Furthermore, there can be a conflicting sense of loss and profound sense of hope that a person is still there or may return (referred to as “both and thinking”) (Boss, 1999; Boss, 2016). It assumes that lack of information regarding the loss and social support can exacerbate psychological distress. Parental imprisonment is therefore argued to be an ambiguous loss as it is unclear, validated by the community and indeterminate (Arditti, Lamberet-Shute & Joset, 2003) with the potential of children and young people experiencing this loss on multiple occasions

(Wildeman, 2010). When adult ColPs have reflected on their experience of ambiguous loss, findings suggested that stigmatisation of the imprisoned parent extended to their experience and complicated their ability to openly process or miss their parent (King et al., 2024). This may offer an explanation as to why parental separation due to imprisonment has been argued in literature to be more distressing than other forms of separation (Johnson & Easterling, 2015). Whilst ambiguous loss as a concept is relevant to other forms of loss (e.g., dementia), it offers a clear definition which can be referred to by EPs, without the need for comparison with other types of loss (e.g., parental separation or death) that cause further distress for ColPs.

Boss' theory regarding ambiguous loss mentions that traditional methods, such as grief therapy, are not effective to manage the loss experienced (Boss, 2009). Boss advocates that to lower stress associated with the experience of ambiguous loss, a person should be supported to build enough strength to live with the loss (Boss, 2016). A framework is proposed by Boss (2016) to aid this process through 6 key guidelines; finding meaning in the situation (find a coherent rationale to make sense of the situation), adjusting mastery (tempering the sense of control by accepting that the loss cannot be changed and redirecting this control into personal power in areas whereby it is possible to enact change and reduce blame), reconstructing identity (allowing individuals to adjust their identity to the new reality), normalising ambivalence (through the acknowledgement and acceptance of conflicting emotions that rise with ambiguous loss and the inability to resolve the grief which occurs with this), revising attachment (by redefining relationships with those present and alternative connections) and discovering new hope (shifting the

focus from finding “closure” to finding new hope, ways to move forward and a meaningful life) (Harris, 2020). EPs should consider this framework to inform their approach to involvement with CoIPs.

Sub-theme – Making Sense of Loss and Separation

Participants spoke to the underpinning theories, concepts and approaches they draw upon to influence their practice with CoIPs directly (e.g., attachment, trauma and systems). The way in which EPs referred to these varied greatly, with some being explicitly or implicitly named, some concepts were provided with an assumption that the researcher would understand due to their experience of psychology (see Appendix 14), and a minority of named theorists shared. It was noted by a participant (Carol) that there are a wide range of theories, concepts and approaches that EPs can use to support CoIPs to make sense of loss and separation. The range of theories, concepts and approaches emphasised in the results perhaps implies that the experiences of CoIPs are complex and an individualised approach is required to ensure those applied are appropriate. It is suggested that by using these theories to initially aid understanding of experiences faced by CoIP, further approaches and concepts can be applied by EPs to drive longitudinal positive change and outcomes for CoIPs. There is recognition within the research that an individualised approach needs to be taken for each CoIP, and curiosity for each individual EP’s work can further inform psychological theory applied.

Links to Literature, Theory and Context

The majority of participants within the research mentioned the application of attachment theory to make sense of the loss and separation children and young people face, due to parental imprisonment. Attachment theory, first coined by Bowlby (1969), explains that children are born with an innate need to form a bond with a primary caregiver, for survival. This bond supports their emotional and social development and provides a “secure base” from which children can explore the world. Based on early attachment experiences, an internal working model is created by a child whereby they develop a mental representation of themselves, others, and relationships. Disruptions to these attachments can bring psychological problems with developing autonomy and trust, as well as cognitive and social skills (Bowlby, 1969; Makariev & Shaver, 2010). Participants did acknowledge that parental imprisonment is a potential disruption to an attachment pattern and is a recognised ACE (as outlined in the Introduction of this research). The impact of this experience can lead to toxic stress, harming brain development and resulting in a higher risk of chronic health problems, substance misuse and mental illness (Felitti et al., 1998).

Originally, Bowlby (1969) and Ainsworth et al., (1978) put forward three different attachment styles; secure, insecure-anxious and insecure-avoidant, before adding a fourth category of insecure-disorganised. Developments in attachment theory now often refer to attachment as a continuum, whereby disruptions in attachments can occur and be repaired (Kobak & Madsen, 2008). Within the data, participants offered concepts they drew upon to support CoIPs to: fulfil their potential, enable an inherit capacity for growth and self-healing, make sense of new

events, meet their own individual needs through their innate resources, explore their feelings, build resilience and upskill others to understand and support them. The results argue that utilising these approaches when working with CoIPs aim to support them and others to make sense of their experiences, to change their internal working model and repair disruptions these children and young people may experience within their attachments and development.

Interestingly ambiguous loss theory, outlined in this overarching theme as a concept EPs could draw upon to support the understanding of loss CoIPs face, is argued to be informed by attachment theory. The theory can be applied as the imprisoned parent is assumed to have attachments bonds with others within the family. Disruptions to these bonds can be painful (Boss, 2016) and have longitudinal impacts. For example, King et al. (2024) observed that when the loss of an imprisoned parent happened early in a participants' life or was a consistent feature, the attachment rupture seemed to be more difficult to compartmentalise within future relationships, due to fear that other people may not have a lasting presence or the impact of shame creating barriers for connection. As previously outlined within Boss' (2016) guidelines, to lower stress, recover and build resilience from ambiguous loss, revisiting attachments is crucial (Boss, 2016 & Masten, 2016) and is best to be done as soon as possible. Therefore, results demonstrate that the application of attachment theory when supporting CoIPs can be helpful to aid understanding and also to navigate the experience and repercussions of parental imprisonment. EPs are commissioned to work with children and young people aged 0-25 years old (in line with the SEND Code of Practice, 2015), by supporting CoIPs within EP practice whilst they are at school, it can mean that CoIPs receive the support at an

appropriate time in their life to reduce longitudinal impact of parental imprisonment on their later relationships. Existing literature discusses how young CoIPs can be supported to manage ambiguous loss through interventions such as play therapy in school-based settings (Brown & Gibbons, 2018; Shillingford et al., 2013). However limited intervention suited to adolescents and emerging adults are seen (Smith & Delgado, 2020) and could be a gap in the literature for EPs to contribute towards through further research and practice-based evidence for CoIPs.

Whilst some participants spoke generally regarding systems theory and approaches, others labelled Bronfenbrenner's ecological systems theory (1992) explicitly. They discussed the application of ecological systems theory (Bronfenbrenner, 1992) with CoIPs, explaining how this approach supported a holistic view of an individual child or young person, through the exploration of the microsystem, mesosystem, exosystem, macrosystem and chronosystem. This demonstrates that EP can be described to support CoIPs through the application of systems theories, such as the ecological systems theory, to formulate a clearer understand of CoIPs surrounding systems and where support may be required.

Sub-theme – The Importance of Understanding

Participants spoke to the importance of understanding CoIPs' experiences and presenting needs within their surrounding systems. This largely included EPs facilitating the understanding of school staff to be able to respond to CoIPs consistently and in the incidental moments, through consultation and training of programmes and approaches, underpinned by theory previously discussed. This was

suggested to be an important consideration, as the contexts in which most EPs operate mean that they are physically in schools for short periods of time or available for advice to schools virtually. As such, school staff are deemed in the research as well positioned to build consistent and trusting connections/relationships with CoIPs, as opposed to unfamiliar, irregular or short-term interventions from an EP.

Data then implied that EPs should understand how school staff members experience supporting CoIPs and respond to these experiences both practically and emotionally. In doing so, data indicated that despite whole school training, school staff may need the opportunity for regulation, due to presenting needs CoIPs may encounter, and further support to tailor strategies for CoIPs. This is perhaps as having a parent in prison is less seen, understood, or heard of in the school community context when compared to other 'labelled' groups of children and young people (such as, Looked After Children) – demonstrating further intersectionality between the overarching theme 'Loss as a consequence of separation' and previous sub-theme 'An unseen part of identity'. It is also implied in the data that EPs can support CoIPs at an individual level to understand their own experiences, should schools not have staff skilled to do so.

Links to Literature, Theory and Context

The existing literature discusses that schools can play a critical role in supporting CoIPs, given that all children and young people are likely to be in full-time education (Shaw, Woods & Ford, 2022). Tuite (2016, p.5) describes education as a 'game changer' for CoIPs, in that it can act as a 'champion' for them or create a

further platform for 'stigmatisation and discrimination'. ColPs' presentation can be evidenced to change in the school environment as a result of parental imprisonment (e.g., communicating distress through dysregulation and struggling academically) (Haines, 2017; King, 2002; Lanskey et al., 2015; Leeson & Morgan, 2013; Morgan et al., 2014; Roberts, 2012; Shaw, Woods & Ford, 2022; Weidberg, 2017). As such, it is perhaps expected that the EPs who took part in this research positioned schools and staff members to hold an important role in supporting ColPs. Participants explained that staff are well positioned to form positive attachments with these children and young people (perhaps to repair disruptions they have experienced), can respond in times of need and that they are consistent adults within their lives.

The results and existing literature depict that it can be difficult for schools and their staff to know how best to support and understand ColPs' presenting needs, therefore referrals to other services (such as EPs or other professionals) can be deemed necessary and may influence EP practice (Leeson & Morgan, 2014; Leeson & Morgan, 2022; Morgan et al., 2013; Shaw, Woods & Ford, 2022; Weidberg, 2017). Weidberg (2017) and Shaw, Woods & Ford (2022) provide an example that EP involvement may be appropriate to plan age-appropriate, honest conversations to inform children and young people about the parental imprisonment, whilst accounting for familial wishes to withhold particular information. Therefore, results highlighted that EPs could support ColPs by upskilling (through consultation, training, recommendations and intervention for example) school staff, who in turn can apply their skills with ColPs directly.

Furthermore, EPs discuss that school staff members can also seek emotional support from EPs, providing instances whereby psychological containment is sought and given. Containment was conceptualised by Bion (1962) through the concept of “container/contained” and occurs when a professional receives and processes unprocessed emotions from a client before re-introjecting them in a form that is more tolerable. EPs in this research described times whereby emotional containment was offered to school staff; however they did not specify in what context this should take place. However, research implies that “container-contained” can be drawn upon during supervision (Ungar & Ahumada, 2001) and consultation (Ogden, 2004) which are approaches that EPs offer to schools. The participants in this research mentioned that by offering these spaces for school staff members to speak with them and upskilling opportunities, it was felt as though feelings of powerlessness could be overcome and an increase in confidence could be achieved. These reflections on practice demonstrate that EPs can support CoIPs indirectly, through their offering to school staff members (individually or in groups) through emotional containment or the delivery of training regarding concepts, theory, approaches or interventions.

Tensions within Practice and Context

A theme seen within the data related to tensions that arise within practice that can influence EP involvement with CoIPs. EPs explained that capacity is impacted by the drive of a casework model, working within traded services and the increase in statutory assessment requests. Data gathered captured participants’ discomforts with the current contexts in which they work and the tensions that they face.

Links to Literature, Theory and Context

In the data, EPs highlighted that schools are driving casework models in their practice. Participants argued that at times, this can mean that they operate in a reactive, as opposed to preventative manner. However, literature provides evidence that EPs do hold an important role in gaining children and young people's views (Hobbs, Todd & Taylor, 2000) and providing direct therapeutic support for children and young people (Atkinson & Kenneally, 2021; Farrell et al., 2006; MacKay, 2007). CoIPs are said to benefit from therapeutic interventions (Morgan et al., 2014). Individual casework can take direct or indirect forms, including therapeutic involvement, sharing knowledge and resources, as well as helping school staff and families to indirectly support with a CoIP (Weidberg, 2017). As such, despite this being a noted tension arising within the data, sub-themes and existing literature argue there to be a place for EPs to support CoIPs at an individual level through casework.

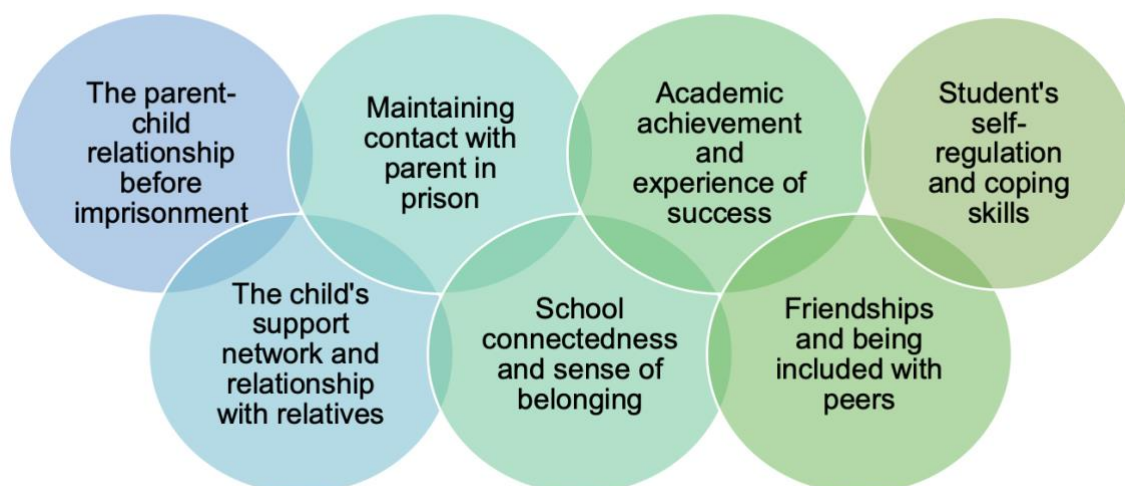
Within this sub-theme, prioritisation is seen as difficult to achieve and influences the EP role, as children and young people presenting with the greatest level of need within school were raised for EP support. Factors that could mean CoIPs may not be raised for EP involvement are as follows their coping mechanisms, the visibility of the ways in which they communicate a need, awareness of parental imprisonment and their presentation. The tensions that arose with regards to prioritisation are mirrored within the wider EP profession, with a survey from the British Psychological Society (2024) highlighting a 'workforce crisis' given that 70% of EPs felt that children and young people did not have fair and equal

access to an EP, and just over half of the 249 survey respondents felt unable to support children and young people within their current workload. This is unsurprising as the Department for Education (2025) reports an 11.1% increase in Educational Health and Care Plans (EHCP) within England in 2025 from 2024, and 1,284,284 children and young people on the Special Educational Needs Support Register, without an EHCP. The data emphasises the demand for a service that cannot always be met by the numbers of EPs in a workforce.

The literature stresses that whilst every CoIP is unique and should be considered on an individual basis, upcoming events in CoIPs' lives can influence an increase in dysregulation (Lanskey et al., 2015; McConnell & Raikes, 2019). These events may mean that CoIPs present with a higher level of need to schools, their protective factors can change (see Figure 21), and without early intervention they can be at risk of: longitudinal difficulties in relationships, social exclusion, mental health difficulties and involvement in offending behaviour (Cochran, Siennick & Mears, 2018, Glover, 2009; King et al., 2024). EPs are well placed to support with these factors and reduce the risks for CoIPs (Shaw, Woods & Ford, 2022; Weidberg, 2017). The research and literature emphasise that, whilst it is a challenging time for the EP profession, EPs can support CoIPs through direct casework, considering the timing of involvement (e.g., with a view of upcoming parental release) and involvement with CoIPs can be prioritised to reduce longitudinal impacts of parental imprisonment.

Figure 21.

Protective Factors That Help CoIPs to Cope with Parental Imprisonment – by One Education (2026) developed from research.



Sub-theme – Creating Capacity

The data found that participants would like to alleviate the tensions they face by creating capacity within their practice. This capacity was suggested to be created by moving from individual/casework models of practice to more systemic approaches to support greater numbers of known CoIPs. Furthermore, if it is unknown that a child or young person has a parent in prison, EPs felt that by upskilling staff through systemic approaches they would indirectly support CoIPs in educational provisions. Participants offered examples of approaches they feel could support CoIPs on a systems/whole school level, including input in PSHE curricula and facilitating training and interventions. EPs also mentioned that EPs could extend their support across contexts to include community and prison settings. For this change and movement to occur, participants shared that they feel the EP profession should collectively agree to prioritise and facilitate relational and trauma informed approaches to equip schools and communities to prioritise CoIPs development.

Links to Literature, Theory and Context

As previously mentioned, existing literature and the data gathered from this research does champion that schools are well positioned to support CoIPs. Furthermore, both acknowledge that professional support from EPs may also be valuable to respond to CoIPs' presenting needs and ensure positive outcomes for these children and young people at an individual, group, and systemic level.

The data gathered within this sub-theme mentioned a desire to extend EP support across the school, home and prison/probation context to facilitate contact between a child or young person and their imprisoned parent. In the existing literature, research demonstrated that connections and attachments between prisoners and their children were desired by both and could be enabled through various methods (e.g., telephone calls, visits, photographs and written cards/letters), if this is in the best interest of the child (Boswell, 2002; Lanskey et al., 2015; McConnell & Raikes, 2019; Nutbrown et al., 2019; O'Keeffe, 2019; Weidberg, 2017; Woodall & Kinsella, 2017). Furthermore, the literature highlighted that CoIPs' presentation within a school context can change, as the school environment enhances their physical distance between the child and their remaining parent/carer (who offers emotional security) (Lanskey et al., 2015). EPs in this research did not state that they had adopted a role in maintaining or supporting CoIPs contact with their imprisoned parent; but instead they expressed their curiosity as to how they can achieve this. However, Weidberg (2017) suggests that EPs should be actively encouraging schools and parents to value contact with the parent in prison and can

support in the development of age appropriate, honest conversations regarding parental imprisonment, when appropriate.

Connecting with an imprisoned parent, for some children and young people, may support their attachments. As mentioned above, EPs in this research wanted the profession to agree to prioritise relational and trauma informed approaches across schools and community settings, to aid ColPs' attachments and regulation. At present, there are organisations which are championing these approaches with school settings, such as The Attachment Research Community and Trauma Informed Schools UK, and are working in partnership with EPS to reach a larger number of educational settings (National Association of Principle Educational Psychologists [NAPEP], 2025). Furthermore, the charitable organisation CHaS evidenced that trauma-informed approaches are important for supporting ColPs specifically, through their Model School Policy on Parental Imprisonment (2024). EPs could draw upon this model when supporting schools to respond to the needs of ColPs. The documents produced by charities therefore add weight to the participants views that EPs can utilise attachment, trauma-informed and relational approaches with schools to support ColPs, as outlined in the NAPEP (2025) outline and levels of the EP role.

When considering the current context of the EP profession, due to increased need for statutory work, the rise of private practice and shortage of EPs (Atfield et al., 2023) there has been a shift away from community-focused and preventative measures to support children and young people. The recently released White Paper (Department For Education, 2026), Every child achieving and thriving, proposes

reforms to the schools and SEND systems in England, which has implications for the EP role. It places emphasis on the development of inclusive practice, importance of early intervention to ensure long term outcomes and that EPs will be part of the “Experts at Hand” programme, which would mean accessible support in local communities.

Recent literature has proposed targeted interventions are needed to strengthen caregiver-child relationships for CoIPs, to reduce the long-term negative impacts of stress (Muentner et al., 2025). The results found that CoIPs with higher secure attachments scores had lower stress hormones, due to receiving consistent and supportive caregiving, demonstrating the positive impact strengthening caregiver-child relationships can have (Muentner et al., 2025). EPs may have further ties to community setting in the future (with the White Paper, Department for Education, 2026) and could provide this targeted intervention in community and school settings they work within (NAPEP, 2025). The intervention would be appropriate for EPs to deliver as they have been suggested to have important role when working with CoIPs’ family systems (Shaw, Woods & Ford, 2022). Trauma informed, attachment and relational approaches would likely inform the intervention, providing further evidence to participants proposals for an agreement and prioritisation of these approaches within the profession when supporting CoIPs.

The Role of the EP and Boundaries within

The qualitative data in this theme described fear, lack of confidence, limited bespoke training and an absence of systems, which highlight professions and

charitable organisations relevant to supporting CoIPs can influence EP practice. The data explains that EPs can support CoIPs by being mindful of their role, that they do have the skills and knowledge to work with this group of children and young people, but also that there are boundaries to this. Participants appeared more confident within their role and the positive impact/outcomes involvement can contribute to when they were adopting a multi-agency approach. Participants spoke to the effectiveness and desire to work as part of multi-agency teams to support CoIPs both alongside other EPs and with a range of professionals across different sectors (e.g., charities or young justice settings).

Links to Literature, Theory and Context

As mentioned previously, existing literature mirrored the findings from this research, stating that targeted training could be attended by EPs to support their understanding when working with CoIPs (Shaw, Woods & Ford, 2022; Weidberg, 2017). This research however highlighted that a lack of confidence extends from school to EPs when supporting this group of children and young people. As such, EPs can support CoIPs by seeking supervision, peer support and actively engaging with and seeking out training opportunities to increase their confidence. This is in line with the HCPC Standards of conduct, performance and ethics (2024) which explain that psychologists should only practise in areas where they have the appropriate skills, knowledge and experience to meet the needs of a service user safely and effectively. If they wish to broaden the scope of their practice, they must undertake additional training (HCPC, 2024).

Participants also mentioned that it was difficult to know where to signpost or refer CoIPs to for appropriate support, which the HCPC (2024) explain is required if support is beyond an individual's scope of practice. However, when other organisations, such as CHaS were involved, it was felt by participants that they still had a role to play in supporting these children and young people. National Association of Principle Educational Psychologists (NAPEP, 2025) created a resource (based on Currie Matrix as cited by the Department for Education, 2023) to explain that EPs are distinctly different to other professionals who support children and young people, their families, carers and educators and other applied psychologists, as they provide psychological thinking in the education sector. This may explain why EPs felt as though there were still contributions to be made to multi-agency working when considering CoIPs. Furthermore, the NAPEP (2025) resource highlighted that EPs should be members of multi-disciplinary and multi-agency teams and networks whereby CoIPs may be discussed, such as those relating to Youth Justice and Safeguarding. Participants in the research mentioned that they would like to work with other relevant agencies and sectors (such as prison settings) to support CoIPs. Thus, EPs can support CoIPs by seeking out appropriate training and through contributions to multi-agency/disciplinary teams.

5.3 Implications for Educational Psychologists

The overarching question posed by this research was to answer, 'What more can be done within the EP profession to support CoIPs?' As such, the implications outlined below bring together the questions posed during Phase 1 and Phase 2 of the research to answer the overarching question.

The research determined that EPs are currently and have historically been involved with CoIPs. There is a joint and general consensus, evident within this research and existing literature, that more can be done by the profession to support CoIPs.

EPs are well positioned to support CoIPs given that they work closely with children and young people, schools, families and other professionals (NAPEP, 2025; Shaw, Woods & Ford, 2022). When considering what more EPs individually can do for CoIPs, the research determined that EPs need to be self-aware, reflective and reflexive. They should consider their own biases, as well as confidence, when supporting this group of children and young people. EPs should note how these potential biases may be impacting their practice. For example, participants shared that it is not always the case that CoIPs require EP involvement, however literature explains that this can be time dependent (Lanskey et al., 2015) and there are possible long-term impacts and risk of parental imprisonment for consideration should intervention/support not be received in a timely manner (Glover, 2009). In taking a reflective stance, EPs would ensure that they are not adding to the stigmatisation or shame that CoIPs can feel (McGinley & Jones, 2018).

Furthermore, an implication for EPs is if they feel that they require further knowledge, experience or skills to support CoIPs, they should seek out chances for further tailored training from reputable organisations (HCPC, 2024; Shaw, Woods & Ford, 2022; Weidberg, 2019). As well as this, EPs could support CoIPs further by engaging with continuing professional development opportunities (such as reading

the most relevant research regarding CoIPs or keeping up to date with recent published statistics) and drawing on knowledge already acquired within the profession (for example, other colleagues' experiences). In doing so, EPs will gain greater insights into the contextual developments of parental imprisonment, the roles schools and professionals can play in supporting CoIPs, and the government's responses to ongoing lobbying to increase visibility of this group of children and young people.

The results of this research implied that participants did not always feel confident to support CoIPs and an implication was that it is appropriate that signposting to other professionals and organisations take place if this is the case. However, when reflecting on examples with the researcher, EPs were able to state that when they supported CoIPs through contracted work in schools (either directly or indirectly) or in multi-agency/professional environments, they felt able to contribute meaningfully to a CoIP's provision in some way. Examples within the research were that EPs have the soft skills and ability to apply appropriate theory (e.g., attachment theory) to create meaningful change and advocate for, as well as, engage with CoIPs and their families. Therefore, an implication is that EPs can support CoIPs through their role and should feel able to do so, as they offer a unique contribution (NAPEP, 2025).

This research emphasises the difficulties with defining the loss that CoIPs face, due to the separation from a parent in prison. This could be a factor adding to EPs' lack of confidence when supporting CoIPs. It would be helpful for EPs to collectively agree on an explanation that can be used by the profession to aid school

staff and other professionals understanding of the experience ColPs face.

Ambiguous loss is argued within literature to reflect ColPs' experiences (Arditti, Lamberet-Shute & Joset, 2003; Wiledman, 2010). When drawing on the term 'ambiguous loss' (Boss, 2009) EPs should be mindful as this term is comparable to other experiences of loss (e.g., parents serving in the military) not just the sense of loss ColPs can experience. If EPs use this term and provide examples to ColPs of alternative experiences of loss and voice this directly to them this can cause distress to ColPs, as they feel their experiences are misrepresented. There are therefore further implications for EPs, as they will need to consider this within the resources they use or signpost schools to use with ColPs. Referring to dedicated organisations and charities websites who support ColPs would be most appropriate for bespoke, representative and specific resources to support this group of children and young people (such as CHaS, Barnardo's, or Time Matters UK).

Despite ColPs experiencing a collective loss due to separation from an imprisoned parent, it is evidenced that EPs can do more to support ColPs by adopting an individualised approach and considering the wider ecological system that the child or young person is within (Bronfenbrenner, 1992). This will allow for coping mechanisms, risk factors and resilience to be considered, as well as other people relevant to consult with as part of the process to ensure that a holistic approach is taken. From the literature and current research, it is discussed that EPs should consider timing of involvement and the context of the parental imprisonment (for example, if the parent is due for release soon and what impact this may have).

Also, the current research amplified that the EP profession can do more to support CoIPs by working in community contexts, including with prisons and families. One way in which this could be achieved is through the utilisation of the Operation Paramount Toolkit (2024) which was created to assist other agencies to provide similar models of delivery to ensure early identification and intervention for CoIPs. This toolkit is underpinned by theory and frameworks participants in the research explained to use with CoIPs, such as the ACES Framework (Felitti et al., 1998), systems theory (Ecological systems theory, Bronfenbrenner, 1992), and trauma-informed care alongside strengths based and resilience frameworks (NAPEP, 2025).

EPs in the research mentioned that they do not actively raise CoIPs with schools during events, such as planning meetings whereby work is contracted. Weidberg (2017) mentioned that EPs should prioritise this to support CoIPs. Legislation does not yet have an established identification system for CoIPs and relies heavily on voluntary disclosure; however parliamentary discussions are taking place with regards to this. EPs could support CoIPs, whilst identification systems are debated, by raising CoIPs directly with schools, and signposting to CHaS Model School Policy (2024) for parental imprisonment which mentions that there should be a Designated Lead Person for Children with a Parent in Prison.

Further implication refers to when a CoIP is actively raised for support by schools. It is not enough for CoIPs to simply be raised and identified, the results promote that firstly EPs can do more to support CoIPs by aiding people within the child or young person's surrounding systems to understand their experience. EPs expressed a desire for the profession to agree to prioritise relational and trauma

informed approaches, which are deemed appropriate to support these children and young people (NAPEP, 2025). These approaches can support others' understanding of parental imprisonment, underpin psychological interventions (e.g., Thrive and ELSA) and upskill staff at a whole school level through training (e.g., emotion coaching approaches). The approaches should be used by EPs to develop the support for CoIPs within the profession, as these approaches do not require disclosure from the child or young person or family as to the fact there is a parent in prison.

Whilst whole school approaches and training for school staff to facilitate interventions are effective at upskilling staff to support CoIPs and creating capacity for EPs, an implication from the research is that there is an argument for individual casework in some instances to support CoIPs. As such, it implies that CoIPs can need a bespoke approach at times, due to the impact of parental imprisonment. This casework approach can take multiple forms and may include direct or indirect support, such as therapeutic interventions, the development of age-appropriate narratives surrounding imprisonment, consideration of if contact with the imprisoned parent is possible or appropriate for the child or young person, or the containment of school staff. Therefore, an implication for the EP profession to support CoIPs is to ensure that there is the offering of protected time and space with school staff for problem solving (e.g., solution circles), to challenge staff stigma, or offer emotional containment (e.g., supervision) within their practice.

To conclude, EPs have the unique skills to support CoIPs and the implications for the profession refer largely to using the skills, knowledge and experience in

bespoke ways for ColPs across schools, home and community settings (including prisons). The research showed that EPs can support ColPs across the 3 proposed levels: individual, organisational/group and systemic/strategic (Wolfendale et al., 2003), and through the 5 core functions of the role: assessment, research, training, consultation and intervention (Fallon, Woods & Rooney, 2010). However, to develop an enhanced understanding, awareness and knowledge of ColPs, there is a need for EPs to commit to CPD and specific training. The implications for EP practice have been adapted into a visual single page summary to act as an aid for colleagues in the profession (see Figure 22 below).

Figure 22.

A Visual Single Page Summary to Outline Implications for EP Practice when Supporting ColPs.

WHAT MORE CAN THE EP PROFESSION DO TO SUPPORT COIPs?

Research-informed implications for practice across individual, organisational and systemic levels, through the core EP functions.



ENABLERS: WHAT HELPS EPs DO MORES FOR COIPs



INTENDED OUTCOMES



LITERATURE REVIEW: KEY THEMES FOR EP CONSIDERATION



EPs have the unique skills to support CoIPs across the five core functions of the role:

ASSESSMENT • RESEARCH • TRAINING • CONSULTATION • INTERVENTION

By using our skills, knowledge and experience in intentional, reflective and collaborative ways, we can make a meaningful difference.

5.4 Strengths and Limitations of the Research

In terms of sampling, the researcher recognises that Phase 1 obtained a potentially acceptable response rate in relation to the broader EP profession, considering representativeness and reducing standard error (Cohen, Manion & Morrison, 2018) (13% response rate and 0.7% standard error). The researcher did so by applying the data from the School Workforce Census (Atfield et al., 2023), stating a population of 2,325 education psychologists, to the Phase 1 total participants. However, the researcher recognises that the response rate achieved by this research may not be precise, given that there is no definitive number of EPs (PEPs, Locum, Private, Seniors or Specialist), AEP or TEPs within the profession. As such, the researcher understands that a larger sample size would have offered greater insight and higher generalisability. Unfortunately, due to time constraints of this research and challenges in reaching this population, Phase 1 may have been closed prematurely to allow time for Phase 2 of data collection.

Due to this, non-response bias was considered, which occurs when respondents differ meaningfully from non-respondents. Recent research into EPS workforces (Atfield et al., 2023) found significant difficulties relating to recruitment and retention have occurred within the profession, due to workload pressure. As such, it may be that non-responders had experience of supporting CoIPs but did not have capacity to respond to the survey. To mitigate non-response bias, the researcher collected and considered characteristics of the respondents, such as roles of employment, the context in which participants worked and geographical location, as outlined within the Research Findings Chapter. The researcher reviewed

these characteristics to see a range of respondents across the contexts, roles and locations of participants within Phase 1. Within Phase 2 of the research, the researcher was pleased that all participants were qualified EPs and so could offer greater insight into the research question, although 2/3 of participants interviewed were from the Midlands region, therefore practice and exposure to CoIPs within this region may have influenced the results. However, the researcher recognises that there is no current research on these characteristics of the overall EPS population, therefore formal comparison could not occur.

This research adopted a mixed methods design and followed O’Cathain’s (2010) framework for assessing the quality of mixed methods research to evaluate the separate quantitative and qualitative research components, as well as the effectiveness of their integration. For example, evidence relating to the rationale, design, data collection and interpretation stages is clearly outlined within the methodology of this research. Furthermore, the results from the quantitative and qualitative phases of the research are presented separately for interpretive transparency. Further interpretation, integration and inference is evidenced through the narrative created within the discussion chapter to ensure that conclusions and implications drawn from the research as based on combined evidence, demonstrating added value to what each phase of the research could have achieved in isolation. Fidelity was assured as the researcher adhered to Braun and Clarke’s (2002) checklist for good quality RTA throughout qualitative analysis.

The literature review undertaken as part of this research touched upon positive outcomes for children and young people that have a parent in prison. For

example, the research discussed that CoIPs adapted to cope with their situation including actively seeking support from others, engaging with distraction techniques, considering their own perception of time and developing resilience (Lanskey et al., 2015; Weidberg, 2017). Although participants in this research did mention that children and young people's responses to parental imprisonment could change over time and that not all CoIPs required direct EP support, they did not explore the positive coping mechanisms and resilience CoIPs can develop in response to parental imprisonment. A further factor raised within the literature review and not corroborated within these results was that CoIPs often adopt a caregiving role because of parental imprisonment (Leeson & Morgan, 2022; Morgan et al., 2013; Weidberg, 2017). Therefore, the literature review findings were not all echoed within the results of this research and could be posed as a limitation of the research, as both the positive coping strategies, building of resilience and additional caring roles undertaken would be useful for EPs to consider when working with CoIPs. As an attempt to mitigate this limitation, the researcher captured factors from the literature review within the single page visual summary outlining implications for the EP profession when supporting CoIPs (Figure 22).

A further limitation of this research occurred during the systematic literature review identified through the PRISMA (2020) checklist. A formal assessment of reporting bias was not conducted. This was primarily due to the small number of studies that met the inclusion criteria. Consequently, the risk of small sample or non-significant studies cannot entirely be ruled out.

5.5 Directions for Future Research

Due to the limited research regarding what more can be done by EPs to support CoIPs, there are a number of avenues for future research. This could include the creation, implication and evaluation of a framework for best EP practice with CoIP, once it has been utilised in practice and informed by research. Further research could explore EPs' approaches to supporting CoIPs once they have received specific training regarding factors to consider when working with this group of children and young people (e.g., how prison visits are conducted for children, the form of contact they may have with an imprisoned parent, the emotional ambivalence and ambiguous loss they may face). Should EPs draw upon ambiguous loss theory (Boss, 2009) to support CoIPs, research could explore the application of the ambiguous loss framework to support CoIPs experiences as well as seek to uncover if interventions underpinned by this theory and framework are effective in supporting adolescent CoIPs. Finally, future research could explore the role of EPs within a multiagency context when supporting CoIPs (such as how they work with charitable organisations, how other professionals experienced EP contributions and the impact EPs could have at a Local Authority Level when advocating for CoIPs).

5.6 Dissemination of Findings

A summary of the findings will be presented to the Local Authority Educational Psychology Service the researcher is currently in employment within. The researcher will also approach charitable organisations who work with a range of professionals who support CoIPs to explain the contributions of EPs when engaging with this

group of children and young people. The research may also be written for later submission to a research journal.

5.6 Conclusion

A mixed methods (sequential explanatory) research design, utilising descriptive statistics and RTA, was used to answer the overarching research question: What more can be done within the EP profession to support ColPs? This has been achieved by highlighting the current nature of EP support for ColPs within the quantitative phase, followed by providing an in depth understanding of how EPs feel they can support ColPs and what they describe to influence their work with ColPs, addressing a gap in the literature.

The results demonstrated four overarching themes, which integrated findings from phase 1 and 2 of the research, including: an unseen part of identity, loss as a consequence of separation, tensions within practice and context, as well as the role of the EP and boundaries within. Intersectionality between the themes and sub-themes highlight the complexity of supporting this group of children and young people and how this can be done across an individual, group and organisational level. The data provided meaningful implications that can be drawn upon within EP practice.

Given the current contextual proposed changes for EPs through the White Paper “Every child achieving and thriving” (Department for Education, 2026), it feels as though barriers highlighted by participants in this research may soon be reduced.

Proposals from the research for EPs to practise more frequently within community settings and have an increased capacity when working within school settings feel achievable and realistic with the planned 'Expert at Hand Model'.

The author therefore suggests, from the research, that EPs do have the skills, knowledge and experience to support CoIPs. The author also suggests EPs should apply these within schools, community and home contexts to promote positive outcomes for CoIPs. However, the author recognises that these children and young people are often missed or overlooked and require bespoke support, tailored to their experiences. As such, EPs will need further CPD and training to understand CoIPs' experiences and this will likely become more prominent once the government introduce methods of identification for CoIPs.

Due to the reflective nature of the research, the author wishes to end on a pertinent quote come across during the research, as the author felt this spoke to the importance of EP involvement with CoIPs. The quote reads 'We need [sic] treat them as children in need, not as some future problem to be fixed. With appropriate support, non-judgemental environments and a "normal" childhood, those children can be resilient and thrive, overcoming the challenges of parental imprisonment' (Zhang & Flynn, 2025 p.11).

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Appendices

Appendix 1 – A Table to Show Papers Excluded by the Researcher after Reading the Title and Abstract

Title	Author/s	Date	Rationale for Exclusion
Youth Justice: Past, Present and Future.	Case, S., Creaney, S., Deakin, J., and Haines, K.	2015	Focus on Youth Justice and the role of children's voice within processes as opposed to outcomes for ColPs.
A Randomized Controlled Trial of Multisystemic Therapy and a Statutory Therapeutic Intervention for Young Offenders.	Butler, S., Baruch, G., Hickey, N., and Fonagy, P.	2011	Focus on Multisystemic Therapy to reduce offending and antisocial behaviour within Youth Offenders as opposed to supporting ColPs.
Exploring Potential 'Extra-Familial' Child Homicide Assailants in the UK and Estimating their Homicide Rate: Perception of Risk – The Need for Debate.	Pritchard, C., and Sayer, T.	2008	Focus on exploring potential 'extra-familial' child homicide assailants, therefore not relevant to the research question and ColPs.
Supporting Mothers in Prison.	Holmes, D.	2007	Inaccessible full article.
Turning rights from the outside in: re-visiting the politics of separation in prison mother and baby units: CF v Secretary of State for the Home	Munro, V. E.	2005	Access to full text could not be acquired despite request on Research Gate. From brief abstract, the paper explores conclusions

Department and
Another.

reached in court,
with implications
for imprisoned
mothers and their
children outlined.

Dangerous and
Severe Personality
Disorders: A New
Personality
Concept from the
United Kingdom.

Maden, T., and
Tyrer, P.

2003

Refers to the
implications of
dangerous and
severe personality
disorder treatment
and assessment
programme.
Therefore, this is
not relevant to the
research question.

Parenting in the
Youth Justice
Context.

Henricson, C.,
Coleman, J., and
Roker, D.

2000

Focus on
parenting of
adolescent
offenders within
Youth Justice
context and not
CoIPs.

Appendix 2 – A Table to Show Excluded Papers when Read in Full

Title	Authors	Date	Rationale for Exclusion
How Can Children of Imprisoned Parents in the UK Be Supported in School?	Shaw, B., Woods, K., and Ford, A.	2022	A systemic literature review which includes research predominantly within the UK and England. This paper was not included to avoid duplication, as research detailed within this paper also arose within the researcher's search of databases. Furthermore, grey literature was utilised which did not meet the inclusion criteria (e.g., not published in peer reviewed journals).
Using Parental Attachment in Family Court Proceedings: An Empirical Study of the DMM-AAI.	Spieker, S. J., Crittenden, P. M., Landini, A., and Grey, B.	2021	The aim of the paper was to provide evidence regarding the validity of the DMM-AAI for assessment of parents who harm their children. The paper does have a participant group of 20 incarcerated adult violent offenders, however the impact on children/young people was not explored explicitly and parents previous

			experiences were the focus.
Validation of the Measure of Delinquent Social Identity Among Youth Offenders in the UK.	Spink, A., Boduszek, D., Debowska, A., and Bale, C.	2019	Aims of the study were to add to existing research by adapting the Measure of Criminal Social Identity (Revised) for youths to inform a Measure of Delinquent Social Identity. Participant sample consisted of Youth Offenders with no specificity regarding their parental status and did not explore outcomes for CoIPs.
Imprisoned Fathers and their Children: A Reflection on Two Decades of Research.	Boswell, G.	2018	Not empirical research. Focuses on author's reflections, therefore could not be quality reviewed. Reflected on the increase in research into imprisoned fathers and their children, however argues that little has changed for them during this period.
Blood and Bone: Body Mass, Gender and Health Inequality in Nineteenth-Century British Families.	Meredith, D., and Oxley, D.	2015	Used historical data from 2 prisons to explore family dynamics, such as the allocation of resources. The historical data

			used to inform the research was from the mid to late 1800s, therefore not within the dates required for this literature review.
Parenting Interventions for Male Young Offenders: A Review of the Evidence on What Works.	Buston, K., Parkes, A., Thomson, H., Wight, D., and Fenton, C.	2012	Focus on reviewing the effectiveness of parental interventions for male young offenders. The results explored the impact of these interventions for young offenders but failed to explore the outcome data for the children.
Multisystemic Therapy for Young Offenders: Families' Experiences of Therapeutic Processes and Outcomes.	Tighe, A., Pistrang, N., Casdagli, L., Baruch, G., and Butler, S.	2012	Participants included parents and young offenders. Specificity was given to parent's employment and educational qualifications, however imprisonment was not detailed.
Mothers' Antenatal Depression and Their Children's Antisocial Outcomes.	Hay, D. F., Pawlby, S., Waters, C. S., Perra, O., and Sharp, D.	2010	Aimed to examine links between exposure to maternal depression in pregnancy and antisocial outcomes in a longitudinal sample of British children who were studied in

A Child Effects Explanation for the Association between Family Risk and Involvement in an Antisocial Lifestyle.	Beaver, K. M., and Wright, J. P. 2007	intervals, until the age of 16. Parental arrest is mentioned in the study but not explored in significant depth as this did not complement the research aim. The authors explored family risk and the reciprocal effects between this and boy's involvement in an antisocial lifestyle. The focus of family risk across the waves of the research included family functioning, economic disadvantage, and parental supervision. The scales created to measure family risk did not detail parental imprisonment, as a result this study was not utilised.
Effective Services to Support Children in Special Circumstances.	Statham, J. 2004	The definition and examples given for 'children in special circumstances' did not explicitly state or capture those with a parent in prison. Whilst aspects of the definition may be relevant to CoIPs, the selected focus groups of children

			included in the results and discussion are those at risk of offending; teenage parents; children whose parents have drug, alcohol, or mental health problems; children living with domestic violence and children who have been abused or neglected.
Establishing Family Policy in Britain.	Millar, J.	2001	Not empirical research and focused on British policy and the impact this is having on families. There is no mention of parental imprisonment or the impact this can have on children. Despite being published within the inclusion criteria dates (2000-2024), the article focuses on policy since 1997.
Parental Imprisonment: Effects on Boys' Antisocial Behaviour and Delinquency through the Life-Course.	Murray, J., and Farrington, J. M.	2005	Relevant to research question as investigates the long-term effects of parents' imprisonment on children's antisocial and delinquent outcomes. As the research was based on the Cambridge Study

in Delinquent Development, this did not meet the inclusion criteria. Participants were first contacted in 1961-62, when they were aged 8-9 and followed them till roughly 40 years old. This meant that the data fell outside of 2000-2020.

Appendix 3 – Examples of Reference Mining/Snowballing Process

Key

- Yellow highlighted – studies excluded as they do not meet the inclusion criteria for this literature review.
- Pink highlighted – inaccessible articles.
- Green highlighted – additional articles to be used within the literature review as they meet the inclusion criteria.
- Blue highlighted – already in use as part of the literature view from the initial search.

Examples from articles -

- Evans, S., (2009). *Guidelines for working with children who have a family member in prison*. Oxford: Oxfordshire County Council. <https://www.nicco.org.uk/userfiles/downloads/158%20-%20Oxfordshire%20Guidelines%20for%20Working%20with%20Children%20who%20have%20a%20Family%20Member%20in%20Prison.pdf>
- Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A Review of the Functions and Contribution of Educational Psychologists in England and Wales in Light of "Every Child Matters: Change for Children"*. Department for Education and Skills.
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Appendix 4 – PRISMA (2020) Checklist



PRISMA 2020 Checklist

Section and Topic	Item #	Checklist item	Location where item is reported
TITLE			
Title	1	Identify the report as a systematic review.	Included in section 2.1 – Chapter Overview
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist.	Not yet published systematic literature review
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	Provided in section 1.6 – The Role of the Educational Psychologist (EP)
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	Included in section 2.1 – Chapter Overview
METHODS			
Eligibility criteria	5	Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.	Inclusion and exclusion criteria detailed in Table 2, information

Section and Topic	Item #	Checklist item	Location where item is reported
			regarding grouping can be found in section 2.1 – Chapter Overview
Information sources	6	Specify all databases, registers, websites, organisations, reference lists and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.	Can be found in section 2.2 – Search Strategy (2.2.1 Databases and Table 4) Date of search included but not when item last accessed
Search strategy	7	Present the full search strategies for all databases, registers and websites, including any filters and limits used.	Can be found in section 2.2 – Search Strategy (2.2.2 Search Terms and Table 2)
Selection process	8	Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.	Can be found in section 2.2 – Search Strategy (throughout)

Section and Topic	Item #	Checklist item	Location where item is reported
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.	Can be found in section 2.2 – Search Strategy (throughout)
Data items	10a	List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g. for all measures, time points, analyses), and if not, the methods used to decide which results to collect.	Can be found in section 2.2 – Search Strategy (throughout)
	10b	List and define all other variables for which data were sought (e.g. participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	Can be found in section 2.2 – Search Strategy (2.2.4 Included Literature)
Study risk of bias assessment	11	Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.	Can be found in section 2.2 – Search Strategy (2.2.6 and Appendix 5)
Effect measures	12	Specify for each outcome the effect measure(s) (e.g. risk ratio, mean difference) used in the synthesis or presentation of results.	Can be found in section 2.2 – Search Strategy (Table 5)
Synthesis methods	13a	Describe the processes used to decide which studies were eligible for each synthesis (e.g. tabulating the study intervention characteristics and comparing against the planned groups for each synthesis (item #5)).	Can be found in section 2.2 – Search

Section and Topic	Item #	Checklist item	Location where item is reported
			Strategy (throughout)
	13b	Describe any methods required to prepare the data for presentation or synthesis, such as handling of missing summary statistics, or data conversions.	Can be found in section 2.2 – Search Strategy (2.2.4 Included Literature and 2.2.6 Review of the Quality of Literature) alongside section 2.3 - Research Overview and Critique
	13c	Describe any methods used to tabulate or visually display results of individual studies and syntheses.	Can be found in section 2.2 – Search Strategy (Table 5 and Appendix 6)
	13d	Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used.	Can be found in section 2.4 – Key Themes from the Literature
	13e	Describe any methods used to explore possible causes of heterogeneity among study results (e.g. subgroup analysis, meta-regression).	Found in section 2.3 - Research Overview and Critique

Section and Topic	Item #	Checklist item	Location where item is reported
	13f	Describe any sensitivity analyses conducted to assess robustness of the synthesized results.	Found in section 2.3 - Research Overview and Critique
Reporting bias assessment	14	Describe any methods used to assess risk of bias due to missing results in a synthesis (arising from reporting biases).	Missing
Certainty assessment	15	Describe any methods used to assess certainty (or confidence) in the body of evidence for an outcome.	2.2.6 Review of Quality of the Literature
RESULTS			
Study selection	16a	Describe the results of the search and selection process, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram.	Figure 3
	16b	Cite studies that might appear to meet the inclusion criteria, but which were excluded, and explain why they were excluded.	Section 2.2.3 – Summary of Excluded Literature and Appendix 1 and 2
Study characteristics	17	Cite each included study and present its characteristics.	Table 5
Risk of bias in studies	18	Present assessments of risk of bias for each included study.	Table 5
Results of individual studies	19	For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g. confidence/credible interval), ideally using structured tables or plots.	Table 5
Results of syntheses	20a	For each synthesis, briefly summarise the characteristics and risk of bias among contributing studies.	2.2.6 Review of Quality of the Literature and Table 5

Section and Topic	Item #	Checklist item	Location where item is reported
	20b	Present results of all statistical syntheses conducted. If meta-analysis was done, present for each the summary estimate and its precision (e.g. confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect.	N/A
	20c	Present results of all investigations of possible causes of heterogeneity among study results.	Section 2.3 – Research Overview and Critique and, 2.4 – Key Themes from the Literature and 2.5 - Conclusion
	20d	Present results of all sensitivity analyses conducted to assess the robustness of the synthesized results.	2.4 – Key Themes from the Literature and 2.5 - Conclusion
Reporting biases	21	Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.	Missing
Certainty of evidence	22	Present assessments of certainty (or confidence) in the body of evidence for each outcome assessed.	2.5 - Conclusion
DISCUSSION			
Discussion	23a	Provide a general interpretation of the results in the context of other evidence.	2.4 – Key Themes from the Literature and 2.5 - Conclusion
	23b	Discuss any limitations of the evidence included in the review.	2.4 – Key Themes from the Literature
	23c	Discuss any limitations of the review processes used.	Documented throughout literature review

Section and Topic	Item #	Checklist item	Location where item is reported
	23d	Discuss implications of the results for practice, policy, and future research.	2.5 - Conclusion
OTHER INFORMATION			
Registration and protocol	24a	Provide registration information for the review, including register name and registration number, or state that the review was not registered.	N/A – Doctoral thesis conducted at The Tavistock
	24b	Indicate where the review protocol can be accessed, or state that a protocol was not prepared.	N/A – not yet published but will be available on the repository
	24c	Describe and explain any amendments to information provided at registration or in the protocol.	N/A – Doctoral thesis conducted at The Tavistock
Support	25	Describe sources of financial or non-financial support for the review, and the role of the funders or sponsors in the review.	N/A – Doctoral thesis conducted at The Tavistock
Competing interests	26	Declare any competing interests of review authors.	N/A – Doctoral thesis conducted at The Tavistock
Availability of data, code and	27	Report which of the following are publicly available and where they can be found: template data collection forms; data extracted from included studies; data used for all analyses; analytic code; any other materials used in the review.	Section 2.1 Chapter Overview –

Section and Topic	Item #	Checklist item	Location where item is reported
other materials			Doctoral thesis conducted at The Tavistock

From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n71. This work is licensed under CC BY 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>

Appendix 5 – Examples of Critical Appraisal Tools Applied to Studies/Papers

Leeson and Morgan (2022) – using The CASP (2018)



Paper for appraisal and reference: Children with a Parent in Prison, England and Wales: A Hidden Population of Young Carers
Leeson and Morgan (2022)

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- what was the goal of the research
- why it was thought important
- its relevance

Comments:

exploring caring experiences of COIPs using Dani & De Haan's (2007) model of structural inequality to argue that the stigma and isolation experienced by COIPs is the consequence of a lack of political will to acknowledge the needs of a highly vulnerable group → outlined in abstract

2. Is a qualitative methodology appropriate?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: paper based on two qualitative research projects (2011-2015)

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: exploring experiences

4. Was the recruitment strategy appropriate to the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

• clear explanation of participants (e.g. stakeholders explained)

Comments: • explanations regarding recruitment → e.g. project 1 details families were recruited via adverts in local prisons and relevant charity groups (opt-in basis)
• acknowledgement why some people may not take part → e.g. consent not given by children themselves or parental consent withheld due to child's age.
→ project 2 details 15 prisons across England and Wales were invited to take part via contact with Governor.
* some lack of clarity / specificity within recruitment.

5. Was the data collected in a way that addressed the research issue?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
 - If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
 - If the researcher has discussed saturation of data

Comments: • Project 1 = setting unclear
• Both projects utilised semi-structured interviews
• Project 1 = also used questionnaires → unclear structure of the questionnaires
* some details unclear

{ e.g. open/closed questions?

→ assuming open as qual data collected

6. Has the relationship between researcher and participants been adequately considered?

Yes	☐
Can't Tell	☐
No	☒

HINT: Consider

- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: • TA used as opposed to RTP → less emphasis on role of researcher.
• semi structured interviews conducted but not mentioned how developed.
• clear view / argument that researchers feel as though COIPS should be considered within the eligibility criteria of young carers.
Interviews stated to intend to explore 3 things - quality of existing support for COIPS, what further support was required and experiences of prison visiting.

Both researchers independently agreed themes

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: • ethical approval obtained from University.
• informed consent - purpose explained to all participants before → info sheet given.
• Additional ethical approval from National Offender Management Service → as prisoners interviewed.
• consent gained from COIPS themselves and mother.
• Support arranged following research for participants → 1 child took this up.

8. Was the data analysis sufficiently rigorous?

Yes	☐
Can't Tell	☒
No	☐

HINT: Consider

- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
 - To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

* somewhat

Comments: • TA used → emerging and recurrent themes explored.
• Researchers independently agreed themes.
• Further details regarding analysis process unclear.
• Quotes from data presented within findings to support themes.

9. Is there a clear statement of findings?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider whether

- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

* clearly

Comments: • 2 researchers
• Findings presented / explored using the concept of structural inequality.
• Findings triangulated with existing research.
• Discussed in relation to outlined aims of the paper.

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider

- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature)
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

* Valuable

Comments: • New area explored → gap in research.
• Relates to COIPs ignored by politicians and policymakers.
↳ Takes into account the Farmer Review (2017).
• Clear outcomes for COIPs given/presented.
• Advocating for the voice and rights of COIPs.

Weidberg (2017) – using The CASP (2018)

Paper for appraisal and reference: Giving children of imprisoned parents a voice (Weidberg, 2017)

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- what was the goal of the research
- why it was thought important
- its relevance

Comments: • Aim to investigate how children with a parent in prison experience and understand their lives to support professional practice.

• Research Questions

1. How do COIPs experience and understand their lives?

2. How do COIPs perceive and experience the challenges they face?

3. How do COIPs perceive and experience protective factors?

2. Is a qualitative methodology appropriate?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: • methodology = IPA, as allows for rich descriptions to be gained of individuals' experiences. IPA investigates every aspect of a person's experience.

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: • small scale explorative approach → given nature of participants.

4. Was the recruitment strategy appropriate to the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: • Revelatory Case Sampling used → potential participants approached because they are the first-known members of a specific group.
• 8 months later - remaining participants recruited through charity-run support group, SENCO and another charity.
• Advantages and limitations of sampling discussed.

5. Was the data collected in a way that addressed the research issue?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
 - If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
 - If the researcher has discussed saturation of data

Comments: • 2 separate semi-structured interviews.
• Interview schedule used → built upon available research, researchers experience and charity resources.
• Personal Construct Psychology and drawing based activities used → not specified how used.
• Interviews transcribed as soon as possible.

6. Has the relationship between researcher and participants been adequately considered?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

* somewhat

Comments: • Gave participants the opportunity to build trust.
• own views and justification given - eg. avoiding word "vulnerability" to focus on resilience.
• Researcher bias etc → not explicitly mentioned.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

* To an extent

Comments: • Opportunity for participants to build trust with researcher.
• pseudonyms given - anonymity.
• consent, withdrawal and ethical approval not mentioned.

8. Was the data analysis sufficiently rigorous?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
 - To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: • IPA = individual analysis before shared meaning across cases
↳ Researcher did.
• outlined step-by-step guide by Smith et al., (2009) demonstrated procedure taken.
• Data extracts included.
• Thematic map presented - visually.

9. Is there a clear statement of findings?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider whether

- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

* Strong

Comments: • 3 master themes presented.
• All themes explored in relation to findings, similarities and differences with previous research findings.
• Research questions revisited and acknowledged.

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider

- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature)
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

* valuable

Comments: • Implications for EPs explored } policy mentioned within this.
• Advocating for COIPS - their voice.
• Further research opportunities highlighted.

Boswell (2002) – using The CASP (2018)

Paper for appraisal and reference: *Imprisoned Fathers: The children's view* (Boswell, 2012)

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- what was the goal of the research
- why it was thought important
- its relevance

Comments: ** outlined in abstract*

- Investigation of children's views and experiences

2. Is a qualitative methodology appropriate?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: *• capturing children's voice → elicit views and feelings about contact with imprisoned fathers.*

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: ** to an extent*

- whole project signposted / reported elsewhere.
- Outline given in "Research focus" section

4. Was the recruitment strategy appropriate to the aims of the research?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: • 209 families → aimed to interview 25 children → unclear how this data was obtained
 • 17 fully interviewed, 8 part-interviewed.
 • children selected, not to gain a representative view, but to acquire feelings and reactions experienced from fathers imprisonment.

5. Was the data collected in a way that addressed the research issue?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
 - If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
 - If the researcher has discussed saturation of data

Comments: • Data collection settings specified → person waiting area
 • semi-structured interview schedule. visit.
 ↳ included "warm up" questions and simple questions to allow for age and maturity differences → began with closed questions before more open-ended.
 • examples of questions provided.

6. Has the relationship between researcher and participants been adequately considered?

Yes	☐
Can't Tell	☐
No	☒

HINT: Consider

- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

* somewhat

Comments: • considerations of "sensitive topic" → eg. clarifying with mother awareness of father's imprisonment prior to discussion with child.
• flexibility regarding interview context/setting.
↳ no reflections noted on this.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider

- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: • Participants approached via their mothers/main carers.
• families had the opportunity to decline involvement.
• Researcher ascertained from adult carers the children's understanding of father's absence → prior to interview.

8. Was the data analysis sufficiently rigorous?

Yes	☐
Can't Tell	☒
No	☐

HINT: Consider

- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
 - To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: • No description of analysis process → justified by mentioning it would be misleading to attempt to present children's views in a tabulated format, given ranges in age, relationships with fathers and surrounding contexts.
• Presented under headings with example extracts from interviews.

9. Is there a clear statement of findings?

Yes	☒
Can't Tell	☐
No	☐

HINT: Consider whether

- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: • Implications and conclusions drawn.
• Pre-existing research cited alongside conclusions.
• Findings linked back to research aims.

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider

- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature)
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

✱ valuable

Comments: • focuses on COLPS voice → their outcomes / feelings / experiences.
• Wide age range of children included (3-19 years old).
• Acknowledges that this field of parenting is under researched → hindered by lack of statistics.

Nutbrown at al., (2019) – using MMAT (2018)

Family literacy in prisons: Fathers' engagement with their young children
 Webbrow, Clough, Stammers, Embelin and Austin-Smith (2019)

Part I: Mixed Methods Appraisal Tool (MMAT), version 2018

Category of study designs	Methodological quality criteria	Responses		
		Yes	No	Can't tell
Screening questions (for all types)	S1. Are there clear research questions?	✓		
	S2. Do the collected data allow to address the research questions? <i>Further appraisal may not be feasible or appropriate when the answer is 'No' or 'Can't tell' to one or both screening questions.</i>	✓		
1. Qualitative	1.1. Is the qualitative approach appropriate to answer the research question?			
	1.2. Are the qualitative data collection methods adequate to address the research question?			
	1.3. Are the findings adequately derived from the data?			
	1.4. Is the interpretation of results sufficiently substantiated by data?			
	1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation?			
2. Quantitative randomized controlled trials	2.1. Is randomization appropriately performed?			
	2.2. Are the groups comparable at baseline?			
	2.3. Are there complete outcome data?			
	2.4. Are outcome assessors blinded to the intervention provided?			
	2.5. Did the participants adhere to the assigned intervention?			
3. Quantitative non-randomized	3.1. Are the participants representative of the target population?			
	3.2. Are measurements appropriate regarding both the outcome and intervention (or exposure)?			
	3.3. Are there complete outcome data?			
	3.4. Are the confounders accounted for in the design and analysis?			
	3.5. During the study period, is the intervention administered (or exposure occurred) as intended?			
4. Quantitative descriptive	4.1. Is the sampling strategy relevant to address the research question?			
	4.2. Is the sample representative of the target population?			
	4.3. Are the measurements appropriate?			
	4.4. Is the risk of nonresponse bias low?			
	4.5. Is the statistical analysis appropriate to answer the research question?			
5. Mixed methods	5.1. Is there an adequate rationale for using a mixed methods design to address the research question?			✓
	5.2. Are the different components of the study effectively integrated to answer the research question?	✓		
	5.3. Are the outputs of the integration of qualitative and quantitative components adequately interpreted?	✓		
	5.4. Are divergences and inconsistencies between quantitative and qualitative results adequately addressed?	✓		
	5.5. Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?			✓

Appendix 6 – Notes to Identify Links Between Articles which Informed Themes of the Literature Review

Leeson & Morgan (2022)

- * Impact becoming caregivers *
 - ↳ imprisoned
 - ↳ non-imprisoned
 - ↳ siblings

O'Keeffe (2019)

- * Father's role in education *
- Pre-prison involvement
 - Active → school initiated work
 - Partial → practical / task orientated
 - No → barriers / contextual factors
- Current involvement
 - Life context barrier → inaccessibility of prison, travel costs, relationships with mother, visiting restrictions
 - Maternal gatekeeping
 - Children's unwillingness → bored, don't wish to discuss
- * Imprisonment had increased relationships & connection in some cases
- links with school & as educators
 - wish for school reports, work, photos
 - providing help - part whereby role
- * Desire to help cyp from prison

EESEON & MORGAN (2014)

- * cyp voice captured directly
- * lack of awareness cyp
- ↳ interplay of contextual factors
- * lack of strategic drives
- * lack of funding
- * lack of information sharing
 - meeting needs
 - tracking policy papers
 - rights
 - social exclusion

McConnell & Raikes (2019)

- cyp witness parental MH decline
- hopelessness → no release date
- distance → barrier for visits
- Narrative for cyp / lack info → if no release date, can't provide transparency & honesty → mental health
- financial strain
- stigma & relations → deprive cyp of support network, friendships, loss of parent
- * Relationship with father & cyp deteriorated in all but 1 case
- parents can be recalled to prison
 - ↳ could provide sense of relief to reduce stress & conflict on unsettling as adjusting to home life

Nutbrown et al. (2019)

- FLIP intervention
- * Desire for fathers involvement in cyp literacy → programmes
- literacy programmes → increased connectedness with parent & cyp
- father role view changed

Lanskey et al. (2015)

- * Impact can be driven by pre-prison experiences
 - ↳ previously happy = loss → happy
 - ↳ previously unhappy = stress → unhappy on release & during sentence
- * desire for connection
- * cyp voice directly
- * places visited changed
 - ↳ home, leisure, activities, visiting prison
- * independence / coping mechanisms
 - ↳ keeping feelings to themselves
- * imprisonment impacts pre & post prison
- * framework for understanding well-being

Woodall & Kinsell (2017)

- play visits enhanced reconnection, bond, mirrored home environment, physical contact
- physical and cognitive development → fathers learn about for cyp
- children more relaxed, engaged, fun, looked forward to visit

Baswell (2002)

- * Voice of cyp captured directly
- positive re-visits but not arrangements
 - ↳ seeking connection
- Distress parental imprisonment
- School implications → telling people, bullying, gossip, financial strain, embarrassed, forget
- Hopes & fears for release
- Contact / comms → letters, photographs, presents / cards, telephone, video

Weidberg (2017)

- * Voice cyp captured directly
- coping mechanisms - resilience
 - ↳ strong relationships families
 - ↳ support friendships & community groups
- ↳ mechanisms, normalising, adapting, blocking out emotions, avoidance and distraction, independence, perception of time
- contact father positive - visits
- Anxiety - visits / contact, distance / cost, fear for parents safety, saying bye
 - ↳ emotional confusion - sense loss
 - ↳ frustrated by injustice
 - ↳ extra responsibilities → caregivers?
- Trust
 - ↳ wanting truth
 - ↳ stigma & keeping secret

Morgan et al., (2013)

- * SEMH needs at home and school
 - ↳ exclusion
- * increase in caring responsibilities
- * continued impact upon release
- * hidden population
- * informing school
- * sharing info & identifying children
- * support provision
- * Access to info and training
- * strengthening support in schools
 - primary
 - differs
 - secondary
- * cyp race collected also

Appendix 7 - Phase 1 Questionnaire (outline of questions and responses participants could select from as presented to participants)

Information Sheet

Research Title: Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents across England.

Who is doing the research?

The research will be carried out by myself, Isabel Gregson. I am a Trainee Educational Psychologist studying the Doctorate in Child, Community and Educational Psychology at the Tavistock and Portman NHS Trust. I am carrying out this research as part of my course under the supervision of Dr Rachael Green, Research Supervisor.

Aims of the research

The purpose of this research is to firstly offer a description as to how EPs are presently working with Children of Imprisoned Parents (CoIP) within their practice.

Secondly, this research aims to explore how EPs can further support CoIP or those with a close family member in prison. EPs work across the individual, group and organisational level with CoIP and the systems around them. It is hoped that this study will contribute to the development of best practice when working with these otherwise overlooked group of CYP.

Who has given permission for this research?

The proposed research is sponsored by the Tavistock and Portman NHS Trust and has received formal approval from the Tavistock Research and Ethics Committee (TREC).

Who can take part in the research?

I am looking for qualified EPs, who are registered with the Health and Care Professionals Council (HCPC) practicing in England, supervised Trainee Educational Psychologists (TEPs) training in England or Assistant Educational Psychologists to complete this questionnaire.

Participant Requirements

Participants will be required to complete an initial questionnaire with an optional additional interview.

Questionnaire: participants will be asked to answer a multitude of closed questions to establish their involvement with CoIP in relation to EP practice (this should take no longer than 10 minutes).

Interview: the research will collate participant responses from the questionnaire and use the responses to inform the semi-structured interviews. Participants will be given the opportunity to apply to participate in the interviews following the completion of the questionnaire. In the interviews, participants will be invited to share their views on how EPs can further support CoIP, and discuss how they have previously supported

CoIP with the hope that this will inform future practice (this should take no longer than 30 minutes).

*If you have any further requirements when completing the questionnaire or accessing the interview (i.e. supportive adaptations), please contact the researcher directly.

Benefits of taking part

A potential benefit in participating in this study is providing future support to EPs and the profession when reflecting on current practice, but also developing awareness of how EPs can support CoIP in the future. Participants may reflect on their own self-awareness and development with regards to thinking about CoIP. By supporting EPs to be more aware of how to support CoIP in their practice, the overarching aim of this research is to positively benefit CoIP that EPs work with.

Possible risks of taking part

Every research project has the potential to cause risk to participants. One potential risk in the present study is the reflective process at the questionnaire and interview stage. Participants will reflect on their own practice when supporting CoIP, some of which may have been difficult to experience. Furthermore, personal experiences related to participants' own experiences with prison may be provoked through completing the questionnaire or involvement in the interview, some of which may be painful to recall, such as parents or relatives personal involvement with prison. Participants are encouraged to explore any uncomfortable thoughts or feelings through their professional supervision, as well as this, signposting will be provided to charitable organisations for further support.

Confidentiality

Following completion of the questionnaire and interviews, participants confidentiality will be protected. Participants personal data will be processed in accordance with current data protection legislation and the University's Data Protection Policy, and will be treated in the strictest confidence. Data will not be used other than for the purposes detailed above. Third parties will not be granted access to the data, unless required by law. All data will be stored on a password protected device and will not be shared with others, with the exception of my research supervisor for analysis purposes. In accordance with the Data Protection Act 2018, data will not be kept for longer than is necessary.

Following this, the data will be destroyed. Please note that confidentiality of information is subject to legal limitations or where disclosure of imminent harm to self and/or others may occur. Anonymity Data collated from the questionnaire will be held and referred to anonymously. No participant will be identifiable from any of the demographic data received. Only the researcher will be able to identify participants during the interviews, based on the email addresses given. Following the completion of the interviews the data will be de-identified and your responses will be referred to using a pseudonym.

What will happen if I do not want to carry on with the research?

Participation in this research is voluntary. Once your survey responses are submitted your answers will not be able to be withdrawn from the study. If you offer to take part

in the interview phase of the research you will be able to withdraw from the study anytime up until the data is analysed, which will be one week after the interview has taken place.

Further information and contact details

For further information regarding this research, or if you would like to contact the researcher, please use the details provided below:

Email – igregson@tavi-port.nhs.uk

If you have any concerns/questions about the research or about the conduct of the researcher, please contact –

Rachael Green (Research Supervisor)

Email - rgreen@tavi-port.nhs.uk

Academic Governance and Quality Assurance

Email - academicquality@tavi-port.nhs.uk

Tavistock and Portman NHS Foundation Trust, Tavistock Centre, 120 Belsize Lane, London, NW3 5BA.

Please scroll down if you have read the information provided above and wish to proceed.

Question 1

Consent

Please read the following statements and select if you agree

Options

- I have read and understand the Information Sheet provided
- I have had the chance to ask questions regarding the research
- I understand that this research questionnaire is part of a doctoral thesis
- I understand that I cannot withdraw my data from the questionnaire once my answers have been submitted
- I understand that the findings from this research will be written up in a thesis, which means it can be accessed through the university's library. The findings may also be written in a peer reviewed journal and/or shared anonymously
- I agree to take part in this research questionnaire

Question 2

Please select from the responses which best describes your gender

Options

- Males
- Female
- Non-binary/Third gender

- Prefer not to say
- Other (please specify)

Question 3

Please select which best describes your current role of employment (please note that multiple answers can be selected)

Options

- Principle Educational Psychologist (PEP)
- Senior Educational Psychologist (SEP)
- Main Grade Educational Psychologist
- Trainee Educational Psychologist (TEP)
- Locum Educational Psychologist
- Assistant Educational Psychologist (AEP)
- Specialist Senior Educational Psychologist (please specify specialism)
- Other (please specify)

Question 4

In what context do you currently work? (Please note that multiple answers can be selected)

Options

- Local Authority
- Private/Independent
- Commissioned Service
- Other (please specify)

Question 5

Geographically, where do you complete your EP work in England?

Options

- South East
- South West
- London
- Midlands
- North East
- North West
- Other (please specify)

Question 6

Are you currently or have you ever supported a child or young person with a parent in prison?

Options

- Yes

- No

(please note that if participants selected no for Question 6, the questionnaire terminated here)

Question 7

What best describes the nature of work you undertake with children or young people of imprisoned parents? (Please note that multiple answers can be selected)

Options

- Intervention
- Assessment
- Consultation
- Research
- Training
- Supervision/Coaching
- Other (please specify)

Question 8

At what point during your involvement were you aware that child or young person had a parent in prison? (Please note that multiple answers can be selected)

Options

- Included on the request for EP involvement
- During individual work with a child or young person
- Consultation with parents
- Feedback meetings
- Following involvement
- Other (please specify)

Question 9

How many children or young people of imprisoned parents approximately have you supported in your role?

Option – slider presented from 0-100

Please drag the bar here to indicate the number

Question 10

Have you ever spoken to settings or schools to ask if they have any children or young people of imprisoned parents in attendance?

Options

- Yes
- No

Question 11

Have you ever received support or training in how to support the needs of children or young people of imprisoned parents?

Options

- Yes
- No

Question 12

Do you feel that Educational Psychologists could do more to support children or young people of imprisoned parents?

Options

- Yes
- No
- Don't know

Question 13

If you have ever worked with a child or young person with an imprisoned parent and would not mind taking part in an additional interview sharing your experiences, please leave your contact details below. This will last approximately 30 minutes via Zoom.

Please note that this information will be stored in line with data protection guidance, will not be shared with anyone else and disposed of securely after use.

If you do not wish to be contacted for interview, please proceed to the end of this questionnaire.

Option - Box provided

Please provide your name and email address

Appendix 8 – Participant Consent Form for Qualitative Interviews



The Tavistock and Portman
NHS Foundation Trust

Participant Consent Form – Qualitative Interviews

Research Title: Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents across England

This research project is completed as part of the researcher's Professional Doctorate in Educational and Child Psychology.

Please read the following statements

**Initial here
if you
agree**

I have read and understood the information sheet	
I have had the chance to ask questions if I wanted to.	
I understand that participation in this research is voluntary and I able to withdraw at any time without giving a reason.	
I agree for my interview to be audio-recorded.	
I understand that I cannot withdraw my data from the initial questionnaire but can request to withdraw my data from the interview up to the point of data analysis (up to 1 month after the interview).	
I agree to meet with the researcher on Microsoft Teams or Zoom.	
I understand that participant data will be anonymised using a pseudonym.	
I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others.	
I understand that the findings from this research will be written up in a thesis, which means it can be accessed through the university's library. The findings may also be written in a peer reviewed journal and/or shared anonymously with my child's school and the local Educational Psychology Service.	
I understand that written publications might also include anonymised quotes.	
I confirm that I understand the confidentiality of the information I provide is subject to legal limitations in data confidentiality (e.g., a freedom of information request)	
I confirm that if there is a restricted sample size, this may have implications for anonymity.	
I confirm that I have made the researcher aware of any requirements or adaptations which I need to the interview in advance.	
I agree to take part in the research.	

Your name:

Signed:

Date:

Researcher's name: Isabel Gregson

Signed:

Date:

Thank you for your help!

Appendix 9 – Qualitative Interview Guide

Interview Guide

Thank you so much for agreeing to give up your time today, I really appreciate it.

I just have a few things to run through before we get started. So I just wanted to double check that you meet the criteria for this research, so you are either an AEP, EP, Specialist EP, PEP, TEP or equivalents to any mentioned working in England? And you have had experience of supporting CoIP?

Prior to this interview, I have emailed you the consent form which you have returned and completed. I would like to take this opportunity to share this to confirm you completed this and if you have any further questions prior to proceeding. Are you still happy to continue with the interview? If you wish to stop the interview or withdraw yourself from the research at any point, please just let me know.

Are you happy for this interview to be recorded? Thank you. I will start the recording now.

I'd like to talk about your experiences of supporting children of imprisoned parents within the educational psychology field. We will explore your work and personal experience during the interview in case you feel they may have shaped/influenced how you support these CYP. However, once this question is complete I will be looking for answers purely relating to your current position.

1. What work experience have you had prior to becoming as EP, training as a TEP or being an AEP?

Are there any personal circumstances you would like to share relating to CoIP?

Did you encounter CoIP as part of these roles?

Do you feel these previous experiences have influenced/shaped how you support CoIP in our current role?

Have you drawn on these experiences in educational psychology?

What elements of your experience have you drawn upon?

2. What are you currently doing to support CoIP within the context in which you work?

What context do you work within?

Is this support specific to CoIP?

How do you alter your practice for this group of CYP?

Are CoIP prioritised for EP involvement? If so, how?

3. When you have worked to support children with imprisoned parents what has been successful?

What psychological theories did you draw upon?

What approaches did you take/types of EP work?

What assessment did you use? Why was this selected?

What factors did you consider?

How did you measure the success or impact?

What type of EP work best supports CoIP? If you have supported multiple CoIP?

4. What would you describe to be some of the challenges/weaknesses when working with CoIP in the educational psychology field?

How did you attempt to overcome or support with these challenges?

Casework as opposed to overall field?

Internal/casework

What would you do differently in the future?

5. In the questionnaire/survey completed prior to this interview, results indicated that 81% respondents had not received specific training on how to support CoIP. What other opportunities do you feel EPs would benefit from to support CoIP?

Who do you feel is best to draw from or contact to support with this?

Who should we work with?

Any specific resources or support you feel could benefit?

6. 90% of respondents from the questionnaire/survey feel that EPs could do more to support CoIP. Previously we explored what opportunities might support EPs to do so but can you now tell me what wider threats or barriers you perceive may be preventing EPs from supporting CoIP?

What current contextual factors?

7. The question this research is attempting to address is 'What more can be done within the EP profession to support CoIP?' Is there anything we have not discussed today that you would like to share in relation to this?

Acknowledgement that debrief sheet will be sent

Appendix 10 – Copy of email sent to participants regarding the use of Otter.ai

Dear _____

I hope you are well. My name is Isabel Gregson, and I am a student on the Professional Doctorate in Child, Community and Educational Psychology (studying at the Tavistock Education and Training at the North London Foundation Trust). You may remember taking part in my thesis titled 'Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support children of imprisoned parents in England'.

This has passed at viva, and I hope to publish this in the near future. With this in mind, I wanted to make you aware of the software used as part of this research. To support with transcription, Otter.ai was initially used to generate raw transcriptions of the audio data collected. These were then downloaded and manually checked to ensure accuracy.

I understand that currently, there are concerns regarding the security of Otter.ai, therefore wanted to be transparent with you as participants. As such, I feel it is important to outline the measures I took whilst using the software to protect the data. I ensured that the 'data sharing' was not selected by manually switching this off within the account settings. This meant that I did not give permission for Otter.ai to store the data or use it for future training purposes. Once I had downloaded the raw transcripts from the software, I deleted them manually – confirming that they were also deleted from the 'trash' bin in which they are usually removed from within 30 days. I also permanently closed my account with Otter.ai.

Please note that my Research Supervisor and the Tavistock Research and Ethics Committee have also been informed.

Please do not hesitate to contact me should you require further information or have any questions on the following email address – [\[redacted\]](#) for confidentiality]

Many thanks,
Isabel Gregson

Appendix 11 - Copy of email sent to TREC regarding the use of Otter.ai

Dear Tavistock Research Ethics Committee,

My name is Isabel Gregson, and I am a student on the Professional Doctorate in Child, Community and Educational Psychology. My thesis has recently passed viva examination with minor amendments. One of my proposed amendments involves notifying you of a discrepancy from my ethics form/application regarding the use of a third-party tool and the measures I have taken to mitigate this both previously and in the present.

My research takes a mixed methods design and when handling my qualitative data, in April 2023, I used the software Otter.ai to support with transcription of my interviews. The data was uploaded in an audio format, and raw transcriptions were created by the software from this. I then downloaded the raw transcriptions from Otter.ai and engaged with the data myself, relistening to the audio and editing the raw transcriptions to ensure accuracy. I did not use Otter.ai for any analysis within my research.

I understand that currently, there are concerns regarding the security of Otter.ai. As such, I feel it is important to outline the measures I took whilst using the software to protect the data. I ensured that the 'data sharing' was not selected by manually switching this off within the account settings. This meant that I did not give permission for Otter.ai to store the data or use it for future training purposes. Once I had downloaded the raw transcripts from the software, I deleted them manually – confirming that they were also deleted from the 'trash' bin in which they are usually removed from within 30 days. I also permanently closed my account with Otter.ai. Following examination, I have discussed this with my research supervisor (Dr Ben Craik), clarifying my approach and subsequently, I have read and understand Otter.ai's updated Privacy Policy (published in 2026). As a result, I have constructed a letter which will also be sent to the participants of the qualitative phase of my research to inform them of this and aid transparency. The letter can be seen below for your reference –

Dear _____,

I hope you are well. My name is Isabel Gregson, and I am a student on the Professional Doctorate in Child, Community and Educational Psychology (studying at the Tavistock Education and Training at the North London Foundation Trust). You may remember taking part in my thesis titled 'Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support children of imprisoned parents in England'.

This has passed at viva, and I hope to publish this in the near future. With this in mind, I wanted to make you aware of the software used as part of this research. To support with transcription, Otter.ai was initially used to generate raw transcriptions of the audio data collected. These were then downloaded and manually checked to ensure accuracy.

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Please note that my Research Supervisor and the Tavistock Research and Ethics Committee have also been informed.

Please do not hesitate to contact me should you require further information or have any questions on the following email address – [redacted for confidentiality].

*Many thanks,
Isabel Gregson*

*Kind regards,
Isabel Gregson*

Appendix 12 – Interview Transcripts

Interview 1 – Carol

Tue, Apr 04, 2023 3:20PM • 27:59

SUMMARY KEYWORDS

work, children, school, erm, casework, educational psychologist, parents, imprisoned, prison, impact, ep, adults, young, stigma, family, theories, suppose, support, develop, experience

SPEAKERS

Interviewee, Interviewer

Interviewer 00:00

And so the first question that I'm going to ask today Carol just discusses kind of your previous experience before becoming an educational psychologist. Erm and this is because, erm in part in phase one of my research, where it was talking about educational psychologists experience and kind of the nature of the work with children of imprisoned parents, some people were drawing on previous experience to becoming educational psychologists. Erm so that question is just going to erm think about kind of like past experiences, and maybe if you've come across children within imprisoned parents in previous experiences, and then after that, it'll just be with in relation to the educational psychology profession. Is that okay? Perfect. Thank you. So question one. Erm so what work experience have you had prior to becoming an educational psychologist?

Interviewee 00:48

It's a long time ago now, so I have to think. Erm I worked in a variety of school settings, I work within a specialist SEMH primary setting, I worked in a mainstream secondary setting. Erm, and I also worked for a community CAMHS team in [location redacted]. Erm as well as some other voluntary roles in sort of play schemes, erm bits and bobs like that, but those are my main experiences. I actually don't think I, I probably was coming across children, young people with imprisoned parents, but I don't think it was very much kind of on my radar at that point. So, I I think most of the experience I've had is since becoming an EP.

Interviewer 01:38

Perfect, brilliant. Thank you. Erm and in terms of then moving on, erm I wondered if you could share with me what you're currently doing to support children with imprisoned parents within the context in which you work?

Interviewee 01:50

Erm well, I would say, and it won't come as a surprise to you, that one of the biggest things that we do, erm that I have sort of direct involvement with is our trauma informed attachment aware schools programme, and because it erm encompasses the, the kind of experience of, that children can have in when their parents are in prison in in its whole sense, in sense of how individual that can be, the different

factors, which affect kind of what that child's experience looks like, what resilience factors they've got, what risk factors they've got. Erm and we also obviously encourage EP's to apply that model and way of thinking, in their case work as well. So obviously, I've got er a strategic role within that programme. So wanting to kind of develop that way of thinking for our EP's, but also for our schools as much as possible. And through that work through the casework I, erm, I do adopt that, that erm approach and way of working. And so there's a young person that I've worked with for, erm he's year three now, and I've worked with him since nursery, which is amazing. And his mom was in prison. And so I really kind of helped the school understand the meaning of that for him, like on an individual level, and sense of loss. And we've worked through that, together as a school and also with his special guardian. Erm the challenge for him has been where he's been released, she has been released sorry - it was his mom. She was released and then erm got pregnant and he knew about that and he found that really hard, because she was starting a family with somebody else. And he kind of experienced rejection all over again. So lots of kind of supporting adults to make sense of his behaviour, support them to be able to kind of engage with him on a conversational level about it, labelling his feelings, validate his feelings. So yeah, lots of work with the adults around him. Erm and to kind of help him through it, and also helping people, other people understand the meaning of, of his experiences basically. And that's, just to clarify, that's within your link school? Yes, yeah. Yeah, yeah. So that's in my kind of visiting EP casework.

Interviewer 04:18

Brilliant, oh that sounds fantastic that you can follow, follow him long term as well and support with that, must be really rewarding. And so just in terms of then thinking about kind of specific support for children with imprisoned parents, you kind of spoke about a bit about the kind of the sense of loss that he might have felt when his mother first went into prison or that you know, that changing role of guardianship and then actually, the transition of coming out of custody or prison. And then the change in the family dynamic again, with the fact that the mother was parent was pregnant again with and starting a new life. And is there anything kind of in terms of your support that you think is quite specific to this group of children and young people?

Interviewee 05:11

As in specifically or different for this group?

Interviewer 05:15

Yeah. So so you're specific, maybe potentially, like, how do you alter your practice? Or is anything specific that way?

Interviewee 05:27

I think that there is probably more that I have to do with helping people understand the impact of that experience for a young person, or a child or young person and helping I don't, I don't think that comes as easily to, to schools staff, so I think I do more of that. I don't tend to do much direct work with the children and young people. So there's nothing kind of specific that I do for them, I would say but do work with adults around those kind of like, resources and things they could use. But I would say the kind of the focus of the sort of resources I use are around that, that experience of loss. And also, I would say, I probably have an emphasis on sort of key adult relationships as a consequence of the loss. But I'm not using any specific

resources that relate to children with imprisoned parents. I'm kind of just drawing on my knowledge and expertise in relation to adversity. And kind of having a different hypothesis in each case, depending on the contextual factors around it. Erm, I think the only other thing that I might do differently for this kind of piece of work, but I don't think it's entirely different at all, there are probably some other aspects of casework. But it's the sensitivity for the family around the story. And in this case, it's a special guardian erm situation, so it's slightly more removed from the family. And I haven't worked over time, and that closely with a family where it's been, say, a spouse who's imprisoned, and they're still together.

Interviewer 07:29

Yeah.

Interviewee 07:30

Erm, but we still have to sort of manage that sensitivity around the story. Because there is that stigma isn't there. And that's often and it's, it's trying to create a safe space, where it can be spoken about. And that certainly took some time with this case, in particular. The erm special guardian/carer, now she, she, we've got a really good relationship now. But in the beginning it, it took some work because I feel like she was quite resistant to external professionals becoming involved in making sense of what, what, and the impact of things like visits. I suppose that's yeah, the only other thing that we do specifically is think think about visits together and what their meaning is, and whether they're positive or negative. Sometimes I do that kind of work, where we've got kind of separated parents, and they're thinking about the relationship and kind of the impact that that has on the regulation and emotional kind of presentation of the young person.

Interviewer 08:37

Yeah, but and when you speak about visits Carol, is that a visit from mom coming to the house? Or is that a visit to prison?

Interviewee 08:43

Visit to prison. So in this scenario, he was visiting, erm, when he was younger, and then it was that a decision was made for that stop. And I don't and a decision was also made for her not to have contact when she did come out of prison. She has since returned. So she's back in there now. I don't know what's happened to the baby she had.

Interviewer 09:10

So that's again, another big change for the young person.

Interviewer 09:13

Yeah, yeah. Oh, thank you for sharing that. So I mean, we've kind of have covered a little bit about this. So when when you've worked with a, to support a child with an imprisoned parent, what's what do you think has been successful?

Interviewee

Erm, I'm so biased, by my own, like what, the work that I do and to have a lot of focus on for me, it's about the adults having a shared understanding of each of their needs. And if I can develop that empathy, and if I can, erm, help them see

behaviours in a different way, and help them see the what they can do and the impact that that can have, then I think that's where I've seen the most sort of positive impact and sort of being taking time and like accepting, like I mentioned with that case, before, I have been really privileged to be involved over time, and often school will probably take more of this role, but kind of accepting that it's a journey, isn't it, for that family and that young person in terms of making sense, accepting the impact, the impact changing, having to adapt to that. So kind of mapping that journey over time with them being able to be there. Erm, because I think, through that involvement, because I have been involved so far, over time, we kind of revisit the same places, we know, we know, when something happens, then what we'll see him do and that I think that really kind of helps people feel more confident that they understand him. They know how to meet his needs, and also that, that this storm will pass and will get to a better place. Once he's kind of navigated this tricky period.

Interviewer 11:15

Yeah, no, definitely. Thank you. And and within kind of casework, are there any particular theories that you think you draw upon when supporting children of imprisoned parents? I know, you spoke a bit about kind of the trauma informed work previously, but are there any specific theories that you think fit quite nicely, I suppose for this work, or?

Interviewee 11:35

Yeah, I mean, there's a huge amount of kind of attachment theory in there, in terms of that separation, you know, the impact of not only losing that parent, but then the impact on the parent or the caregiving relationship, what, whoever it is that the child then remains in, and the pressure on that, that the adults ability to meet the child's needs, depending on their relationship with the parent who's been imprisoned, kind of, erm the, their capacity to explain it, be honest, be open, develop that kind of narrative. And that's the other thing I was going to come to was. I think that narrative approaches and kind of narrative theories is also really important because there's definitely been present in mine and others casework whereby young people feel that that's because it's such a such a big part of someone's story isn't it going to prison? And it's a very kind of clear marker to a child or young person that someone's done something wrong. And they're sort of bad as such, that young people can kind of start to question their identity, which links with the attachment stuff, isn't it because they have got less of a secure base on which to form that identity. So you could throw some kind of identity theories in there as well. Erm but yeah, that they can develop a bit of a narrative of like, he's bad, therefore, I am bad. And unpicking that with with young people is important and helpful. But also coming back to that sort of resilience, thinking about that as a concept for young people because it affects all children and young people differently depending on their context. Because some of them are going to have great buffering factors around them and others aren't. And that's erm something that we use a lot within the trauma informed schools is that idea of risk and resilience. So I think that's really relevant. And you can throw the trauma stuff in there as well, that understanding of developmental trauma, the impact of stress on the brain, and impact of kind of the unknown regulation, how that sort of affects their, again, their sort of physiological responses, the experience of loss, how that can bereavement kind of theories around grief. And we could also mean there's, there's so much isn't there?

Interviewer 14:13

Yeah, perfect. Thank you so much for sharing that. And are there any, were there any measures that you took particular with that piece of casework to measure kind of success or impact? I know, you spoke a little bit about measuring it through how the responses of the adults around the young person and how they how competent they felt, you know, being able to weather the storm, but yeah, are there any other senses of kind of success or impact that you were measuring?

Interviewee 14:40

Not formally, no. And we've only just kind of started to do this more formally in [location redacted] whereby we do have more impact measures that we can use, but in that case work no, I've never formally I've never formally measured the impact of what I'm doing. Other than through our kind of review processes. In the sense of we develop this strategy together, I've asked you how it's going, you told me that it is or isn't working. Erm, but I would say the biggest measure of success is that he's still in the mainstream school. And I always say that to him then as well, like, whenever we're having a tricky time. You know, that reminder that in so many other schools, he wouldn't have stayed the course. And yeah, he is still there. And I hope that he will continue to stay there.

Interviewer 15:32

Perfect. Brilliant. Thank you. And in terms of assessment with the young person, so you didn't do any individual assessment with the young person?

Interviewee 15:41

No, so I've never done any direct work with this young person, I do lots of observation. But that's because he's not a fan at all. In fact, one time recently, I did think he's year three now, I'll give it a go. And even just being in the space with him and the key adult, he finds that so threatening. Anyone new, it takes him such a long time to trust people that erm I've never been in that kind of situation where I've been able to get work with him, talk to him and get anything meaningful. So, yeah, no, I've never done any using a measure with him before.

Interviewer 16:22

Thank you. Okay. So if we move on, what would you describe to be some of the challenges, erm in your kind of casework when you worked with children with imprisoned parents, I kind of suppose you did, you did discuss already about how it can take a while to kind of build or form relationships with caregivers, because there is that sense of stigma, shame on kind of like the power that an educational psychologist title holds, I suppose. And the impact of that, are there any other kinds of challenges that you felt that you've come across when working with this population of young people?

Interviewee 17:00

I think the schools understanding or the school, if the school aren't the kind of warm and open school who build relationships well with parents, then you may never know, that it's happened. Because it may be kept from them. Whereas this isn't a school like that. So that, so there is that openness. Also, sometimes schools sort of judgement around the family situation. I think it's them displaying that stigma, I suppose and having to try and put that to one side, rather than let it impact on how

they see the child or the other parent. Because I think sometimes those narratives that children experience about am I like them do exist for a reason, because sometimes they are seen to be like that person. I had a parent recently, for example, who'd experienced lots of domestic abuse with one partner and she she said in her aspiration, sort of for the EHCP, her main aspiration was that this young person didn't go to prison, like the dad. Erm, and that he doesn't hurt someone. That was what her goal was and he, I suppose he was showing lots of physical behaviours. So so yeah, so kind of battling that, that narrative with the adults. And helping them it's that challenge of helping them to see it through the lens that you're seeing it through. Rather than with that stigma, or that kind of deterministic view, whilst also allowing driving the empathy so that they can respond to the child in the way that they need to for the child. Really.

Interviewer 18:51

Perfect. Thank you. And and just then reflecting back on on kind of the casework that you've done with children of imprisoned parents, is there anything that you would differently?

Interviewee 19:01

I wish we could do more of it. Erm, I wish we knew about more children. I wish that we had there were services available for children, whereby if it was established that a parent has gone into prison, there would be like an automatic kind of access to some sense making work around that and supporting the people around the child to promote their resilience as best as they can. Yeah, I think that's the only thing that I would do differently is do I always know. And are there children who never make it onto the list? The ones that I am involved with are the children who present with really dysregulated behaviours in school. And they're a priority for that reason. But there are probably lots of other children in the school that we don't know about. And I think that's where TIAAS [trauma informed attachment aware schools] comes in. Because if, you know, there's only so many of us, but if the school works in that way in their general approach then, then we're more likely to kind of reach, get, give those kids what they need. But I also think services for families, I wish we could do more there, you know, in terms of supporting those parents, even just giving that explanation of where, where their parents gone. And when they're coming back and validating their feelings and letting parents know that those two things are important. Erm, I wish we could do more of that.

Interviewer 20:42

Yeah, definitely. Thank you. And I suppose I suppose you've kind of answered this next question slightly. And so what other opportunities do you feel educational psychologists would benefit from to support children of imprisoned parents?

Interviewee 21:05

Well, when I was a long, long time ago, in [location redacted], there was like a campaign that an EP did, the trying to raise the profile of children's of prisoners, but I think it didn't really go anywhere. And I think that's partly because there's just so much need in a city. And they're kind of one group aren't they in amongst lots of other groups? And also some of these children, that's just one of their risk factors, isn't it? And there's multiple other things. So it's an in some ways, we don't want to like stereo, we don't want to put them in a box like care experience or looked after

children can sometimes be can't they when it's that risk and resilience, isn't it? Erm but I do think, if we were in a position to, yeah, have maybe even doing some input with family support workers, like kind of helping them to understand or, you know, if we were able to build links with liaison workers who Family Liaison workers from the prison, I mean, I don't really know anything about what knowledge and understanding they've got of kids or the police, the police, I just, I don't even know where where you would start. But I guess it's equipping the people who have that contact with parents or children who are part of the prison system in some way, and finding out what their understanding is of what those kids need? And who who could it be that gives them more of what they need.

Interviewer 22:45

Perfect. Thank you. And are there any specific resources that you think that you would draw on that could benefit this group of children and young people?

Interviewee 23:04

I was just thinking of resources that kind of help help children express their emotions and have a space to process those emotions. And it's kind of more than a resource but I guess we're also doing a lot of ELSA work in [location redacted] and I think that is a real asset to a school isn't because it covers kind of loss and bereavement and separation in there. And so those any of those creative resources as well, I mean, I know EP sometimes use things like draw on your emotions. We've also invested in the Karen Treisman materials recently, lots of those kind of cards that she offers, I think any of those kind of creative, exciting resources, which allow children to express their emotions and help process their emotions are helpful, really.

Interviewer 24:03

Thank you. And so previously, we kind of explored what opportunities might support educational psychologists or what more educational opportunities EPs would benefit from, is there anything that you think might be preventing or acting as a barrier to educational psychologists supporting children with imprisoned parents?

Interviewee 24:24

Capacity in terms of our ability to you know, I mentioned that there's young people that make it up my list are the ones who with the greatest level of social, emotional mental health needs, or present those needs in a certain type of way that becomes a bigger problem for schools. Whereas if I have more time in a school, I'd be able to kind of see, be involved with more children or children lower down the list, but then I think that also depends on the schools. The other factor there is the school's capacity, isn't it you know, in a school where you've got a couple of ELSA's, and they're able to identify children and do work with them, or you've got a primary mental health support worker, for example, then that, that can be a real facilitator. So the barrier, I would say is, is kind of bodies on the ground. But I also think a barrier is the school's understanding of the impact of these types of experiences, and their openness to to knowing what their role can be, what a real difference they can make. Because our schools really vary in that way. As systems basically, so if you're in a school, who haven't got the openness, haven't got the understanding or empathy, then it can be really difficult, even if you're kind of working through consultation to get that child what they need.

Interviewer 25:58

Yeah, perfect. Thank you. And so just the final question, then, Carol, is that this part, this phase of the of the research is attempting to address the question, what more can be done within the EP profession to support children of imprisoned parents? Is there anything that we've not discussed today that you'd like to share in relation to the question or that you think might be helpful?

Interviewee 26:25

We need to keep going with trying to develop relational practice in schools. And I know that's happening across the country. But we are as a profession struggling in terms of capacity. And I really think it needs to be prioritised as a big part of what we do. Because ultimately, developing those enabling environments is, is the only way we're going to ever kind of meet this this type of need, whereby you don't always know, it can be a hidden need. But if that child walks into a school where emotions are expressed, contained, and relationships are everything, then we know that that resilience will be there, even if they are having this experience. So you know, with with this still relatively early doors with this kind of work for us as a profession, and we need to invest our sort of time and resources to it and and there's been a lot of funding put into it. And a lot of kind of there's a lot of buzzwords around it, but we need to make sure we're being effective with it. And see if we can make as much of a change in as many schools as we can.

Interviewer 27:38

Yep, because it kind of it it starts to move then doesn't it and shift the system to working kind of preventatively rather than reactively and builds a lot of capacity for the staff, I suppose as well. So yeah, no, that's perfect. Thank you. I'll just stop recording.

Interview 2 – Gloria

Tue, Apr 04, 2023 4:12PM • 26:59

SUMMARY KEYWORDS

erm, redacted, children, work, ep, gloria, imprisoned, eps, service, parents, support, schools, educational psychology, case, location, attachment, organisations, terms, local authority, remember

SPEAKERS

Interviewee, Interviewer

Interviewer 00:02

Perfect. So, today, Gloria, I'd like to talk to you about your experiences of supporting children of imprisoned parents within the educational psychology field. And the first question is going to explore kind of previous experiences. And if anything's kind of come up with regards to children of imprisoned parents, potentially, before you join the educational psychology field, and if that's shaped your practice, and then after that, if we can just relate the question just to the educational psychology field, if that's all right, because I know a few people are coming from kind of like teaching

backgrounds and sometimes they're drawing on that. Just to think about the educational psychology field if that's okay,

Interviewee 00:40

That's fine.

Interviewer 00:41

Perfect. So the first question, what work experience have you had prior to becoming an educational psychologist that you feel might have, you might have encountered children of imprisoned parents or just your general kind of route to training as an EP?

Interviewee 00:57

Not not at all actually, I've taught for 11 years, but I've never encountered erm, a child in that teaching period that had an imprisoned parent. It was, yeah.

Interviewer 01:08

Yeah.

Interviewee 01:08

Zero experience before.

Interviewer 01:11

Amazing. Thank you. So question number two. So are you currently do it? What are you currently doing to support children of imprisoned parents within the context in which you work? Nothing at all Nothing specific?

Interviewee 01:25

Nothing specific, no.

Interviewer 01:26

No, that's fine.

Interviewee 01:27

I can say, I mean, what I'm saying to support children of imprisoned parents, I could, I could be, you know, working with, you know, because I do the trauma informed training, there could be children who are impacted or, or get the support through the teacher whose had that training, but I know of no children, I do any specific work directed at children of imprisoned parents.

Interviewer 01:53

Okay, brilliant. Thank you. And can you tell me a little bit Gloria please about the context in which you work at the moment?

Interviewee 01:59

Yeah, I'm a senior psychologists. So I team manage a team of EPs. I give supervision to those EPs in my team. Erm, I also am the SEMH lead for the for the psychology service, and strategic lead for the local authority.

Interviewer 02:19

Brilliant.

Interviewee 02:21

Yeah.

Interviewer 02:21

That's within. That's within a local authority setting?

Interviewee 02:24

Yeah it is, yeah.

Interviewer 02:26

Thank you. Okay. So just within your kind of experience, then Gloria, of working within the local authority. Erm do you ever feel that children have imprisoned parents or kind of prioritised for EP involvement potentially in any of the schools that you work in? Or?

Interviewee 02:42

No.

Interviewer 02:42

No - okay, perfect. Thank you. So when you've worked to support children with imprisoned parents, I'm just wondering if you can tell me about things that have been successful in your practice?

Interviewee 02:53

Oh, goodness, now you're asking. Do you know what in my time as an EP and I've been an EP for 17 years I can only think of one case, there's only one case where I've, and it's such a long time ago, we're talking about the noughties here, I qualified 2005. And we're probably talking about something you know, about 2007 or something like that. We're talking way, way back. That's the only case that I can think of where I was aware that I was supporting or working with staff in school to support a child whose mom was imprisoned.

Interviewer 03:25

Yeah.

Interviewee 03:26

That was the only case I can think of. There might have been others, but they were it wasn't brought to my awareness.

Interviewer 03:32

Yeah.

Interviewee 03:32

That's the only, that's the only one. There might have been others where father's been in prison. But these are, I'm just thinking they might not have been the primary issue.

Interviewer 03:43

Okay.

Interviewee 03:44

Because I have worked with a lot, like when I worked in the [location redacted]. Erm, there were kids whose er fathers were involved in gangs and things like that. So erm. So yeah, I'm just trying to think. And when I did my doctoral thesis I interviewed a lad was probably about 17 or 18, whose father died in police custody. But I can't I'm not conscious, I can't say I'm conscious of any other, any other cases where I've worked specifically or directly, erm around the fact that the child's parent was imprisoned.

Interviewer 04:20

Yeah. So it might come in to kind of like your formulation in terms of kind of something else. That's there, but it might not be the sole focus of your kind of direct work with a school or with an individual.

Interviewee 04:31

That's right. Yeah. Yeah.

Interviewer 04:32

That's perfect. Thank you. So thinking about the one case then Gloria, that you've had, I'm just wondering, you know, what kind of theories did you apply to that case? Or

Interviewee 04:44

Oh goodness me.

Interviewer 04:46

Or what kind of work did you do? Did you do that specifically with the young person or was it about upskilling staff around them?

Interviewee 04:53

Do you know, it was so honestly it was so long ago Isabel it was, you know, in my salad green days as an EP and I I probably my per, my practice wasn't perhaps, as developed as it is now. And I honestly can't. I can tell you I remember it was an issue. I remember the I think it was around attachment

Interviewer 05:16

Yeah,

Interviewee 05:16

was the issue. So erm. So it was around that attachment relationship. And erm I remember it was about how that, it was around the child's feelings, you know, and, you know, Mother's Day, how do we deal with that and that type of thing. So I can think back I think the only theory I can think I drew on was around attachment.

Interviewer 05:37

Attachment. Yeah. No, that's perfect. And do you remember Gloria? What what kind of what form your, your work took? Was it about think exploring kind of feelings and emotion with the young person? Was it about? Or was it

Interviewee 05:50

It was more around the staff response, to be honest. Yeah, it was. I remember, it's more consultation around the, you know, how the adults around that child were supporting. It was a boy. And it's the mom, it was very unusual, because it was a mom that was in prison. Yeah.

Interviewer 06:06

Yeah and that's perfect. Thank you. And just in terms of that piece of casework Gloria, you might not remember, but if you do, erm how did you feel that you measured kind of impact or success from that work?

Interviewee 06:19

You know, I probably didn't measure the impact of success, we're still within the TME [target, monitoring, evaluation] in the service at the time. So I remember the, who was the chief, we didn't call them principal at the time. We didn't call him a principal at the time the chief of education. He was very much into us using erm goal attainment, scaling and TME. But I, I can't recall ever using either of those tools to measure impact, if I'm honest.

Interviewer 06:41

Yeah. No, that's fine. Thank you. And then just in your opinion, Gloria, when we're thinking about kind of EP work, and we're thinking about the the group of children with imprisoned parents, do you feel like there's any, any type of EP work?

Obviously, it'll be very individualised to a child. But you feel like there's any type of EP work that potentially suits this group of young children better or? Yeah, what do you think best supports, them?

Interviewee 07:08

I think it's, I think it kind of comes under that trauma and attachment work that we're doing across [location redacted], because it is quite niche, isn't it? And it's, I don't know what the erm how many children have been affected by imprisonment. But in the past erm we had an EP [EP redacted], who did erm I think it was a PPR at University of [name redacted], I don't think it was her thesis. But she did something on this. And it was made a big thing in the service. It was erm and she erm she had a conference, she held a conference erm on children and of prisoners at the [location redacted] in [location redacted]. And I remember it was in the newspapers, we had lots of information leaflets erm Councillor [name redacted] was there, it was a big, big thing. But it did die out after a while. Erm because it's because it's because the numbers are so small. And I'm not sure if schools would prioritise this as an area that they need supporting. But I think the work we do on trauma and attachment does, does help teachers understand what children might be going through

Interviewer 08:23

Yeah.

Interviewee 08:24

They've been separated from their ch ch children, you know, for imprisoned, there's there's other factors as well, you know, it's a different type of separation. But in terms of dealing with their emotions, I think the trauma and attachment work is is really erm is where we are, in terms of this area of work, I don't think we would go down the route of just very specifically identifying this group of children needing something very specific.

Interviewer 08:24

Mmm.

Interviewee 08:24

Erm, but there are a lot there probably is knowledge around, you know, this type of separation is obviously different to others, you know, they can have separation through death and separation through you know other means, you know, because, you know, if they'd been taken if, if some parents have got rights to the child and another hasn't. So it's different types of separation. But erm if there's any specific EP knowledge, then it's worth having a CPD day on it. But I don't think we would go down the route of having a specific erm package of support specifically directed that we promoted specifically directed of children and prisoners, because we've done that before and it kind of fizzled out for a while.

Interviewer 09:38

Yeah, no, that's perfect. Thank you. And so when you think about supporting children of imprisoned parents in kind of casework Gloria, I'm wondering if you think it may be if you perceive that there would be any challenges or if you found any challenges within that kind of one case that you were drawing upon?

Interviewee 09:56

Erm, the challenges I'm just trying to think back. What were the challenges? I didn't know very much then ha. Erm what were the challenges? Erm, erm. Erm I can't honestly, remember, Isabel, I'm just trying to think back now and like so long ago, we're talking over 10 years ago. Erm perhaps even 15 years ago, I can't remember of any chall, I can't probably weren't challenges, but I do remember it distinctly. But I just can't I remember the case coming up. I remember. Erm just trying to think of the details. I know, I even know where the school it was at. It was at [name redacted], I remember it was at [name redacted] and I went back there to do some cover, because they'd lost their EP. And some staff were there from before and I said oh I remember, I had a case here of a child that was in and they said, oh, yeah yes, and they remembered it. The head teacher remembered it. But I can't remember many of the details.

Interviewer 10:56

No, that's fine. Erm are there any kind of perceived challenges that you would think of Gloria, with working with this group? I know, you spoke about how support potentially died out I suppose. Erm over time, in in [location redacted], I'm just wondering if yeah, were there any challenges you think to kind of keeping that going?

Interviewee 11:16

I think it was, the challenges are I think it's because it's perhaps not a large group of the pupil population that we're dealing with?

Interviewer 11:26
Erhum

Interviewee 11:27
I'm not I'm not sure what the prevalence rate is. But I think the prevalent I think there are there are bigger, there are bigger issues that [location redacted] are dealing with at the moment. I think at the moment, it's how do we prevent we've got the highest exclusion rates in [location redacted]. So it's how do we, it's more around systems in schools. How do we support schools to be more inclusive?

Interviewer 11:50
Yep.

Interviewee 11:50
Erm, it's just that the yeah, there are, there are big things that impact on the council's data that are perceived as more important. So we're a traded service, remember this is when [name of EP redacted] was trying to get it going and she was, and she used to get frustrated because he wasn't getting support. We are a traded service. And erm we have to trade to maintain our staffing. And so erm and then the other part of our funding comes from the local authority. So they have to commission us for work. So what the things that we give priority to are things that we're either going to be commissioned for from the local authority, or the things that schools are willing, or wanting to know more about, or are willing to pay for our time for? So for example, one of the biggest things we do the two biggest, three biggest things we trade in at the moment with schools are ELSA, because there are a lot of children's social emotional difficulties.

Interviewer 12:49
Yeah.

Interviewee 12:49
Trauma informed attachment aware stuff. Erm because that's the universal, the universal levels to try and, you know, support children with certain emotional needs, and SCERTS because there's a high prevalence of children with autism. And so, you know, in terms of developing this area further, if there's not a buyer, there's no one to commission this work, or a school is willing, or not even one's got a number of schools who are willing to pay for this. It's it wouldn't, I think that's why it died out. We just, there wasn't a commission, if it was back in the days before the 2000. If it was, you know, the days when I started out where we weren't a, we weren't a trading service. We would add this to our repertoire of knowledge and skills, and we take it out to schools, wherever the need wherever it was needed.

Interviewer 13:38
Yeah.

Interviewee 13:38

But we do tend to focus on areas that we've, that schools are either willing to pay for, or the local authorities willing to commission us for.

Interviewer 13:46

Yeah, and I suppose it kind of it spans a wide number of children and young people, I suppose, as well. And also, as you said earlier, some of those things you can draw upon, like, for example, ELSA, like, there might be a young person in there that has a parent in prison, and what would their emotions but also coming into the trauma informed work? So yeah.

Interviewee 14:05

Yeah, those things would, I suppose those those programmes would address those I know, there's probably more niche, stuff that you would do specifically for children with of imprisoned parents. But yeah, I think it would be one of those things where we have service CPD day, and you kind of share it with the EPs. So you know, when you're going about your business, if you come across these cases, this is what you need to know. So I think that's the level it was but in terms of offering training to schools, putting on erm CPD sessions, we do erm Central Health Training, as you know, and erm yeah, but if schools are, we're not gonna get a lot of attendees, we're not you know, the EPs aren't going to spend the time preparing and developing something that we're not going to get that many attendees.

Interviewer 14:56

Yeah, perfect. Thank you. So erm from your, drawing on your experiences then Gloria, what other opportunities do you feel EPs would benefit from erm when supporting children of imprisoned parents?

Interviewee 15:09

Well, I think erm, I just think erm you know, kind of case studies, you know, work that has been done before to support and how it's helped, you know, what, what specifically has been the EP role in these cases? And how it's, has it helped those pupils? Because as I said, it's quite niche, isn't it? I mean, we could focus on the trauma and attachment, but this is is a different type of, it's it's kind of like erm you know, if you if you're providing bereavement training to schools, but then, you know, death by suicide is a different type of bereavement. And it needs a very particular

Interviewer 15:49

Yep.

Interviewee 15:49

kind of erm approach. Erm same with this, okay, this is separation and linked to attachment, but it's a specific type of so there are the factors that need to be taken into account when you're working with children of imprisoned parents, I think it would just be useful, you know, in terms of, we have half termly service CPD days to have a session on that, so that EPs know of the, you know, understand the you know the factors that needs to be taken into consideration

Interviewer 16:22

Yep.

Interviewee 16:22

when supporting adults or staff in school of children of imprisoned parents and successful, erm you know, ideas of successful intervention or successful work that has been done with these children. And what have been the outcomes from that intervention?

Interviewer 16:38

No, brilliant. Thank you, Gloria. And do you feel that there's anyone in terms of charities or organisations that erm you feel would be beneficial to work with in collaboration for kind of thinking about those CPD days or exploring those case studies a little bit further?

Interviewee 16:54

Erm I can't think of any I mean, I think [EP name redacted] but I have a few organisations she worked with, but I can't off the top of my head I can't, but there's no doubt there is I mean, you perhaps have to link in with organisations like the Youth Offending Team and erm the [location name redacted] Combined Authority erm or the violence reduction unit, maybe those kinds of organisations might know of, you know, charities or that or other organisations that do support children.

Interviewer 17:27

Yeah.

Interviewee 17:27

But definitely the VRU. I've done some work with the VRU before the violence reduction unit. Erm they're they're linked in a lot of erm, erm organisations that do all sorts of things. You know, I'm impressed. You know, they've got, you know, organisations where a mother has been taken into erm hospital because of domestic violence and organisations that hang around in the, in the hospital foyer to to support those families erm and the children, you know, so there's all sorts of organisations out there. So I didn't even know that existed, you know that in A & E, there are people that go around and you know, where there's been domestic violence, they can support the children. I didn't know that existed. So there might be something similar.

Interviewer 18:08

Its about flagging an awareness of it. Yeah.

Interviewee 18:10

Yeah. Yeah. Yeah.

Interviewer 18:12

Yeah. Perfect. Thank you, Gloria. Erm do you think that there's any specific erm resources that would be that you'd feel like now, if you had a child of imprisoned parents that you'd you draw on erm? Or that you've, you've had experience of using in your practice that you think might work well with these children and young people?

Interviewee 18:30

Erm with losses? Erm no, I just think about erm we do do attachment centred erm attachment centred mentoring, that's one that we bought in from [location redacted].

And that does include a lot of theories around, you know, attachment, they've given me a link to, I am going to do it in the holidays now. They've given me a link so I can go through their materials. Well, I would imagine there's something in there that might speak to this. Erm because it's not even just the time that parent goes in prison. I mean, if the parents been involved in criminal activity, there's erm that speaks to, you know, if they've been involved, if they're involved in criminal activity, it would have been things about their relationship. Erm and that parents capacity to parent the child in a loving and nurturing way that will have affected that child's development as well. Erm you know, there might have been things that have gone on in the home. Erm or, you know, the parent might have experienced violence before erm which the child's aware of so there are factors, not just the imprisonment itself, but there might have been things going on in the family, in the family beforehand which would have impacted the child. So that's what I've said about the trauma. But I know you know, with any type of trauma, any type of trauma, the antidote is around relationships. So a relational approach and it's about for me, it's about being able to support or train those adults in relational approaches, to better meet the needs of the children that have been affected by parents who have been in prison.

Interviewer 20:31

Yes perfect thank you. And I'm just wondering, I know that you you have spoken a bit, Gloria about kind of like low numbers, erm in terms of children with imprisoned parents, do you think there's any other barriers or kind of wider threats that might be preventing educational psychologists from supporting this group?

Interviewee 20:47

Erm I don't think, I think it's just that it's just the prevalence. I think there are lots of issues out there. There's lots of things that we want to address. And I think it's picking the ones I think, for the services, it's identifying the ones that they feel, you know, there, it's there is there is an interest in, you know, are they going be, is there an interest in this area, you know, we could skill ourselves or produce things, and this is what happened with [EP name redacted], we had to produce a lot of nice glossy merchandise, things to give out. But I remember when we left [location redacted], we ended up throwing a lot of them away. So yeah, it's good stuff as well, you know, good quality stuff, probably you know printing and whatever. But erm, I'm not saying there aren't children who've got, you know, been identified haven't, but they're not always brought to the fore in schools. So that, you know, that in the 17 years, there's only one that I can think of having said that, going into management, you do less case work. So I might have come across more had I've been still a full time. Erm you know, covering a patch full time. But yeah, I'm not there wasn't there wasn't much take up from the service. I don't think the merchandise didn't go. It didn't go very quickly. It didn't go very quickly. So and I remember at the time, I wasn't, this is before I became a manager and I remember [EP name redacted] was, her line manager was [EP name redacted] whose now the PEP of [location redacted]. She was trying to get her to advocate for her you know, of how to expand this, I need more, I need more, it needs to be publicised more and whatever. And erm the EPS knew about it. We have CPD on it, but it just didn't, yeah we didn't go very far. It's as I said, we throw away a lot of that merchandise when we left [location redacted]. I know that because [EP name redacted] had the desk beside mine.

Interviewer 22:43

So you saw it all.

Interviewee 22:45

Saw it all yeah, yeah. And lots of publicity was given it reached the newspapers Councillor [name redacted] came to that at the [location redacted]. Erm it was a great event.

Interviewer 22:54

It's a shame isn't it? Because it's almost like they did have the buy in or the interest, I suppose.

Interviewee 22:59

Yeah.

Interviewer 22:59

Erm more kind of the momentum. I wonder. Erm yeah.

Interviewee 23:04

For the interest in the newspapers. But even with that, because it's I suppose if you publicise it on a national level, you're gonna get a lot of people, but I suppose if you just focus on [location redacted] alone? Erm yeah, the interest would have perhaps been, you know, it probably wouldn't have filled a hall at the [location redacted]. So,

Interviewer 23:04

Yeah.

Interviewee 23:04

I think erm, I think maybe it's one of those things that talked cross, it's, it's one of those things that developed across a number of services. Because I was in a group erm because my thesis was on gangs. Again, another niche area. Erm, and, and I was in a group and interest group that was set up at the University of [name redacted], by [EP redacted], and [EP redacted] who is at [location redacted], and it wasn't on gangs, it was on working with erm children involved in crime, you know, children who are yes working with young people involved in offending, offending, you know, and that wasn't just focused on so a network developed, though we'd meet every quarter and it wasn't just us in [location redacted], it was right across the country. And we'd meet, this before COVID, we'd all meet so the invites went out, [EP name redacted] would send the invites out, there's always one person in a service who was involved in something to do with children involved in offending. There was always one person in every service, so I remember going. I was the rep for [location redacted] at the time. And I would go, and there might not been a rep from [location redacted], but there might have been a rep for I don't know, [location redacted], so it's not every not every service, but it was for the network of educational psychology service. There was a good enough gathering for us to fill a room on a quarterly basis for people to come and share the work that they've been involved in, share their resources. Em so those involved, directly involved in this work, were able to learn from others, who are, you know, who've got projects going on in their local authority. So that was a national network of EPs involved in offending, you know, with those who offend. Erm it didn't fill up the lecture hall, but it

was able to fill up erm a room at the University of [name redacted]. So something like that, where there is at least one person holding the reins in the service, the experts who if EPs do come across across cases where there's a child of an imprisoned parent they can go to, and, you know, be, erm you know, get some peer supervision and peer support on dealing with those cases. And if that person then is connected to a national network of people who are involved in that work, you're always being kept up to date. And I said it was at the university so that, you know, there's somebody at the university who's who had who had an interest in that as well.

Interviewer 26:08

Yeah, I suppose then you're building on practice, aren't you? And its a place that you can share practice, but also learn something so yeah.

Interviewee 26:14

Yeah.

Interviewer 26:14

Yeah, no.

Interviewee 26:15

I think that's the, that'll be good practice in this as I don't think anything like that exists, but that would be good practice.

Interviewer 26:21

Definitely. Erm so just the final question then, Gloria, so erm the research is attempting to address for this phase, what more can be done within the EP profession to support children of imprisoned parents? Is there anything that we've not discussed today that you feel would be relevant or that you'd like to share?

Interviewee 26:39

Oh, I don't know enough about it to be able to give a view like that. Sorry Isabel, we haven't been much help in this interview. I do apologise.

Interviewer 26:46

No it's fine. It's fine. It's great.

Interviewee 26:48

I've only had one case and it was so long ago. So I do apologise I am completely clueless.

Interviewer 26:55

Absolutely fine. Thanks, Gloria. So I'll just stop the recording now.

Interview 3 – Sarah

Tue, Apr 04, 2023 4:30PM • 40:55

SUMMARY KEYWORDS

erm, guess, work, school, support, felt, thinking, children, imprisoned, experience, suppose, context, terms, points, educational psychologists, behaviour, prison, attachment, young, drew

SPEAKERS

Interviewee, Interviewer

Interviewer 00:00

This computer. Perfect. So that's started now. So we'll get going with the questions. Erm and then there'll be an opportunity at the end if you want to share anything else that you think is relevant that we potentially haven't covered, if that's all right?

Interviewee 00:11

Yes, of course. Yeah.

Interviewer 00:12

So, I'd like to talk to you today about your experiences of supporting children within imprisoned parents, erm within the educational psychology field, erm we'll explore kind of previous work, any personal experience, and then, during the interview, in case you feel that anything may have kind of shaped or influenced erm how you support these children, young people, that's what we're kind of hoping to delve into. Erm so once the initial question of like background information erm has been asked, it's kind of thinking and relating more to your current experience in the role that you're in today. If that's all right.

Interviewee 00:46

Of course.

Interviewer 00:47

Perfect. So erm just the first question, then, so, what work experience have you had prior to becoming an EP, erm whilst you were training as a TEP or as an assistant educational psychologist that you think might have influenced how you'd support children with imprisoned parents?

Interviewee 01:02

Oh that's a good question. Erm I guess. Yeah, I'm trying to think I don't think I ever had any erm I don't think I've ever had any kind of direct training. Erm erm and I don't think prior to the, the one child, I've worked with it now as an EP, I don't think or I'm not aware that I've worked with any other children, erm with, who, whose parents were in prison. So I guess in terms of like that direct experience, there was nothing, I guess, it's thinking about them sort of what, what I like what I drew on erm in terms of that work, and I suppose so I was a teacher, erm prior to erm becoming an EP, I didn't go through an assistant route. Erm and I suppose, for me, it was drawing upon the experiences then of working with erm young people who were struggling emotionally maybe had experienced some form of sort of developmental trauma. Erm that erm and I guess, and I guess all the training that I'd had as an EP around that area, that that was most useful. And what I drew on most.

Interviewer 02:19

Brilliant, so, so just to clarify, so when you were a teacher, you don't think that you came across any children of imprisoned parents?

Interviewee 02:26

I'm not aware that no, I don't think so.

Interviewer 02:30

No that's fine. And then kind of moving on to kind of in the educational psychology field, you felt that kind of your experience as a teacher might have influenced how you supported those children, young people slightly because it would be more taking kind of that trauma lens or thinking?

Interviewee 02:44

Yes.

Interviewer 02:45

Yeah.

Interviewee 02:45

Yes absolutely. And I think erm I think one thing that I do try and hold in mind, as well as having been a teacher is sort of, you know, how that how it feels in the classroom, you know, that lived experience of supporting erm young people then. So I do try and always kind of put myself in their position. Erm that becomes increasingly difficult, the further I get away from my teaching career, but erm yeah.

Interviewer 03:07

Yeah, so thinking about what's really doable.

Interviewee 03:09

Yes exactly.

Interviewer 03:11

Yeah in the current climate as well. Yeah, definitely. So moving on to the second question then. Erm so what are you currently doing to support children with imprisoned parents within the context in which you work?

Interviewee 03:24

Hhum, okay, so I have been working with with one child erm in one of my schools, erm who whose parent was in prison. The parent has actually recently just come out of prison I hope that doesn't invalidate.

Interviewer 03:24

No it's fine.

Interviewee 03:43

But I haven't actually been actively involved with her since since that time. So my direct work to this day, I may get involved with her again. But to this day, it's been while her, her parent was in prison. Erm and my, the work that I was doing so initially,

erm was around signposting erm for to the school to erm is it the seen and heard erm charity, yeah.

Interviewer 04:07

It will be yeah. yeah.

Interviewee 04:08

Yes, children heard and see thank you. Erm so so signposting to a degree, erm and then erm a lot of erm work with the school and within a multi agency context. So you know, we had loads of people involved with this young person, because there were points when she was really struggling in school. Erm so a lot of work around erm formulation erm I get, you know, i've sort of mentioned that sort of developmental trauma and erm so sort of formulating with the school, erm around what, you know, what's going on beneath her iceberg. Does that make sense? You know, erm and thinking about so, this child actually she was she was born in prison, erm as well. So her mother was pregnant when erm when she was imprisoned. Erm so it's just sort of thinking about those experiences as well of being within that setting for the first few years of her life, and then, and then having to come away and leaving her mother erm thinking again, you know, around like trauma attachment, all of those lovely, erm yeah all of those lovely, emotional areas of psychology. Erm so yeah, it was really yeah, really nice to actually use some kind of some proper psychology. And I think erm it was, I think it's like said that there are a number of different people involved. And I think that was definitely an instance erm where I felt that I did have erm a really, I could offer a unique perspective, erm through that psychology lens, erm and then use obviously, to then support what was happening in school, erm and putting systems and processes and provision in place for her, erm in a way that did really, really help. Erm it was a really positive story.

Interviewer 06:00

Brilliant. Erm thank you for sharing that. So that was within your link school, then one of your.

Interviewee 06:05

Yes that's right. Yes.

Interviewer 06:06

Amazing. Thank you. Erm and then thinking about specifically children of imprisoned parents, erm is there anything that you felt you kind of altered within your practice specifically for this group of kind of children, young people, I appreciate that you're sharing one example that you've erm supported. But do you think that there's anything that you that you did differently that you wouldn't do with perhaps other erm vulnerable groups of children and young people?

Interviewee 06:32

Mmm, erm I'm sure there are Isabel. Erm I guess, I guess that there was something to do the sensitivity of this of this particular case, that was different. Erm, I think it felt I mean, lots of the young people we work with, you know, sort of in critical situations, but there was something specific about this one that erm that made it feel very pressing, very urgent. Erm and so I guess, in terms of changes to my practice, erm I was probably a bit more I was a bit more sort of insistent with the school around

certain things. And it's a fantastic school, erm that you know, that they they don't need a huge amount, but I think I was probably, there were a few points where I was, erm yeah, a bit more erm directive, I guess. I mean, you know, we're always directive within our work, but erm that there were kind of a few things that I did erm. That I wouldn't let go. Erm whereas maybe if it felt like a slightly less erm critical situation, maybe maybe I'd have not been quite so directive around certain things. Erm, yeah, sorry.

Interviewer 07:04

No, that's absolutely fine erm. Perfect. And then just in terms of kind of the setting that you that you work, then Sarah, can you tell me a little bit about the kind of context and then erm if we can talk about are children of imprisoned parents prioritised, I suppose for EP involvement, you've spoken about a little bit about how, how you kind of were more directive in that situation that school. Do you feel that that's kind of something that is that is captured within your service? Or do you think that that's something that erm yeah, I suppose an area that we could think about later, maybe in terms of development?

Interviewee 08:08

Mmm, that's a really, that's a great question. Erm so what so in terms of the school that then is that? Yeah, so it's

Interviewer 08:46

It's in the context of the EPS, maybe just, you know?

Interviewee 08:49

Oh ok.

Interviewer 08:49

Just yeah. And then thinking about the school, I suppose, and then thinking if there's, erm if there's, you know, are they prioritised that is that something, can you ask in planning meetings? Is that something that comes through?

Interviewee 09:00

Yeah, yeah. Erm okay. So erm er they are, I would say, this is not specifically something that we talk about in planning meetings, erm I guess with erm with with the, the child in question erm that I was working with. Erm I guess she would have been raised as a priority, because within planning meetings, sort of within the wider context of our service, because erm because of the way things, where she was actually erm a child in care erm. So she would have been raised through that stream, I guess, rather than erm specifically a child of a prisoner. Erm, this the school that she is in, erm they are a Thrive school. Erm and they are, oh, they're wonderful. They're really they're really lovely relational erm attuned setting, who who really get emotional development and the impact that that can have on behaviour. So I think she, I'm I'm wondering if she had been in another school, whether she'd been would have been raised to me at the same time, or whether it would have been later or earlier. And just the context in which it had been raised when she was raised, she was very much raised as a young person with, erm you know, who was struggling emotionally. And I'm thinking possibly in other schools, she might have been raised as someone with behaviour difficulties. Erm erm, maybe that's maybe that's unfair.

Erm but so I guess, yeah, the context is important, the context of the school and how they're how they're perceiving things. Erm, but I guess, you know, going back to me saying before, about, you know, when I was teaching, and I, I'm not aware of any pupils who have parents imprisoned, and I guess, I guess I would, I guess I would have known but it's not, I guess, it's not something that you do think to ask, and I think, I guess, families might not want to share that information. And, and it is so important to to know these things, isn't it? Because I'm sitting next to this little girl that, you know, such a massive impact. And it was so important to know that that background and that history in order to sort of unpick what was going on for her and what was going to work for her going forward.

Interviewer 11:32

Yeah. And really interesting that she was also born in prison. And it's more, I suppose stories that you hear about normally is normally a kind of having a father in prison. So

Interviewee 11:42

Yes.

Interviewer 11:42

very different. Different dynamic there as well.

Interviewee 11:45

Yes, absolutely. Absolutely. Yeah.

Interviewer 11:49

Thank you. Erm I'm just wondering, did you erm, did you speak to the young person at all as in with a part of your formulation? Yes.

Interviewee 11:57

Yes, yes, absolutely. Erm yeah, I worked with her. I have worked with her on a number of occasions. Erm some of the work has been erm right this erm, we weren't sure what schooling she she'd only been in the school a little while, erm when I started to erm work with her and had only recently come out of prison herself. And it was in another country as well, erm that she was there so, we some of the work that I did with him was around kind of unpicking sort of cognitive needs and and things like that. Erm but then also a bit of sort of social emotional erm stuff, too. Yeah.

Interviewer 12:38

Brilliant. Thank you. Erm so the next question that we have is erm when you have worked to support children of imprisoned parents, what has been successful? Erm so we've kind of spoken a little bit about the psychological theories that you drew on Sarah and kind of approaches that you took, I suppose. Erm but is there anything in terms of like the assessment method that you use you that you could share with me today?

Interviewee 13:02

Yeah erm. So, in terms of erm, in terms of in terms of what worked in terms of the assessment, I guess erm, I use a bit of a, a bit of like a five P's approach. Erm, erm, I think erm, we did do an EHC statutory request for her and she she has now got an

EHCP but, within within that document, I kind of erm, er that's how I kind of like drew drew out my formulation. But but that's just the formal document the way that we were working erm within, within our multi agency erm conversations. Yeah, very much looking at erm those kind of precipitating factors and predisposing factors. Erm, and erm but then also the protective factors as well, I think that that was really important erm for us to focus on. So there were things like I say that because the school are that way out, and because so many of her needs were, were linked to you know erm emotion. That meant that right from the off, they were doing things which were helping her and it was really important to kind of to build on those as well and erm help the school feel, I guess not so kind of powerless. Erm, because I think there were points where they were really, erm that they really were losing faith in themselves. I think that they were going to be able to help this little girl erm. Yeah erm, so and erm things that helped specifically, I think erm. So erm, I think a big thing for her was around relationships and being able to build positive relationships with key adults. Erm, erm so her Thrive practitioner erm was a very important person. And then there was a teaching assistant who wasn't sort of a one to one assistant or anything like that, but she was in class with her a lot, and just with the class in general, and they formed a really lovely bond. Erm and I think another thing that she, which really worked for her eventually was that erm the school erm have a little erm like hub, it's not sort of an official resource base, but it's a sort of space where there are increasing numbers of young people with erm, with learning needs, erm in a range of different learning needs. A lot of them also do have erm social emotional needs as well. Erm and it's, the whole school is very relational in their approach, but the hub is is really like, it's, it's, it's not a nurture group, in terms of, you know, again, an official one built, but it really does employ so many of those principles. Erm and so she went into there for possibly about six months. Erm and that this was something that was one of the areas that erm, I was quite directive around, because the school would not, didn't think it was the best fit for her to start with, because erm because actually, even though she probably had some inconsistent, teaching beforehand, actually, she's she's quite bright, little thing. Erm so from a learning perspective, it wasn't really where she was, but from a more holistic erm perspective, just having that, that lovely small group, kind of erm lovely nurturing environment, really worked for her. And then after about six months, she began to kind of transition out again, back into her main class.

Interviewer 16:47

Brilliant. So that was kind of I suppose how you measured success a little bit was kind of how involved she was in terms of the main classroom, but also developing, developing those key relationships with adults as well. Yeah?

Interviewee 16:57

Yes, definitely.

Interviewer 16:59

Brilliant. Thank you. Erm and then from your experience, then Sarah, what types of EP work would you think would best support these children of imprisoned parents? Because there's so much that we could do, erm about what you know, from your experience I appreciate it's only one case, but what do you think would be moving forward? What do you think the best types of EP work would be to fit this kind of group?

Interviewee 17:22

Yeah. Erm, so I wonder whether erm so the first thing that came to my head when he said that was erm supporting trauma informed training within schools. Erm, so in [location redacted], we have a trauma informed attachment, aware there are lots of different versions of that, aren't there kind of around the country? Erm, so, so for, you know, for all staff to have that erm that mindset that that that frame of mind erm when working with, with young people understanding the impact that erm that that loss and change and erm separation can have on erm young people on an ongoing basis, erm I think that I think we've got really important role there. Erm. I also think erm, is, is have I interpreted this right, so this is this is how we are supporting the best ways in which we can support?

Interviewer 18:25

Yeah definitely, support schools and support young people. Yeah. Anything. Any thoughts - yes.

Interviewee 18:29

yes, so support young people within the schools. Yes. Erm so erm I get yes guess so I guess from my experience, an important thing was around that formulation erm. I think so, I guess in terms of my involvement with that, with with this particular child, erm although I I did work with her, erm like I said on a number of occasions, and I think some of the the direct work, particularly around the sort of emotional side was valuable, I think, because of the context that she was in, erm and at the the, sorry, the points that I was doing most of that direct work, it felt actually quite important erm, that because there was skilled practitioners in school, I guess, one, I guess, after a time, I was putting a bit more focus upon supporting the practitioners who she was building those relationships to work with, rather than me just being you know, yet another adult who was kind of parachuting in but then I wasn't going to be there. Erm, you know, on a day to day basis, it felt more important that some of this sort of critical work and the work around the emotional development and all of this was being supported by adults who were going to be able to support her on a day to day basis erm, rather than me doing direct work or therapeutic work with her because because they had that expertise in school. Erm I guess if they hadn't have had that expertise in school it might have been different story. Erm, but they, yeah, lucky really lucky there erm. And, so then I guess another thing was, erm was to do with erm just containment actually, I think I think there were points where, like I say the staff who were working most closely with her and and the SENCO, were really, worried, I think about about what was going to happen. And they recognise what a vulnerable position she was in. And there were points when her behaviour was getting very, very dangerous. Erm and they really didn't want to have to do anything too drastic erm erm at all, that that's not the way that they, they operate, but they were just really worried about how they were going to be able to keep her safe. So, I think at that point, it was that it was containing, it was identifying things which were working erm and then again, it was going back to that formulation and drawing out sort of other things that we hadn't, maybe we hadn't sort of thought of so more before and erm trying erm further erm. I sought additional supervision from a colleague who had been involved in a lot of nurture provision before to try and erm ensure that this, you know, the erm suggestions and recommendations I was giving to school erm, were hopefully going to be valuable and work erm. I don't think there

is anything else, I think, I think I think there's there's and then and then I guess the the, like you said Isabel about that, that that assessment and the monitoring of progress. So that, erm you know, the plan we had very frequent, at, at, during the crisis points, we were having very frequent sort of plan, do review, cycles, within that multi agency erm, context. And yes, we did put sort of assessment erm assessment measures in place so that we could see that, hopefully see that erm see that progress erm. So I guess, yeah, erm putting that in place erm, and I guess that helped again with the containment in terms of the school being able to see the the impact erm that that was having.

Interviewer 22:18

Yes. Can I just ask Sarah, when you spoke about the mutli agency context, erm, were there just you in school, were there other professionals involved in that multi agency context?

Interviewee 22:27

Yeah, there were. Erm so there was erm, there was a lady from from children's seen and heard, erm who was wonderful. Erm, and, there was also the school also employed erm, from time to time, a behaviour specialist, essentially from a, erm from another some independent company erm in the [location redacted]. Erm, who erm does but who does he come I was I was worried the first time I was involved in that he's gonna come from a very behaviourist erm perspective, and and he doesn't at all, he's a more sort of social, he's not a psychologist. So I think there was there was still definitely, you know, an additional role for me, but he sort of came from a social emotional background. Erm, so, so yes, so those were the the those were the, the different agencies. Erm, I think we we have a specialist teaching service erm in [location redacted] as well. And they were involved erm a little bit erm with with her as well, but not so intensely.

Interviewer 23:31

Perfect. Thank you. So moving on, then, erm Sarah, I wondered erm, what would you describe to be some of the challenges or weaknesses when working with children of imprisoned parents in the educational psychology field?

Interviewee 23:43

Mmm, yeah. Mmm. Mmm. I guess it's awareness raising, I guess guess a a challenge is to do with that this is a this is a unique, specific erm hope, smallish population of important but smallish erm group of young people, erm with the children seen and heard, it just happened by complete chance that erm we'd had some information sent to the service sort of a couple of days before this child was raised to me. Erm and erm had that not been the case, then I don't suppose I would have necessarily come across them and they they really were sort of, they really were helpful, very, very instrumental in terms of in terms of the support. So I guess, I guess, yeah, so so as an EP service, erm it's about knowing I guess what additional support is out there. Erm you know, what, what can support the schools what can support families? I haven't really talked about that, I suppose have I? But erm erm, so so yeah, so it's knowing knowing where to turn to for for that additional additional support, sort of specialist support, I guess. Erm, erm, I think a challenge has also been, or I'm just talking from my experience, I wonder if it would be the case and others as well, erm around working with the family, erm, I guess that the family in this

instance, were dealing with a lot, erm which sort of centred around the child's parent being in prison. And they're sort of the sort of offshoots and the outcomes of all of that. Erm and in, in my experience, erm that then made it difficult, sometimes for me to work, or just really to be honest with for the family to work with those with those other agencies, I think there was a lot of trying to kind of protect erm themselves erm and feeling quite overwhelmed themselves and just not having the capacity to kind of do much more than just get through the day. Erm so I kind of a willingness to, to accept support. I don't know whether there was a sort of degree of like, shame erm, and you know, just not yeah, just just not really wanting to kind of be very open erm about what was about what was happening. So that that was That was negativeness coming in? Yeah. Yeah, absolutely. Absolutely. Erm yeah, so that that was that was certainly a challenge that certainly a challenge. Erm and, you know, perhaps you can understand where the family were coming from. Erm, but yeah, it made things more difficult. Erm because I think, you know, there would have been more support there, had they been able to accept it. But anyway. Erm, other challenges? Erm, I mean, I I think like I've touched upon I, I do wonder, and this is only conjecture, if, if, like I say she'd been in a different school, who didn't have that emotional, relational background, I think, I think a massive challenge would have been around, erm yeah helping staff understand, and teachers understand about where where this behaviour was coming from, and why it was, and and how we needed to support it, in a way that didn't involve, you know, just sort of getting sanctions and all of this. Erm but within my schools within that school site, thank goodness, erm, no they they get it, they're completely, they're completely on board, so that that was fine. Erm. But I and so I, but I guess that that erm having said that, I guess the person it was, the most most challenging person to work with was the child's class teacher. Erm, because because she was the one who was erm bearing the brunt of, erm, of of things when when it did get really bad. And she was totally understandably ground down by it. Erm and so although she herself, you know, again, she did understand where it was coming, you know, where it's coming from and why it wasn't, she did sort of understand what what needed to be done. She she was exhausted, and again, understandably, so erm. And so, sort of working with her in a sort of slightly supervisory capacity sometimes erm to again, sort of just try and help her feel supported, and try and set up those systems in school, whereby she, she, I mean, again, though, they are very supportive school, but she needed something a bit more, erm than than the norm erm. I guess that that was a challenge as well, working with overwhelmed teachers. I guess that's kind of that's part and parcel of that about work. But this was quite an extreme incident.

Interviewer 28:57

Definitely and it's quite kind of emotionally charged, isn't it?

Interviewee 29:00

Absolutely.

Interviewer 29:02

Yeah. Compassion fatigue can come in I suppose.

Interviewee 29:03

Yes, yes, exactly. Exactly. Yeah. Compassion fatigue. Definitely. Yeah.

Interviewer 29:09

Perfect. Thank you. Erm, so is there anything else that you haven't maybe touched on that you think you would do differently in the future? Erm when you kind of come in to work with a child with a parent in prison?

Interviewee 29:19

Erm. So I er, d d d d der, I guess one one thing that we have, I don't know if this is necessarily differently, but erm one one thing that we have found out quite recently is that erm a couple of the assumptions, I guess, that we had made about erm, certain things which have been going on for this child before she came to school, we found out and maybe not quite right, erm I don't know that that necessarily would have changed anything specifically in terms of what what we did and what I did and how we supported the child but I guess it did just make me think, again about how important it is to erm, explore every avenue in order to get, you know, as much information as as you possibly can. I mean, it it was it was difficult because like I said, we erm the information needed to come from the family and the family were not.

Interviewer 30:18

They hold that information.

Interviewee 30:19

They were holding information back. Erm, so I don't know whether there's something something more to do with, with working with fam, you know, working with the families, erm more, although like say in this instance, it it was very hard. Erm, I guess in an ideal in an ideal world erm, yes, I would have, I would have worked more closely with with the family erm. Erm, to to gain, I think we did have a pretty good holistic picture, but to gain and you know, an even better erm one, of what was going on for for that young person erm. Yeah, in an ideal world, yeah.

Interviewer 31:01

It's fine. Always in an ideal world. Erm can I clarify Sarah, then did, were the family involved in those kind of multi agency meetings? Or were you know, were they open to attending them? Or was it more that you met with them separately?

Interviewee 31:14

Yeah. Erm, so they they did come to the multi agency meetings, sometimes. Sometimes they didn't show. Erm, and I did have, I did have a separate erm meeting with a family on one occasion. Erm, but and I think I I did try and set up another one. And again, they were a no show. Erm, so they, erm they were very erm, I think, hopefully, they felt that doors were always open. Erm, I know that they have had a few, like separate conversations with the school SENCO erm. And so sometimes kind of information was sort of filtered in that way. Erm, but erm, but again, I know there are a number of occasions where meetings have been set up with SENCO. And and they didn't come so erm.

Interviewer 32:04

Yeah, the avenues were there. Yeah. No, that's perfect. Thank you. Erm and can I just clarify, as well, for this erm specific young person that you're talking about, in terms of the narrative of erm the parent being in prison, was that explored with the

young person or, erm, what did the family choose to share with the young person about where her mother was?

Interviewee 32:23

Yeah. Erm, so the young person, I I guess, in this instance, was very acutely aware of where her mother was because she had been there also. Erm, I I, erm, my understanding is that amongst the fact that within the family that they did, they did talk about it, they did acknowledge it, the child had other siblings, erm, who were at home erm as well. Erm, and that there was very much there was very much an awareness of that. Within school, erm, some of the work that was being done with the Thrive practitioner was around was around lifestory work. Erm, and, erm, I think she she created a lovely likes so sort of my story, kind of book, and you know, with some lovely pictures and just kind of showing very, very, you know, very simply very factually, that, you know, this this is what's happened. And I know that was something that she did refer to and sort of like going back to quite a lot erm. Erm and liked to share as well.

Interviewer 33:22

Brilliant. Thank you. Perfect. Thank you, so, erm just thinking now more widely I suppose about erm the EP profession.

Interviewee 33:32

Yeah. Erm, when we're thinking about opportunities. What other opportunities do you think educational psychologists would benefit from when supporting children of imprisoned parents? Erm, well, erm, I think, erm, sharing practice, erm, so with others who have worked with this population before. Sharing experiences that worked, things that didn't erm. And again, the signposting erm. I think, I know I keep sort of talking about the social emotional side and because that is just that was so key to to what was going on with my young person as I suspect it would be with so many others, but, I guess opportunity to develop erm understanding erm, and practice within within those areas. Erm, particularly that again, like the you know, the trauma informed erm practice attachment aware. Erm, I think those opportunities, erm, I think, I think when I first started working with her erm, I erm did send out an email to our service erm, asking if anyone had been involved with a young person erm within this population before, I didn't actually get any responses. Erm, I I'm not sure whether that was because people hadn't, or because, you know, sort of other things going on. But, I guess maybe from my perspective, it, you know, it it really would have been nice to have spoken with someone. Just for my, I guess my own containment, I guess erm, and sort of reassurance erm, around working with with the with the population. Erm I know sometimes there are kind of erm, like national groups aren't there, sort of erm, groups working together, around particularly populations. So I guess if if there were if there had been something I'm not, maybe there already is. But you know, something, something like something like that erm. Erm, I'm I'm part of a, erm an ARC erm attachment relational. What is it? What is it? Attachment.

Interviewer 34:28

Is it, is it research community or research? Research. Yes research community. Yeah. Gosh, I should probably know that erm, national group. Erm and I know, I drew definitely drew on some of the things that that we had been talking about, erm within

within that. Erm, and then, I guess, opportunities. Oh, no, I've already said that, no, yeah, great. That's fine. Erm, are there any particular resources that you feel erm the service could benefit from, like physical resources that maybe they don't have at the moment? Or, that you thought, oh, that that one would fit quite nicely with this population?

Interviewee 36:24

Erm, I think that the resources that I drew most on, were, again, the this I guess, the texts that I had around erm yeah again. Kind of around like relational practice that all the erm, Heather Geddes attachment books and the Louise Bomber. Erm, I'm so I'm just looking up at my bookshelf erm. Who else of those, the whole, who wrote the whole brain child?

Interviewer 36:55

I've got that.

Interviewee 36:55

Yeah, yeah, yeah. Erm, erm, all the Bruce Perry stuff. Erm, erm, yeah. So I think that you know, that those were, those are the resources that I I really drew upon erm. Perfect.

Interviewer 37:14

Yeah. Thank you. Erm, and just to clarify, erm, you mentioned that you haven't had any kind of specific training around children of imprisoned parents - no, that's fine. Thank you. Erm, so previously, we explored kind of the opportunities that might support educational psychologists. Erm, I was just wondering about kind of, I know, we've touched on threats and barriers, but do you think that there's anything that's preventing educational psychologists from supporting children of imprisoned parents more widely?

Interviewee 37:40

Mmm, well so I guess first of all, it's it's, it's knowing erm what's going on. And I think the point that you made before Isabel about, you know, whether these children are being raised to us, I think erm, is is a question. Erm, and I I don't you know, I don't know whether there are maybe children in some of my schools who, erm, potentially are struggling a bit. And it's it's because that because because of these things that have been going on. Erm, but erm, so so I guess, I guess, it's to do with not necessarily always knowing erm if actually, I am I am remembering now that erm there was a pupil, in a secondary school that I worked in, who erm, I never was directly involved with her, but I sort of knew her name, you know, her name kind of cropped up. Erm, and it wasn't until after she left the school that someone commented oh that her father was in prison. Erm, and, you know, so but I I didn't know that. I mean, I guess, you know, the the thing is that maybe, you know, she she clearly was struggling a bit, but maybe not to, but but not to the degree that actually suppose people didn't need to be involved in. And I think that's important as well, I guess, isn't it to not kind of pathologize. Erm, but I guess that that's an example actually, of where, where I didn't know. And I wonder whether had I known, I might have just said to the SENCO oh should we just have a bit of a chat to make sure that we are happy, you know, if if the family happy for me to just sort of have a consultation with you. Erm, yeah.

Interviewer 39:23

No, that's fantastic. Thank you. Erm and then just the final question. Erm, so the research question is attempt to address what more can be done within the EP profession to support children of imprisoned parents? Erm, is there anything that we haven't discussed today that you would like to share in relation to the research question or that you think's relevant for this population?

Interviewee 39:40

Erm, no, I, I don't think so. I think, I think we've probably probably covered erm everything erm. I guess, I guess, really, going back to talking about like pathologizing, I guess, is that, actually again, and this, this is just from my perspective, and I guess maybe I came to this because I hadn't had some specific discrete change, training around young people with erm, with parents in prison. But I guess, it's just being mindful that we do have the tools and the resources and the knowledge to to work with this population. You know, there's, there's the resources that I just rattled off, there are, erm are things that we would use with with a range of a range of young people with with different backgrounds and needs. Erm, so it's just, I guess, having the confidence to know that you've got those things and apply applying them within within this within this context as well. Yeah. Thank you. So I'll stop the recording erm, but just to let you know, before I stop it, that I'll send you a debrief sheet after we have kind of charities and, and other forms of support if if you kind of feel that Oh that would be lovely. Thank you.

Interviewer 40:51

Thank you, erm I'll stop recording.

Interview 4 – Olivia

Tue, Apr 04, 2023 4:43PM • 31:04

SUMMARY KEYWORDS

erm, guess, young, school, educational psychologist, ep, support, shared, prison, parents, children, work, local authority, person, potentially, people, lots, year, staff, spoken

SPEAKERS

Interviewer, Interviewee

Interviewer 00:02

Perfect. So it was really awkward, isn't it? Erm, and so I'm going to ask you erm, the first question I'm going to ask you is about kind of your previous experience and erm, coming into being an educational psychologist. And if within that erm, you've supported any children of imprisoned parents, and if that's kind of, I suppose, shaped your experience as an educational psychologist and potentially things that you think about. Erm, after that, when I asked any of the questions, it's probably just relating to your EP role. So since you've qualified if that's all right? Erm, just when we were doing the questionnaire, I know some people were, erm when they were talking about their past experiences, they were saying, oh as a teacher, so I just want to make sure that this is kind of yeah, as an educational psychologist. If that's alright?

Interviewee 00:43

Yes, it's fine.

Interviewer 00:44

So, so erm, the first question is, what work experience have you had prior to becoming an EP? Erm, or training as a as a TEP or becoming an assistant? So I suppose for you it would be a prior experience to becoming an EP?

Interviewee 00:57

Yes. Okay. So a little bit of a journey. Can I just pick this out helpful from the beginning. Erm, so I did my undergrad at [name redacted], erm, University in psychology. While I was there, kind of volunteered for Nightline, the student Listening service, erm did some like work in schools there, and volunteering on like a special, erm like a kid's camp for er young people who had been identified as vulnerable by social workers. Erm, so we took them out on like day trips. Following university I worked in, it was called an emotional and behavioural difficulty school at the time. So it would now be like an SEMH provision, erm, in [location redacted], [location redacted], erm for two years. And then after that, I worked in a secure children's home erm for two years. And then I had a year as an assistant educational psychologist on the [location redacted], and then got on the course.

Interviewer 02:00

Ah, so very varied experience there. And lots of different settings as well. So that's brilliant. Thank you. Erm, so kind of as part of any of those roles, did you erm encounter any children with imprisoned parents?

Interviewee 02:13

Yes. So lots, at the secure children's home had erm parents who'd been in and out of the prison system, some who were in at the time while they were with us erm. Yeah. But I guess our work wasn't because their parents were in prison. It was kind of just a wider bit of context at the time.

Interviewer 02:34

Yeah. Yeah. And do you feel like any of those previous experiences have influenced or shaped how you support children of imprisoned parents within the EP role?

Interviewee 02:46

I guess partly, just in being, quite open and curious in that relationship. But, I don't know if it's necessarily because of the prison experience. It's just, in general, working with young young people who are particularly vulnerable, and being that, er kind of that non judgmental, active listening kind of all of those bits and exploring emotions and what that looks like.

Interviewer 03:13

Yeah, no, that's perfect. Thank you. Erm, so if we move on to the second question now, if that's all right? Erm, so what are you currently doing to support children of imprisoned parents within the context in which you work?

Interviewee 03:27

Okay, er so there's one main one at the moment, which I'm working with, who has a dad in prison, erm who I've been supporting for that reason, whereas there have been others in the past that their parents are in prison, but that's not the reason for my involvement. Erm, and it, this is probably the main one, and, at the moment, kind of just supporting emotions work for him really, an upcoming to release, erm because dad is due to come out of prison. But,

dad also came out of prison about a year ago, and a week later was recalled after I think not buying a train ticket or something ridiculous.

Interviewer 04:09

Yes.

Interviewee 04:11

So it feels more challenging, I think, this time and the expectation of, yeah, he's potentially going to be released and go back in within a couple of days on what that, looks like and managing those expectations. And, I think he can be quite reflective, supporting and engaging with kind of emotions and erm his feelings and he's struggling in class kind of, impulsivity, anger wise kind of that and, school can obviously have some strategies to support that. I think he's, he's year 5 or 6, it's primary. Erm, and, that kind of will be supported within school and some of the signposting he's had involvement from, mental health and schools team as well. Erm, I think the challenge at the moment is he, his aspiration is he want to be he wants to be like his Dad. So, I think that's the hardest bit for school. And for, I guess, my, yeah, what we do about and how we support that.

Interviewer 05:22

Yeah, no, thank you. Thank you for sharing that example, as well. And can I just check? Is that within a local authority context that you're doing that, Olivia? So

Interviewee 05:31

Yeah.

Interviewer 05:31

is that is, and that young person is part of one of your links, schools or through statutory?

Interviewee 05:35

Yeah.

Interviewer 05:35

Yeah, link school. Perfect. Thank you. Erm, and then in terms of kind of within the service, I suppose. Erm, is there anything in terms of flagging children, young people with a parent in prison? Or, you know, is that a conversation that you have with your colleagues? Or do you think that it's something that kind of, as it crops up, you might have those incidental conversations?

Interviewee 05:56

Yeah, I think mostly just as it crops up. I think, potentially, we do need a better system for that. I think we'd be told through our schools. It's quite nice in the local authority I met now that all schools have a link EP. So it's not just kind of a traded in that you have to buy in. Whereas when I trained, it was much more like that there'll be some schools that we'd have very limited contact with apart from statutory. So I think we do have an awareness of our young people, and I think, in our locality is in our local authority. We work in localities as well. And we work quite closely with social care, and early help teams like family workers. So, I guess through that multi agency

Interviewer 06:42

Yeah,

Interviewee 06:43

work we, have an awareness of what's happening, but probably need a better.

Interviewer 06:49

Yeah. Thank you. Erm, and can I check then, so, in terms of with your link school, and when that case came forward? Was that young person prioritised quite highly for EP support? Or were they kind of brought up later on in the year or? What? Yeah. What are your views on that? Yeah.

Interviewee 06:49

awareness I think. Yes, they were prioritised. Partly because of their parent being in prison, but because of the, they were also I think they were under child in need, as well. So that would have put them high on our list. They're coming up to transition year as well. So I guess it was lots of bits within it. And it's part of our graduated approach. It wasn't statutory work. It's kind of before.

Interviewer 07:35

Yeah, lots of key life changes, I suppose for that young person and

Interviewee 07:39

Yeah, definitely.

Interviewer 07:40

dynamics, and yeah, so definitely. So thank you. Erm, so moving on, then to the next question. So when you've worked to support children with imprisoned parents, so what has been successful?

Interviewee 07:51

I think providing them with a space and also working with the staff, and upskilling staff. So not just, the direct work with the young person themselves, but trying to empower the teaching staff and encourage them to, they already have that relationship with the young person and supporting some of their understanding, and just what they can support with. Erm, I think it's tricky when, they're still having contact with their dad through, which is positive. But I think because the prison is like out in a different local authority, it makes it trickier. Just I get to know the, systems and what that looks like and supporting that. And obviously, coming up to, release knowing, kind of predicting erm trigger points, I guess.

Interviewer 07:51

Yeah. No, that makes complete sense, thinking about yeah, thinking about what that means for the young person as well. Erm, in terms of kind of, do you feel that you alter your practice in any way, when you know that you have a child with a parent in prison? Erm, what yeah, what kind of factors do you consider?

Interviewee 09:11

Erm, I think being sensitive to what the young person wants to share and feels comfortable sharing. And I think I do that anyway, in my practice with other young people, but maybe a bit more, explicitly. Erm, I think someone I've had an awareness of what's happening with parents. We kind of talk about it as a question, but if it's not the focus, erm I guess it's if they want to go into it, we go into it, but I guess if it's not the focus of the conversation. Whereas for this young person, it was a bit more and that was part of in the kind of conversation at the beginning is what they wanted to share in relation to, that as like the central issue. Erm, Sorry. Can you tell me the question again, check I've answered your question?

Interviewer 10:00

It's just about altering your practice. And is there anything that you think you do specifically for this group of children and young people?

Interviewee 10:06

Yeah, I think, potentially, it's more on the, needs of the child and what they're, willing to share and adapting kind of resources to, to share with them and their age and needs rather than necessarily, the fact that they've got parent in prison.

Interviewer 10:24

Yeah, no, that's perfect. Thank you. Erm, and from the example that, that you've shared then Olivia, can you tell me some of the theories that you, that you've drawn upon within your work and might have come into kind of the formulation or your hypotheses?

Interviewee 10:38

Erm, what have I done? I quite like Human Givens. And thinking about kind of those different emotional needs and how the young person's getting those er met and sharing that with staff as well to think about kind of the positive ways we can support them to, especially with this, going forward with the erm, his aspiration to be like his dad, and what that looks like. Erm, I guess, self determination theory a little bit in erm thinking about motivation and relationships, for this young person specifically. Erm, what else. I guess Bronfenbrenner, but not I guess I'm thinking about that, rather than maybe explicitly sharing it as different systems. Erm, and just generally pushing with school kind of relational practice, trauma informed approaches, like, but not, I guess that's a wider for everyone, not just

Interviewer 11:44

Yeah, yeah definitely, thank you. Erm, and in terms of you've kind of already shared a little bit about the kind of work that you, that you've done with this young person so you know you've spoken about upskilling staff. Erm, in terms of like the sessions with the child or the young person, what kind of approaches did you take with them? And then what approaches did you take with the school? So was it mainly consultation, was it pupils views gathering.

Interviewee 12:08

So the direct work with the young person has being pupil views. Erm, doing some kind of drawing, I tried to do a mindfulness activity with him in different like, anger management strategies. Erm, a little bit of kind of narrativity stuff, kind of thickening that story and his ideal self erm. What else - and then mainly consultative bits with staff and just supporting their understanding and narrative about him as well, and what that looks like and that they, I think they feel a bit powerless in some, in some of it, because, its all kind of out of their hands, and they're not in the home as well, and what that looks like.

Interviewer 12:57

Mmm, perfect, thank you. Erm, so we've spoken a little bit about kind of some of the factors that you consider, are there any other factors that you feel like you haven't shared? I know, you spoke about Bronfenbrenner. And you're talking about school and the family and how the child presents. And is there anything else that you you think, that we haven't mentioned yet, in terms of factors that you, that you draw on or you consider?

Interviewee 13:20

Erm, I guess potentially signposting to other services, but um, it's knowing who and what that is, and how that's funded and how that's accessed. And yeah, I guess some of the not red tape necessarily, but finding the right, person for him. And I think, school can do as much as they can within school. But it's, it's some of that longer term, and outside of school vulnerability, and what that looks like, and whether. I guess just like other, like groups with other young people who have parents in prison, and so it's trying to see if he'd want to, and

we didn't fully do it as an activity, but erm, because I guess he's coming to the end of his parent in prison, hopefully, if that parent then erm stays out of prison. But if he could, like, write a book for another child, if they if their dad was going into prison, what would you tell them and he, because he's very much I'm over it now, it was tricky at the beginning, but you just have to deal with it. And like, if he was trying to like, give advice to another young person, what he'd tell them and if oh i'd just call them up, they'll speak to you but they'd have to do it over a phone, like just those little bits, I thought might be quite nice for him to, to do but then also, I'm potentially not the right person to be doing that, and don't have the capacity to do that with him as an ongoing piece of work. And who that would be.

Interviewer 14:57

Mmm, yeah, and that would be really nice to offer him the opportunity to, share that with somebody else in terms of that reflective space. I think it could be, it could be really powerful. And maybe that's something that comes into a review? Or maybe

Interviewee 15:14

Yeah.

Interviewer 15:15

you'd have to, maybe present the book to you or. Yeah, I don't know but it just sounds really, sounds really interesting. Erm, and a brilliant idea as well.

Interviewee 15:24

Yeah, like setting him short term targets and checking in with him. And they could do that within the school because, he can be quite positive, but like, I want to be doing this in a year. And but then, yeah, I think I got an email about him the other day that he's been in a physical fight. And yeah, things are escalating again, but I think it's getting closer to the time that dad's meant to be coming out. So it becomes, tricky.

Interviewer 15:48

Yeah. No, thank you. Erm, so in terms of the work that you've completed with this young person, erm how would you say that you measured kind of impact or success?

Interviewee 15:58

Erm, I guess just within the session, engagement wise, I think was positive and we completed activities and he engaged and I'm able to feed that back. Erm, ongoing, I guess we're looking at bit general kind of measures of behaviour and but also confidence of staff kind of speaking with him and his, learning progress as well and being able to be in the classroom rather than being out. Erm, I guess because it's an ongoing piece of work we've not finished that kind of process plan, do, review reflection yet. Erm, it feels, yeah, I think he needs, we need to do some more signposting to, I feel something else. Erm, but I'm not sure what that is or what's available.

Interviewer 16:53

Yeah. No, that's perfect. Thank you. Erm, so I know that we've spoken majority about kind of one piece of casework. But I'm just wondering, you've you've said that kind of other children with imprisoned parents have kind of come up within your work, but potentially not that been the sole focus of your work

Interviewee 17:08

Yeah.

Interviewer 17:09

but do you feel that there's been, kind of, I don't know, a best, like what type of EP work you've found tends to, tends to kind of match with these children or young people or that you draw upon more, maybe, erm when you think about this kind of population?

Interviewee 17:28

Yeah, erm, I'm not sure. I think, consultation a lot of the time and, empowering the staff who have the relationship with the young person. Erm, and really, like, I guess, thinking about what those unmet needs are and recognising everything that's happening to this child in context, before they've made it to your classroom and really trying to, highlight that. Erm, I'm not sure I think, we're in direct work with young people, but I'm not sure it's all we're always the best person to. To do that, I think we have a lot of skills to elicit and advocate that view initially. But whether we have the capacity to do kind of that ongoing intervention necessarily, and whether that would be someone else, but identifying that, that's the need. And there's a whole, I guess the timeline as well of when that young person, their parent going into prison is one thing, and then the coming up to release as well. And depending what that sentence is, I think there's lots of different aspects of where we could become involved. Support, the system, and maybe that. Now, you're making me think of different bigger things, but like not, I guess a way of not having direct individuals referred to us and it being an individual piece of work. But how can we work with the prison system? How can we work with supporting erm the probation system? And what that looks like supporting child visits? What and how can that support play and continue to support that relationship, whatever that offence has been, and still enabling? Yeah, that young person to have a relationship with their parent if that's what the child wants? And yeah, I guess as a policy, how we can inform policy and practice rather than just individually on people that we come across through our school work.

Interviewer 19:52

Brilliant, thank you. Erm, so what would you describe to be some of the challenges or, weaknesses when working with children of imprisoned parents in the educational psychology field?

Interviewee 20:05

Erm, I guess a limit of what we have capacity to influence and affect through, if we're being drawn in from a school perspective to work with the young person. Erm, I would work with parents in the home as well. But, I guess the where we can influence change, erm can become a, harder. I think that's the barrier. Erm, and who we signpost like, how, I guess there are voluntary charities but I think that is very much dependent on like your postcode. And if you're, and is that supplied by the, location of where the parent is in prison, or is that supplied by where the child is based? And, I don't know what the system, I don't know what is in place for that.

Interviewer 20:58

Yeah, definitely. And did you come across any challenges when you were working with the particular young person that you kind of shared an example of?

Interviewee 21:06

Erm. Not for his engagement and working with him or speaking with parents for the I guess for the direct work - no. I think for my signposting, it's been challenging to find who is available and what erm work be done with him specifically around his dad coming out soon.

Interviewer 21:33

Yeah so...

Interviewee 21:34

So how - I dunno. Should we be working with the parent who's in prison as well? Can we have that and get their view - I don't know?

Interviewer 21:41

Erm, do you think that there, there's anything that you would do differently in the future, after kind of reflecting on that piece of casework or your previous experience of supporting children with imprisoned parents?

Interviewee 21:54

Ah, it's made me interested to look bigger, how can we actually change systems or support? Erm, I think, especially them coming out of prison, I think you can support and contain a lot while they're in and do some of those social stories. But so much of that, when they come out is then out of your hands. If they've, and if they're going to get recalled, if they come out on parole and what that, looks like. And, you can't, plan as much for that. I think it's, that uncertainty in sharing that with a young person who is looking forward to seeing their, parent and the system, fails both of them. Erm, yeah, I think how we can support prisons maybe yeah, thinking how we can support prisons and play and visits and communication on a bigger level. So it's not just individual children necessarily, it becomes, erm, yeah, a bigger, change.

Interviewer 23:05

Perfect, thank you. Erm, and then, coming on to the final kind of three questions. So, what other opportunities do you feel that educational psychologists would benefit from to support children of imprisoned parents?

Interviewee 23:18

Erm, I think potentially additional training or understanding but from other agencies, more linked with the prison service, I guess, to have a better understanding of, what that looks like and means erm on a general basis, as well, not necessarily just the specifics of what this person will be, like, just the process of release and the process of some of those things, and what, that should look like or can look like. Erm, and I don't know, like a better guidance of different organisations that are available. I think I've tried to, like Google and find charity and not been able to find much.

Interviewer 24:14

No, definitely. I think when I was having a look, erm I did come across a few. But again, like you said earlier, it's voluntary organisation, some of them go postcode, so it can, it can be difficult. So I completely appreciate that. Erm, so you've mentioned that you think that we should be kind of linking up with the prison service potentially, and kind of other charities so that we can have a clearer picture as well to kind of support young people through that process. Are there any specific resources erm or support that you feel could benefit or that you think, oh I could utilise that within this population group?

Interviewee 24:49

Erm, I guess potentially social stories, but I guess sometimes they need to be specifically targeted for the young person, but if there's some sort of, general template that could then be altered for erm individual young people. Erm, and I guess just information for staff and other agencies working with children of prisoners to understand the systems and what that looks. Cos it's very different, I guess someone having a, a long sentence to lots of little. There's, there's different challenges aren't there, depending on what the, it's not a blanket group. Erm, what that looks like when they've gone in erm. Yeah, and if they're siblings as well, and how different siblings erm experienced that and where they're staying, while that parents way if that parent was living with them anyway, or not living with them anyway, there's lots of different er, contexts to be aware of I guess.

Interviewer 25:59

Yeah, lots of different contextual factors. Erm, and can you tell me, Olivia have you had any, training erm from kind of any charities in your local authority or on?

Interviewee 26:12

No, I have no, I, what did i look at a while ago, I wanted initially to see if I could volunteer, as, you know erm, Bernardos, do like, erm play sessions at prisons, and you can volunteer, as like a play worker. I want or like organising the room and like leave while children come and visit their parents. I wanted to do that at one point, but never got round to doing it.

Interviewer 26:40

Briliant. So previously, we explored opportunities that might support educational psychologists. Erm, and now I'm just wondering about kind of like, wider threats or barriers you perceive might be preventing EP's from supporting children of imprisoned parents. Erm, yeah, can you tell me a little bit about what you perceive the barriers to be?

Interviewee 27:01

Erm, I guess, statutory pressures and just other work that ends up coming before that. Erm, then being effectively identified and prioritised by schools initially, anyway. And if, I guess how they're referred to who they need to talk to you whether that is through school systems as a referral process, or whether perhaps external kind of through the home and reliant on er the child requesting it through their family, like in a different way erm. And if it only comes to us if there is a need an expressive need within school, I guess that school are struggling with so, the challenge is whether they're actually accessing, able to access for support, erm, I guess that's what they need.

Interviewer 27:51

There about being, about almost them just being highlighted, I suppose when it comes to that, when they need that reactive work rather than preventative?

Interviewee 28:09

Yeah, I think so. And whether we need to be more explicit about asking that question of, erm, yeah, do many young people have parents in prison. But I think it's sometimes how much is shared with schools initially, And who has that information? And if it's open and shared, and if the family want it shared, I guess, as well, and erm yeah.

Interviewer 28:40

Yeah. Because in the case that you mentioned, Olivia, did, the young person was aware that their parent was imprisoned both times? Were they told like an accurate story, because obviously, sometimes the narratives that young people get told, erm can differ?

Interviewee 28:54

Yeah, they were a aware of it all. And speaking with that, potentially know more information than they, should as quite a young person. I think, I think there's a balance as well as, yeah, how much is shared. And they're aware of and what that means?

Interviewer 29:13

Yeah, no, definitely. Thank you. Erm, and then I, just a final question is, so the research question is attempting to address what more can be done within the EP profession to support children with imprisoned parents? Erm, is there anything that we haven't discussed today that you'd like to share in relation to that question or reflections from your work that you think we kind of haven't covered that might be important factors?

Interviewee 29:38

Erm, I think it's a very interesting topic. Erm I guess, I think it's how we, there's lots of different cohorts within the whole cohort, isn't there and how we can prevent, especially with this one, but I think wider it becoming a cycle and then the child going into the prison system themselves. So whether, there's something around linking with like youth justice, as well erm. And what that looks like. Erm, what else, I guess depending on the age, I don't know, erm? Like, and whether it's mother or father, I think there's lots of different like, how, yeah, there's so much in it isn't there? I think that's interesting in breaking it down and how we, work with multi agencies, I think and have a, long term impact, as well as obviously working with individual young people. But yeah, creating something that's, bigger than that.

Interviewer 30:46

Yeah, no that's perfect. Thank you so much for sharing and for taking the time today. So I'll I'll end the recording now, if that's all right with you, unless you've got anything else.

Interviewee 30:59

No, that's, I think that's everything. Hope that's helpful.

Interviewer 31:02

Really helpful. Thank you.

Interview 5 – Catherine

Tue, Apr 04, 2023 5:04PM • 59:48

SUMMARY KEYWORDS

erm, redacted, school, children, ep, suppose, support, catherine, behaviour, parents, educational psychologist, location, bit, good, thinking, training, mental health, influence, psychology, imprisoned

SPEAKERS

Interviewee, Interviewer

Interviewer 00:00

Questions? So, perfect, so, erm just as like a little bit of an overview, I'd like to talk to you

Interviewee 00:07

Sorry, do I need to click the got it.

Interviewer 00:09

Er, yes if you just click it, it'll go away.

Interviewee 00:11

I've clicked it - it's gone away.

Interviewer 00:12

Thank you. Erm so I'd just like to talk to you about your experiences as supporting children of imprisoned parents within the educational psychology field. Erm, so when I've previously spoken to people, or when they were completing phase one of my questionnaire, erm I think a few people were drawing on their previous experiences before they'd, they'd come into the

educational psychology field. So the first question will ask about kind of prior experience to becoming an educational psychologist. Erm, and and if you kind of came across any children of imprisoned parents there, erm and then for the remainder of the interview it will be talking about your experience in the educational psychology field. Is that okay?

Interviewee 00:49

Yep great.

Interviewer 00:50

Thank you. So question one, then. So what work experience have you had prior to becoming an educational psychologist? Erm, and did you come across any children of imprisoned parents?

Interviewee 01:00

Right. I mean, this is in the dark ages, I did my training 1978 to 79 and the days of the Master's course, when we needed erm two or more years qualified teaching experience, and mine was in SEMH. And erm what was then moderate learning difficulties, special provision. None of the children to my knowledge was a child, of a currently incarcerated parent, but many of the children, not many, a number of the children had parents who were er intermittently erm, engaged with the criminal justice system, and some had in the past, I think, erm which was reported more as erm, what's the word? I can't think what the word is erm. But, erm, I can't think of the word but sort of, oo arr gossip kind of thing, the, the word that I the adjective I wanted to use will return to me. Salacious detail of how awful the family circumstances are no wonder he's, he, was always it was he's like this. And there were actually a number of children where, erm there was very little information about families other than knowing it was kind of chaotic.

Interviewer 02:32

Mmm.

Interviewee 02:32

Family life was chaotic. So no, not knowingly as a teacher.

Interviewer 02:39

Perfect. And do you feel that any of the experiences erm of supporting those young people, I suppose from a teacher's perspective, do you think that that's kind of come into your work and influenced your work as an educational psychologist?

Interviewee 02:52

It's interesting, because as a programme director, I was erm quite opposed to the retention of the requirements for teaching experience, I thought it largely distanced people from their, erm psychological erm knowledge, although there was some understanding about the diversity of how children presented and the influence of context for good or, evil, erm or good or ill erm. And I think working in special education erm, where educational psychologists were just people who swept in and gave them psychometric tests, which proved how useless they were in one's way again, so in that regard, I, like most people entering educational psychology, as a profession, from teaching, you you didn't want to be like anything like Ed Psych's with whom you've had contact, you wanted to be using your psychology erm, in partnership with children, families, staff, so that was, I think, the main erm, probably the main thing and and I suppose at that time, behavioural psychology had quite strong influence in applied psychology and also erm in teaching, not behaviour management, but really understanding I suppose the systemic view of the antecedents, the setting conditions and and how they affected children.

Interviewer 04:29

Perfect. Thank you so much for sharing that Catherine. Em, so if we move on to the second question now. Erm, I just wondered erm, if you could tell me a little bit about what you're currently doing to support children of imprisoned parents within the context in which you work?

Interviewee 04:44

Right. I've worked part time and as I've said, there's a very strong skew towards getting statutory assessments done and again, I I suppose, I think the, so called traded service shift erm despite the BPS writing about ethical trading, I find it deeply unethical. And I think there is a bit of a, a sense that erm schools are commissioning services, and they can direct your time. And I find that difficult with, but I have a duty of care that transcends doing this job, erm, you've asked me to do, so just at the moment erm, there's one boy, particularly with whom I am working, because he's erm in a very vulnerable position in school, and his father is in prison and coming out, shortly and erm, in multiple ways, this is erm an oppressive dimension of the boy's life. I mean, there's a prohibitive sex order, but I mean, there's been one before and his mother who is very, was a victim of domestic violence and abuse. But despite this, when he was last released erm, she's had another child, younger brother, for my lad, who's year erm, eight. So there's a lot of ambivalence. So I'm not actively supporting this boy beyond being erm a forum in which he can talk about, think about his, his ambivalence, and I think, his fury with his father for having corrupted his life, erm and left him with feelings of uncontrollable anger that erupted and caused a lot of problems and a very significant difficulty establishing, trust in, in people, but there is some ambivalence as well, that, you know, he can't just see this father as a five star ship. Erm kind of edit him out of his life. But he wants to cut the strings so that, he can separate himself from his past and the influence of his father. So I I think just in, erm working therapeutically, in a very time limited way. Although I, I shouldn't I shouldn't go on record as saying this. But I mean, I don't count my hours I do. The great privilege of working part time is, you can blur the edges and erm what my colleagues described as over delivering, but I I would find it ethically a bit troubling to say you've had your time.

Interviewer 07:47

Yeah, no, definitely. I think I've been in a, very similar situation.

Interviewee 07:51

I mean, I've done it all my career. It's not just being part time. It's, if you're going to do what is important to your own core values erm, alongside the work that you have to do, then it doesn't add up neatly all the time.

Interviewer 08:06

Gonna say it never fits neatly.

Interviewee 08:08

Thank you.

Interviewer 08:09

Thank you Catherine. Erm, so erm so just to confirm, then. So you work in a erm, local authority that's traded? Yes. Perfect. Thank you. Erm, and within kind of erm as you work part time, Catherine I'm just wondering about erm, so the schools that you have, do you feel that erm children, with incarcerated parents, do you feel that that they're prioritised for EP support? Or is that just kind of one case that's kind of come forward through other means of perhaps consultation?

Interviewee 08:16

Yeah. No, I would say categorically, they're not prioritised. I think they're invisible. I mean, you talked earlier about children in care being prioritised. They're supposed to be prioritised in our termly, planning meetings, but even there when you ask about, erm just which children are in care often just gets dropped on the agenda and people, don't know so there is no, in the schools in which I work, which are mostly really lovely schools to work in. Erm, I don't think there is any erm, active erm, I suppose logging of children whose life circumstances render them, highly vulnerable on the basis of erm just general population. I mean, you know, everybody knows a bit about ACEs but don't really seem to be applying it proactively so much as the, the sort of explanatory erm, guilt reliever that they're like this because of that. All these nasty things that have happened to them. Sort of nothing to do with us.

Interviewer 09:52

Mmm. Yeah, no, I recognise that and actually having er parent in prison is recognised ACE so it's very, it's very interesting that, that that came up. So yeah, thank you Catherine. Erm, I'm just wondering if you could tell me a little bit about your practice with children erm, with imprisoned parents and and if you think that you kind of alter your practice in any way to support this group?

Interviewee 10:16

I think previously, erm when, I suppose when I was brought in as me when I was maintaining my practice, as an EP, I was able to do proactive work, I think influenced by the [name redacted], the trainee from [location redacted], who erm, I suppose opened my eyes to the phenomenon and understanding of the many ways in which, erm it's sort of something a bit akin to parental separation and divorce, but more heavily redolent in erm, stigma and I think, am ambivalence often so, erm, the sort of work that [name redacted] started to do with work I started to do in those schools with some erm, staff, awareness. And erm I mean, also, when I wasn't an EP when I was programme director to be supervising trainees, erm projects and research, some of which was in the prison thinking about erm, I don't know if you know [name redacted], but I mean, just things that she included in her training, like just how awful it is to be visiting and these frightening dogs that sniff you over in case you've got drugs hidden. So there was just preparing erm, preparing children in the school, for whom that was part of life, but I thought it was a generally think it's better to offer erm quite a lot of mental health support, er by people with whom the child has erm a trusting relationship rather than some strange woman coming in for a sheduled session. And it can be addressed more incidentally at appropriate moments as well. So that was, as part of the school and in schools I work in, we've we've kind of developed a record of vulnerable students so that we can be proactive, and, something that I was told I couldn't possibly do as an EP when I joined the Ed Psych service, is asking to see all their data so we can see the attendance patterns and the attainment, erm and incidence of behaviour and then be interrogating staff about are we seeing any patterns here? Are there any groups, erm and before we start talking about individual children who, erm you know, causing concern, but as somebody working in the Ed Psych service with erm six schools, one of which is [name of school redacted], do you know it from Birmingham? So I don't think there are too many incarcerated but that's probably stereotyping erm. So I don't think I'm doing anything proactive, other than I do know what I'm doing when, I think I know what I'm doing erm is probably very complacent when I'm working with young people erm where you know they are experiencing, being separated from. As i've said I'm really sorry about this. I'm sure this must mean, I've not picked up on this, but a father, who is in prison.

Interviewer 13:45

Perfect. Thank you. Erm, so if we move on to the next question then. So, and I know you've touched on erm one kind of piece of casework, I suppose that you've been erm, that you've

been working on more recently. So when you've worked to support children erm with imprisoned parents, can you tell me a little bit about what has been successful?

Interviewee 14:05

Well it is one of the great dilemmas, isn't it? How do we evaluate erm, the effectiveness, of our, work? I've become a little bit ashamed there. So I've talked about the the work with, trying to get, school staff to be aware that this is actually likely but without stereotyping, erm, to be erm significant feature of their students lives and how are we going to support erm the kids. In my own, I mean, bear in mind, I'm programme director, I'm not doing a lot and I'm still, you know, stretched, quite thin and not doing a lot. So, I think it's mostly in mediating the understanding of adults in the young person's life, saying things which are perhaps unsay, unsayable by people who are more intimately connected to erm the parent, or the, the carers. Erm, and working with a focus, erm, child, young person. And, and again, this would be more difficult in the traded model. But the sort of family work with the family unit, which is at home, including other children, erm grandparents in some instances erm. So I think just in in the sort of working as an EP, that's, that's pretty well, what I do. And the the boy, I was talking about, there's very good multi agency, erm involvements, the social worker. Urm not great, but isn't, isn't useless. Erm, but the, systemic therapy team who I think are excellent, or this particular one is, are, also involved, so that I think we've got, a really good 360 multi-agency support plan. And, the boy was at, I mean, the multi systemic team are involved because of the imminent risk of permanent exclusion. So, between us erm, he's doing a lot better. He's erm, he comes across, as a lot happier, and erm I think has erm a mental representation of who he is and what his family is, and erm his sense of personal agency and what he can become. But I don't have any hard measures other than erm, I suppose the school's behaviour records, and everybody's pleased, but it could all go down the toilet at any moment. I think we're all aware of that, too. You know, just just losing your rag once. Erm and that would be very damaging to him, as well as he would see this as erm, you know - faulty genes will out.

Interviewer 17:43

Yeah.

Interviewee 17:44

I can't remember the detail of your question. Have I gone off at a tangent?

Interviewer 17:47

No its fine Catherine. It was just about when cases have been successful. So, I think you've you've really demonstrated erm how you can measure success, I suppose through kind of school means, erm but also through the young person themselves and kind of getting their views about the journey that they're on and, and erm how they're present as well. So that's perfect. Thank you. Erm can I just ask Catherine, in terms of the work that you've been doing, erm are there any particular psychological theories that you've been drawing upon?

Interviewee 18:18

Erm. Yes. One would be just Rogerian, and the process of self actualization, conditions of worth. Erm, I sometimes tell kids this sort of metaphor, I don't know if you heard it but Carl Rogers allegedly, found some little shrivelled, withered potatoes in a brown bag at the bottom of a, cupboard. And, noticed that they hadn't just died. They were all shrivelled and not very potato like, but they're, sort of generative quests have led them to put out spindly little routes and anaemic little shoots. And that's the human condition to, to strive, to, survive and be the best you can, despite the most appalling erm adversity and I like, a phrase that one of our neuro psychologists in clinical psychology use, that genes are not destiny that you know, you can self actualize. You can become, I use personal construct psychology, erm probably a bit of a knee jerk because in when I did my Ed Psych training, we did family

systems, applied behaviour analysis, and rather oddly erm personal construct psychology. So PCP and I probably shouldn't morph into cognitive behaviour therapy that it does. I think those would be the main erm paradigms. I think the reason I don't use erm kind of narrative therapy is it's a gap in, in my own training, it's not something that I, erm, have assimilated to the point that, I I just know it and and sort of erm, it would be a much more conscious and self conscious, application. So I would think that's about it.

Interviewer 20:24

Brilliant. Thank you. Erm, and just in terms of kind of, I suppose your formulation erm with this young person, erm you spoke about a lot of the, you know, a lot of multi agency work. So I can imagine that erm there's been a lot of formulation, I suppose I'm amongst the adults and the erm, that are supporting this young person and around them. Erm, I'm just wondering, are there any other particular factors that you were considering that maybe, you feel erm a slightly different to kind of when you've supported other children and young people?

Interviewee 20:57

Well, I say I suppose gosh, I mean, every trainee when I was at uni, you know, you get into Bronfenbrenner. And I'm not particularly excited about Bronfenbrenner, but just some sort of dynamic systems erm model. And I I do think, the, process person context time dimension, which is permissive of using all sorts of other conceptual paradigms, to try to understand formulate, erm the kind of complex reciprocal, er and in some cases, uni directional influences. So I I think, thinking about that, and the complexity of erm personal characteristics, contextual influences the age of the young person, the duration of those influences, the proximity of those influences, what else was there as potential compensatory mechanisms, I think helps get a grasp of complexity, and also facilitate some nice, erm, joint working, mapping it all out and sort of picking out erm what have we got to work with then. There's quite a lot you've got to work with here and and bringing in other players as well. So this isn't, you know, me and, the young person, mapping out a sort of SAS survival plan. This is, we're connected with people who can help if, if we let them.

Interviewer 22:36

Yeah, that's perfect. Thank you. Erm, and is there any particular type of EP work, erm I know that you've mentioned erm PCP erm, but are there any other kind of types, I suppose the EP work that you'd fall upon to kind of support children with imprisoned parents?

Interviewee 22:52

I think family systems work.

Interviewer 22:55

Perfect.

Interviewee 22:55

Erm. I think all of it, I think the, you know, the, the CBT, which, as I've said, probably, shouldn't be quite as closely connected in my head as it is with personal construct psychology. I think it's sort of the vintages of when things were, developed. And the way things were conceptualised erm at those times. But I think those would be, the main ones, and and I I think you just have to have a systems perspective. This isn't about, people as, erm agents erm. Sort of, you know, charting a path or programmed by early experience to behave in particular ways.

Interviewer 23:54

Yeah, perfect. Thank you Catherine. Erm, so when you've described, obviously, you've described some of your casework examples and and how you've supported erm, not only

kind of a child and young person, but also schools and the adults around the young person erm, because they're obviously going to be around more frequently than an educational psychologist. Erm, but I just wondered if you could describe to me any of the challenges that you came across in terms of your EP practice when supporting children of imprisoned parents?

Interviewee 24:25

I think it's a bit like, erm a lot of our work that where internalising behaviours are not recognised, but when they're pointed out, people will behave very supportively and sympathetically, but, I mean a case I was involved with a few years ago, the boy was erm, extremely naughty in secondary school. Erm, his father was a bit in and out of prison, but more recently, erm, had defecated, erm near the altar of the local church which seemed quite a good model of communication. And the lad very much erm was hugely ambivalent that his father was, you know, sort of awful. But, erm there was quite a lot of similar behaviour, and the boy did sometimes go on jobs with the father. And erm, the boy had erm, difficulties accepting reasonable censure in school and, you know, doing all the little sanctions you're supposed to do, and had at erm at Christmas time, trashed the Christmas tree and urinated all, over it. So I think the staff, the pastoral staff, could see that this was a troubled person erm, with obvious influences of what was going on with his dad. But it's just the bottom line about what we can, you know, what we can tolerate in, school. And the erm, the usual thing really is that we have a duty of care to all the other kids who, it's erm, if we don't permanently exclude for this, then it gives the others a message that this is okay. And there's this sort of fear of contagion if you don't stamp things out. So I think that's erm something I would see and the one I'm talking about that I'm working with, now, I mean, the staff are great, but they're very aware that if he, if he does certain things, erm like we had a bit of a thing about him, bringing blades with him. Erm, but then it's a red line for them. So there's what they recognise is good for him. But how to reconcile that with their responsibilities. That's not particular to children with erm imprisoned parents. I think it's a general thing really about erm, you know, teachers, humanity and recognition of erm sort of reasonable adjustments that erm should be made for this person's benefit. But this is an institution that can't really afford to do that. So erm they're the collateral damage, really, the erm you know, the vicarious learning that if you do X, Y happens.

Interviewer 27:54

Yeah, no, definitely. And I can really sense that kind of push and pull, I suppose of a school and having their boundaries, but also wanting to kind of meet a young person's needs, and support them to an extent. Erm.

Interviewee 28:06

So, the more they get into the narrative and the erm, the nature of the subjective reality for the young person, I think the more they're dragged into wanting to be much more flexible and supportive.

Interviewer 28:25

Yeah. Perfect. Thank you. Erm, is there anything that you would do differently in the future, Catherine? Having this experience and, and having supported erm numerous children with imprisoned parents, but thinking about with relation to, yeah, potentially some of the casework that you've explained today?

Interviewee 28:45

I think it's much bigger than that. I mean, I, I think the way that I don't know how things are in [location redacted] and how you will find things when you come to, [location redacted], but for me, the what we're doing at the moment as EP's is going to be a shameful episode in the history of the profession. I think it's a Milgram experiment. I don't know any EP's who think

that, you know, this sort of wheel out you're dead, the the dodgiest kids and we do these assessments and we write enormous reports and we write within a template that prevents us actually making the key points, are very, very defensive. And I can't imagine doctors being pulled into the specificity wars that you need to specify for an intervention, you know, for a year. Can you imagine a doctor? so I just think we're we're doing the wrong thing and should be actually Johnny Solity said you come across him at the [name of course redacted]? but he wrote a really good some I thought, I trained with Johnny and his mates so I'm not neutral, but a really good monograph that argues against the casework model that you just cannot work effectively with our number and the number of students if we're going to hook out the oddest ones, not just in literacy. So I've always through my career tried to develop the sort of PSHE side of schools curricula as a whole school integrated approach. And urm I, I would certainly want to be focusing much more on how schools and education can contribute to student's mental health, urm, better than they do. And I think the, urm, the understanding of ACEs just need in [location redacted]. I don't know if when you were here, we, we did the sort of trauma informed attachment aware school start but you know, come on real education, for its to equip you with social moral, personal skills to enjoy your quality, experiencing good quality of life in the here and now and to experience good quality of life in which you can contribute to society and the well being of others. So I would urm, I would work very differently. And I keep thinking, Should I be working for an EP service, one of our colleagues in our team is leaving to work independently. And in [location redacted], this seemed like siding with the devil if you're not working, but and I do it because I value the collegiality, and I believe in free at the point of delivery services on the basis of need, but I think we're losing that as local authority EPS there's a lot of just chasing resources for some kids and letting a lot of others go to the wall. So it's very nonspecific. Erm so it wouldn't just be to do with, children who have a parent who is or has been incarcerated, it would be looking at the whole, the whole school or preschool population and what's going on for them, and what do we need to be doing with whom and what can we do as a whole school, you know, targeted and more individualised interventions. So I'm not on a crusade to do with children of prisoners to think they are, but many of them are highly, not all of them highly vulnerable, and don't have their needs adequately understood or proactively addressed. They'll only, they're only going to have their needs addressed if if they're communicating distress one way or another.

Interviewer 33:14

Yes. No. Perfect. Thank you.

Interviewee 33:16

I'm sure I'm in the wrong job.

Interviewer 33:20

I think, ah, ah, yeah, I can sense the frustration with systems. And I think that's something that's really echoed throughout our training experience as well sometimes, I think at various different points, everyone's kind of shared, that erm the systems are quite, you know, they, they feel quite hard sometimes I suppose ethically, as well. Erm it can feel quite

Interviewee 33:39

Why do we, why do you know, everybody in the team, when I say do you really think this is a good use of our time? You know, we're publicly funded. Do do you think this is erm, you know, [location redacted] is the seventh erm most economically deprived local authority in the country? It's big, isn't it? With swathes of affluence. It's not like [location redacted], which is probably in the top 10 too but you know, this is really big. And is this really what we should be doing with, the money, just ridiculous erm, sort of, huge purposeless reports about, individual children with the pushiest parents or whatever.

Interviewer 34:22

No, no, I sensed that when I worked in the [location redacted], it was it felt quite quite different erm, I suppose to, to other kind of other areas. But yeah.

Interviewee 34:34

What did you do? Sorry to digress before you trained, other than being an assistant?

Interviewer 34:39

I was, erm a teaching assistant, erm in year six, erm and I worked in university mental health and sport actually. So thinking about how physical activity can support, erm mental health before

Interviewee 34:51

Absoloutely.

Interviewer 34:52

Yeah, yeah. So, I did a year there and then year as a teaching assistant, and then, and then an assistant, and then on the course. So yeah, it was quite a quick a quick one, compared to most of the people. But erm yeah, I think mental health was something that really stuck with me for, for the whole of it erm and yeah.

Interviewee 35:11

Yeah, because I suppose going back to, the, [name of training course redacted] programme, which I'm quite proud of us, erm in, being early to stop talking about behaviour difficulties and EBD and be positioning this as, as mental health and I'm also quite proud of us, probably second to Exeter at the time for having developed organisational psychology. But I've, erm, with BPS been part of accreditation teams at the [name of course redacted], and I think erm nobody does. And I think it's partly that applying it in clinical settings. Erm, nobody does erm, systems theory, family systems theory, applications, like erm, the [name of course redacted] certainly did. And when Amelia Dowling was, the whatever she was clinical director and, I liked what Amelia's written about applying systems approaches in schools. She's erm someone I kept in touch with for years and years, I kind of think you get absolute erm, pool in class and the rest of us from cattle trucks. I mean psychodynamic stuff too, but I don't particularly envy that, those, that area of expertise, but I think, the work. Do you still do the?

[Redacted as information relating to the course and personal information asked]

Interviewer 38:30

Oh don't worry, you're fine. We'll carry on, we'll carry on but erm thank you. Yes. Erm so I just wondered if you could tell me a little bit Catherine, about other opportunities that you feel educational psychologists, would benefit from when supporting children of imprisoned parents?

Interviewee 38:46

Oh, goodness. I think, there's just the issue of what is our job? Is this something that I mean, I'm thinking of local authorities where you're not a free agent, you're part of an organisation, a corporate entity, er and you can't disperse your services too wide and you need to have expertise rather than think this is a sort of sexy area to get into and namedrop. I think we're doing it bit with erm, currently involved in working with the police, you know, and training them about how to, erm approach interrogating erm, young people and so forth. Erm, I don't know what gets erm addressed in initial erm, postgraduate training. I mean, actually, Johnny, who I mentioned is always into what you do with literacy. And sort of, you know, what does

the BPS say, what does the HCPC say, they don't say anything. There's nothing about, what you should address in the curriculum other than in very, very, very, general terms. So I think if there was some agreement within the profession, about ACE's and how we are going to be proactive in equipping the children's workforce and supporting parents, in, minimising long term negative impact and optimising development. If we had that agreement, then I think we would work very differently. I think there's also erm, what crops into erm CPD priorities. And I do think there's a bit of when things are erm, new, which I think when Heather was around erm, in Birmingham, the sort of children of prisoners was a, a bit of a, as I said, sort of gor blimey is salacious erm. But, we've, we've never moved to, as you asked, you know, do do we actually look for? Do we look for, the school's record ACE's and, you know, so fours particularly awful? How would we know who's got four ACE's? Can it be done without stigmatising, children? And erm, in the sort of clinical versus educational service delivery erm, is there any agreement about I mean, I think people view the educational bit of Educational Psychology in a very narrow way, were as think most of us is psycho education, that it's pretty big. And, yeah, there's a national curriculum, its attainment assessment, but, you know erm, the old arguments that you've you've got to, look after the person, and then the teaching and learning that people can get their grades erm, is much easier, much more easily mastered by the the child person. Erm, yeah, so I think it would be addressed through erm, a more accountable, training curriculum. And by erm having much more influence on erm school systems, and again, you're probably a bit different. The [location redacted] courses I think, generally better connected to child and and adolescent mental health, services. But, you know, the old tiered model, were there we were in tier two, I just kind of think I don't really think that's how we're seen. Do you?

Interviewer 43:00

No. I

Interviewee 43:00

As part of the mental health workforce?

Interviewer 43:03

No - I suppose, I suppose it is very much ever changing with the development of the erm, mental health in schools teams. Erm, I know some local authorities in [location redacted], they have the mental health teams within the educational psychology service, and they're supervised by educational psychologists which I think is very different.

Interviewee 43:20

Yeah, absolutely.

Interviewer 43:21

in other schools. Erm, and I I really value that, I think that that was somewhere, I was on placement in [name of EPS redacted], and they have the, have the main psychology service, and then they have them, the [name redacted] Team. So the [name of EPS redacted] Educational Wellbeing Team. And within that, they have the, the mental health in schools teams lead. And they have specialists EPS with mental health, erm and they have about eight assistants that support with that team with psychoeducation and, and supporting with with that in school. So I think it's such a big thing, but I think it's very much erm, going back to the system's. I suppose it's how, how we're set up, erm how the educational psychology services are set up to support that.

Interviewee 43:59

In the [location redacted] that's a minority. I think it's sort of happens in [location redacted], erm but again, in [location redacted], where you're coming back to I think erm, in the multi agency planning meetings in schools, we are seen very much as the cognition and learning

people and, when PSS actually, only sorry I'm talking rubbish, PSS, the cognition and learning so with social, emotional, mental health, but very, very much about, unusual kids or TIASS [Trauma Informed and Attachment Aware Schools]. Erm, and I don't think we have influence on erm school processes. And I found working with the greats, colleagues from other agencies erm, in the multi agency planning meetings that they're not really up for looking at school improvement processes it is more divvying up the dodgy kids and, agreeing some, erm tr, CPD for staff.

Interviewer 45:11

Yeah. Rather than that organisational change, I suppose.

Interviewee 45:15

Yeah. And, and the sort of fundamental of who's vulnerable, why? Erm, what we going, what, what can we do about it to make them less vulnerable?

Interviewer 45:27

Yeah.

Interviewee 45:28

And also deploy the expertise of the thriving kids. So it's an asset to the, struggling kids.

Interviewer 45:36

Yeah. Build them up. Yeah, definitely. Yeah. Thank you Catherine. Erm, and so just erm going back then so. I know you've spoken about [name redacted] did she do some specific training in [location redacted]? Did you, did you attend that training?

Interviewee 45:51

I didn't, because I suppose I thought, erm. Well, no, in some ways I did. Erm, so she, she got into it because of erm, sort of attending the work that [name redacted] and colleagues from [location redacted] did. In our thesis you can do these things called professional practice reports and one of hers, erm, built on this work. And then when she joined the service erm, I mean, she was pretty unstoppable. She went in there as a, a force. I think she had [name redacted] who quite liked entrepreneurialism as a, a manager. Erm and so she did some C, CPD within the service where they're always kind of grateful for people who are going to do some I think. Erm, and I think contributed to a [location redacted] CPD event, and, then organised this erm successful conference at the [name redacted]. The training I saw her do or did with her was, you know, we have an MS. M Science Psychology at [name of course redacted], which is the sort of, Applied Psychology continuation of a, BSc if you don't trade in your degree in there's an ED Psych, Clin Psych, Forensic Psych route erm. So, [name redacted], was the first ever Supervisor of an M psy student who took the Ed Psych route. [Name redacted], who might have interviewed you, I don't know, was the first M Psy born, urm, and they have to do a module called topics in Applied Psychology, things that aren't in the curriculum, and may be of interest to the erm, clinical forensic and educational psychologist. So because I was working with [name redacted] as a colleague and was supervising [name redacted] supervising, [name redacted], I suggested that this would be a good one. And we did it together for a couple of years. And then as she got the bit further between her teeth erm, she did it. And had developed a really nice resource pack for erm, professionals and, schools and a sort of what to do erm. Yeah, so that's, that's probably the only engagement I had with her work. And I'm not sure she's pursued it. But she was also very interested again, building on the work we've done in the course on acquired brain injury and traumatic brain injury, wrote a, professional practice report about that, but then engaged in the [location redacted] erm Clinical Neuro Psychology, Master's course. And I think that probably was, became her preferred specialty. I think you don't have to push quite so hard to get somewhere with it.

Interviewer 49:00

Yeah, no, that's fine. Thank you Catherine. Erm, so I know that we have spoken a little bit about this next one, but erm, just are there any other barriers and threats that you feel erm, might be preventing educational psychologists from supporting children of imprisoned parents?

Interviewee 49:19

I think I've, I think, I probably just repeat myself. I think there's erm, some consensus about what we do that we're going to do properly and we're going to do well,

Interviewer 49:29

Yeah.

Interviewee 49:30

But there's also, quality assurance. What knowledge do people have, as I notice EPs, big thing for you at the Tavi - dealing with the gender questioning young people. And you know, trainees have done stuff on, though they've done staff training, I think you shouldn't really be presenting this as a psychologist. Erm, this is sociological and political, rather than based on psychological theory and evidence. So I think there's Quality Assurance if we're going to do it, then erm, I hate the sort of erm cascade model where somebody develops some specialist knowledge and they deliver something. And then, I feel it happens with attachment theory. I just think, have you read any primary sources before you blather on any longer? So I think there's some quality assurance about and I'm guilty here. I don't think I've read anything about children of prisoners, specifically for a good five years, because it's, you know, just, time constraints. And erm, I think lack of the sort of presumption that you're competent to do what you do erm. I remember my first year as an EP actually thinking, I'm getting away with this, nobody's challenging me erm. So I think the sort of system in which this is what we do, or this is what some of us do, but we resist specialisms I think, and then some kind of quality assurance about what you're competent to do and, much better connections with other key players, because we're not the main players in this field. I love what you said about developments in some of the prisons. And I wonder whether that erm has come I assume, from forensics or clinicals erm, who may have sort of converted a bit, who work in prison settings. So we are on the periphery. So it's a bit about role clarity, which bits of the puzzle are we going to, work on erm? That that are more clearly psychoeducational, and perhaps situated in school and community settings. Erm, so quite a lot of work if we're not just going to be tinkering. And then losing interest.

Interviewer 52:06

Yeah. Perfect. Thank you so much for that Catherine. Erm, and and just a final question, then. So this part of the research is attempting to address what more can be done within the EP profession to support children of imprisoned parents? Is there anything that we've not discussed today that you'd like to share in relation to this? Or you think might be? Erm, yeah, might be pertinent.

Interviewee 52:28

Just say the title again.

Interviewer 52:30

So what more can be done within the EP profession to support children of imprisoned parents?

Interviewee 52:40

I'm sure I will think of things erm. But I think the things I've said about being clear about is it a priority? Is it a priority for all of us, or some of us? And then getting, skilled up to do it and the time to make connections with, other, players. And I mean, everybody just needs to be attuned, so that if there's some, mention that the child's parent is or has been incarcerated erm, that, there's some kind of knowledge about what, what might be relevant here in a formulation, action, strategy. Mmm.

Interviewer 53:28

Brilliant.

Interviewee 53:28

Just before you go, what, what are the sort of broad trends so far?

Interviewer 53:33

So far, I, in terms of themes, because I'm doing thematic analysis, so far, what I'm finding coming through is around that kind of sense of ambiguous loss. So kind of, you know, someone being there, and then going away, and what that is kind of showing. Erm, I suppose a lot of it has been around that systemic change and supporting systemic change in schools, erm, but also kind of upskilling trusting adults that already have relationships erm, to kind of support longitudinally erm, I would say are some of the kind of trends that are coming through. Erm, I think, awareness. I think a lot of people have kind of reflected on their practice and been like, maybe I could ask more questions about that. Or maybe there's something I could explore with my schools. Erm, but I completely appreciate that, it's never ending. And, you know, there's so much we could ask schools, and there's so much that we want to do, and like you were saying earlier Catherine, sometimes the system is, is the barrier. Erm, so I think that they're the kind of general trends at the moment. Erm, there is one thesis that's been done erm. It was a [location redacted] thesis on kind of actual erm, gaining the voices of of children of imprisoned parents. And that speaks a lot about what educational psychologists can do, but, thinking more obviously, from their perspective, but just just like you said, hearing their voice, facilitating their voice. Erm, and kind of, I suppose keep

Interviewee 54:51

I didn't think I did say that actually. I probably should have done.

Interviewer 54:54

I've been talking about it with the PCP and, and bringing that. Yeah, so I I think they're the general trends at the moment. Erm, I'm hoping that, yeah, I'm hoping that it can develop practice. Erm, and that it's something that we can think about because I I don't know just I feel really passionately from those groups that I've been to that educational psychologist have a place. Erm.

Interviewee 55:18

Yeah. I have to say the fact that you're coming to [location redacted], really couldn't be better because I think since Heather's gone, it's gone. I, we haven't had any conversations with erm, colleagues about erm, you know.

Interviewer 55:37

Yeah.

Interviewee 55:37

Children with a, a parent who's, in prison or who has been, I've, I've really valued this discussion, actually, because, I am now going to because TIASS talks about ACE's, and

there's a whole section about it. And and you know, how dire. I think it's pretty reasonable to be in these bloody multi agency planning meetings, just saying, do we know? And, could we find out without stigmatising? Or could we just use what we do know as starters? Erm, so I think that's what I'm going to do.

Interviewer 56:19

Brilliant.

Interviewee 56:20

Well not brilliant. There's

Interviewer 56:22

It's a start Catharine, it's something.

Interviewee 56:25

It's just a start. And, you know, the one school where, the boy that I, I used as the example. Erm, and, you know, they, they, it's just a really great school in many ways, but I mean, they don't have teaching assistants, they believe that if they invest in literacy development, that's the best safeguard. Erm, the boys have, erm, but then, I don't know I, I kind of think we can really motor they're just looking at a few paradoxes that I've noticed while politely doing what I've been asked to do.

Interviewer 57:05

No, brilliant.

Interviewee 57:06

Great. But I mean, I hope we, we're, our next service CPD, I think is going to have four, but recently appointed colleagues, presenting their doctoral research. So if you talk to other [location redacted] EP's, or will you have?

Interviewer 57:21

Erm I, yes I have, yes. Erm, so it'll be good to get a perspective, I suppose erm. But yes, I have. And erm, and I have got a range of kind of independent EP's as well. So, it's quite interesting erm, to be able to.

Interviewee 57:36

I'm just going to say, though, I I shall be certainly strongly suggesting if that's okay. That on the basis of your research, this would be a very timely refresher for us all and as I've said, linked to TIASS, which is really being flogged as a good thing for us. It's, it's a good corollary.

Interviewer 58:00

It's been really interesting, when, when I was erm advertising my questionnaire, I think I've had six, year two's erm, that messaged me and say, you know, I'm really wanting to do something around this for my thesis. And I thought, that is so interesting. Like, I just wonder why this is coming back around now. And, you know, I was, I was wondering, I was questioning my own kind of, what what drove, drove me to pick this, I suppose. And then. So it's yeah, it's very interesting that it seems to be, seems to be more of a drive I suppose, erm at the moment, which at yeah, not sure what contextual factors are coming into that erm. But it's something that I'm going to think about erm.

Interviewee 58:36

I hope it's partly that the course is I mean, I don't know what Birmingham's doing now, but I'd be really sorry if we drop this, but it seems, and erm. Aw god, I can't think of a, fairly seminal

report from about 2018/19, building a something or other generation, but I mean, it was, you know, what I'm talking about Paul Bristow, or some name like that. But anyway erm, building a resilient generation, which this really fits right into, so I hope, I hope initial training is at least making people aware that erm, there's a lot of sustained misery and erm being seriously conflicted. Erm and a death is much easier in some ways, because then it's over and you can move on. Mmm.

Interviewer 59:43

Yeah, no, thank you Catherine. I'll stop the recording now.

Interview 6 – Helen

Mon, Apr 17, 2023 11:56AM • 32:31

SUMMARY KEYWORDS

erm, kina, children, guess, support, bereavement, schools, piece, ep, work, parents, casework, suppose, imprisoned, young, training, perfect, research, group, helen

SPEAKERS

Interviewer, Interviewee

Interviewer 00:00

This could be it. You'd think I'd be used to this by now. Erm, so to begin the interview then Helen, erm I'd just like to talk to you about your experiences of supporting children of imprisoned parents, within the educational psychology field. Erm so, the first question is going to relate to kind of previous experiences that might be professional or erm personal about children of imprisoned parents. And then after that, it will be relating to working within the EP field and the EP context, I think, because when I did my initial questionnaire, I found that a few people were reflecting on times when they were teachers, perhaps. Erm, you know, before they've come into the educational psychology field. So erm the first question will kind of address that, and then the following questions will just be related to erm the educational psychology field and practice. Does that sound alright?

Interviewee 00:49

Yeah, that's absolutely fine.

Interviewer 00:51

Thank you. So the first question that I have erm is, what work experience erm have you had prior to becoming an EP? Erm, and within this work experience? Did you come across any children of imprisoned parents?

Interviewee 01:04

Okay, so before being an EP, crikey, erm that's a long time ago, a long time ago. Erm, I think probably the only relevant piece would have been on placement when I was still up north in [location redacted], and working within the sex offender wing on a placement. Erm, and so no, no direct kinda contact with the children, but more work with the adults erm. And so I guess that gave me a bit of, a bit of a perspective into kina how they were struggling, erm with not been able to see the children as

much as they would want to, erm and kind of made me reflect, I guess, on the other side of that as well, and how the children would be feeling erm and what was going on for them. So yes, so no direct work prior to becoming an EP.

Interviewer 02:02

Okay. So it's more around kind of thinking about the parent holding kind of the parent perspective, I suppose erm to the children and the young people, but also having a bit of insight of how how that might have impacted the child as well. So kind of working in that setting.

Interviewee 02:15

Yeah and I guess, kina of just working in that setting as well. And kina of knowing how, I think daunting is probably the right word erm, going in there as an adult is, erm thinking about visits erm. And it was kina, I guess, back in the day, when, it wasn't erm lovely rooms to go and facilitate that contact. It was very stark, very bare. Erm, and knowing kina that visceral response that I had to that kina environment. And then kina thinking crikey, this must be really tough for these kids coming in, to visit their parents.

Interviewer 02:16

Yeah, yeah, perfect. No, 100%. I completely agree with you. Erm so do you feel that those experiences then so some of the things you you were talking about, I suppose erm, in terms of like the visiting room, do you think that shaped your experience or your practice as an educational psychologist?

Interviewee 03:08

Yeah, absolutely. I think seeing it kina firsthand, because I guess if you've not had that kina prison based experience, erm then coming in to support children and young people, yeah, they can be telling you those things. But, I don't know. It's, it's one of those things, isn't it when when you've seen erm, but of course, every young person's experience of those situations is going to be different, isn't it?

Interviewer 03:34

Yeah.

Interviewee 03:35

Erm, but yeah, just knowing, those responses that I had erm. Yeah, I think there's definitely gonna give me a level of empathy, I guess.

Interviewer 03:45

Yep.

Interviewee 03:45

That I might not have had previously. Perfect. Thank you. Erm, so I just wondered if you could tell me a little bit about what you are currently doing to support children of imprisoned parents erm within the context in which you work. Oops, have I lost you? Ok, you froze a little bit then

Interviewer 04:09

Oop - are we back

Interviewee 04:24

You, you look like you're back. You look like you're moving again.

Interviewer 04:26

I'm back. Sorry about that, I don't know what happened. Erm, so sorry, I'll repeat that. Erm, so what are you? So the next question erm is I'm wondering if you can tell me a little bit about erm what you're currently doing to support children of imprison parents within the context in which you work?

Interviewee 04:45

Okay, super job. Yeah, so currently erm, in our service most of our referrals erm will come through via school. Erm, once they are aware that an EP will ask for a whole host of different things, so it might be about staff erm awareness raising, staff training, it might kina, all that all that stuff kina systemically. Erm because again, if a school hasn't had experience prior, erm, then they will come to us to kina. As well look at what has been in newspapers and things have been going on prior to the erm parent going to prison. And again, so sometimes it's almost a little bit like in a pre bereavement work erm, that we'll do some of that kind of pre work with schools. Erm, so that they are aware of kina what they might see erm from the children erm directly involved and from those kina erm in peer groups as well. Erm, so there's that kind of systemic level. And then sometimes we are asked to do some group work with the child themselves, and perhaps their peer group, or perhaps a smaller circle of kina close friends that they want to kind of confide in. Erm, all the way through to kind of want to work one to one work with individual children as well.

Interviewer 06:19

Yeah. Perfect, thank you. And that's really interesting, isn't it that some schools are kind of reaching out for more of I suppose that preventative stance of what can we do prior erm as opposed to kind of being reactive, which is brilliant, brilliant to hear. So thank you for sharing that.

Interviewee 06:30

yeah No worries.

Interviewer 06:36

And is there anything that you think that you do Helen in terms of like altering your practice for this group of children and young people?

Interviewee 06:43

Erm, crikey altering practice? I would like to think that across all my practice, I'm quite child centred, and child led. Erm, and so I guess in terms of altering practice, maybe not. Erm, but just as with this vulnerable erm group of youngsters, as with another kina marginalised group or vulnerable group, I would do kina additional reading around kina up to date erm pieces, pieces of research. Erm I guess there's probably an overlap, I think, between this vulnerable group of youngsters and bereaved young people. Erm because there's a lot of, they can have similar emotions, circling, you know, you know, this stuff. Erm and so I think an awareness of those models of bereavement kinda lapping on to overlapping sorry, on to those,

those vulnerable young people, I think. But I'm not sure that there's anything specifically different that I would do.

Interviewer 07:56

Yeah, no, that's that perfect. Thank you. Erm, and is so obviously, we've spoken about kind of practice, I suppose erm. Are there anything specific erm that you would do for the children, young people, I suppose, if you're working with them on an individual level, or erm kind of maybe in the information gathering stage erm? Yeah.

Interviewee 08:19

Okay, so the information gather, I guess, would be that kina initial referral coming through to us. Erm, gathering kina school perspective, so the way that referrals will typically come into us is either through a planning meeting, or if it's a kina something that's kina just come up, erm it doesn't fit nicely within the planning meeting system. Erm then it might be a kina a phone call from SENCO or head teacher. And so there's that piece of information. And then again, before starting any piece of work with erm a child or young person, I would ensure that we had kina informed consent from those, those young people as well, because I think quite often, we may assume that they need something, erm because of stuff that's going on, but sometimes for the children, young people that we work with, erm and maybe a minority, I don't know, erm actually, sometimes it can be a bit of a relief. Erm actually things then at home are lots calmer and, and so actually, they're all right. Erm and again, similar to that kina model of bereavement, that most children will kina go through the process. Erm and, and be okay erm. So I guess it's about that informed consent, and kina leaving it open to them that actually if they don't want that support, then then they have our contact details, and they can come back to us to ask for it, if they need it.

Interviewer 09:42

Yeah, perfect. Thank you. Erm and I just wondered, Helen if you could just give me a little outline of erm the contexts in which you currently work. So just a little bit about the service erm and kind of your SLAs or contracts with other people if possible, please?

Interviewee 09:57

Yep. Erm so. Oh, crikey, a numbers game is a bit tricky. Erm I think that there are around 24 of us erm within our service. Erm and our service level agreements are typically with multi academy trusts, individual schools, erm local authorities. Erm, I won't name the local authorities because then you won't have to blank them out. Erm, and so we do some statutory, statutory assessments in terms of the local authority work, we also do quite a bit of work with looked after children. Which sometimes feeds through into the work erm for children of imprisoned parents. Erm, yeah, and occasionally, we will do kinda parental referrals. But that's that's very, very few and far between.

Interviewer 10:57

Perfect, and it, do you work for an independent service Helen?

Interviewee 11:00

Yes. Perfect. Thank you. Erm so I'm just going to ask you a little bit now about kind of maybe particular pieces of coursework that might have come through on those

referrals. Erm and I'm just wondering erm, if you think children of imprisoned parents are actually prioritised for EP involvement within your practice, I suppose you've kind of mentioned some of the contributing factors about you know, speaking to a young person and thinking whether they want to be, whether they actually need any support at this given time, and that they might come back around. But I suppose erm, it sounds quite, it sounded quite promising that, you know, schools were putting these children and young people forward to potentially have or seek EP support, if that was something that they felt was necessary. But do you think that they're, prioritised by the kind of settings that you work with? Erm or by the service? Erm, probably a bit of both. Erm, I think we have quite good relationships with those schools. And we will talk about kina wider, wider issues erm rather than kina assessment report, assessment report, assessment report. Erm, so some of that systemic or for I guess, that that we offer, so it will come, it will come through that way. Erm, and in terms of kina within our service, erm we have areas of specialism erm within the team, and so typically, erm I will get those, I will get those referrals erm. And in terms of prioritise, do you mean in terms of time or?

Interviewer 12:34

Yeah, just if they're if they're brought forward by a school, erm, do they tend to kind of be prioritised for for first EP involvement? Or are they potentially young people that maybe you'd review over the year? Or?

Interviewee 12:47

Yeah, and again, I think that's probably quite case specific as well. Erm, so it might be that a young person is really, really struggling, and we would, we would prioritise them through discussion with schools erm and family erm. Yeah, I, I guess much like any, any other piece of casework that actually we would discuss, kina who, what, where, when, erm and who needs to be seen first, but typically, we don't have huge waiting times to see children. So they'd be seen kina within two to three weeks, so it's, quite responsive. That's fantastic. Erm so moving on, then I suppose to more of kind of individualised case work. Erm, so when you've worked to support children erm of imprisoned parents, what's been successful would you say? Erm, I think probably the most important thing is taking their lead. Erm and what it is that they actually need or wants to support with, erm, because as I said, kind of every case will be different. There will be some kina commonalities around the kina the loss and the impact of visits, contact, whether contacts even allowed or not. Erm, yeah, but I think taking that lead in kina. Yeah, just being responsive to the child, it might be that they don't want contact, it might be that they do want contact and they're not allowed to contact and kina talking those, talking those things through so that they can, erm I guess, develop some strategies to cope.

Interviewer 14:22

Yeah, brilliant. Thank you. And within erm pieces of casework with children of imprisoned parents, erm you spoke a little bit about bereavement. Are there any psychological theories that you, that you draw on?

Interviewee 14:34

Oh, yes. Erm, so yeah, there's lots and lots in the literature, isn't there around bereavement? Erm, I think probably the kina cyclical model of grief is quite a useful one, erm to work with those youngsters. Erm, and again, kina in the olden days

when bereavement models were very much kina oh we'll feel angry then we'll feel, and kina then by the end everything will be fine. Erm we will have resolved our grief and all will be well. Where is the kina the cyclical model of grief kina normalises I think, and kina chatting that through with children, that actually it's alright to feel angry today. It's alright to have forgotten that it's happened today. It's alright, to feel sad, it's alright to feel happy that this is, that this is how it goes. Erm, and I think that kina, those conversations around normalising those feelings are really important. Erm, and I guess the other probably the biggest one, I think, thinking about them systemically is probably that sense of belonging. And how important that is within school and kina, them still having that kina friendship circle that they can go to, and they can speak to, because it's all fine and well seeing me once a week, but actually, I'm not there 24/7. Erm, and actually them knowing where they can go to get support outside of those times is really important. And to allow them to still be kids and not be worrying about all the grown up stuff.

Interviewer 16:11

Yeah, perfect. Thank you. Erm and within that then Helen, were there any particular approaches or types of EP work that you tend to, you feel yourself gravitate towards, I suppose for children of imprisoned parents?

Interviewee 16:26

Yeah, I think probably quite person centred. Erm, in terms of kina doing one to one work, that would probably be my kina, my go to. Erm, I think as well, it's quite useful if we're going kina, use some kina framework to put it onto think about Bronfenbrenner. And with that child sits within all of those systems, erm certainly helps me and actually, if you can draw it out, erm I think children find that quite useful as well, that they can see that they've got a whole variety of support networks. Erm, and it also allows me to clarify in my head at the outset, kina where they sit within those systems and where they feel that they sit within those systems. Erm. Anything else that I would typically go to? Erm, maybe in some occasions, particularly for, maybe younger children, those can have automatic negative thoughts, and maybe some kind of cognitive behavioural work, erm when young people may think that it's their fault, erm particularly if they have had to give any statements erm, and can have been able to build that therapeutic relationship enough, that those thoughts can then be challenged, erm in a, kina non threatening way, erm but just yeah, to be able to kind of challenge those thoughts so that they can kina hopefully, over time come to the realisation that it's, it's not their fault.

Interviewer 18:02

Perfect, thank you. Erm, and can you tell me a little bit about any types of or forms of intervention that you've used with these children and young people? I know you've spoken a bit about bereavement and thinking about kind of identity and sense of self.

Interviewee 18:16

Yeah, and I guess so those, those kind of interventions. I guess, one of the other erm pieces, I think that probably makes me feel saddest is when children are bullied erm and become kind of victims in that way. Because I don't know if there's lots of media hype, and everyone has an opinion on what has happened and it becomes, a kina source of gossip, then lots of unkind things can be said. And so one of the useful pieces of work that we've done with some of those young people has been around

kina zap training. So that kina assertiveness erm approach to those, to those comments. I think that's definitely, yeah, are useful one as well. Yeah.

Interviewer 19:07

Brilliant. Thank you. And then with these, erm with any kind of form of casework, erm I was just wondering how you measure success or impact with these children?

Interviewee 19:19

Yeah, good one. Yeah. erm, and I guess it depends what the target for the intervention is, doesn't it? Erm, and so sometimes we will use things like the emotional literacy, assessment and intervention so that we can triangulate the information from child teacher erm and parent or carer. Erm. And so that's, I guess, quite a simplistic one erm. We, more often than not we'll set targets with the child or young person at the start of the sessions we'll review them kina halfway through and then at the end. Erm, and if it's staff training, obviously, we have a wonderful staff training evaluation sheet which we will give to staff, erm which also offers them the chance to kina ask any follow up questions that they didn't want to, in the whole group. Erm, and also to kina stipulate if they wanted any additional training in specific areas.

Interviewer 20:25

Perfect, thank you. Erm, and do you feel that there's any, I suppose, is there anything additional that you'd like to add in terms of EP work that you think best supports children of imprisoned parents that we haven't covered previously?

Interviewee 20:39

Erm, I think doing research in this area is very, very important. Erm. I don't think that there's a lot of training for TEPs and EPs out there on how to support this really vulnerable group of young people. Erm, and I think sometimes just by having a specific training around it, even although we might be using the same generic skills, it can demystifies things erm. And, I remember kina wor, doing a piece of case work with erm a trainee a couple of years ago. Erm, and initially, I was like, this is a piece of work that you can do in that kind of initial fear because they've never done a piece of work with a child of an imprisoned parent. Erm, but actually doing kina co-working that, erm kina takes that, it's not mystique is it, but it's that the fear of the unknown, I guess, and not feeling skilled. But actually to show that actually, with that vulnerable group, just as within the other vulnerable group, you've got transferable skills as a TEP, as an EP that you can use and, and it's all about that connection, isn't it? And, being able to relate to children and young people so that, yeah, we can improve outcomes.

Interviewer 21:59

Brilliant. Thank you. Erm, I was yeah, coz I was going to ask you as well about if there's any research that you've come across, coz I think when I've been doing my erm research, there hasn't been very much in the EP field. Because I think there's one in the EP field, so.

Interviewee 22:14

Yeah. Yeah, it's very, very scant. And yeah. So when I seen you were doing research on it, I was like, yes, yes.

Interviewer 22:24

Oh, yeah, really enjoying it. Erm, so I just wondered if you could tell me a little bit Helen about what you would describe to be some of the challenges erm when working with children of imprisoned parents. So thinking about kind of, when you've, reflecting back, I suppose on pieces of casework, have there been any challenges that you've come across?

Interviewee 22:42

Erm. Yeah. So and again, I think it's really important before you start the piece of case work to know the, the story. Erm to have some kina level of detail, erm, around what where why when. Not necessarily that you would then use that within the piece of work with a child or young person, but I think it stops, I don't know, maybe, maybe it's just me, I'm not sure. It gives me kind of reassurance that I am working in the right sphere, and I'm not gonna, I guess make things worse, erm by saying the wrong thing. Erm. So there's that erm. I think as well, the challenge is around what I said earlier, about the, that kina no specific EP knowledge, erm no specific EP training around working with this group. And so that in itself was a challenge. So you kina, sometimes you can kina go to the shelf can't you, and you can get an idea of how to work with that specific group, for example. Erm, but there isn't that and there isn't kina those broad recommendations erm, apart from kina the person centred stuff. Erm, I guess where my research background and bereavement as well, erm that kina shapes how I go about it. And actually, if we had something that was broader, so some current research into how best to support those young people, we would have a kina agreed set of principles, erm perhaps that would be useful to move forward and might make it less scary for people erm who are starting the first piece of casework. Erm, yea any other challenges? Erm knowing who has PR, for the consent for the work so that's, that's another interesting one, because actually the parent who is imprisoned can still hold PR and say yes or no to a piece of work. And so that also has its challenges. Erm and how how we kina, how we go about supporting that young person. Erm, what else? and I think maybe still a kina level of stigma, perhaps, from supporting staff. Erm, and of course peers of, when a parent is in prison. And having to help that child, or young person can negotiate that as well, can be quite challenging. Erm particularly if we have to have those challenging conversations with the adults as well.

Interviewer 25:31

Yeah. Perfect. Thank you. Erm and can I just clarify then with you Helen was your research background in bereavement?

Interviewee 25:37

Yes.

Interviewer 25:38

Oh, interesting. Okay.

Interviewee 25:39

Yeah. So hence my heavy death focus. Yeah. And I think, it's interesting, though, because I think that, much the same as certain types of death, there's, there's a kina choice element that sometimes comes up for children of imprisoned parents that the,

that the parent has left, but they have done it because they've chosen to as opposed to someone dying for a non choice reason. Yeah. And so I think quite often, there's that level of anger as well that they have chosen to, leave. Erm, which I guess is where those overlaps. For me anyway, in my bereavement work kina come up quite a bit.

Interviewer 26:27

Yeah, definitely. Thank you. Erm and just in terms of casework, is there anything that you think erm you do differently in the future?

Interviewee 26:35

Oh, crikey. Erm, I don't know and read some upcoming very important research that's about to be published, post viva. Erm, yeah, I think kina keeping up to date with current research. We tend to talk in team meetings about kina specific pieces of casework and themes as well so I think that will continue. So yeah, I'm not sure about anything different at the minute.

Interviewer 27:10

That's fine. Erm, so we've kind of touched on this next question. So don't worry if you feel like you're repeating yourself. Erm, but I just wondered if you think, what are the opportunities erm you feel like EPs would benefit from when supporting children of imprisoned parents? So I suppose, we've already spoken a bit about kind of like training and further research erm and kind of awareness and I suppose support with kind of confidence when it when these cases tend to arise? Erm is there anything else that you feel like you haven't mentioned already that you'd like to put forward?

Interviewee 27:43

I do wonder about the visiting erm, aspect. And perhaps if somebody is going to take forward, a kina specialist role, actually, visiting a couple of erm secure settings. Erm, just to kina, to get the feel for that. Because I think, yeah, we can read about it, can't we and research articles, and we can, get other people's perspectives. But I think seeing that firsthand erm, is quite important. Yeah. Thank you. Erm, and have you come across any specific resources that you think would benefit children of imprisoned parents or charities or organisations? Erm. I'm just trying to think. Erm I sometimes with younger children will use the grief encounter work but, but adapt some of those resources. Erm, I don't know if you've come across that? It's by Shelley Gilbert, I think. So that's quite useful. But again, I think most of the work that I would do if it was on like a one to one or a small group basis would be quite bespoke. Erm, yeah. So it'd be really nice, wouldn't it to have something that one could reference in the future?

Interviewer 29:10

Thank you. And just to clarify then Helen, have you had any training or, of supporting children of imprisoned parents or is yours more surrounding kind of bereavement, I suppose experience?

Interviewee 29:22

Yeah, nothing specifically around, Yeah. Erm, on the training course, that I teach on as well, we, erm have a, a session on supporting erm children of imprisoned parents. And, so I've had to do quite a bit of research, obviously, to teach other people erm.

But yeah, so I've not been on a training course erm. Yeah, and as I said, the previous work that I did was supporting adults. So yeah, had some training around that but not for supporting the young people.

Interviewer 30:00

Perfect. Thank you. So previously, we explored opportunities that might support educational psychologists. Erm, but now I'm just wondering if you can envisage any threats or barriers to that might be preventing EPs from supporting children of imprisoned parents?

Interviewee 30:20

Yeah, absolutely the same barriers that are affecting everything else, aren't they? Erm, so the amount of statutory work that we that we have in our caseload, the massive Tory cuts in education. Schools, have, very little money. And actually, if services are traded, that becomes quite challenging. And then they have to prioritise them pieces of casework. And, and actually, if those young people aren't presenting at a super high level within, within school, they might not be prioritised for input. Erm. Yeah. And so I guess that's the that's the challenge, isn't it is about enabling schools to see the benefit? And so quite often, some of that systemic work will help with that. Look at me going to the solution already. Erm, but but yeah, those those are the challenges.

Interviewer 31:18

Perfect, thank you. Erm, and just the final question, then. So this research is attempting to address what more can be done within the EP profession to support children of imprisoned parents? Is there anything that we haven't discussed today that you feel like you'd like to share in relation to this?

Interviewee 31:34

Erm. I think it'd be useful to make sure it was part of every training course. Not sure across the country, if that's the case or not. Erm. But yeah, I think certainly, it's they are a vulnerable group of young people and, and I think having that initial training would would help. Erm. Yeah, having some additional training that was available might be, might be an idea. Erm, and maybe, I guess, something that will hopefully come from your research will be some implications for kina best practice for working with with that group of young people, I think would be a really good start.

Interviewer 32:25

Brilliant, thank you. So I'll just stop the recording now.

Interviewee 32:29

Okay.

Appendix 13 – Completed Reflective Practice Templates

Interview 1 - Carol



Reflective Practice Template

There is no right or wrong way to reflect on your practice. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging. |

>

Below we have provided some prompts to help you add value to your reflection.

Some prompts will be more relevant than others depending on your event, your practise and whether you are reflecting as a group or an individual.

What event or topic are you reflecting on?
<i>Give a brief description. You don't need to give all the details, but rather focus on the event itself.</i> <i>Too broad a focus can make it difficult to give the topic the attention it needs and might be hard to give direction to your reflection, especially if you are reflecting in a group setting and everyone will want to make input.</i> <i>Remember to keep things confidential.</i> Interview with Alex regarding their experiences of supporting children of imprisoned parents on 03.04.2023.
Would you call this a positive or challenging event?
<i>What feelings would you use to describe the event?</i> <i>Even when things go right, they can still be challenging. Think about the outcomes of this event and whether you feel they could have been improved.</i> Positives • Longitudinal casework • Example of mother in prison • Relational emphasis • Celebrating successes Challenges • Way of 'being' that not every school understands or upholds • Changes in family dynamic – e.g., if under special guardianship • Building trusting relationships take longer
What happened?
How did you respond? • Acknowledged contributions • Built upon shared information and requested clarity at times

What did you feel during the event? • Calm in response to questions and information shared What did you feel afterwards? • Felt EPs passion was projected onto me – I felt that this is a rewarding topic and that EPs can have the tools to support COIPs (using existing supports but also specific ones)
Looking back
Are you satisfied with how you responded? If not, why not? • Yes
Looking forward
If there is a similar event in the future, would you do anything differently? What did you learn from this experience and/or your reflection on it? • Eliciting differences for these CYP How will this learning improve your practice? • Consider to explore what can make their support that COIPs need different How will this learning be used to the benefit of service users? • Resources – bereavement supports utilized but what about ambiguous loss? • Consideration that relational approaches are taught at systemic levels - but is there enough specific to COIPs? • Importance of relationships and trust • Systems can be ever changing for this group – do EPs have capacity to continue to support longitudinally? • Families can be defensive and apprehensive – mirrored to CYP? • Consideration of release

Other support

Reflection isn't an activity, it's a process and so you may still want support after your reflection. It's vital for health and care professionals to look after their physical and mental health and to seek help when they need it.

The HCPC has a [wellbeing hub](#) for registrants which includes resources but you may also want to speak to your employer, your trade union or your professional body for other resources.

Interview 2 – Gloria

Reflective Practice Template

There is no right or wrong way to reflect on your practice. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging.

Below we have provided some prompts to help you add value to your reflection.

Some prompts will be more relevant than others depending on your event, your | practise and whether you are reflecting as a group or an individual.

What event or topic are you reflecting on? <i>Give a brief description. You don't need to give all the details, but rather focus on the event itself.</i> <i>Too broad a focus can make it difficult to give the topic the attention it needs and might be hard to give direction to your reflection, especially if you are reflecting in a group setting and everyone will want to make input.</i> <i>Remember to keep things confidential.</i> Interview with Deborah regarding their experiences of supporting children of imprisoned parents on 03.04.2023.
Would you call this a positive or challenging event? <i>What feelings would you use to describe the event?</i> <i>Even when things go right, they can still be challenging. Think about the outcomes of this event and whether you feel they could have been improved.</i> Positives • I felt a space was created for the interviewee to reflect on previous practice • Despite casework example described as a long time ago, EP remembered the case • Acknowledgement that this is a 'different kind' of loss for CYP to experience Challenges • Momentum of previous attempts to encourage services to support COIPs but this did not continue • Acknowledgement that this is seen as a 'small' group of CYP • Acknowledgement that as EP is in a senior, managerial position therefore may not come across as openly in casework
What happened?
How did you respond?

• Elicited views in response to questions • Remained curious – asking why it was felt that momentum for supporting these CYP stopped What did you feel during the event? • Felt difficult at times as casework example EP chose to reflect on was a long time ago. Therefore, specifics could not be recalled. What did you feel afterwards? • Questioned if EPs are doing enough – as examples given of systemic training EP are running which could be applied to supporting COIPs • Feels hard to pinpoint specific support for COIPs from EPs • Acknowledgement that work has been done in the area, but then left – why? Made me wonder what impact this had and why it was no longer seen as an EP initiative
Looking back
Are you satisfied with how you responded? If not, why not? • Yes – may have been helpful to consider reflections from managerial perspectives regarding the support of COIPs
Looking forward
If there is a similar event in the future, would you do anything differently? • Maintain curiosity What did you learn from this experience and/or your reflection on it? • Challenges of holding the dual role – being the researcher and having a prior knowledge and understanding of the interviewees system How will this learning improve your practice? • Consider the importance of this 'different type of loss' for CYP How will this learning be used to the benefit of service users? • I feel content in knowing that psychology supported COIP and the monitoring/evaluation of this example demonstrated a positive impact. • I feel that EPs clearly have a space to support these CYP, especially during formulation and that EPs should seek to support charities and groups further. • Resources could be created relating to this specific loss

Other support

Reflection isn't an activity, it's a process and so you may still want support after your reflection. It's vital for health and care professionals to look after their physical and

mental health and to seek help when they need it.

The HCPC has a [wellbeing hub](#) for registrants which includes resources but you may also want to speak to your employer, your trade union or your professional body for other resources.

Interview 3 - Sarah



Reflective Practice Template

There is no right or wrong way to reflect on your practice. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging.

Below we have provided some prompts to help you add value to your reflection.

Some prompts will be more relevant than others depending on your event, your practise and whether you are reflecting as a group or an individual.

What event or topic are you reflecting on?
<i>Give a brief description. You don't need to give all the details, but rather focus on the event itself.</i> <i>Too broad a focus can make it difficult to give the topic the attention it needs and might be hard to give direction to your reflection, especially if you are reflecting in a group setting and everyone will want to make input.</i> <i>Remember to keep things confidential.</i> Interview with Katherine regarding their experiences of supporting children of imprisoned parents on 27.03.2023.
Would you call this a positive or challenging event?
<i>What feelings would you use to describe the event?</i> <i>Even when things go right, they can still be challenging. Think about the outcomes of this event and whether you feel they could have been improved.</i> Positives • I felt that the interviewee felt it was a safe space and opportunity to reflect on practice (e.g., enabled to reflect on other CYP who schools had mentioned in passing have a parent in prison and no further curiosity was given at that time). • Interesting example presented – with having a mother in prison. Most commonly, CYP tend to have a father in prison. Unique example that the CYP was born and spent the first few years in prison. It felt positive that the CYP was described as bright and this meant that cognition and learning was not the sole focus but that SEMH was the area of focus which in turn impacted on learning and experience of school. • That charities have been contacting EPs to support this group of CYP – should EPs be more proactive as opposed to reactive? Challenges

- Some of the questions felt broad, which was purposeful however at times it felt that answers to the questions had previously been shared. This may be as the EP had only supported 1 COIP previously. It will be interesting to reflect if this differs with EPs who have supported multiple COIPs.
- Hard to establish considerations unique to COIP within the interview. Does this mean that there are not any?
- Challenging that COIP are still seen as a 'small' group/population.
- Challenging that EPs are wanting to draw on others experiences of supporting this group and cant seem to find a space for this reflective practice.
- Family engagement appeared as a challenge

What happened?

How did you respond?

- As an interviewer, I felt able to sit back and listen to where the interviewee took the interview.

What did you feel during the event?

- Felt positive to start my interviews with a familiar and friendly face (explored in reflexive statement). This made me feel at ease and comfortable but also I felt a pull to perform at my best. I wondered if this impacted how I took up my role in the interview and will have the opportunity to reflect on this when I interview EPs without any preexisting relationship.
- I felt myself wanting to explore other avenues and had to fight this urge, at some points, I did explore this (e.g., narratives told to COIPs around the prison stay of a parent, labelling some emotions felt such as defensiveness and compassion fatigue).

What did you feel afterwards?

- Felt that I should have held a more curious stance (e.g., exploring further what the sessions entailed with the CYP, after the recording the EP shared that this involved sessions focusing on loss and being held in mind, I also would have liked to unpick further where the CYP was raised prior to moving to England).
- I felt that I need to continue to try to 'sit back' and ensure I am not leading the interview in any certain direction.
- I felt positive that there was a clear role for EPs when working with this group. That EPs can draw on a range of skills taught on the doctorate and applied in practice (e.g., containment, holistic view, drawing on theories of attachment and trauma)

Looking back

Are you satisfied with how you responded? If not, why not?

- Yes but would like to unpick experiences in more depth – remaining curious regarding approaches and justification for these.

Looking forward

If there is a similar event in the future, would you do anything differently?

- Maintain curiosity and do not be afraid of the time pressures

What did you learn from this experience and/or your reflection on it?

- Challenges of holding the dual role - being a researcher, with prior knowledge/ideas for the area of research based on the evidence base read and lived experiences and being an explorative interviewer, not leading the interviewee. Feelings of push and pull.

How will this learning improve your practice?

- For my next interview I will remain curious and sit with certain questions for longer periods of time.

How will this learning be used to the benefit of service users?

- I feel content in knowing that psychology supported COIP and the monitoring/evaluation of this example demonstrated a positive impact.
- I feel that EPs clearly have a space to support these CYP, especially during formulation and that EPs should seek to support charities and groups further.
- Multi-agency work
- Containment of staff
- Working across levels
- Drawing on theory
- Give other EPs the confidence to use what is in their toolkit

Other support

Reflection isn't an activity, it's a process and so you may still want support after your reflection. It's vital for health and care professionals to look after their physical and mental health and to seek help when they need it.

The HCPC has a [wellbeing hub](#) for registrants which includes resources but you may also want to speak to your employer, your trade union or your professional body for other resources.

Interview 4 – Olivia

Reflective Practice Template

There is no right or wrong way to reflect on your practice. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging.

Below we have provided some prompts to help you add value to your reflection.

Some prompts will be more relevant than others depending on your event, your practise and whether you are reflecting as a group or an individual.

What event or topic are you reflecting on? <i>Give a brief description. You don't need to give all the details, but rather focus on the event itself.</i> <i>Too broad a focus can make it difficult to give the topic the attention it needs and might be hard to give direction to your reflection, especially if you are reflecting in a group setting and everyone will want to make input.</i> <i>Remember to keep things confidential.</i> Interview with Rachel regarding their experiences of supporting children of imprisoned parents on 31.03.2023.
Would you call this a positive or challenging event? <i>What feelings would you use to describe the event?</i> <i>Even when things go right, they can still be challenging. Think about the outcomes of this event and whether you feel they could have been improved.</i> Positives • Elicited the interviewee to think/consider wider factors and how EPs can support in further systemic ways • Offered an opportunity to reflect on casework and formulations • Example of how EPs can support with transitions, life changes, family dynamics, SEMH etc • Ongoing casework Challenges • Only one piece of casework drawn upon where the CYP had been referred specifically/with the focus being a parent in prison • Hard to establish considerations unique to COIP within the interview. Does this mean that there are not any? Emphasis on all work being individual to the CYP needs. • Challenges with awareness – internally and externally

What happened?
How did you respond? • As an interviewer, I felt able to sit back and listen to where the interviewee took the interview. • Able to reflect on previous information shared and how this led onto the next question or area to develop • Maintained a curious stance – exploring further specifics of casework What did you feel during the event? • It felt containing to speak with someone who had been through a similar process, with a passion for vulnerable groups (Previously read Rachels thesis) • Less of an urge to jump in and able to sit with some silences and space What did you feel afterwards? • I felt disappointed that some of the support CYP would benefit from is not always available.
Looking back
Are you satisfied with how you responded? If not, why not? • Yes
Looking forward
If there is a similar event in the future, would you do anything differently? • Ensure I ask questions clearer – as opposed to multiple at the same time to maintain clarity What did you learn from this experience and/or your reflection on it? • I feel strongly that EPs do have tools to support COIPs • Multi-agency work is an area we should explore further as a profession How will this learning improve your practice? • Explore systemic changed in my own practice, hypotheses and formulation How will this learning be used to the benefit of service users? • Range of psychological theories can be applied to casework • How do we bring in the pipeline to prison information • Case dependent • EP soft and relational skills needed to be drawn upon for these CYP • Only explore what they feel comfortable to do • Staff upskilling – as they are positioned to stay with the CYP

Other support

Reflection isn't an activity, it's a process and so you may still want support after your

reflection. It's vital for health and care professionals to look after their physical and mental health and to seek help when they need it.

The HCPC has a [wellbeing hub](#) for registrants which includes resources but you may also want to speak to your employer, your trade union or your professional body for other resources.

Interview 5 - Catherine

Reflective Practice Template

There is no right or wrong way to reflect on your practice. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging.

Below we have provided some prompts to help you add value to your reflection.

Some prompts will be more relevant than others depending on your event, your practise and whether you are reflecting as a group or an individual.



What event or topic are you reflecting on?

Give a brief description. You don't need to give all the details, but rather focus on the event itself.

Too broad a focus can make it difficult to give the topic the attention it needs and might be hard to give direction to your reflection, especially if you are reflecting in a group setting and everyone will want to make input.

Remember to keep things confidential.

Interview with Sue regarding their experiences of supporting children of imprisoned parents on 03.04.2023.

Would you call this a positive or challenging event?

What feelings would you use to describe the event?

Even when things go right, they can still be challenging. Think about the outcomes of this event and whether you feel they could have been improved.

Positives

- I felt a space was created for the interviewee to reflect on previous practice and barriers within practice
- Unconscious biases acknowledged and named (e.g., positioned that only worked with CYP with a father in prison – have there been other CYP with mothers in prison?)
- Reflections that some EP services/training courses may be at different stages on a journey to supporting these CYP and some have more connections with other projects than others
- Acknowledgement of areas of practice to develop – (e.g., narrative approaches)

Challenges

- Momentum of previous attempts to encourage services to support COIPs but this did not continue

• Acknowledgement that as a previous course director and part time employment cases may be more limited
What happened?
How did you respond? • Elicited views in response to questions • Left sufficient space for contributions • Not bound by time What did you feel during the event? • Nervous – as interviewee well known within the EP profession • Privileged to have insight into another EP training course and views on the profession What did you feel afterwards? • Felt some difficulty navigating being an interviewer when asked to comment, share your opinion or training experience – should I have been more directive?
Looking back
Are you satisfied with how you responded? If not, why not? • To an extent – could have been more boundaried and redirected back onto the semi-structured questions
Looking forward
If there is a similar event in the future, would you do anything differently? • Redirect interviewee back onto the structure What did you learn from this experience and/or your reflection on it? • Reflections on the different terminology used within practice – e.g., incarcerated parents or children of imprisoned parents, or parents in prison • Considering how much is led by the interviewee compared to interviewer How will this learning improve your practice? • Continue to utilize professional judgement but be conscious of this and what others are shared How will this learning be used to the benefit of service users? • Language – terminology • Not placing these CYP in a 'box' • Remining curious in practice • EPs supporting through – resilience, MH act, splitting, narrative support • COIPs are recognized as an ACE – but so what? What is done once ACEs are identified?

Other support

Reflection isn't an activity, it's a process and so you may still want support after your reflection. It's vital for health and care professionals to look after their physical and mental health and to seek help when they need it.

The HCPC has a [wellbeing hub](#) for registrants which includes resources but you may also want to speak to your employer, your trade union or your professional body for other resources.

Appendix 14 – Reflexive Journal

Reflexive Journal

Context/intro writing

Beginning this section by acknowledging reflexivity, which underpinned this thesis, firstly enabled me to reflect and consider how far I have come regarding my professional development, seeing that both my previous undergraduate and work experiences shaped my desire to explore this topic. This demonstrated the power of the term 'self-in-role' (Reed) and the long-term implications experiences can have on practice. I am curious how this will continue to influence my future practice.

Capturing the context of this topic felt overwhelming to begin with. Searching the unclear statistics, lack of specificity within legislation and considering the absence of an accurate monitoring system, left me feeling disheartened. I recognise that I often have a desire to aim for as close to my perceived perfection as possible. It took me a while to consider what would be deemed as 'good enough' for CoIPs, potentially mirroring the term 'good enough parenting/mother' coined by Winnicott. I recognise the pressure I feel to do the topic justice and take up the role of researcher, this brought to mind the mirroring of parents taking up the roles and responding appropriately to their children (Winnicott). Contrasting this position, as I move through the introduction/context, I feel more optimistic that there are charities, groups of professionals and guidance that demonstrate a clear gap regarding support for CoIPs.

I feel a great sense of unease within the context/introduction referring to CoIPs as a 'hidden' or 'invisible' group, despite this being led by literature. I recall attending a DECP conference regarding promoting diversity and inclusion within education, with the closing keynote being from a youth participation and change group. The powerful statements from the young people urged a room full of Trainee EPs and EPs to 'not call us invisible if you have not tried to reach us'. I continue to hold a huge sense of guilt, doing just that, and exploring the EP role, as opposed to capturing and being led by CoIPs direct voice. The fact that there is one existing study within the EP context interviewing CoIPs offered a sense of containment regarding this feeling but did not mitigate this feeling completely.

Literature Review

It has struck me how much literature there is regarding CoIPs, and initially I feel overwhelmed with the enormity of the task to reduce the papers to include in my literature review. My first impression was how much literature and research needs to be conducted and published for support for CoIPs to be recognised by government?

When I refined my search further, I was worried by how sparse the literature is when limited to referring to the UK, England or an EP context, given that in my role as a TEP this had frequently arose, and when attending CHaS support groups it seemed that schools were actively seeking support from professionals.

I felt a sense of sadness when reading about the impact parental imprisonment has on children and young people. It gave a greater understanding as to why organisations and research can portray CoIPs as 'hidden victims'.

I feel intrigued and curious regarding the concept that CoIPs can take on a role whereby they could be constituted as 'young carers'. I was not previously aware of this and did not consider this within my own practice, but will moving forward.

Obtaining participants to take part in the interviews

I feel grateful for all the participants who volunteered to be part of the interviews, as I recognise first-hand, from lived experience, how busy the systems EPs, AEPs and TEPs operate in. I found myself feeling thankful that participants were from a range of locations and contexts with a wide range of experience supporting CoIPs.

I also found myself feeling uncomfortable coming to a decision as to the sampling for interview methods – which I will seek supervision to explore further. I am aware that EPs are recognised as qualified practitioners, but do not want to undermine or disempower the work of AEPs or TEPs when supporting EPs work. I wonder if having operated and currently operating personally under both these roles added to this feeling, based on my previous lived experiences?

Contacting Interviewees

I am finding reaching out to the participants encouraging and exciting, I am eager to explore their experiences of supporting CoIPs, and hope that I can contribute useful findings for the profession to increase their visibility and support change.

I feel a sense of loss in relation to those who did not reply to the invitations to interview. I feel as though they may have had valuable insights and hope that, as a result, I do not 'miss' any pertinent information.

Carrying out the interviews

I feel anxious going into the interviews with qualified EPs, even though I am doing so as a researcher. This brought the influence of positioning to my mind. I wonder if the sense of anxiety stems from perceiving I am in a 'one down' position (Shein), currently holding the dual role and competing demands of being a trainee EP and researcher. Furthermore, I am also aware that I am in a help seeking position (as I require participants involvement to complete my thesis), like many of the clients I support in my practice as a psychologist.

This sense of anxiety, alongside further reflections came through following the interviews, when using the HCPC reflective practice template. It was evident that my nerves reduced after Interview 1, as I had a pre-existing professional connection to the participant. This was not the case for all participants, as for some, I had an awareness of them within the EP field and I feel this pushed me further into adopting a 'one down' position, due to having knowledge of their professional experience and hierarchy within the field. I am curious of the impact this may have had on my approach to questioning.

When considering the EP role and exploring with participants how they are supporting CoIPs, I noted a clear sense of disappointment and defensiveness within me. I am disheartened to hear that EPs have attempted to draw attention to the support CoIPs may need at a more systemic level, but that this ceased to continue due to a perceived lack of CoIPs. I recognise that this may be due to the lack of official monitoring of CoIPs but also that the defensiveness may be driven by my personal motivations. I had to reflect on this following the interviews to remain in the role of the researcher and separate this from my own personal experiences within the field. Although, as part of the debrief process I send over information and charities who offer support for CoIPs and feel this may have been my way of developing EP practice and attempting to add visibility for CoIPs.

Further reflections are captured in the HCPC reflections templates – with examples in Appendix 13.

Familiarisation with the data

Having transcribed listened to and reading the interviews repeatedly I still felt unfamiliar with my data, despite attempting to immerse myself within it. I wondered if this was because I was upholding a task driven stance. Braun and Clarke's book explains that whilst familiarising yourself with the data you should begin to engage critically with it. This involves making sense, contesting and challenging views presented by asking yourself deeper questions in relation to the data to develop potential patterns of meaning.

In Braun and Clarke's book they mention that familiarisation can take a visual approach, which appealed to me. I created visual mind maps for each interview, gathering ideas I was noticing as a re-listened to the interviews. I then made brief overall familiarisation notes related to the dataset as a whole. I enjoyed this process, it made me feel more self-assured to discuss my interviews during supervision. Although, I did feel a sense of push towards moving onto the coding and pull to remain at the familiarisation stage.

Beginning Coding

I am worried that I am not coding correctly, I feel as though my codes present as surface level interpretations and that I may be 'missing something' important in the dataset. Revisiting Braun and Clarke's book, I wondered if the feeling of worry was driven by a conflict within my understanding of a code versus code label and semantic versus latent coding. At this point, I feel most are code labels lean towards a semantic approach within the analysis.

I have decided to revisit the interview transcripts multiple times and in varied orders to refine and develop the codes, holding the definitions of a code and code label in mind and considering a combination of semantic and latent codes. I hope this will make me feel more confident towards the output codes.

During Coding

Revisiting the interview transcripts and codes, in a variety of orders, has meant I feel an increased sense of confidence with my codes. I am interested in the participants contributions to the research and feel that their insights are meaningful to my research question.

I noticed during this process that I am drawn towards some interviews, more so than others. I am curious that the interviews I feel less drawn to are those that I previously noticed a sense of defensiveness towards and may align less with my personal views/experiences. To attempt to manage this, I have noted the time spent on each interview to make sure that I am paying attention to those I feel less close to.

Whilst revisiting the interview transcripts, noting time and codes, I recognised that during a particular interview I began to mirror the language used by a participant, referring to CoIPs as 'children of incarcerated parents.' I am intrigued as to why I did this, and wonder if it was a way of attempting to build rapport with the particular participant.

Alike the familiarisation stage, again I am finding it challenging to move on from the coding stage. It feels hard to determine if the generated codes are 'good enough'. Braun and Clarke mention that from looking purely at the code labels I should be able to provide a summary of the diversity of meaning within the dataset.

Candidate theme generation

I am finding it difficult to manage the codes, holding them all in mind made my head feel heavy and cluttered. I am fighting a desire to comment on and include small details within the data, which may be hindering me from being able to recognise overall patterning.

Despite being able to generate potential candidate themes, I feel too attached to these early developed themes. I am finding naming the candidate themes challenging and feel unsettled, as I feel that they require further exploration.

I can feel that sitting with the uncertainty, doubt and worry generated during this analysis process in having an impact on me. I took some comfort and practical strategies from reading the reflections of past students in Braun and Clarke's book. I have decided to move away from these themes to give myself space and reduce my raising anxiety.

Finalisation of themes

Having moved away from the data for a while, I feel more able to see the themes I wish to speak to clearly. I feel that they have more substance than the candidate themes I had initially created. Reflecting on the process, I feel that the intersectionality between codes and themes previously raised my anxiety. Previously, I felt that I was turning to defence mechanisms as an attempt to manage my raising anxiety, specifically splitting – seeing my candidate themes as 'all bad' as I could not create a theme that encapsulated all the codes I wished it too. Now, I feel more able to sit with the intersectionality between codes/themes and see that the initial candidate themes I created were not 'bad', they simply needed further exploration. I

had to hold in mind that there are no 'right' themes, and this is the nature of RTA, anyone else could look at my data and see completely different themes.

Finalising Themes

I feel more content with my finalised themes. Reflecting on the time I spent generating candidate themes, I can hypothesise that the uncertainty came from the great deal on intersectionality within the data. As such, I have generated sub-themes and will comment on this intersectionality within my findings chapter.

Results

I feel privileged to have such rich results and a great deal to present within this chapter. However, the participants draw upon so many factors, in a short space of transcript that I can see that my included quotes are too long. I discussed this during research supervision and revisited the chapter, holding in mind the definition of the theme and reducing quote lengths to ensure that only relevant information was included.

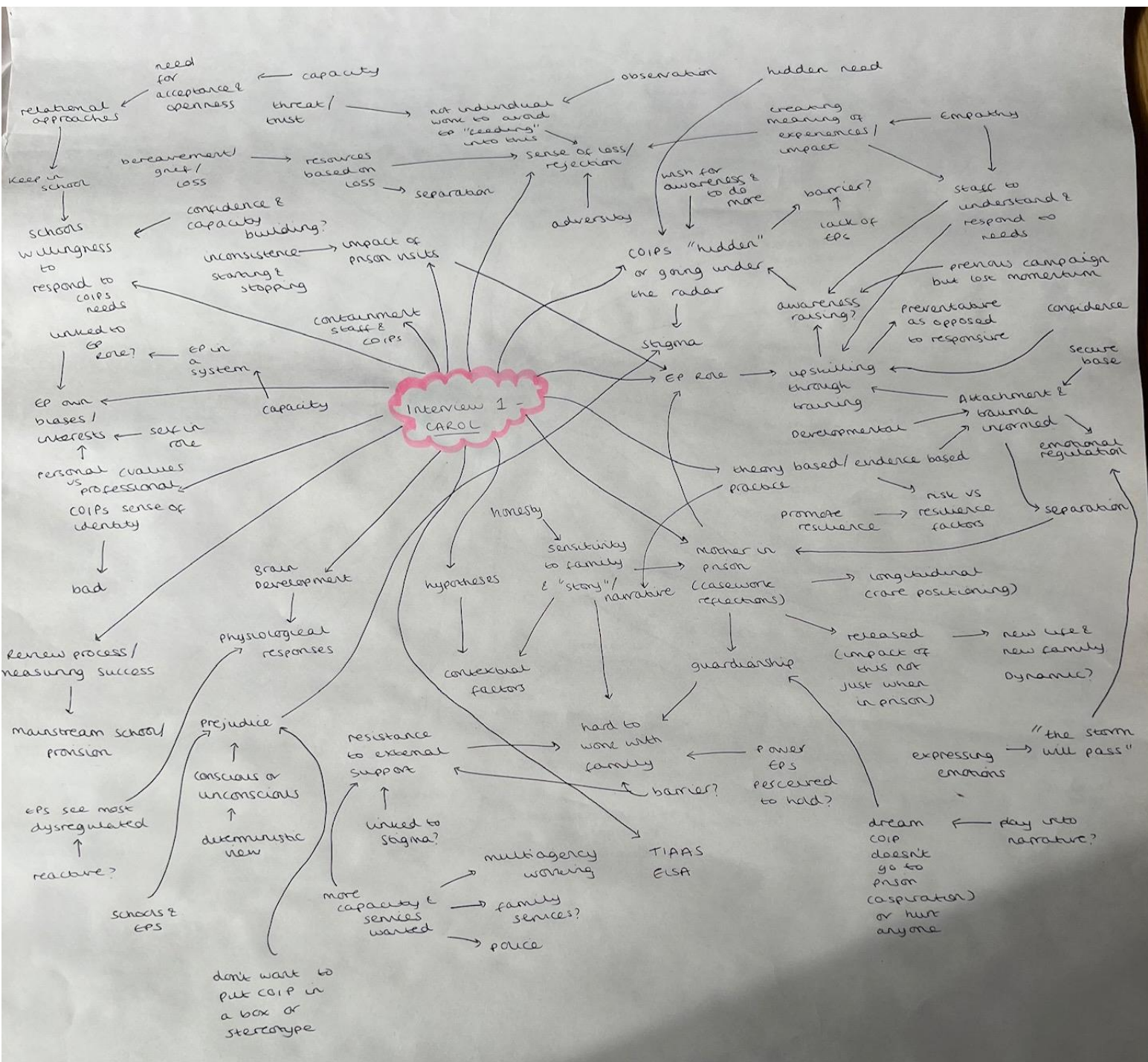
Discussion

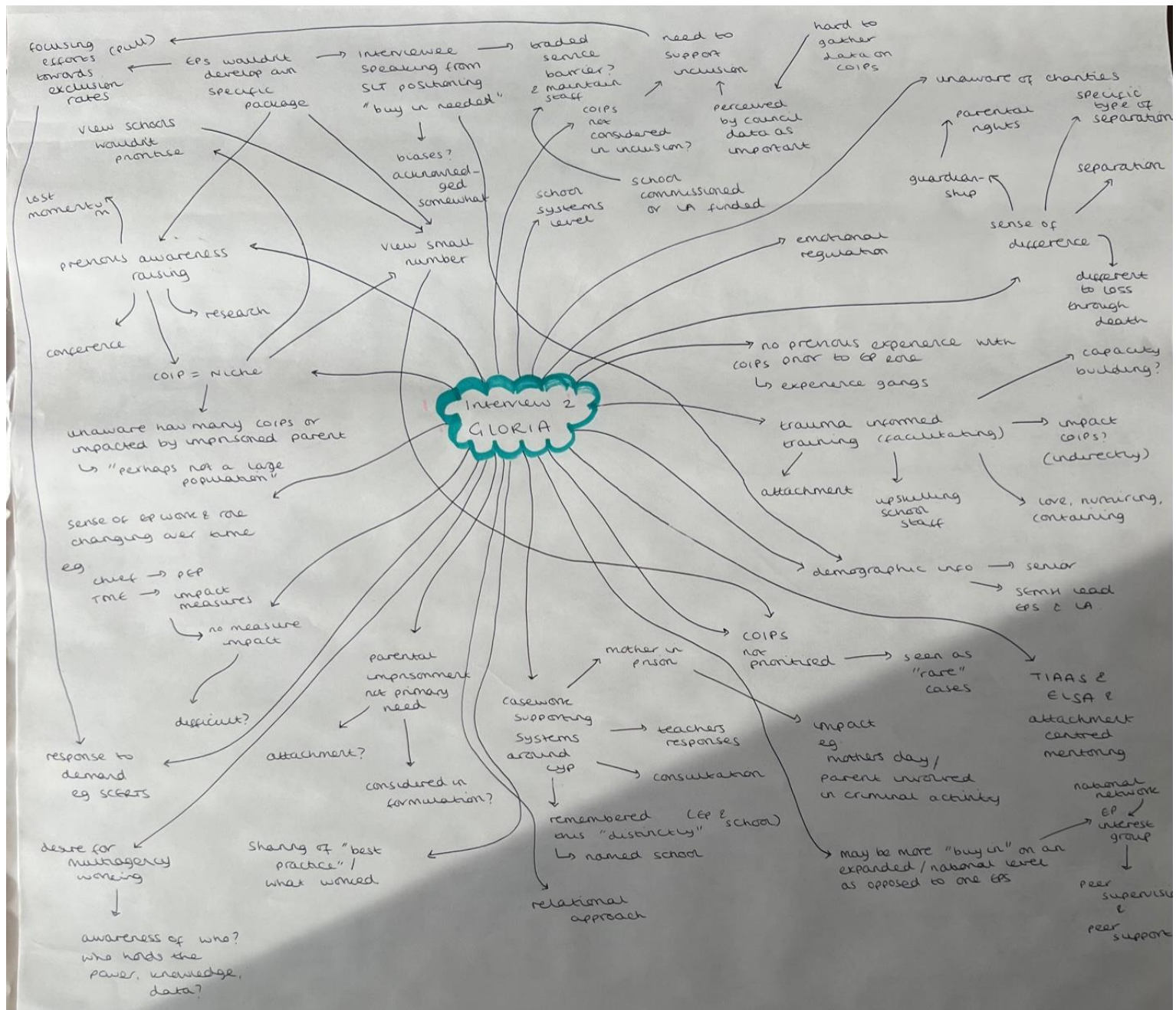
There is a large body of existing literature and context to link CoIPs to. I feel that I have a strong understanding of both and that they can be drawn upon to develop the themes and data gathered in phase 1 and 2 of the research, to answer the proposed research questions.

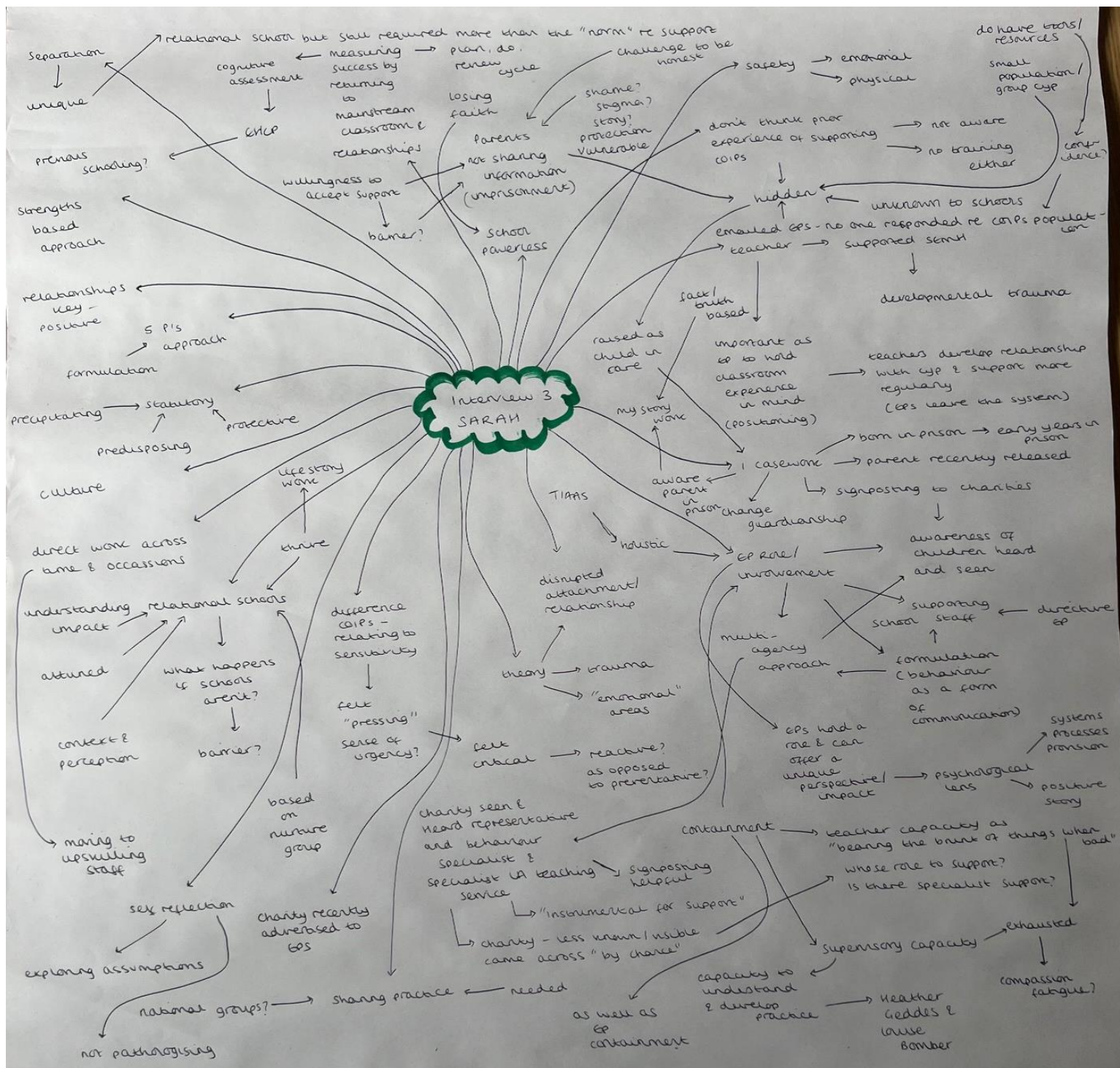
When working with the data, I had a methodological reflection with regards to the role of the researcher, and how assumptions I adopted may have influenced the data. For example, participants spoke of theories, concepts and frameworks they draw upon to support CoIPs. Some participants explicitly labelled specific theories or concepts, whereas others stated areas of psychology. As I am a TEP, I have an understanding of psychological theory and concepts that they may be referring to, however these assumptions may not be correct. I am frustrated that during the interviews I did not seek further clarity with regards to ambiguous contributions from the participants and wonder how this may have impacted my results and discussion.

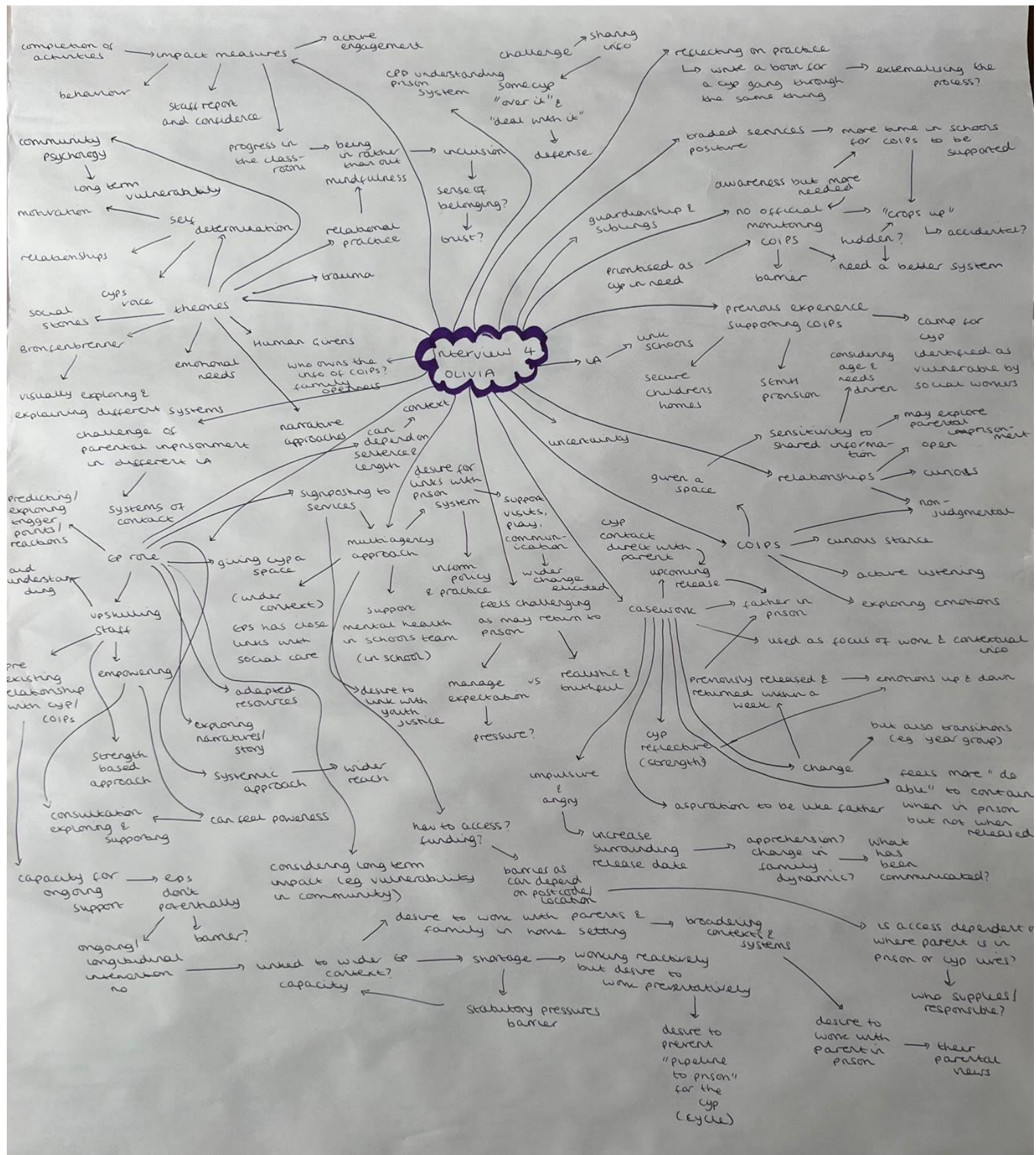
I feel particularly passionate regarding the implications which have come from this research for EP practice and CoIPs. I hope that others can see this and feel that the research is meaningful. However, I did note that it is challenging to separate implications for EP practice, as alike the results and previous discussion sections the data presents with great intersectionality. I remembered a previous thesis I had read regarding CoIPs and the EP role, and the author also reflected on the difficulty that intersectionality can bring – which offered some relief.

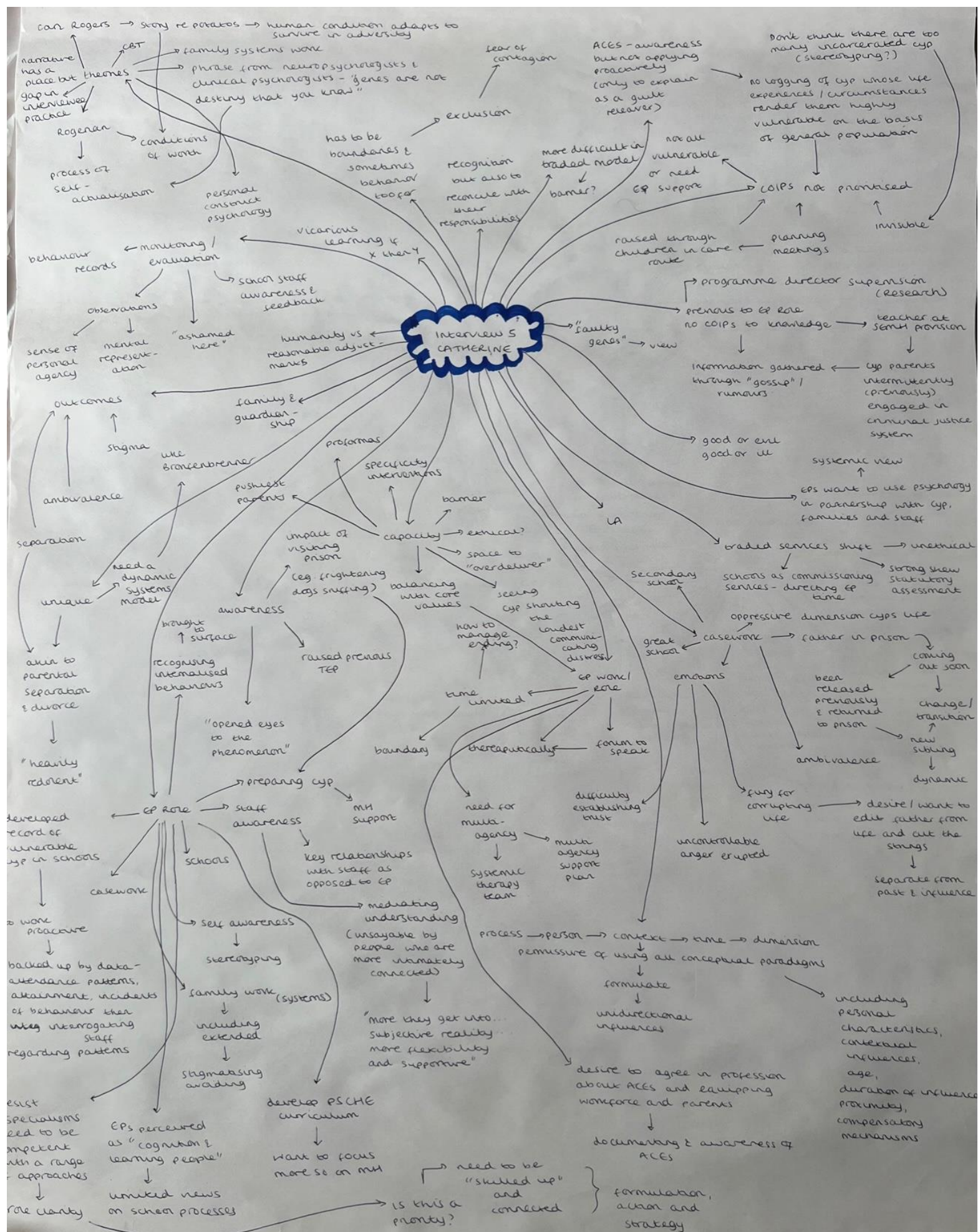
Appendix 15 – Visual Interview Mind Maps

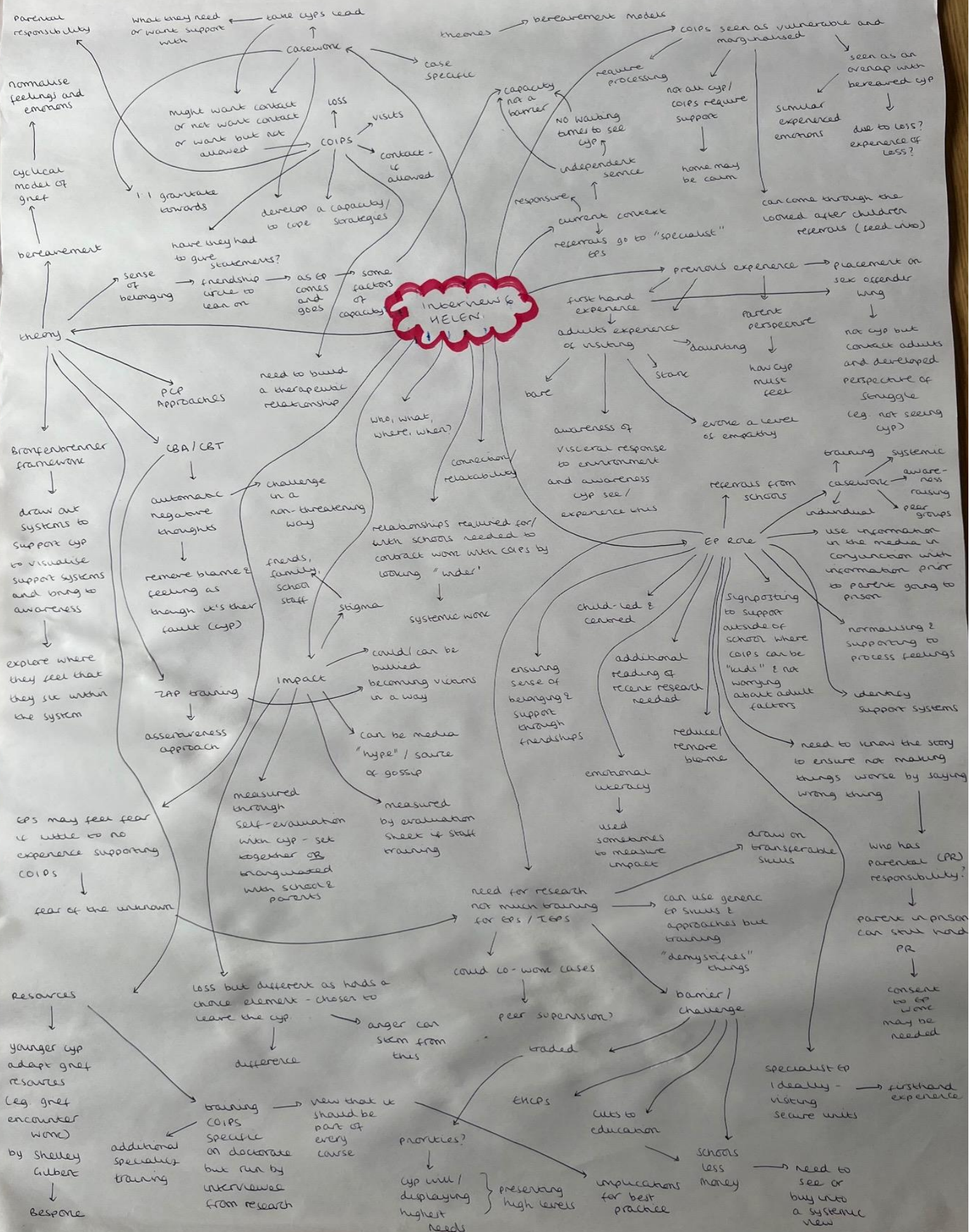












Appendix 16 – Initial Familiarisation with Qualitative Data

Strengths • EPs have the skills to support ColPs • Aware of the impact on CYP • Awareness of guardianship and parental responsibility • Casework and systemic work levels	Weaknesses • Hard to depict what is distinct with the group • Limited tailored resources • Family contribution/buy-in
Opportunities • Continued research • Casework opportunities • Relational practice within schools – systemically	Threats • ColPs continue to remain hidden – who owns the information? • Traded Models • Lack of confidence • Experienced stigma and biases • Adults do not understand • Parents can feed the narrative

Appendix 17 – Overall Dataset Familiarisation Notes

As a TEP who has supported CoIPs, and from looking to the statistics of the number of CYP impacted by parental imprisonment comments regarding CoIPs being 'hidden' affected me. When I began to engage analytically, however, and read the comments as data a few things struck me. Initially after familiarisation, I noticed that:

- There are reasons for this hidden nature – e.g., stigma or who holds or has an awareness of the parental imprisonment
- Examples of casework discussed centred around mothers being in prison, which surprised me given the ratio of male to female prisons

As I became more critically engaged with the data, I started to notice other things...

- CoIPs who express their needs more dominantly are seen by EPs
- Despite systemic support and relationships being build with schools, some CoIPs require additional EP involvement
- CoIPs experience a narrative of being 'bad' or wanting to be like the person who has done 'wrong'
- Having a reflective space gave EPs room to think
- EPs may require support to feel confident to support CoIPs – is the view that they are hidden a defence?

I finished overall familiarisation excited by the richness of the dataset and experiences gathered, feeling that with the data the research question and phenomenon could be explored.

Appendix 18 – Initial Codes and Refined

Document System		
Documents		631
Interview 1 - Carol		148
Interview 2 - Gloria		103
Interview 3 - Sarah		127
Interview 4 - Olivia		106
Interview 5 - Catherine		59
Interview 6 - Helen		88
Sets		0

Code System		
Code System		631
Specifically taught on training course		2
person centred approach		2
COIPs need a sense of belonging		1
Developing coping strategies		1
contextual knowledge		1
child led		5
prison experience		1
Parents in prison experience challenge with the sepa...		1
Previous experience supporting parents in prison		1
Role boundaries		3
COIPs experience ambivalence		3
Parental imprisonment is an ACE		2
Impact of modelled behaviour		3
statutory pressures		2
social stories - support change and uncertainty		1
desire for training		8

●  Professionals mirroring COIPs - sitting with uncertain...	1
●  staff confidence to respond to COIPs	1
●  externalisation	1
●  longer term outcomes	1
●  parent in prison is still important to the CYP	2
●  parental imprisonment as primary area of need	1
●  COIPs are vulnerable	8
●  reluctance to accept help/support	1
●  need more than the ordinarily available provision	1
●  compassion fatigue	1
●  acceptance of help	1
●  family capacity	1
●  staff need support to see/feel change	2
●  drawing on colleagues expertise	1
●  safety through regulation	1
●  containment	4
●  COIPs experience change	4
●  holistic perspectives	4
●  schools can feel powerless	3
●  COIPs may require additional support above ordinary...	2
●  CYPs voice captured	1
●  Sense of shame	2
●  schools reactive	2
●  EPs relationships with schools matter	7
●  early life experiences	3
●  Signposting to charities	7
●  no previous training relating to COIPs	2
●  special interest group	2
●  familial influences	1
●  past family experiences	1
●  Parental responsibility/capacity	4
●  sharing of best practice	7
●  case studies	2
●  EPS priorities/values	5

●🗒️ Influence of traded models	11
●🗒️ EP confidence to support COIPs	5
●🗒️ EP CPD	7
●🗒️ COIPs experience a different sense of separation	8
●🗒️ Support for COIPs reduced over time	1
●🗒️ awareness raising opportunities	9
●🗒️ society views COIPs would benefit from support	1
●🗒️ statistics unknown - prevalence	4
●🗒️ EPs are positioned to support COIPs	13
●🗒️ COIPs are niche	6
●🗒️ Difficult to measure impact	3
●🗒️ The role of consultation	3
●🗒️ COIPs experience feelings of difference	2
●🗒️ COIPs experience celebrations/life events without th...	1
●🗒️ parental crime but not imprisonment	1
●🗒️ Parental imprisonment not primary area of need	3
●🗒️ Paternal Imprisonment	1

●  Individual casework is rare	5
●  support in a supervisory capacity	1
●  not referred for individual casework	1
●  COIPs are or are not a priority	15
●  previous experience supporting COIPs	2
●  EPs can uphold relational practice	4
●  reframing school staff views	3
●  Clarity of schools role	1
●  Schools capacity to support COIPs	3
●  Lack of EP capacity	6
●  COIPs need a safe space/person to process their feel...	7
●  COIPs grieve the loss of a parent	5
●  school staff as key adults	13
●  Lack of clarity regarding prison/justice system	6
●  A multi agency approach is important	17
●  Consciousness to not stereotype COIPs needs or vul...	6
●  Not all COIPs require EP support	4

●🗒️ COIPs can have multiple risk factors	10
●🗒️ Managing demand for EP support	2
●🗒️ Other CYPs needs are greater than COIPs	1
●🗒️ Desire to do more	2
●🗒️ Shortage of EPs	3
●🗒️ COIPs seen are those who make their needs known	6
●🗒️ reframing parents views	1
●🗒️ Guardianship changes	1
●🗒️ Parents can feed the narrative	1
●🗒️ Unconscious biases	2
●🗒️ Who owns the information?	5
●🗒️ relational schools are more aware/understanding	11
●🗒️ lack of trust	1
●🗒️ COIPs find mainstream school challenging	1
●🗒️ assess, plan, do and review cycle	1
●🗒️ Resilience as a protective factor	3
●🗒️ COIPs need support to navigate their identity	5
●🗒️ bad vs good, right vs wrong	2
●🗒️ COIPs experience separation	4
●🗒️ Navigating/Exploring the story/narrative	18
●🗒️ Measuring change	7
●🗒️ behaviour as communication	6
●🗒️ Empathy	3
●🗒️ Adults need to understand	13
●🗒️ Lack of clarity re story	5
●🗒️ Impact of prison visits/understanding visits	6
●🗒️ Reflexivity	4
●🗒️ COIPs are hidden/invisible	23
●🗒️ Desire to protect	2
●🗒️ Families of COIPs are resistant to external profession...	2
●🗒️ Relationships	3
●🗒️ Stigma is experienced by COIPs and their families	9
●🗒️ Sensitivity for family/story	10
●🗒️ EPs have the skills to support COIPs	15

●🔍 Reluctance for individual casework	1
●🔍 School staff struggle to understand	2
●🔍 EP role in link schools	3
●🔍 COIPs need support to understand and respond to e...	17
●🔍 COIPs experience rejection	2
●🔍 Impact of parental return/release	7
●🔍 family systems approach	15
●🔍 Increasing understanding of impact	9
●🔍 Maternal imprisonment	4
✓ ●🔍 Longitudinal support required	3
●🔍 Upskilling school staff	8
●🔍 Early support needed	2
●🔍 Support at a casework level	3
●🔍 balancing/scaling risk and resilience	5
●🔍 Individualised experience and approach	14
●🔍 COIPs may struggle with attachments	9
✓ ●🔍 COIPs may have experienced trauma	9
●🔍 COIPs experience a sense of loss	14
●🔍 systemic/whole school support	14

Example Review Code notes and reflections

Code Review

- taught on the training course merge with desire for training
- personalised approach similar to child led?
 - ↳ same or come under individualised experience/ approach?
- contextual knowledge → captured elsewhere
 - ↳ could prison experience fit in here or could this merge be better captured in the impact of visits? ^{or unknown} system?
- parents experience of separation → could this fit into holistic support or systemic approach? or in the impact of prison visits etc (COIPS and their parents?)
- previous experience supporting parents in prison → does not help to answer the research question
- staff confidence to support COIPS merge with upskilling staff
- reluctance to accept help merge with acceptance of help
 - ↳ this links between candidate themes as is an impact of parental imprisonment (trusting professionals) and EP role working with systems and families
 - ↳ merge previous 2 codes with family capacity to create one code? ^{is this a theme?}
- need more than OR merge with COIPS may require support above OR provision
- cyp voice captured merge with child led
- social stories merge with EPs have the skills to support COIPS

Appendix 19 – Final Codes

Final Codes

✓	 Documents	833
	 Interview 1 - Carol	173
	 Interview 2 - Gloria	127
	 Interview 3 - Sarah	167
	 Interview 4 - Olivia	141
	 Interview 5 - Catherine	106
	 Interview 6 - Helen	119
	 Sets	0

	 Codes	833
	 End quote	1
	 EP Role	38
	 Individualised Approach	24
	 Tensions - system and self in role	35
	 Loss/Separation	43
	 Unseen part of identity	40
>	 EPs take an individualised approach based on COIPs experience	23
	 COIPs need to experience a sense of belonging	1
	 EPs can support COIPs to develop coping strategies	1
	 Contextual knowledge (school, story, etc)	1
	 EPs experience of prisons	2
	 Parents in prison experience challenge with the separation	1
	 Previous experience supporting parents in prison	1

• Boundaries and positioning of the EP Role	3
• COIPs experience ambivalence	3
• Impact of modelled behaviour on COIPs	3
• Statutory pressures act as a barrier	2
• EPs have the skills to support COIPs	15
• EPs can use social stories to support change and uncertain...	1
• Longer term outcomes for COIPs	1
• Staff confidence to respond to COIPs	1
• Externalisation	1
• Parent in prison is still important to the COIPs	2
• COIPs are vulnerable	9
• COIPs may require additional support above ordinary provision	2
• need more than the ordinarily available provision	1
• Teachers experience compassion fatigue	1

• School staff need support to see and feel change	4
• Creating safety as a result of regulation	1
• Containment	4
• COIPs experience change	4
• Holistic perspective required	4
• Schools can feel powerless	3
• COIPs voice captured	2
• Parental imprisonment recognised as an ACE	2
• familial influences	1
• early life experiences	3
• Sense of shame	2
• School can be reactive	2
• EPs relationships with schools matter	7

• Signposting to charities	7
• Family responsibility/capacity	4
• Parental capacity	1
• EPS priorities/values	5
• Influence of traded models	12
• EP confidence to support COIPs	5
• EP CPD	7
▼ • EP draw on colleagues expertise	1
• Case study examples	2
• Sharing of best practice	7
○ • Special interest group	2
▼ • EPs desire for specific training to support COIPs	8
• Specifically taught on training course	2

• COIPs experience a different sense of separation	9
• Awareness raising opportunities	9
• Statistics/prevalence unknown	5
• EPs are positioned to support COIPs	13
• COIPs are niche	6
• Difficult to measure impact of EP support	3
○ • The role of consultation	3
• COIPs experience feelings of difference	2
• COIPs experience celebrations/life events without their parent	1
• Parental crime but not imprisonment	1
• Parental imprisonment as an area of need	1
• Parental imprisonment not primary area of need	3
• Individual casework is rare	5
• COIPs may not referred for individual casework	1

• EPs support in a supervisory capacity	1
• Previous experience supporting COIPs	2
• No prior training relating to COIPs	2
• EPs can uphold relational practice	4
• Reframing school staff views	4
• Clarity of schools role	1
• Schools capacity to support COIPs	3
• COIPs need a safe space/person to process their feelings	7
• COIPs grieve the loss of a parent	5
• COIPs priority?	15
• COIPs seen are those who make their needs known	6
• Other CYPs needs are greater than COIPs	1
✓ ○ • Support for COIPs reduced over time	1
• Society views of COIPs influence	1
• School staff are key adults for COIPs	13
• Lack of clarity regarding prison/justice system	7
• A multi agency approach is important	17
• Consciousness to not stereotype COIPs needs or vulnerability	8
• Not all COIPs require EP support	4
• COIPs can have multiple risk factors	10
• Shortage of EPs	3
○ • Managing demand for EP support	2
• Lack of EP capacity	6
• Reframing parents views	1
• Parents can feed the narrative	1
• Desire to do more	2
• Guardianship changes	2
• Unconscious biases	2

• Relational schools are more aware/understanding	11
• COIPs find mainstream school challenging	1
• Assess, plan, do and review cycle	1
• COIPs need support to navigate their identity	5
• Families acceptance of help	1
• Families of COIPs are resistant to external professionals	2
• Families can be reluctance to accept help/support	1
• Bad vs good, right vs wrong	2
• COIPs experience separation	4
• Measuring change	7
• Behaviour as communication	6
• Empathy	3
• Adults need to understand	15
• EPs increasing understanding of impact	9

• Impact of prison visits/understanding visits	7
• COIPs are hidden/invisible	23
• School staff struggle to understand	2
• Desire to protect	2
• Who owns the information? Families pressure to share	5
• Relationships	3
• Stigma is experienced by COIPs and their families	9
• Navigating/Exploring the story/narrative	18
• Lack of clarity regarding the story	5
• Sensitivity	10
• EP reluctance for direct work with COIP	2
• COIPs find it difficult to trust adults	3
• EP role in link schools	3
• COIPs need support to understand and respond to emotions	17

• COIPs experience rejection		2
• Reflexivity		5
• Maternal imprisonment - does this change? attachment?		4
• Professionals mirroring COIPs - uncertainty		1
• Impact of parental return/release		7
• Family systems approach		16
• Upskilling school staff		8
• Longitudinal support required for COIPs		3
• Early support needed for COIPs		2
• Support at a casework level		3
• Balancing/scaling risk and resilience		5
• Resilience as a protective factor		3
• COIPs may struggle with attachments		9
• COIPs may have experienced trauma		9
• COIPs experience a sense of loss	+	14
• Systemic/whole school support	×	14

Example of coded data

Code: Unseen part of identity **40 coded segments** (from 6 documents, 0 document groups)

and I think maybe still a kina level of stigma, perhaps, from supporting staff. Erm, and of course peers of, when a parent is in prison. And having to help that child, or young person can negotiate that as well, can be quite challenging. Erm particularly if we have to have those challenging conversations with the adults as well.

Comment	Document g...	Document name	Code	Beginning	End
		Interview 5 - Catherine	Unseen part...	50	50
		Interview 5 - Catherine	Unseen part...	54	54
		Interview 5 - Catherine	Unseen part...	86	86
		Interview 6 - Helen	Unseen part...	48	48
		Interview 6 - Helen	Unseen part...	52	52
		Interview 6 - Helen	Unseen part...	56	56
		Interview 6 - Helen	Unseen part...	100	100
		Interview 6 - Helen	Unseen part...	100	100
		Interview 6 - Helen	Unseen part...	128	128
		Interview 6 - Helen	Unseen part...	132	132

Code: Loss/Separtation **43 coded segments** (from 6 documents, 0 document groups)

Erm, so I wonder whether erm so the first thing that came to my head when he said that was erm supporting trauma informed training within schools. Erm, so in [location redacted], we have a trauma informed attachment, aware there are lots of different versions of that, aren't there kind of around the country? Erm, so, so for, you know, for all staff to have that erm that mindset that that that frame of mind erm when working with, with young people understanding the impact that erm that that loss and change and erm separation can have on erm young people on an ongoing basis, erm I think that I think we've got really important role there.

Search 🔍

Comment	Document g...	Document name	Code	Beginning	End	
		Interview 2 - Gloria	Loss/Separt...	154	154	So
		Interview 3 - Sarah	Loss/Separt...	30	30	I thi
		Interview 3 - Sarah	Loss/Separt...	46	46	Erm
		Interview 3 - Sarah	Loss/Separt...	66	66	Erm
		Interview 3 - Sarah	Loss/Separt...	82	82	Ye
		Interview 3 - Sarah	Loss/Separt...	82	82	Sc
		Interview 3 - Sarah	Loss/Separt...	90	90	Erm
		Interview 3 - Sarah	Loss/Separt...	94	94	Erm
		Interview 3 - Sarah	Loss/Separt...	94	94	Erm
		Interview 3 - Sarah	Loss/Separt...	106	106	But
		a	Loss/Separt...	30	30	An

Code: EP Role **38 coded segments** (from 6 documents, 0 document groups)

But, I guess maybe from my perspective, it, you know, it it really would have been nice to have spoken with someone. Just for my, I guess my own containment, I guess erm, and sort of reassurance erm, around working with with the with the population. Erm I know sometimes there are kind of erm, like national groups aren't there, sort of erm, groups working together, around particularly populations. So I guess if if there were if there had been something I'm not, maybe there already is. But you know, something, something like something like that erm. Erm, I'm I'm part of a, erm an ARC erm attachment relational. What is it? What is it? Attachment.

Search

Comment	Document g...	Document name	Code	Beginning	End
		Interview 3 - Sarah	EP Role	102	102
		Interview 3 - Sarah	EP Role	138	138
		Interview 3 - Sarah	EP Role	138	138
		Interview 3 - Sarah	EP Role	162	162
		Interview 4 - Olivia	EP Role	30	30
		Interview 4 - Olivia	EP Role	42	46
		Interview 4 - Olivia	EP Role	78	78
		Interview 4 - Olivia	EP Role	98	98
		Interview 4 - Olivia	EP Role	102	102
		Interview 4 - Olivia	EP Role	118	118

Appendix 20 – Candidate Themes

Candidate Themes

The EP Role

- EPs adopt an individualised/person centred approach based on the ColPs needs
- Can support ColPs to develop coping strategies
- Contextual knowledge relating to ColP (e.g., story, school etc.)
- EPs experience of prisons
- Previous experience of supporting ColPs – *linked to confidence?*
- Boundaries and positioning of the EP role
- Statutory pressures act as a barrier
- EPs have the skills to support ColPs
- Creating safety through regulation
- Containment
- Holistic perspective required
- EPs relationships with schools matter

The role families play

Inside VS outside of prison

Powerful or powerless

- Parents in prison experience challenge with the separation from the CYP
- Sense of shame
- Family responsibility and capacity
- Guardianship changes
- Families acceptance of help
- Desire to protect
- Who owns the information? Families pressure to communicate this
- Stigma experienced
- Maternal vs paternal imprisonment
- Family systems approach important

The Impact of Parental Imprisonment

- ColPs need to experience a sense of belonging
- Parent in prison is still important to CYP
- ColPs experience ambivalence
- Modelled behaviour from parents
- Longer term outcomes for ColPs and longitudinal support required
- ColPs may require support above ordinarily available provision
- Experience change
- Recognised as an ACE – early support required
- Sense of shame
- Experience a different sense of separation
- ColPs are niche
- Experience feelings of difference
- Life events with parents in prison

ColPs

Vulnerable and invisible

- ColPs are invisible
- Voice captured
- Sense of shame
- Awareness raising opportunities
- Statistics and prevalence unknown
- ColPs as a priority?
- Support for ColPs reduced over time – *societal influence*
- Lack of clarity regarding prison/justice system
- ColPs are hidden/invisible
- Who owns the information? Families pressure to communicate
-

The role of schools

- Staff confidence to respond to respond to ColPs
- Teachers may experience compassion fatigue
- School staff need to see and feel change
- Can feel powerless
- Schools can be reactive – *as opposed to preventative*
- Influence of traded models
- Reframing school staff views
- Clarity of schools role
- Schools capacity to support ColPs
- School staff are key adults for ColPs
- Unconscious biases
- Relational schools are more aware/understanding
- Upskilling school staff
- Systemic/whole school support

Candidate Themes

<u>The EP Role</u>	<u>The role families play</u>	<u>The Impact of Parental Imprisonment</u>	<u>ColPs</u>	<u>The role of schools</u>
• Signposting to charities • EPS priorities/values • Influence of traded models • EP confidence to support ColPs • EP CPD • Awareness raising opportunities • EPs are positioned to support ColPs • Difficult to measure the impact of EP support • The role of consultation • Support in a supervisory capacity • Uphold relational practice • Multi-agency support • Consciousness to not stereotype • Shortage of EPs • Reframing parental views • Desire to do more • Unconscious biases • Empathy		• Need a safe space/person to process their emotions • Not all ColPs require EP support • ColPs can experience multiple risk factors • Guardianship changes • Need support to navigate their identity • Bad vs good, right vs wrong • Experience separation • Behaviour as communication • Adults need to understand • Impact of prison visits/understanding visits • Stigma experienced • Find difficult to trust adults • Need support to understand and respond to their emotions • Experience rejection		

Candidate Themes

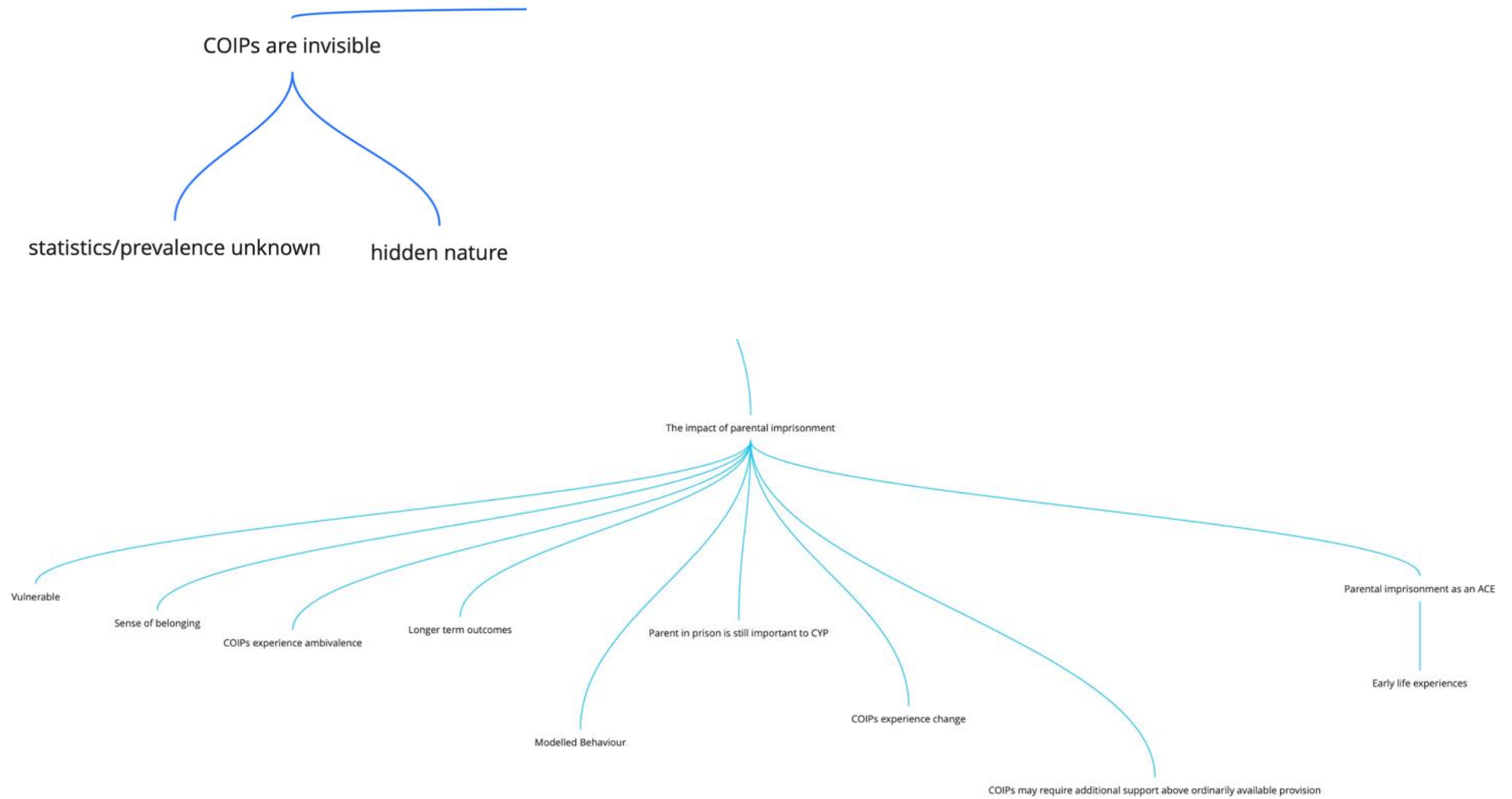
<u>The EP Role</u> • Assess, plan, do review cycle • Eps increasing understanding of impact • Exploring the story/narrative • Sensitivity • Reluctance for direct work • Ep role in link schools • Scaling risk vs resilience	<u>The role families play</u>	<u>The Impact of Parental Imprisonment</u> • Impact of parental release/return • Grieve the loss of a parent • Parental imprisonment as an area of need • Struggle with attachments – trusting adults • Experience trauma • Sense of loss	<u>ColPs</u>	<u>The role of schools</u>
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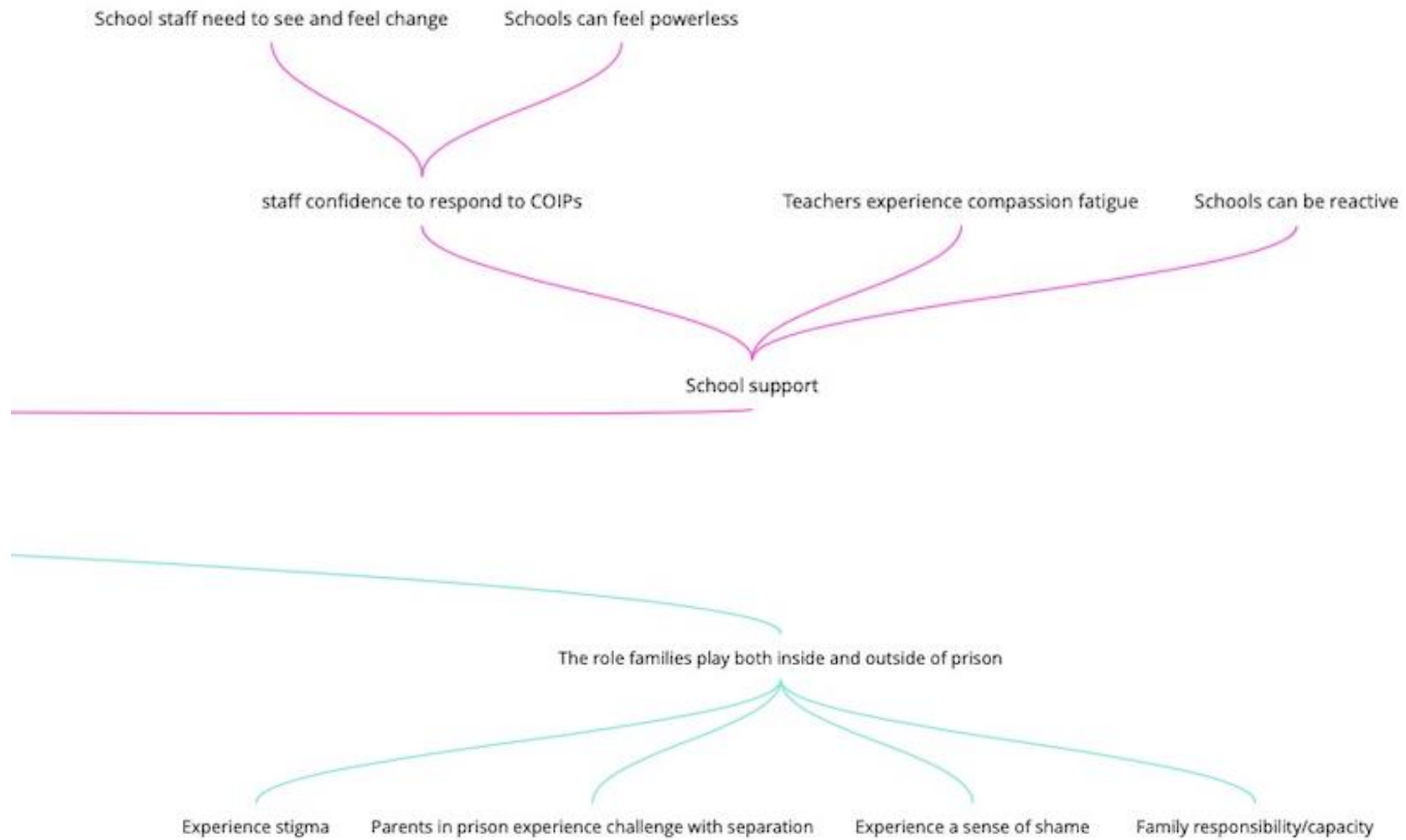
Candidate Themes

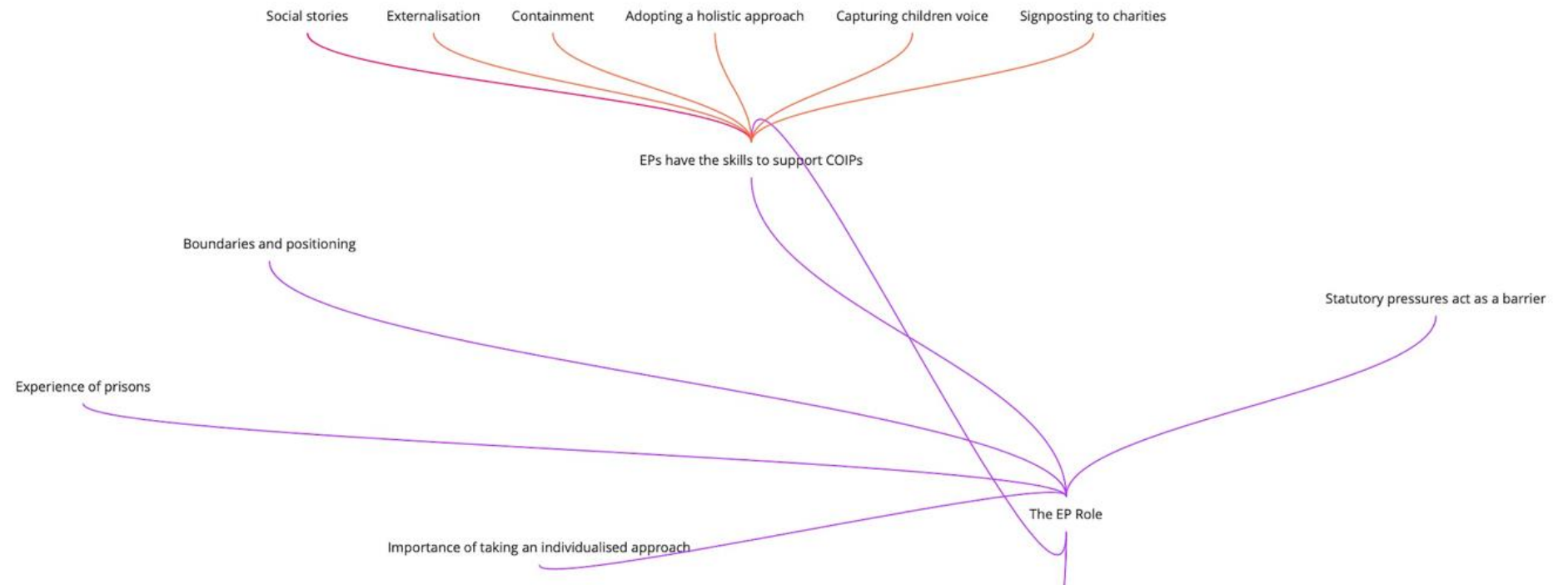
Consider placement of...

- Contextual knowledge (currently in the EP role) – *awareness?*
- Creating safety through regulation – currently in EP role – *is this relating to school staff, ColPs, families?*
- Holistic perspective required – *is this captured elsewhere?*
- Sense of shame – *could fit into family, reason ColPs are invisible, impact of parental imprisonment?*
- Influence of traded models – *could fit into schools and EPs?*
- EP CPD – *space required to expand on this to capture detail*
- Awareness raising opportunities – *EP role or ColPs?*
- Individual casework rare – *maybe include to link to the quantitative element of the research?*
- Previous experience supporting ColPs and experience of supporting ColPs – *noticed coded twice, also clarify if the quotes are related to EPs or School staff*
- No prior training to support ColPs – *add to CPD code?*
- Reframing school staff views – *could be in schools and EP section*
- Managing risk factors could be merged with parental imprisonment as an area of need
- Managing demand for Ep support merged with boundaries and capacity of EP role
- Guardianship changes in both role of families and impact of parental imprisonment
- Unconscious biases – check if this related just to EP role or schools as well
- Measuring change should be merged with difficult to measure impact – EP role
- Adults need to understand

Appendix 21 – Miro Maps of Candidate Themes







Appendix 22 – Definitions of Themes

Theme	Definition
An unseen part of identity	Having a parent in prison is not a visible or commonly known part of a child or young person's identity, therefore impacting on the support this group receive.
Loss as a consequence of separation	Children of prisoners can feel a sense of loss, due the imprisonment of a parent creating a physical and emotional separation. It is important that this loss is understood, acknowledged and supported.
The role of the EP and boundaries within	The role that EPs can take up in supporting CoIPs and what lies within their competencies.
Tensions within context and practice	Tensions can arise within EP job roles and the context in which they work. Acknowledging these tensions can support problem solving, as to addressing and moving forward with regards to them.

Appendix 23 – Ethical Approval Form

Tavistock and Portman Trust Research Ethics Committee (TREC) **APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS**

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

FOR ALL APPLICANTS

If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval

Is your project considered as 'research' according to the HRA tool? (http://www.hra-decisiontools.org.uk/research/index.html)	Yes
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	No
Will your project include data collection outside of the UK?	No

SECTION A: PROJECT DETAILS

Project title	Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents in England		
Proposed project start date	1 st March 2022	Anticipated project end date	1 st May 2023
Principle Investigator (normally your Research Supervisor):			
Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval			
Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?	YES (NRES approval) ☐ YES (HRA approval) ☒ Other ☐ NO ☐		
If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.			

SECTION B: APPLICANT DETAILS

Name of Researcher	Isabel Gregson
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Programme of Study and Target Award	Tavistock and Portman NHS Foundation Trust M4 Child, Community and Educational Psychology Doctorate
Email address	IGregson@tavi-pot.nhs.uk
Contact telephone number	07731770642

SECTION C: CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research? YES ☐ NO ☒ If YES, please detail below: N/A		
Is there any further possibility for conflict of interest? YES ☐ NO ☒		
Are you proposing to conduct this work in a location where you work or have a placement? YES ☐ NO ☒ If YES, please detail below outline how you will avoid issues arising around colleagues being involved in this project:		
Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation). *Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust) If YES, please add details here:		YES ☐ NO ☒
Will you be required to get further ethical approval after receiving TREC approval? If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):		YES ☐ NO ☒
If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these: N/A		
If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (eg. schools or clinical services) you wish to approach: N/A		

Do you have approval from the organisations detailed above? (this includes R&D approval where relevant) Please attach approval letters to this application. Any approval letters received after TREC approval has been granted MUST be submitted to be appended to your record	YES ☐ NO ☐ NA ☒
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SECTION D: SIGNATURES AND DECLARATIONS

APPLICANT DECLARATION	
I confirm that: • The information contained in this application is, to the best of my knowledge, correct and up to date. • I have attempted to identify all risks related to the research. • I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research • I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research. • I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct.	
Applicant (print name)	ISABEL GREGSON
Signed	
Date	14.03.22

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name of Supervisor/Principal Investigator	Rachael Green
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Supervisor – • Does the student have the necessary skills to carry out the research? YES ☒ NO ☐ ▪ Is the participant information sheet, consent form and any other documentation appropriate? YES ☒ NO ☐ ▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? YES ☒ NO ☐ ▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? YES ☒ NO ☐	
Signed	
Date	16.5.22

COURSE LEAD/RESEARCH LEAD Does the proposed research as detailed herein have your support to proceed? YES ☐ NO ☐
--

Signed	
Date	

SECTION E: DETAILS OF THE PROPOSED RESEARCH

- 1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)**

The research will explore how Educational Psychologists (EPs) are currently working with Children of Imprisoned Parents (CoIP) and how EPs can develop their practice to support this group of vulnerable children and young people (CYP) in the future. I am seeking to interview EPs who have and have not worked with CoIP. I intend to recruit participants practicing in England only.

In this study, an initial questionnaire will be distributed to establish the landscape relating to how EPs are presently supporting CoIP within the current EP context. The questions will consist of multiple choice answers as well as Likert Scales. It is hoped that by gathering this data a clear picture can be captured of how many EPs have worked with this group of CYP, their demographics and methods they have utilised. Subsequently, I will conduct semi-structured interviews with participants who wish to be contacted from the initial questionnaires. These interviews will consist of questions to explore the development of best EP practice when working with CoIP. The interview questions asked will be created following the collection of data from the questionnaires as to complement the findings, and I will use further verbal prompts to capture a fuller picture (Creswell, 2009). Interviews will last for approximately an hour.

Both the questionnaire and interviews will take place via online means. For the participants completing the interview it will be requested that they do so in a private space to ensure confidentiality of the information discussed. The participants will be asked not to share any identifiable information of CYP they may refer to in their reflections. The interviews will be recorded through the online platform and once completed transcribed. Themes will be drawn from the transcribed interviews and analysed using Reflexive Thematic Analysis (Braun & Clarke, 2019).

- 2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)**

Every year it is estimated that 312,000 children, under the age of 18, in the UK are affected by parental imprisonment (Kincaid, Roberts & Kane 2019). This figure is estimated to be six times more than the number of children on the child protection register, twice as many children as the number in care (Glover, 2009; Department for Children, Schools and Families & Ministry of Justice, 2007) and three and a half times more than the number with autism (Dallaire & Wilson, 2010). These figures highlight the vast scale of children who have a parent in prison, demonstrating it is highly likely that EPs will come into contact with a child who has a parent in prison, but are only estimates. There has been a lack of coordinated efforts to systemically identify or assess this group of children, despite various attempts from lobby groups (Kincaid et al., 2019; Murray, 2008) and reference in legislation.

Children of Imprisoned Parents (CoIP) are explicitly mentioned in the Green Paper (2003). This paper demonstrates a need to support CoIP through multiagency working. Yet, no responsible professional was identified to ensure this support occurs for CoIP specifically and following on from this CoIP do not appear specifically in legislation other than the UN Conventions (UN). The UN Conventions on the Rights of the Child (1989) states that a child has the rights for their views to be taken into consideration (Article 3) and respects the right of the child to maintain direct contact and personal relations with their parents, when in their best interests (Article 9). Although, the welfare of the child is not usually considered in criminal proceedings when sentencing a parent and their voice

is often ignored (Boswell, 2002; Saunders & McArther, 2020). This goes against the SEND Code of Practice (2014) which focuses on empowering children and young people.

Despite research suggesting CoIP are likely to need additional support and provision from statutory services, provision for this group of children and young people is sparse (Scharff-Smith & Gampell, 2011). An audit of UK Local Authorities (LAs) plans found a minority of LAs mentioned CoIP as a distinct group and even less had an strategy or policy to identify and address their needs (Glover, 2009). The lack of consideration for CoIP is mirrored in literature, with authors terming this group of children as an “invisible group” (Sherlock, 2004; Rosenberg, 2009), “forgotten victims” (Pellegrini, 1991) and “hidden victims” (Morgan et al., 2014; Seymour, 1998). This is disappointing, as more recently literature has referred to CoIP as “one of the world’s most vulnerable groups of children” (Jones & Hirschfield, 2015) and at risk of multiple negative outcomes. Therefore, emphasis is placed on the need to raise awareness of CoIP so they are no longer “invisible” and to ensure they receive support from professionals.

Research surrounding CoIP shows both positive or negative outcomes for this group. Weidburg (2017) found that CoIP demonstrate real signs of resilience, creating their own coping strategies and were “emotionally brave.” Although, it was also found that CoIP feared for their imprisoned parents safety, did not have control over their lives, wanted to see their imprisoned parent more, felt hidden in the education system and struggled to trust others (Weidburg, 2017). There is also increasing recognition that Adverse Childhood Experiences (ACEs) can have negative impacts on a person’s physical and mental health, as well as educational outcomes (Walkley & Cox, 2013). Having a parent in prison is a recognised ACE, according to the World Health Organisation, the more ACEs a child or young person experiences the higher likelihood of negative outcomes in the future (Brookes & Frankham, 2021). Therefore, EPs are well positioned to support CoIP.

Educational Psychologists (EPs) are in a unique position to support and advocate for CoIP, in line with legislation. Whether this be through the Statutory Assessment Process, or supporting across the individual, school or policy levels (Woolfson et al., 2003), EPs look to gain a holistic view of a child or young person and the systems surrounding them to inform the best possible outcomes. To date there has been no research into what EPs are doing to support CoIP and how EPs can develop their practice to support this group of CYP in the future. Therefore, this research will aim to bridge this gap, aiming to begin the discussion as to what best EP practice encompasses like with CoIP.

The research aims to answer the following:

What is the current extent of EP practice with CoIP? and What do EPs describe as being the strengths and barriers to practice with CoIP?

EPs work across school systems at the individual, group and organisational level (Farrell, 2006) and with CoIP and the systems around them. It is hoped that this study will contribute to the development of best practice when working with these otherwise overlooked group of CYP.

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

This research will use a sequential mixed methods design (Creswell, 2009), collecting both quantitative and qualitative data and fitting with the previously suggested pragmatic orientation. In this study quantitative data will be collected prior to qualitative data collection to gain a clear understanding of how CoIP are being supported in the EP context. Subsequently, qualitative data will be gather to explore how EPs feel they can further support this group of children and young people. This methodology is referred to as “sequential explanatory design” which applies when qualitative data is collected after the quantitative data to explain and complement the findings (Creswell, 2009). The sequential, two-phase nature of this design allows for qualitative questions to be determined by the results of the quantitative data, resulting in a fuller picture being captured.

Quantitative Analysis

Quantitative data gathered from the questionnaires will be analysed using descriptive statistics, such as measures of central tendency and percentages. This will allow for the analysis of how EPs are currently supporting CoIP, complimenting the descriptive purpose of gathering this data. If any associations become apparent from analysing the data through descriptive means, then inferential statistics will be utilised.

Qualitative Analysis

Qualitative data from EP interviews will be analysed using reflexive Thematic Analysis (TA) (Braun & Clarke, 2019), developed from TA suggested by Braun and Clarke (2006). Common themes will be identified across participants, through coding. These themes will be reviewed, defined and named following the phases of TA outlined by Braun and Clarke in 2006, with referral to the 'twenty questions to guide assessment of TA research quality' (Braun & Clarke, 2021) throughout the process. An inductive approach will be utilised to ensure the themes are strongly led by the data, as opposed to having pre-existing codes and themes (Braun & Clarke, 2006), which compliments the exploratory purpose of this research. TA will be used reflexively, knowingly and deliberately to analyse the qualitative data addressing how EPs can support CoIP (Braun & Clarke, 2021). Supervision regarding the analysis will be sought to reflect on the researchers assumptions to inform better practice (Braun & Clarke, 2019). The reflexivity and flexibility of TA is why this method of qualitative analysis has been selected over other popular approaches, such as IPA and Grounded Theory. Alongside this, a mixed methods approach using both questionnaires and TA has been previously conducted with families and teachers of CoIP (Johnson, Arditti & McGregor, 2018).

Research Participants

Quantitative Participants

As there has yet to be any research conducted focusing on how EPs are currently supporting CoIP in England, when gathering quantitative data, as many participants as possible will be recruited. Participants will not be limited to one Local Authority (LA) and those from outside England will be excluded, to ensure that answers relate to English law and contexts. Participants will be asked to complete an online questionnaire anonymously, through Qualtrics, which is a secure cloud based survey tool recommended by The University of Essex for creating online questionnaires. Qualtrics is a protected platform which captures and stores the quantitative data gathered from these questionnaires. The data gathered from this will be downloaded and stored on The Tavistock and Portman Cloud, which is password protected in line with GDPR guidance. It is hoped that a high number of participants will complete the research to give an accurate representation of how the EP workforce in England are supporting CoIP. Although, due to the "hidden" nature of CoIP and ever increasing work demands, the researcher recognises that this may be unattainable. All EPs will be invited to complete the initial questionnaire, regardless of their involvement with CoIP. Following this, participants who have previously worked with CoIP will be asked if they would be willing to participate in the next stage of the research, which will be a semi structured interview. It is hoped that capturing data from the semi structured interviews, based on previous EP experience, will help develop EP practice when supporting CoIP further. Data will be collected anonymously during phase 1, which refers to the survey, as no personal details will be required to be collected from participants. Participants partaking in phase 2, the interviews, will need to provide some personal details. However, these details will remain confidential to the research and participants will be de-identified in the data-analysis and reporting.

Qualitative Participants

EPs who have completed the quantitative questionnaire will be asked to provide their contact details, on an 'opt-in' basis, to partake in semi-structured interviews gaining qualitative data. The inclusion criteria for the interviews will require EPs to have previously worked with CoIP (in any capacity), to ensure practice based evidence can be drawn upon. This will take place online through secure platforms such as Teams or Zoom. The waiting room will be enabled and the link will only be shared with the participant to ensure privacy/confidentiality. It is thought that the

interview will take no longer than 30 minutes and consent will be gained for the researcher to record the sessions. The recordings will be created on Zoom and will be saved on The Tavistock and Portman Cloud which is secure and password protected in line with GDPR. It is felt by the researcher that fewer participants will partake in the interviews, due to time constraints, and the same considerations will be applied as stated above if low participation rates occur. Although the sample size will be smaller for this element of the research to ensure feasibility of data collection and analysis within the timescales of this project. Ideally, approximately 8 EPs will be interviewed following the questionnaire.

SECTION F: PARTICIPANT DETAILS

- 4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)**

Quantitative Data

Firstly, I will advertise for participants on social media platforms (such as; Twitter, Facebook and EPNNet and EdPsych). This advert will contain the poster, which can be seen in the appendix, with link to the questionnaire. The link will then direct the participants to the information sheet and consent form that participants will be required to complete prior to answering any of the questions. The questionnaires will be completed anonymously.

To establish the landscape relating to how EPs are currently supporting CoLP a questionnaire will be completed by participants. Participants will be practicing EPs, trainee EPs or Assistant EPs (AEPs) working for either local authorities or private practices. The EPs and trainee EPs will have to be practicing in England. Around 4442 EPs registered with the HCPC in 2018 and in 2021 around 609 funded TEP places were stated on the Department for Education website. Therefore, an estimated total of the TEP and EP population is at least 5051. It is hoped that to establish the current extent of EP practice when working with CoLP that a high number of EPs will complete the survey. A sample size calculator will be used to accurately depict the number of respondents required, gaining a minimum sample size, percentage confidence interval or reduce the margin of error and ensure the descriptive findings are representative. Ideally, around 357 EPs or TEPs will complete the initial questionnaire.

The questionnaire will be distributed across social networking platforms (such as Twitter and Facebook), and distribution via email to EPs signed up to EPNNet. If a representative sample is not gained from social networking platforms, emails will be sent to directors of the EP training courses and to Principle EPs to cascade to their local authority teams. As I hope to reach not only EPs from local authorities but also working within the private sector, emails will be sent to private psychology firms (found on search engines and websites such as Google) if a representative sample is not reached and again, participation in this research will be voluntary.

The will comprise of Likert-scale and multiple choice questions. It will contain of a small number of questions, as to not add additional pressures to workload, and focuses on the EPs existing practice to ensure the data is easily obtainable and readily available. Prior to completion, there will be an information sheet at the beginning of the questionnaire detailing the research aims to ensure transparency, informed consent will be gained and information regarding the right to withdraw will be provided.

Qualitative Data

Following completion of the questionnaire, participants will be asked at the end of the online questionnaire if they are willing to be interviewed to gather qualitative data if they have worked with CoLP previously. They will be asked to volunteer their email address, which will be stored and used in line with GDPR, only the researcher will know the identity of those involved in this part of the research. At this point, EPs will be asked to provide their email address for the researcher to contact them on to arrange an online interview time and date. They will also be asked to provide the following pieces of personal data such as; location and gender. The researcher will be aware of the participants names but, following the completion of the interviews the information gathered will be de-personalised to ensure confidentiality. It is hoped that between 8-12 participants will agree to be interviewed.

The interview will take a semi structured approach to gather qualitative data. Questions for the interviews will be formed from the results of the quantitative data and themes from the literature search. Interviews will be recorded using online video software such as Zoom and transcribed to ensure data is captured from EPs across England.

The data will be collected as the interviews will be videoed and audio recorded in order to be transcribed. These recordings will be stored correctly in line with GDPR to ensure this is secure.

5. Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.

If any data collection is to be done online, please identify the platforms to be used.

Interviews will take place using Zoom which has features to ensure that participants are safe. The waiting room will be enabled and unique links will be sent to each individual participant to reduce the risk of others entering the same zoom rooms and breaching confidentiality. Participants will be emailed prior to the interview to remind them to make sure that they are in a safe and confidential environment for the duration of the interviews and this will be reinforced at the beginning of their interview, prior to any questions being asked. The researcher will also ensure that they are in a safe and confidential location when conducting the interviews.

6. Will the participants be from any of the following groups?(Tick as appropriate)

- ☐ Students or Staff of the Trust or Partner delivering your programme.
- ☒ Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- ☐ Children or legal minors (anyone under the age of 16 years)¹
- ☐ Adults who are unconscious, severely ill or have a terminal illness.
- ☐ Adults who may lose mental capacity to consent during the course of the research.
- ☐ Adults in emergency situations.
- ☐ Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- ☐ Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- ☐ Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- ☐ Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- ☐ Healthy volunteers (in high risk intervention studies).
- ☐ Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- ☐ Other vulnerable groups (see Question 6).
- ☐ Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- ☐ Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

7. Will the study involve participants who are vulnerable? YES ☐ NO ☒

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

N/A

If YES, a Disclosure and Barring Service (DBS) check within the last three years is required.

Please provide details of the "clear disclosure":

Date of disclosure: 30 June 2020
Type of disclosure: Enhanced Certificate
Organisation that requested disclosure: Tavistock and Portman NHS Foundation Trust
DBS certificate number: 001702278495

(NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>). Please **do not** include a copy of your DBS certificate with your application

8. Do you propose to make any form of payment or incentive available to participants of the research? YES ☐ NO ☒

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

N/A

9. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

As the participants of this research study will be EPs in England it is assumed that they will be able to understand verbal and written information provided in English as this is required for their employment. If they require any adaptations, such as for the researcher to dictate the questions or scribe their answers, it will be mentioned on the information sheet to make the researcher aware for arrangements to be made.

There will be an option for people to request to receive a paper copy of the questionnaire, which may mean collecting identifiable data such as names and addresses, however this will only be done in rare cases and collected identifiable data will be destroyed after being used to distribute the questionnaires.

Furthermore, information sheets will make clear to participants that they do not have to take part in the research and if they choose to participate they can withdraw their data up to the time of data analysis. Prior to the interviews and questionnaire completion the option to contact the researcher with further questions will be highlighted on the information sheet.

SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT

10. Does the proposed research involve any of the following? (Tick as appropriate)

- ☒ use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- ☒ use of emails or the internet as a means of data collection
- ☐ use of written or computerised tests
- ☒ interviews (attach interview questions)
- ☐ diaries (attach diary record form)
- ☐ participant observation
- ☐ participant observation (in a non-public place) without their knowledge / covert research
- ☒ audio-recording interviewees or events
- ☒ video-recording interviewees or events
- ☐ access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- ☐ administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- ☐ performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- ☐ Themes around extremism or radicalisation
- ☐ investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- ☐ procedures that involve the deception of participants
- ☐ administration of any substance or agent
- ☐ use of non-treatment of placebo control conditions
- ☐ participation in a clinical trial
- ☐ research undertaken at an off-campus location (risk assessment attached)
- ☐ research overseas (please ensure Section G is complete)

11. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?

YES ☒ **NO** ☐

If **YES**, please describe below including details of precautionary measures.

EPs may experience some mild psychological discomfort discussing their experiences of CoIP, as this requires EPs reflections on past practice and historical experiences of working with CoIP. Participants will be reminded not to disclose identifiable information of CoIP to avoid any further risk. Furthermore, it is hoped that by exploring this gap in the current research, EPs can gain confidence and reflect on how to further support CoIP to develop their professional practice.

Additionally, previous personal experiences of the participants cannot be controlled. An anticipated risk is that participants may have been a CoIP themselves. It is hoped that as this research focuses on EPs professional practice and developing support further for CoIP, participants will recognise the importance of this. There will be links to further external agencies to support participants to mitigate any anticipated risks. In addition to this, at the beginning of the questionnaire and interview participants will be reminded about their right to withdraw, that they do not have to answer any questions they do not wish to, they will also be made aware of what is expected of them before beginning the research and regular check-ins will be conducted to check their levels of psychological distress. Please refer to Q14/15/16 for further details if required.

12. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

I am a year 2 Trainee Educational Psychologist (TEP) with previous experience of supporting and working in collaboration with CYP, some with CoIP, families and other professionals. I have training and skills to support people when they are in times of distress. Alongside this, I have also been in situations where I have supported people in distress through my current and previous work roles. Furthermore, I have regular supervision in relation to my work as a TEP and I am accessing regular research supervision therefore any further support I require as the researcher or for the participants can be discussed in supervision. My research supervisor has experience of supervision multiple TEPs research projects.

I engage in CPD with the Youth Justice System and attend an annual EP special interest group for youth offending.

13. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

Through participation in this research it is hoped that EPs will have an opportunity to reflect on their current practice, which is advocated by the Health and Care Professions Council as examples of continuing professional development. In the research, participants are asked to describe previous experiences related to their practice of supporting CoIP. They may be given time and space to reflect on and talk about this topic which may not be readily available in day to day EP work. It is hoped that having this space and shining a light on CoIP as a group may influence EP practice moving forward. The research may lead EPs to ask questions within the Local Authorities (LA) or private practice as to how they can support CoIP further in their services, as previous literature has highlighted suggests little is known about this currently.

14. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

I will monitor the emotional state of the participants throughout the interview and ask whether they would like to continue, giving the options of taking a break or concluding the interview if they are in distress. I will also consult with the participants at the end of the interviews. If any distressing thoughts, emotions or memories have been raised as a result of participating in the interview I will signpost to further support as detailed in section 15.

If distress is caused by the initial questionnaire sent to participants, further support will also be detailed at the end of the questionnaire and details of the researcher will be given for participants to have the option to contact them further for questions or support.

15. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants.

- As the researcher I will offer them the opportunity to explore how participants are feeling at the beginning and end of the interviews, if they would like any additional information following their involvement in the research – with the options of verbal feedback, a written summary of the analysis or access to the full write up in the thesis.

• I will also encourage participants to discuss any thoughts or feelings arising from the research within their Educational Psychology supervision. • Specialist support from voluntary organizations working with individuals affected by the research, as detailed in section 16.
16. Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.
• Specialist services for wellbeing – Barnardos and Samaritans • Domestic violence helplines (as there is a risk this may arise from the research) - Women's Aid, National Domestic Violence Abuse Helpline, Victim Support and Refuge • Helplines relating to the prison service will be provided - Prisoner's Families Helpline, Partners of Prisoners and Families Support Group, Prison Advice and Care Trust and Prison Reform Trust
17. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)
Please see section 16 for proposed support for participants.

FOR RESEARCH UNDERTAKEN OUTSIDE THE UK

18. Does the proposed research involve travel outside of the UK? ☐ YES ☒ NO
If YES, please confirm:
☐ I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/
☐ I have completed a RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.
All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.
If you have any queries regarding research outside the UK, please contact academicquality@tavi-port.nhs.uk :
Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.
19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:

N/A

SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL

20. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES ☒ NO ☐

If **NO**, please indicate what alternative arrangements are in place below:

21. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES ☒ NO ☐

If **NO**, please indicate what alternative arrangements are in place below:

22. The following is a participant information sheet checklist covering the various points that should be included in this document.

- ☒ Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.
- ☒ Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- ☒ A statement confirming that the research has received formal approval from TREC or other ethics body.
- ☒ If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.
- ☒ A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- ☒ Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- ☒ Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- ☒ A statement that the data generated in the course of the research will be retained in accordance with the [Trusts' s Data Protection and handling Policies](https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/).
- ☒ Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)
- ☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

23. The following is a consent form checklist covering the various points that should be included in this document.

- ☒ Trust letterhead or logo.
- ☒ Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- ☒ Confirmation that the research project is part of a degree
- ☒ Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- ☒ Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- ☒ If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- ☒ The proposed method of publication or dissemination of the research findings.
- ☒ Details of any external contractors or partner institutions involved in the research.
- ☒ Details of any funding bodies or research councils supporting the research.
- ☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

SECTION H: CONFIDENTIALITY AND ANONYMITY

24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

- ☐ Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- ☐ The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- ☒ The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- ☐ Participants have the option of being identified in a publication that will arise from the research.
- ☒ Participants will be pseudo-anonymised in a publication that will arise from the research. (i.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- ☒ The proposed research will make use of personal sensitive data.
- ☐ Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES ☒ NO ☐

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT

26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES ☒ NO ☐

If **NO**, please indicate what alternative arrangements are in place below:

N/A

27. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

☐ 1-2 years ☒ 3-5 years ☐ 6-10 years ☐ 10+ years

NOTE: In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

- ☐ Research data, codes and all identifying information to be kept in separate locked filing cabinets.
- ☒ Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.
- ☒ Access to computer files to be available to research team by password only.
- ☐ Access to computer files to be available to individuals outside the research team by password only (See 23.1).
- ☐ Research data will be encrypted and transferred electronically within the UK.
- ☐ Research data will be encrypted and transferred electronically outside of the UK.

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer:

<https://www.essex.ac.uk/student/it-services/box>

- ☒ Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.
- ☐ Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).
- ☒ Use of personal data in the form of audio or video recordings.
- ☒ Primary data gathered on encrypted mobile devices (i.e. laptops).

NOTE: This should be transferred to secure University of Essex OneDrive at the first opportunity.

- ☒ All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which

meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

☒ All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

N/A

30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:

N/A

SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

30. How will the results of the research be reported and disseminated? (Select all that apply)

- ☒ Peer reviewed journal
- ☒ Non-peer reviewed journal
- ☐ Peer reviewed books
- ☒ Publication in media, social media or website (including Podcasts and online videos)
- ☒ Conference presentation
- ☐ Internal report
- ☐ Promotional report and materials
- ☐ Reports compiled for or on behalf of external organisations
- ☒ Dissertation/Thesis
- ☒ Other publication

- ☒ Written feedback to research participants
- ☒ Presentation to participants or relevant community groups
- ☐ Other (Please specify below)

SECTION K: OTHER ETHICAL ISSUES

31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

Research has demonstrated that CoIP can experience a great deal of stigma and shame. They often do not wish to be known as having a parent in prison and may not wish to be spoken about. It is hoped that the potential benefits of this research project outweigh these factors. Also, any specific cases are mentioned/discussed will consist of non-identifiable characteristics being shared or pseudonyms being used. The researcher will attempt to ensure that this is not an issue and will not occur as EPs have to adhere to BPS and HCPC code of conduct and guidance which discuss confidentiality of service users. Alongside this, the purpose of this research is to elicit how EPs can support CoIP and identify potential barriers to this, therefore focusing on specific background information relating to the CoIP or specific cases are not relevant to the results and will be discarded.

SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS

32. Please check that the following documents are attached to your application.

- ☐ Letters of approval from any external ethical approval bodies (where relevant)
- ☒ Recruitment advertisement
- ☒ Participant information sheets (including easy-read where relevant)
- ☒ Consent forms (including easy-read where relevant)
- ☐ Assent form for children (where relevant)
- ☐ Letters of approval from locations for data collection
- ☒ Questionnaire
- ☐ Interview Schedule or topic guide
- ☐ Risk Assessment (where applicable)
- ☐ Overseas travel approval (where applicable)

34. Where it is not possible to attach the above materials, please provide an explanation below.

Appendices

Appendix 1 – Information sheet for participants

Version 1

30.06.22



Information sheet for Participants

Research Title

Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents across England

Who is doing the research?

The research will be carried out by myself, Isabel Gregson. I am a Trainee Educational Psychologist studying the Doctorate in Child, Community and Educational Psychology at the Tavistock and Portman NHS Trust. I am carrying out this research as part of my course under the supervision of Dr Rachael Green, Research Supervisor.

Aims of the research

The purpose of this research is to firstly offer a description as to how EPs are presently working with Children of Imprisoned Parents (CoIP) within their practice. This will include the number of CoIP EPs have worked with, tools they utilised to support them and how confident EPs feel supporting CoIP or with a close family member in prison. Secondly this research aims to explore how EPs can further support CoIP or those with a close family member in prison. EPs work across school systems at the individual, group and organisational level (Farrell, 2006) with CoIP and the systems around them. It is hoped that this study will contribute to the development of best practice when working with these otherwise overlooked group of CYP.

Who has given permission for this research?

The proposed research is sponsored by the Tavistock and Portman NHS Trust and has received formal approval from the Tavistock Research and Ethics Committee (TREC).

Who can take part in the research?

I am looking for qualified EPs, who are registered with the Health and Care Professionals council practicing in England, supervised Trainee Educational Psychologists and Assistant Educational Psychologists training/working in England. It is hoped that EPs who have and have not supported CoIP will complete the questionnaire.

Participant Requirements

Participants will be required to complete an initial questionnaire with an optional additional interview.

Questionnaire: participants will be asked to answer a multitude of open and closed questions to establish their involvement with CoIP in relation to EP practice (this should take no longer than 10 minutes).

Interview: the research will collate participant responses from the questionnaire and use the responses to inform the semi-structured interviews. Participants will be given the opportunity to apply to participate in the interviews following the completion of the questionnaire. In the interviews they will be invited to share their views on how EPs can further support CoIP, with the hope that this will inform future practice (this should take no longer than 30 minutes).

*If you have any further requirements when completing the questionnaire or accessing the interview (i.e. supportive adaptations), please contact the researcher directly.

Benefits of taking part

A potential benefit in participating in this study is providing future support to EPs in the profession in reflecting on current practice but also developing awareness of how EP can support CoIP in the future. Participants may reflect on their own self-awareness and development with regards to thinking about CoIP. By supporting EPs to be more aware of how to support CoIP in their practice, the overarching aim of this research is to positively benefit CoIP that EPs work with.

Possible risks of taking part

Every research project has the potential to cause risk to participants. One potential risk in the present study is the reflective process at the questionnaire and interview stage. Participants will reflect on their own practice when supporting CoIP, some of which may have been difficult to experience. Furthermore, personal experiences related to participants' own experiences with prison may be provoked through completing the questionnaire or involvement in the interview, some of which may be painful to recall, such as parents or relatives involvement with prison. Participants will be encouraged to explore any uncomfortable thoughts or feelings to supervision, as well as this access will be provided to charitable organisations for further support.

Confidentiality

Following completion of the questionnaire and interviews, participants confidentiality will be protected. Participants personal data will be processed in accordance with current data protection legislation and the University's Data Protection Policy, and will be treated in the strictest confidence. Data will not be used other than for the purposes detailed above. Third parties will not be granted access to the data, unless required by law. All data will be stored on a password protected device and will not be shared with others, with the exception of my research supervisor for analysis purposes.

In accordance with the Data Protection Act 2018, data will not be kept for longer than is necessary. Following this, the data will be destroyed.

Please note that confidentiality of information is subject to legal limitations or where disclosure of imminent harm to self and/or others may occur.

Anonymity

Data collated from the questionnaire will be held and referred to anonymously. No participant will be identifiable from any of the demographic data received. Only the researcher will be able to identify participants during the interviews, based on the email addresses given. Following the completion of the interviews the data will be de-identified and your responses will be referred to using a pseudonym.

What will happen if I do not want to carry on with the research?

Participation in this research is voluntary. Once your survey responses are submitted your answers will not be able to be withdrawn from the study. If you offer to take part in the interview phase of the research you will be able to withdraw from the study anytime up until the data is analysed, which will be one week after the interview has taken place.

Further information and contact details

For further information regarding this research, or if you would like to contact the researcher, please use the details provided below:

Email – igregson@tavi-port.nhs.uk

If you have any concerns/questions about the research or about the conduct of the researcher, please contact –

Rachael Green- Research Supervisor rgreen@tavi-port.nhs.uk

Academic Governance and Quality Assurance academicquality@tavi-port.nhs.uk

Tavistock and Portman NHS Foundation Trust, Tavistock Centre, 120 Belsize Lane, London, NW3 5BA.

Appendix 2 – Consent Forms

Version 1
30.06.22

**Participant Consent Form – Qualitative Interviews**

Research Title: Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents across England

This research project is completed as part of the researcher's Professional Doctorate in Educational and Child Psychology.

Please read the following statements

**Initial here if
you agree**

I have read and understood the information sheet (version 1 - dated 30.06.22)	
I have had the chance to ask questions if I wanted to.	
I understand that participation in this research is voluntary and I able to withdraw at any time without giving a reason.	
I agree for my interview to be audio-recorded.	
I understand that I cannot withdraw my data from the initial questionnaire but can request to withdraw my data from the interview up to the point of data analysis (up to 2 months after the interview).	
I agree to meet with the researcher on Microsoft Teams or Zoom.	
I understand that participant data will be de-identified using a pseudonym.	
I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others.	
I understand that the findings from this research will be written up in a thesis, which means it can be accessed through the university's library. The findings may also be written in a peer reviewed journal and/or shared anonymously with my child's school and the local Educational Psychology Service.	
I understand that written publications might also include anonymised quotes.	
I confirm that I understand the confidentiality of the information I provide is subject to legal limitations in data confidentiality (e.g., a freedom of information request)	
I confirm that if there is a restricted sample size, this may have implications for anonymity.	
I understand that this research is part of a doctoral thesis.	
I agree to take part in the research.	

Your name:

Signed:

Date:

Researcher's name: Isabel Gregson

Signed:

Date:

Thank you for your help!

Version 1
30.06.22



Participant Consent Form – Quantitative Interviews

Research Title: Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents across England

This research project is completed as part of the researcher's Professional Doctorate in Educational and Child Psychology.

Please read the following statements

**Initial here if
you agree**

I have read and understood the information sheet (version 1 - dated 30.06.22)	
I have had the chance to ask questions if I wanted to.	
I understand that I cannot withdraw my data from the questionnaire once my answers have been submitted	
I understand that the findings from this research will be written up in a thesis, which means it can be accessed through the university's library. The findings may also be written in a peer reviewed journal and/or shared anonymously with my child's school and the local Educational Psychology Service.	
I understand that this research is part of a doctoral thesis.	
I agree to take part in the research.	

Your name:

Signed:

Date:

Researcher's name: Isabel Gregson

Signed:

Date:

Thank you for your help!



Recruitment Poster

Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents across England

The number of children and young people with a parent in prison is estimated to be six times more than the number of children on the child protection register, twice as many children as the number in care (Glover, 2009; Department for Children, Schools and Families & Ministry of Justice, 2007) and three and a half times more than the number with autism (Dallaire & Wilson, 2010).

Children of Imprisoned Parents (CoIP) are explicitly mentioned in the Green Paper (2003). This paper demonstrates a need to support CoIP through multiagency working and informed the Children and Family Act (2014). Yet, no responsible professional was identified to ensure this support occurs for CoIP specifically. The United Nations (UN) Conventions on the Rights of the Child (1989) states that a child has the rights for their views to be taken into consideration (Article 3) and respects the right of the child to maintain direct contact and personal relations with their parents, when in their best interests (Article 9). Although, the welfare of the child is not usually considered in criminal proceedings when sentencing a parent and their voice is often ignored (Boswell, 2002; Saunders & McArther, 2020). This goes against the SEND Code of Practice (2014) which focuses on empowering children and young people.

Despite research suggesting CoIP are likely to need additional support and provision from statutory services, provision for this group of children and young people is sparse (Scharff-Smith & Gampell, 2011). An audit of UK Local Authorities (LAs) plans found a minority of LAs mentioned CoIP as a distinct group and even less had a strategy or policy to identify and address their needs (Glover, 2009). The lack of consideration for CoIP is mirrored in literature, with authors terming this group of children as an “invisible group” (Sherlock, 2004; Rosenberg, 2009), “forgotten victims” (Pellegrini, 1991) and “hidden victims” (Morgan et al., 2014; Seymour, 1998). This is disappointing, as more recently literature has referred to CoIP as “one of the world’s most vulnerable groups of children” (Jones & Hirschfield, 2015) and at risk of multiple negative outcomes.

Educational Psychologists (EPs) are in a unique position to support and advocate for CoIP, in line with legislation. Whether this be through the Statutory Assessment Process, or supporting across the individual, school or policy levels (Woolfson et al., 2003), EPs look to gain a holistic view of a child or young person and the systems surrounding them to inform the best possible outcomes.

To date there has been little research into what EPs are doing to support CoIP currently and how EPs can develop their practice to support this group in the future. If you would like to be involved in shaping this for future practice, please consider participating in this study. Even if you have never supported a CoIP, I would like to hear from you. The initial questionnaire will take approximately 10 minutes to complete. If you have had experience of supporting CoIP or those will a close family member in prison, there will be an opportunity to volunteer to participate in an additional interview, which will take approximately 30 minutes to complete. On completion of the questionnaire there will be an option for you to provide your contact details if you consent to partaking in the interview. These contact details will be used to arrange your interview. If there are limited respondents for the interview stage of this study, there may be implications for anonymity. However, if there is oversubscription for the interviews, participants will be contacted on a first come first serve basis.

Please click the link below for more information.

Many thanks,

Isabel Gregson
 Trainee Educational Psychologist
igregson@tavi-port.nhs.uk

Supervised by Rachael Green
 Educational Psychologist
RGreen@tavi-port.nhs.uk

Appendix 4 – Questionnaire and Interview proposed questions (subject to change)

Questionnaire

1. How long have you been an EP? select
2. If you are a trainee EP, what year of training are you in? circle
3. What position do you currently hold in the EPs? select
4. Do you currently work for a local authority or private sector educational psychology service?
5. Please select your gender (option of prefer not to say) select
6. Please select your current practice location
7. Have you ever supported CoIP? (consultation, direct individual work, training, involvement in CPD, informed service level policy or supporting families) Yes or no
8. If no, how confident would you feel supporting a CoIP? (1-7 likert scale – 1 not at all confident and 7 extremely confident)
9. If yes, how confident did you feel supporting a CoIP? (1-7 likert scale – 1 not at all confident and 7 extremely confident)
10. Roughly how many times have you worked with CoIP across your practice? select
11. What techniques did you use to support these CYP? Select
12. How were you made aware that the CYP had a parent in prison? Select

Interview

1. How was your work supporting CoIP commissioned?
2. What was the aim of your work? (e.g., increase self-esteem, support with learning or increase attendance)
3. What was particularly useful when working with CoIP?
4. Did you use or draw on any distinct techniques for this group?
5. At what stage of EP involvement do you feel it is most beneficial to be made aware if a child or young person has a parent in prison?
6. Can you tell me how you think having a parent in prison impacts children and young people?
7. Are there any techniques or assessments you believe would support CoIP but have not had time to utilise as yet?
8. Are there any barriers you feel to EPs supporting CoIP?

Proposed prompts

- Can you tell me a bit more about that?
- Can you give me an example of this?

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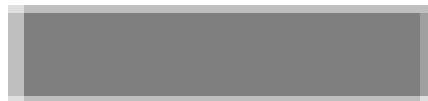
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Appendix 24 – Information Sheet for Participants



Information sheet for Participants

Research Title

Children of prisoners...are we doing enough? An exploration into how Educational Psychologists can support Children of Imprisoned Parents across England

Who is doing the research?

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Aims of the research

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Participant Requirements

Participants will be required to complete an initial questionnaire with an optional additional interview.

Questionnaire: participants will be asked to answer a multitude of open and closed questions to establish their involvement with CoIP in relation to EP practice (this should take no longer than 10 minutes).

Interview: the research will collate participant responses from the questionnaire and use the responses to inform the semi-structured interviews. Participants will be given the opportunity to apply to participate in the interviews following the completion of the questionnaire. In the interviews they will be invited to share their views on how EPs can further support CoIP, with the hope that this will inform future practice (this should take no longer than 30 minutes).

*If you have any further requirements when completing the questionnaire or accessing the interview (i.e. supportive adaptations), please contact the researcher directly.

Benefits of taking part

A potential benefit in participating in this study is providing future support to EPs in the profession in reflecting on current practice but also developing awareness of how EP can support CoIP in the future. Participants may reflect on their own self-awareness and development with regards to thinking about CoIP. By supporting EPs to be more aware of how to support CoIP in their practice, the overarching aim of this research is to positively benefit CoIP that EPs work with.

Possible risks of taking part

Every research project has the potential to cause risk to participants. One potential risk in the present study is the reflective process at the questionnaire and interview stage. Participants will reflect on their own practice when supporting CoIP, some of which may have been difficult to experience. Furthermore, personal experiences related to participants' own experiences with prison may be provoked through completing the questionnaire or involvement in the interview, some of which may be painful to recall, such as parents or relatives involvement with prison. Participants will be encouraged to explore any uncomfortable thoughts or feelings to supervision, as well as this access will be provided to charitable organisations for further support.

Confidentiality

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In accordance with the Data Protection Act 2018, data will not be kept for longer than is necessary. Following this, the data will be destroyed.

Please note that confidentiality of information is subject to legal limitations or where disclosure of imminent harm to self and/or others may occur.

Anonymity

Data collated from the questionnaire will be held and referred to anonymously. No participant will be identifiable from any of the demographic data received. Only the researcher will be able to identify participants during the interviews, based on the email addresses given. Following the completion of the interviews the data will be de-individualised.

What will happen if I do not want to carry on with the research?

Participation in this research project is voluntary and participants may withdraw their data during the interview stage. If participants only complete the questionnaire element of this research then data will be anonymous and unable to be withdrawn.

Further information and contact details

For further information regarding this research, or if you would like to contact the researcher, please use the details provided below:

Email – igregson@tavi-port.nhs.uk

If you have any concerns/questions about the research or about the conduct of the researcher, please contact –

Rachael Green- Research Supervisor rgreen@tavi-port.nhs.uk

Academic Governance and Quality Assurance academicquality@tavi-port.nhs.uk

Tavistock and Portman NHS Foundation Trust, Tavistock Centre, 120 Belsize Lane, London, NW3 5BA.

Appendix 25 – Example Raw Quantitative Data From SPSS

Example data before clearing

	Start Date	End Date	Status	IP Address	Progress	Duration_i	Finished	RecordedD	ResponseId	RecipientLast Name	RecipientFirst Name	RecipientEmail	ExternalReference	LocationLatitude	LocationLongitude
1	20-D...	20-D...	1		100.00	562.00	1	20-D...	R_3ni5i0M2h1ooWpD					53.7207	-1.9459
2	20-D...	20-D...	1		100.00	25.00	1	20-D...	R_1FKcAHRpmtSKcYe					53.7207	-1.9459
3	21-D...	21-D...	1		100.00	38.00	1	21-D...	R_2z6AYUQelHY01PP					53.7207	-1.9459
4	21-D...	21-D...	0	2.219.142.67	100.00	116.00	1	21-D...	R_28NXBDCoZnMk...					52.926	-1.4334
5	21-D...	21-D...	0	81.107.247.40	100.00	126.00	1	21-D...	R_wZx59r04ACKKo...					51.3304	-0.268
6	21-D...	21-D...	0	86.188.249.71	100.00	279.00	1	21-D...	R_3hmXAdRJ4SyxG...					51.3188	-2.2034
7	21-D...	21-D...	0	82.132.224.58	100.00	399.00	1	21-D...	R_1QgzoS616dZ2C...					51.5128	-0.0638
8	21-D...	21-D...	0	89.32.207.214	100.00	112.00	1	21-D...	R_1DMtll1E6i0OryE					49.43	-2.58
9	21-D...	21-D...	0	92.40.169.45	100.00	61.00	1	21-D...	R_2OToSwhNT85Sloa					51.5042	-0.2199
10	21-D...	21-D...	0	86.27.68.195	100.00	41.00	1	21-D...	R_1Qcs1phtNpMkiaE					53.3933	-2.1336
11	21-D...	21-D...	0	5.66.234.146	100.00	146.00	1	21-D...	R_2zGbGNLnpUp...					52.6261	1.3034
12	21-D...	21-D...	0	109.156.107.208	100.00	83.00	1	21-D...	R_3GCJvScwFXNfr					51.5667	-1.1985
13	21-D...	21-D...	0	86.169.38.80	100.00	31.00	1	21-D...	R_z1ocnmyk43qEu...					51.2539	0.5327
14	21-D...	21-D...	0	5.198.94.18	100.00	164.00	1	21-D...	R_2QIA3qhfnfcl2v4					53.7306	-0.4815
15	21-D...	21-D...	0	86.152.28.89	100.00	50.00	1	21-D...	R_PIJRak66usUUsyl					51.6333	-0.3667
16	21-D...	21-D...	0	94.6.163.90	100.00	73.00	1	21-D...	R_20Ovu98PfPHzKJC					52.5969	-2.1821
17	21-D...	21-D...	0	85.255.234.215	100.00	1923.0	1	21-D...	R_2S834F5h0i0dfD2					51.4964	-0.1224
18	21-D...	21-D...	0	84.66.60.14	100.00	180.00	1	21-D...	R_3nSg1yx8R5hLTJk					52.0158	-0.6904
19	21-D...	21-D...	0	85.255.234.228	100.00	58.00	1	21-D...	R_ByN3zPYvSibABzz					51.4964	-0.1224
20	21-D...	21-D...	0	213.37.231.252	100.00	45.00	1	21-D...	R_e9ejrFEKbBhmBH3					40.4163	-3.6934
21	21-D...	21-D...	0	94.6.163.90	100.00	118.00	1	21-D...	R_2YPcByJCjpZ3bmG					52.5969	-2.1821
22	21-D...	21-D...	0	86.159.48.201	100.00	93.00	1	21-D...	R_SIZ5LwgzsHoHhkt					51.4897	-0.1063
23	21-D...	21-D...	0	92.3.235.184	100.00	48.00	1	21-D...	R_1lpfXyxmHhzO0nY					53.6413	-2.6692
24	21-D...	21-D...	0	81.146.52.120	100.00	124.00	1	21-D...	R_3WYV8vdJNS5oW...					50.9973	-0.1053
25	21-D...	21-D...	0	84.68.162.44	100.00	447.00	1	21-D...	R_WoFZMdePs4Oj4kh					51.5128	-0.0638
26	21-D...	21-D...	0	5.150.90.138	100.00	87.00	1	21-D...	R_1HhFH7xCq4n1...					51.6539	-0.0888
27	21-D...	21-D...	0	86.166.125.45	100.00	263.00	1	21-D...	R_1hTfbrTuvMmGA...					51.4021	-0.0916

[illegible]

Q3_8_TEXT	Q4_1	Q4_2	Q4_3	Q4_4	Q4_4_TEXT	Q5	Q5_7_TEXT	Q6	Q7_1	Q7_2	Q7_3	Q7_4	Q7_5	Q7_6	Q7_7	Q7_7_TEXT	Q8_1	Q8_2	Q8_3
	1	1	.	.		5		1	1	1	.	.	.	.	.		1	.	.
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	1	.	.	.		2		2	.	.	.	.	.	.	.		.	.	.
	1	.	.	.		7 Eastern region of E...		1	1	1	1	.	.	.	.		.	.	.
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	.	1	.	.		7 Yorkshire & Humber		1	.	.	1	.	.	.	.		.	.	1
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 Q8_4	 Q8_5	 Q8_6	 Q8_7	 Q8_7_TEXT	 Q9_1	 Q10	 Q11	 Q12
.	.	.	.		4.00	1	1	1
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.	.	.	.		11.00	1	1	1
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.	.	.	.		2.00	2	2	1
1	.	.	.		1.00	2	2	1

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	StartDate	Date	20	0	Start Date	None	None	5	Right	Scale	Input
2	EndDate	Date	20	0	End Date	None	None	5	Right	Scale	Input
3	Status	Numeric	40	0	Response Type	{0, IP Addr...	None	5	Right	Scale	Input
4	IPAddress	String	2000	0	IP Address	None	None	15	Left	Nominal	Input
5	Progress	Numeric	40	2	Progress	None	None	5	Right	Scale	Input
6	Duration_...	Numeric	40	2	Duration (in s...	None	None	5	Right	Scale	Input
7	Finished	Numeric	40	0	Finished	{0, False}...	None	5	Right	Scale	Input
8	Recorded...	Date	20	0	Recorded Date	None	None	5	Right	Scale	Input
9	ResponseId	String	50	0	Response ID	None	None	15	Left	Nominal	Input
10	RecipientL...	String	2000	0	Recipient Last...	None	None	15	Left	Nominal	Input
11	RecipientFi...	String	2000	0	Recipient First...	None	None	15	Left	Nominal	Input
12	RecipientE...	String	2000	0	Recipient Email	None	None	15	Left	Nominal	Input
13	ExternalRe...	String	2000	0	External Data...	None	None	15	Left	Nominal	Input
14	LocationLa...	String	2000	0	Location Latit...	None	None	15	Left	Nominal	Input
15	LocationLo...	String	2000	0	Location Longi...	None	None	15	Left	Nominal	Input
16	Distributio...	String	2000	0	Distribution C...	None	None	15	Left	Nominal	Input
17	UserLangu...	String	2000	0	User Language	None	None	15	Left	Nominal	Input
18	Q1__1	Numeric	40	0	Consent Ple...	{1, I have r...	None	5	Right	Scale	Input
19	Q1__2	Numeric	40	0	Consent Ple...	{1, I have ...	None	5	Right	Scale	Input
20	Q1__3	Numeric	40	0	Consent Ple...	{1, I under...	None	5	Right	Scale	Input
21	Q1__4	Numeric	40	0	Consent Ple...	{1, I under...	None	5	Right	Scale	Input
22	Q1__5	Numeric	40	0	Consent Ple...	{1, I under...	None	5	Right	Scale	Input
23	Q1__6	Numeric	40	0	Consent Ple...	{1, I agree...	None	5	Right	Scale	Input
24	Q2__	Numeric	40	0	Please select ...	{1, Male}...	None	5	Right	Scale	Input
25	Q2__5_TEXT	String	2000	0	Please select ...	None	None	15	Left	Nominal	Input
26	Q3__1	Numeric	40	0	Please select ...	{1, Principl...	None	5	Right	Scale	Input
27	Q3__2	Numeric	40	0	Please select ...	{1, Senior ...	None	5	Right	Scale	Input
28	Q3__3	Numeric	40	0	Please select ...	{1, Maingr...	None	5	Right	Scale	Input
29	Q3__4	Numeric	40	0	Please select ...	{1, Traine...	None	5	Right	Scale	Input
30	Q3__5	Numeric	40	0	Please select ...	{1, Locum ...	None	5	Right	Scale	Input

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
31	Q3_6	Numeric	40	0	Please select ...	{1, Assista...	None	5	Right	Scale	Input
32	Q3_7	Numeric	40	0	Please select ...	{1, Speciali...	None	5	Right	Scale	Input
33	Q3_8	Numeric	40	0	Please select ...	{1, Other (...	None	5	Right	Scale	Input
34	Q3_7_TEXT	String	2000	0	Please select ...	None	None	15	Left	Nominal	Input
35	Q3_8_TEXT	String	2000	0	Please select ...	None	None	15	Left	Nominal	Input
36	Q4_1	Numeric	40	0	In what conte...	{1, Local A...	None	5	Right	Scale	Input
37	Q4_2	Numeric	40	0	In what conte...	{1, Private...	None	5	Right	Scale	Input
38	Q4_3	Numeric	40	0	In what conte...	{1, Commiss...	None	5	Right	Scale	Input
39	Q4_4	Numeric	40	0	In what conte...	{1, Other (...	None	5	Right	Scale	Input
40	Q4_4_TEXT	String	2000	0	In what conte...	None	None	15	Left	Nominal	Input
41	Q5	Numeric	40	0	Geographicall...	{1, South E...	None	5	Right	Scale	Input
42	Q5_7_TEXT	String	2000	0	Geographicall...	None	None	15	Left	Nominal	Input
43	Q6	Numeric	40	0	Are you curre...	{1, Yes}...	None	5	Right	Scale	Input
44	Q7_1	Numeric	40	0	What best de...	{1, Interve...	None	5	Right	Scale	Input
45	Q7_2	Numeric	40	0	What best de...	{1, Assess...	None	5	Right	Scale	Input
46	Q7_3	Numeric	40	0	What best de...	{1, Consult...	None	5	Right	Scale	Input
47	Q7_4	Numeric	40	0	What best de...	{1, Resear...	None	5	Right	Scale	Input
48	Q7_5	Numeric	40	0	What best de...	{1, Trainin...	None	5	Right	Scale	Input
49	Q7_6	Numeric	40	0	What best de...	{1, Supervi...	None	5	Right	Scale	Input
50	Q7_7	Numeric	40	0	What best de...	{1, Other (...	None	5	Right	Scale	Input
51	Q7_7_TEXT	String	2000	0	What best de...	None	None	15	Left	Nominal	Input
52	Q8_1	Numeric	40	0	At what point ...	{1, Include...	None	5	Right	Scale	Input
53	Q8_2	Numeric	40	0	At what point ...	{1, During ...	None	5	Right	Scale	Input
54	Q8_3	Numeric	40	0	At what point ...	{1, Consult...	None	5	Right	Scale	Input
55	Q8_4	Numeric	40	0	At what point ...	{1, Consult...	None	5	Right	Scale	Input
56	Q8_5	Numeric	40	0	At what point ...	{1, Feedba...	None	5	Right	Scale	Input
57	Q8_6	Numeric	40	0	At what point ...	{1, Followi...	None	5	Right	Scale	Input
58	Q8_7	Numeric	40	0	At what point ...	{1, Other (...	None	5	Right	Scale	Input
59	Q8_7_TEXT	String	2000	0	At what point ...	None	None	15	Left	Nominal	Input
60	Q9_1	Numeric	40	2	How many chi...	None	None	5	Right	Scale	Input

Q10	Numeric	40	0	Have you ever spoken to settings or schools to ask if they have any children or youn...	{1, Yes}...	None	5	Right	Scale	Input
Q11	Numeric	40	0	Have you ever received support or training in how to support the needs of children ...	{1, Yes}...	None	5	Right	Scale	Input
Q12	Numeric	40	0	Do you feel that Educational Psychologists could do more to support children or you...	{1, Yes}...	None	5	Right	Scale	Input
Q13_1	String	2000	0	If you have ever worked with a child or young person with an imprisoned parent an...	None	None	15	Left	Nominal	Input
Q13_2	String	2000	0	If you have ever worked with a child or young person with an imprisoned parent an...	None	None	15	Left	Nominal	Input

Example data after clearing

	Q1_1	Q1_2	Q1_3	Q1_4	Q1_5	Q1_6	Q2_1	Q2_5_TEXT	Q3_1	Q3_2	Q3_3	Q3_4	Q3_5	Q3_6	Q3_7	Q3_8	Q3_7_TEXT	Q3_8_TEXT	Q4_1	Q4_2	Q4_3	Q4_4
1	1	1	1	1	1	1	2		.	.	1	.	1	.	.	.			1	1	.	.
2	1	1	1	1	1	1	2		.	.	1	.	.	.	.	.			.	1	.	.
3	1	1	1	1	1	1	2		1	.	.	.	.	.	.	.			.	.	1	.
4	1	1	1	1	1	1	2		.	.	.	.	.	.	.	1		Independent EP	.	1	.	.
5	1	1	1	1	1	1	2		.	1	.	.	.	.	.	.			.	1	.	.
6	1	1	1	1	1	1	2		.	.	.	.	.	1	.	.			1	.	.	.
7	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
8	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
9	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
10	1	1	1	1	1	1	2		.	.	.	.	.	1	.	.			.	1	.	.
11	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			.	.	1	.
12	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
13	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
14	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			.	1	.	.
15	1	1	1	1	1	1	2		.	.	1	.	.	.	.	.			1	.	.	.
16	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
17	1	1	1	1	1	1	4		.	.	1	.	.	.	.	.			1	.	.	.
18	1	1	1	1	1	1	2		.	.	1	.	.	.	.	.			1	.	.	.
19	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
20	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
21	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
22	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
23	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
24	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.
25	1	1	1	1	1	1	2		.	.	.	.	.	1	.	.			.	1	.	.
26	1	1	1	1	1	1	2		.	.	.	.	.	1	.	.			1	.	.	.
27	1	1	1	1	1	1	2		.	.	.	.	.	1	.	.			.	1	.	.
28	1	1	1	1	1	1	2		.	.	.	1	.	.	.	.			1	.	.	.

	 Q4__4_TEXT	 Q5	 Q5_7_TEXT	 Q6	 Q7_1	 Q7_2	 Q7_3	 Q7_4	 Q7_5	 Q7_6	 Q7_7	 Q7_7_TEX	 Q8_1	 Q8_2	 Q8_3	 Q8_4	 Q8_5	 Q8_6	 Q8_7	 Q8_7_TEX	 Q9_1
1		5		1	1	1	.	.	.	.	.		1	.	.	.	.	.	.		4.00
2		5		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
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4		4		1	.	1	.	.	.	.	.		.	.	.	1	.	.	.		33.00
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6		2		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
7		7 Eastern Region		1	1	1	1	.	.	.	.		.	.	.	1	.	.	.		2.00
8		6		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
9		3		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
10		6		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
11		7 Eastern Region		1	.	.	1	.	.	.	.		.	.	1	1	.	.	.		3.00
12		1		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
13		1		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
14		7 Yorkshire & Humber		1	.	.	1	.	.	.	.		.	.	1	.	.	.	.		2.00
15		1		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
16		4		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
17		1		1	.	1	1	.	.	.	.		.	.	1	.	.	.	.		2.00
18		2		1	1	1	1	.	.	.	.		1	1	1	.	.	.	.		3.00
19		3		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
20		3		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
21		4		1	.	1	1	.	.	.	.		1	.	1	1	.	.	.		1.00
22		3		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
23		6		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
24		7 Eastern Region		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
25		2		1	1	1	1	.	.	.	.		.	.	1	.	.	.	.		10.00
26		3		2	.	.	.	.	.	.	.		.	.	.	.	.	.	.		.
27		3		1	1	.	.	.	.	.	.		.	.	1	.	.	.	.		2.00
28		5		1	1	.	.	.	.	.	.		.	.	1	1	.	.	.		1.00

 Q10	 Q11	 Q12
1	1	1
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1	1	1
1	2	1
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2	2	1
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2	2	1
.	.	.
2	2	1
2	2	1

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	Q1_1	Numeric	40	0	Consent Ple...	{1, I have r...	None	5	Right	Scale	Input
2	Q1_2	Numeric	40	0	Consent Ple...	{1, I have ...	None	5	Right	Scale	Input
3	Q1_3	Numeric	40	0	Consent Ple...	{1, I under...	None	5	Right	Scale	Input
4	Q1_4	Numeric	40	0	Consent Ple...	{1, I under...	None	5	Right	Scale	Input
5	Q1_5	Numeric	40	0	Consent Ple...	{1, I under...	None	5	Right	Scale	Input
6	Q1_6	Numeric	40	0	Consent Ple...	{1, I agree...	None	5	Right	Scale	Input
7	Q2_	Numeric	40	0	Please select ...	{1, Male}...	None	5	Right	Scale	Input
8	Q2_5_TEXT	String	2000	0	Please select ...	None	None	15	Left	Nominal	Input
9	Q3_1	Numeric	40	0	Please select ...	{1, Principl...	None	5	Right	Scale	Input
10	Q3_2	Numeric	40	0	Please select ...	{1, Senior ...	None	5	Right	Scale	Input
11	Q3_3	Numeric	40	0	Please select ...	{1, Maingr...	None	5	Right	Scale	Input
12	Q3_4	Numeric	40	0	Please select ...	{1, Trainee...	None	5	Right	Scale	Input
13	Q3_5	Numeric	40	0	Please select ...	{1, Locum ...	None	5	Right	Scale	Input
14	Q3_6	Numeric	40	0	Please select ...	{1, Assista...	None	5	Right	Scale	Input
15	Q3_7	Numeric	40	0	Please select ...	{1, Speciali...	None	5	Right	Scale	Input
16	Q3_8	Numeric	40	0	Please select ...	{1, Other (...	None	5	Right	Scale	Input
17	Q3_7_TEXT	String	2000	0	Please select ...	None	None	15	Left	Nominal	Input
18	Q3_8_TEXT	String	2000	0	Please select ...	None	None	15	Left	Nominal	Input
19	Q4_1	Numeric	40	0	In what conte...	{1, Local A...	None	5	Right	Scale	Input
20	Q4_2	Numeric	40	0	In what conte...	{1, Private...	None	5	Right	Scale	Input
21	Q4_3	Numeric	40	0	In what conte...	{1, Commiss...	None	5	Right	Scale	Input
22	Q4_4	Numeric	40	0	In what conte...	{1, Other (...	None	5	Right	Scale	Input
23	Q4_4_TEXT	String	2000	0	In what conte...	None	None	15	Left	Nominal	Input
24	Q5	Numeric	40	0	Geographically...	{1, South E...	None	5	Right	Scale	Input
25	Q5_7_TEXT	String	2000	0	Geographically...	None	None	26	Left	Nominal	Input
26	Q6	Numeric	40	0	Are you curre...	{1, Yes}...	None	5	Right	Scale	Input
27	Q7_1	Numeric	40	0	What best de...	{1, Interve...	None	5	Right	Scale	Input
28	Q7_2	Numeric	40	0	What best de...	{1, Assess...	None	5	Right	Scale	Input
29	Q7_3	Numeric	40	0	What best de...	{1, Consult...	None	5	Right	Scale	Input
30	Q7_4	Numeric	40	0	What best de...	{1, Resear...	None	5	Right	Scale	Input

31	Q7_5	Numeric	40	0	What best de...	{1, Trainin...	None	5	 Right	 Scale	 Input
32	Q7_6	Numeric	40	0	What best de...	{1, Supervi...	None	5	 Right	 Scale	 Input
33	Q7_7	Numeric	40	0	What best de...	{1, Other (...}	None	5	 Right	 Scale	 Input
34	Q7_7_TEXT	String	2000	0	What best de...	None	None	9	 Left	 Nominal	 Input
35	Q8_1	Numeric	40	0	At what point ...	{1, Include...	None	5	 Right	 Scale	 Input
36	Q8_2	Numeric	40	0	At what point ...	{1, During ...	None	5	 Right	 Scale	 Input
37	Q8_3	Numeric	40	0	At what point ...	{1, Consult...	None	5	 Right	 Scale	 Input
38	Q8_4	Numeric	40	0	At what point ...	{1, Consult...	None	5	 Right	 Scale	 Input
39	Q8_5	Numeric	40	0	At what point ...	{1, Feedba...	None	5	 Right	 Scale	 Input
40	Q8_6	Numeric	40	0	At what point ...	{1, Followi...	None	5	 Right	 Scale	 Input
41	Q8_7	Numeric	40	0	At what point ...	{1, Other (...}	None	5	 Right	 Scale	 Input
42	Q8_7_TEXT	String	2000	0	At what point ...	None	None	10	 Left	 Nominal	 Input
43	Q9_1	Numeric	40	2	How many chi...	None	None	5	 Right	 Scale	 Input
44	Q10	Numeric	40	0	Have you eve...	{1, Yes}...	None	5	 Right	 Scale	 Input
45	Q11	Numeric	40	0	Have you eve...	{1, Yes}...	None	5	 Right	 Scale	 Input
46	Q12	Numeric	40	0	Do you feel th...	{1, Yes}...	None	5	 Right	 Scale	 Input
47	Q13_1	String	2000	0	If you have ev...	None	None	15	 Left	 Nominal	 Input
48	Q13_2	String	2000	0	If you have ev...	None	None	15	 Left	 Nominal	 Input

Appendix 26 – Example SPSS Outputs

Example of SPSS Output for Question 1

FREQUENCIES VARIABLES=Q8_1 Q8_2 Q8_3 Q8_4 Q8_5 Q8_6 Q8_7 Q8_7_TEXT
 /PIECHART FREQ
 /ORDER=ANALYSIS.

Frequencies

Statistics

		At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Included on the request for EP involvement	At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice During individual work with a child or young person	At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Consultation with school staff members	At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Consultation with parents	At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Feedback meetings	At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Following involvement	At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Other (please specify)	At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Other (please specify) – Text
N	Valid	40	18	81	54	1	3	5	302
	Missing	262	284	221	248	301	299	297	0

Frequency Table

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Included on the request for EP involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Included on the request for EP involvement	40	13.2	100.0	100.0
Missing	System	262	86.8		
Total		302	100.0		

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice During individual work with a child or young person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	During individual work with a child or young person	18	6.0	100.0	100.0
Missing	System	284	94.0		
Total		302	100.0		

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Consultation with school staff members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consultation with school staff members	81	26.8	100.0	100.0
Missing	System	221	73.2		
Total		302	100.0		

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Consultation with parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consultation with parents	54	17.9	100.0	100.0
Missing	System	248	82.1		
Total		302	100.0		

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Feedback meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Feedback meetings	1	.3	100.0	100.0
Missing	System	301	99.7		
Total		302	100.0		

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Following involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Following involvement	3	1.0	100.0	100.0
Missing	System	299	99.0		
Total		302	100.0		

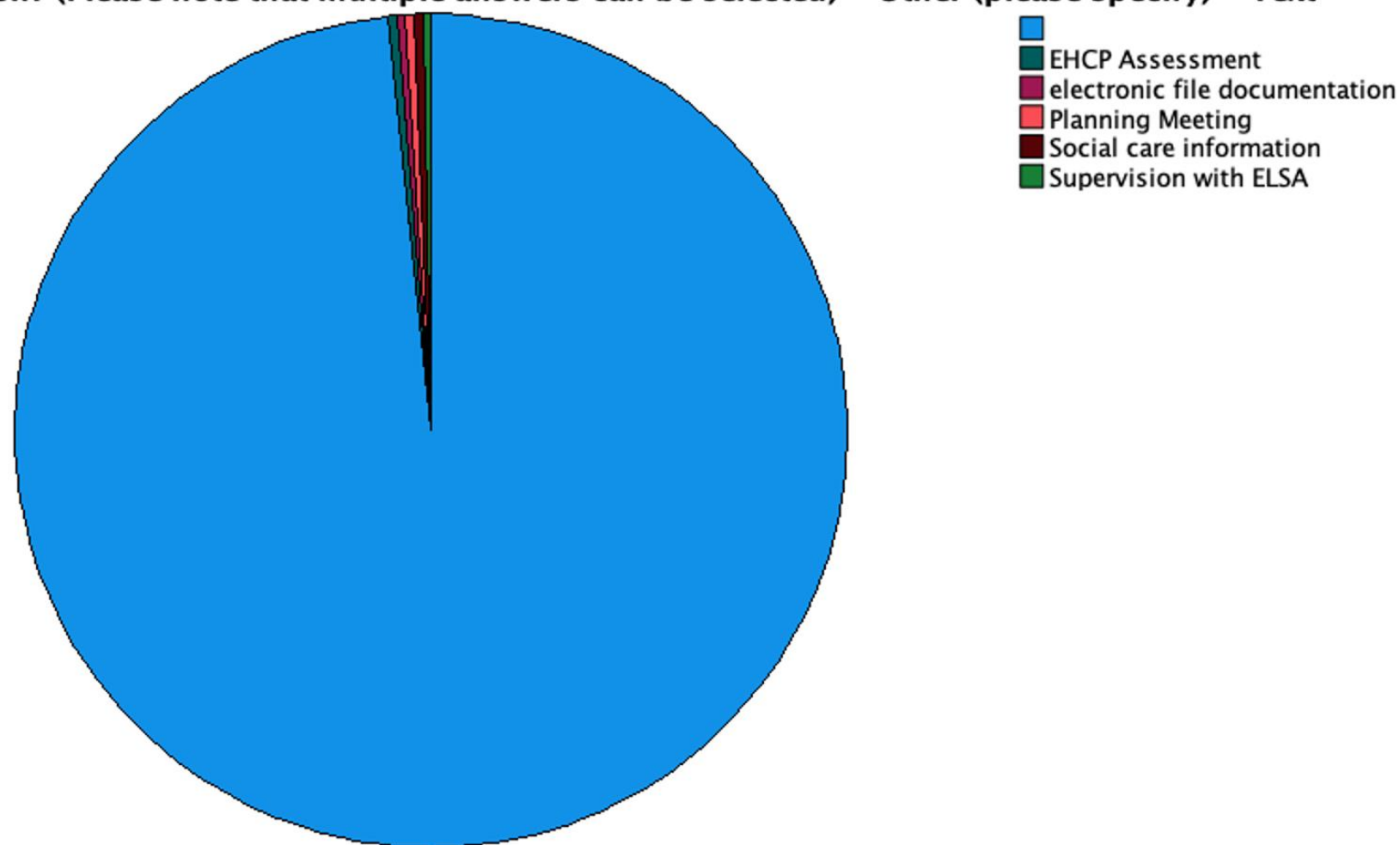
At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Selected Choice Other (please specify)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other (please specify)	5	1.7	100.0	100.0
Missing	System	297	98.3		
Total		302	100.0		

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Other (please specify) – Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		297	98.3	98.3	98.3
	EHCP Assessment	1	.3	.3	98.7
	electronic file documentation	1	.3	.3	99.0
	Planning Meeting	1	.3	.3	99.3
	Social care information	1	.3	.3	99.7
	Supervision with ELSA	1	.3	.3	100.0
	Total	302	100.0	100.0	

At what point during your involvement were you aware that a child or young person had a parent in prison? (Please note that multiple answers can be selected) – Other (please specify) – Text



Proof that SPSS Analysis occurred for each individual question

▼ Analysis of Frequencies for Each Questions - NEW



Output for Awareness.spv



Output for Context.spv



Output for Could EPs Do More?.spv



Output for Gender.spv



Output for Geography.spv



Output for Nature.spv



Output for Number COIP supported.spv



Output for Role.spv



Output for Schools/Settings asking.spv



Output for Spoken to Setting/School.spv



Output for Training.spv



Output for Yes/No.spv
