

**Linking the past to the future: An exploration of the educational experiences of  
children who have lived with domestic abuse**

**Submitted by Sarah Jayne Chestnutt**

**to The University of Exeter**

**as a thesis for the degree of**

**Doctor of Educational Psychology**

**in Educational, Child and Community Psychology**

**May 2018**

This thesis is available for library use on the understanding that it is copyright material  
and that no quotation from the thesis may be published without proper  
acknowledgement.

I certify that all material in this thesis which is not my own work has been identified  
and that no material has previously been submitted and approved for the award of a  
degree by this or any other University

## **Acknowledgements**

Thank you to my family, who have supported me through my education and encouraged me to be my best self. To my mum and dad who showed me that hard work, love and kindness to others paves the way for our own stories. To my sisters for your love and laughs. To my granny and granda for reminding me of my roots; from sitting on the steps to the final stages of my doctorate.

To my friends, both near and far. Thank you for lending me your listening ears, for sending me care packages and for your many encouragements, often over coffee and cake. To the memories of St Andrews, that breath-taking town on the East coast of Scotland, where my psychological story began.

To Taylor, my rock, thank you for everything. Your encouragement, love and constant support throughout my thesis has been invaluable. Thank you for your practical support and prompting me to keep on keeping on, especially during the challenges.

To my placement supervisors over the last two years. Thank you to Andrew, Conrad and Cath; the safe spaces and reflections have allowed my research ideas and my practice to flourish. Thank you to my team in the North; your passion for children and families always shines through and I have loved working with you. Thank you to my research supervisors, Andrew and Chris; for guiding and encouraging me in my research.

Thank you to the children and teachers who took part in my research; I am so privileged to have heard your stories. To the children; you are resilient, you are stronger than you may know, and you are survivors. To the teachers; you are knowledgeable, skilled, empathic and loving. You work hours beyond your capacity and feel the strain of funding cuts, yet you are a lifeline for some children who have experienced domestic abuse; never forget the impact you may have on their lives.

Finally, thank you to my God; steadfast, strong and unconditionally loving.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future” Jeremiah 29:11

## **Abstract**

Almost one quarter of children, by the time they reach 18 years old, will have experienced domestic violence (DV) at some point in their childhood (Bentley et al., 2017). The impact of DV on children can affect the areas of emotional and social development, communication, physical health and learning, in the home and school environments. Rather than being passive witnesses to abuse, children experience it through all of their senses. Despite a wealth of research exploring the areas of DV and the impact on children, there is limited current research in the area of DV in relation to children in education, and teacher perspectives of DV. This research therefore aims to add to the body of literature by exploring the educational experiences of children who have lived with domestic abuse and the views of teachers supporting those children.

There were two phases to the research. Phase one involved working with children to explore their views of education and what was important to them, using image-based data collection methods. Phase two explored teacher perspectives of the effects of DV on children and a discussion about the implications of phase one, using a soft systems methodology approach. A visual arts-based methodology was utilised in order to allow children to explore and share their thoughts and feelings in a creative way; to tell their stories, take ownership over their own information and feel empowered to do so through a method of their choosing.

The data was analysed using interpretative phenomenological analysis. The findings illustrated that children's experiences of school were centred on six key areas: play, education, identity, relationships, feeling safe and linking the past to the future. Teachers in the study expressed an understanding of DV and the impact on children and families. They described what children think about school and what children need at school. However, there were many barriers and conflicts for teachers in providing such support, and they felt disempowered to enact positive change for those children. Visual methodology allowed for children to express their views in a way that linked the past with the future that helped them navigate the present situation. The implications for educational psychology practice were explored at various levels of working. In particular, with relation to eliciting child voice, supporting schools at a systems level and promoting organisational change.

## Table of Contents

<b>ACKNOWLEDGEMENTS</b> .....	<b>2</b>
<b>ABSTRACT</b> .....	<b>3</b>
<b>LIST OF FIGURES AND TABLES</b> .....	<b>6</b>
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>8</b>
<b>STORIES, CREATIVITY AND INTERPRETATION</b> .....	8
<b>OVERVIEW OF RESEARCH</b> .....	9
<b>CHAPTER 2: RATIONALE AND CONTEXT</b> .....	<b>11</b>
<b>RATIONALE</b> .....	11
<b>CONTEXT</b> .....	14
<b>RELEVANCE TO EP PRACTICE</b> .....	17
<b>CHAPTER 3: LITERATURE REVIEW</b> .....	<b>19</b>
<b>CHILDREN'S EXPERIENCES OF DV</b> .....	19
<b>EDUCATIONAL EXPERIENCES</b> .....	20
<b>INTERACTING FACTORS</b> .....	26
<b>INTERVENTIONS</b> .....	28
<b>TEACHERS' EXPERIENCES OF DV</b> .....	32
<b>PSYCHOLOGICAL FRAMEWORKS</b> .....	33
<b>CREATIVE METHODOLOGY</b> .....	35
<b>CHAPTER 4: METHODOLOGY</b> .....	<b>40</b>
<b>METHODOLOGICAL POSITION</b> .....	40
<b>INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS</b> .....	41
<b>THEMATIC ANALYSIS</b> .....	43
<b>RESEARCH DESIGN</b> .....	43
<b>ETHICAL CONSIDERATIONS</b> .....	45
<b>CHAPTER 5: PHASE 1</b> .....	<b>49</b>
<b>METHOD</b> .....	49
<b>ANALYSIS METHOD</b> .....	54
<b>FINDINGS AND DISCUSSION</b> .....	57
<b>PHASE 1 SUMMARY</b> .....	92
<b>LINK TO PHASE 2</b> .....	92
<b>CHAPTER 6: PHASE 2</b> .....	<b>93</b>
<b>METHOD</b> .....	93
<b>ANALYSIS METHOD</b> .....	95
<b>FINDINGS AND DISCUSSION</b> .....	97
<b>PHASE 2 SUMMARY</b> .....	140
<b>CHAPTER 7: OVERALL DISCUSSION</b> .....	<b>141</b>
<b>PLAY</b> .....	141
<b>LEARNING</b> .....	141
<b>PLACE MAKING</b> .....	142
<b>ADULTS IN SCHOOL</b> .....	142
<b>PARENTS</b> .....	143



SCHOOL .....	144
FRIENDSHIPS .....	144
EMOTIONAL LITERACY .....	145
SAFETY .....	146
SILENCE .....	146
THE VISUAL.....	147
LINKING THE PAST TO THE FUTURE .....	147
POSITIVE LENS.....	148
LIMITATIONS AND FUTURE RESEARCH .....	149
<b>CHAPTER 8: IMPLICATIONS FOR PRACTICE AND CONCLUSION .....</b>	<b>151</b>
IMPLICATIONS FOR PRACTICE .....	151
CONCLUSION.....	155
<b>REFERENCES .....</b>	<b>156</b>
<b>APPENDICES.....</b>	<b>176</b>
<b>APPENDIX A: THESIS TIMELINE.....</b>	<b>176</b>
<b>APPENDIX B: ETHICAL APPROVAL CERTIFICATE .....</b>	<b>177</b>
<b>APPENDIX C: ETHICAL APPLICATION FORM .....</b>	<b>178</b>
<b>APPENDIX D: PARENT/CARER INFORMATION AND CONSENT FORM.....</b>	<b>197</b>
<b>APPENDIX E: CHILD INFORMATION AND CONSENT FORM .....</b>	<b>200</b>
<b>APPENDIX F: SAMPLE TRANSCRIPT WITH NOTES .....</b>	<b>202</b>
<b>APPENDIX G: SAMPLE TRANSCRIPT WITH EMERGENT THEMES .....</b>	<b>205</b>
<b>APPENDIX H: TABLE OF CASE THEMES .....</b>	<b>208</b>
<b>APPENDIX I: CHILDREN’S PROFILES.....</b>	<b>217</b>
<b>APPENDIX J: SAMPLE SUBORDINATE THEME .....</b>	<b>225</b>
<b>APPENDIX K: PHASE 1 TABLE OUTLINING THEMES .....</b>	<b>228</b>
<b>APPENDIX L: CHILDREN’S EVALUATION FORM .....</b>	<b>234</b>
<b>APPENDIX M: CHILDREN’S EVALUATION SUMMARY .....</b>	<b>236</b>
<b>APPENDIX N: TEACHER CONSENT FORM .....</b>	<b>238</b>
<b>APPENDIX O: SSM INFORMATION SHEET.....</b>	<b>242</b>
<b>APPENDIX P: FOCUS GROUP CONCEPTUAL MAP .....</b>	<b>245</b>
<b>APPENDIX Q: SAMPLE TRANSCRIPT WITH EMERGENT THEMES .....</b>	<b>246</b>
<b>APPENDIX R: PHASE 2 FREQUENCY OF QUOTATION TABLE .....</b>	<b>249</b>
<b>APPENDIX S: SAMPLE CLUSTER THEME .....</b>	<b>253</b>
<b>APPENDIX T: PHASE 2 THEME TABLE.....</b>	<b>256</b>
<b>APPENDIX U: RESOURCE FOR EPS.....</b>	<b>263</b>

## List of Figures and Tables

Figure 1: Adapted “Cycle of Violence” (Walker, 1979) .....	15
Figure 2: Research methods .....	44
Figure 3: Research design .....	48
Figure 4: Recruitment process flowchart .....	50
Figure 5: Example profile (Lily).....	56
Figure 6: Thematic map of global and superordinate themes .....	57
Figure 7: Mind map of global, superordinate and subordinate themes.....	58
Figure 8: Evaluation question 5.....	89
Figure 9: Evaluation question 2 feedback .....	91
Figure 10: Thematic map of global and organising themes .....	98
Figure 11: Mind map of global, organising and cluster themes .....	99
Figure 12: Brain from Mauve's Rich Picture .....	105
Figure 13: Chaos from Lilac's Rich Picture .....	107
Figure 14: Overwhelming environment from Mauve's Rich Picture.....	109
Figure 15: Emotions discussed by teachers .....	111
Figure 16: Maze in Mauve's Rich Picture.....	112
Figure 17: The world in Lilac's Rich Picture .....	118
Figure 18: Not allowed in Purple's Rich Picture .....	127
Figure 19: Happiness in Purple's Rich Picture .....	128
Figure 20: Overwhelming classroom in Purple's Rich Picture .....	129
Figure 21: Listening in Mauve's Rich Picture .....	133
Figure 22: Calming strategies in Purple's Rich Picture .....	135
Table 1: Table of abbreviations.....	7
Table 2: Profile of children.....	51
Table 3: Session overview.....	52
Table 4: Overview of phase 1 analysis stages .....	54
Table 5: What is important about school? .....	60
Table 6: What is important to me? .....	69
Table 7: What is important for me? .....	78
Table 8: The research project .....	87
Table 9: Profile of teacher groups .....	94
Table 10: Overview of phase 2 analysis stages.....	96
Table 11: What teachers think about DV .....	100
Table 12: Barriers to supporting children in schools.....	114
Table 13: Children's views about school .....	125
Table 14: Impact of the research .....	136

Table 1: *Table of abbreviations*

<b>Abbreviation</b>	<b>Terminology</b>
DV	Domestic violence and abuse
EP	Educational Psychologist
SSM	Soft Systems Methodology
IPA	Interpretative Phenomenological Analysis

## **Chapter 1: Introduction**

Almost one quarter of children, by the time they reach 18 years old, will have experienced domestic violence (DV) at some point in their childhood (Bentley et al., 2017). Despite a wealth of research on domestic violence and the subsequent impact on children, there is a paucity of literature exploring, specifically, children's experiences of education. Teachers are often central to children's experiences of school, yet the literature on teachers' perspectives about DV is limited. Therefore, this research aimed to address both these issues, in a two-phase study. The first phase provided an exploration of children's experiences of education having lived with DV. The second phase illustrated teachers' views of the impact of DV on children in schools.

The aim of the first chapter is to outline a brief introduction to the research. Throughout the text I make reference to myself in the first person rather than in the third person. The purpose is to reflect the interpretivist nature of the study; as researcher I am positioned firmly within the research and the thesis presented here illustrates my interpretation of such information.

### **Stories, Creativity and Interpretation**

Stories are central to my research. I believe that such narratives can be representative of our lived experiences, through which we can make sense of events in our lives. Stories aid us in linking the past to the future in a meaningful way. Indeed, the narratives we create can reflect our identities, and each story depicts our individuality (Sacks, 1985). Whether such stories are a legitimate form of research is ultimately, Koch (1998) states, for the reader to decide.

The essence of using stories within research is about enabling the reader to "travel easily through the worlds of the participants and makers of the story" (Koch, 1998, p. 1182). I wanted to do this in my research by exploring the experiences of children who had lived with DV and the teachers supporting those children. The research was presented in two phases. In phase 1, the aim was to investigate how children who had lived with DV perceived and thought about their schools. In phase 2, my aim was to explore teacher perspectives of DV and their views of its impact on children.

Visual methodology was important in the research-design. The use of creative methodology means allowing individuals to express their views of the world through symbols in order to aid communication of experiences, reduce power imbalances, and to make it fun. This underpins a worldview that symbols and language, in interaction with individuals, are effective methods of understanding how we meaning-make in the world (Blumer, 1969; Carter & Fuller, 2015).

My position as a researcher is interpretative. Acknowledging that our experiences are socially constructed within specific discourses and traditions (Furlong & Marsh, 2010). Furthermore, coupled with a recognition that we can only understand others in relation to our interpretation of them. Therefore, aligning with an interpretative perspective, I utilised Interpretative Phenomenological Analysis (IPA) as a holistic methodological approach (Smith & Osborn, 2008). Due to the group nature of phase 2, rather than employ IPA, I utilised thematic analysis using an interpretative approach.

### **Overview of Research**

The research explored the educational experiences of children who had lived with DV. It was conducted between April 2017 and May 2018 (see Appendix A for timeline). Phase 1 of the research explored how children described their school experiences through drawing, photographs and talking, in order to find out what was important to them for their education. Phase 2 of the research explored teacher perspectives of children's experiences of education. The sessions involved using a soft systems methodology (SSM) approach (Checkland, 1989, 2000) using elements of Rich Pictures, CATWOE analysis and participating in a focus group.

The overall aims of the research are:

- To explore the lived experience of children in educational settings who have experienced DV.
- To explore the implications for adults working with children who have experienced DV in educational settings.

In presenting my research within the following chapters, I intend to outline the rationale and context for undertaking the particular research area. I will engage a comprehensive review of the extant literature underpinning the project. Following, I will state my methodological position and explore the methods utilised in the study. Then I will complete a detailed overview of phase 1 and phase 2 of the research, outlining the findings and discussion in relation to the wider literature. I intend to then link the findings of phase 1 and phase 2 in an overall discussion alongside stating the limitations of the study and directions for future research. To conclude, I explore the implications of the research for practice.

## Chapter 2: Rationale and Context

The rationale for undertaking the research was the well-evidenced detrimental impact of DV on children. I aim to outline current definitions of DV and prevalence statistics, as well as provide an overview of the impact of DV and the importance of exploring the topic further. I aim to explore the context of DV within the personal, theoretical, historical and socio-political backdrops. I will then state the importance of the research within the context of educational psychology.

### Rationale

#### *Definition of domestic violence*

The United Kingdom (UK) government defines domestic violence and abuse as:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; emotional. (HM Government, 2013, Domestic violence and abuse: new definition)

There are many other definitions of DV, from charitable and professional organisations, local and national bodies, which affect the perception of abuse (Holden, 2003). I have chosen to use the above definition as it illustrates the wide range of abuse. It also highlights that DV means “intimidation and aggression is used to exert control and power by one partner over another in an adult relationship” (Buchanan, Power, & Verity, 2014, p. 714). Additionally, in 2014 controlling and coercive behaviour were included in the definition of DV by the government of the UK (HM Government, 2016). SafeLives (2015), a DV charitable organisation posits that use of the above definition is inclusive of the needs of “victims” as the definition is more wide-ranging than describing violence solely between intimate partners.

Additionally, the definition is not gendered as feminist perspectives suggest, that historically and more typically DV is perpetrated by men towards women. It is recognised within research and increasingly within society, that DV occurs within same-

sex relationships (Baker, Buick, Kim, Moniz, & Nava, 2013) and is perpetrated from women to men (Bair-Merritt et al., 2010). Although there was a lower prevalence of reported female-to-male abuse, males experienced a higher severity of violence when they were victims and received lower physical injury (Cho & Wilke, 2010). Most notably, however, the definition of DV is that it is about one person exerting power and control over another (Fantuzzo & Fusco, 2007).

The government definition (2013) refers to the terminology of “domestic violence and abuse” in order to incorporate a holistic view of the issue. Women’s Aid (n.d.) refer to the same experience as “domestic abuse” as they suggest some individuals may not identify with the term violence if no physical abuse has occurred. Within research and practice more recently in the UK there has been a shift to use the term “abuse” rather than “violence”, although both terms are still used. Moreover, in the United States of America the label “intimate partner violence” is utilised. I refer to the term “domestic violence” in this research. The reason is that I believe it highlights the significance of the issue and severity of the possible impact, as Nicolson (2010) notes, “‘Violence’ itself...is a multi-faceted term with little consensus about its meaning” (p.38). DV does not solely refer to physical or non-physical abuse, it is inclusive of fear, intimidation and control of one person over another.

### ***Prevalence***

DV presents a significant issue within society. Research indicates that 7.5% of women and 4.3% of men in England and Wales experienced DV between 2016-17 (Office for National Statistics [ONS], 2017). However, it was reported that the estimated number of individuals affected by DV is much higher than that reported to police, meaning it is “often a hidden crime” (ONS, 2017, p. 3). In the period 2014-16 there were 453 domestic homicides of adults in England and Wales; 70% were by a partner or ex-partner and 70% were female (ONS, 2017), highlighting the severity of the issue. Furthermore, an estimated £36.7 billion is spent annually on supporting survivors of violence against women and girls in the UK (Home Office, 2016b). Specifically, of these cases of DV where children were present, nine out of ten children were in the same room or next room as the DV (Webster, Coombe, & Stacey, 2002), meaning they heard or experienced the DV personally.



The variability of prevalence rates means that the exact number of children who are exposed to DV is unknown. Prevalence estimates range depending on the definition of DV, sample composition and methods of data collection (Cleaver, Unell & Aldgate, 2011). Radford et al. (2011) reported that 12% of children under 11 years old and 17.5% of children 11-17 years who participated in the study had experienced DV. The questionnaire was limited in asking children four questions about DV including witnessing physical or threatening behaviour, suggesting these questions may not be sufficient to measure the extent of DV experienced in this age group. Despite the age of this article, the authors posit it remains the most robust prevalence findings for children affected by DV. A later report urged that updated and robust prevalence figures were needed (Bentley et al., 2017).

More recently, SafeLives (2015) estimated that 130,000 children in the UK are living with high-risk DV, where there is risk of serious harm, with many more living in low and medium risk households. Consequently, in the year 2016-17, over 200,000 children under 16 years were referred to Child Protection services as a result of experiencing DV (ONS, 2017). Given the high prevalence rate and the impact on children's wellbeing and safety, the area of DV is an important one to explore in further detail.

### ***Impact of DV on children***

The research shows that a high proportion of children are exposed to DV, yet until recently those children were seen as the hidden and silent victims. Children were thought not to be affected by DV happening in their homes and their "voice" was not heard in systems which focused on the experiences, impact and supports for adults who had experienced the violence "directly" (Abrahams, 1994). Often children are said to "witness" DV however this does not accurately reflect the extent of their involvement in the situation (Clarke & Wydall, 2015; Överlien & Hydén, 2009). Children live and experience it and do so "with all of their senses. They hear it, see it and experience the aftermath" (Överlien & Hydén, 2009, p. 480). As a result, children are increasingly seen as "victims in their own right" (Devaney, 2008, p. 444) rather than simply passive bystanders (Fantuzzo & Mohr, 1999).

Previous research has shown that the impact on children and young people of experiencing domestic abuse is wide ranging, including impacting on their social, emotional and mental health (Thompson & Trice-Black, 2012); their learning in school (Harold, Aitken, & Shelton, 2007); how they interact and communicate feelings (Buckley, Holt & Whelan, 2007); and on their physical health (Stanley & Humphreys, 2014). Despite previous findings, there is little direct research involving how children experience school on an everyday basis, having lived with domestic abuse. Therefore, my original contribution to knowledge is in exploring children's experiences of education using visual methodology, when they have lived with DV. Moreover, there are few studies on teachers' perceptions of children affected by DV. Therefore, a further original contribution to the knowledge base is in exploring teachers' understanding of the impact of DV on children.

## **Context**

Contextually, DV is well established. I will begin with an explanation of the personal context which lead to my study of the research area. In the following sections I then aim to outline the context of DV in terms of the theoretical, historical and socio-political status.

### ***Personal context***

A number of years ago, following the completion of an undergraduate degree in psychology, I commenced a role of support worker with a women's domestic abuse charity, alongside completing a psychology master's degree. My time in that role took me on a journey of learning about my own perceptions and misconceptions of DV. I was humbled by the stories I was privileged to hear and I ended that role with an acute awareness of the impact of domestic abuse on an individual level. Thus, when I explored areas to investigate in greater detail for my doctoral research I was interested in merging my knowledge of psychology and my understanding of DV from the stories I had heard. I wanted to understand the narratives around children's school experiences allowing them creative ways to express themselves. Moreover, as I had limited knowledge about school's perspective of DV I was interested in exploring the views of teachers about the children who had lived with DV.

### ***Theoretical context***

In terms of the theoretical context in which DV is positioned, Walker's (1979) model of the cycle of violence (Figure 1) can be effective in underpinning the core elements of abuse in relationships. Walker (1979) described violence in relationships as cycling three-phases, developed from research with “battered” women. The first phase involved tension building as the abuser’s behaviour became more threatening. The second phase included an “explosion” which Walker (1979) described as being physical. The third phase was calmer, often referred to as the “honeymoon period”, where the abuser presented as caring; until the first phase returned in the cycle. Walker (1979) suggested the cycle could complete in a number of hours or over days and months, and the intensity and length varied between individuals. At the centre of the cycle were the concepts of fear, love and hope which could prevent an individual from leaving that situation. In my practice, Walker's (1979) model has been useful in explaining the cycle DV may present, yet it was limited in the exclusion of emotional abuse and male-to-female violence.

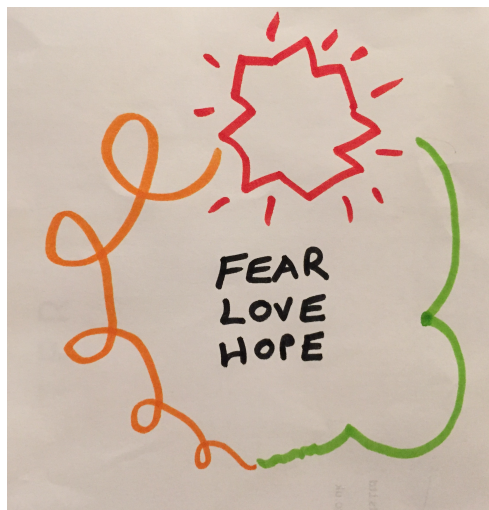


Figure 1: Adapted “Cycle of Violence” (Walker, 1979)

The origins of Walker's (1979) model lay in discussing women within abusive relationships as having a “learned helplessness”, that they had been conditioned in childhood to feel no control over their own lives. Like Walker (1979), Nicolson (2010) expressed that individual factors could increase risk for being a victim or perpetrator of abuse, encompassing a psychological viewpoint. Both authors ally with a feminist perspective that women’s social status relative to men was a maintaining factor of DV

in relationships. The interacting view of individual and societal factors influencing DV is contested by feminists who believe DV is solely a social issue. I suggest that DV can happen to anyone regardless of age, race, gender or socio-economic status, yet it does appear to be reported more by individuals with specific needs. Thus I am positioned within both the feminist and the psychological perspectives.

### ***Historical context***

Historically, a man's "right" to physically abuse his wife was enshrined in British common law. For any "offence" perceived to be committed by the woman the husband was able to "give his wife a severe beating with whips and clubs" (Heckler, 1910, p. 125). The author suggested that it was socially and legally acceptable for husbands to "beat" their wives, and that this happened across the social milieu. As time progressed, however, "wife beating" appeared to happen more in the "lower classes" who continued to use the law as validation of their actions (Blackstone, 1765).

In 1891 the law was abolished, however, reports of instances of legal systems sanctioning violence from a husband to his wife were noted until 1976 (Freeman, 1980). Freeman (1980) argued that DV was a result of the established social order in England, that it was necessary and indicative of the "oppressed and dependent position which women generally occupy in the social structure" (p. 216) and that it was supported by the legal system. Emphasising the relative "powerlessness" and "dependence" of women on men. Recent reporting of DV is on the increase for both men and women (ONS, 2017) thus the main issue remains one of power and control, of one individual over another, rather than being specifically gendered.

### ***Socio-political context***

Smith (1989) suggests that the idea of domestic abuse went in and out of "interest" in the public realm, but that by 1974 DV was a "considerably more social problem" (p.5). Freeman (1980) suggested that the rise of discussion about domestic abuse was related to periods when feminist movements were prominent in the "media". Crossley (2000) suggested that a move at that time was to make the "personal political" (p. 114) in a patriarchal society by linking one's own experience to the more general treatment of

women in society. In doing so, connections could be made between individual experiences and a “collective phenomenon” (Crossley, 2000, p. 114).

Legislation in the form of the Family Law Act 1996 provided a basis for domestic violence to be criminalised in the UK. However, the response to the Police Force in acting to protect people affected by DV was criticised (The Police Foundation, 2014). Less than one in four people are believed to report DV as a crime due to fear, embarrassment, not trusting the police or worry about their children (Her Majesty’s Inspectorate of Constabulary, 2014). As a result more effective legislation was written in the form of the Domestic Violence Crime and Victims Act 2004. That law is necessary for change to occur supports Starmer’s (2011) suggestion that DV was only recognised as a criminal justice issue within the last ten years.

More recently, the Domestic Violence Disclosure Scheme, known as “Clare’s Law” was introduced (Home Office, 2016a) allowing individuals to ask for criminal information about a partner if they felt at risk of DV. Currently, the government are consulting on a Domestic Abuse Bill (HM Government, 2018) in order to raise awareness of DV, ensure survivors are supported and safe, and for more consistent responses across localities. Yet more legislation is not necessarily the answer to reducing the prevalence of DV (British Journal of Criminology, 2017) and any law needs to be coupled with local and national support.

### **Relevance to EP Practice**

Few studies within educational psychology have been published in peer reviewed journals around working with children who have experienced DV. A key contribution to practice on the perspectives of Educational Psychologists (EPs) in supporting children affected by DV was conducted by Gallagher (2014). The author reported that EPs felt they did not have specialist knowledge about DV and safeguarding procedures due to the hidden nature of DV and the stigma around the topic. Additionally, EPs felt a lack of clarity around their role when children were reported to experience DV. Heath (2015) further suggested, in her thesis, that for EPs a lack of time, lack of appropriate resources and limited DV knowledge were all barriers to supporting children.

Despite the difficulties to EPs in supporting children affected by DV, EPs are well placed to support these children. Ellis (2012) suggested that EPs use of consultation skills and knowledge of individual and group processes mean they are well placed to support schools to engage children on the issue of DV. EPs are skilled in facilitating research involving children particularly with sensitive issues, eliciting their views in a person-centred manner (Hardy & Majors, 2017). Additionally, applied psychologists have expertise in conducting and presenting research findings that emphasises practical and theoretical implications. Therefore, it is important that EPs are involved in research involving the impact of DV on children.

### **Chapter 3: Literature Review**

A review of the extant literature revealed that the impact of DV affected children and their families in a myriad of ways. I will outline the literature underpinning the present research into children's lived experience of education, having been exposed to domestic violence. I aim to outline in the following section that children can and are impacted greatly by DV. Specifically, I will explore the impact of DV on children's social and emotional, cognitive, communication and physical needs as they present within education. I will explore the interacting factors of DV and effective evidence-based interventions to support those children. The views of teachers on DV will be illustrated before considering the psychological theory and frameworks that underpin an understanding of DV. I will also outline the literature on creative methodologies.

A literature search with the term 'domestic violence' using the search engine Google Scholar yielded over 2 million results, a large amount of research. Yet there is a paucity of research specifically about children's views of their education having lived with DV. There is also minimal literature conducted by EPs within this arena. Furthermore, research on teachers' perspectives of DV presents a significant "gap" in the literature. This highlights the need for rigorous, in-depth, good-quality professional research in the area of DV in relation to children in education.

#### **Children's Experiences of DV**

A wealth of research has explored children's experiences of living with DV. Gorin (2004) found that children are often more aware of what is happening in their families than adults recognise, however they do not always understand what it is or why it is occurring. Children sometimes had to take up adult responsibilities such as looking after siblings or parents, which could be emotionally and physically difficult for those children (Stanley, Miller & Richardson Foster, 2012). However, not all children responded to DV in the same way or with similar severity of impact and thus services of support should be tailored to individual need (Buckley et al., 2007). In fact, Kitzmann, Gaylord, Holt and Kenny's (2003) meta-analysis of 118 research articles found that over one-third of children experiencing DV were reported comparably to their non-exposed peers in a

number of areas. Thus children's experiences may vary depending on their risk, vulnerability and interaction with their environment, as well as protective factors (Osofsky, 2003).

Children are often best placed to tell their own stories and histories, and Överlien and Hydén (2009) state that:

Children need to be taken seriously as social agents and as active constructors of their own social worlds .... We see children as competent informants...they have their own stories that will help us better understand the issue of children experiencing DV. (p.480-481).

The authors reinforce the view that children are not passive observers. The children in the study reported that violence was not 'normalized', was always present and was constantly on their minds. Överlien and Hydén (2009) stress the importance of seeing children as agents and informants to use their experience as the beginning of understanding the effects of DV on children's lives.

Whilst children are well placed to create their own narratives, they need the means through which to convey their experiences (Gersch, 2001). Additionally, it is important to use qualitative research methods to elicit the voice of children, yet for children living with DV there is a need for cultural and local sensitivity when doing so (Åkerlund & Gottzén, 2017). One of the main focuses of the current research is to understand children's lived experiences and how they make sense of their world, through visual arts-based research (Rose, 2016). The intention was that, consequently, adults working with those children would better understand their perspectives and in turn be better equipped to support them.

### **Educational Experiences**

As introduced, DV has the potential to impact on all areas of a child's development. Following The Children and Families Act 2014, the Special Educational Needs and Disability (SEND) code of practice (Department for Education [DfE], 2015) stated that children's needs are best described using four broad areas of development, including: communication and interaction; cognition and learning; social, emotional and mental



health; and sensory and/or physical needs. The sections below will therefore explore current research within each of these four areas, detailing the impact of DV on children's development.

### ***Social, emotional and mental health***

#### *Social*

Children who have experienced DV often have difficulty in forming and maintaining relationships. These children may also have a reduced social understanding which could affect peer relationships and parental bonding (McCloskey & Lichter, 2003; Sousa et al., 2011). They may have low social self-confidence (Graham-Bermann, Gruber, Howell, & Girz, 2009) and social competence (Fantuzzo & Mohr, 1999). Experiencing DV has furthermore been shown to impact on children's psychosocial development and present as increased conflict with friends (Narayan, Englund, Carlson, & Egeland, 2013). Moreover, secrecy surrounding DV impacted on peer relationships as children avoided becoming close to friends in fear of others finding out about the abuse (Buckley et al., 2007).

In parallel, Moylan et al. (2009) reported that the picture may be more complex than first appears. The authors found increased negative internalising and externalising behaviours when children were exposed to DV and child abuse independently. However, only those children exposed to both showed a higher risk for behaviours when controlling for contextual factors such as family and environmental composition. Yet it could be argued that DV and child abuse are inseparable and that any harmful event on a child constitutes abuse.

Literature on the effect of gender on behaviour when living with DV is varied. Moylan et al. (2009) found that gender did not significantly affect outcomes of behaviour. Conversely, Bowen (2015) displayed gender differences in resiliency for children experiencing DV. Boys who were resilient were reported as more securely attached to their mother and had more interactions with her. Equally, resilient girls were more sociable and showed a calmer temperament. For both groups resiliency was indicated through being less emotional than the less-resilient group. These results from a large-

scale study, although conducted in one county in England, could be used to develop interventions to increase resilience in those children exposed to DV.

### *Emotional*

Children who had lived with DV experienced negative impacts on their emotional wellbeing (Radford et al., 2011; SafeLives, 2015). They may blame themselves for the violence within the home, resulting in feelings of guilt and shame (Stanley et al., 2012; Sullivan, Egan, & Gooch, 2004). Moreover, children may also feel isolated or stigmatized from their communities and friendships (Stanley, 2011). Alongside internalising difficulties, children exposed to DV had increased externalising of emotional difficulties which could manifest as hyperactivity, reduced impulse control, aggression and bullying (Pepler, Catallo, & Moore, 2000). Those children are also more likely to be bullies or victims of bullying; with an increased effect for girls (Baldry, 2003), to respond with anger to conflict (Adamson & Thompson, 1998) and to be physically hurt by intervening in DV (Lee, Kotch, & Cox, 2004).

Indeed, around 40% of children exposed to DV showed clinically significant emotional and behavioural difficulties, compared with 10% for those who did not live in a violent home (Harold & Howarth, 2004). Thus children who experience DV are more likely to internalise and externalise behaviours, which could lead to further issues (Evans, Davies, & DiLillo, 2008). Moreover, witnesses of abuse and direct victims of abuse were at similar risk of displaying challenging behaviour (Sternberg, Baradaran, Abbott, Lamb & Guterman, 2006). Thus, emphasising that children are often not passive observers of DV but actively experience the events.

Alongside, an increase in physical 'aggression' to partners and peers as well as anti-social behaviour has been associated with children who experience DV (Lichter & McCloskey, 2004; McCloskey & Lichter, 2003). The former authors found a mediating role of depression for adolescents. Holt, Buckley and Whelan (2008) stated that experiencing DV increased a child's risk of developing emotional and behavioural problems alongside increased exposure to other adverse childhood experiences.

### *Mental health*

Experiencing DV in childhood or adolescence could increase the risk of increased emotional and mental health difficulties (Thompson & Trice-Black, 2012). Linked to DV are increased prevalence rates of post-traumatic stress disorder (Graham-Bermann & Seng, 2005), depression and anxiety (Lewis et al., 2012). More specifically, Litrownik, Newton, Hunter, English and Everson (2003) found that type of abuse affected children's mental health differently; experiencing psychological abuse resulted in increased anxiety and depression, whereas combined with physical abuse resulted in aggressive behaviours. Moreover, children living with DV have reduced self-esteem and are at increased risk of displaying suicidal behaviours and (Fantuzzo & Mohr, 1999).

Parents' mental health can impact on children's wellbeing and behaviours. Harm to children by a partner was predictive of mothers' levels of depression and post-traumatic stress symptoms (Rivera, Sullivan, Zeoli, & Bybee, 2016). In contrast to these findings, whilst past DV was associated with infants externalising behaviours, this was partially mediated by positive maternal parenting (Levendosky, Leahy, Anne, Davidson & von Eye, 2006). Aligning with the findings, maternal mental health was reported as a risk factor for adjustment problems in children (Graham-Bermann et al., 2009), perhaps therefore the absence of such difficulties could be a resilience factor for children experiencing DV.

Living with DV had longer term effects on mental health. Longer exposure to DV was linked to severe adjustment problems in children related to self-worth, social competence, depression and behaviours (Graham-Bermann et al., 2009). Similarly, parents who reported experiencing DV when their child entered Year 1 of schooling, was directly related to maternal mental health and parenting behaviour in Year 3 (Huang, Wang, & Warrenner, 2010). This had direct effects on children's externalising and internalising behaviours in Year 5, suggesting that DV has a longer term and cumulative effect on children's wellbeing. Therefore, prevention through awareness raising and early intervention are imperative to support children and their families.

### ***Cognition and learning***

The effects of DV can have an enduring and long-term effect on children's cognition and learning. Some children may need statutory support in the form of an Education, Health

and Care Plan (DfE, 2015), others who experience DV may be supported with little or no other additional help in school (Clarke & Wydall, 2015). Furthermore, not all children are affected in the same way, thus emphasising the need for individualised support (Kitzmann et al., 2003).

Children exposed to DV had the poorest outcomes in school attendance, maths and reading compared to the general population of children, more so than experiencing childhood maltreatment (Kiesel, Piescher & Edleson, 2016). An earlier study echoed these results suggesting that experiencing DV uniquely predicted low reading levels (Thompson & Whipper, 2010). The study explored children from low-income backgrounds and as DV occurs regardless of socio-economic status it would be beneficial to research wider groups outside of urban areas. Although only one age group of children was used, aged 12 years is an appropriate time to measure reading differences.

Additionally, experiencing DV at 11 years was reported to be related to low academic achievement at Key Stage 3 in English, maths and science (Harold et al., 2007). As well as showing decreased cognitive functioning (Koenen, Moffitt, Caspi, Taylor & Purcell, 2003). One study suggested that children exposed to DV decreased whole class test scores in maths and reading, and increased disciplinary incidents by peers in the classroom (Carrell & Hoekstra, 2010). It seems difficult to attribute with any certainty that children affected by DV caused such effects, yet the authors state by controlling for class size, composition and individual characteristics they identified DV as a causal effect. A limitation of the study was that children were identified as experiencing DV if they had entered the judicial system, whilst many more children in these classes may be unidentified as living with DV and thus would impact on the results of the study.

### ***Communication and interaction***

Huth-Bocks, Levendosky and Semel (2001) reported that children aged 5-6 years affected by DV scored lower on tests of verbal abilities, but not on visuospatial tasks, when compared to a control group. The authors mediated for the effects of socio-economic status and child abuse, however their definition of DV was limited to having experienced physical abuse. The authors noted an indirect effect of DV on “intellectual

functioning” as a result of level of maternal depression and “intellectual quality of the home environment”.

Research conducted by Lazarus & Folkman (1984) explored the strategies and actions used by children in response to experiencing psychological distress. The use of self-talk and adaptive behaviour to manage stressful events is a typical coping response. However, the authors note that some forms of avoidance coping result in greater psychological difficulties and could affect children’s communication with peers and adults. An apt summary of the effects of experiencing DV in childhood in the area of communication and interaction can be seen below:

The impact of domestic violence on their lives manifested itself with regard to their sense of fear and anxiety in relation to themselves, their siblings and their mothers; their self-esteem and sense of being ‘different’, their relationships (including ambivalent relationships with their fathers); their experiences of education and their sense of a lost childhood. (Buckley et al., 2007, p. 298).

The emotive language used by the authors and use of terms such as ‘lost childhood’ highlight the extent to which Buckley et al. (2007) feel DV can affect children and shape their experiences.

### ***Sensory and/or physical needs***

There is a higher risk of neglect and physical abuse for children who live with DV, which would affect their feelings of physical and psychological safety (Lee et al., 2004). Moreover, children may be at risk of physical injury if they intervene in instances of DV (Stanley & Humphreys, 2014). Indeed, SafeLives (2015) reported that 62% of children affected by DV were directly harmed as a result. In particular, a study by Valente et al. (2015) indicated that reports of bodily harm to the police had a higher prevalence of children being injured than any other age bracket, in particular with head and neck injuries. This could be due to the vulnerability of children in their physical stature, wanting to intervene and perhaps being less able to hide such injuries than adults. The study was completed in Brazil and with females thus cultural differences may mean the results are not transferable in terms of statistics and experiences in the UK context.

In England for identified children in need, 49.9% had domestic abuse as an identified

factor (Department for Education, 2017) and the proportion of children subject to child protection plans who had experienced DV ranged between 27-55% suggesting a link between risk of harm and domestic violence (Cleaver et al., 2011). Furthermore, evidence suggests that adults who perpetrate violence towards their partner are more likely to abuse their children (Holt et al., 2008).

In terms of physical health Graham-Bermann and Seng (2005) reported that children exposed to DV had more health conditions than their non-exposed peers. This has implications for healthcare. Specifically, some of the recommendations for health care professionals are a) to be better trained to identify and assess DV in children in order to safeguard families, b) to work more collaboratively in a multi-agency way and c) to support the most vulnerable groups experiencing DV (Department of Health [DoH], 2017; National Institute for Health and Care Excellence, 2016).

### **Interacting Factors**

A multitude of interacting factors which occur alongside DV mean it is difficult to indicate with certainty a causal relationship between DV and a given effect. As a result the DoH's (2017) action plan for improving services for women and child survivors of abuse recognised that violence was a risk factor where there were multiple issues within families. Kitzmann et al.'s (2003) meta-analysis reported a significant relationship between inter-parental violence and overall child outcomes. The research stated that 63% of children exposed to DV had lower outcomes than those not exposed to DV and that these outcomes were not significantly different from those who were physically abused. A number of interacting factors affect the impact of DV on children. These include social deprivation, alcohol and drugs, and ongoing abuse.

### ***Social deprivation***

DV happens regardless of socioeconomic status and across all social milieu (Walker, 1979). Yet research has reported a link between social deprivation and increased reporting of DV. Gewirtz and Edleson (2007) stated that poverty posed the most significant threat to school readiness for school-aged children. In particular, the cumulating effect of social deprivation and DV can affect secure attachments to primary caregivers and future academic attainment. Similar literature documents an increased

risk of harm for children when DV interacts with poverty (Osofsky, 2003). The accompanying factors to poverty such as impact on parental mental health, unemployment and feelings of disempowerment could be maintaining influences on DV within areas of social deprivation.

### ***Alcohol and drugs***

The relationship of DV with drugs and alcohol is contested. In a study, 32% of survivors noted the perpetrator of DV had been drinking (Finney, 2004) and further research showed 8% were under the influence of drugs (Mirrlees-Black & Byron, 1999). Yet this does not negate the violence that occurs, which is likely to happen regardless of alcohol consumption (Galvani, 2004).

Mumford, Liu, and Joseph (2018) reported that women who were labelled as “higher risk drinkers” before pregnancy, were significantly more likely to experience physical abuse during the first stages of parenting, than those who did not drink. Moreover, Mumford et al. (2018) found that for non-drinking women, if the child’s co-resident father engaged in binge drinking, the woman was three times more likely to be physically abused in the early stages of parenting. The authors suggest that discordant drinking patterns may be a defence mechanism for mothers in order to attempt to keep themselves and their child safe. Heavy drinking was defined as having more than four drinks per week, however, there was no record of whether the drinking was during one day or over a seven-day period, which may impact on the results.

The role of alcohol in perpetrating DV is one of the myths that DV charitable organisations are attempting to address in order to negate blame on external factors. However, given the co-morbidity between DV and alcohol, I believe such factors need to be included in any policy or support which is provided to survivors and perpetrators. It is important to explore the interaction of individuals with their environments and with each other to successfully begin to enact change and bridge the gap between prevention research and practice (Wandersman et al., 2008).

### ***Longer term impact***

Significantly, Artz et al. (2014) reported that experiencing DV had a cascading effect for children in that exposure to DV had a long-term impact on all areas of development. Furthermore, the authors suggest that each area of development interacts over time to create a cumulative effect on the child. The authors highlight some of the limitations of research into DV, such as lack of clarity on definitions, small and limited samples and over-reliance on self-report measures. A much needed critique is that there is limited research into ranges of children's involvement and experience of DV. Supportive of this view Howell, Barnes, Miller and Graham-Bermann (2016) state the long-term and interactive effect living with DV could have on children. Indeed, experiencing DV could result in higher Adverse Childhood Experience (ACE) scores due to associated effects, which could have harmful effects across the lifespan (Anda et al., 2006).

### **Interventions**

In a 2016 strategy for ending violence against women and girls, the UK government highlighted the need for a stronger evidence base to be central to interventions supporting survivors of violence (HM Government, 2016). Research into the effectiveness of current interventions for children and families who have experienced DV is lacking, particularly in the UK (Rivett, Howarth, & Harold, 2006), suggesting the need for increased evidence-based research in the area. Nonetheless, at present, the research suggests that interventions should be person-centred, collaborative, work with systems and have targeted approaches for specific children.

### ***Person-centred***

A recent review suggested that holistic and child-centred approaches should be taken to delivering children's services (Holt et al., 2008). In particular, allowing children to share their experiences and what they want in terms of support is important. Specifically, children wanted someone to talk to who would listen to them and who they could trust, as well as age-appropriate information to help them understand the abuse (Gorin, 2004). Furthermore, children needed safe places where they could talk about what was happening to them, this could be within their local communities, in schools or with their families (Rivett et al., 2006). The authors suggest the need for community responses to DV so that children understand safety is valued in their locality and they



will receive help to be safe if necessary.

A study on children's perspectives by Buckley et al. (2007) found that some children felt school was a safe place. However, other children felt unsafe, for example reporting fear of being bullied if their peers found out about their home situation. Other children in the study did not feel safe in school as they found it difficult to concentrate due to worry or lack of sleep. Children in the study noted that it would have been helpful for them if teachers had a greater awareness of DV and its impact. Children felt that talking about their experiences may have helped them process and manage the impact. Providing services such as time for a homework club and promoting achievement in school were also expressed to be helpful for children. Additionally, most children would have liked someone they could talk to so as not to feel alone and different from everyone else, perhaps a mentor or group intervention would be helpful. The information from this study provided valuable insight into children's perspective of DV particularly in schools and what they would like to happen in order to be more supported and feel less isolated.

### ***Collaborative***

Evidence suggests that successful interventions for DV work with both parents and children. A review by Ofsted (2017) found the best approaches to support the impact of DV focused on the child, were family-centred and received a multi-agency response. For example Holt, Kirwan and Ngo (2015) found that group work with mothers and children produced a supportive environment where experiences of DV could be shared, as well as enabling positive parent modelling and increased awareness of DV and its impact on child development. Indeed, a core component of intervention success is parent's engagement with the child's perspective on domestic violence (Stanley et al., 2012), which further emphasises the importance of exploring children's views. Working with both mother and child could reduce feelings of blame and reduce trauma symptoms, yet mothers felt it was more effective for children than themselves (Sullivan et al., 2004) suggesting parents may continue to engage in self-blame after DV has ceased.

Moreover, community-based intervention to reduce the effects of DV has been successful in reducing internalising and externalising behaviours (Graham-Bermann, Lynch, Banyard, Devoe, & Halabu, 2007). Interventions which aim to build resilience may

be helpful in developing self-esteem and self-efficacy as well as having consistent and collaborative support from caregivers, friends and adult professionals (Stanley, 2011).

### ***Systemic***

DV awareness in schools is not a statutory duty however Personal, Social and Health Education is a prime arena to address the area of DV. Only 13% of young women surveyed by Refuge said they gained their knowledge of DV from schools and 59% would not know where to seek support about DV if needed (Refuge, 2009). As a result of the survey, Refuge (2009) recommended the UK government make learning about DV a statutory part of the curriculum and implement whole-school approaches to tackle the issue. The reason for such awareness raising is in order to teach children about the impact and effects of DV, how to identify unhealthy relationships and where to seek support. By reducing the secrecy and stigma surrounding DV, awareness raising can be effective in changing unhelpful attitudes towards abuse (Wagstaff, 2009; Wolfe & Jaffe, 1999). Teaching about healthy relationships in schools is already part of the curriculum in England, however, it is often not prioritised by schools, perhaps due to a lack of knowledge by teachers. In 2017 the UK government urged schools to prioritise teaching about healthy relationships and domestic abuse, however, to my knowledge the effects have not yet been measured (Ofsted, 2017).

The NUT in 2005 published their first guidance to schools on DV, which suggested more systemic approaches to prevention and safeguarding children affected was needed (National Union of Teachers [NUT], 2005). Although the NUT has not published more recent guidance on DV, they provide curriculum resources to support lessons on DV, reducing gendered stereotypes and violence against women. However, these resources are provided for Key Stage 3 children onwards. A scarcity of research and a lack of resources for children under 11 years affected by DV suggests the need for study into the experiences of younger children.

### ***Targeted***

Some children affected by DV will require interventions which are targeted to specific areas of need. One such support could be the use of a trusted adult in school. Thornton (2014) found that children were more expressive in their emotions after leaving abusive

situations and the author highlighted that schools could take on the role of being an attuned adult in order to contain and co-regulate children's emotional responses. In particular, the presence of at least one caring and supportive adult in a child's life can be a critical protective factor for children (Holt et al., 2008). The study considers family or extended family as key caregivers, yet trusted and caring relationships with any adult, perhaps in school, can be helpful for children. Supportive, dependable relationships with adults can help children affected by DV (Unicef, 2006). However, professionals may feel unskilled in supporting children affected by DV. Indeed, it was reported that mental health professionals in schools were unprepared to work with children experiencing DV due to lack of knowledge about specific interventions. The research suggests there is a need for specific and targeted interventions devised for professionals working in schools (Thompson & Trice-Black, 2012). For example, peer group counselling may be effective in reducing emotional difficulties for children (Pepler et al., 2000).

### ***Multi-agency response***

Clarke and Wydall (2015) highlighted the need for and importance of a multi-agency response in relation to best supporting and safeguarding children from DV. The authors concluded that professional response to DV depended on individual perspectives of DV, organisations and the administrative scope of their roles. However, it was not enough for professionals to simply be aware of DV from a children's perspective but they needed active involvement with children in order to determine and effectively respond to their needs. Indeed, victims and perpetrators of DV all felt that professionals who listened to their views and validated their accounts was important (Stanley et al., 2012). Professionals not engaging effectively in such a manner was reported to reinforce children's perceptions of their own powerlessness.

In particular, a review found that interventions at an individual and systems level with professionals increased collaborative working, increased referrals and improved the screening for DV in terms of safeguarding (Turner et al., 2017). However, the research was limited in its focus on interventions addressing parent-to-parent violence not between other family members and in the small number of studies reviewed.

There are barriers to multi-agency working. These include co-morbid difficulties alongside DV meaning multiple clients, responses and agencies which makes it difficult to determine who is responsible for each factor. Clearer boundaries and more collaborative working between professionals could lead to improved outcomes and safety for children experiencing DV (Stanley & Humphreys, 2014). In agreement, Peckover and Trotter (2015) found that multi-agency frameworks were important, however, greater understanding of how these systems work, focusing on the impact of DV on families, with clear designated leads were key to safeguarding children. The authors concluded that reflective practice on casework was valuable for improving responses to support children and parents living with DV.

### **Teachers' Experiences of DV**

Literature on teachers' perspectives of supporting children who have experienced DV is scant. A review of the literature found one paper which had explored the issue specifically. Ellis (2012) suggested that knowing a child well was found to be key in noticing differences in children and thus effectively safeguarding them. Training increased teacher confidence in supporting children affected by DV as well as knowing about procedures and systems in school.

The views of teachers in schools is often not a key area of research in domestic abuse research. Yet teachers spent a significant amount of time with children during each weekday, and often had insight into those children. Teachers are therefore well-placed to describe the impact of DV on children, and thus to support those children on a daily basis. Relationships with teachers in school was reported to be important for children's development (Bergin & Bergin, 2009). In particular, having an adult the child could trust, who was in tune with them and safe as well as responsive to their needs, was important to children (Thornton, 2014). The dearth of peer-reviewed research on teachers' views of domestic abuse, and their relational bonds with children, suggests it is necessary to explore teacher views about DV and to understand their experiences of supporting children.

## **Psychological Frameworks**

A number of psychological theories and frameworks for practice can be used to help understand and support children affected by DV. These include social learning theory (Bandura, 1977) and attachment theories (Ainsworth, Blehar, Waters, & Wall, 1978; Bowlby, 1969).

### ***Social learning theory***

Social learning theory (Bandura, 1977) has been cited in DV literature with links to children expressing externalising behaviour as a result of replicating physically hurtful behaviour seen from one parent to another (Anderson & Kimberly, 2008). The theory posits that children learn through interaction with other individuals, learning through copying their actions. Children living with DV were linked with perpetrating or receiving abuse in later adult relationships (Stith et al., 2000). The strength of the effect in the authors' meta-analysis ranged from weak to strong depending on the study suggesting the results are more variable between studies.

The most recent study, to my knowledge, suggests an intergenerational transmission of violence, that exposure to DV in childhood is significantly associated with perpetrating intimate partner violence in adulthood (Murshid & Murshid, 2018). The study was conducted in Bangladesh and with an all-male sample therefore a more representative sample illustrating a cross-section of the population experiencing DV may be helpful to consider any patterns across individuals, but also across cultures.

Whilst social learning theory can be useful in understanding the perpetuation of DV and accounting for risk factors in later relationships, it may be too simplistic of a model. Kelly (1994) stated that the theory excludes the complex processes of sense making involved in human interaction and hence interpretation of events. Moreover, the theory does not account for children who live with DV and do not copy and use this behaviour (Dryden, Doherty, & Nicolson, 2010). Additionally, Bevan and Higgins (2002) reported that neglect in childhood was predictive of physical abuse to partners, but witnessing DV was not. Rather, witnessing DV was associated with later emotional but not physical abuse of a partner, suggesting not copying of behaviour but deeper psychological mechanisms. Although the study used only men as participants, and those who attended counselling,

perhaps resulting in a reporting bias. The results do indicate an alternative to social learning theory should be considered when exploring DV, particularly to explore the interaction of a number of factors involved in individuals perpetrating DV.

### ***Attachment theories***

The impact of DV on children may be explained in part by attachment theories (Ainsworth et al., 1978; Bowlby, 1969). The theories posit that children form relationships with their caregivers; when this is appropriate, warm and responsive, secure attachments are formed. Bowlby (1969) suggested that attachment to a primary caregiver was functional and acted as a survival mechanism for the infant who was fully dependent on the caregiver for their physical and emotional needs. This included protection from injury and emotional distress (Goldberg, Grusec, & Jenkins, 1999).

When threats to the caregiver-child relationship emerged so that children do not have their needs met, insecure attachments develop. This could happen in DV when the abusive parent presents as unsafe physically or emotionally. For the abused parent, the abuse may mean they are not emotionally or physically able to develop a secure relationship with their child. For instance, the need to survive abuse may override any emotional capacity to bond with a child. One mother described their experience of DV as, "I was too busy protecting my baby to attach" (Buchanan et al., 2014, p.713) highlighting the idea that the emotional capacity of individuals affected by DV is overridden by their need for survival. The authors suggest that DV presented a persistent threat to physical and psychological safety to mother's infants. However, the group of individuals studied was a selective group of 16 mothers and thus the views of a more representative group may be useful to explore.

Few other studies have explored the effects of DV on child attachment directly. One such study found that women exposed to DV during pregnancy reported reduced attachment to their babies at 6 months (Quinlivan & Evans, 2005). Moreover, in later life DV appeared a factor in adult perpetrators presenting lower levels of attachment security (Goldenson, Geffner, Foster, & Clipson, 2007). Other studies, whilst not focusing directly on DV, reported the impact of insecure attachments. For instance, children with insecure attachments performed academically lower than securely

attached children (Bergin & Bergin, 2009). Moreover, stronger attachments in adolescence were related to lower levels of antisocial behaviour (Sousa et al., (2011).

Using attachment theories as a framework for understanding DV has created effective interventions to support children and families. In particular, supporting parents through healthy relationship awareness, being responsive and promoting connection to communities, promoted secure attachments with mothers and their children (Gewirtz & Edleson, 2007). Thus attachment theories could be helpful in explaining and reducing the impact of DV on children by informing interventions and professional practice.

### **Creative Methodology**

Leonard and McKnight (2015) suggest using visual research methods can help to reduce the power imbalance of researcher and participant and enables the participant to become an “expert” in their own lives. Visual tools therefore may be particularly useful for working with children who have experienced DV, having previously experienced a power imbalance in a parenting relationship. Moreover, Baker (2015) described the use of pictures with children as enabling them to share their understanding of a topic more effectively than they could verbally. I will outline in this section the literature on visual methods and the value of using such tools within DV research. In particular I aim to outline specific tools which I have used in my research to elicit the views of children and teachers.

### ***Visual methods***

Visual research methods have been used with “difficult to reach” groups. For example, Chase, Mignone and Diffey (2010) utilised the approach with aboriginal communities who had experienced DV, as an assessment and research tool as well as a preventative and therapeutic process. Chase et al. (2010) explain that using symbols can be a means of allowing individuals to tell their story in a culturally sensitive way. The authors argue that symbols allow individuals to reflect on resilience and protective factors within traumatic situations that aids breaking free from the cycle of violence.

Visual methods are also useful in order to work symbolically. To create images in order to elicit talk and extend vocabulary but also to illustrate a visual representation of one’s

experiences (Thompson et al., 2008). For example, producing images in particular places can be participatory and promote articulation (Haw & Hadfield, 2011). Allan and Tinkler (2015) suggested that the use of visuals in such a way “makes it possible to see educational contexts as spaces where non-human forces are equally at play and are factors in children’s learning and becomings.” (p.799). Therefore, visual methods are valuable in exploring educational settings through using individuals, objects and the environment.

The reason that visual methods may be useful when working with children affected by DV could be that traumatic memories are experienced differently than non-traumatic memories. Rolston (2010) states that narratives around these memories cannot develop or fade and are “locked in an eternal now.” (p.248). The author states that “symbols can be the bridge between the past and the future which makes the present tolerable” (p.300). Additionally, Thornton (2014) explored the emotional impact of DV on young children, utilising more creative methods of data collection through drawing. Thornton stated:

Young children who have lived with domestic violence are a particularly suitable population for creative methods of data collection such as play and art. Their developmental stage leaves them less able to verbally convey their experiences, particularly since memories of traumatic events at any age are commonly stored in affective, non-declarative memory making them less accessible for verbal recall (p.92)

Furthermore, symbolic representation in play can be used to explore emotions expressed as a result of traumatic life experiences, meaning that research using visual arts-based methodology may be most appropriate to explore children’s experiences in a qualitative manner (Thompson & Trice-Black, 2012). Therefore, the use of visual methods seemed appropriate due to the nature of domestic abuse when exploring the views of children.

### ***Visual tools***

The methods used within my research are an amalgamation of approaches which may best be described as Clark and Moss' (2011) “Mosaic approach”. The Mosaic approach was initially produced as a way of listening to children’s views about their environment using visual and kinaesthetic communications. Since then it has been used by a number



of different researchers. The approach has become synonymous with utilising a variety of materials in order to give insight into how children and adults co-construct meaning. The process of reading the extant literature and attending a practical workshop on visual methods (Allan, 2017) lead to my research design for the study. The methods included using photo elicitation, walking interviews and map drawing encompassed by a mosaic approach for phase 1, and SSM incorporating a Rich Picture for phase 2.

### *Maps*

The use of drawing maps has been used with children as a method of illustrating their views about place. It has been used symbolically and suggested to be particularly useful with younger children (Liben & Downs, 1989). Map drawing allows for the elements of language, colour and images to be intertwined rather than using single communicative elements (Dicks, Soyinka, & Coffey, 2006). Studies on children's map drawing have considered mapping of neighbourhoods (Hume, Salmon, & Ball, 2005) and their route from home to school (Rissotto & Tonucci, 2002). There are few studies which use map drawing of schools with children to elicit their views. One example is Clark's (2011) "map making" which included children sticking photographs from their environment alongside drawings to understand their experiences within school. The value of map drawing when working with younger children illustrates that it is a useful tool to elicit the views of children, in particular, of the school environment.

### *Walking interview*

The use of walking interviews is a relatively recent method within research design yet can provide rich data through an individual's environment. Walking around a space and capturing images can allow for a multi-sensory embodied experience which gives insight into how children place make (Pink, 2007, 2008). The use of a walking interview is described by Evans and Jones (2011) who reported that walking, as opposed to sedentary approaches, provided rich narratives about place. Like the authors, my walking interview was intended to be led by the children and "thus partially made up on the spot" (Evans & Jones, 2011, p. 850). Clark and Emmel (2008) highlight the significance of place in illustrating significant events, everyday events and social relationships. Walking interviews can therefore be used to explore how individuals make sense of the world.

### *Photo elicitation*

Photo elicitation is used often when eliciting children's views. The aim being, as Prosser and Burke (2008) describe, that "seeing the world through the eyes of a child means literally getting down to the eye level and realising the difference that scale makes in a person's view of the world." (p. 417). Indeed, through photographs individuals portray their relationships and social hierarchies (Rose, 2016). Photo interviews are a method of using visual images as a prompt for further narrative, are less direct than face-to-face interviews and allow for expression outside of the verbal realm (Collier, 1957). It is a method of co-constructing reality between the researcher and participants, and for individuals to tell their stories through images which reflects their experiences (Pink, 2013). Additionally, so that children can share their reality through the camera lens (Leonard & McKnight, 2015). In using photographs, children become experts of their environments and tell a story that expresses their reality (Keat, Strickland, & Marinak, 2009).

A doctoral thesis within the discipline of educational psychology (Wagstaff, 2009) used photo elicitation with children exposed to DV to explore what was important to them. The research allowed children to capture what was important to them and do so through a lens of which they had control. Bird (2018) explored using collage with women who lived with domestic abuse as a way to explore their "transitional story", highlighting the possible value and richness in using arts-based methodology. Bird's (2018) findings illustrate my own aims for the research that "visual representations, when combined with spoken words, created stories that reference the past, present and future." (p. 14). Therefore, using visual methods seemed appropriate in my research to allow children to create stories that would help me understand their past, present and future reflections about education.

### *Soft Systems Methodology*

SSM can be effective as a research tool for exploring complex real world problems (Rose, 1997). It was originally created within systems engineering and developed later by Checkland (1989, 2000) to encompass a social element. In contrast to a "hard" system, which includes the explicit and objective parts of a system, "soft" systems are more

subjective, about personal experience, recognising that we have different perspectives of the world. The use of Rich Pictures within SSM involves creating images with the rationale that “our intuitive consciousness communicates more easily in impressions and symbols than words....[and that] drawings can both evoke and record insight into a situation.” (The Open University, n.d., para. 1). SSM is a ‘sense making’ approach which highlights how people in certain situations create meaning of their world and act in a purposeful way. Thus, SSM seemed appropriate to explore teacher views of DV, a complex real world scenario, using a creative method.

### *Focus group*

Focus groups are well suited to discussing areas of a sensitive nature in a group context (Wilkinson, 2008) and allow for a flexible and dynamic approach. Wilkinson (2008) suggested that focus groups allowed researchers to observe how individuals collaboratively made sense of the world and at times changed in relation to the social situation. Focus groups are not fixed to a particular theoretical framework and thus fitted within an interpretative framework. A unique feature of focus groups is that individuals can “discuss, debate and (sometimes) disagree about key issues” (Wilkinson, 2008, p. 187). The use of focus groups thus seemed appropriate to elicit teachers’ views about the sensitive topic of DV.

## **Chapter 4: Methodology**

It is important to explain further my “weltanschauung” (worldview), having outlined the rationale and context for the present study and explored the extant literature. Firstly, I will describe my methodological position through the concepts of epistemology and ontology. Secondly, I will explain the qualitative analysis approach which includes IPA and thematic analysis. Finally, I will outline the design of phase 1 and phase 2 as well as highlighting the aims and research questions for the study.

### **Methodological Position**

I aim to outline some of the underpinning ideas and foundations which led to my methodological approach. In particular I will explore a two-paradigm approach within psychology research before exploring my ontological and epistemological perspective.

#### ***Two paradigms***

Within psychology, research generally adopts one of two paradigms; positivism or interpretivism. Historically, psychology was seen in terms of a positivist perspective, perhaps in a bid to make psychology appear more “scientific”, objective and therefore more “credible”. Within the positivist position the domains of cognitive and behaviourist psychology were firmly rooted. Ashworth (2008) described positivism as the quest to find a single truth or real world through testing hypotheses in order to explore how variables interact and affect each other. The author states that, broadly, positivists believe that the world can be measured and favour quantitative methods of data collection and analysis.

On the other hand, using a more interpretative approach means exploring how people create their own realities. Ashworth (2008) posited that there are three types of ways that individuals can be viewed in qualitative psychology: as variables, propositions or meanings. In relation to an interpretative epistemological position, I aimed to explore meanings, that is, individual’s lived experiences and how they make sense of the world.

### ***Ontology***

My ontological position is that reality is constructed by individuals as a result of their perception of the world in interaction with other individuals. My views seem to be encompassed within the interpretative perspective of “Post-modern Constructivism” (Furlong & Marsh, 2010; Smith & Osborn, 2008). Rather than one universal truth, I perceive there to be multiple truths and stories which exist within the world based on individual experiences and interactions. My approach draws on narrative psychology which aims to understand another’s experience at a specific time and space, rather than attempt to find more general patterns (Crossley, 2000). In summary, I believe that one can make acceptable if tentative claims about how the social world looks for specific individuals whilst understanding the interpretative bias that individuals can have within the research encounter.

### ***Epistemology***

My epistemological position is that individuals are experts in their own lives and that we co-construct our understanding of knowledge which tells us about our experiences. My overarching aim of the research was to understand children and teachers’ perspectives as closely as I could, with the understanding that I would also look through my own “lens” and hence potentially “see” a different picture than they portray. The use of narrative is important and distinctive because narratives tell us how individuals make sense of the world in relation to their interactions. In turn, how we then see and interpret those narratives is important to how we make sense of the world.

I was interested in individual experience and the study of a certain experience or phenomenon. My methodological position is consistent with using an IPA and thematic analysis approach. I considered the use of grounded theory as a method of analysis rooted in the data however my aim was not to develop theory or make generalisable claims (Charmaz, 2015).

### **Interpretative Phenomenological Analysis**

IPA is concerned with the way that people make sense of their world and the experiences within it. An underpinning value is that as humans we seek to interpret the world in which we live and are able to interpret the interaction of people and things in

our environment. In order to explore how people make sense of these experiences, IPA uses three core strands: phenomenology, hermeneutics and idiography. Traditional phenomenology was about exploring individuals experience of life, as described by Husserl (1970). This phenomenology was at the descriptive level yet IPA is concerned with how individuals perceive and make sense of the world, within an interpretative tradition, as outlined by Heidegger (2010). Moreover, IPA's focus on the idiographic maintains exploration at the level of the individual, it is concerned with the particular, which are interpreted and "understood within discourses, contexts or traditions." (Furlong & Marsh, 2010, p. 199). IPA also uses double hermeneutics which means recognising that the researcher is attempting to make sense of the participant's meaning making (Smith & Osborn, 2008).

Using IPA allows the researcher to consider higher level reflections using a psychological lens to enlighten understanding of the research (Pietkiewicz & Smith, 2014). Moreover, IPA allows the researcher to be adaptable and creative in data collection and analysis; it is subjective but it is also "dialogical, systematic and rigorous" (Smith, Flowers, & Larkin, 2009, p. 80).

It is stated that interpretation is inevitable, we constantly interpret and re-interpret the world and this is a constantly evolving process (Smith & Osborn, 2008). Whilst the purpose of using IPA as a tool for analysis is not to determine generalisable interpretations, the reader may make their own connections and extrapolations. Smith and Osborn (2008) iterate that "the readers make links between the findings of an IPA study, their own personal and professional experience, and the claims in the extant literature" (p.56). Hence, the reader's interpretation of the researcher's findings is critical to the implications of the findings in practice.

Interpretivism and IPA are not unique to the discipline of psychology or education, and perhaps suggest more ethnographic or sociological approaches. However, the paradigm is useful in exploring the lived experiences of individuals which allows us insight into their social worlds. Indeed, overlap within disciplines is necessary for change and innovation (Allan & Tinkler, 2015).

## **Thematic Analysis**

IPA is increasingly used as a method of analysis within focus group research (Palmer, Larkin, de Visser, & Fadden, 2010; Phillips, Montague, & Archer, 2016). It is suggested to add depth of analysis by exploring the “groupness” as well as individual experiences, and to provide rich data (Phillips et al., 2016). However, using IPA with groups may result in difficulty focusing on individual experiences and lead to less detail in the idiographic, a core feature of IPA (Tomkins & Eatough, 2010). Additionally “multiple voices, and the interactional complexity” (Smith et al., 2009, p. 71) present challenges to employing IPA with groups. Thus, aligning with my interpretative stance, whilst acknowledging the hermeneutics involved in the research, I utilised thematic analysis for phase 2 of the study.

Thematic analysis is posited by Braun and Clark (2006) to be a flexible method of analysis which can be used both within other forms of analysis and as a standalone method. Phase 2 of the research explored teachers’ perspectives of children who had experienced domestic abuse through thematic analysis. I used the method in an inductive manner, driven by the data, acknowledging that my view as researcher would also impact upon my analysis. In relation to my theoretical positionality, my use of thematic analysis was at the interpretative level, suggested by Boyatzis (1998), rather than only at the semantic or descriptive level.

## **Research Design**

The research design encompassed a two-phase study which I aim to outline briefly.

### ***Phase 1***

Phase 1 of the research aimed to explore the lived experience of children in educational settings who had been exposed to domestic abuse. The objectives of this phase were to explore how children living with domestic abuse experienced education, to find out what was important to and for those children in educational settings and to use image-based data collection methods in order for those children to share their experiences.

The research questions in phase 1 were as follows:

- How do children describe their educational experiences through words and visual processes?
- What do children express is important to them for their education?
- To what extent are visual arts-based methods effective in describing children's experiences of education?

Figure 2 illustrates the components of phase 1 and phase 2 in order to visually display the elements within each phase. The pictures in Figure 2 depict the main elements of each session in phase 1.

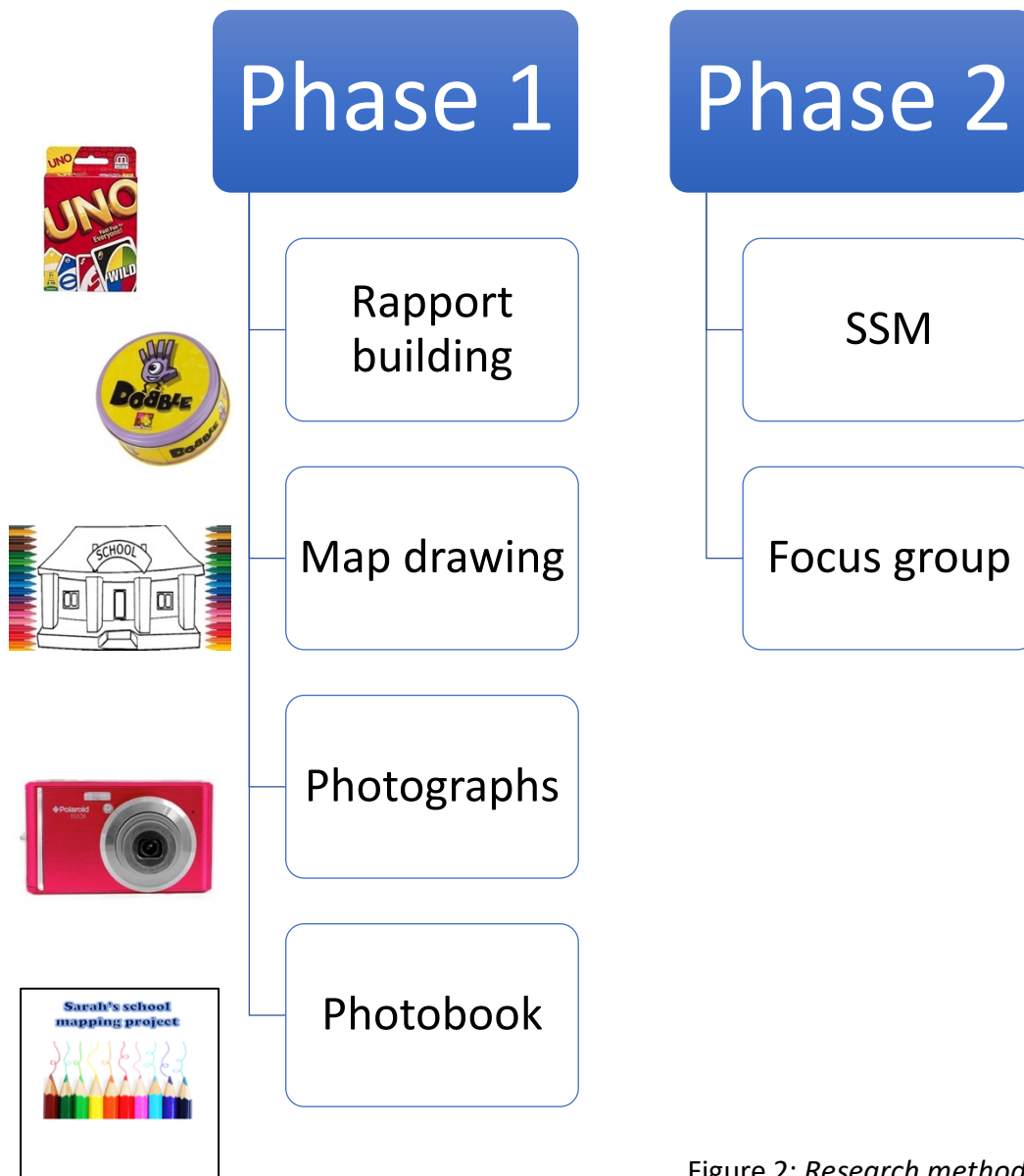


Figure 2: Research methods



## **Phase 2**

Phase 2 of the research aimed to explore the views of teachers on DV and the implications for working with those children in schools. The objectives of phase 2 were to explore teacher perspectives of the effects of domestic abuse on children, to share the experiences of children who took part in phase 1 and to compare teacher and child perspectives of how children perceived their learning environments.

The research questions in phase 2 were as follows:

- What are the views of teachers about the impact of domestic abuse on children's experience of education?
- To what extent do teachers feel that hearing about the views of children who have experienced domestic abuse will change their practice in teaching children affected by domestic abuse?
- In what ways is soft systems methodology an effective method of eliciting teacher perspectives?

Figure 3 demonstrates that phase 1 findings were used to inform part of the phase 2 research. The aim was that by completing phase 2 teachers would then change part of their practice in supporting children affected by DV. I have included a question mark in Figure 3 to indicate the unknown effects this may have.

## **Ethical considerations**

The Health and Care Professions Council (2015) standards of proficiency state that psychologists should practise autonomy, beneficence, non-maleficence and social justice in regards to ethical working (Fox, 2015). The research held these ethical standards as a base from which to conduct research with children who had experienced DV. Ethical approval was received from The University of Exeter (see Appendix B) and the complete ethical application form can be seen in Appendix C. Informed consent was gained by schools, parents/carers and children for phase 1, and from teachers for phase 2. Information was anonymised and confidentiality maintained.

### ***Consent***

The consent form for parents and children differed. The consent for parents outlined the purpose of the research being to explore children's experiences of school having lived with DV whilst the children's consent form did not include information about DV; children were consenting to participate in a "school mapping project". The reasons for this were 1) I did not want children to experience unwanted or unpleasant thoughts or feelings as a result of participating in the research 2) children may have lived with DV in their early years and may not have conscious memory of the event/s and 3) I did not want children to be identifiable as having experienced DV within their class or school setting, therefore the title "school mapping project" was used.

It is possible that some of the children knew that they were identified to participate in the research as a result of living with DV through parents sharing this information. This could have impacted on how much or little the children shared with me. However, no child talked to me about knowing this information.

### ***Reducing possible harm***

Children who have experienced domestic violence are a vulnerable group even after the DV has ended. Although the topic of domestic violence was not discussed during the research with children, having been identified due to previously experiencing DV there was a potential that children involved would experience adverse effects. Therefore I planned to minimise any possible harm by considering the ethical implications of the research.

As a Trainee Educational Psychologist I was sensitive to the needs of the children in the project and aware of the need to take breaks, to be sensitive and reflexive to how the child was feeling and ensure the children had the option to have a member of staff accompany them if they chose. If a child did experience unpleasant or unhelpful feelings, memories or thoughts whilst completing the research I had planned to allow the child to talk about their feelings if they wanted to, to return to their classroom or a safe space in school and/or talk to a trusted and known adult. Further, I had planned to check-in at a later date with the school to ensure if a child had experienced discomfort as a result of the research that the usual support processes within school were being followed. If

necessary, parents/guardians would have been informed. In the research no child expressed or was reported by school to experience uncomfortable feelings during or after participating in the project.

### ***Disclosure***

If a child had made a disclosure to me during the research I had planned to contact the designated safeguarding officer in the school to pass on any information that was of concern. If a disclosure was made by a child about an illegal activity I would have contacted the appropriate statutory authority in order to pass on any information which may have affected the child. Neither of these instances happened during the research.

If a teacher experienced unpleasant or unwanted thoughts or feelings as a result of taking part in the research I had planned to provide those individuals with signposting to external agencies. It was surprising that one teacher made a disclosure about experiencing childhood domestic violence whilst taking part in the research. In that situation I spoke to the individual after the session to ask if they would like to talk about what they had disclosed and offered information about external agencies which support the impact of DV. The teacher did not want to speak at the end of the session about any of his experiences.

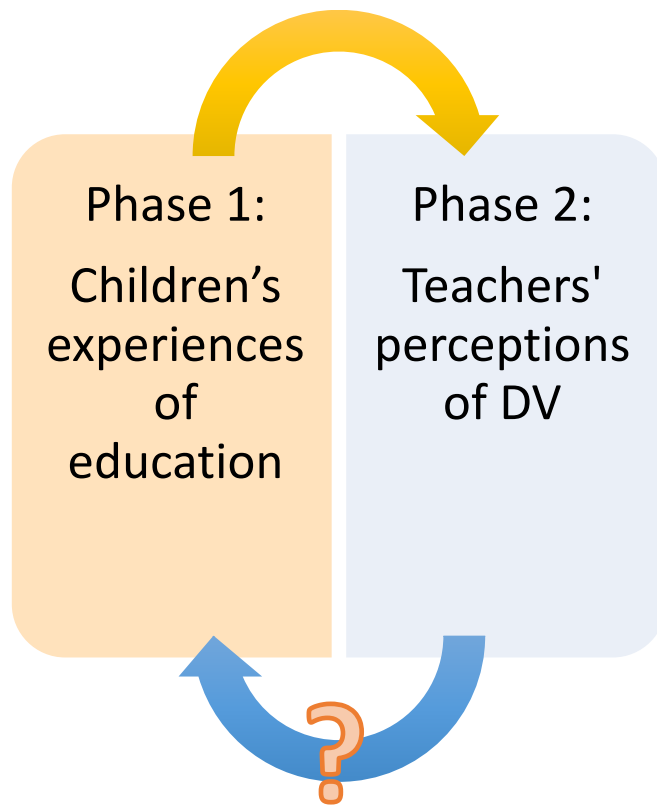


Figure 3: *Research design*

## Chapter 5: Phase 1

Phase 1 involved working with children. The aim was to explore the lived experience of children in educational settings who had lived with DV. Visual methodology was employed to elicit children's views about their school experiences. This included map drawing, photo elicitation and walking interviews. The recruitment process and criteria for involvement are outlined followed by the method utilised and analysis undertaken. A findings and discussion section outlines the analysis of information and links the study with the wider literature.

### **Method**

#### ***Recruitment***

Phase 1 began with recruitment of individuals to participate in the study. Figure 4 illustrates the process of recruiting participants and gaining informed consent. I utilised prior relationships with primary schools where I was working as a Trainee Educational Psychologist. Four schools were contacted via the Special Educational Needs and Disability Co-ordinator (SENDCo); three schools agreed to take part in the research. One school did not have any children who fitted the criteria for involvement (outlined below) and so were not able to participate.

Criteria for involvement:

- The child is in Key Stage 2;
- The child has experienced domestic violence in the past;
- The child is not currently living with domestic violence.

Once the head teacher of each school agreed to participation, the SENDCos contacted parents of children who met the criteria for involvement in the research to explain the study and give a consent form to parents (see Appendix D). The project was entitled "The school mapping project" in order that the sessions were sensitive to the child and not identifiable as related to DV. When parents had given consent for their child to participant, the SENDCo explained the project to each child and asked if they would like to take part. The child was given the children's information and consent form by the

school and asked to write their name on the form if they agreed to take part (see Appendix E). During the first session I met with children and explained the consent form again, I asked them to repeat back to me in their own words what it meant to take part in the study to ensure they were giving informed consent.



Figure 4: Recruitment process flowchart

### ***Participants***

IPA utilises purposive sampling in that individuals are generally from the same homogenous group, in this case, children who had experienced domestic abuse. Research on the impact of DV on children has often focused on secondary aged individuals therefore I wanted to explore the experiences of younger children. Due to the nature of the project involving the use of camera equipment and ability to explore and expand upon their ideas verbally, I chose to focus on children in the Key Stage 2 age range. I met with nine children aged between 7 and 11 years old who were identified as being in Key Stage 2. Two children that took part were siblings.

The children chose their own “code-name” to use during the sessions however in order to prevent any identifying characteristics of the children I have assigned each child a pseudonym (see Table 2). In the table are the year group, sex and school group the children attended.

Table 2: *Profile of children*

Pseudonym	Year group	Sex	School
Emily	5	F	1
Mia	3	F	1
Ella	3	F	2
Oliver	3	M	1
Jack	5	M	3
Harry	4	M	2
Jessica	6	F	2
George	5	M	2
Lily	6	F	2

The school SENDCo identified children who met the inclusion criteria to participate in respect to having experienced DV in the past and to not be currently living with DV. Although the group of children was homogenous in relation to having lived with DV it was not necessary, in the case of my research, to know about any details of the children’s past histories in respect to DV. There were three reasons for this. Firstly, some

of the children may not be able to recall details of the DV they had experienced, either because the DV occurred in their early years or due to the impact of experiencing a trauma. Secondly, I did not want the child, or their parent/carer, to experience a re-living of the trauma, which could have resulted in unwanted or uncomfortable thoughts or feelings. Finally, as I believe that each individual's experience is unique and that the extent to which an individual perceives themselves to have lived with domestic violence is socially constructed, I felt it was not necessary to ask specific details about the violence. The purpose of the research was to explore children's experiences of education, being in a homogenous group of having previously lived with DV, rather than to explore their experiences of DV specifically.

### **Sessions**

I met children on four occasions, the content of which are illustrated in Table 3. Although the project employed visual methodology and the children's images were rich in data, it was important that the children were able to have some ownership over the project and take their images away with them. Therefore, I have not included children's photographs or drawings within the write-up of this thesis.

Table 3: *Session overview*

<b>Session</b>	<b>Title</b>	<b>Overview</b>
1	Consent and rapport	I met with children to explain the study and ensured they understood what would be happening. I also played games such as Uno and Dobble in order to build rapport with the children and allow them to feel relaxed.
2	Map drawing	The children were given white paper and a number of resources before being asked to "draw a map of your school". I explained there were a number of resources that they could use like pencils, pens, coloured paper and tape and that they could draw what they liked.



3	Walking interview and photo elicitation	The children were asked, "I want you to show me around your school, we're going to take some photographs and you can choose what you want to take photographs of". We practiced using the camera. In order to find out more about the child's experiences in school and the photographs they had chosen to take, I used a number of prompts such as "Why did you take a photograph of [object]?" or "What do you like about [this toy/place]"
4	Photobook	I met with children to show them their printed photographs and create a photobook. I asked them to choose their favourite and least favourite photographs. I also asked them if they could group their photographs together. The children then choose which photographs to include in the photobook, in which order and style, and if they wanted to write comments. They took their photobook away with them.

***Transcription***

Session two and three were audio-recorded in order that I could analyse the data in-depth from the original sessions. The reason being that I wanted to immerse myself in the data, to hear for the first time the sessions back and reflect on the interactions. In order to return to the original situations and increase 'trustworthiness' of the data (Rodham, Fox, & Doran, 2015). The actual process of transcription was lengthy and I identified with Braun and Clark (2006) that transcription could be frustrating and at times boring. However overall, I think it has added to the richness of my interpretation and given me an even greater appreciation for the research. In agreement with Braun and Clark (2006) "the time spent in transcription is not wasted" (p.88). It was in itself, as Lapadat and Lindsay (1999) described, an interpretative act.

## Analysis Method

### IPA

An overview of IPA was presented in the methodology section however of note is the flexibility afforded in using the approach. Smith and Osborn (2008) suggest a four-stage framework for IPA is useful. Yet the authors stress their ideas are not prescriptive and the process of employing analysis too is an interpretative act. The authors suggest analysis is “a personal process, and the analysis itself is the interpretative work which the investigator does at each of the stages.” (Smith & Osborn, 2008, p. 67). Table 4 illustrates my interpretation of Smith and Osborn’s (2008) IPA method, and how I have employed the process in my research at each of the four stages.

Table 4: *Overview of phase 1 analysis stages*

Guidelines	My analysis
<b>1. Looking for themes in the first case</b>	During transcription I recorded notes on information and interactions. I then read the transcripts making notes on language, visual imagery and reflections (see Appendix F). I listened to the recordings again alongside my notes using the visual data to aid initial commenting with the maps and photographs. I inputted the transcriptions and visual data into Nvivo, a computer-based tool, in order to analyse the information. I created emergent themes from the data and checked back with the original transcripts and notes that themes fitted with the data (see Appendix G).
<b>2. Connecting the themes</b>	I listed the emergent themes within each case and recorded the number of quotations in each, as well as considering the quality of quotations, in understanding the child’s experiences (see Appendix H for table of case themes). Following analysis of each case I wrote a profile for each child with the aim of outlining my interpretation of their experiences in order to better understand the individual (see Figure 5 for example profile). The profile,

---

like Majors' (2009) pen-portraits, was as a useful tool for supporting interpretation of children's experiences. See Appendix I for profiles on each child.

---

**3. Continuing the analysis with other cases**

I clustered the emergent themes using a method of post-it notes, moving the themes around physically. I did so across cases in order to explore connections between cases and created subordinate themes (see Appendix J for sample subordinate theme). Subordinate themes were grouped into superordinate themes. Finally, global themes were used to describe links between superordinate themes (See Appendix K for complete list of themes). I checked back with the original data to ensure that the quotations within each cluster of themes were consistent with the theme label.

---

**4. Writing up**

Writing up involved transforming the themes into a narrative account in the findings and discussion section, involving a further interpretative process.

---

*Some emergent themes were discarded due to not being representative of the data or being inconsistent within the theme.*

### **Lily profile**

Within Lily's sessions a central thread running throughout was that of peers and friendships. The social interactions seemed important to her experience of school and education. She talked about having good friends who could look out for her and who she could play with and have fun. There was an awareness of distinct gender groups for Lily. She many times mentioned that "boys do this" or "girls do that".

Although Lily had recently begun attending the school she appeared to know all the parts well. In her map and taking pictures Lily tried to draw the whole picture and the main parts of the school. There was a sense of identity within her role as being part of the year 6 group. This was associated with being responsible and taking up roles in school. For example Lily seemed proud of her role as a mediator.

The outdoor areas were a focus for Lily, particularly the field and the play areas. She described each area as being designated to different year groups. Perhaps again linked to a sense of identity associated with each year group. There were clear areas which Lily perceived to be "allowed" or "not allowed", and the rules associated with these areas. Adults and teachers in school were seen as making the rules in terms of providing permission. Alongside, adults were also seen as keeping children safe through their actions, for example, of observing at play-times.

Lily saw the school as a big space. She often described places as being "massive" or "really big". Perhaps having a sense of space was seen as a positive.

There were various aspects of safety which were present for Lily. She seemed aware of the dangers of the playground based on a previous incident. Lily also mentioned some areas where she felt safe to be out of the way of harm, but she also noted places she liked to hide. Perhaps for Lily there were places of physical safety and also places of emotional safety, where she could go to calm.

Figure 5: *Example profile (Lily)*

## Findings and Discussion

I employed a bottom-up method of analysis of the data in order to understand the children's intended meanings as closely as possible. This resulted in seven superordinate themes and their associated subordinate themes. A comprehensive table outlining global themes, superordinate themes, subordinate themes and emergent themes (nodes) can be found in Appendix K. The superordinate themes which were developed from the analysis fitted into four global themes. Global theme is a term used within thematic analysis rather than IPA, however, I felt that in order to maintain integrity to the children's experiences it seemed appropriate to utilise the term within the analysis. A thematic map of global and superordinate themes is shown in Figure 6. A mind map in Figure 7 represents the global, superordinate and subordinate themes.

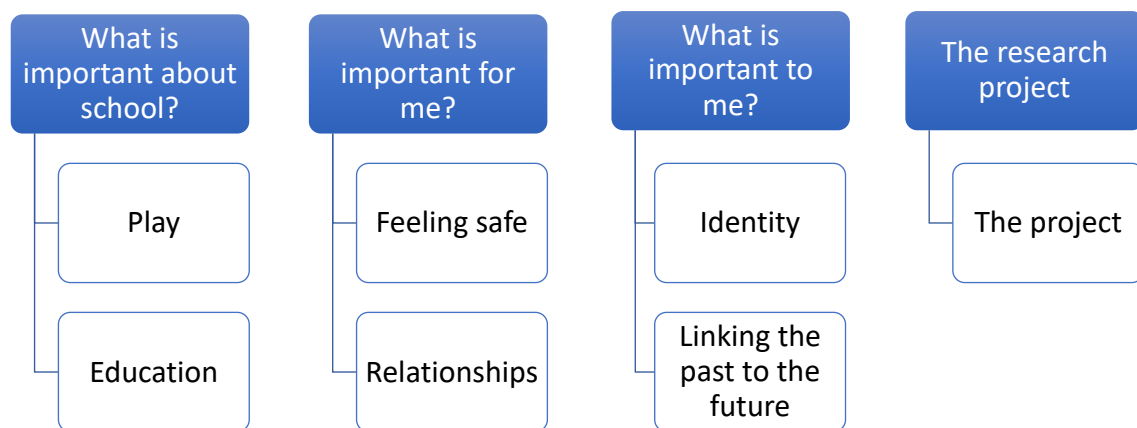


Figure 6: *Thematic map of global and superordinate themes*

In order to convey the findings of the research project with the most clarity it appeared appropriate to illustrate the findings and discussions within the original three research questions. Thus the presentation of my analysis and discussion of the findings is presented in three sections:

- Research question 1: How do children describe their educational experiences through words and visual processes?
- Research question 2: What do children express is important to them for their education?
- Research question 3: To what extent are visual arts-based methods effective in describing children's experiences of education?

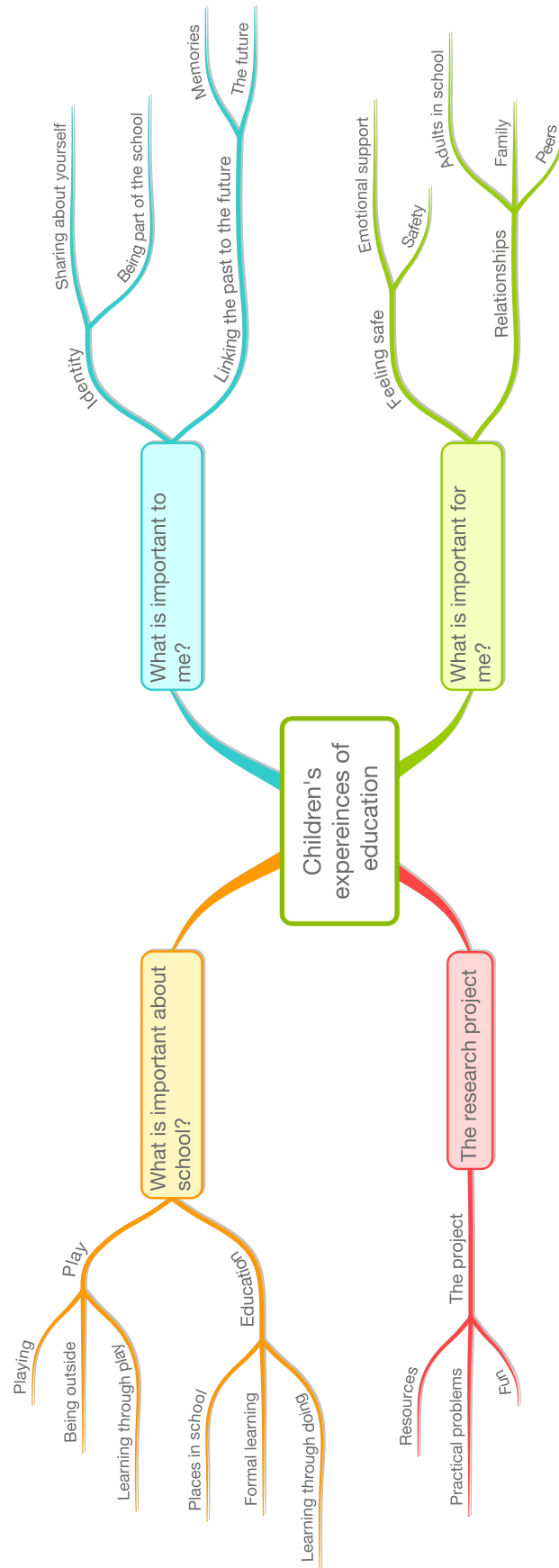


Figure 7: Mind map of global, superordinate and subordinate themes

### ***Research question 1***

*How do children describe their educational experiences through words and visual processes?*

The initial aim of the research was to explore the lived experience of children in educational settings who had experienced domestic abuse. My aim was to understand how children expressed their experiences of school if they had lived with domestic abuse. In this section I will outline one global theme which I will discuss in relation to research question 1. I will conclude by considering the global theme within the wider research question of how children describe their educational experiences through words and pictures. I will also discuss the findings in relation to the broader extant literature.

In order to respond to research question 1, it seemed appropriate to outline the global theme of 'what is important about school' in order to explore how children described their educational experiences. The children in the study expressed their views using drawings, photographs and their own narratives. They explained two important aspects about their school experience, which was education and play. Children felt that education encompassed learning and the physical environment, and that play, including learning through play, was central to their educational experiences. Table 5 outlines these two associated superordinate themes along with the encompassed subordinate themes.

Global theme: What is important about school?

Table 5: *What is important about school?*

<b>Global theme</b>	What is important about school?	
<b>Superordinate themes</b>	Play	Education
<b>Subordinate themes</b>	Playing Being outside Learning through play	Places in school Formal learning Learning through doing

The global theme of ‘what is important about school?’ seemed a good fit with the superordinate themes, subordinate themes and the data overall. The superordinate themes included ‘play’ and ‘education’. Within the former superordinate theme are the subordinate themes of ‘playing’, ‘being outside’ and ‘learning through play’. The latter superordinate theme encompassed the subordinate themes of ‘places in school’, ‘formal learning’ and ‘learning through doing’. I will outline each superordinate theme in turn by describing and discussing the subordinate themes within each. Then I will draw the two superordinate themes together and discuss the global theme in relation to the research question.

*Playing*

Children expressed that play was a key element of school for them. They believed that playing, being outside and learning through play were central tenants to play within school.

*Playing*

Children expressed an interest in playing and discussed it often throughout the project. All of the children took photographs of the playground, the field and play equipment



indicating a commonality of theme. Oliver explicitly expressed that play was the most important thing.

Sarah: What's the most important thing in school do you think?

Oliver: Playing

Sarah: Playing?

Oliver: Not learning

Similarly, Emily felt that play was important in school telling me "there should be like a play area because it like gives you a break from learning". Perhaps for this reason, many children talked about their favourite place being the playground or the field with Jack expressing the field was "the most enjoyable part", and Lily said her favourite place was "the field...at the moment". Moreover, two children, Mia and Jack, used coloured pens or pencils in their drawings only for the play equipment, for all other aspects of their school drawings they used a writing pencil. The contrast of bright colours used for the play equipment and the grey used for the rest of the school perhaps indicates the distinctiveness or importance of play for them.

Jack felt that the playground was central to the whole school, telling me "the playground is probably like that cause it is the middle of the whole place". Many children stated that the playground was large in size with Emily telling me that "it is huge" and Oliver stating "It's bigger than the whole entire school". The perception of largeness indicates play was a form of freedom and having space. For instance, Emily explained that "sometimes you just get to do whatever you want".

Children felt that play was really important to their experience of school. This seems to reflect that the trauma experienced through DV meant children were less able to verbally express their experiences and thus sought other methods to communicate their thoughts and emotions. Play in particular is a central feature of allowing children to access and process traumatic events which have been stored in affective, non-declarative memory (Thornton, 2014). Thus using play and other symbolic activities such as play and story-telling could be effective in exploring children's emotional states with them in a positive and appropriate manner (Thompson & Trice-Black, 2012).

### Being outside

There was frequent discussion about wanting to be outside, play outside or enjoying the outdoors. Throughout the second sessions many children spent the majority of time outside taking photographs and telling me about their school. There were several outside places for children to explore such as woods, forests, gardens, playgrounds and fields. For some, outdoors was expressed as their favourite place to be with George telling me, "I prefer outside". For Jessica she particularly liked the woods telling me "that's my favourite part of the school".

Harry solely took photographs of outside, telling me that "it's cooler to take it from the outside then like, yea, we'll be able to see all the outside of the school". Harry especially wanted to capture the woods because it reminded him of playing there. That was linked to Lily's views, who expressed having a sort of independence in the woods.

Lily: And we walk all the way to the middle, so, you can't really see it, but all the way to the middle and then the teachers stand there and then we just go off

There was furthermore a sense of freedom in Ella's statement that "we go in the woods and we run about". A sort of contained freedom, having independence and control of their actions but under the guidance of teachers. The idea of having freedom to choose events perhaps reflects for children their experiences of DV. Through one parent having power and control over another (Buchanan et al., 2014), children often feel powerless. Therefore, in school it seemed important for these children to have some choice and freedom in what they did at school. Yet this freedom and control needed to be contained by a teacher or key adult so that children ultimately, felt protected and safe with a secure base from which they could explore the environment (Ainsworth et al., 1978).

Conversely to the importance of playing outdoors, two children, Mia and George, preferred to play inside. Mia told me that she preferred to stay in lunchtime club and George also felt he would prefer to stay inside and learn, which seemed more predictable than the playground could be.

George: But in this school we have morning break, lunch and afternoon break  
Sarah: Mm, what do you think about that?

George: Um I don't really like it because we have more time playing .... But less time working and most people like that idea because it's working less but I would prefer, cause most of the stuff we do here at this school I really like to learn about .... Cause sometimes I think, think about asking if I can stay in just so I can do some more work

For some children in the study, playing outside was not preferred. Perhaps it could be that the unstructured nature of playing outside was more unpredictable than being inside and working, in George's case, or being at a structured lunchtime club, like Mia's experience. The difference in perspectives about play for the children in the research, with some liking play outdoors and others preferring other activities, possibly indicates that in school these children need, as Holt et al. (2008) suggested, a person-centred approach which focuses on individual need and responds with the support that children say they want and need.

#### Learning through play

Children also discussed play in relation to learning and that this was a fun part of school. Oliver told me that "sometimes you do really fun things in the day", expressing his enjoyment of certain events. Jessica felt that specific subjects were fun saying, "that's a fun part, doing music or art". George talked about indoor PE saying "it's also for fun" and Harry told me that the best thing about school was "meeting Harry, playing the guitars and doing this [the project], this is fun".

On a special occasion, being allowed to play outside was thought to be really fun for Jessica.

Jessica: Well some, I think it was one time, um, think it was a couple of years ago .... We were allowed on the field when it was snowy .... It was amazing!

Trips, residential and overnight stays in school were discussed as being "fun" (Jessica) and "cool" (Emily). Mia stayed in a tent overnight at school, and Jessica and Emily went on a residential to a city.

Emily: It was really fun, we stayed, we went to the houses of parliament and we stayed in a youth hostel

Learning through play and having fun was central to children's school experience. Children's comments on play are unsurprising yet the importance of play in schools may be reduced with increasing value on attainment (Hutchings, 2015). Play can support the development of skills necessary for school readiness including emotional regulation, social skills and language (Bredekamp, 2004), skills which are often reduced in children living with DV. The findings suggest that teachers should incorporate activities which focus on giving children some freedom to be creative and express themselves as suggested by Thompson and Trice-Black (2012). Moreover, an approach such as PACE (Golding & Hughes, 2012) could be effective in schools with children who have experienced DV. The model includes using a playfulness approach with children to allow them to relax, reflect, and create a different narrative around their stories. In this way, children can explore their feelings and experiences as well as build relationships with adults and create a strength-narrative.

### *Education*

Children discussed education as being important to their school experiences. They discussed places in school which had significance, formal learning and learning through doing.

### *Places in school*

Classrooms were central places and focal points in many children's walking interview. Children wanted to show me or photograph their classrooms, illustrating a sense of pride in where they spent most of the day. However, George felt that he preferred a classroom other than his own "Because I think it's, the classrooms just laid out better" and it was more spacious than his. Like outdoor spaces, the schools were discussed as being large spaces with a range of places within the school. Mia told me "the school is really, really big" and Jessica expressed that "the school's quite a big school" and that "you can just walk forever".

The observations from children illustrate Allan and Tinkler's (2015) suggestion that visual approaches allowed children to explore how physical spaces impact on their learning and identity development within schools. Children's experiences of school were embedded in the physical size of school and the layout of classrooms which reflected

the importance of connecting physically and emotionally to space in order to feel secure and safe.

Lily's map of the school hall was central to her drawing; it was the largest element and she spent time telling me about what people do there saying "Yea that's like the main part". The hall was also described as being used to "eat our lunch" (Jessica), for "displays" (Jessica), "Assembly" (Oliver), "PE" (Emily), "learning about safeguarding" (Lily) and "Star of the week" (Oliver). The hall was linked to everyday or special places for those children.

For Jessica the library was a focal point. Partly this was due to her role as Librarian, but also because it was a quiet space.

Jessica: Which is my favourite, library

Sarah: Is it?

Jessica: Cause I'm the librarian there

Ella, Harry, George and Lily also talked about the school library being valued. Places within school were therefore central to children's experiences of school. As Clark and Emmel (2008) postulated, place is important in mediating both significant and everyday events. The children in the study navigated through space in order to share their experiences. In doing so they shared the functional every day activities which added to consistency, as well as special events. That children had special places in school where they liked to be aligns with the findings of Rivett et al. (2006) who suggested it was important for children to have places in school where they could express themselves and where they were physically safe.

### Formal learning

Part of education was seen by children to include learning and school work. Jessica felt that the most important thing about school apart from "friendship" was "obviously education". For Harry, there was a clear meaning to education in school.

Harry: Um well the people, the like the people that learn here, the pupil's education

Sarah: Ah and what does education mean for you?

Harry: It means, um, your learning skills, your reading skills, your writing skills and stuff like that so when you're older you can get a good job

Sarah: Yep

Harry: So you can get loads of money, get a new job, get a nice job, get a nice house and stuff

For Harry his view of school, I felt, was inherently linked with aspirations for his future life. Harry's experiences of his past and his aspirations for the future were bridged by his understanding in the present of education, similar to Rolston's (2010) perspective. Yet, when I asked Harry if he liked learning he said, "yea, if I have time to do it". The phrase seemed heavy as though he held responsibilities at home and Harry had earlier explained that he spent time helping to look after his siblings; taking his sister outside to play or helping out with his younger brothers. For some children who have experienced DV, Stanley et al. (2012) suggest that adult responsibilities are undertaken in the home; perhaps this was also the case for Harry.

Many of the children felt that it was important to capture, in photograph, the work of other pupils. For example Emily took many pictures of displays and said "I think they're really good how we've just learnt them and then put them up around school for people, for people to look at". Some children wanted to take photographs of student work on the walls or in the classrooms, such as Jack, who stated "I was taking pictures of all the homework that people have put their effort in". This suggests the value that children place on learning in school.

All children talked about education in slightly different ways, with some finding it "really easy" (Jessica) and others finding it difficult. This illustrates the necessity for an individualised approach (Holt et al., 2008). Three children, Emily, Lily and Oliver referred to being part of one-to-one or group interventions for reading, suggesting a targeted approach was needed (Thompson & Trice-Black, 2012). Some children did not mention support therefore either did not think it was important or did not receive such support, suggesting some children who experience DV may need little or no additional help in school compared to their peers (Clarke & Wydall, 2015). However, this could reflect a sampling bias from the school who could have chosen children they felt would show the school in a positive perspective.

### Learning through doing

As well as perceiving learning to be more formal and academic, mostly associated with maths, literacy and topic, learning was also seen to be fun, typically when it was practical. It was during these times that the children did not seem to perceive they were learning but gained rich experiences in doing so.

Two of the children, Lily and Jack, told me about learning sessions where teachers had created different stories as a way of learning in a fun way. For example, Jack's year group were presented with a scene of dinosaur footprints where they had to problem solve what had happened. Moreover, George described the best learning as being when he was exploring, saying it was "actually fun like the catching a mini-beast and drawing it". Creating "fun" and "cool" tasks described by Jack highlighted the value of practical activities for children in schools. Thus ideas of play which fostered creativity were helpful in developing problem solving skills as Bredekamp (2004) suggested.

Practical learning also took the form of clubs in school. There were a variety of clubs including "forest club" (Mia), "gardening club" (Jack), "drama club" (Jack), "sewing club" (George), "lunchtime club" (Emily), "Lego club" (Oliver) and "poetry club" (Lily). Some places in school like the forest were "out of bounds" and restricted to those in the club, suggesting a special status, which Mia explained to me. George also felt special being part of a club when he arrived at his school because his teacher bought an Avengers top especially for him. The experiences of these children align with Bergin and Bergin's (2009) research which suggested that school belonging was important for children exposed to DV. Clubs were cited by the authors as an example of allowing children to feel valued and liked. The children in this study believed that being part of a group had positive effects.

### *Research question 1 summary*

The research indicated that children were able to describe their educational experiences and provide deep insight into how they perceive school. They expressed using words the narratives around their views of school, and utilising a visual approach allowed access to, and enhanced, these stories. Children described their educational experiences in a manner which illustrated the importance of education and play as central tenants to

being in school. This has implications for how children affected by DV are supported in schools.

### ***Research question 2***

*What do children express is important to them for their education?*

A further aim of the research was to explore what children feel is important to them for their education. I was interested in what was important to and for children at school, having lived with DV. In this section I will outline two global themes which I will discuss in relation to research question 2. I will conclude by considering the global themes within the wider research question of what children express is important for their education. I will also discuss the findings in relation to the broader extant literature.

In order to respond to research question 2, it seemed appropriate to outline two global themes: 'what is important to me?' and 'what is important for me?'. The children in the study felt that having a sense of identity and belonging within school was important to them, as was linking their past experiences of DV to their future aspirations. In the study it was important for the children to feel physical and emotionally safe as well as to have relationships with adults, family and peers within school. I will outline the themes within each global theme in turn, before linking these in relation to research question 2.



Global theme: What is important to me?

Table 6 outlines the global theme of ‘what is important to me?’, including the associated superordinate themes along with the subordinate themes.

Table 6: *What is important to me?*

<b>Global theme</b>	What is important to me?	
<b>Superordinate themes</b>	Identity	Linking the past to the future
<b>Subordinate themes</b>	Sharing about yourself Being part of the school	Memories The future

The global theme of ‘what is important to me?’ seemed a good fit with the superordinate themes, subordinate themes and the data overall. The superordinate themes included ‘identity’ and ‘linking the past to the future’. Within the former superordinate theme are the subordinate themes of ‘sharing about yourself’ and ‘being part of the school’. The latter superordinate theme encompassed the subordinate themes of ‘memories’ and ‘the future’. I will outline each superordinate theme in turn by describing and discussing the subordinate themes within each. Then I will draw the two superordinate themes together and discuss in relation to the wider global theme.

*Identity*

Children shared about their identity during the project. They described information about themselves and about being part of the school.

*Sharing about yourself*

Children told me facts and about themselves, their own skills and interests. Contrary to research suggesting that children isolate themselves as a result of DV (Stanley et al.,

2012), the children in my study expressed their strengths and difficulties and seemed to understand themselves in the context of their school.

The child who shared the most about himself was George, often giving in-depth descriptions of his character. For example he told me, "I'm not, I'm not scared of any animals, prey or predator, not even spiders, like I've held a black widow". I felt that George's expressions about himself illustrated a need to be validated and heard by an adult. The findings are in agreement with Gorin (2004) who found that children who had experienced DV wanted people in school to listen to them and have an understanding about what they were going through. In fact, children can feel empowered by adults engaging in "deep listening" (Gersch, Lipscomb, Stoyles, & Caputi, 2014).

There were two children, George and Oliver, who told me about having a "disorder". For example, George told me about his "OCD" and Oliver told me about having "ADHD".

Oliver: I have ADHD

Sarah: O do you, what does that mean for you?

Oliver: I have no idea my mum actually never told me but, hyper, chatty, fidgety

Sarah: Yea

Oliver: I don't know

Whilst Pepler et al. (2000) suggested living with DV could manifest as hyperactivity and reduced impulse control, I sensed for these children having such a disorder negatively affected their perception of themselves.

By contrast, other children shared their skills in a number of different areas. For example Jack told me, "I've almost beaten Usain Bolt" in relation to his running skills. Mia told me that she could do the splits and that she had passed her test in gymnastics and Ella told me that she could do a back bend. That children expressed having good skills is in contrast to Graham-Bermann et al. (2009) who found that children affected by DV have low self-worth.

Children were keen to tell me about their interests, for example, several children expressed interests in reading and stories. Perhaps reading was an escapism for children who often included hero and villain characters. As an example, George told me his

understanding of the story of Theseus. The story illustrated a character who experienced adversity in order to overcome the king to escape and be with his true love. Parts of the story included a maze and being stuck, not having a way out; “The daughter loved him as well ... So the king, he was in with the king, he a put him in a maze”. There was also a rescuer in the story; “Um but the girl threw, threw a rope in there before he went in ... So he pulled it along, so he followed the rope as a guideline ... All the way back...He got out and they ran away, but his dad turned into the sea god”. I wonder if for George the story of Theseus reflected his own story of experiencing DV; feeling trapped with no way out until a ‘guideline’ was thrown and he escaped. However, the ‘king’ still turned in to a sea god which seemed to indicate a sense of power that the abuser may still have over him. Finally, the story ended with Theseus taking control, “So he got home and he was the prince, so he become the new king with the queen women”.

For many children who have experienced fear, emotional hurt and perhaps physical harm as a result of being exposed to DV, there may be a sense of being trapped, like in a maze. The idea of being under the control of the abuser, which continued after the abuse stopped, was reiterated later by George when he said “And really there is no escape – there, there’s no, of an escape”. He was telling me about an iguana and a snake on a television programme, however George may have been using visual images and symbols as a metaphor to make sense of his experiences.

In a similar manner, Ella told me that she watched a film recently and explained the story to me.

Ella: But it’s pretty funny because a strawberry gets stuck in the, the um in this, in strawberry milk thing because that’s how the, then the little girls cause they live in the sea and they’re mermaid friends, they can’t, they can’t swim, if, if the water milkshake thing isn’t flowing

Sarah: Umhm

Ella: They they they don’t know, eh, all the land gets cursed because they can’t they can’t control it

The story seems to reflect being stuck and not having control over external factors, but having to keep going regardless of adversity. One may suggest that these are simply stories, yet Smith (2011) talks about his own experience of research where stories can

parallel a person's experiences, that it seems to convey their own depersonalisation of those events. Having a holistic view of the research I felt that both Ella and George's stories had a therapeutic element for them, perhaps a way for them to express their own experiences in a more manageable format. As a tool, using stories therapeutically can be effective for children in processing their experiences and understanding what is happening to them (Sunderland, 2001). Indeed, stories can be used to build bridges between past experiences and the future when children have experienced trauma (Golding, 2014).

### *Being part of the school*

I felt that children had a real sense of being part of their school. There was an ownership which children had about their classes and their school; they had roles and responsibilities in school and a sense of pride.

The use of "my" and "our" indicates an affiliation with school and belonging to a group. Harry said "We've got like our own little woods", Jack said "it's part of our school" and Emily said "And this is also one of my projects". All these indicate a sense of ownership within school.

Jessica told me a story about a mosaic at her school which exemplified the notion of being part of the school. She was proud of the mosaic "Because it, it shows you what \_\_\_\_ [school name] is".

Jessica: And then that's \_\_\_\_ [town] and then that's our school

Sarah: Wow

Jessica: I like it. And then you have the blackbirds and the church

Sarah: Umhm

Jessica: And there's our school. And there's our church

Sarah: And is that in \_\_\_\_ [town] that monument

Jessica: Yea, that's, do you know where the Quay is?

Sarah: Yea

Jessica: Um the statue with the man standing on it

Sarah: Yea, it's on the Quay

Jessica: And do you know where the steps are?

Sarah: O yea, just there

Jessica: And there's ice cream

Sarah: [laughs] O. And is that witches?

Jessica was using common references in the town to explain what each element in the picture represented and expressed bonding and belonging with the town. For children, living with DV can result in feelings of isolation from their peers as a result of the secrecy associated with abuse (Stanley et al., 2012). Therefore it is important for children who have experienced DV to feel part of, valued and safe within their communities (Rivett et al., 2006).

Children talked about roles they had in school and the responsibility they had there. Emily told me she was in “the school council team” which involved a feeling of responsibility. She proudly showed me her picture on the school council board and explained the role. George helped out with the playground resources telling me “I work every Thursday in the shed”, which involved distributing toys and play equipment. The use of the word ‘job’ illustrated that George felt it was important and dependable. Moreover, both Lily and Jessica talked about being a “mediator”. Throughout the sessions Jessica expressed valuing order and rule-keeping, thus she told me the role of mediator involved, “if anyone’s being, against the rules, we’d either take them to a teacher or just speak to them and tell them”. Lily reinforced this idea by saying “So they’re kind of second adults”, reflecting Stanley et al.’s (2012) notion that children affected by DV feel they have adult responsibilities and perhaps had to do so at a young age.

Most children spoke positively about their school. When I asked Harry what it meant to use bright colours in his map he told me the following.

Harry: Like it means that it’s like a joyful school I guess, because if you have like dark colours it doesn’t very look, it doesn’t look very joyful really

Being joyful and fun for Harry was due to him feeling part of the school and wanting to show others that it was a great place to be. Similarly, Jack wanted to share how good he thought his school was.

Jack: So, so people can see this, they can like, you know, really think that this is an enjoyable place to play in .... So like they can play football and whatever they want up here .... So they can look at it and see if they want to join this school and stuff

Children were really proud of being part of their school and what they did there. Emily was proud of the cycling team and took photographs of the trophy cabinet telling me, "it just shows everyone that we're really good at sports and stuff". Other children were proud of their own work. George explained that he got "100%" on a reading quiz and was keen to show me his drawing of a grass hopper and Jack showed me a bench that he had built and was pleased that "I got chosen" to do the project. Feeling part of the school is termed "school bonding" by Bergin and Bergin (2009) who expressed that it supports children in feeling valued and secure, thus being more free to take on academic and social challenges. Therefore that children in this study felt belonging to their school indicates they are supported positively and feel valued in school.

### *Linking the past to the future*

#### Memories

Many of the children talked about memories that they had from their own school, home or other places. When the theme of memories was created, for me, the concept was that which Crossley (2000) stated, of memories being an active construction between two people rather than simply passive retrieval. The author was writing about the relationship between therapist and child, however it seemed to be apparent in this study. In children sharing their storied lives with me, we jointly construed the meaning of those memories and framed the narrative within.

Emily wanted to take a picture of her sister and when asked why she said, "it's just a memory really". Visually, objects were reminders for children of people or events. George said, "That \_\_\_ van reminds me of my mum's best friend". Harry explained that he remembered a sheltered area for story time when he was younger saying, "In year 2, well in year 3, we used to come under this tree for stories and stuff .... Like you could always get in this bit". Children's creation of photographs of these objects or places helped prompt narrative (Collier, 1957) and allowed access to their memories.

The memories often had a special meaning for children. George explained that he liked a particular display and that he would take a different route in order to see it. He said it reminded him of when he came to visit the school.

George: I used to come here because sharks are my favourite thing  
Sarah: Ah amazing  
George: And at lunch we would purposely take the long way just to see these  
Sarah: Would you? What's so good about them do you think?  
George: It's, I don't know, it's just that I love sharks and stuff

Rolston (2010) suggested that symbols were used to link the past with the future that made the present bearable. I think for George, he used the memory of seeing the sharks on his first visit to the school as a memory that he would be OK, that he was safe in this school and his favourite animals were a symbol which provided permission to move from the past into the future.

A few of the children told me that they had moved to this school from another school. For it to be mentioned explicitly perhaps indicates the significance of the move for some children. Oliver told me "I had an old school before this". George wanted to take a photograph of a display which was of where he used to live, however it had been removed from the wall.

George: Um, they used to have a \_\_\_\_ [city] thing up there  
Sarah: Did they? Up there?  
George: Um, it was here  
Sarah: Yea  
George: I would've liked to take a picture of that because I come, I moved from \_\_\_\_ [city] to here  
Sarah: Yea  
George: But they haven't got that anymore

Perhaps this was a symbol of familiarity which made George feel more settled in his new school. The very act of the display being changed brought sadness for George. Yet using the visual environment allowed for individuals to re-tell their stories in, as Chase et al. (2010) suggest, culturally sensitive ways. The method gave the children a means to express their histories. As such, visual methods may be used therapeutically (Chase et al., 2010) with children who have lived with DV.

Ella told me that she went to a different school and the "reception was um worsen than this". Perhaps Ella had an idealised view of her new school having moved, that it would bring with it a sense of play, excitement and being a child. Perhaps supportive of the

view that DV impacted by creating a sense of a “lost childhood” (Buckley et al., 2007, p. 298). George expressed similar dissatisfaction with his old school, telling me “that was a, very, problem in my old school”.

For other children, they remembered their old classes with fondness. Jessica drew her map from the perspective of her year 3 classroom and talked about her experiences there. She was in year 6 which seems to suggest there was something about being in year 3 for Jessica that was important or memorable saying, “cause I had a really, I had a really nice teacher, but it was kinda strict at the same time”. Not just in being a nice adult but being “strict” perhaps abiding by the rules which Jessica valued. Thus the presence of one supportive adult, which Jessica identified as her Year 3 teacher, seemed important to that time in her life (Thornton, 2014).

### The future

Children talked about the future and also about how things used to be before, but are or would be different for the future.

Jack was acutely aware of change, from when he was in foundation to the present day, considering how things would be different in the future. He told me that an area was new to the Foundation class and that was “interesting”. When asked what he meant Jack responded:

Jack: Cause it’s like I think it’s very new .... That’s why it’s very interesting because new things just come along

Change presented as a constant state for Oliver too who seemed resigned to change happening.

Oliver: But now it’s probably changed

Sarah: Do classrooms usually change over the summer?

Oliver: Every time that you get a new teacher in that class, yes

The idea of change was linked to transition from one year group to another and onward to new schools. Some schools had planned transitions for children so they could experience the new class. Lily told me about the year 2 children playing on the Upper



School playground so they could have “like tasters at lunch and everything”. However, Mia told me “when you’re in year 1 you don’t get like a transition day .... And you, you just go to your classes”. Overall the experience of transition was viewed positively and felt as helpful to support children in managing change. For children who have experienced DV, change can be frequent. Stanley (2011) suggested that having consistent and collaborative support from adult professionals can be most helpful in school for children with these experiences.

Mia wanted to take photographs of things to remember, telling me “so when I go to a different school I can remember this school”. She seemed very aware of going to a different school but was only in year 3. Perhaps the fear of movement was prominent for Mia. She also wanted to take photographs of people “so we can like remember the teachers”. The use of the visuals alongside language allowed children to create stories that referenced the past, present and future that could aid transition for those children (Bird, 2018).

A few of the children talked about having aspirations and hopes for the future. Mia told me what she hoped for when she grew up, in that she wanted to be “an artist and a gymnast so I like sketch out gymnasts”. Jack told me he would like to be an athlete or the “boss of the kitchen”, like his dad. In slightly shorter time frames, Emily was looking forward to going on a school residential to London when in Year 6. In contrast to literature citing the longer-term negative impacts of DV (Artz et al., 2014), these children, who had lived with DV, had aspirations and positive hopes for the future, despite their past experiences.

#### *Global theme summary*

The research indicated that children were able to illustrate what was important to them within school. Children expressed through photographs, walking around their school and telling me their own stories, that belonging to the school and connecting with the future was central to doing well in school. It was important that children were able to present their strengths and identities and be heard by adults in school, thus to feel important in their educational settings. Moreover, children’s aspirations for the future were necessary in order to move forward from their past memories and experience

success in school. The findings have implications for how children affected by DV are supported in schools.

Global theme: What is important for me?

Table 7: *What is important for me?*

Global theme	What is important for me?	
Superordinate themes	Feeling safe	Relationships
Subordinate themes	Emotional support Safety	Adults in school Family Peers

Table 7 outlines the global theme of ‘what is important for me?’, including the associated superordinate themes and the subordinate themes. The global theme of ‘what is important for me?’ seemed a good fit with the superordinate themes, subordinate themes and the data overall. The superordinate themes include ‘feeling safe’ and ‘relationships’. Within the former superordinate theme are the subordinate themes of ‘emotional support’ and ‘safety’. The latter organising theme encompasses the subordinate themes of ‘adults in school’, ‘family’ and ‘peers’. I will outline each superordinate theme in turn by describing and discussing the subordinate themes within each. Then I will draw the two superordinate themes together and discuss in relation to the global theme.

*Feeling safe*

It was important for children that they felt safe in school. This included being emotionally supported and feeling secure at school, as well as being physically safe.

### Emotional support

The children talked about emotional or pastoral support which they received in school. Emotional support encompassed pastoral care from staff, having special or safe spaces to go, emotion talk and using animals.

There were areas in school which provided respite during the school day for children in the study. Emily told me about an area she went to calm saying “sometimes we have a golden time drop in and it’s just like a calm session”. Jack told me about two tents in school which were “basically like a chill out place” where you could go for quiet and it did not have too many people. There was a place Oliver mentioned, “a little hut” where he played games with a staff member. He assigned the colour “purple” to the area because he thought it represented being calm. Moreover, Jack expressed that some safe spaces had a specific pastoral function.

Jack: It’s bas-, it’s kinda for like children who are like depressed and sad

Sarah: Ok right

Jack: And people go here with Miss \_\_\_\_\_ to do fun stuff

It was important for these children that there were times during the school day when they could access pastoral support and feel emotionally safe and contained. Within attachment theory, Bergin and Bergin (2009) suggest there is a need to provide safe spaces for children who have an insecure attachment type. For these children, when forming new relationships, it is important that they feel safe in places and with people and use those as a base from which to explore the world and form meaningful social relationships. In particular, for Jack, having a key adult seemed essential to the feeling of being relaxed and happy, which is often important for children who have experienced DV (Unicef, 2006).

Safe and special places were central to children’s experiences of school for most children. They talked about places which had a special meaning or memory for them, that they liked to spend time in and where they felt safe. Oliver told me the first place he was going to take me, “is going to be my special place”. The manner in which Oliver talked about the place alluded to it being a place of acceptance. It was a place he called “wocks” rather than “rocks” because he had a speech sound difficulty, however, it was

a place his friends continued to call “wocks”. This indicates Oliver felt safe to be himself there without judgement. Indeed literature suggests that for children living with DV they need safe places where they can talk about what has happened in a non-judgemental space (Rivett et al., 2006), this may be with adults or with trusted peers.

Many of the places described by children were small, labelled as hiding spots. Mia told me “there’s like a really cool hiding spot” where you could go to and Lily explained “so there’s a door like a little thing here .... where you can go in and hide”. For George, he did not talk about hiding but about having a quiet spot where he was alone; “most people don't go there at lunchtime, I do though, it’s like my quiet spot cause most people don't go”. Most of the safe spaces described were small in size which may reflect that when children live with DV their physical and psychological safety is compromised (Lee et al., 2004) therefore they sought physical containment where it was easier to attend to “threats” in the environment.

Children talked about some emotions, but these were most often in relation to other people or about feelings more generally, rather than directly about themselves. Lily told me about children who could be supported if they were “looking upset, crying or not looking happy”. Jack told me about a peer who experienced anger; “someone was calling themselves a psycho because he was angry, because he was sad and stuff”. This supports literature that children who have lived with DV find it difficult to identify and express their emotional status (Radford et al., 2011).

Additionally, animals were used in school as a therapeutic tool with Jack telling me about two guinea pigs to play with when doing pastoral sessions. Oliver talked about chickens in his school and he spoke positively of them.

Oliver: I just like it cause, these, they're just something to like, that you can care for at school and you're learning

Research has found animals can help children socially and emotionally; Friesen (2010) found children believed animals were non-judgemental and separate from relationships they had with humans. Thus using animals in therapeutic contexts with children affected by DV could be useful in allowing conversation and processing of significant events.

## Safety

Physical safety from harm was a key thread within the theme of feeling safe. Many children discussed the boundaries of the school grounds and places where they were or were not allowed to go. Most children spoke about how to stay safe or get help within school. There was a sense from some of the children that rules were important in keeping them safe. In contrast, some children talked about danger and wanting to escape school.

Children mentioned their education around keeping safe. George told me he learnt about “internet safety” in school and Lily explained that they were working on “safeguarding” in school assemblies. Oliver said as a consequence of knocking over a board, “Miss \_\_\_ said that isn’t safe and then she took the other one down cause if they moved that board across and someone else bumped into it, it’ll hurt them as well”. These reflections added to the recognition that adults in school were there to ensure that children were kept physically safe. There was one occasion, mentioned by Jessica, outside school when danger presented itself in a prominent and potentially traumatising manner.

Jessica: We went when the bad things were happening but it, we were all safe

Sarah: OK, were you scared when you were there?

Jessica: Yeee-No, cause we had people that were caring for us

Jessica explained being in London during a terror attack. The physical safety of Jessica in this situation is inherent in the adults responsible for their care. It seems important then that adults supporting children at that time, particularly children who had experienced prior trauma, were seen as trusted, safe and responsive to their needs (Thornton, 2014).

Three children, George, Ella and Jessica expressed being exempt by danger. George talked often about animals which would be associated with ‘danger’ or as predatory. He explained that in the face of these dangers, which included various snakes and spiders, he was not scared. In a similar manner, Ella talked about peers being scared whilst she was in the woods. She expressed “some people say that it’s dangerous” and later telling me when peers were scared she explained, “I said, it’s nothing to worry about it’s just wind”. Having survived DV perhaps the children felt invincible, that getting through it

meant they could face any danger, illustrating the resiliency or coping strategies of some children who live with DV (Bowen, 2015).

Boundaries were used by many children to express their feelings about school, having fences and gates to enter and exit. Most of the children drew or took photographs of the school fence or boundary, as well as the gates. Jack and Jessica's drawings were methodically straight and hemmed in by fences, perhaps indicating that school was a contained space where they felt safe. Jack drew a "wooden fence to go all the way across" and Jessica explained "then there's the fence .... that no one can come in", indicating that 'strangers' would be kept out.

For other children getting out of school was more important than ensuring no-one got in. Oliver talked often about escaping school. He said that, "there's the door which you can escape school" and that he knew "loads of ways to escape, I even know the code". George talked not about himself leaving school but he drew many "exit doors". The contrasting view of children feeling safe in school and wanting to escape aligns with Buckley et al.'s (2007) research that some children living with DV felt school was a safe place, whilst others felt unsafe due to worrying about what was happening at home.

Most children expressed in some manner that there were areas of school where they were or were not allowed. Oliver was "annoy[ed]" that there were areas he felt he could not go. He talked about "contraband" and told me "There's some places you can't even go". He drew many red X's on his map to indicate areas out of bounds for him. Outside areas were often the most restricted for children. George told me children were only allowed on the climbing frame at lunch and Jessica explained this was "cause there's not very many, um, teachers out at lunch time, cause people are having their lunch". Harry explained the reason for not being permitted in the woods.

Harry: It's part of the school but you're not allowed on there because you can run around in all the woods and stuff and yea that's why you're not allowed

Harry expressed some understanding of why they were not allowed. Lily acknowledged that some areas required adult support in order to go there; "Sometimes you're allowed to come here as long as there's an adult with you". It seems these children were not

aware of the potential safety implications; there was an implicit belief that school was a safe space. In contrast to Buckley et al. (2007) where some children felt there were multiple threats in the school environment.

### *Relationships*

Having and developing relationships with individuals was important for children. They discussed their families, adults in school and their peers.

### *Family*

All but one child talked about their family in some capacity. Children shared stories about their parents, their siblings, and wider family members. Some stories included quite detailed accounts, however, most children's stories about their families were short. No child discussed experiencing DV or difficulty at home which is unsurprising and in line with literature on the secrecy surrounding DV (Wagstaff, 2009).

Most of the children mentioned their parents, typically in a positive manner. Ella told me that she had art and craft material at her mum and her dad's house, telling me that she spent time at both. Emily explained that she had handwriting like her mum. Mia explained that her mum was going to help with her homework which she found difficult. The children expressed mainly positive relationships with their parents in contrast to research which states relationships with parents can be difficult when children have been exposed to DV (Levendosky et al., 2006).

Children also talked about their siblings and Emily wanted to take photographs of her two sisters explaining, "it's just a memory really". Jack mentioned his siblings the most, telling me about his brothers and his sister, and Harry explained that his favourite things at home were to spend time with his siblings. Harry also talked about his sister being ill the night before because she had "overindulged" in her dinner and sweets. He expressed a caring nature when she was embarrassed her peers would find out, but Harry told her "But I said, people won't make fun of you because if you don't tell them well they don't know". There was an element of Harry's comment that alluded to the secrecy surrounding DV and there is a need to be "reflexive and reflective around the encounter [of silence]" (Lewis, 2010, p. 20) when children talk or don't talk about their

parents. The NUT (2005) stress that “Silence is not always golden” in the title of their document addressing DV. Thus if children are to talk about their home experiences they need an environment with trusted adults and safe spaces.

### Adults in school

Adults in school were central to the children’s experiences of education. There seemed to be an implicit understanding that adults in school were helpful and would keep children safe. The majority of references to adults in school indicated positive experiences for the children.

Adults had a role in safeguarding children in school. Lily explained that children were allowed in a specific area “as long as there’s an adult with you”. Ella expressed that going in to the woods alone was scary “but if you go in there with an adult it’s not”. For Ella there was an inherent trust in adults indicating that she perhaps felt safe in school as reported by Buckley et al. (2007) . The finding fits with Pianta, Belsky, Vandergrift, Houts and Morrison's (2008) study which found that warmth and responsiveness from adults support children to feel happy and secure in learning within school. The study stressed that in order for children to be supported in school if they have insecure attachments, a trusted and secure relationship with adults was important.

A number of children talked about previous teachers who created lasting positive memories. Jessica felt a sense of loss for a teacher who had left the school a few years previously, telling me, “I had another teacher who left, um, which was really nice”. Mia also felt she had “a really nice teacher”. Oliver had a similar experience remembering a positive comment which was made by a previous class teacher.

Oliver: I did get star of the week when my old teacher was here

Sarah: Did you?

Oliver: I like her a lot

Sarah: Yea

Oliver: And, um, she's Miss \_\_\_\_

Sarah: OK

Oliver: And she said I had a good imagination



It was important to children's development, as Bergin and Bergin (2009) stated, to have positive relationships with their teachers and for the quality of that relationship to reflect children's experiences at school (Pianta et al., 2008)

### Peer interactions

The theme of peer interactions was evident throughout the children's sessions. Children discussed and took pictures of other children within school. More specifically, most of the children seemed keen to tell me about their friends in school; sharing stories and memories with me. Alongside, there were suggestions about particular children within school from a more negative perspective.

Some children described peers who were perceived in a negative manner, telling me the consequences of peers "been really naughty, like really naughty" (Lily) or "because he was very naughty" (George). Jessica stated that the result would be, "if you're really naughty um you get sent to the table of shame". Some children talked about peers in a negative manner, however surprisingly only Oliver talked about conflict which Narayan et al. (2013) found was prominent in children exposed to DV.

Children when they did talk about friends or peers, typically talked about one or two close friendships. For example, George missed his old friend but had made a new one at his school, suggesting the importance of having one key positive peer relationship.

George: He was, he was my friend since Reception

Sarah: Mm that's a long time

George: To year, to year 5 about half way through, 'til I left

Sarah: Do you still get to see him?

George: Um no, but I have, I've made a friend just like him named \_\_\_\_\_

Having only one key friend links to findings that children who experience DV find it hard to maintain multiple relationships due to a reduced social competence (Fantuzzo & Mohr, 1999). However it is in contrast to Buckley et al.'s (2007) findings that children avoid having close friendships in fear they will find out about the abuse. It could be that children in the study, having left abusive situations, consequently felt more able to have close relationships.

Some children believed it was important that there were places they could meet with friends in school. Jessica told me the garden was “a good place for friendship”. Ella explained the concept of the “friendship bench” saying “that’s a friendship stop because their friendship has stopped working”. Jessica explained that friendship was integral to the school telling me, “that’s why we have the school here, because of friendship”. Social experiences thus were central to children’s experience of school. Of particular note is that the children who expressed such friendships were female, suggesting girls could be more resilient than boys who experienced DV, due to an increased sociability suggested by Bowen (2015).

#### *Global theme summary*

Children in the research were equally able to present what was important for them within school. They expressed the value of feeling safe in school through pastoral support and feeling the school was a physically safe place. Within children’s lives relationships with adults were also important for their experience of school, in particular having at least one close relationship with an adult or peer was of value to children. These findings have implications for how children affected by DV are supported in schools.

#### *Research question 2 summary*

The research indicated that for children who had experienced DV, they were well-placed to share their experiences of education. Children were clear about what they felt was important to them in school, such as feeling part of the school and being able to link their memories to hopes in the future. They were also able to express what was important for them in school, in particular, feeling emotionally and physically safe and having key trusted relationships. Thus children expressed what was important to and for them in their education.

#### ***Research question 3***

*To what extent are visual arts-based methods effective in describing children’s experiences of education?*

The third research question relates to the visual method used within the study. The aim was to explore the effectiveness of using creative methodology in describing children’s

experiences of education. In this section I will outline one global theme which I will discuss in relation to research question 3. I will conclude by considering the global theme within the wider research question of how effective visual methods were in eliciting children’s views of education. I will also discuss the findings in relation to the broader extant literature.

In order to respond to research question 3, it seemed appropriate to outline the global theme of ‘the research project’ in order to explore the effectiveness of using visual methodology. The children in the study illustrated enjoyment of the project and utilised a variety of resources to express their views, however, they experienced some practical problems. Table 8 outlines the global theme and associated superordinate theme along with the subordinate themes.

Global theme: The research project

Table 8: *The research project*

<b>Global theme</b>	The research project
<b>Superordinate themes</b>	The project
<b>Subordinate themes</b>	Resources Practical problems Fun

The global theme of ‘The research project’ seemed a good fit with the superordinate theme, subordinate themes and the data overall. The superordinate theme included ‘the project’. Within the superordinate theme are the subordinate themes of ‘resources’, ‘practical problems’ and ‘fun’. I will outline the superordinate theme by describing and discussing the subordinate themes within each. Then I will discuss the global theme and relate it to the research question.

### *The project*

The project was viewed by the children as a fun experience. They had a number of resources to use and seemed to value using a visual approach. However, there were some practical problems which occurred in the project.

### Resources

There were a variety and range of resources provided for the project in terms of drawing the school map. The children were given permission to be creative, whilst also not being overwhelmed by too much material. That freedom was useful for Ella who told me “That’s what’s the best thing about it is cause then, you don’t have to have the same as other people”. Children seemed to express that using visual resources was a way to share their experience of school more effectively than they could through only talking. This aligns with Baker's (2015) position that using pictures with children enabled them to share their understanding of a topic more effectively than they could verbally.

Some children explained why they felt it was important to use colour in their maps and photographs. Colour was used to evidence diversity and difference which seemed to be positive for Jessica who said, “Because, um, if you go around, we've got loads of different things, and um people are different in every way so they do different things and colours”. Harry felt that using bright colours were important to show “that it’s like a joyful school”. Utilising colour and image therefore allowed for increased communication (Dicks et al., 2006). Additionally, using symbols was a means of allowing individuals to tell their story in a culturally sensitive way, in their own school environments, and to help them process their experiences (Chase et al., 2010).

### Practical problems

The main problem encountered with the visual research element was that the camera illicited some technical issues. For example it required a steady hand and patience in taking photographs so that pictures were not blurry. Importantly though, the issue with the camera did not present as a barrier to conversations with children. The visual approach was central to the research and it did allow children to express their views as suggested by Allan and Tinkler (2015).

Limited time was a further practical issue encountered and at times children shared long periods of dialogue with me without drawing their map. This suggests that for children the relationships and telling their story was often more important than the task itself. They did want to finish the task, but I sensed it was partly about building a relationship with me as a researcher. I employed the skills of eliciting child voice and providing methods for children to express their own narratives in which EPs are effective (Davie, Upton, & Varma, 1996). This skill is important for children who have experienced DV and may feel disempowered, in order to express their own stories and feel heard.

### Fun

The results from children completing the evaluation forms (see Appendix L for evaluation form and Appendix M for summary) showed that all nine children rated the project 10 on a scale of 1 (*not good*) to 10 (*good*). Children ticked entirely emotions which may be labelled “positive” including, “happy”, “excited”, “proud” and “joyful”. They explained the project was an opportunity, that it was fun as they felt special at being picked, enjoying getting out of class and taking part in an art interest. The children seemed to enjoy and look forward to the sessions with me. Rapport building and use of more “relaxed” language was necessary in order to understand a sense of how children experienced school (Hardy & Majors, 2017) as well as being “present”, attentive and nurturing (Thornton, 2014).

### **Put an ‘x’ on the line which shows how you felt after doing the project?**

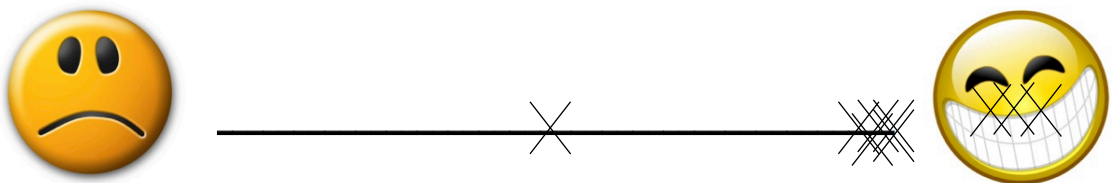


Figure 8: *Evaluation question 5*

When asked how children felt after doing the project, most children rated their emotions at the smiley end of the scale (see Figure 8). One child who put the X in the middle told me it was because the sessions were ending and he wrote in the comments

that the “not good” thing about the project was that they could not do it any longer. This links with Oliver and Ella’s reflections during the sessions. Oliver said “I’d like to have a fifth week” and “I would miss my lunch for this”. Ella also said “I don't mind if I miss my break, I would love to miss my break just to do this”, indicating that she enjoyed the sessions. She did not want the project to end and asked me several times about continuing.

Ella: What will we be doing all after this?

Sarah: Um, what today?

Ella: No next week

Sarah: So we're-

Ella: After next week, and then the next week and then the next week

Despite boundaries for the project set at the beginning, for some children endings were more difficult, reflecting the importance of consistency and predictability for children exposed to DV (Osofsky, 2003). The additional comments made by children are noted in Figure 9.

I intended for the use of the walking interview to give children the opportunity to have a multi-sensory experience (Pink, 2008). This was largely the case with children showing me places, touching different textures, smelling the aromas and hearing the sounds. The use of all the senses and being able to discuss this whilst walking was invaluable in building rapport with children, allowing them to feel at ease, and that they had ownership over their own project and the route we took. It was important for children to create and keep a photobook as a symbol of their narratives around their school experience (Chase et al., 2010).

### *Research question 3 summary*

Children in the study engaged in visual arts-based methods in order to explore their experiences of education. The findings indicate that children enjoyed taking part in the project and that using resources allowed children to elaborate on their spoken words and share stories they may not have considered without using such methodology. Thus the findings illustrate that using visual arts-based methods can be effective in aiding children’s descriptions of education. However, the words and the narrative around such visual resources was also valuable in understanding children’s perceptions of school.

Developing a relationship and listening to children was also central to exploring their experiences of school.

**How would you describe the school mapping project?  
(Question 2, Children's Evaluation)**

*"It was a fun and exciting opportunity to meet Sarah and do fun things with her"*

*"fun enjoyable and good because we played games to get to know each[.]other"*

*"good I enjoy doing it my favourite moment was when sheshions [sessions] ended it was nice know you! good luck!"*

*"good fun osalm [awesome]"*

*"It was raelly [really] raelly [really] fun!!!!"*

*"good bec[a]use it suos [shows] you the intier [entire] shcool [school]"*

*"As a lov[e]ly helpfull fun peice [piece] of work"*

*"It was really fun and good"*

*"Fun and I think other children should do it because you can take picture[e]s around the school, play games, make photo book and make a map. It reminds you of your school when you was little."*

Figure 9: Evaluation question 2 feedback

### **Phase 1 Summary**

My research illustrates that play and education were central to children's experiences of school and they described both elements as being key to how they perceived school. Children valued learning and places within school as well as using play to express themselves. It was important for children to have a sense of identity in terms of their own characteristics and their belongingness in school. They used visual images and symbols to help link past memories to future hopes. At school children felt it was important to feel physically safe and emotionally supported, as well as have trusted relationships with adults and peers. The children enjoyed participating in the study and the use of visual methodology enhanced the narratives around their experiences of education.

### **Link to Phase 2**

The findings of phase 1 were enlightening of children's experiences of education, having lived with DV, and fulfilled the first aim of the research. Whilst I wanted to explore the stories of children who had lived with domestic abuse, I also wanted to share those experiences with individuals who could be agents of change in the school system. In particular, teachers are often important figures in children's lives and they can be key agents of change in schools (Fullan, 1993). Thus in phase 2, I aimed to explore teacher perspectives of DV to investigate how teachers perceived children affected by DV in schools. Moreover, after exploring the perspectives of teachers on DV I wanted to share the findings from phase 1 in order to understand if knowing about these views would change the thoughts or actions of teachers towards children affected by DV. The findings of phase 1 were therefore used to inform phase 2 of the research.



## Chapter 6: Phase 2

Phase 2 involved working with teachers. The aim was to explore the implications for adults working with children in educational settings who had experienced DV. A SSM approach was utilised to elicit teachers' views about children who had lived with DV. A focus group was employed to discuss the findings from phase 1. The recruitment process and criteria for involvement are outlined followed by the method utilised and analysis undertaken. A findings and discussion section outlines the analysis of information and links the study with the wider literature.

### **Method**

#### ***Recruitment***

Teachers were recruited by contacting schools who participated in phase 1 to invite a group of teachers to take part in phase 2 of the study. Contact was made through the school SENDCo who gave teachers an information and consent form for the research. This was so teachers could be fully informed about the nature of the study and the topic in advance; this was important due to the prevalence and sensitive nature of DV. I further explained the confidential nature of the research at the beginning of the session and ensured teachers were informed about participating (see Appendix N for consent form). All three schools stated that they wanted to be involved due to an interest in DV, recognising it as a need within their settings.

Criteria for involvement:

- The individual was working as a teacher
- The individual could be released for two 90 minute sessions

#### ***Participants***

There were three groups of teachers who took part in the study, each from a different school; the groups ranged in size from three to six participants. The profile of each group is displayed in Table 9, including pseudonyms created for each school group, composition of teacher roles and number of individuals in each group. Within the findings and discussion section, individual teachers were given pseudonyms; the names ranged in number (1-6) according to the first line spoken, and were identified within

their group by the first initial of the group name. For example, P1 was the first participant to speak in the Purple group and L6 was the sixth participant to speak their first line within the Lilac group.

Table 9: *Profile of teacher groups*

School	Number of people	Profile
Purple	3	2 SENDCos, 1 Teacher
Mauve	5	5 Teachers
Lilac	6	2 SENDCos, 4 teachers

Phase 2 consisted of two sessions each lasting 90 minutes. The first session utilised a SSM approach and the second session was conducted as a focus group. The sessions were completed with an approximate interval of 4 weeks.

### ***Soft Systems Methodology***

In session 1 a SSM (Checkland, 1989, 2000) was utilised in order to explore teachers' perspectives about the impact of DV on children in school. SSM is a process used to explore complex real world situations which enables the participants to organise their thinking in order to consider improvements within a system. A SSM approach was utilised as a way for participants to explore interacting factors and different worldviews in order to develop an action plan in relation to supporting children affected by DV.

Within SSM, several tools can be used to explore problematic situations. Two of these tools were used in phase 2 of the research: a Rich Picture and a CATWOE analysis. A Rich Picture is a graphic representation of a real-world situation; it requires the participants to draw their perception of a given situation. Teachers worked in a group to develop a Rich Picture based on their perceptions of how children exposed to DV experienced education. Teachers also discussed the topic using a CATWOE analysis to develop strategies that could be helpful to these children. A CATWOE analysis is a technique used to create a root definition and a conceptual model of the situation. This involved asking teachers to think about six elements (Characters; Actors; Transformation process; Worldview; Owner; Environmental constraints) of the situation. By doing so, teachers

created a definition which outlined the problem at a systems thinking level. For session 1 using SSM, I explained the focus at each stage of the method (see Appendix O for SSM information sheet). I explained that I would provide some prompts and answer any questions, but mainly wanted to observe teacher discussions.

### ***Focus group***

Session two utilised the next stage in SSM which involved comparing the teachers' conceptual model with a real world situation. This was facilitated as a focus group in order to explore teachers' responses to phase 1 findings. I was interested in whether teachers' perspectives from the first session were changed in relation to finding out how children in phase 1 experienced education.

I created a conceptual map of questions for the focus group, with prompts at various levels to elicit further information (see Appendix P for focus group prompt sheet). As part of the session, I asked the group to look at a selection of quotations from phase 1 and to think about groupings or themes which could be created from those quotations. I then asked teachers to compare their Rich Picture and CATWOE analysis with the themes they had created from the phase 1 quotations. Then teachers were introduced to the initial emergent themes from the early stages of my analysis, in a visual format. The group was asked to consider any similarities or differences between their perceptions of DV and the children's experiences outlined in phase 1. The final part of the session involved exploring hypothetical actions (based on teacher discussions) that could be used in practice to change the situation in the real world.

### **Analysis Method**

A Dictaphone was used to record the sessions however there were two occasions when the use of audio recording may have been a limitation to individual expressions. Giving individuals the option of not being recorded at these times was helpful in allowing them to share their experiences. I transcribed the audio data from session 1 and session 2.

### ***Thematic analysis***

I chose to utilise a thematic analysis (Braun & Clark, 2006) approach for phase 2 of the research. The reason for using thematic analysis was to allow exploration of the data

from each group over two sessions. Due to the group element of phase 2 it would have been difficult to employ an IPA approach as discussed in the methodology section. Thematic analysis is useful for exploring worldviews of different individuals and comparing similarities and differences. The flexibility of thematic analysis meant that it could be used as a tool alongside other analysis methods, and as a standalone method (Nowell, Norris, White, & Moules, 2017).

Braun and Clark (2006) suggest a six-stage framework for thematic analysis. I have listed the stages within Braun and Clark's (2006) model and reported my analysis at each stage (see Table 10).

Table 10: *Overview of phase 2 analysis stages*

Guidelines	My analysis
1. Familiarise self with the data	This was done by transcribing the data and making notes about my initial ideas, reflections and connections.
2. Generating initial codes within the data	I used Nvivo, a computer application, as a tool to aid analysis. I inputted the information and created initial nodes (emergent themes) within the data, for each of the six sessions (see Appendix Q for sample coding).
3. Searching for themes	I used a table within Microsoft Word to explore and group emergent themes (nodes) together into cluster themes within the data. I felt that using Word allowed me to have greater creative reflection than using Nvivo to do so. I listed the frequency of each emergent theme (see Appendix R for emergent themes and quotation frequency). I then grouped emergent themes together in to cluster themes (see Appendix S for sample cluster theme). The cluster themes were grouped in to organising themes. Finally, the organising themes

	were encompassed in global themes. I did so using a post-it approach moving themes around physically.
4. Reviewing themes	I checked the original data to ensure that the emergent themes (nodes) fitted within the cluster themes, organising themes and overall global themes.
5. Defining and naming themes	I labelled each theme and global theme in order to explore the narrative the data was telling (see Appendix T for table of themes).
6. Producing the report	I reported my analysis and linked it to the extant literature.

*Some emergent themes were discarded due to not being representative of the data or being inconsistent within the theme.*

## **Findings and Discussion**

I employed a bottom-up analysis of the transcriptions using thematic analysis. There were seven organising themes which I felt conveyed the teachers' thoughts within the research process. The organising themes were grouped in to four global themes which I felt reflected the central elements of the research from phase 2. Figure 10 illustrates the global themes from phase 2 of the research and the associated organising themes. A comprehensive table outlining global themes, organising themes, cluster themes and nodes, alongside selective illustrative quotations can be found in Appendix T. A mind map in Figure 11 illustrates the global, organising themes and cluster themes.

It seemed appropriate to illustrate the findings and discussions within the original three research questions, as in phase 1, in terms of both clarity and succinctness. Thus the presentation of my analysis for phase 2 and discussion of the findings is presented in three sections:

- Research question 1: What are the views of teachers about the impact of domestic abuse on children’s experience of education?
- Research question 2: To what extent do teachers feel that hearing about the views of children who have experienced domestic abuse will change their practice in teaching children affected by domestic abuse?
- Research question 3: In what ways is soft systems methodology an effective method of eliciting teacher perspectives?

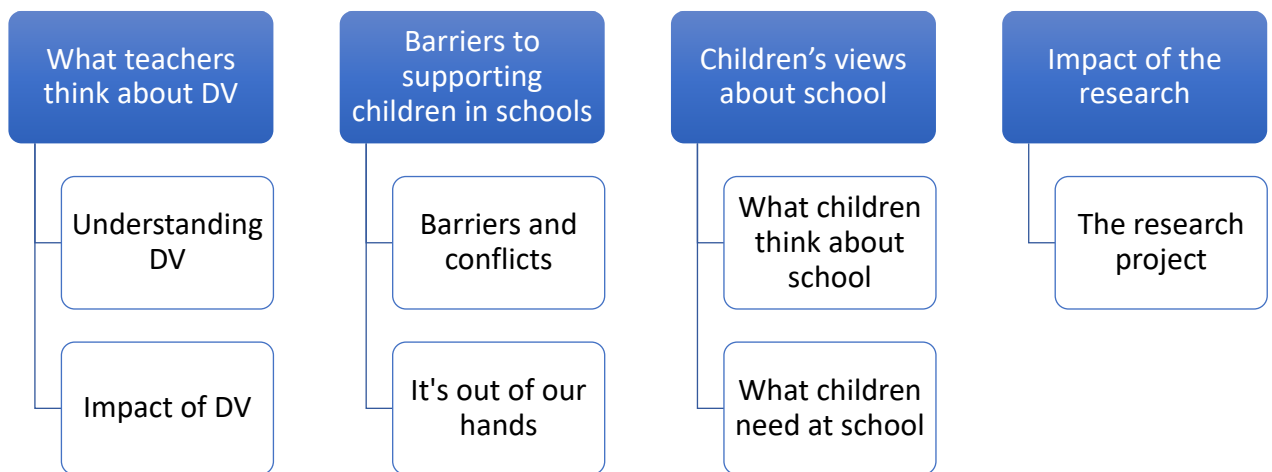


Figure 10: *Thematic map of global and organising themes*

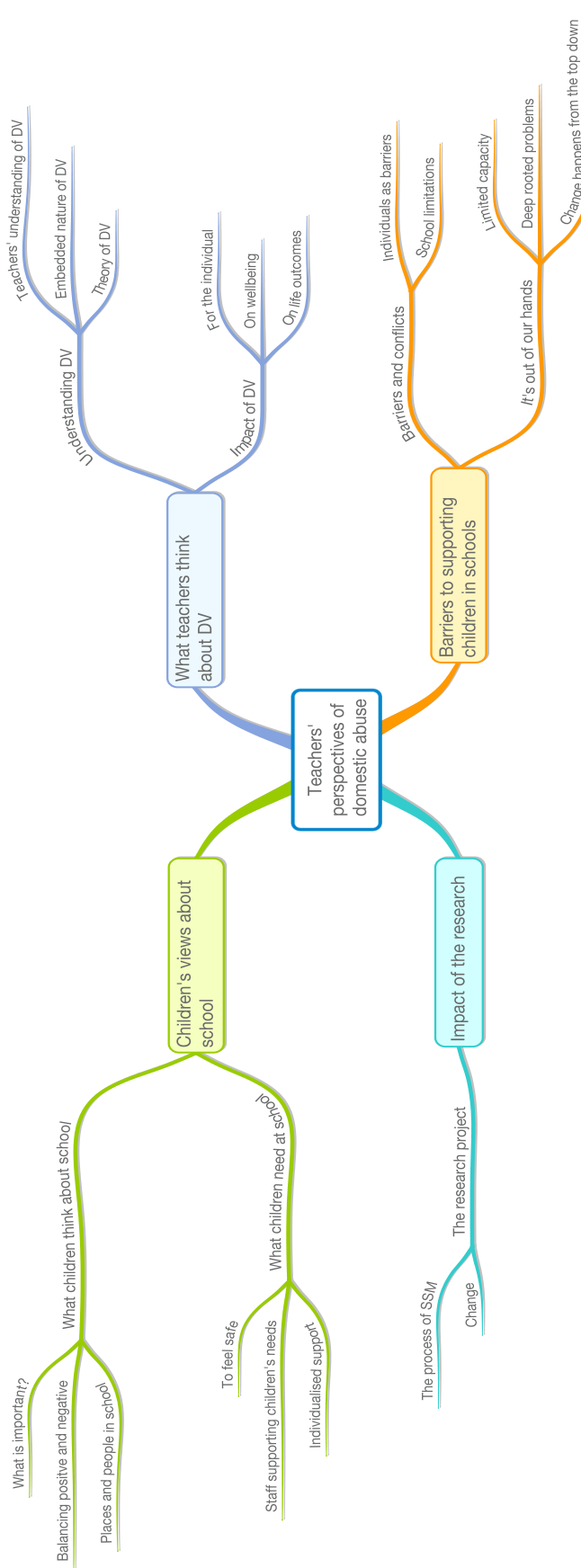


Figure 11: Mind map of global, organising and cluster themes

**Research question 1**

*What are the views of teachers about the impact of domestic abuse on children’s experience of education?*

The initial aim of the research was to explore teachers’ perceptions of domestic abuse. My aim was to understand how teachers think about children who have experienced domestic abuse, drawing on their own experiences. In this section I will outline two global themes which I will discuss in relation to research question 1. I will conclude by considering the two global themes within the wider research question of teachers’ views of the impact of domestic abuse on children’s experience of education. I will also discuss the findings in relation to the broader extant literature.

In order to respond to research question 1, it seemed appropriate to outline the global themes of ‘what teachers think about DV’ and ‘barriers to supporting children in schools’ to explore how teachers viewed the impact of DV on children. Teachers had an understanding of DV and described the impact it could have on individuals. However, they expressed many barriers and conflicts to supporting children affected by DV and change was believed to be out of their control. I will outline the themes within each global theme in turn, before linking these in relation to research question 1.

Global theme: What teachers think about DV

Table 11: *What teachers think about DV*

<b>Global theme</b>	What teachers think about DV	
<b>Organising themes</b>	Understanding DV	Impact of DV
<b>Cluster themes</b>	Teachers’ understanding of DV Embedded nature of DV Theory of DV	For the individual On wellbeing On life outcomes



Table 11 outlines the first global theme and associated organising themes and cluster themes.

The global theme of ‘what teachers think about DV’ seemed a good fit with the organising themes, the cluster themes and the data overall. The organising themes included ‘understanding DV’ and ‘impact of DV’. Within the former organising theme are the cluster themes of ‘teachers’ understanding of DV’, ‘embedded nature of DV’ and ‘theory of DV’. The latter organising theme encompassed the cluster themes of ‘for the individual’, ‘on wellbeing’ and ‘on life outcomes’. I will outline each organising theme in turn by describing and discussing the cluster themes within each. Then I will draw the two organising themes together and discuss in relation to global theme.

### *Understanding DV*

The groups of teachers indicated a variety of views about how they understood domestic abuse. The experience and knowledge of the teachers who participated varied. However, an organising theme was that teachers expressed their ideas and perceptions of what they thought about the topic of domestic abuse. They discussed their understanding of DV, the embedded nature of DV and theory around DV.

### *Teachers’ understanding of DV*

The teachers expressed they understood what the term ‘domestic abuse’ encompassed in terms of both generally and more specifically for individual children. In relation to the literature some teachers expressed belief in the ‘myths’ surrounding DV (Nicolson, 2010). M2 noted that the prevalent picture of DV is perpetrated by males to females.

M2: When they talk about younger ones in school it’s a lot mainly female, she, her, and if they’re talking about people at home there’s no mention of mums it’s all dads and I wonder if that’s like linked to society where actually most people probably think you’d think domestic violence, domestic abuse people always think male

M2 stressed that DV could be perpetrated by “mums”, as did L1, saying “because it can equally be the other way round”. However in specific examples of parents all teachers talked about women being abused by men. These perceptions link with prevalence data which shows that a higher proportion of females experience DV than males (ONS, 2017).

However, literature recognises that the prevalence of female-to-male violence is increasingly reported (Bair-Merritt et al., 2010).

This leads to the view that DV was seen perhaps stereotypically by P1 as, “it might be a man shouting or something like that”. There was acknowledgement explicitly by Purple that there were different types of DV other than physical, such as “verbal”, as in the government definition (HM Government, 2013). M4 stated that words could be “just as hurtful as actions”. There was not mention of other types of DV such as economic, sexual or online. Perhaps discussing sexual abuse in a group setting within school may have been difficult to talk about with colleagues and emphasises the need to reduce stigma around DV in order to best support children (Wolfe & Jaffe, 1999).

Two groups, Mauve and Purple, discussed the effects of DV for non-abusive parents. Mauve expressed that the parent often blamed themselves and Purple highlighted the parent may experience guilt and shame.

P2: But also, I guess it's like coming back to domestic violence, and you're identifying a child as, um, being affected by, um, the experiences that have happened in the home then that's a massive shameful thing for a parent to have to hear isn't it that actually you fucked up your child [Laughs] Excuse my language but you know so and we, we want to try and help them

There was a frustration to P2's comment and the findings link with Clarke and Wydall's (2015) research that professionals often viewed victims as responsible for perpetuating the violence. P1 responded that there was a fear from some parents that “I don't want to engage with agencies because my child might be taken away”. This notion connects with research that few individuals report DV to the police due to fear, embarrassment, or worry about their children (The Police Foundation, 2014). Teacher reflections illustrate that both children and parents experience self-blame for the abuse as well as feelings of shame and guilt (Sullivan et al., 2004).

L2 explained that the pattern of their discussion seemed to link with factors of poverty.

L2: Do you know it's really interesting most of these things that we're putting link with deprivation but domestic violence isn't, isn't always prevalent in deprived families

Indeed literature reports social deprivation as a risk factor for DV (Gewirtz & Edleson, 2007). Similarly P1 felt that DV was more prevalent with social deprivation. In contrast L1 noted that in a previous school, "most of our DV was done what, with, by who you would term middle class parents". That suggests that as Walker (1979) posited, DV can happen regardless of socioeconomic status.

Moreover, L1 discussed a link between DV and alcohol, particularly in relation to sporting events such as football. L1 discussed that DV had a "spike" during times when England were playing football, which she linked to alcohol consumption, saying, "it's one of the proven things that people get in the pub". Many teachers from Lilac agreed that alcohol could increase the rate of DV. This idea matches with research that indicates alcohol is present in many cases of DV (Finney, 2004) and was a risk factor for physical violence (Mumford et al., 2018). However, there was not an acknowledgement from the group that alcohol may not be the causal factor in DV, and that actually power and control are central to it. In fact, L2 felt that DV was about a lack of control, telling me that "like they don't know how to deal with their emotions and then take it out". This is a prevalent 'myth' surrounding DV. Which is in contrast to Galvani (2004) who states that violence can occur regardless of alcohol consumption.

### *Embedded nature of DV*

DV was perceived by the teachers who took part as being embedded within society. They discussed the central issue being DV itself and there was seen to be no perfect world in relation to DV. Finally, the role of parents was seen as integral to the perpetuation of DV and difficulties manifest in their children.

The issue of DV was viewed as the main problem and embedded within society. The ideal world was one in which DV stopped, with teachers stating "the ideal is that it stops isn't it" (M1) and "in an ideal world we wouldn't want domestic violence" (L2). Yet teachers found it difficult to imagine an ideal world in relation to DV with P1 stating the problem would be replaced by social issues.

P1: It's a whole world game plan isn't it yea, yea, it's the magic wand just says get rid of DV doesn't it and, a, yea, that doesn't happen anyway does it, and actually do you know if you got rid of the DV you, if you still don't understand this for a whole host of things, there's still gonna be issues aren't there, it's not just DV

Similarly, for Mauve if the ideal situation was stopping DV, that would mean a parent leaving which Mauve felt could result in further issues. The views of teachers reflected the prevalence of DV and the evidenced impact across society (Radford et al., 2011). Yet teachers found it difficult to imagine a future for children which would be free of DV, hence stressing the importance of raising awareness of DV and appropriate interventions which empower children and promote resilience (Zimmerman, 2013).

Purple and Mauve viewed the role of parents as adding to the embedded nature of DV. Mothers were seen as perpetuating DV by returning to abusive partners as P3 explained, "Whereas some parents keep going back to it". Moreover, Purple felt that some parents were avoidant of the issue, perhaps as a way of reducing emotional pain.

P3: Mm, selfishly or not I don't know what, what, but it's hurt, it's, it's um painful for the parents to have to go through and live through it if the children are questioning stuff as well

Teachers mentioned that mothers were emotionally unavailable or not able to make healthy choices for their children yet they did not suggest that mothers' physical protection of their children could override an emotional capacity to be containers for those children (Cort & Cline, 2017). The literature suggests that, in this case, mothers, could dissociate from their experiences, appearing to emotionally close off to the DV as a coping mechanism (Radford & Hester, 2006). Conversely, parents could be overprotective of their children due to the trauma experienced on a daily basis (Osofsky, 1995). This means that for schools, being a safe place for children, but also for parents, and adopting a no-blame approach to those parents may be helpful. Ultimately, empowering parents can be effective in creating long-term change (Clarke & Wydall, 2015).

### Theory of DV

Teachers had a sense about the theory and some research which helped to explain DV. It was seen as trauma which affected children. DV was also discussed in relation to attachment and relationships with others. In one group the effects of DV were linked to “brain science”. Mauve drew a picture of a brain (see Figure 12) to indicate that children’s brains were affected by DV.

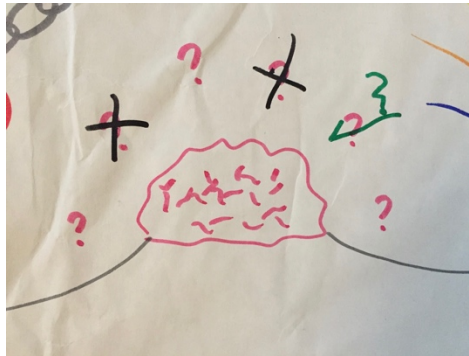


Figure 12: Brain from Mauve's Rich Picture

Children who had lived with DV were discussed as “traumatized” (P2) and having “been through a trauma” (P2). There were also different severities of this trauma expressed by P1.

P1: Um, the level of trauma some of these children come with whether it’s DV or suicide or whatever it is, is second to none really

This highlighted the perception of a high level of need within the children in Purple’s school. The effects of DV were discussed by P2 in terms of “facing that trauma” for example with loud noises and shouting in the classroom. This was seen by M2 also which agreed with Lewis et al. (2012) who found children reported more trauma symptoms when exposed to DV.

M2: With children and domestic, is it just fight and flight, cause, a, obviously there’s fight, flight and freeze isn’t there where they completely shut down is it just the two?

Indicating the concept of hypervigilance and threat response M2 seemed to know some of the terminology around theory but did not have an in-depth understanding of that knowledge. This was also shown in L1's discussion about attachment types.

Attachment, trauma and the brain were linked together by Purple, however, the details of how these theories connected was less clear.

P2: So I was thinking, like having the child in the classroom and thinking of the trauma aspect, um, trying to look at the whole when we're thinking about the attachment side of stuff

P1: Mm

P2: And the trauma, child, the child trying to learn, um, trying to express what might be going on in their mind to you know, if it's violence has happened, um, you know and there's, you know, people coming in from behind or there's sudden noises or the teachers might raise their voice, what's happening for them in their, in their head

P3: It's your brain

Whilst teachers discussed attachment, trauma and the brain the lack of understanding about the underpinning theoretical aspects of DV suggest more training is needed to embed the knowledge. As Ellis (2012) highlighted, training about DV and its impact was effective in improving teacher confidence in supporting children.

### *Impact of DV*

The individuals within each group had a shared understanding of the impact of DV in that there were significant negative effects for children. However, the perceptions of teachers on the impact of DV was also wide ranging and at times varied including impact on the individual, on wellbeing and longer term.

### *For the individual*

Lilac expressed that from the very beginning of the day children could be impacted by DV happening in the home.

L2: I had one child that didn't sleep in a bedroom he slept on the sofa with his mum so they were often up very late until the last person went to bed ... so therefore he was late in to school, if he arrived, because he just didn't get to go to sleep

Lilac expressed that children sometimes reflect their “chaotic” home lives in school and have low attendance as suggested by Kiesel et al. (2016). Lilac discussed how missing breakfast and sleep could impact on wellbeing (Buckley et al., 2007) stating “this chaotic life will kind of contribute to this, this chaos” (L2). Figure 13 reflected Lilac’s perception of children affected by DV. Moreover, aligning with social learning theory (Bandura, 1977) Lilac expressed that chaotic behaviours at home could mean children copy and express those behaviours in school for example, if they have not seen organisational skills being used at home they would not be able to utilise them in school. However this does not ally with research that suggests some children take positions of responsibility in the home and therefore acquire such skills through necessity (Dryden et al., 2010).

Unstructured times of the day for some children who experienced DV was thought to be difficult and unpredictable. P3 said that break times could be “quite a scary time isn’t it some, for some of the children”, emphasising like Osofsky (2003) the importance of consistency and routine for children. However, P1 acknowledged that children presented with different needs saying “I suppose maybe that is a bit of the spike for some but not for others” which reflects the research that children respond to DV in different ways (Buckley et al., 2007).

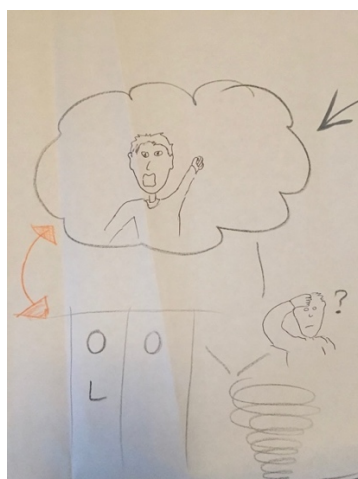


Figure 13: *Chaos from Lilac's Rich Picture*

As a result of experiencing DV M1 felt that “relationships are always hard for [children]”, in agreement that children affected by DV have reduced empathy and social understanding (McCloskey & Lichter, 2003). M1 expressed that for children who had lived with DV their “understanding of trust is completely warped because of what’s

happened” which seemed to be a cycle for children who, after being let down numerous times by adults, closed down and found it very difficult to trust anyone. In fact M1 felt that children wanted to:

M1: Like be their own rock and they don't look and they don't need they almost think I don't need to look for help I don't need to trust anyone else because I'm strong enough I'll just get on with it myself

This links to L6's statement that some children “close themselves to adults at school”. Thus the emotional cost of DV is in isolation, withdrawal and perhaps a dissociation with abuse as a survival mechanism (Lewis et al., 2012). Children's behaviour described here also reflects an insecure attachment style (Ainsworth et al., 1978).

Experiencing DV was seen to impact on children's ability to learn and concentrate in the classroom. P2 expressed that previous events in the home lead to lack of concentration in classes, like Gorin (2004) suggested, as children worried about parents at home. L1 summarised the thoughts that many of the teachers expressed throughout the sessions.

L1: A huge section of our children, the teaching and learning, quality first teaching it's not gonna hit them is it .... cause they're thinking so and so beat my mum and dad black and blue last night or I got locked in my bedroom or .... so and so threw me down the stairs last night. Yea and now you're gonna learn fronted adverbials

Teachers' views support research that the impact cognitively on children experiencing DV is evidenced as reducing academic attainment and overall outcomes for children (Harold et al., 2007).

Equally, Lilac felt that the school environment could be overstimulating to an already hypervigilant child, telling me “their experience of education might be that it's a bit overwhelming”. Mauve's depiction of this overwhelming nature of school is seen below in their co-constructed drawing of school (Figure 14). Coloured marks coming from school illustrate the many facets which children are faced with daily in school that could be overstimulating for them. The view that children's learning was affected was reflective of research by Kiesel et al. (2016) who suggest that children exposed to DV had the poorest outcomes in maths and reading compared to the general population of



children.



Figure 14: *Overwhelming environment from Mauve's Rich Picture*

All of the groups discussed the unpredictable nature of DV for children. Moreover, children's behaviour was unpredictable on a daily basis having experienced DV, which seemed to be most acutely summarised by M1.

M1: You could have a day where that child could be like this and then you could have another day where they literally don't cooperate at all, they don't want to have their friends, they don't want to talk about anything, they can't

Throughout the discussions within the theme of impact of DV on the individual, the teachers expressed a recognition that children in this scenario were individual. P2 emphasised that "it's a mixture isn't it depending on the child". Teacher views were in agreement with Kitzmann et al. (2003) that not all children are affected in the same way suggesting the need for individualised support.

### On wellbeing

Teachers explained that wellbeing was a key area which suffered as a result of DV. L1 also stressed the importance of supporting the impact on wellbeing that "even if it was for those 6 and a half hours a day, that their wellbeing is, is supported". In fact if wellbeing was not supported then the impact of DV would mean children are not ready to learn. A few teachers touched on the topic of mental health as linked with emotional wellbeing.

L4: We're all whooshing ahead with maths and English and then actually leaving behind, or meanwhile, the trail of mental ill health, illness is just .... putting more demands on children that are .... Who are probably just about struggling with it at the moment but then when they get to 18 it's gonna go, well if it doesn't go bang already, then it will do then

Moreover, P1 felt that if mental health services for adults were better equipped parents may be better prepared to support their own children's wellbeing. The views of teachers support Thompson and Trice-Black's (2012) findings that children exposed to DV were at increased risk of having mental health difficulties. This highlights a perpetuating cycle of mental health difficulties within families due to lack of support, as maternal mental health was found as a risk factor to adjustment in children (Graham-Bermann et al., 2009).

The impact of DV on wellbeing extended also to behaviour of children, although this was thought to be manifest in different ways. For some children the impact lead to externalising behaviours.

M2: We s-, we had a chat about children yesterday where we went, this child's behaving like this but actually when you look at reasons externally, you know, now you understand just a little reason why they're behaving like they do, and telling people, swearing at other children and adults

For others it may lead to internalising behaviours.

L1: Yea because that would be some of the, and some of them, which I worry about even more, are those kids which just withdraw .... Because it is so, because also is, are they less likely to get support in school because they're not kicking off and causing trouble .... little so and so in the corners a lovely little boy but his home life might be 3000 times more chaotic

And the contrast between the two as M1 juxtaposed the image of a child who's behaviour was internal and the child who "you can't miss when you enter the room". Findings on the impact of DV from teachers supports Moylan et al.'s (2009) results that children experiencing DV illustrate increased internalised and externalised behaviours. In fact there was a three-fold increase in clinically significant behavioural difficulties for children exposed to DV (Harold & Howarth, 2004). It is thus important that teachers

recognise that both increased internalising or externalising behaviours could be a sign of DV.

Across the groups, teachers expressed that DV could affect children’s emotions. Figure 15 illustrates a range of emotions or emotional language which was used to portray the impact of DV on wellbeing. Teachers were able to label emotions for children, which is often difficult for children who have lived with DV (Radford et al., 2011). Therefore it is important for adults to model and teach such emotional literacy skills.

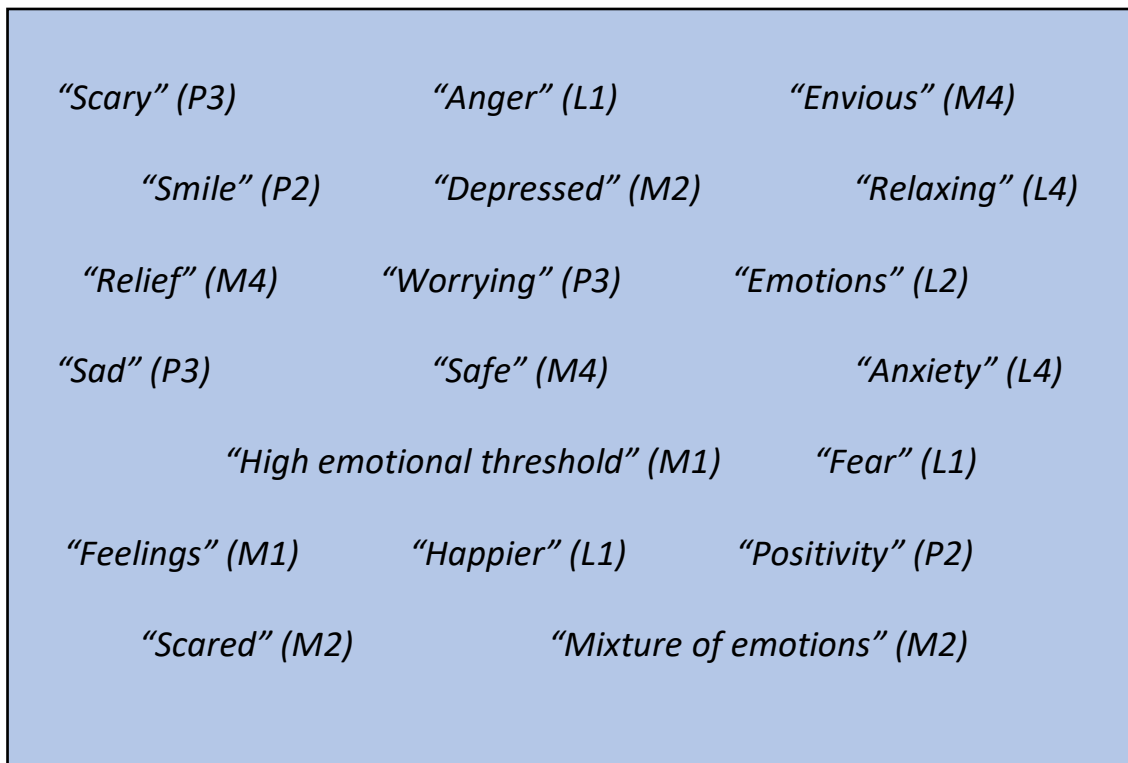


Figure 15: *Emotions discussed by teachers*

On life outcomes

Mauve discussed that for children experiencing DV, life was a bit like a journey. Mauve used metaphor and drawing to illustrate that life could be like a maze which needed to be journeyed through (see Figure 16). There was a contrast between feeling safe and contained in a maze, but also of confusion as to which direction to turn. This was reiterated by M4 who depicted DV as a cyclical journey which continued throughout a child’s life. The teachers used the symbol of a maze to illustrate and tell the story of children’s lives in a relative and accessible manner (Chase et al., 2010).



Figure 16: *Maze in Mauve's Rich Picture*

The blank white piece of paper presented to the group was used as a metaphor by Mauve to describe the concept of DV as having longer term effects.

M1: Yea and I think like it's got a lasting impact and you wouldn't know that from that piece of paper because it's white and clean whereas if it was like a navy blue or something or-

M2: Grubby

M1: Grubby, yea, or like crinkled or-

M2: Covered in mud

M1: Covered in mud, yea, like that kind of that they, like, everyone starts with that when you're born but actually this child isn't gonna be like that for a while it's gonna take a lot of cleaning and a lot of helping them get rid of the memories, not get rid but-

M2: If it's crumpled up it's gonna take a while to iron out the creases

In other words, as Artz et al. (2014) suggested, there was a cascading impact of DV long term. Teachers also felt that DV could have a longer term effect on children's development. They talked about "history and the future" (M2), "when they get to 18" (L4) and "the impact it's gonna have on them" (M1). There was a recognition that there needed to be support for children to enable them to manage when they left primary school by Mauve. Purple too expressed a disappointment about the lack of support in secondary school for parents who returned to talk to primary staff after their children had left.

P2: And what does that say it just says that obviously we provide them with so much and then there's nothing, obviously, and they don't know where to go to now

The finding that children's longer term life outcomes were affected by DV supported Osofsky's (2003) research, who suggested DV has longer term impacts on children. Teachers' sessions indicated that the unmet need may be due to less support being available at secondary school or having better relationships with primary school staff. It could be that the structure of primary schools with one key adult and classroom means that adults were able to identify and be more responsive to the needs of individual children. Yet perhaps "the real problem may be that secondary schools are not designed for belongingness" (Bergin & Bergin, 2009, p. 157).

Perhaps the most candid conversation from the study came from a discussion around whether there was a difference between the impact of DV on children who had previously experienced DV and no longer were, and those currently experiencing it.

L4: No, because I think these children who've suffered domestic violence or some form of, that scars still gonna be with them, it's still gonna be there and they will be, they need to be, reassured throughout their lives .... you know, if it's damaged them to the extent that they feel very uncertain about you know their trust in people .... or even in themselves .... as somebody who's experienced this and also experienced you know being constantly being hit on a daily basis it doesn't stop, I think, I still need to be reassured in some form that you are doing the right thing. Cause you have a tendency to overcompensate .... and I always will

Through personal experiences L4 shared his own recognition of the long term effects that DV could have on children's development and wellbeing. This links with Buckley et al.'s (2007) study that children exposed to DV have a "sense of a lost childhood" (p.298). Thus highlighting the long term and interactive effects of DV (Artz et al., 2014).

#### *Global theme summary*

Teachers in the research expressed an understanding of DV and its impact on children. They believed that DV was embedded within society and understood some theory around DV, however, there were prevalent myths about DV which teachers expressed. In terms of impact, teachers believed that DV could affect children at the individual level including impacting on their wellbeing and having longer term effects. These findings have implications for how teachers perceive and support children affected by DV in schools.

Global theme: Barriers to supporting children in schools

Table 12 outlines the global theme and associated organising themes and cluster themes.

Table 12: *Barriers to supporting children in schools*

<b>Global theme</b>	Barriers to supporting children in schools	
<b>Organising themes</b>	Barriers and conflicts	It's out of our hands
<b>Cluster themes</b>	Individuals as barriers School limitations	Limited capacity Deep rooted problems Change happens from the top down

The global theme of 'barriers to supporting children in schools' seemed a good fit with the organising themes, the cluster themes and the data overall. The organising themes included 'barriers and conflicts' and 'it's out of our hands'. Within the former organising theme are the cluster themes of 'individuals as barriers' and 'school limitations'. The latter organising theme encompassed the cluster themes of 'limited capacity', 'deep rooted problems' and 'change happens from the top down'. I will outline each organising theme in turn by describing and discussing the cluster themes within each. Then I will draw the two organising themes together and discuss in relation to the research question.

*Barriers and conflicts*

The teachers seemed to have an understanding of DV and the impact it could have on children's lives. There was also a feeling that there were many barriers to supporting children whose lives had been affected by DV. There was a sense of disempowerment amongst the groups which was manifest as using negative language both about

themselves and other individuals as well as systems that seemed quite separate to daily practice.

### Individuals as barriers

Some of the teachers felt that they themselves or other staff could present a conflict in supporting children. P2 expressed that personal characteristics could be a barrier to support, seen as having a “lack of understanding” (P1) or “empathy” (P3), that they didn’t have “the capacity to care enough” (P2). Purple expressed that for some staff a change of mind-set was required.

P2: Mm so it’s really, really hard isn’t it changing how, it is literally changing the mind-set .... of a lot of people .... and people just think a lot of people just think they’re getting away with blue murder, he needs a good hiding .... you know or something you know what I’m saying don’t you .... It’s a treat or you know I get that a lot that kids come to me for a treat like [sighs] what they’ve been through isn’t really .... Fun [laughs]

This suggests the importance of particular characteristics in adults supporting children living with DV, of being nurturing and flexible (Thornton, 2014). Moreover, P1 discussed a seeming unwillingness to support specific children.

P1: Yea definitely and there are teachers here already 3 weeks in and I’m, I’m meaning this in the best way possible but I know they’ve already decided they can’t deal with certain children

That school staff felt unprepared to work with children affected by DV reflects the research of Thompson and Trice-Black (2012) that lack of knowledge about DV interventions was the main reason for staff being barriers to supporting children. Thus it is important to develop effective training for school staff in how to support the impact of DV in schools.

The views of other school staff were perceived to be a barrier to supporting children because of inappropriate information sharing. This was indicated by Purple and Lilac.

L1: Because some people need to know the details and actually that’s where it just tips over you just want gossip .... this is this child’s life, I’m not telling you, all

you need to know is there's DV .... Because some people here want to know every gory detail don't they and I question that

The perspective presents a barrier to initiatives such as Operation Encompass based on information sharing in schools, thus greater understanding of how these systems work, focusing on the impact of DV and the impact on the child are key to safeguarding children (Peckover & Trotter, 2015).

### School limitations

The limitations of working within school systems was seen to present barriers and conflicts to supporting children who had experienced DV.

Children themselves were perceived to be a barrier to them receiving support, with P2 stating that children might not want to engage with support. Further, M4 suggested that "older children might think it's a bit weak to ask for help". That children may not be able to ask for help because they are frightened or are not listened to was not expressed by teachers, thus children need methods to share their views in sensitive and confidential ways within schools (Åkerlund & Gottzén, 2017).

Additionally depletion in external services was felt to be both a barrier and a conflict. P1 told me that a local charity "waiting list is so long they can't fit anyone, new referrals, in for over a year now". A similar view was expressed by Lilac with L1 further suggesting "that's the police, that's every service, social workers every service is .... stretched to the limit isn't it" a view supported by L2. Whilst research suggests agencies should work together to safeguard and support children affected by DV (Clarke & Wydall, 2015), this was in conflict with teachers' views of support in reality.

There were also conflicts in terms of different teachers' priorities. For example the contrast of academic versus pastoral education being the priority.

P2: And it is hard because people have different priorities and I can see it from two different camps, I know that um teachers really need to teach these lessons and they need to make sure these children are, within their target and they're, got certain things they've got to do but then if you've got a traumatised child



who needs to come out in the morning they're not gonna be able to learn efficiently are they?

P2 discussed wanting to take children out of morning sessions for interventions but class teachers not wanting that to happen, as children may fall behind in literacy and maths. P1 felt strongly that it was every teachers' job to give pastoral support saying "it's about people realising that's part of their job as well, I'm not just here to teach maths and English" (P1). By contrast, M4 felt it was unrealistic to take time for each individual child, despite best intentions. The view reflects the role of teachers suggested in The SEND Code of Practice (DfE, 2015) that every teacher is a teacher of every child and has responsibility for supporting all children in their class.

A further barrier to support was being able to put theory in to practice. L4 told me that "it's all great in theory but, you know, what do they actually do in practice". A view also stressed by P2 who felt training could be "revolutionary" at the time but when in the classroom "It's hard transferring those things". P1 expressed that "people start off with really good intentions and then it falls by the wayside, something else comes up" indicating a wealth of training within schools. Teachers did not discuss solutions to this issue, yet interventions with professionals supporting children affected by DV can be effective (Turner et al., 2017) however knowledge of DV needs to be coupled with active involvement with a child (Clarke & Wydall, 2015) in order to link theory to practice.

#### *It's out of our hands*

Teachers felt that they had a limited capacity for support imposed by school systems and processes beyond their control. Problems associated with DV were seen to be deep rooted within society. Change was illustrated as being from the top down and there was a perception that staff were disempowered from making changes. Lilac's drawing of a world in Figure 17 illustrates the theme of those above imposing funding and policies which affected support that could be provided in schools.

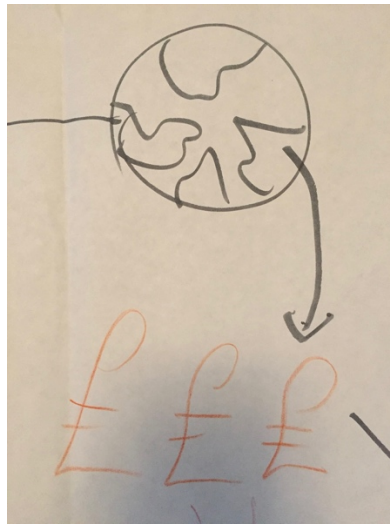


Figure 17: *The world in Lilac's Rich Picture*

### Limited capacity

There was discussion particularly in Lilac about money being a limitation to teachers' ability to support children. It was linked to all aspects of school.

L1: If you haven't got money you haven't got the social services you haven't had the training you haven't, not being communicated properly and there's no money, it limits our- what you can physically, emotionally do for those children.

A lack of money and funding was indicated to be a nationwide problem with L2 stating that a lack of money affected support for children inside and outside school. Furthermore, L1 stated that cost-cutting across government resulted in people taking on more workloads which then limited capacity for a "really coherent approach". As a result of limited resources, the capacity of individuals was felt to be a limitation to support. Reflected in P1's exhortation that "we forget in the milieu of school busyness and it's somebody else's job". In schools, clear boundaries are needed when professionals work together to improve outcomes for children affected by DV (Peckover & Trotter, 2015). Indeed the authors found 'some-one else's job' was a theme illustrating professionals views of DV, when they felt limited knowledge, skills or time to provide such support. This suggests the teachers views in this study were not isolated.

Teachers, moreover, expressed that the level of need was not met by the appropriate amount of resource to support that need. P1 expressed their school had a high level of need but the barrier was not having enough staff to support such need. It was also seen

as a limitation for L1 who said “at the moment there’s no capacity to do that” to which L4 replied “Mm yet a greater, an ever greater need”. The impossibility of doing more with less was expressed in L6’s comment: “how can you turn water in to wine”. The reference to a “miracle” indicates some aspects of the job felt increasingly impossible to do.

Time was a key limitation for some teachers. Both in being limited to the amount of time in a day and in response times to support. P2 talked about there not being enough time and there was a tension between what was most valuable for the child. L2 stressed that a child’s needs should be met in a timely manner. This was conflicted by a lack of time capacity within schools by M1.

M1: I think time, like I would love to spend an hour with some children in my class and just let them know that even if they don’t tell me that it’s fine

The effects of having limited capacity were having too many tasks to do in a short time frame and ineffective communication methods which impacted on children not receiving support and not feeling valued or important (Peckover & Trotter, 2015).

### Deep rooted problems

The problem of DV was seen to be deep seated within society. There were links to how this idea manifest at the local level of individual communities as well as in different cultures.

L4: No I think that the, so my way of looking at it to me the issues are, um, if you have a rotten and ill society .... you’re gonna have pockets of deprivation where those people are very ill so if you picked society apart to that extent that there are no longer any bonds between them and you allow one group to sort of drift off in to nowhere then that’s what’s gonna happen isn’t it

DV was seen to be persistent across generations and to be a social issue at its core, related to feminist theories that DV is structural (Osmond & Thorne, 2009). Moreover, P1 talked about how “history could repeat itself”. This view was supported by L4 in terms of the local community.

L4: Their offspring are basically exhibiting exactly the same traits as their parents. Why? Because they've lived in the same spiral going round and round and round

Thus the “demographics of the area” (L6) were expressed by Lilac as being part of the perpetuation of DV. This was linked to associated problems such as unemployment, underemployment, alcohol and drug abuse. These multiple factors were recorded as being risk factors for DV and increasing ACE's for children (Anda et al., 2006).

For some communities DV was “spoken about on the playground as though it were, you know, just second nature, it was something that was the norm” (L2). P1 said that there was a need to be “changing a generation” through teaching about healthy relationships and stereotypes around gender. Teacher's views match research of the intergenerational transmission of violence (Murshid & Murshid, 2018).

Furthermore, making DV less acceptable was the hope for Lilac. They talked about a gradual need over time to teach children to speak out about DV, see it as wrong and change their mind-set. L4 acknowledged this was going to take time, “you're probably not going to change the parents, the grandparents but you might change them”. Education was seen as important by teachers and also in the literature (Refuge, 2009) in teaching children about healthy relationships and how to seek help in unhealthy relationships.

The idea that local communities could be a barrier for children to be supported through entrenched views was presented. Lilac discussed the culture of silence which was prevalent in their town, saying “I think, this town doesn't like talking about it still” (L1). This suggests the manifest and embedded nature of DV within that society which was perpetuated through silence and the stigma of the topic. Secrecy was felt to be a barrier to discussing and supporting DV. Equally, local communities were perceived to share information inappropriately to the detriment of children.

L1: One other thing that I think here which I've never experienced before in terms of DV, child protection, is that small community where staff members may well be friends with people that are perpetrators .... and I think that is very tricky in a small town

Specifically, Lilac talked about different cultures perpetuating DV through secrecy and collusion. Explaining their experiences of “Asian” and “African-Caribbean” families where “it’s cultural to beat your children”, contrasted with the exhortation that “yes it might be but in this country it’s illegal” (L1). The view of ethnic groups within Britain were perceived to be a collective rather than individuals with their own thoughts and actions. The following conversation occurred in relation to a cultural view of abuse.

L6: That people need to be made aware that actually even if they’re still gonna be quite you know stuck in like a group of people from your culture, there’s still actually, there’s this overarching British values isn’t there

L1: It’s, it’s the law of this country isn’t it

L4: Yea, yea

L1: And that’s the thing, if you choose to live in this country

L5: Umhm

L1: Then, o I sound so British First but I don’t mean to be, you need to adhere to those laws and it’s illegal

It was surprising that culture emerged as a factor in DV, which occurred regardless of ethnicity within Walker's (1979) study. There is research which suggests that DV occurs at a higher prevalence rate in some countries (Garcia-Moreno, Jansen, Ellsberg, Heise, & Watts, 2006). The study explored women in ten countries and found variable rates of DV between 15-71%, despite the large sample size the results should be interpreted with caution within the UK as the countries were external to the country. Importantly, there is a need to balance child safeguarding as paramount without collectively viewing particular cultures as homogenously institutionalised by abuse.

#### *Change happens from the top down*

The idea that change was necessary at the national level was clear from teachers. However, the teachers had their own views that change could only happen by individuals with ‘higher’ status.

It was seen as important that school systems took a holistic approach rather than segregated, a view expressed by P1. L4 moreover stated that without a whole school approach change would not occur, rather it would be temporary, “just a staple on the side”. Similarly, Purple’s experience of successful change in introducing “chill skill” groups including “meditation and deep breathing” (P2) was described as a “process”

(P1), “being part of the culture” (P1) and not working in “isolation” (P1). Thus collaborative approaches within schools are necessary to effectively support children affected by DV (Turner et al., 2017).

However P2 expressed that change needed to be supported by leadership in school saying to P1, “You are the ones that make that, that decision aren’t, you know, you do call the shots don’t you so, um”. In disagreement P1 stated “when it comes to senior management I know full well that people don’t always do what I have suggested or advised”. L1 was also on the leadership team however perceived the head teacher as the change agent. Therefore while teachers felt strongly that change happened from the top-down, those in leadership believed change also required support of school staff.

L2 felt the same as P2 noting that “the constraints are top down”. Decisions were felt to be “just part of something that’s out of control, our control” (L2). Lilac expressed they could not take ownership of solutions. There was a sense of disempowerment in the air and L4’s expression surmised the mood.

L4: So in terms of what we can do we can only do our best can’t we, we can do whatever we can and we can do our own little bit, but it doesn’t stop you feeling frustrated and you know I can see why, why senior management doesn’t prioritise this because some bugger else has got a big stick beating them as well

That “stick” was perceived to be government initiatives focusing on results and attainment. Lilac later discussed that this focus, in line with Hutchings' (2015) findings, affected self-esteem and mental health of children. Additionally, teachers did not feel that they could be protective factors in supporting children’s needs due to the constraints of policy. This is in contrast to research which found that ethos, environment and staff relationships with children were associated with greater wellbeing and sense of belonging in children (Brooks, 2014). The suggestion is that teachers need to be aware of the positive impact they could have on children.

Government funding “austerity cuts” (L1) were also blamed for a dwindling support for children. P3 talked about the government reducing policing. The views are reflective of Hastings, Bailey, Bramley, Gannon, & Watkins' (2015) findings that reduction in funding

risks reducing support for vulnerable individuals. This was emphasised by Lilac as affecting all services and being a barrier to support.

L2: They're a system aren't they because yes we feel they're stopping us but-

L1: That's come from the top so whoever's making that policy

L2: Yea policy makers

L1: Which is government

The view that policy, government, funding and practice needed to work together to effect change supported the view of Refuge (2009), whose research suggested that there was a need for government to write in statute learning about DV, the effects and where to seek support. However, legislation alone cannot impact change (British Journal of Criminology, 2017) and needs to be supported by teachers who are actively involved with children.

#### *Global theme summary*

Teachers in the study believed that there were many barriers to supporting children in schools. Individual characteristics and school limitations in particular were believed to stifle support teachers could provide in schools. Moreover, change was perceived to be out of the control of teachers; power was held by those in leadership or the government which resulted in teachers having limited capacity to support children. Moreover, DV was seen as being a social issue which was embedded in many communities. These views on the barriers to support have implications on the amount of support children receive in school.

#### *Research question 1 summary*

The research indicated that teachers had an understanding about domestic abuse and its impact on the children in their schools. However, teacher's expressed several barriers and conflicts to providing support in schools. Use of drawing and talking seemed to allow teachers to express these views, and there are considerable implications to practice based on the findings of the study.

### **Research question 2**

*To what extent do teachers feel that hearing about the views of children who have experienced domestic abuse will change their practice in teaching children affected by domestic abuse?*

A further aim of the research was to link phase 1, children's experiences of education, to phase 2, teachers' perceptions of children. I was interested in exploring the effect of phase 1 results on the teachers' perceptions of children. The aim was to understand how teachers would respond to or be affected by exploring the views of children who had experienced DV. In this section I will outline one global theme which I will discuss in relation to research question 2. I will conclude by considering the global theme within the wider research question of teachers' thoughts and change of actions about children who had experienced DV. I will also discuss the findings in relation to the broader extant literature.

In order to respond to research question 2, it seemed appropriate to outline the global theme of 'children's views about school' to explore if hearing the views of children affected by DV changed teachers views. Teachers expressed what they believed children thought about school and what they need at school. I will outline the global theme and the organising themes within, in turn, before linking these in relation to research question 2.



Global theme: Children's views about school

Table 13 outlines the global theme and associated organising themes and cluster themes.

Table 13: *Children's views about school*

<b>Global theme</b>	Children's views about school	
<b>Organising themes</b>	What children think about school	What children need at school
<b>Cluster themes</b>	What is important?  Balancing positive and negative  Places and people in school	To feel safe  Staff supporting children's needs  Individualised support

The global theme of 'children's views about school' seemed a good fit with the organising themes, the cluster themes and the data overall. The organising themes included 'what children think about school' and 'what children need at school'. Within the former organising theme are the cluster themes of 'what is important?', 'balancing positive and negative' and 'places in school'. The latter organising theme encompassed the cluster themes of 'to feel safe', 'staff supporting children's needs' and 'individualised support'. I will outline each organising theme in turn by describing and discussing the themes within each. Then I will draw the two organising themes together and discuss in relation to the research question.

*What children think about school*

Teachers expressed a variety of views about children in their schools who had experienced DV. They talked of their own experiences working with children and reflected on children's information from phase 1.

### What is important?

There was a clear sense of teachers putting children's needs at the forefront of discussion. It was seen as important that teachers listen to the child's "voice" when considering children's perceptions of school. The most important part of school for M2 was "tryna look at it from the child's point of view and their experiences". It was seen as important to "empathise with the child .... when maybe you've not experienced it yourself" (M4). Similarly, P1 felt that they should consider "the children's perspective about whether they feel they're being supported in class". It was important to view children as construing their own stories and use that to understand their perspectives (Överlien & Hydén, 2009) .

Two groups felt that support in place for children may be viewed as important, whereas adults may not realise the value of that support. Talking about the school friendship bench, M4 reflected that "Sometimes we don't realise what impact that actually does have on them". Similarly, P3 said "I might forget I've said it but they don't forget", with P2 agreeing for those children, "it's the most important thing". Other important aspects were seen as "friendships" (P1) and "playing" (M4). For example having somewhere fun to go to, "like they go to the summerhouse because it's fun" (M1). Play was seen as important for children to have breaks from learning and for fun in order to express themselves in creative ways (Thompson & Trice-Black, 2012).

It was viewed as being important to children that they had a safe space to express their voice and have a sense of belonging as expressed by Bergin and Bergin (2009). Purple discussed a group intervention for children who had experienced DV, and the moment the children realised their commonalities.

P2: And they all realised they had something in common .... But it was like this epiphany for them wasn't it .... Yep .... Like o my gosh you don't see your dad, you don't see your dad, you're you know and it was just they just they just found this confidence .... To, to talk you know and that was really lovely

For P2 was the realisation that as Buckley et al. (2007) found, some children felt school was a safe place where they could discuss what was happening to them. Moreover, Purple's group, although not group counselling suggested by Pepler et al. (2000),

allowed children affected by DV to share their experiences in a safe space.

### Balancing positive and negative

Teachers saw children's experiences as being a balance of the positive and negative events in their lives. This was reflected in memories, in their individual needs, their view of rules in school and the contrast of negative and positive experiences.

For children exposed to DV the emphasis was perceived negatively.

M2: Children, the other day we was looking at the scale, that one negative can outweigh all those positives ... So the one thing that can happen can tip that balance completely

Experiencing DV was seen as resulting in children having a negative view of life. Children's use of language such as "banned" and "not allowed" was viewed as "quite a strong word" (M4) and thought to be discussed with negative intonation by children, which is illustrated in Figure 18.

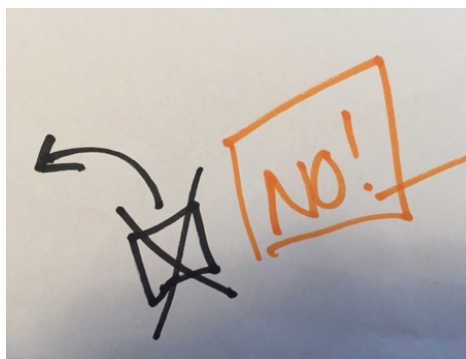


Figure 18: *Not allowed in Purple's Rich Picture*

Alternatively, teachers were quite surprised by the overall positive nature of my research with the children, telling me "this is a very positive outlook" (M1). Which seems to be in direct conflict with the negative perception of children on education. P2 also expressed "there's a lot of positivity about the school actually". A view supported by L6 who saw children's views of education as "mainly positive to be honest, there weren't that many that you could say were overly negative". L4 felt the reason for the positivity could have been that children wanted "to take you to the places that make them feel good". L6 thought that perhaps there was a difference between children who were no

longer living with DV because they had “come through the other side and now actually feel a bit more positively about life” that the impact of DV stopped when the violence stopped. It appears thus that DV affected children in different ways with some responding comparably to their non-exposed peers (Kitzmann et al., 2003) or displaying greater resilience (Bowen, 2015). Yet for others, despite DV ending, the effects could be long lasting (Artz et al., 2014).



Figure 19: *Happiness in Purple's Rich Picture*

School was perceived to provide positive experiences for children by L4 and for P2, illustrated in Figure 19 that teachers felt children were happy and supported in school. The theme of balancing these positive and negative experiences reflects the findings of Buckley et al. (2007) who found that for children the impact on school was balancing the positives and safety which school brought with the threats and negative experiences.

#### *Places and people in school*

Place was seen as important to children by teachers. There were places in school which were functional spaces, and others that seemed important to children. These were thought by teachers to be places like the summerhouse, the library and the playground, which were seen as special places. M1 felt that the classroom may be preferred because it was “calm, it’s safe”. Similarly, P1 felt that having consistency within the class was important for children: “things don’t change, it’s the same adults, it’s the same seats”, similar to Osofsky's (2003) suggestion.

However, the teachers felt that children seemed to like being outside, saying, “it’s fun not being in class” (M2). P2 hypothesised this could be due to the overwhelming nature

of classrooms for some children, which is indicated in Figure 20. The different shapes of the arrows which fill the whole box representing the classroom indicate limited space for children to think clearly. P2 expressed that “the classroom experience might sometimes, um, be full of, of different triggers and different things that might be, um, sort of like it’s us facing that trauma”. For Buckley et al. (2007) too, manifestations of living with DV could impact on emotional wellbeing, thus as Kiesel et al. (2016) states, affects school readiness.



Figure 20: *Overwhelming classroom in Purple’s Rich Picture*

As well as places, people were thought to be important to children in school. Peer relationships were discussed by teachers as being helpful for children who had experienced DV. M1 recognised the tension within friendships for children, that “although they might not tell their friend, having that consistent friend might just keep them going”. In contrast to Buckley et al.’s (2007) research who suggested children living with DV avoided close friendships.

However social interaction and misunderstanding of those relationships was felt to provide problems for children as Sousa et al. (2011) found. For example P1 felt that for Lily’s friends protecting her from harm, “doesn’t mean they’re really good friends and they’re nice friends”. Some children were thought to be shy or controlling of other children due to a lack of trust.

Teachers were surprised that the children did not talk to me more about their families.

P1: I'm in a way, I'm surprised there wasn't more of a family thing that they would talk about ... Cause often that's what they want to chat about to us isn't it

It seems trusted adults were felt to be safe to talk to about their families and problems and the emotional quality of the teacher-child relationship provided security and safe spaces for children to talk about their experiences (Pianta et al., 2008). Thus highlighting the importance of trusted adults in school for children affected by DV.

#### *What children need at school*

Teachers felt that children needed to feel safe at school, to have staff supporting their needs and to have individualised support.

#### *To feel safe*

Teachers believed it was important for children to feel safe within school. This meant that they were physically safe, confidentiality was ensured, safeguarding procedures were in place and there were places in school which would be safe spaces.

To be reassured that they would be physically safe was seen as important; “we’d want everyone to be still alive” (M1) and “for some children we’re saying it’s actually their safety” (L2). Moreover, it was seen as important that children had a resilience narrative, believing that “they’re a survivor not a victim, it’s like tryna get that across to them” (M1). Focusing on strengths, both internal and external resources, can be effective in providing support to children (Zimmerman, 2013).

For staff, it was important that relevant and effective safeguarding procedures were in place. Lilac had a new electronic system in place which aimed to “record it [safeguarding concerns] more consistently” (L1), reduce “human error” (L1) and “ensure that information is passed on safely and confidentially amongst staff” (L1). These systems, Peckover and Trotter (2015) stress, need to be conveyed to staff with clear designated leads who safeguard children.

In terms of safeguarding, every staff member was seen to have a duty of care to share any concerns.

L1: So there's no excuse for not doing it at home or every single a cl-, everybody has this [phone number of safeguarding team] don't they, it's not just teachers or class based staff, and that was one of the reasons that that was brought in so that we could do that if we're out in the local community

Not passing on concerns was perceived to be "just as bad as you standing watching it" (L1). Emphasising statutory guidance that everyone has responsibility in safeguarding children (HM Government, 2015). Yet P3 expressed that some staff lacked the confidence or experience to effectively safeguard children, saying "a lot of the teachers are very young and so they've not perhaps been exposed to things". This highlights further the need for ongoing training and clear safeguarding procedures in schools.

Teachers felt children needed to have safe spaces in school where they felt able "just be themselves" (M1). School was also perceived to be "quite a sanctuary" (P3) because they were able to talk to someone. Safe spaces were described by teachers as being "more enclosed and safer" (P1), "like a comfort zone" (M4), "quiet" (P1) and "calm" (L5). The perceptions of teachers align with Thornton's (2014) findings which suggest that adults in schools can take on the role of being an attuned adult, working on positive self-image as well as enhancing children's self-concept to help them feel safe.

There was a contrast between school being a safe place and being quite scary with M1 describing a tension between those children who felt safe in school and then will become avoidant because they were "scared to feel safe". The view was summarised by L2.

L2: Yea. So it's all quite chaotic, um, and then for some children school might be a safe place, a place where they're away from the dangers at home, um, where they've got people who can care for them and nurture them and talk through different problems at school including our, um, DV champion, who will champion children, however for other children it's not a safe place, it's not they don't feel that they can trust the adults in school probably because they don't know how to trust anybody

Like Buckley et al. (2007) reports children experienced school as either being a safe place or unsafe depending on their experiences and the support they accessed.

### Staff supporting children's needs

Teachers expressed the importance of staff supporting children's individual needs. P1 saw education as including academic subjects and pastoral support saying "education is everything". Each staff member was expected to support children academically and pastorally, reflecting the SEND Code of Practice (DfE, 2015) that every teacher is a teacher of every child. The ethos of purple was holistic, as Holt et al. (2008) stated it should be for children living with DV. For Mauve the symbol for pastoral support was "a love heart for caring" (M4) with the image of care reflecting the importance of supporting emotional wellbeing as well as learning. There was recognition that pastoral support was imperative to children in feeling calm and ready to learn.

P2: It's five minutes, five, ten minutes could then, um, you know settle that child for the rest of the day and you'll get more out of them of the lesson than you know you probably would have than if you'd just left them

Pastoral support included working with parents, discussed by two groups. This included "family workshops" (P1), via "phones, referrals, computers" (P3), "creating links with parents" (L6) and "informing parents" (P1). It also included "simplifying for parents" (P3) and not sending information home (L1) due to safety concerns. Central to connecting with parents was the relationships that were built. Thus working with both children and parents with a family-centred focus was the best approach in supporting DV (Ofsted, 2017).

It was emphasised that anyone could provide pastoral support to children who experienced DV. P3 stressed that "you don't need to be an expert" and P2 stated that "anyone can support these children". In fact emotional support was felt to be quite simple and "just human nature" (P2).

P2: I think we over complicate it, I think people overcomplicate the emotional stuff and actually a lot of it is just being able to just listen you know

P3: Have a chat

P2: And just empathise that's all



That staff felt they had a lack of skills or knowledge about DV aligns with the findings of Thompson and Trice-Black (2012) that professionals often did not feel equipped to support children affected by DV. Therefore, building confidence and knowledge in school staff and external agencies to use their own current skill to support children is important (Peckover & Trotter, 2015).

A further key skill in pastoral support was listening, depicted by Mauve in Figure 21 as large ears to indicate the importance of listening to children. Gorin (2004) too expressed that children want someone to talk to who will listen to them and who they can trust. Thus highlighting the importance of being responsive to children's needs (Thornton, 2014).



Figure 21: *Listening in Mauve's Rich Picture*

It was felt at times to be helpful to refer children to external agencies. The three groups of teachers discussed referring or accessing a range of professionals for the children in their own school. Such as "CAMHS" (P3), "[DV charities]" (P2), "outside agency trainers" (P1), "social services" (M1), "police" (L1) and more specifically a "childhood trauma expert" (P2). Communication between school staff, communication between schools and communication with external agencies were all seen as protective factors for children and what they needed in school (Stanley & Humphreys, 2014).

Surprisingly, none of the teachers mentioned educational psychologists during the study. Perhaps, the findings relate to Gallagher's (2014) suggestion that EPs did not feel they had specialist knowledge about DV and had a lack of clarity around their role in

supporting those children. This means that in schools there is need for clarity around the role of EPs in supporting children who have experienced DV.

### Individualised support

It was perceived to be important that children living with DV received individualised support. This included individual strategies and support, group work and interventions through play.

In terms of strategies for individual children, for some it was helpful to use “a little calm jar” (P2) to help express and understand emotions. “Chatting” (P1) was also essential, so that children knew they could speak to trusted adults if they needed to and these therapeutic tools are illustrated in Figure 22. For some children they needed to be “just checking in” (P3) on a daily basis with a key adult. For others for a period in time they needed to be constantly near a trusted adult, someone who was “going to meet their needs for a short amount of time” (L2). Ensuring that children are emotionally secure before being ready to learn was reflective of Brooks' (2014) findings.

An individualised approach by attuning to children's needs was important. M1 talked about “it's almost like being in tune” with the child. This included being flexible and adapting approaches to suit individuals, supporting the view of Pianta et al. (2008). P3 shared a recent example of how being adaptable was beneficial for children in a small group.

P3: And we, we moved away really from the plan because they were talking, they were being more open about things that had happened at home and so we made the time to listen and one of them who, well two of them actually, that hadn't really said much before really opened up

This type of group work was felt to be important for children to develop a sense of belonging, as were “clubs” (M4) which provided “a bit of relief for them” (M4). P1 talked specifically about a DV intervention group however more widely used programmes were also discussed such as “nurture groups” and “SEAL groups” (L2). That supports the view that school bonding and belonging were important factors in order for children to feel secure in their environments (Bergin & Bergin, 2009).

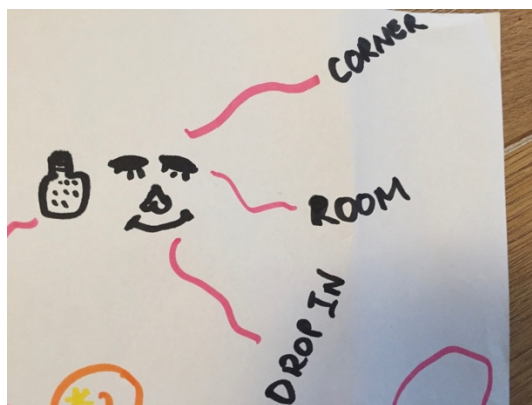


Figure 22: *Calming strategies in Purple's Rich Picture*

Play was thought to be important for children. For example as a way to build relationships, with P1 talking about using a game “Dobble” and having “drop-ins” where children could come at any time. These were also safe spaces for those children where they could express their feelings (Rivett et al., 2006).

#### *Research question 2 summary*

Teacher’s expressed an understanding of what children thought about school and what children needed at school. They expressed agreement at some of the information that children shared in phase 1 of the study, yet when the findings did not align with their own views this was surprising for them. The research illustrated that teachers believed they were well-placed to know what children needed at school and hearing phase 1 findings confirmed this view. There were some instances of change which occurred for teachers upon hearing the views of children, for example, adults recognising the importance of children’s views. The mixed presentation of findings indicate that for research question 2 some teachers felt changed by hearing the views of phase 1 whilst others did not.

#### **Research question 3**

*In what ways is soft systems methodology an effective method of eliciting teacher perspectives?*

In the third research question I was concerned with analysis and evaluation of the method of SSM. The aim was to explore if SSM was an effective method of eliciting

teacher perspectives, from their experience. In this section I will outline one global theme which I will discuss in relation to research question 3. I will conclude by considering the global theme within the wider research question of teachers' perceptions of using SSM. I will also discuss the findings in relation to the broader extant literature.

In order to respond to research question 3, it seemed appropriate to outline the global theme of 'impact of the research' to explore if using SSM was an effective method in eliciting teacher perspectives. Teachers expressed that they felt the method of SSM was useful and that it employed change. However, for some, the process was complicated and not viewed as enacting change. I will outline the themes within each global theme in turn, before linking these in relation to research question 3.

Global theme: Impact of the research

Table 14 outlines the global theme and associated organising themes and cluster themes.

Table 14: *Impact of the research*

<b>Global theme</b>	Impact of the research
<b>Organising themes</b>	The research project
<b>Cluster themes</b>	The process of SSM Change

The global theme of 'impact of the research' seemed a good fit with the organising theme, the cluster themes and the data overall. The organising theme encompassed 'the research project'. The organising theme incorporated the cluster themes of 'the process of SSM' and 'change'. I will outline each organising theme in turn by describing and discussing the themes within each. Then I will discuss the organising theme in relation

to the research question.

### *The research project*

Many of the teachers felt that taking part in the research was a positive experience. They participated fully and openly which was helpful for the process and eliciting their views. There were changes associated with taking part in the project alongside perceived difficulties.

### *The process of SSM*

Teachers seemed to enjoy and find useful the Rich Picture activity and use of visuals.

M1: I preferred this, the drawing in it, because it was easier for me to talk about it rather than just answer questions

The open nature of the picture was felt to be easier than using specific words. For some, discussion was the focal part as “the picture’s not the important part, it’s the conversation”( M2). This view reflects the purpose of using SSM which was to elicit teachers’ views in an accessible way on a complex issue (Rose, 1997).

Lacking the relevant knowledge and skills was felt to be a barrier to SSM. For example when Lilac reviewed their Rich Picture it was described as “a bit chaotic” (L2) and akin to “Salvador Dali after a very large drink” (L4). In contrast Mauve felt quite proud of their skills saying “are we the best? ... We’ll frame it for you” (M1).

Being in a group setting was found to be positive by Purple because it allowed for them to have “bounced the ideas off one another” which they would have felt less confident doing individually. However, the group aspect meant that perhaps some members contributed less than others. Perhaps teachers felt less confident about sharing their ideas in the group or that they had a perceived lack of skills.

Some parts were thought to be easy and “interesting” (P1) such as the planning aspect for P2. However, some parts were more difficult, such as putting the plans into action with P1 expressing “the difficulty is actioning it”. A view supported by Lilac with some frustration. Similarly, M2 felt that the most difficult bit was “knowing that those things

can't happen". Which was a view shared by L3. The responses of teachers reflects Ellis' (2012) findings that teachers expressed complex emotional responses when supporting children affected by DV. This suggests that supervision is essential for school staff to maintain their emotional wellbeing when supporting children affected by DV.

There were perceived positives in doing the process of SSM. Doing SSM was considered to provide space to reflect that the teachers might otherwise not have had.

P2: I knew that already but it was, we rarely get the time for us to sit down and just have a really good discussion about that so I thought that that session that we had was really, really valuable for the three of us actually.

The space allowed for reflection and thus an effective tool for research in the social sciences. P2 reflected on the use of a camera with children, which was viewed almost with new eyes.

P2: And what they seem to um almost observe through the lens that they perhaps haven't really seen before you know...yea just that they seem to notice more through the camera lens

The view reflects Prosser and Burke's (2008) findings that seeing the world from the perspective of the child means physically being at the child's level to see the world from their view. Moreover the camera was useful in eliciting children's views that may not have been available through talking (Pink, 2013). Perhaps staff in school could therefore use such methods to allow children opportunities to express themselves visually.

### Change

There was a perception by the three groups that having done SSM their practice changed in some way. P2 felt that her confidence in delegating tasks had increased and gave an example of a teaching assistant who came to her asking for support with a child. P2 was facilitating an intervention group at that time and encouraged the staff member to just listen, empathise and talk to the child. P2 felt this was a result of the transformation definition in SSM which emphasised that anyone can support children affected by DV.

P2: Actually I caught up with her after school and I said how did it go and she said

yea I just, I just listened to her just had a chat with her and she was alright so, I was like yes!

P1: Well done you

P2: You know so it's just having that confidence to say you, you can do this, that we've all got responsibility and it's not hard

Two teacher's, M3 and P1, initially said that it hadn't changed their thoughts but their reflections suggested otherwise. For example P1 stated:

P1: I don't, if I'm honest with you from my point of view I don't think it has changed anything at the moment I think what I did is that I went away and I added things to my SEN action plan that linked to that, but as a subsequence of that we finally got the early help for mental health team in and they are going to do a series of training in spring

Perhaps for P1 her perceptions of what constituted change were different to my perceptions of change. It seemed that P1 was able to add to a school policy and make priorities in terms of training for staffing, as a result of having done SSM.

Other changes were seen more gradually, for L2 it was a gentle reminder to reconsider children's needs that, "after, I kind of was a bit more mindful of what they were bringing to the classroom". She explained completing Boxall profiles for two children living with DV with the aim of starting an intervention with them. L2 felt that this could be due to individual circumstances or doing SSM but that either way "it's all related to this so that's all good".

SSM seemed to bring the impact of DV to the forefront of teacher's priorities.

L3: You start to think more about the children, well I was thinking more about children in my class that have witnessed some things and all what we've got in place at school and what we could do

As well as for M4 who said "I think like we just said it just makes us think about it more doesn't it". Thus being able to reflect on the impact of DV on children through the use of SSM seemed useful for teachers. Whether the effects were due to using SSM as a process or the effect of having time and space with colleagues to reflect would require further analysis.

### *Research question 3 summary*

Most of the teachers expressed that participating in the research was a positive experience. The process of SSM illustrated change in the behaviours of teachers and in how they thought about children in their schools who had experienced DV. That the teachers participated fully and openly in the research was a useful factor for eliciting their views. There were some difficulties with the process in the complexities of learning a new skill however SSM may be an effective method to elicit the views of teachers on sensitive issues.

### **Phase 2 Summary**

My research suggests that teachers in the study had a good understanding of DV and the impact it could have on children. They had some but few myths about DV. Teacher's spoke about important factors of education for children living with DV and what those children needed to feel supported at school. There were a number of barriers to providing support which were perceived as being out of the control of teachers, yet they displayed the knowledge and skills to create appropriate provision for those children. The visual research method seemed to be successful in changing the way that teachers thought about this particular group of children from phase 1, in a way which brought about change in their practice.



## **Chapter 7: Overall Discussion**

The research aimed to explore children's experiences of education having lived with DV. The aim was also to consider teachers' perceptions of DV and the impact on children in school. Moreover, the aim was to link the findings from phase 1 and phase 2 across which commonalities and contrasts occurred. I will thus outline and explore the factors which link the two phases of the research. I will conclude by noting the limitations of the study and directions for future research.

### **Play**

Play was central to children's experiences of school; they enjoyed play and felt it was an integral section of education. Similarly, teachers felt play was important for children; that it was fun to be out of the classroom and a relationship building tool. The findings suggest that, like the evidence base, children and teachers in the study expressed play as important for children who had lived with DV (Bredenkamp, 2004; Thompson & Trice-Black, 2012; Thornton, 2014). However, teachers believed that for some children the unstructured nature of play could be overwhelming, coupled with difficulty in social relationships, and therefore difficult to navigate. As such, as Buckley et al. (2007) suggest, some children respond to DV in different ways and thus support should be tailored to individual need. Thus, whilst it seems important to incorporate multiple play opportunities within learning and social experiences in school for children affected by DV, these approaches should be individualised for each child in order to be responsive to their needs.

### **Learning**

A diverse profile presented in learning for the children; particular children found elements of academic learning difficult whilst others seemed to flourish and enjoy learning. In contrast, all teachers expressed the difficulty which children had in attaining academically whilst living with DV, as a result of reduced emotional capacity for learning. Indeed, reduced outcomes on measures of attainment for children affected by DV is well established (Harold et al., 2007; Kiesel et al., 2016). However, some children affected by DV do not show such academic performance distinctions (Kitzmann et al., 2003). When

supporting children affected by DV the teachers in the study highlighted the importance of ensuring a child's emotional status was secure before learning needs were addressed. Children, when they were aware of their difficulty with learning, may experience reduced self-esteem illustrating the need for systems of education which value emotional learning as highly as attainment.

### **Place Making**

Through space and place children made sense of their educational experiences; connecting physically and psychologically to places. Particular spaces allowed children to create meaning within every day and significant events (Clark & Emmel, 2008). In contrast, teachers felt that the environment within schools impacted negatively on children due to constraints of time, space and capacity of staff. Yet in line with children's perspectives, the ethos, culture and environments within schools were found to improve self-esteem and belonging (Brooks, 2014), critical for children who had experienced DV. A gap between the views of teachers and children suggests the importance of listening to both voices and responding to their needs in order to create the most effective spaces where teachers and children can thrive.

Alongside place, children valued safe spaces where they could feel secure, relaxed and express themselves without judgement. Teachers too believed that children who had experienced DV required sanctuaries within school which they could use if they became overwhelmed or needed space to talk. These safe spaces were seen as contained areas from which children could explore the world (Ainsworth et al., 1978), feel valued (Bergin & Bergin, 2009) and accepted (Rivett et al., 2006). This was in order for children to feel safe at school (Buckley et al., 2007). That means that for children living with DV it is important they have a space in school where they can feel safe, talk to an adult about what is happening and use as a sanctuary if school presents as threatening or overwhelming.

### **Adults in School**

There was agreement between children's views and teachers' views on the importance of having at least one supportive adult in school for children. The children expressed value in particular members of staff, past and present, who had helped them; typically

these adults were presented as nurturing, trusted and responsive to individual needs, not dissimilar to Thornton's (2014) findings. The quality of the teacher-child relationship seemed, as Pianta et al. (2008) discussed, to promote children's wellbeing and readiness to learn. Teachers too believed that adults in school supporting children affected by DV should be empathetic and nurturing (Thornton, 2014) with an understanding that positive relationships for those children could be difficult to develop (McCloskey & Lichter, 2003). The findings support the views of Bergin and Bergin (2009) who state that teacher-child relationships are central in the classroom in order for children to feel secure, safe and ready to learn.

The teacher groups noted that some staff could feel deskilled when supporting children living with DV, reflecting Thompson and Trice-Black's (2012) findings, yet they recognised that every teacher was a teacher of every child (DfE, 2015) and responsible for their wellbeing and safety. The findings indicate that both children and teachers recognised the need for supportive and flexible adults to support children affected by DV. Every adult is responsible for safeguarding children in school and should be aware of the effects of DV and appropriate interventions to utilise. Therefore, as Refuge (2009) suggests, there is a need for information about relationships and the impact of DV to be taught in schools.

A further skill required from adults in school was that of listening, described both by children and teachers in the study. Children wanted adults who would listen to them authentically and validate their feelings in order to feel empowered to flourish in their school environment. Teachers believed it was important to listen to children and be attentive. Both views support Gorin's (2004) findings that children affected by DV wanted adults they could trust who would listen to them and have an understanding of DV in order to know how to respond. Thus, when working with children who have experienced DV it is important to engage in active listening as Gersch et al. (2014) describe, in order for children to feel safe and supported.

## **Parents**

The children in the study talked about their families, yet when discussing their parents often did not do so in detail. Conversely, teachers in the study believed that parent's

perpetuated the cycle of DV within their own lives and across generations. When children spoke about their parents it was mostly positive, in disagreement with Levendosky et al.'s (2006) findings that children affected by DV often have challenging relationships with their parents. Two schools discussed supporting parents more positively however there was a frustration at parents returning to abusive relationships or disengaging from support services. Non-abusive parents may experience mental health issues and capacity to parent may be reduced when experiencing DV (Cort & Cline, 2017; Osofsky, 2003). Thus there is a need for schools to support parents in a non-judgemental manner, whilst upholding the safety of the child foremost. Indeed the most effective interventions should be family-centred (Ofsted, 2017) and include both parent and child (Holt et al., 2015). Fostering positive relationships with parents may therefore be a protective factor for children living with DV.

### **School**

Children in the study expressed that change and unpredictability were at times disliked. In parallel, teachers described the need for routine and consistency for children who had lived with DV. An expression that children's experience of school could be chaotic mirrored their early lives and home environment (Golding, 2014). However some teachers believed that for some children their emotional state was unpredictable; at times appearing settled and easily able to learn, at other presenting with challenging behaviour. It seemed important to the children in the study to have freedom and control over their experiences but also to feel contained by trusted adults in school. In order to support children who have experienced unpredictability through the trauma of DV there is a need for consistent and collaborative support from adults (Stanley, 2011) as well as a person-centred approach (Holt et al., 2015) adapting to children on how they present each day.

### **Friendships**

Friendships presented varied findings from children and their teachers. Many children talked about their friends and having close relationships with one or two people and equally teachers expressed these views. Both findings are in contrast to the extant literature on children who have experienced DV which states that children have reduced social competence (Fantuzzo & Mohr, 1999), fear close relationships (Buckley et al.,

2007) and experience conflict in peer relationships (Narayan et al., 2013). It seems that for the children in the study friendships were important to their experience of school. Perhaps that the abuse had finished for those children meant they felt able to have close relationships without compromising their safety or that positive peer relationships were protective factors for those children. In schools therefore, children who have lived with DV could be encouraged to build relationships for example choosing a 'buddy' for lunch in order for them to have a peer to talk to.

### **Emotional Literacy**

Teachers noted many emotions that children living with DV would feel. Conversely, the children did not talk often about their emotions. The finding indicates that the children who took part in the study may find it more difficult to recognise and express emotions as suggested by Levendosky et al. (2006). Teachers had a good understanding of the need for children to maintain their emotional wellbeing due to the perceived impact of DV on later mental health difficulties (Thompson & Trice-Black, 2012). Indeed teachers believed that a child's emotional capacity to manage experiencing DV overrode their cognitive function in the classroom, reflecting Kiesel et al.'s (2016) suggestion that living with DV can reduce school readiness. Thus in order for children to be able to learn and experience success in the classroom they need support to recognise and express their emotions in a helpful manner.

Teachers and children expressed that developing emotional literacy could be done using therapeutic tools within school. Children discussed the therapeutic nature of animals in teaching them to care for others and have space to calm, as found by Friesen (2010). Children and adults discussed the value placed on school clubs and groups which allowed children to experience belonging and express themselves. Bergin and Bergin (2009) too highlighted the value of such groups in promoting school bonding. As the authors also noted, secondary schools can be difficult for children to feel belonging, a view expressed by teachers, that lack of support was a concern for children attending who required additional support. This suggests exploration into the reasons for this would be useful. Overall, a holistic and person-centred approach, as suggested by Holt et al. (2008) is important when working pastorally with children affected by DV.

## **Safety**

The children in the study expressed a need to feel physically and psychologically safe in school, like Lee et al.'s (2004) findings. Equally, teachers believed that adults in school were responsible for safeguarding children and without feeling safe and secure children would not have the ability to learn in class. For some children in the study school was perceived as a safe space where adults met their emotional and physical safety needs. For others school seemed to present as threatening. Teachers were in agreement with children and with Buckley et al. (2007) that school could be perceived as safe or unsafe by children living with DV. It was expressed as important by teachers that school systems to safeguard children were clearly outlined, a view supported by Peckover and Trotter (2015). Indeed, keeping children safe in school is a statutory duty (HM Government, 2015) and moreover teachers should educate children on how to keep safe or seek help when at school or in the community.

## **Silence**

Given the hidden nature of DV it is unsurprising that none of the children explicitly discussed or alluded to having experienced DV, a finding reflective of Stanley et al.'s (2012) research. Perhaps one reason for silence may be due to the length of time since living in a home with DV. However, Gallagher (2014) suggested that silence and stigma continues to surround DV, particularly for children who may feel too scared, traumatised or disempowered to speak about it. The NUT (2005) state that "Silence is not always golden" reflecting the danger of not promoting the voice of children. Thus as advocates of children it is important to view the unsaid as important to the "construction of the encounter" (Lewis, 2010, p. 19). There is a need to reduce the silence surrounding DV by raising awareness of the impact and how children and families can seek help (Wolfe & Jaffe, 1999). Schools can be vital in developing relationships with families, educating children in healthy relationships and signposting to the relevant organisations.

However, the view of children being silent about their families was noted by teachers in the study as atypical of their own experiences, where children want to talk to teachers about their families. It highlights and supports literature that suggests children want to talk to adults they trust who understand what they have been through (Pianta et al., 2008).

### **The visual**

Utilising a visual methodology was effective in eliciting the views of teachers and of children on the impact of DV in school. Photographs and images allowed children to share their experiences more easily and as Back (2009) suggests, “photography both portrays the social world and it betrays the choices made by the person holding the camera” (p. 474). This allowed for an in-depth analysis of children’s perspectives about school. Therefore, in future it may be that creativity and creating narratives are helpful strategies for some children who have been exposed to DV, giving them a means of processing what has happened to them and helping them plan for moving forward (Méndez-Negrete, 2013).

### **Linking the Past to the Future**

Memories were important to children in the study; they spent considerable periods of time telling me stories about themselves, other people and their school. Most memories were positive although some were more negative in nature and there was a sense of co-construction of memories, described by Crossley (2000), between myself and the children; they were expressing their experiences in relation to my questions and the places we walked to together. Some of the negative memories were linked to missing places or people in the past and illuminated the notion of a “lost childhood” (Buckley et al., 2007, p. 298). Teachers typically talked about children’s experiences in the present, how they appeared every day, rather than discussing memories that children may have. One teacher shared a personal experience of DV and the memories which persisted for him on a daily basis noting that the past can have long lasting effects (Artz et al., 2014).

The memories which children had coupled with the “present” research allowed for them to create stories about their own educational experiences. The children and teachers used visual representations and photographs to tell a narrative about children’s experiences of school having lived with DV, aligning with Chase et al.'s (2010) method. Teachers expressed the importance of listening to children’s perspectives in developing support as suggested by Överlien and Hydén (2009), and to use those stories to work therapeutically with children to help them process their experiences (Golding, 2014). Therefore, as Åkerlund and Gottzén (2017) suggested, it is necessary to develop

methods for children to express their feelings to adults that can then be used to inform practice for supporting those individuals.

The past, presented in children's memories, the present, of the study and children's aspirations for the future were linked together in order to bridge the trauma they had experienced. Children did have hopes for the future and what they wanted to do or be, however teachers found it difficult to imagine an 'ideal world'; that the embedded and long-lasting nature of DV provided a negative perspective. The findings indicate that children display aspiration and hope where often adults do not. Therefore it is important to foster such resilience utilising positive psychological approaches in order to support children affected by DV. Using symbols and visual representations, as Golding (2014) suggests can be used to connect painful experiences with a preferred future that makes, as Rolston (2010) posits, "the present tolerable" (p.300). Moreover, encouraging children to focus on the future is valuable for their wellbeing and necessary for "negotiating the present" (Baker, 2015, p.28).

### **Positive Lens**

The majority of information shared by children indicated their positive rather than negative experiences of education. Children felt valued, liked and a sense of belonging in their schools, which Bergin and Bergin (2009) cited as important for those with insecure attachments. Teachers highlighted the positive nature of children's experiences in their discussions, and explained that was an inaccurate reflection of daily life for children living with DV. Leonard and McKnight (2015) in their discussion about using images in research highlight that a focus on positives may not be unique to this study, stating that "Participants, intentionally or unintentionally, may produce images which show them and their surroundings in a positive light" (p.631). Thus as a relatively unknown adult the children perhaps wanted to portray their school from a positive perspective.

As a researcher and as a practitioner, I often utilise a strengths-based approach and elements of positive psychology. My focus on what children liked, valued and found important may, in part, have developed the children's mostly positive accounts of their school experiences.



Whilst there is little doubt that experiencing DV is a negative experience, perhaps turning a positive lens on the issue in terms of using positive psychology may be beneficial. In particular, utilising a strengths-based approach to supporting children and families, which aims to develop internal resilience and external protective factors (Zimmerman, 2013). The findings of the current research with children indicate that children want to talk about their experiences, and that tends to be in a positive manner; about the people and places they like, their interests and talents, and their favourite things. Therefore, when we work with children, schools and families who have experienced DV, it seems important to allow time and space for children to explore and build on such positive experiences and strengths. As M1 aptly stated, “they’re a survivor not a victim it’s like tryna get that across to them”.

### **Limitations and Future Research**

I believe that my research allowed for children to express their views about school in an effective manner. However, a limitation of the study is that I did not provide a measure of change of the children’s thoughts or actions in order to further evaluate the effectiveness of the project. It may be insightful in the future to ask parents and teachers if they noticed a change in children who took part in the project, directly following the project and at a later date, perhaps using a questionnaire.

The children who participated in the study presented definite distinction between the manner and responses of children who were in year 3 compared to those in year 4, 5 and 6. It would be interesting to explore any differences between the year groups in future research in order to determine if their experiences are qualitatively different.

A limitation of phase 2 is that the process of SSM was complex and the time afforded allowed only for a brief overview of the approach. Although most teachers seemed to understand and enjoy the SSM approach, they mentioned it was difficult to “get their head around” complex systems in a short space of time. In future, it may be beneficial to teach the SSM approach prior to beginning the research to ensure teachers were competent and confident in using it before applying it to a real world issue.

As some teachers mentioned support or lack thereof, in secondary school, where there are different systems and support, it would be enlightening to conduct similar research in secondary settings. In order for comparison between the two studies for qualitative similarities and differences.

## **Chapter 8: Implications for Practice and Conclusion**

### **Implications for Practice**

My research has provided some implications for EP practice, both generally and personally. I will explore these implications for our work at three levels: individual, group and systems (Cameron, 2006). Appendix U provides a summary and resource to aid EPs in understanding the evidence-base on practical strategies used when supporting DV, reflective of the findings of my research.

### ***Personal practice***

The process of researching children's views about education has highlighted the necessity of retaining children's voices as the focus of consultations about their needs. Adult voices can be loud and at times overpowering. The role of EPs is to listen to the needs of children, to utilise a variety of tools, to accommodate and be flexible when seeking their views, recognising that silence can speak louder than words. Finally to give them time to share their own perspectives and permission to hold ownership over those views.

My exploration of the use of visual research methods has illustrated the usefulness of such tools. In particular, accessing non-verbal means of communicating, alongside verbal description, allowed children to describe their experiences in more depth. Moreover, having a specific task to complete whilst talking created a more relaxed atmosphere in which the children were able to talk more openly and authentically. Using such tools can therefore be useful when working individually with children.

The main element of working with teachers which has influenced my practice is in giving them space to talk about their feelings, frustrations and systems. Often in practice the focus is in supporting individuals within the systems they work. Frequently I have experienced that there is dissatisfaction with the "status quo", feeling that solutions are out of their hands. However there is rarely time for an in-depth exploration of their experiences and working towards a solution. The process of completing the research with teachers highlighted the importance of systems work such as SSM in supporting the adults who support the most vulnerable and complex needs in our schools. I aim to

use more systems supports and tools in my practice in order to thus support individual or groups of children in my future practice.

### ***Individual***

The research illustrated that play is important to children's experiences at school and their enjoyment of education. Therefore facilitating, training or supervising therapeutic play experiences as suggested by Dodd (2009) may allow children to extend their play experiences and process their own stories.

Aligning with a strengths-based approach, EPs can utilise positive psychology to inform and guide practice with children, families and schools. For example, activities such as 'The Tree of Life' (Ncube, 2006) could be used directly with children, or taught to key staff, to practice positive and strengths-focused thinking. Additionally, highlighting successes and protective factors for the child's school and family may be beneficial in allowing adults to see the child differently and understand their needs.

Children's views are central to planning provision for them in schools. EPs are positioned appropriately in order to elicit the views of children and together help them outline and understand their experiences (Davie et al., 1996). The views elicited could be used to inform support and provision planning for those children in school (Kelly & Gray, 2000). It is also important to ensure that children are focal to the evaluative process when establishing interventions and support, in order to adapt to their needs (Veigh, 2017).

Teachers understand DV and the impact but often hold some myths around DV. EPs could help schools identify children who may be experiencing the impact of being exposed to DV and support children to "succeed socially, personally, and academically" (Thompson & Trice-Black, 2012, p. 234). This could be through awareness raising about the impact of DV in order that adults in school can be sensitive to children who present with this profile of needs. Alongside, developing relationships with children and families so that school becomes a safe space in which both adults and children can share information and experiences.

Relationships with key adults were important to the children in the study. EPs could support staff in understanding the needs of children affected by DV at an individual level, including suggesting relevant provision, training staff to use specific evidence-based interventions and utilising effective evaluation and monitoring systems. Furthermore, EPs could offer supervision to staff who are supporting children affected by DV to maintain the wellbeing of adults working in school.

Parents are crucial to holistically supporting children who have experienced DV. It may therefore be useful for parents to have time and space to reflect on their experiences in a safe and non-judgemental manner. For example using a Personal Construct Psychology or Cognitive Behaviour Therapy approach to reframe thinking around parent's experiences of DV may help promote a positive environment for the child and their family (Cort & Cline, 2017).

### ***Group***

In terms of group support for children who have experienced DV, the themes of the study suggested a number of elements which may be helpful for children and teachers. In line with Ofsted's (2017) suggestions, early intervention is key. For children, it was important to have friendships within school and a sense of belonging which was often created through clubs or groups within school (Bergin & Bergin, 2009). Specific interventions with children in school which take a group format should focus on building healthy relationships, emotional literacy, positive interaction, resiliency building and safety (Babcock LDP, 2015).

In relation to support for parents, teachers in the study felt that it was important there was a two-way interaction in that school provided support for parents living with DV but also that parents engaged in such support. Aligning with the existing research, therefore, it is important that schools promote positive parent-child relationships (Dodd, 2009) in order to develop those relationships and connections. In particular, specific interventions which work with both parent and child have been most helpful in developing those relationships and supporting emotional development (Holt et al., 2015), which could be facilitated by schools or by EPs.

EPs could further consider developing parenting interventions to be delivered with parents in the community or within individual schools (Cort & Cline, 2017). EPs could be instrumental to aiding design, implementation and evaluation so as to create evidence-based interventions which are effective in specific school contexts, even with particular children. Moreover, due to the lack of effective evidence-based programmes for perpetrators EPs could be involved in developing individualised programmes of support and early intervention for perpetrators of DV (Guy, Feinstein, & Griffiths, 2014).

### **Systems**

My research showed that teachers seemed to have an understanding of DV and the impact on children. However some teachers felt less confident about the impact of DV and in particular how to support children in their classes. Some teachers, whilst knowledgeable, felt other school staff did not have such information or skills to support children affected by DV. Therefore, for the teachers and schools in the study, it may be helpful to raise awareness of DV and the impact on parents and their children (Sterne & Poole, 2010). EPs, with their links to maintained schools in England, have access to school staff in order to disseminate information about the impact of DV and appropriate provision. Additionally, EPs are well-placed to support schools to understand DV and the reasons behind children's behaviour, with the aim of providing the most appropriate provision for those children. As such, the aim is to "mak[e] the invisibility of domestic violence visible" (Gallagher, 2014, p. 61) in order to reduce stigma around DV and increase support provided to children and their families.

The teachers in the study discussed using external agencies to support families affected by DV. In support, EPs often have knowledge of a range of agencies and organisations throughout their local areas. It may be appropriate therefore for EPs to signpost families and schools to the relevant organisations who could provide specialised intervention for adults and children.

Children and teachers expressed the importance of developing trusted and responsive relationships and safe spaces in school to support children. EPs could support schools to provide this nurture, security and predictability within their environments (Clarke & Wydall, 2015). Additionally, EPs, with their relational skills, are in a position to foster

communication between schools, families and external agencies. Furthermore, EPs could support practitioners from a range of external agencies to recognise and respond to DV (Robinson, Myhill, & Wire, 2017). For example, this could include training, consultation or supervision.

However, as Gallagher (2014) suggested, EPs were not confident in how they should support children and families affected by DV. Thus there is a need to educate EPs in the effects of DV with the aim of increasing confidence to use the skill and knowledge base to help schools in supporting children who have lived with DV. Yet there remains a necessity for EPs to be aware of their own limits in knowledge and competence before training others to recognise the signs and supports for DV (Ellis, 2012).

### **Conclusion**

Prevalence and impact of DV continues to be documented at individual and national levels. There is significant impact of experiencing DV on children and their families which often manifests within the school environment across all areas of a child's development. The findings of my research indicate that children are able to express what is valuable and important to them in their school experiences, particularly when using visual and creative methods. Moreover, the findings suggest that teachers understand the impact of DV and how to support children, however they experience multiple barriers in order to provide effective support. The findings link with previous literature on children's experiences having lived with DV and may be useful for informing future practice of teachers and professionals in schools. Specifically, the findings may be used to inform EP practice, to reduce the stigma surrounding DV and support children and their families. I aim to use my experience and findings from the research to more effectively support children who have lived with, and are living with, domestic abuse.

## References

- Abrahams, C. (1994). *The Hidden Victims: Children and Domestic Violence*. London: Action for Children.
- Adamson, J. L., & Thompson, R. A. (1998). Coping with interparental verbal conflict by children exposed to spouse abuse and children from nonviolent homes. *Journal of Family Violence, 13*(3), 213–232. doi: 10.1023/A:1022896804777
- Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NJ: Erlbaum.
- Åkerlund, N., & Gottzén, L. (2017). Children's voices in research with children exposed to intimate partner violence: a critical review. *Nordic Social Work Research, 7*(1), 42–53. doi: 10.1080/2156857X.2016.1156019
- Allan, A. (2017, March). *Using visual methods in the social sciences*. Postgraduate Research Methods Workshops, The University of Exeter.
- Allan, A., & Tinkler, P. (2015). 'Seeing' into the past and 'looking' forward to the future: visual methods and gender and education research. *Gender and Education, 27*(7), 791–811. doi: 10.1080/09540253.2015.1091919
- Anda, R., Felitti, V., Bremner, J., Walker, J., Whitfield, C., Perry, B., ... Giles, W. (2006). The enduring effects of abuse and related adverse experiences in childhood. *European Archives of Psychiatry and Clinical Neuroscience, 256*(3), 174–186. doi: 10.1007/s00406-005-0624-4
- Anderson, J., & Kimberly, K. (2008). Revisiting Albert Bandura's social learning theory to better understand and assist victims of intimate personal violence. *Women & Criminal Justice, 17*(1), 99–124. doi: 10.1300/J012v17n01\_05
- Artz, S., Jackson, M., Rossiter, K., Nijdam-Jones, A., Géczy, I., & Porteous, S. (2014). A comprehensive review of the literature on the impact of exposure to intimate partner violence on children and youth. *International Journal of Child, Youth and Family Studies, 5*(4), 493–587. doi: 10.18357/ijcyfs54201413274
- Ashworth, P. (2008). Conceptual foundations of qualitative psychology. In J. Smith (Ed.), *Qualitative Psychology: a practical guide to research methods* (2nd ed., pp. 4–25). London: SAGE.
- Babcock LDP. (2015). *Domestic violence and abuse resource pack for schools: good practice guidelines*. Devon, UK: Devon County Council. Retrieved from



- <https://exeterconsortium.com/sites/default/files/users/mark/DVA%20Resource%20Pack%20for%20Schools%20Good%20Practice%20Guidance%20Jan%202016.pdf>
- Back, L. (2009). Portrayal and betrayal: Bourdieu, photography and sociological life. *Sociological Review*, 57, 471–490. doi: 10.1111/j.1467-954X.2009.01850.x
- Bair-Merritt, M., Crowne, S., Thompson, D., Sibinga, E., Trent, M., & Campbell, J. (2010). Why do women use intimate partner violence? A systematic review of women's motivations. *Trauma, Violence, Abuse*, 11(4), 178-189. doi: 10.1177/1524838010379003
- Baker, M. (2015). Future selves interventions: A critique of the current evidence base. *DECP Debate*, 154, 24-30. Retrieved from <https://shop.bps.org.uk/publications/publication-by-series/decp-debate/decp-debate-154-march-2015.html>
- Baker, N., Buick, J., Kim, S., Moniz, S., & Nava, K. (2013). Lessons from examining same-sex intimate partner violence. *Sex Roles*, 69(3–4), 182–192. doi: 10.1007/s11199-012-0218-3
- Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse & Neglect*, 27(7), 713–732. doi: 10.1016/S0145-2134(03)00114-5
- Bandura, A. (1977). *Social learning theory* (Vol. 8). Oxford, England: Prentice-Hall.
- Bentley, H., O'Hagan, O., Brown, A., Vasco, N., Lynch, C., Peppiate, J., ... Letendrie, F. (2017). *How safe are our children? The most comprehensive overview of child protection in the UK*. United Kingdom: NSPCC. Retrieved from <https://www.nspcc.org.uk/globalassets/documents/research-reports/how-safe-children-2017-report.pdf>
- Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review*, 21(2), 141–170. doi: 10.1007/s10648-009-9104-0
- Bevan, E., & Higgins, D. J. (2002). Is domestic violence learned? The contribution of five forms of child maltreatment to men's violence and adjustment. *Journal of Family Violence*, 17(3), 223–245. doi: 10.1023/A:1016053228021
- Bird, J. (2018). Art therapy, arts-based research and transitional stories of domestic violence and abuse. *International Journal of Art Therapy: Inscape*, 23(1), 14–24. doi: 10.1080/17454832.2017.1317004

- Blackstone, W. (1765). *Commentaries on the Laws of England*. Oxford: Clarendon.  
Retrieved from <https://lonang.com/library/reference/blackstone-commentaries-law-england/>
- Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Berkeley: University of California Press.
- Bowen, E. (2015). The impact of intimate partner violence on preschool children's peer problems: An analysis of risk and protective factors. *Child Abuse & Neglect, 50*, 141–150. doi: 10.1016/j.chiabu.2015.09.005
- Bowlby, J. (1969). *Attachment. Attachment and Loss (Vol. 1)*. New York, NY: Basic Books.
- Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development*. California: SAGE.
- Braun, V., & Clark, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. doi: 10.1191/1478088706qp063oa
- Bredekamp, S. (2004). Play and school readiness. In E. Zigler, D. Singer & S. Bishop-Josef (Eds.), *Children's play: The roots of reading (pp. 159-174)*. Washington DC: Zero to Three.
- British Journal of Criminology. (2017). Domestic violence research in the British Journal of Criminology [Web log post]. Retrieved from [https://academic.oup.com/bjc/pages/domestic\\_violence\\_research\\_vi](https://academic.oup.com/bjc/pages/domestic_violence_research_vi)
- Brooks, F. (2014, November). *The link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings*. England: Public Health England. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/370686/HT\\_briefing\\_layoutvFINALvii.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf)
- Buchanan, F., Power, C., & Verity, F. (2014). The effects of domestic violence on the formation of relationships between women and their babies: 'I was too busy protecting my baby to attach'. *Journal of Family Violence, 29*(7), 713–724. doi: 10.1007/s10896-014-9630-5
- Buckley, H., Holt, S., & Whelan, S. (2007). Listen to me! Children's experiences of domestic violence. *Child Abuse Review, 16*(5), 296–310. doi: 10.1002/car.995
- Cameron, R. (2006). Educational Psychology: The distinctive contribution. *Educational Psychology in Practice, 22*(4), 289–304. doi: 10.1080/02667360600999393

- Carrell, S. E., & Hoekstra, M. L. (2010). Externalities in the classroom: How children exposed to domestic violence affect everyone's kids. *American Economic Journal: Applied Economics*, 2(1), 211–228. doi: 10.1257/app.2.1.211
- Carter, M., & Fuller, C. (2015). Symbolic interactionism. *Sociopedia.Isa*, 1–17. doi: 10.1177/205684601561
- Charmaz, K. (2015). Grounded theory. In J. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (2nd ed., pp.81-110). London: SAGE.
- Chase, R., Mignone, J., & Diffey, L. (2010). Life story board: A tool in the prevention of domestic violence. *Pimatisiwin*, 8(2), 145–154. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3268773/>
- Checkland, P. B. (1989). Soft Systems Methodology. *Human Systems Management*, 8(4), 273–289. doi: 10.3233/HSM-1989-8405
- Checkland, P. B. (2000). Soft systems methodology: a thirty year retrospective. *Systems Research and Behavioural Science*, 17(1), S11–S58. doi: 10.1002/1099-1743(200011)17:1+<::AID-SRES374>3.0.CO;2-O
- Cho, H., & Wilke, D. J. (2010). Gender differences in the nature of the intimate partner violence and effects of perpetrator arrest on revictimization. *Journal of Family Violence*, 25(4), 393–400. doi: 10.1007/s10896-009-9300-1
- Clark, A. (2011). Multimodal map making with young children: exploring ethnographic and participatory methods. *Qualitative Research*, 11(3), 311–330. doi: 10.1177/1468794111400532
- Clark, A., & Emmel, N. (2008, March). *Walking interviews: more than walking and talking?* Paper presented at Peripatetic Practices: a workshop on walking, London. Retrieved from <http://eprints.ncrm.ac.uk/1103/>
- Clark, A., & Moss, P. (2011). *Listening to young children: The mosaic approach* (2nd ed.). London: National Children's Bureau.
- Clarke, A., & Wydall, S. (2015). From 'rights to action': practitioners' perceptions of the needs of children experiencing domestic violence. *Child & Family Social Work*, 20(2), 181–190. doi: 10.1111/cfs.12066
- Cleaver, H., Unell, I., & Aldgate, J. (2011). *Children's needs – parenting capacity child abuse: Parental mental illness, learning disability, substance misuse, and domestic violence* (Second Edition). London: The Stationary Office. Retrieved from

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182095/DFE-00108-2011-Childrens\\_Needs\\_Parenting\\_Capacity.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182095/DFE-00108-2011-Childrens_Needs_Parenting_Capacity.pdf)
- Collier, J. (1957). Photography in anthropology: A report on two experiments. *American Anthropologist*, 59(5). doi: 10.1525/aa.1957.59.5.02a00100
- Cort, L., & Cline, T. (2017). Exploring the impact of domestic abuse on the mother role: how can educational psychologists contribute to this area? *Educational Psychology in Practice*, 33(2), 167–179. doi: 10.1080/02667363.2017.1279127
- Crossley, M. (2000). *Introducing narrative psychology: trauma, self and the construction of meaning*. Buckingham, Philadelphia: Open University Press.
- Davie, R., Upton, G., & Varma, V. (1996). *The voice of the child: A handbook for professionals*. Oxon: Routledge.
- Department for Education. (2015). *Special educational needs and disability code of practice: 0-25 years*. United Kingdom: Department for Education. Retrieved from <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Department for Education. (2017). *Characteristics of children in need: 2016 to 2017*. England: Department for Education. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/656395/SFR61-2017\\_Main\\_text.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/656395/SFR61-2017_Main_text.pdf)
- Department of Health. (2017, March). *Domestic abuse: a resource for health professionals*. United Kingdom: Department of Health. Retrieved from <https://www.gov.uk/government/publications/domestic-abuse-a-resource-for-health-professionals>
- Devaney, J. (2008). Chronic child abuse and domestic violence: children and families with long-term and complex needs. *Child & Family Social Work*, 13(4), 443–453. doi: 10.1111/j.1365-2206.2008.00559.x
- Dicks, B., Soyinka, B., & Coffey, A. (2006). Multimodal ethnography. *Qualitative Research*, 6(1), 77–96. doi: 10.1177/1468794106058876
- Dodd, L. W. (2009). Therapeutic groupwork with young children and mothers who have experienced domestic abuse. *Educational Psychology in Practice*, 25(1), 21–36. doi: 10.1080/02667360802697571
- Dryden, C., Doherty, K., & Nicolson, P. (2010). Accounting for the hero: a critical psycho-discursive approach to children’s experience of domestic violence and the

- construction of masculinities. *British Journal of Social Psychology*, 49(1), 189–205. doi: 10.1348/014466609X438225
- Ellis, G. (2012). The impact on teachers of supporting children exposed to domestic abuse. *Educational & Child Psychology*, 29(4), 109–120. Retrieved from <https://shop.bps.org.uk/publications/publication-by-series/educational-and-child-psychology/educational-child-psychology-vol-29-no-4-december-2012-teachers-well-being.html>
- Evans, J., & Jones, P. (2011). The walking interview: methodology, mobility and place. *Applied Geography*, 31(2), 849–858. doi: 10.1016/j.apgeog.2010.09.005
- Evans, S. E., Davies, C., & DiLillo, D. (2008). Exposure to domestic violence: A meta-analysis of child and adolescent outcomes. *Aggression and Violent Behavior*, 13(2), 131–140. doi: 10.1016/j.avb.2008.02.005
- Fantuzzo, J. W., & Fusco, R. A. (2007). Children's direct exposure to types of domestic violence crime: a population-based investigation. *Journal of Family Violence*, 22(7), 543–552. doi: 10.1007/s10896-007-9105-z
- Fantuzzo, J. W., & Mohr, W. K. (1999). Prevalence and effects of child exposure to domestic violence. *The Future of Children*, 9(3), 21–32. doi: 10.2307/1602779
- Finney, A. (2004). *Alcohol and intimate partner violence: Key findings from the research*. United Kingdom: The Home Office. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.603.4482&rep=rep1&type=pdf>
- Fox, M. (2015). "What sort of person ought I to be?" – Repositioning EPs in light of the Children and Families Bill (2013). *Educational Psychology in Practice*, 31(4), 382–396. doi: 10.1080/02667363.2015.1079700
- Freeman, M. (1980). Violence against women: does the legal system provide solutions or itself constitute the problem? *British Journal of Law and Society*, 7(2), 215–241. doi: 10.2307/1409661
- Friesen, L. (2010). Exploring animal-assisted programs with children in school and therapeutic contexts. *Early Childhood Education Journal*, 37(4), 261–267. doi: 10.1007/s10643-009-0349-5
- Fullan, M. (1993). Why teachers must become change agents. *Educational Leadership*, 50(6), 1–13. Retrieved from <http://www.ascd.org/publications/educational->

leadership/mar93/vol50/num06/Why-Teachers-Must-Become-Change-  
Agents.aspx

- Furlong, P., & Marsh, D. (2010). A skin not a sweater: Ontology and epistemology in political science. In D. Marsh & G. Stoker (Eds.), *Theory and methods in political science* (2nd ed., pp. 184–211). United Kingdom: Palgrave Macmillan.
- Gallagher, C. (2014). Educational psychologists' conceptualisation of domestic violence. *Educational and Child Psychology*, 31(3), 55–63. Retrieved from <https://shop.bps.org.uk/publications/educational-child-psychology-vol-31-no-3-september-2014-child-abuse-and-protection.html>
- Galvani, S. (2004). *Grasping the nettle: alcohol and domestic violence*. London: Alcohol Concern. Retrieved from <https://www.injuryobservatory.net/wp-content/uploads/2012/09/Cross-Tools-2011-Alcohol.pdf>
- Garcia-Moreno, C., Jansen, H., Ellsberg, M., Heise, L., & Watts, C. (2006). Prevalence of intimate partner violence: findings from the WHO multi-country study on women's health and domestic violence. *The Lancet*, 368(9551), 1260–1269. doi: 10.1016/S0140-6736(06)69523-8
- Gersch, I. (2001). Listening to children. In J. Wearmouth (Ed.) *Special educational provision in the context of inclusion: Policy and practice in schools* (pp. 228-244). London: David Fulton.
- Gersch, Irvine, Lipscomb, A., Stoyles, G., & Caputi, P. (2014). Using philosophical and spiritual conversations with children and young people: A method for psychological assessment, listening deeply and empowerment. *Educational & Child Psychology*, 31(1), 32-47. Retrieved from <https://shop.bps.org.uk/publications/publication-by-series/educational-and-child-psychology/educational-child-psychology-vol-31-no-1-march-2014-empowering-young-people.html>
- Gewirtz, A., & Edleson, J. (2007). Young children's exposure to intimate partner violence: Towards a developmental risk and resilience framework for research and intervention. *Journal of Family Violence*, 22(3), 151-163. doi: 10.1007/s10896-007-9065-3
- Goldberg, S., Grusec, J., & Jenkins, J. (1999). Narrow view of attachment or broad view of protection? Rejoinder to the commentaries. *Journal of Family Psychology*, 13(4), 504–507. doi: 10.1037/0893-3200.13.4.504

- Goldenson, J., Geffner, R., Foster, S., & Clipson, C. (2007). Female domestic violence offenders: Their attachment security, trauma symptoms, and personality organization. *Violence and Victims*, 22(5), 532–545. doi: 10.1891/088667007782312186
- Golding, K. (2014). *Using stories to build bridges with traumatized children: Creative ideas for therapy, life story work, direct work and parenting*. London: Jessica Kingsley.
- Golding, K., & Hughes, D. (2012). *Creating loving attachments: Parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley.
- Gorin, S. (2004). *Understanding what children say: Children's experiences of domestic violence, parental substance misuse and parental health problems*. London: National Children's Bureau. Retrieved from [https://books.google.co.uk/books?id=jO4y9mrN00C&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.co.uk/books?id=jO4y9mrN00C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- Graham-Bermann, S. A., & Seng, J. (2005). Violence exposure and traumatic stress symptoms as additional predictors of health problems in high-risk children. *The Journal of Pediatrics*, 146(3), 349–354. doi: 10.1016/j.jpeds.2004.10.065
- Graham-Bermann, S., Gruber, G., Howell, K., & Girz, L. (2009). Factors discriminating among profiles of resilience and psychopathology in children exposed to intimate partner violence (IPV). *Child Abuse & Neglect*, 33, 648–660. doi: 10.1016/j.chiabu.2009.01.002
- Graham-Bermann, S., Lynch, S., Banyard, V., Devoe, E., & Halabu, H. (2007). Community based intervention for children exposed to intimate partner violence: An efficacy trial. *Journal of Consulting and Clinical Psychology*, 75(2), 199–209. doi: 10.1037/0022-006X.75.2.199
- Guy, J., Feinstein, L., & Griffiths, A. (2014). *Early intervention in domestic violence and abuse*. United Kingdom: Early Intervention Foundation. Retrieved from <http://www.eif.org.uk/publication/early-intervention-in-domestic-violence-and-abuse/>
- Hardy, J., & Majors, K. (2017). Qualitative methodologies that give young people a voice: grounded theory (GT) and Interpretative phenomenological analysis (IPA). In J.

- Hardy & C. Hobbs (Eds.) *Using qualitative research to hear the voice of children and young people* (pp. 13-32). Leicester: The British Psychological Society.
- Harold, G., & Howarth, E. (2004). How marital conflict and violence affects children: Theory, research and future directions. In M. Calder (with G. Harold & E. Howarth) (Eds.) *Children living with domestic violence: Towards a framework for assessment and intervention* (pp. 56–73). Lyme Regis, UK: Russell House.
- Harold, G. T., Aitken, J. J., & Shelton, K. H. (2007). Inter-parental conflict and children's academic attainment: a longitudinal analysis. *Journal of Child Psychology and Psychiatry*, 48(12), 1223–1232. doi: 10.1111/j.1469-7610.2007.01793.x
- Hastings, A., Bailey, N., Bramley, G., Gannon, M., & Watkins, D. (2015, March). *The cost of the cuts: the impact on local government and poorer communities*. United Kingdom: Joseph Rowntree Foundation. Retrieved from <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/Summary-Final.pdf>
- Haw, K., & Hadfield, M. (2011). *Video in social science research: Functions and forms*. London: Routledge.
- Health and Care Professions Council. (2015). *Standards of proficiency: Practitioner psychologists*. England: Health and Care Professions Council. Retrieved from [http://www.hpc-uk.org/assets/documents/10002963SOP\\_Practitioner\\_psychologists.pdf](http://www.hpc-uk.org/assets/documents/10002963SOP_Practitioner_psychologists.pdf)
- Heath, E. (2015). *Educational Psychologists' work with domestic violence and abuse: investigating the utility of a resource within casework practice* (Doctoral thesis, University of Birmingham, United Kingdom). Retrieved from [http://etheses.bham.ac.uk/6082/1/Heath15ApEdandChildPsyD\\_Vol1.pdf](http://etheses.bham.ac.uk/6082/1/Heath15ApEdandChildPsyD_Vol1.pdf)
- Heckler, E. (1910). *A short history of women's rights from the days of Augustus to the present time. With special reference to England and the United States*. London: Putnam's Sons. Retrieved from [https://books.google.co.uk/books/about/A\\_Short\\_History\\_of\\_Women\\_s\\_Rights\\_from\\_t.html?id=9sNGAAAAIAAJ&redir\\_esc=y](https://books.google.co.uk/books/about/A_Short_History_of_Women_s_Rights_from_t.html?id=9sNGAAAAIAAJ&redir_esc=y)
- Heidegger, M. (2010). *The phenomenology of religious life*. Indiana: Indiana University Press.
- Her Majesty's Inspectorate of Constabulary. (2014). *Everyone's business: improving the police response to domestic abuse*. London: HMIC. Retrieved from <https://www.justiceinspectors.gov.uk/hmicfrs/wp->



content/uploads/2014/04/improving-the-police-response-to-domestic-abuse.pdf

HM Government. (2013). *Domestic violence and abuse: Guidance*. United Kingdom: HM Government. Retrieved from <https://www.gov.uk/guidance/domestic-violence-and-abuse>

HM Government. (2015, March). *Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children*. United Kingdom: HM Government. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592101/Working\\_Together\\_to\\_Safeguard\\_Children\\_20170213.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf)

HM Government. (2016). *Ending Violence against Women and Girls: Strategy 2016-2020*. United Kingdom: HM Government. Retrieved from <https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020>

HM Government. (2018). *Transforming the response to domestic abuse: government consultation (full version)*. United Kingdom: HM Government. Retrieved from <https://www.gov.uk/government/consultations/domestic-abuse-bill-consultation>

Holden, G. W. (2003). Children exposed to domestic violence and child abuse: Terminology and taxonomy. *Clinical Child and Family Psychology Review*, 6(3), 151–160. doi: 10.1023/A:1024906315255

Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse & Neglect*, 32(8), 797–810. doi: 10.1016/j.chiabu.2008.02.004

Holt, S., Kirwan, G., & Ngo, J. (2015). Groupwork interventions for women and children experiencing domestic abuse: Do they work and do they last? *Groupwork*, 25(1), 8–33. doi: 10.1921/gpwk.v25i1.840

Home Office. (2016a). *Domestic Violence Disclosure Scheme (DVDS) Guidance*. United Kingdom: Home Office. Retrieved from <https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-violence-and-abuse-new-definition>

- Home Office. (2016b). *Violence against women and girls: communications insight pack*. United Kingdom: Home Office. Retrieved from [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/584910/VAWG\\_Comms\\_Insight\\_Pack\\_Updates\\_170120.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/584910/VAWG_Comms_Insight_Pack_Updates_170120.pdf)
- Howell, K. H., Barnes, S. E., Miller, L. E., & Graham-Bermann, S. A. (2016). Developmental variations in the impact of intimate partner violence exposure during childhood. *Journal of Injury and Violence Research, 8*(1), 43–57. doi: 10.5249/jivr.v8i1.663
- Huang, C.-C., Wang, L.-R., & Warrener, C. (2010). Effects of domestic violence on behavior problems of preschool-aged children: Do maternal mental health and parenting mediate the effects? *Children and Youth Services Review, 32*(10), 1317–1323. doi: 10.1016/j.childyouth.2010.04.024
- Hume, C., Salmon, J., & Ball, K. (2005). Children's perceptions of their home and neighborhood environments, and their association with objectively measured physical activity: a qualitative and quantitative study. *Health Education Research, 20*(1), 1–13. doi: 10.1093/her/cyg095
- Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Illinois: Northwestern University Press.
- Hutchings, M. (2015, June). *Exam Factories? The impact of accountability measures on children and young people*. United Kingdom: National Union of Teachers. Retrieved from <https://www.teachers.org.uk/files/exam-factories.pdf>
- Huth-Bocks, A., Levendosky, A. A., & Semel, M. (2001). The direct and indirect effects of domestic violence on young children's intellectual functioning. *Journal of Family Violence, 16*(3), 269–290. doi: 10.1023/A:1011138332712
- Keat, J. B., Strickland, M. J., & Marinak, B. A. (2009). Child voice: How immigrant children enlightened their teachers with a camera. *Early Childhood Education Journal, 37*(1), 13–21. doi: 10.1007/s10643-009-0324-1
- Kelly, D. & Gray, C. (2000). *Educational psychology services (England): Current role, good practice and future directions. The research report*. London: Department for Education and Employment. Retrieved from <https://core.ac.uk/download/pdf/4161487.pdf>
- Kelly, L. (1994). The interconnectedness of domestic violence and child abuse: challenges for research, policy and practice. In A. Mullender & R. Morley (Eds.)

- Children living with domestic violence: putting men's abuse of women on the child care agenda* (pp. 43–56). London: Whiting and Birch.
- Kiesel, L. R., Piescher, K. N., & Edleson, J. L. (2016). The relationship between child maltreatment, intimate partner violence exposure, and academic performance. *Journal of Public Child Welfare, 10*(4), 434–456. doi: 10.1080/15548732.2016.1209150
- Kitzmann, K. M., Gaylord, N. K., Holt, A. R., & Kenny, E. D. (2003). Child witnesses to domestic violence: A meta-analytic review. *Journal of Consulting and Clinical Psychology, 71*(2), 339–352. doi: 10.1037/0022-006X.71.2.339
- Koch, T. (1998). Story telling: is it really research? *Journal of Advanced Nursing, 28*(6), 1182–1190. doi: 10.1046/j.1365-2648.1998.00853.x
- Koenen, K. C., Moffitt, T. E., Caspi, A., Taylor, A., & Purcell, S. (2003). Domestic violence is associated with environmental suppression of IQ in young children. *Development and Psychopathology, 15*(2), 297–311. doi: 10.1017/S0954579403000166
- Lapadat, J., & Lindsay, A. (1999). Transcription in research and practice: From standardization of technique to interpretive positionings. *Qualitative Inquiry, 5*(1), 64–86. doi: 10.1177/107780049900500104
- Lazarus, R., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer.
- Lee, L.-C., Kotch, J. B., & Cox, C. E. (2004). Child maltreatment in families experiencing domestic violence. *Violence and Victims, 19*(5), 573–591. doi: 10.1891/vivi.19.5.573.63682
- Leonard, M., & McKnight, M. (2015). Look and tell: using photo-elicitation methods with teenagers. *Children's Geographies, 13*(6), 629–642. doi: 10.1080/14733285.2014.887812
- Levendosky, A. A., Leahy, K. L., Anne, G., Davidson, W. S., & von Eye, A. (2006). Domestic violence, maternal parenting, maternal mental health, and infant externalizing behavior. *Journal of Family Psychology, 20*(4), 544–552. doi: 10.1037/0893-3200.20.4.544
- Lewis, A. (2010). Silence in the context of 'child voice'. *Children & Society, 24*(1), 14–23. doi: 10.1111/j.1099-0860.2008.00200.x
- Lewis, T., Thompson, R., Kotch, J. B., Proctor, L. J., Litrownik, A. J., English, D. J., ... Dubowitz, H. (2012). Parent–youth discordance about youth-witnessed violence:

- Associations with trauma symptoms and service use in an at-risk sample. *Child Abuse & Neglect*, 36(11–12), 790–797. doi: 10.1016/j.chiabu.2012.09.009
- Liben, L., & Downs, R. (1989). Understanding maps as symbols: The development of map concepts in children. *Advances in Child Development and Behavior*, 22, 145–201. doi: 10.1016/S0065-2407(08)60414-0
- Lichter, E. L., & McCloskey, L. A. (2004). The effects of childhood exposure to marital violence on adolescent gender-role beliefs and dating violence. *Psychology of Women Quarterly*, 28(4), 344–357. doi: 10.1111/j.1471-6402.2004.00151.x
- Litrownik, A. J., Newton, R., Hunter, W. M., English, D., & Everson, M. D. (2003). Exposure to family violence in young at-risk children: A longitudinal look at the effects of victimization and witnessed physical and psychological aggression. *Journal of Family Violence*, 18(1), 59–73. doi: 10.1023/A:1021405515323
- Majors, K. (2009). *Children's imaginary companions and the purposes they serve: An interpretative phenomenological analysis*. (Doctoral thesis, Institute of Education, University of London, United Kingdom). Retrieved from <http://discovery.ucl.ac.uk/10007424/>
- McCloskey, L. A., & Lichter, E. L. (2003). The contribution of marital violence to adolescent aggression across different relationships. *Journal of Interpersonal Violence*, 18(4), 390–412. doi: 10.1177/0886260503251179
- Méndez-Negrete, J. (2013). Expressive creativity: Narrative text and creative cultural expressions as a healing praxis. *Journal of Creativity in Mental Health*, 8(3), 314–325. doi: 10.1080/15401383.2013.821934
- Mirrlees-Black, C., & Byron, C. (1999). *Domestic violence: Findings from the British crime survey self-completion questionnaire*. United Kingdom: The Home Office. Retrieved from <http://webarchive.nationalarchives.gov.uk/20110218144325/http://rds.homeoffice.gov.uk/rds/pdfs/hors191.pdf>
- Moylan, C. A., Herrenkohl, T. I., Sousa, C., Tajima, E. A., Herrenkohl, R. C., & Russo, M. J. (2009). The effects of child abuse and exposure to domestic violence on adolescent internalizing and externalizing behavior problems. *Journal of Family Violence*, 25(1), 53–63. doi: 10.1007/s10896-009-9269-9

- Mumford, E., Liu, W., & Joseph, H. (2018). Postpartum domestic violence in homes with young children: The role of maternal and paternal drinking. *Violence Against Women, 24*(2), 144–162. doi: 10.1177/1077801216678093
- Murshid, N. S., & Murshid, N. (2018). Intergenerational transmission of marital violence: Results from a nationally representative sample of men. *Journal of Interpersonal Violence, 33*(2), 211–227. doi: 10.1177/0886260515604413
- Narayan, A. J., Englund, M. M., Carlson, E. A., & Egeland, B. (2013). Adolescent conflict as a developmental process in the prospective pathway from exposure to interparental violence to dating violence. *Journal of Abnormal Child Psychology, 42*(2), 239–250. doi: 10.1007/s10802-013-9782-4
- National Institute for Health and Care Excellence. (2016, February). *Domestic violence and abuse*. United Kingdom: National Institute for Health and Care Excellence. Retrieved from <https://www.nice.org.uk/guidance/qs116>
- National Union of Teachers. (2005). *Silence is not always golden: Tackling domestic violence*. United Kingdom: National Union of Teachers. Retrieved from <https://www.teachers.org.uk/files/active/0/Domestic16pp-3902.pdf>
- Ncube, N. (2006). The tree of life project: Using narrative ideas in work with vulnerable children in Southern Africa. *International Journal of Narrative Therapy and Community Work, 1*, 3–16.
- Nicolson, P. (2010). *Domestic violence and psychology: a critical perspective*. London: Taylor & Francis.
- Nowell, L., Norris, J., White, D., & Moules, N. (2017). Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*(1), 1–13. doi: 10.1177/1609406917733847
- Office for National Statistics. (2017). *Domestic abuse in England and Wales: year ending March 2017*. United Kingdom: Office for National Statistics. Retrieved from <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwales/yearendingmarch2017>
- Ofsted. (2017). *The multi-agency response to children living with domestic abuse: prevent, protect, repair*. London: Ofsted. Retrieved from <https://www.gov.uk/government/publications/joint-inspections-of-the-response-to-children-living-with-domestic-abuse>

- Osmond, M. W., & Thorne, B. (2009). Feminist theories. In P. Boss, W. J. Doherty, R. LaRossa, W. R. Schumm, & S. K. Steinmetz (Eds.), *Sourcebook of Family Theories and Methods* (pp. 591–625). New York, NY: Springer. doi: 10.1007/978-0-387-85764-0\_23
- Osofsky, J. D. (1995). Children who witness domestic violence: The invisible victims. *Social Policy Report*, 9(3), 1–20. doi: 10.1037/10257-003
- Osofsky, J. D. (2003). Prevalence of children's exposure to domestic violence and child maltreatment: Implications for prevention and intervention. *Clinical Child and Family Psychology Review*, 6(3), 161–170. doi: 10.1023/A:1024958332093
- Överlien, C., & Hydén, M. (2009). Children's Actions when Experiencing Domestic Violence. *Childhood*, 16(4), 479–496. doi: 10.1177/0907568209343757
- Palmer, M., Larkin, M., de Visser, R., & Fadden, G. (2010). Developing an interpretative phenomenological approach to focus group data. *Qualitative Research in Psychology*, 7(2), 99–121. doi: 10.1080/14780880802513194
- Peckover, S., & Trotter, F. (2015). Keeping the focus on children: the challenges of safeguarding children affected by domestic abuse. *Health & Social Care in the Community*, 23(4), 399–407. doi: 10.1111/hsc.12160
- Pepler, D. J., Catallo, R., & Moore, T. E. (2000). Consider the Children. *Journal of Aggression, Maltreatment & Trauma*, 3(1), 37–57. doi: 10.1300/J146v03n01\_04
- Phillips, E., Montague, J., & Archer, S. (2016). Worlds within worlds: a strategy for using interpretative phenomenological analysis with focus groups. *Qualitative Research in Psychology*, 13(4), 289–302. doi: 10.1080/14780887.2016.1205692
- Pianta, R., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. (2008). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal*, 45(2), 365–397. doi: 10.3102/0002831207308230
- Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Czasopismo Psychologiczne - Psychological Journal*, 20(1), 7–14. doi: 10.14691/CPJ.20.1.7
- Pink, S. (2007). Walking with Video. *Visual Studies*, 22, 240–252. doi: 10.1080/14725860701657142
- Pink, S. (2008). Mobilising visual ethnography: Making routes, making place and making images. *Forum Qualitative Sozialforschung [Social Research]*, 9(3). doi: 10.17169/fqs-9.3.1166

- Pink, S. (2013). *Doing Visual Ethnography*. London: SAGE.
- Prosser, J., & Burke, C. (2008). Image-based educational research: childlike perspectives. In J. Gary Knowles & A. Cole (Eds.) *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples and Issues* (pp. 407–419). SAGE.
- Quinlivan, J., & Evans, S. (2005). Impact of domestic violence and drug abuse in pregnancy on maternal attachment and infant temperament in teenage mothers in the setting of best clinical practice. *Archives of Women's Mental Health*, 8(3), 191–199. doi: 10.1007/s00737-005-0079-7
- Radford, L., Aitken, R., Miller, P., Ellis, J., Roberts, J., & Firkic, A. (2011). *Meeting the needs of children living with domestic violence in London: Executive Summary*. London: Refuge and NSPCC. Retrieved from <https://www.nspcc.org.uk/globalassets/documents/research-reports/meeting-needs-children-living-domestic-violence-london-report.pdf>
- Radford, L., & Hester, M. (2006). *Mothering through domestic violence*. London: Jessica Kingsley.
- Refuge. (2009). *Starting in school to end domestic violence*. United Kingdom: Refuge. Retrieved from <http://www.refuge.org.uk/files/Starting-in-schools.pdf>
- Rissotto, A., & Tonucci, F. (2002). Freedom of movement and environmental knowledge in elementary school children. *Journal of Environmental Psychology*, 22(1–2), 65–77. doi:10.1006/jevp.2002.0243
- Rivera, E. A., Sullivan, C. M., Zeoli, A. M., & Bybee, D. (2016). A longitudinal examination of mothers' depression and PTSD symptoms as impacted by partner-abusive men's harm to their children. *Journal of Interpersonal Violence*, 1-23. doi: 10.1177/0886260516629391
- Rivett, M., Howarth, E., & Harold, G. (2006). 'Watching from the stairs': Towards an evidence-based practice in work with child witnesses of domestic violence. *Clinical Child Psychology and Psychiatry*, 11(1), 103–125. doi: 10.1177/1359104506059131
- Robinson, A., Myhill, A., & Wire, J. (2017). Practitioner (mis)understandings of coercive control in England and Wales. *Criminology & Criminal Justice*, 18(1), 29-49. doi: 10.1177/1748895817728381
- Rodham, K., Fox, F., & Doran, N. (2015). Exploring analytical trustworthiness and the process of reaching consensus in interpretative phenomenological analysis: Lost

- in transcription. *International Journal of Social Research Methodology*, 18(1), 59–71. doi: 10.1080/13645579.2013.852368
- Rolston, B. (2010). 'Trying to reach the future through the past': Murals and memory in Northern Ireland. *Crime, Media, Culture*, 6(3), 285–307. doi: 10.1177/1741659010382335
- Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials* (4th ed.) London: SAGE.
- Rose, J. (1997). Soft systems methodology as a social science research tool. *Systems Research and Behavioral Science*, 14(4), 249–258. doi: 10.1002/(SICI)1099-1743(199707/08)14:4<249::AID-SRES119>3.0.CO;2-S
- Sacks, O. (1985). *The man who mistook his wife for a hat and other clinical tales*. New York, NY: Touchstone Book.
- SafeLives. (2015). *Getting it right first time*. United Kingdom: SafeLives. Retrieved from <http://www.safelives.org.uk/sites/default/files/resources/Getting%20it%20right%20first%20time%20-%20complete%20report.pdf>
- Smith, J. (2011). 'We could be diving for pearls': The value of the gem in experiential qualitative psychology. *Qualitative Methods in Psychology Bulletin*, 12, 6–15. Retrieved from <https://shop.bps.org.uk/qmip-bulletin-issue-12-october-2011.html>
- Smith, J., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, Method and Research*. London: SAGE.
- Smith, J., & Osborn, M. (2008). Interpretative Phenomenological Analysis. In J. Smith (Ed.), *Qualitative Psychology: a practical guide to research methods*. (2nd, pp. 53–80). London: SAGE.
- Smith, L. (1989). *Domestic violence: and overview of the literature*. London: HMSO. Retrieved from <http://library.college.police.uk/docs/hors/hors107.pdf>
- Sousa, C., Herrenkohl, T. I., Moylan, C. A., Tajima, E. A., Klika, J. B., Herrenkohl, R. C., & Russo, M. J. (2011). Longitudinal study on the effects of child abuse and children's exposure to domestic violence, parent-child attachments, and antisocial behavior in adolescence. *Journal of Interpersonal Violence*, 26(1), 111–136. doi: 10.1177/0886260510362883
- Stanley, N. (2011). *Children experiencing domestic violence: A research review*. Dartington, UK: Research in Practice. Retrieved from



- [https://www.rip.org.uk/~ftp\\_user/children\\_experiencing\\_domestic\\_violence\\_a\\_research\\_review/files/assets/common/downloads/children\\_experiencing\\_domestic\\_violence.pdf](https://www.rip.org.uk/~ftp_user/children_experiencing_domestic_violence_a_research_review/files/assets/common/downloads/children_experiencing_domestic_violence.pdf)
- Stanley, N., & Humphreys, C. (2014). Multi-agency risk assessment and management for children and families experiencing domestic violence. *Children and Youth Services Review, 47*(1), 78–85. doi: 10.1016/j.childyouth.2014.06.003
- Stanley, N., Miller, P., & Richardson Foster, H. (2012). Engaging with children's and parents' perspectives on domestic violence. *Child & Family Social Work, 17*(2), 192–201. doi: 10.1111/j.1365-2206.2012.00832.x
- Starmer, K. (2011). Domestic violence: The facts, the issues, the future. *International Review of Law, Computers & Technology, 25*(1–2), 9–15. doi: 10.1080/13600869.2011.594643
- Sternberg, K. J., Baradaran, L. P., Abbott, C. B., Lamb, M. E., & Guterman, E. (2006). Type of violence, age, and gender differences in the effects of family violence on children's behavior problems: A mega-analysis. *Developmental Review, 26*(1), 89–112. doi:10.1016/j.dr.2005.12.001
- Sterne, A., & Poole, L. (2010). *Domestic violence and children: A handbook for schools and early years settings*. Oxon: Routledge.
- Stith, S., Rosen, K., Middleton, K., Busch, A., Lundeberg, K., & Carlton, R. (2000). The intergenerational transmission of spouse abuse: A meta-analysis. *Journal of Marriage and Family, 62*(3), 640–654. doi: 10.1111/j.1741-3737.2000.00640.x
- Sullivan, M., Egan, M., & Gooch, M. (2004). Conjoint interventions for adult victims and children of domestic violence: A program evaluation. *Research on Social Work Practice, 14*(3), 163–170. doi:10.1177/1049731503257881
- Sunderland, M. (2001). *Using story telling as a therapeutic tool with children*. Milton Keynes: Speechmark.
- The Open University. (n.d.). Rich pictures [Web log post]. United Kingdom: The Open University. Retrieved from <http://www.systems.open.ac.uk/materials/T552/pages/rich/richappendix.html>
- The Police Foundation. (2014). *Policing domestic abuse*. The briefing. Retrieved from: [http://www.police-foundation.org.uk/uploads/holding/projects/policing\\_domestic\\_abuse.pdf](http://www.police-foundation.org.uk/uploads/holding/projects/policing_domestic_abuse.pdf)

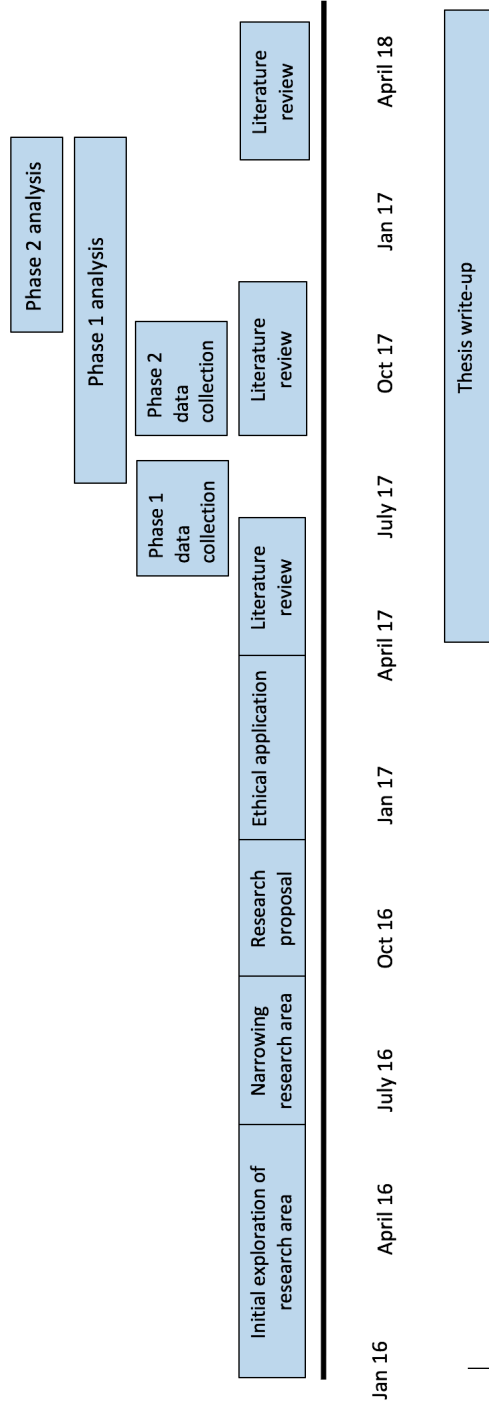
- Thompson, E. H., & Trice-Black, S. (2012). School-based group interventions for children exposed to domestic violence. *Journal of Family Violence, 27*(3), 233–241. doi:10.1007/s10896-012-9416-6
- Thompson, N., Hunter, E., Murray, L., Ninci, L., Rolfs, E., & Pallikkathayil, L. (2008). The experience of living with chronic mental illness: A photovoice study. *Perspectives in Psychiatric Care, 44*(1), 14–24. doi: 10.1111/j.1744-6163.2008.00143.x.
- Thompson, R., & Whipper, L. A. (2010). Exposure to family violence and reading level of early adolescents. *Journal of Aggression, Maltreatment & Trauma, 19*(7), 721–733. doi:10.1080/10926771003781347
- Thornton, V. (2014). Understanding the emotional impact of domestic violence on young children. *Educational Psychology in Practice, 31*(1), 90-100.
- Tomkins, L., & Eatough, V. (2010). Reflecting on the use of IPA with focus groups: Pitfalls and potentials. *Qualitative Research in Psychology, 7*(3), 244–262. doi:10.1080/14780880903121491
- Turner, W., Broad, J., Drinkwater, J., Firth, A., Hester, M., Stanley, N., ... Feder, G. (2017). Interventions to improve the response of professionals to children exposed to domestic violence and abuse: A systematic review. *Child Abuse Review, 26*, 19-39. doi:10.1002/car.2385
- Unicef. (2006). *Behind Closed Doors: The impact of domestic violence on children*. United Kingdom: Unicef. Retrieved from <https://www.unicef.org/media/files/BehindClosedDoors.pdf>
- Valente, L. A., Dalledone, M., Pizzatto, E., Zaiter, W., Souza, J. F. de, Losso, E. M., ... Losso, E. M. (2015). Domestic violence against children and adolescents: prevalence of physical injuries in a Southern Brazilian metropolis. *Brazilian Dental Journal, 26*(1), 55–60. doi:10.1590/0103-6440201300137
- Veigh, M. J. M. (2017). Are we there yet? *Children Australia, 42*(3), 159–175. doi:10.1017/cha.2017.27
- Wagstaff, M. (2009). *Through the eyes of a child : How do children who have experienced domestic violence see their world?* (Doctoral thesis, University of Bristol, United Kingdom). Retrieved from [https://research-information.bristol.ac.uk/en/theses/through-the-eyes-of-a-child--how-do-children-who-have-experienced-domestic-violence-see-their-world\(b2fa5fc1-bbf7-40fe-84f7-43c49dece066\).html](https://research-information.bristol.ac.uk/en/theses/through-the-eyes-of-a-child--how-do-children-who-have-experienced-domestic-violence-see-their-world(b2fa5fc1-bbf7-40fe-84f7-43c49dece066).html)

- Walker, L. (1979). *The battered woman*. New York, NY: Harper & Row.
- Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., ... Saul, J. (2008). Bridging the gap between prevention research and practice: The interactive systems framework for dissemination and implementation. *American Journal of Community Psychology, 41*(3–4), 171–181. doi:10.1007/s10464-008-9174-z
- Webster, A., Coombe, A., & Stacey, I. (2002). *Bitter legacy: The emotional effects of domestic violence on children*. London: Barnardo's.
- Wilkinson, S. (2008). Focus groups. In J. Smith (Ed.), *Qualitative Psychology: a practical guide to research methods* (2nd ed., pp. 188–206). London: SAGE.
- Wolfe, D., & Jaffe, P. (1999). Emerging strategies in the prevention of domestic violence. *The Future of Children, 9*(3), 133–134. doi: 10.2307/1602787
- Women's Aid. (n.d.). What is domestic abuse? [Web log post]. United Kingdom: Women's Aid. Retrieved from [https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/#\\_edn1](https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/#_edn1)
- Zimmerman, M. A. (2013). Resiliency theory: A strengths-based approach to research and practice for adolescent health. *Health Education & Behavior: The Official Publication of the Society for Public Health Education, 40*(4), 381–383. doi.10.1177/1090198113493782

## Appendices

### Appendix A: Thesis Timeline

#### Thesis Timeline



## Appendix B: Ethical Approval Certificate



**COLLEGE OF SOCIAL SCIENCES  
AND INTERNATIONAL STUDIES**

Ethics Committee  
[ssis-ethics@exeter.ac.uk](mailto:ssis-ethics@exeter.ac.uk)

### CERTIFICATE OF ETHICAL APPROVAL

Academic Unit: Educational Psychology

Title of Project: An exploration of the educational experiences of children who have experienced domestic violence

Research Team Member(s): Sarah Chestnutt

Project Contact Point: sjc247@exeter.ac.uk

Supervisor(s): Dr Christopher Boyle  
Dr Andrew Richards

This project has been approved for the period

From: 09.05.2017

To: 30.08.2018

Ethics Committee approval reference: 201617-114

Signature: Date: 24.05.2017

A handwritten signature in black ink, appearing to read 'Lise Storm'.

(Lise Storm, Chair, SSIS College Ethics Committee)

## Appendix C: Ethical application form



### COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet: Staff:

<https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

Students: <http://intranet.exeter.ac.uk/socialsciences/student/postgraduateresearch/ethicsaprovalforyourresearch/>

All staff and students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

[ssis-ethics@exeter.ac.uk](mailto:ssis-ethics@exeter.ac.uk) This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

[ssis-gseethics@exeter.ac.uk](mailto:ssis-gseethics@exeter.ac.uk) This email should be used by staff and students in the Graduate School of Education.

Applicant details	
Name	Sarah Chestnutt
Department	Educational Psychology
UoE email address	sjc247@exeter.ac.uk

Duration for which permission		
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given.</u>		
Start date: 9 <sup>th</sup> March 2017	End date: 30th August 2018	Date submitted: 8 February 2017

Students only
All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.  Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.

Student number	650048970
Programme of study	Select programme from dropdown list Doctorate in Educational, Child and Community Psychology
Name of Supervisor(s)/tutors or Dissertation Tutor	Dr Christopher Boyle Dr Andrew Richards
Have you attended any ethics training that is available to students?	Select from this dropdown list University session on 'Ethical practice in applied psychology' delivered by Dr Christopher Boyle on 16.11.16.

<p><b>Certification for all submissions</b></p> <p>I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.</p> <p>Sarah Chestnutt</p> <p>Double click this box to confirm certification <input checked="" type="checkbox"/></p> <p><i>Submission of this ethics proposal form confirms your acceptance of the above.</i></p>
--

**TITLE OF YOUR PROJECT**

An exploration of the educational experiences of children who have experienced domestic violence.
---

**ETHICAL REVIEW BY AN EXTERNAL COMMITTEE**

Select from this dropdown list No, my research is not funded by, or does not use data from, either the NHS or Ministry of Defence.
--

**MENTAL CAPACITY ACT 2005**

Select from this dropdown list No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities).
---

**SYNOPSIS OF THE RESEARCH PROJECT**

*Maximum of 750 words.*

<p>The research will explore the educational experiences of children who have experienced domestic violence (DV). The research will begin in March/April 2017 with data collection, followed by analysis and write-up which will form part of my doctoral thesis concluding in August 2018.</p> <p>Previous research has shown that the impact on children and young people (CYP) of experiencing domestic abuse are wide ranging, including impacting on their social, emotional and mental health (Thompson &amp; Trice-Black, 2012); their learning in school (Harold, Aitken, &amp; Shelton, 2007); how they interact and communicate feelings (Buckley et al., 2007); and on their physical health (Stanley &amp; Humphreys, 2014). Despite previous findings, there is little direct research involving how children experience school on an everyday basis, having lived with domestic abuse.</p> <p>The aims and objectives of the research are:</p>
--

- 1) To explore the lived experience of CYP in educational settings who have experienced DV.
  - a) To explore how CYP exposed to DV experience education.
  - b) To find out what is important for and to CYP in educational settings.
  - c) To use image-based data-collection methods in order to allow CYP to share their experiences without using language.
- 2) To explore the implications for adults working with CYP who have experienced DV in educational settings.
  - a) To explore teacher perspectives of the effects of DV on CYP.
  - b) To share the experiences of CYP in the study through sharing themes with the teachers.
  - c) To compare teacher and CYP perceptions of how they experience their learning environments.

This research aims to answer the following research questions:

- 1) How do CYP describe their educational experiences through words and visual processes when they have been exposed to DV?
- 2) What do CYP feel is important to them for their education?
- 3) In what ways would teachers describe the experience of CYP on their education?
- 4) To what extent do teachers feel that hearing the views of CYP will change their practice in teaching CYP exposed to DV?
- 5) To what extent are arts-based visual methods effective in describing CYP's experiences of education?
- 6) In what ways is Soft Systems Methodology an effective method of eliciting teacher perspectives?

Phase 1 of the research will explore how CYP describe their educational experiences through drawing, photographs and talking, in order to find out what is important to them for their education. Previous research has shown that using creative methods such as play and art with children who have experienced domestic abuse can be supportive in helping them to convey their experiences (Thornton, 2014).

Parents/guardians will be contacted by a number of schools in [REDACTED] [REDACTED] charities who have expressed interest in taking part in the study. Before beginning, an information sheet and consent form with all of the details of the study will be sent to parents who opt-in to the research. The study will involve meeting with children over four sessions which will take place at the child's school (see Diagram 1). All information will be confidential and anonymised with no identifying information, and children or parents can withdraw at any time without explanation.

Phase 2 of the research will explore teacher perspectives of CYP's experiences of education. Teacher's will be invited to take part in the study through link schools which have expressed interest in participating in the research. Sessions will take place during a twilight session after school to allow more teachers to be involved without taking away from their teaching time. The aim is to run two group sessions with each group of teachers within one school. The aim is that three groups of teachers will be able to take part in the study, in three different schools. The first session will involve using a soft systems methodology approach (SSM) (Checkland, 1989). The process will



involve teachers working together to draw a Rich Picture of how currently CYP are supported in their educational setting (if they have been exposed to DV). Teachers will also discuss the topic using a CATWOE analysis to develop strategies that could be helpful to these children. See Research Methods for descriptions of 'SSM', 'Rich Picture' and 'CATWOE analysis'

Session two will be run as a focus group, where the Rich Picture and CATWOE analysis are brought back for reference. This will be facilitated as a focus group by the researcher, where teachers are asked to compare their Rich Picture and CATWOE analysis with the themes elicited from phase 1 of the research.

#### INTERNATIONAL RESEARCH

The research will take place in the UK.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

## RESEARCH METHODS

This research will consist of:

- 1) Four sessions with CYP:
  - a) Meet CYP with their parent/carer to explain study (to be completed at the CYP's school).
  - b) The CYP will draw a map of their school (to be completed at the CYP's school). The session will be audio-recorded.
  - c) The CYP will be asked "Show me around your school" by the researcher and "Let's take some photographs of things you like". This will take the form of a semi-structured interview which will be audio recorded. For example, when a CYP takes a photograph the researcher will ask questions such as: "Why did you take a photograph of [object]?", "How come you arranged those [toys] before you took the photograph?", "What do you like about [this toy/place]", in order to find out more about the CYP's experiences in school. Parent/school staff can attend this session.
  - d) Meet with CYP to conduct a thematic analysis of the drawings and photographs (to be completed at the CYP's school). The session will be audio-recorded. The purpose of taking photographs is to allow CYP to use a visual method of representation for places and things in their school that are important to them. If parents agree the CYP will be given a copy of the photographs, they have taken, in a scrapbook which they can take home with them. A digital copy of the photographs will be stored on the University of Exeter U-drive which will only be accessible by the researcher and research supervisors. The photographs will not be used in any publications or presentations, but only for further analysis by the researcher as part of the research project. The photographs will be deleted after the final thesis write-up has been passed.
- 2) Two sessions with teachers:
  - a) Soft systems methodology (SSM): SSM is a process used to explore complex real world situations which enables the participants to organise their thinking in a way where they can think about how to make improvements that can be put into action. The SSM approach allows for participants to explore interacting factors and different worldviews and to develop an action plan. Within SSM, several tools are used to explore problematic situations. Two of these tools will be used in phase 2 of the research: a Rich Picture and a CATWOE analysis. A Rich Picture is a graphic representation of a real-world situation, it requires the participants to draw their perception of the situation, they can also use symbols and text, and it can be used to illustrate concrete or abstract factors in the situation. Teachers will work in a group to develop a Rich Picture based on their perceptions of how CYP exposed to DV experience education. Teachers will also discuss the topic using a CATWOE analysis to develop strategies that could be helpful to these children. A CATWOE analysis is a technique used to create a root definition of the situation which will help develop a conceptual model. This will involve asking teachers to think about six elements (Characters; Actors; Transformation process; Worldview; Owner; Environmental constraints) of the situation. By doing so, teachers will create a definition which helps outline the problem at a systems thinking level, considering people and environment involved, strengths and barriers to actions. The session will be audio-recorded.

- b) Session two is the next stage in SSM which involves comparing teacher's conceptual model with the real world situation. This will be facilitated as a focus group by the researcher, where teachers are asked to compare their rich picture and CATWOE analysis with the themes elicited from phase 1 of the research. For example, teachers will be asked to consider any similarities or differences between their perceptions and CYP's perceptions. The final part of the session will involve exploring hypothetical actions (based on teacher discussions) that could be used in practice to change the situation in the real world. The session will be audio-recorded.

Characteristics of sample:

I aim to meet with 10 CYP aged between 7 and 11 years old. The CYP will have the following characteristics:

- The CYP has experienced domestic violence in the past.
- The CYP is not currently living with domestic violence.

I would like to complete a soft systems methodology approach and focus group session with three groups of teachers. Ideally there will be a minimum of three teachers in each group who work in the same school. I would like the teacher groups to be completed in different schools.

For information about recruitment please see the section on the voluntary nature of participation below.

Expected outputs:

- At this point I would hope for the outputs of this project to include the following:
- Conference presentations;
- Journal articles (both academic and practitioner);
- Presentations to professionals (e.g. as part of a Service Day, INSET for school staff).

Discussion of sensitive topics:

CYP who have experienced domestic violence are a vulnerable group even after the DV has ended. The topic of domestic violence will not be discussed during the research with CYP, however having been identified due to previously experiencing DV means there is the potential that CYP involved may experience adverse effects. Please see the section on possible harm below for discussion of how I intend to minimise the risk of harm to participants.

## PARTICIPANTS

I would like to meet with 10 CYP who will complete four sessions of the research between the ages of 7 and 11 years old.

My aim is to complete a soft systems methodology approach and focus group with three groups of teachers. Each group will ideally consist of teachers who work in the same school. I would like each of the three groups to be from different schools.

## THE VOLUNTARY NATURE OF PARTICIPATION

### Working with children:

The researcher will be working with children in schools in the [REDACTED] area. The researcher has been through the relevant vetting procedures which includes a full disclosure and barring service certificate. As the research will take place in schools, the consent of the Headteacher and/or a member of Senior Leadership such as the Special Educational Needs Co-ordinator (SENCo) will be sought.

The research involves working with children as a method of directly eliciting the views of children on education. There is a gap in the research which specifically explores children's experiences of education having experienced domestic violence. The intentions are that this research will add to a growing body of evidence to support the importance of listening to child voice and provide further insight into educational experiences.

### Recruitment:

The CYP will be identified by linking with schools and DV charities within the local [REDACTED] area. Schools and charities will be given information about the study to discuss with CYP and their parents/carers who they have identified experienced DV in the past but are not currently experiencing violence in the home. If parents/carers agree for their CYP to take part, they will sign a consent form. Then the researcher will meet with the parent and child to discuss the study and the child will be given an accessible information and consent form. The researcher will explain to the child that what they are doing is entirely voluntary and they can refuse to take part if they wish. The study will begin if both parent and child have signed the consent form. See Diagram 1.

Teachers will be recruited by contacting schools where the researcher is currently on placement as a Trainee Educational Psychologist. Contact will be made through the School Headteacher or SENCo who will give teachers an information and consent form for the research so they will know that we will want to talk about DV in advance rather than be surprised at the first session. Teachers will be made aware that participation is entirely voluntary and that they can withdraw from the study at any time. If teachers choose to participate, the Headteacher or SENCo will arrange a time for the teachers to attend the sessions. I aim to facilitate each group as a twilight training session where the teachers will have the opportunity to develop skills in soft systems methodology and teamwork. Following completion of the research the researcher will present the results to the groups of teachers and school staff who would like to attend.

If emailing, I will use my university email address, to preserve confidentiality and to distinguish my professional and academic roles. I will seek written consent from participants and sample information and consent forms are included below. At the start of interviews I will ask participants whether they still agree to provide consent to the interviews. The information will be anonymised and confidentiality will be preserved. Participants will be able to withdraw from the research at any time. The information sheets emphasise that all participation is voluntary and consent can be withdrawn at any time.

**Diagram 1: Flowchart of process in Phase 1**



## SPECIAL ARRANGEMENTS

Any participant with additional needs will be accommodated by allowing time for them to complete the research activities at their own speed. Children can have a member of school staff or their parent with them at all times during the study if they wish.

## THE INFORMED NATURE OF PARTICIPATION

Parents/guardians will be given an information sheet and consent form (included in the section below) outlining the aims and purposes of the study. Any possible risk or harm is detailed along with actions to minimise the risk of harm. If parents agree for their child to take part in the study, the researcher will meet with them both and provide an accessible information and consent form for children. In phase 2 teachers will be given an information and consent form detailing the study and outlining any adverse effects of taking part in the research. I will answer any questions which the parent, child or teacher has.

## ASSESSMENT OF POSSIBLE HARM

The HCPC standards of proficiency state that Psychologists should practice autonomy, beneficence, non-maleficence and social justice in regards to ethical working (Fox, 2015; Health and Care Professions Council, 2015). The research will have these ethical standards as a base from which to conduct research with CYP who have experienced DV.

The researcher understands that given the purpose of the research, to explore child experiences of education having been exposed to DV, that parental consent could be problematic. In response to this, the researcher will be recruiting participants through schools in [REDACTED] where she is currently working as a Trainee Educational Psychologist. The existing relationship between the researcher and schools, and between schools and parents will be used so that parents feel enabled to ask questions about the research in a safe and confidential manner. This will ensure that the parents/carers are fully able to provide informed consent.

CYP will take part in sessions which will be held at their school. To protect their identity within school and ensure they are not stigmatized in their learning environment, the project will be given an accessible name to use in schools such as 'The school mapping project'. School staff will be made aware of the details of the project if CYP and parents have given their consent to take part. The time that the CYP will take part in the study will be agreed with the teacher so that educational or social learning will not be impacted.

Children will not be asked to talk about any domestic violence that they have experienced. If children do not answer questions they will not be interrogated on why they do not want to answer. If a child does make a disclosure to the researcher, the researcher will contact the designated safeguarding officer in the school to pass on the information. If a disclosure is made, by a child or young person, about an illegal activity, the researcher will contact appropriate statutory authority in order to pass on the information which may affect a child or young person.

The CYP will be in a familiar school environment and they will be made aware that they can leave to return to their classroom or a quiet space if they no longer want to take part in the study or want a break. The CYP can have a trusted adult (such as a teaching assistant or parent) with them at all times during the sessions if they choose to and that would make them feel more comfortable. There will be a medium/high risk of CYP experiencing unpleasant or unhelpful feelings, memories or thoughts whilst completing the research although there will not be any direct or indirect questions about DV that has been experienced. However, if unpleasant thoughts or feelings do arise, the researcher will allow the CYP to talk about the feelings if they would like, to return to their classroom or a safe space in school and/or talk to a trusted and known adult.

If a CYP experiences unpleasant feelings there will be support available within the normal mechanisms available through pupil support in the school. If necessary, parents and guardians will be informed as necessary. However, the researcher is in training to be a psychologist and will be fully sensitive to the needs of the interviewee and will be able to adjust or stop the interview if required. If a CYP becomes uncomfortable or distressed the researcher will be aware of the need to take breaks, to be sensitive and reflexive to how the CYP is feeling, to ensure a trusted member of school staff accompanies the CYP if they would like them there, to pass on any information which is of concern to the designated safeguarding officer within school (see above information on disclosure) and to check-in at a later date with the school to ensure if a CYP has experienced discomfort as a result of the research that the normal support processes within school are being followed.

Due to the prevalence of domestic violence, for teachers participating in phase 2, there is a risk that teachers have experienced or are experiencing domestic violence. Teachers will be given an information and consent form about what will happen in phase 2. They will be made aware that participation is completely voluntary and they have the right to withdraw from the research at any stage without explanation. Teachers will be provided with signposting to external agencies in the event that they experience negative or unwanted thoughts or feelings.

The table below lists the potential risk of harm alongside the likelihood of this occurring and the action that will be taken if it does occur.

Potential risk	Likelihood	Solution
<b>Funding of link charity reduced and unable to recruit participants</b>	Low	Approach other charity and community groups to invite to take part in the study.
<b>Participants drop out of the study</b>	High	Invite 15 participants, which is more than necessary, to account for drop-out from the study. Contact further schools in the area to ask if they would like to take part in the research .
<b>CYP experience unpleasant thoughts or feelings</b>	Medium/High	Allow CYP to talk to researcher or trusted adult or to return to the classroom or a quiet space. If a CYP experiences unpleasant feelings there will be support available within the normal

		mechanisms available through pupil support in the school. If necessary, parents and guardians will be informed as necessary. However, the researcher is in training to be a psychologist and will be fully sensitive to the needs of the interviewee and will be able to adjust or stop the interview if required.
<b>Teachers experience unwanted thoughts or feelings</b>	Medium	Teachers will be given an information and consent form about what will happen in phase 2. They will be made aware that participation is completely voluntary and they have the right to withdraw from the research at any stage without explanation. Teachers will be provided with signposting to external agencies in the event that they experience negative or unwanted thoughts or feelings.
<b>Parents do not agree for CYP to take part in study</b>	Medium	Ensure that information on the research study is as well explained as possible with opportunity to request further information if required.
<b>Safeguarding issue arises</b>	High	Report information to Designated Safeguarding Lead for the school.

#### DATA PROTECTION AND STORAGE

For clarity the information from study 1 is also detailed here to outline confidentiality and anonymity. Before informed consent is gained, parents will be made aware of the details of the study and the activities their CYP will be asked to complete, in an information form. Parents will also be informed that they or their child will not be asked about any DV that they have experienced and will not be asked to discuss anything that they would not like to talk about. When the researcher first meets with the parent and CYP, information about the study will again be discussed, and confidentiality will be explained. All data will be anonymised by labelling any information with a codename rather than their real name. The key to the coding system and any electronic data will be stored as password protected files on The University of Exeter U-drive that will be accessed only by the researcher and the research supervisors. Any signed consent forms will be scanned and saved on the U-drive and then shredded. I will only store this information on the U-drive and not on my home computer or any portable devices.

I will only capture confidential information about participants on their consent forms and will not record any personal information about participants on the audio-recording only a coded name. Any information which may identify a CYP, their school or parents/carers will not be included in any publications or presentations. Every effort to maintain the anonymity and protect the identity of CYP will be made. Further, details such as place names may be changed to ensure anonymity if it appears that these may aid identification of participants.

My consent form explains how data will be stored and contains a written privacy notice. Digital recordings will be deleted as soon as I have an authoritative transcript



of the interview or focus group. I will ensure that any analysis of the data which is not stored on the U-drive only uses the aliases. Data that includes confidential details (including contact details) may be kept for up to 5 years so that, if necessary, I can contact participants during my Doctorate. It will be destroyed as soon as my Doctorate is awarded. Anonymised data may be stored indefinitely.

Data will be kept confidential unless for some reason I am required to produce it by law or something in the interview causes me concern about potential harm to participants. In the case of the latter, I will first discuss with my supervisor what, if any, further action to take.

If I am able to secure funding to have interviews transcribed then I will brief the transcriber on the need to remove any identifying details and will explain to the transcriber what I mean by this (for example, names of participants).

#### DECLARATION OF INTERESTS

I have no conflicts of interest in this research.

#### USER ENGAGEMENT AND FEEDBACK

In session 4 of phase 1, I will ask the children to look at their pictures and drawings and ask if there is anything they would like to change. For example removing a photograph, changing parts of the drawing, or telling me a different perspective on their experience. I will give children a copy of their photographs and drawings that they can keep after the final session.

A summary of key findings will be prepared for parents of participants and teachers once the research is concluded.

#### INFORMATION SHEET

##### **Information sheet for participants' parents / guardians**

An exploration of the educational experiences of children who have experienced domestic violence

##### Details of Project

This project is about what children think about school and learning. The first aim of the project is to explore the lived experience of children in school who have experienced domestic violence. The second aim of the research is to explore how the information can support teachers working with children in the classroom. The researcher is a student at The University of Exeter studying Educational Psychology who is researching how children experience school.

The research will involve children meeting with the researcher (Sarah Chestnutt) four times in school. In the first session Sarah will meet with you and your son/daughter to talk about the research and what will happen. In the second session Sarah will meet with your child and ask them to draw a picture of their school. Sarah will ask your child some questions about the picture for example, "I wonder why you have drawn your school really small" or "Can you tell me why you drew this", this session will be audio-recorded on a Dictaphone. In the second session Sarah will ask your child "Show me around your school. Let's take some photographs. You choose what to take

photographs of.” Sarah will ask your child about the photographs, this will be audio-recorded on a Dictaphone. In the fourth session Sarah will give your child a copy of their photographs and pictures and talk to them about it, this will be audio-recorded. Your son/daughter will be able to take the photographs and pictures home with them if they would like.

Your child will not be asked to talk about any domestic violence that they have experienced. If your child does not answer any questions s/he will not be interrogated on why they do not want to answer. Your child’s participation in the research is entirely voluntary and you or they can refuse to take part if they wish. If your child does take part in the research, they can stop at any time by telling the researcher directly, talking to their teacher or you as their parent. You can withdraw your child from the study at any time.

#### Data Protection Notice

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

All data will be anonymised by labelling any information with a codename rather than your child’s real name. The key to the coding system and any electronic data will be stored on a password protected U-drive that will be accessed only by the researcher and the research supervisors. Your consent form will be scanned and saved onto the U-drive and then shredded. Any information which may identify a CYP, their school or parents/carers will not be included in any publications or presentations. Every effort to maintain the anonymity and protect the identity of your child will be made. The photographs which your child takes in school will be stored on a password protected U-drive which will only be accessed by the researcher and research supervisors, they will be deleted when the research is written up. The photographs will not be used in any presentations or publications.

Audio-recorded information will be deleted as soon as it is transcribed. Audio and transcribed data will be held and used on an anonymous basis, with no mention of your child’s name. Any personal and contact details will be stored separately from the transcript information and may be retained for up to 5 years. Third parties will not be allowed access to interview tapes and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.

The research will form part of the researcher’s thesis which is completed as part of the Professional Doctorate in Educational Psychology. The information may also be presented at conferences or used as part of training, and may be written up for journal articles. No identifying information such as name or school will be used.

#### Support Services



Samaritans: Online [www.samaritans.org](http://www.samaritans.org); Telephone 116 123; Email [jo@samaritans.org](mailto:jo@samaritans.org)

#### Contact Details

For further information about the research please contact:

Name: Sarah Chestnutt (Trainee Educational Psychologist)

Postal address: Highton, Educational Psychology, St Luke's campus, The University of Exeter

Email: [sjc247@exeter.ac.uk](mailto:sjc247@exeter.ac.uk)

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Research Supervisors

Dr Andrew Richards: [a.j.richards@exeter.ac.uk](mailto:a.j.richards@exeter.ac.uk)

Dr Christopher Boyle: [c.boyle2@exeter.ac.uk](mailto:c.boyle2@exeter.ac.uk)

#### Information sheet for children



My name is Sarah and I am doing a mapping project in your school. If you would like to take part, we will do some drawings of your school. Then, we will take some photographs in your school. You can choose what to draw and what to take photographs of in your school. I will meet with you four times. We will talk about your school and your class. At the end of the project you will get a book with your drawings and photographs to take home with you.

You can stop doing the project at any time, just talk to Sarah, your teacher or your parent.

### **Information form for teachers**

An exploration of the educational experiences of children who have experienced domestic violence

#### **Details of Project**

This project is about what children think about school and learning. The first aim of the project is to explore the lived experience of children in school who have experienced domestic violence. The second aim of the research is to explore how the information can support teachers working with children in the classroom. The researcher is a student at The University of Exeter studying Educational Psychology who is researching how children experience school.

The first part of the research will be an exploration of the educational experiences of children who have experienced domestic violence, through working directly with children. The second part of the research, which we invite you to participate in, is an exploration of teacher perspectives on the educational experiences of children exposed to domestic violence.

The study will involve meeting with a group of teachers from your educational setting on two separate occasions. Each session will be approximately 90 minutes in length. The first session will use an approach known as Soft Systems Methodology. Soft systems methodology (SSM) is an organisational problem solving approach which takes real world problems and aims to empower participants to develop their own solutions. The aim of SSM is to encourage real change to occur that is systematically desirable and culturally feasible (Checkland, 1989).

The Researcher (Sarah Chestnutt) will provide you with information about the approach at the beginning of the first session. Following a brief introduction to the approach, you will talk to other teachers from your school and the researcher about your own experiences of teaching children who have experienced domestic violence, or if you have not experienced this then how you think you might teach a child who has experienced domestic violence. There will also be a creative task to complete as a group which involves drawing. Then you will talk as a group about possible actions that you could take in the classroom to support children who have experienced domestic violence.

The second session will involve meeting again as a group. In this session you will be asked to revisit the work completed in the first session and you will look at themes from study 1 about children's perspectives of education. The researcher will facilitate a focus group where you will have the opportunity to discuss the views that children expressed in study 1 and implications for teaching practice in your school. Both sessions will be audio-recorded using a Dictaphone.

We anticipate from taking part in the research that you will be able to experience a new method of problem solving which can be used in the future, develop communication and teamwork skills and gain insight into the experiences of education for some children who have lived with domestic violence.

There is a risk that in taking part in the research you may experience unwanted thoughts and feelings due to the sensitive nature of the topic. If you do experience these thoughts you will be able to discuss these with the researcher (contact details below). A list of support services is provided below which offer a free and confidential service.

#### Data protection notice

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

All data will be anonymised by labelling any information with a codename rather than real names. The key to the coding system and any electronic data will be stored on a password protected U-drive that will be accessed only by the researcher and the research supervisors. Your consent form will be scanned and saved onto the U-drive and then shredded. Any information which may identify you or your school will not be included in any publications or presentations. Every effort to maintain the anonymity and protect your identity will be made.

Audio-recorded information will be deleted as soon as it is transcribed. Audio and transcribed data will be held and used on an anonymous basis, with no mention of your name. Any personal and contact details will be stored separately from the transcript information and may be retained for up to 5 years. Third parties will not be allowed access to audio-recordings and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.

You have the right to withdraw from the study at any time without explanation. If you wish to withdraw you can contact the researcher directly (contact details below).

The research will form part of the researcher's thesis which is completed as part of the Professional Doctorate in Educational Psychology. The information may also be presented at conferences or used as part of training, and may be written up for journal articles. No identifying information such as name or school will be used.

#### Support Services



Samaritans: Online [www.samaritans.org](http://www.samaritans.org); Telephone 116 123; Email [jo@samaritans.org](mailto:jo@samaritans.org)

Contact Details

For further information about the research please contact:

Name: Sarah Chestnutt (Trainee Educational Psychologist)

Postal address: Haighton, Educational Psychology, St Luke’s campus, The University of Exeter

Email: sjc247@exeter.ac.uk

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Research Supervisors

Dr Andrew Richards: a.j.richards@exeter.ac.uk

Dr Christopher Boyle: c.boyle2@exeter.ac.uk

CONSENT FORM

**Consent form for participants’ parents / guardians**

Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for my child to participate in this research project and, if they do choose to participate, they may at any stage withdraw their participation;
- I have the right to refuse permission for the publication of any information about my child;
- any information which my child gives will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- if applicable, the information, which my child gives, may be shared between any of the researchers participating in this project in an anonymised form;
- my child will be audio-recorded which will be confidential and this will be deleted as soon as it is transcribed;
- photographs which my child takes in school will be confidential and will be deleted after the research is completed.
- all information my child gives will be treated as confidential;
- the researcher will make every effort to preserve my child’s anonymity.

.....  
(Signature of parent / guardian)

.....  
(Date)

.....  
(Printed name of parent / guardian)

.....  
(Printed name of participant)

.....  
(Printed name of researcher)

.....  
(Signature of researcher)

One copy of this form will be kept by the participants' parent or guardian; a second copy will be kept by the researcher.  
Your contact details are kept separately from your interview data.

**Consent form for children**

I want to do the school mapping project as long as you: don't tell anyone my name; don't tell anyone where I go to school or live; don't force me to answer questions I don't want to answer; and allow me to stop when I choose.

Name: .....

**Consent form for teachers**

Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information, which I give, may be shared between any of the other researchers participating in this project in an anonymised form;
- I will be audio-recorded which will be confidential and this will be deleted as soon as the information is transcribed;
- all information I give will be treated as confidential;
- the researcher will make every effort to preserve my anonymity.

.....

(Signature of participant)

.....

(Date)

..... (Printed name of participant)	
..... (Signature of researcher)	..... (Printed name of researcher)
<p>One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).</p> <p>Your contact details are kept separately from your interview data.</p>	

## SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.



## Appendix D: Parent/Carer Information and Consent form



### **An exploration of the educational experiences of children who have experienced domestic violence**

#### **Details of Project**

This project is about what children think about school and learning. The first aim of the project is to explore the lived experience of children in school who have experienced domestic violence. The second aim of the research is to explore how the information can support teachers working with children in the classroom. The researcher is a student at The University of Exeter studying Educational Psychology who is researching how children experience school.

The research will involve children meeting with the researcher (Sarah Chestnutt) four times in school. In the first session Sarah will meet with you and your son/daughter to talk about the research and what will happen. In the second session Sarah will meet with your child and ask them to draw a picture of their school. Sarah will ask your child some questions about the picture for example, "I wonder why you have drawn your school really small" or "Can you tell me why you drew this", this session will be audio-recorded on a Dictaphone. In the second session Sarah will ask your child "Show me around your school. Let's take some photographs. You choose what to take photographs of." Sarah will ask your child about the photographs, this will be audio-recorded on a Dictaphone. In the fourth session Sarah will give your child a copy of their photographs and pictures and talk to them about it, this will be audio-recorded. Your son/daughter will be able to take the photographs and pictures home with them if they would like.

Your child will not be asked to talk about any domestic violence that they have experienced. If your child does not answer any questions s/he will not be interrogated on why they do not want to answer. Your child's participation in the research is entirely voluntary and you or they can refuse to take part if they wish. If your child does take part in the research, they can stop at any time by telling the researcher directly, talking to their teacher or you as their parent. You can withdraw your child from the study at any time.

#### **Data Protection Notice**

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

All data will be anonymised by labelling any information with a codename rather than your child's real name. The key to the coding system and any electronic data will be

stored on a password protected U-drive that will be accessed only by the researcher and the research supervisors. Your consent form will be scanned and saved onto the U-drive and then shredded. Any information which may identify a child, their school or parents/carers will not be included in any publications or presentations. Every effort to maintain the anonymity and protect the identity of your child will be made. The photographs which your child takes in school will be stored on a password protected U-drive which will only be accessed by the researcher and research supervisors, they will be deleted when the research is written up. The photographs will not be used in any presentations or publications.

Audio-recorded information will be deleted as soon as it is transcribed. Audio and transcribed data will be held and used on an anonymous basis, with no mention of your child's name. Any personal and contact details will be stored separately from the transcript information and may be retained for up to 5 years. Third parties will not be allowed access to interview tapes and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.

The research will form part of the researcher's thesis which is completed as part of the Professional Doctorate in Educational Psychology. The information may also be presented at conferences or used as part of training, and may be written up for journal articles. No identifying information such as name or school will be used.

### **Support Services**



### **Contact Details**

For further information about the research please contact:

Name: Sarah Chestnutt (Trainee Educational Psychologist)

Postal address: Highton, Educational Psychology, St Luke's campus, The University of Exeter

Email: [sjc247@exeter.ac.uk](mailto:sjc247@exeter.ac.uk)

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

### **Research Supervisors**

Dr Andrew Richards: [a.j.richards@exeter.ac.uk](mailto:a.j.richards@exeter.ac.uk)

Dr Christopher Boyle: [c.boyle2@exeter.ac.uk](mailto:c.boyle2@exeter.ac.uk)

## Consent form for participants' parents / guardians

### Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for my child to participate in this research project and, if they do choose to participate, they may at any stage withdraw their participation;
- I have the right to refuse permission for the publication of any information about my child;
- any information which my child gives will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- if applicable, the information, which my child gives, may be shared between any of the researchers participating in this project in an anonymised form;
- my child will be audio-recorded which will be confidential and this will be deleted as soon as it is transcribed;
- photographs which my child takes in school will be confidential and will be deleted after the research is completed;
- all information my child gives will be treated as confidential;
- the researcher will make every effort to preserve my child's anonymity.

.....  
(Signature of parent / guardian)

.....  
(Date)

.....  
(Printed name of parent / guardian)

.....  
(Printed name of participant)

.....  
(Printed name of researcher)

.....  
(Signature of researcher)

One copy of this form will be kept by the participants' parent or guardian; a second copy will be kept by the researcher.

Your contact details are kept separately from your interview data.



My name is Sarah and I am doing a mapping project in your school. If you would like to take part, we will do some drawings of your school. Then, we will take some photographs in your school. You can choose what to draw and what to take photographs of in your school. I will meet with you four times. We will talk about your school and your class. At the end of the project you will get a book with your drawings and photographs to take home with you. You can stop doing the project at any time, just talk to Sarah, your teacher or your parent.

I want to do the school mapping project as long as you: don't tell anyone my name; don't tell anyone where I go to school or live; don't force me to answer questions I don't want to answer; and allow me to stop when I choose.

**Name:** .....

**Appendix F: Sample Transcript with Notes**  
 Harry sample transcript session 3 with initial notes (pages 1-3)

Sarah: Harry session 3 cause we're taking photographs now, so where are we gonna start

Harry: Um, well go out here - outside

S: OK

H: Take a picture of um this bit here

S: Umhm, OK I'll make sure I get out of your way

H: I'll just go up here - moves to position the photo

S: OK so you're climbing up is that so you can get a better view? - Questioning

H: That can be...I might put the flash on so it's a bit brighter, agh stop it <sup>→ Light.</sup>

S: And you can check it later to see <sup>↳ decisions / lighting</sup>

H: O there, o wait it took a photo <sup>↳ Re-cap / change</sup>

S: Yes

H: O what I don't get it - confused at camera not working

S: Sometimes its goes red, sometimes it goes green, I'm not sure why it does it

H: Yea that's not too bad - assessing self <sup>↳ explanation</sup>

S: Is it? OK so do you think putting the flash off that would be better?

H: Yea better, wow that's cool its um what I did, so I'll just take a photo <sup>↳ Improving</sup>

S: OK, and you can zoom in as well if you need to. So are you lying down to like get a full, the full picture <sup>↳ Practical</sup> <sup>↳ Moving to get the best photo</sup>

H: There we go

S: Great, that looks good

H: Police station bit - the research room

S: OK

H: And then this bit here

S: OK and what's this bit

H: this is the um year 6 area - separate, responsibility, older

S: OK

H: And then that's the, for the school nurse - medical, adults in school

S: Yep

H: That is where we, that is where the little kids go - younger, smaller

S: Are you gonna take a picture of the little school bit?

Photo:  
outside  
of the  
research  
room

Photo:  
pathway  
and  
building  
outside

Photo:  
KS1  
playground

H: Yea

S: Did you go to this school remind me again? - told me last session

H: Yea I came in year 2

S: Yea

H: I came from \_\_\_ school - old school, moved

S: Yea

H: And then- Aw the benches in there, aw yea that's perfect <sup>↗ enjoys taking photos</sup> <sup>↗ positive experience</sup>

S: Is it? What can you see from up that way? Are you including the benches on that side? - Too many questions, researcher

H: O wait

S: And do you remember playing on that playground as well?

H: Yea

S: Yea

H: There we go

S: Yep that's pretty good → self-talk

H: Um, o we can take a photo of the woods - talked about woods in map.

S: Oo

H: We've got like our own little woods, can I take pictures of like the part?

S: Yea ↗ asking permission.

H: Yea

S: Yea it's just totally up to you want to take picture of - choice, freedom

H: Yea

S: So do you think that's the best way, take pictures of-

H: Yea I'll go into the woods, there's a bit in here so if you go, we're sort of allowed in here - permission, allowed, unsure?

S: Will I meet you on the other side?

H: Here there is another side

S: Ah so you can do all the way round - circular, pathway.

H: I'm gonna go this way so I can take a photo of the pond so its there

S: Ah and do you get to use that pond?

H: Um it used, it used to be um, yea I do, O, how do you delete a photo because  
repetition, past

Photo:  
pond

that was blurry

S: A, o, we can just delete them later

H: K.

S: That's OK

H: Um, um, like the pond used to be in use but then a tree grew over and then started falling in so they put a little bit of net over there. They did, but it does still have some wildlife in like fishes and stuff - *animals, nature*

S: Yea

H: And then we'll take a photo of um that, not that bit, we'll go farer in, this yea this bit this bit - *excited, descriptive, Adventure*

S: OK

H: This bit's good, its where the o yea, where the little ones go here - *Younger is 'good' and fun.*

S: do they?

H: Yea. O yea see they've built a tent and stuff - *play building.*

S: Wow that's cool *Repetition of 'cool'*

H: I'll take a photo of this it's pretty cool

S: So do they get to play here sometimes do you think?

H: Yea, I'm gonna take a photo of these ones *Play.*

S: Are you?

H: Yea they do work here sometimes - *Learning, education*

S: Do you remember doing this when you were in year 2 *Change, broken*

H: Yea because um there was a shed that used to be there but then it got broke because of a thunder storm and then, it got hit by lightening - *natural events.*

S: Yea

H: But the rope there got hit by lightening

S: Uhuh

H: That was supporting the roof and it wouldn't stand up and it went down *came down*

S: O dear

H: Yea. This is cool though, I don't remember playing in here this is really cool

S: is it?

H: Yea. *New, memory.*

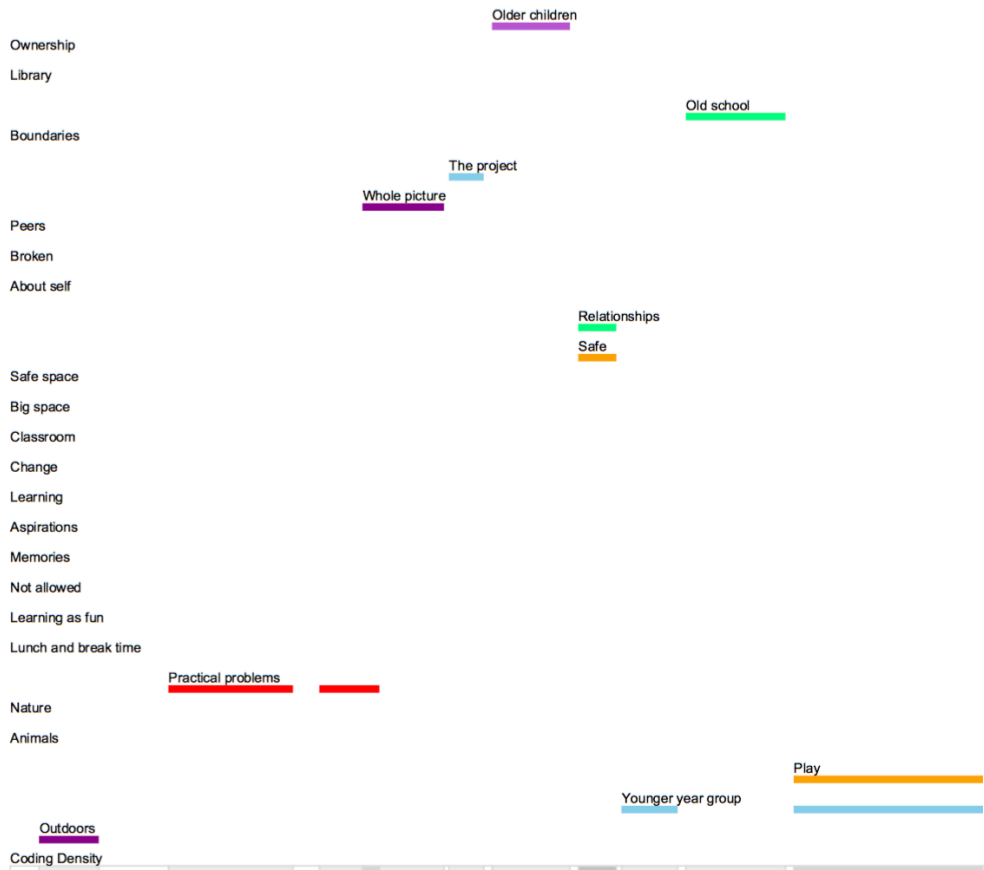
Photo:  
Tent in  
the  
woods.

Photo:  
inside of  
hut in  
woods.

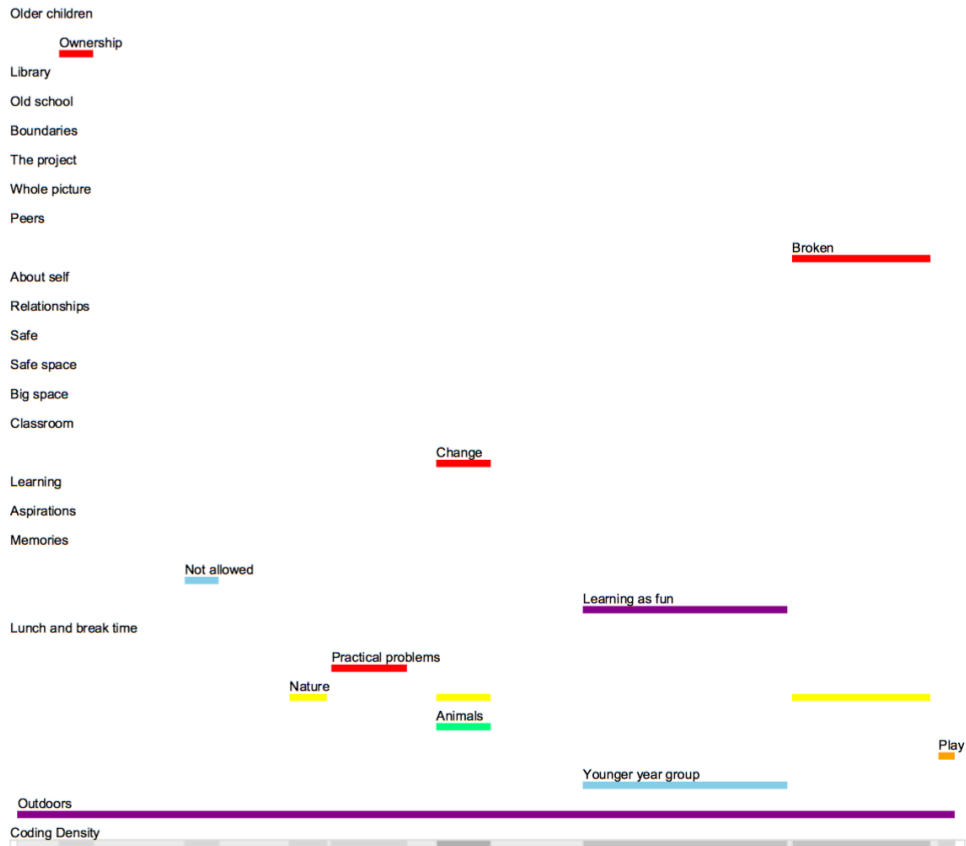


## Appendix G: Sample Transcript with Emergent Themes

Harry sample transcript session 3 with emergent themes (nodes) (pages 1-3)



S: Larry session 3 cause we're taking photographs now, so where are we gonna start?  
H: Um, well go out here  
S: OK  
H: Take a picture of um this bit here  
S: Ummm, OK I'll make sure I get out of your way  
H: I'll just go up here  
S: OK so you're climbing up, is that so you can get a better view?  
H: That can be...I might put the flash on so it's a bit brighter, agh stop it  
S: And you can check it later to see  
H: O there, o wait it took a photo  
S: Yes  
H: O what I don't get it  
S: Sometimes it goes red, sometimes it goes green, I'm not sure why it does it  
H: Yea that's not too bad  
S: Is it? OK so do you think putting the flash off that would be better?  
H: Yea better, wow that's cool it's um what I did, so I'll just take a photo  
S: OK, and you can zoom in as well if you need to. So are you lying down to like get a full, the full picture  
H: There we go  
S: Great, that looks good  
H: Police station bit  
S: OK  
H: And then this bit here  
S: OK and what's this bit  
H: this is the um year 6 area  
S: OK  
H: And then that's the, for the school nurse  
S: Yep  
H: That is where we, that is where the little kids go  
S: Are you gonna take a picture of the little school bit?  
H: Yea  
S: Did you go to this school remind me again?  
H: Yea I came in year 2  
S: Yea  
H: I came from \_\_\_ school  
S: Yea  
H: And then- Aw the benches in there, aw yea that's perfect  
S: Is it? What can you see from up that way? Are you including the benches on that side?  
H: O wait  
S: And do you remember playing on that playground as well?  
H: Yea  
S: Yea  
H: There we go  
S: Yep that's pretty good



H: Um, o we can take a photo of the woods  
S: Oo  
H: We've got like our own little woods, can I take pictures of like the part?  
S: Yea  
H: Yea  
S: Yea it's just totally up to you want to take picture of  
H: Yea  
S: So do you think that's the best way, take pictures of-  
H: Yea I'll go into the woods, there's a bit in here so if you go, we're sort of allowed in here  
S: Will I meet you on the other side?  
H: Here there is another side  
S: Ah so you can do all the way round  
H: I'm gonna go this way so I can take a photo of the pond so it's there  
S: Ah and do you get to use that pond?  
H: Um it used, it used to be um, yea I do, O, how do you delete a photo because that was blurry  
S: A. o, we can just delete them later  
H: K  
S: That's OK  
H: Um, um, like the pond used to be in use but then a tree grew over and then started falling in so they put a little bit of net over there. They did, but it does still have some wildlife in like fishes and stuff  
S: Yea  
H: And then we'll take a photo of um that, not that bit, we'll go farer in, this yea this bit this bit  
S: OK  
H: This bit's good, it's where the o yea, where the little ones go here  
S: do they?  
H: Yea. O yea see they've built a tent and stuff  
S: Wow that's cool  
H: I'll take a photo of this it's pretty cool  
S: So do they get to play here sometimes do you think?  
H: Yea, I'm gonna take a photo of these ones  
S: Are you?  
H: Yea they do work here sometimes  
S: Do you remember doing this when you were in year 2  
H: Yea because um there was a shed that used to be there but then it got broke because of a thunder storm and then, it got hit by lightening  
S: Yea  
H: But the rope there got hit by lightening  
S: Uhuh  
H: That was supporting the roof and it wouldn't stand up and it went down  
S: O dear  
H: Yea. This is cool though, I don't remember playing in here this is really cool



S: is it?  
H: Yea.  
S: Do you think the year 2, years 2's built this?  
H: Yea it's pretty cool  
S: So why do you think it's good to take pictures of this area  
H: Because like I thought it would be cool so like I know that this is here and it'd be cool to like put it in the photo album  
S: Yea  
H: Yea  
S: Cool, that's a really good reason  
H: Thought there was a massive clover there, a really really big clover there  
S: O I wonder what they are  
H: You, the woods have grown a little bit more since I've been here  
S: Yea?  
H: I've been like out about 2 months ago since I been in here  
S: What sorts of things do you do in year 4 that in the woods?  
H: In year 4 we like um usually just we just like um years 4s draw probably here and u like PE we run around here yea to try to look for bugs so, I think, I would, I should take a photo from the back of the classrooms  
S: Did you think so?  
H: Yea  
S: How come you're gonna take a picture from the back?  
H: Because then you can see that back, and the front of it and then the back of it is gonna look pretty cool  
S: Yea so then you've got both sides  
H: Yea. Go this way again. Take my jumper off  
S: Especially after you've been running around so much  
H: Yea  
S: Were you playing lots of games at lunch?  
H: Yea I was playing football that was and lunch was like an hour an hour and a half maybe two hours  
S: Yea. You were running around for that whole time?  
H: Yea, I'll wait for the year 1 and then I'll take a picture of this bit cause then this is like the bit that the little ones can go. Yea  
S: Is that a good perspective?  
H: There we go  
S: Is it a good picture?  
H: Yep  
S: OK  
H: We will go round the right way  
S: OK  
H: We'll go round this way  
S: We'll go round the long way, good idea. Lots of people going in  
H: Yea I think it's like sports day for the little ones, either the little ones  
S: Is it?

### Appendix H: Table of Case Themes

Tables showing number of quotes within each theme for children

<i>Jack nodes</i>	<i>Number of quotes</i>	<i>George nodes</i>	<i>Number of quotes</i>
Animals	3	About self	14
Aspirations	3	Adults	2
Assembly hall	6	Alone	1
Believing adults	3	Animals	3
Big space	7	Assembly hall	5
Books	4	Believing adults	1
Boundaries	19	Books	4
Broken	5	Broken	1
Central place	2	Central place	5
Change	13	Change	1
Children's stories	9	Children's stories	1
Classroom	23	Classroom	16
Clubs	4	Clubs	1
Colour	19	Colour	4
Competition	2	Danger	6
Detailed	10	Detailed	9
Emotions	7	Doors	5
Equipment	12	Eating	2
Field	12	Emotions	3
Film	1	Equipment	4
Foundation	13	Escape	8
Friends	10	Field	4
Gender	1	Foundation	1
ICT	4	Friends	11
Interests	3	Fun	1
Journey	20	Good ideas in school	2
Key staff	29	ICT	9
Learning	7	Interests	8
Lunch and break time	1	Learning	4
Memories	15	Learning as fun	3
Methodological approach	13	Library	6
Not allowed	7	Lunch/break	6
Outdoors	19	Memories	14
Own skills	2	Mistake	2
Ownership	7	Not allowed	3
Parents	1	Old school/place	8
Pastoral support	8	Older children	4
Pathways	20	Outdoors	7
Play	34	Own skills	10
Pleasing the researcher	1	Ownership	10

Practical facilities	14	Parents	6
Practical problems	1	Pathways	9
Pride	7	PE	3
Safety	10	Peers	9
Safe space	8	Play	16
Sharing knowledge	3	Practical facilities	2
Siblings	10	Practical problems	9
Small group work	1	Pride	7
The same	6	Role in school	1
Whole picture	14	Routines	7
Time	6	Safe	4
		Safe space	7
		Self-correction	2
		Sharing knowledge	8
		Siblings	3
		Space	2
		Student work	2
		Teacher	1
		Tests	1
		The same	1
		Transition	4
		Transport	1
		Unknown	9

<i>Jessica nodes</i>	<i>Number of quotes</i>	<i>Oliver nodes</i>	<i>Number of quotes</i>
About self	5	About self	7
Animals	3	Alone	1
Art	2	Animals	3
Assembly Hall	3	Aspirations	1
Being good	1	Assembly hall	3
Big space	4	Being good	2
Books	4	Believing adults	1
Boundaries	9	Big space	4
Broken	1	Books	3
Central place	4	Boundaries	5
Change	5	Central place	1
Checking	1	Change	6
Children's stories	3	Children's stories	5
Classroom	12	Classroom	2
Colour	12	Clubs	10
Creative	2	Colour	10
Detailed	6	Winning	2
Difference	4	Creative	5
Doors	6	Detailed	1
Emotions	3	Eating	2
Entrance	4	Emotion	1
Equipment	3	Entrance	4

Field	4	Escape	2
Friends	11	Family	3
Fun	8	Field	6
ICT	1	Foundation	1
Inclusion	4	Friends	14
Interests	8	Fun	3
Journey	6	Gender	2
Learning	1	ICT	3
Learning as fun	6	Interests	17
Library	6	Learning	5
Loss	4	Memories	7
Lunch/break	3	Methodological	1
Memories	11	Mistake	5
Methodological approach	1	Nature	2
Mistakes	3	Not allowed	4
Music	1	Not wasting	2
Nature	9	Office	2
Not allowed	7	Old class	5
Not wasting	1	Old school/place	1
Old class	8	Older children	1
Old school/place	1	Outdoors	8
Older children	1	Own skills	1
Outdoors	3	Ownership	8
Own skills	2	Parents	2
Ownership	7	Part of picture	2
Parents	2	Pastoral support	10
Part of the picture	4	Pathways	2
Pastoral support	3	PE	2
PE	3	Peers	3
Peers	11	Play	16
Play	19	Practical facilities	1
Practical facilities	1	Practical problems	9
Practical problems	4	Pride	5
Pride	5	Routines	3
Responsibility	4	Safe	2
Role in school	4	Safe space	8
Routines	4	Security	3
Safe	6	Sharing knowledge	1
Safe place	7	Siblings	4
Sharing knowledge	1	Space	1
Siblings	3	Starting school	1
Student work	2	Targeted support	3
Teacher	10	Teacher	10
Tests	2	Project	5
The same	1	The same	1
Whole picture	2	Whole picture	2
Time	6	Time	11

Transition	4	Unknown	6
Unknown	1	Younger year group	3
View	7		
Younger year group	6		

<i>Ella nodes</i>	<i>Number of quotes</i>	<i>Harry nodes</i>	<i>Number of quotes</i>
About self	4	About self	4
Adults	2	Adults	4
Animals	6	Animals	7
Art	15	Aspirations	1
Books	3	Assembly hall	1
Boundaries	7	Big space	4
Careful	2	Boundaries	3
Change	1	Broken	4
Checking	1	Careful	1
Children's stories	2	Change	2
Classroom	7	Checking	1
Colour	27	Children's stories	3
Creative	3	Classroom	7
Danger	1	Colour	24
Detailed	3	Creative	3
Difference	5	Danger	3
Division	2	Difference	3
Eating	2	Emotions	2
Entrance	2	Entrance	4
Equipment	6	Equipment	1
Family	2	Finding out	7
Field	1	Friends	2
Finding out	7	Fun	5
Foundation	14	Interests	2
Friends	3	Learning	3
Interests	3	Learning as fun	4
Journey	3	Library	1
Learning	2	Lunch/break time	1
Learning as fun	4	Memories	4
Library	4	Methodical app	1
Break/lunch	2	Mistake	11
Memories	8	Music	3
Mistake	6	Nature	9
Music	1	Not allowed	6
Nature	18	Old class	1
Not allowed	3	Old school/place	2
Not wasting	6	Older children	2
Old class	1	Outdoors	8
Old school/place	2	Ownership	4

Older children	4	Parents	1
Outdoors	8	Pathways	3
Own skills	2	Peers	3
Ownership	7	Play	20
Parents	2	Practical problems	10
Part of pic	3	Responsibility	1
Peers	18	Safe	8
Play	30	Safe space	1
Practical problems	16	Sharing knowledge	4
Pride	2	Siblings	6
Responsibility	2	Starting school	1
Routines	1	Teacher	1
Safe	11	Project	7
Safe space	2	The whole pic	2
Sibling	4	Time	13
Starting school	1	Toys	1
Student work	10	Unknown	3
Teacher	2	View	1
Project	10	Younger year group	12
Whole picture	2		
Time	9		
Toys	10		
Younger year group	15		

<i>Mia nodes</i>	<i>Number of quotes</i>	<i>Emily nodes</i>	<i>Number of quotes</i>
About self	10	Adults	1
Adults	2	Animals	3
Animals	14	Art	3
Art	2	Aspirations	2
Aspirations	3	Assembly hall	2
Big space	3	Big space	3
Boundaries	1	Careful	3
Broken	2	Change	2
Central place	1	Checking	2
Change	2	Classroom	9
Checking	3	Clubs	3
Classroom	16	Colour	10
Clubs	10	Winning	4
Colour	33	Division	1
Competition	1	Eating	4
Creative	1	Emotions	1
Detailed	4	Equipment	3
Division	2	Family	3
Eating	3	Field	3
Emotions	1	Foundation	9



Entrance	1	Friends	1
Equipment	9	Fun	4
Family	1	Gender	2
Field	1	Inclusion	1
Finding out	3	Interests	4
Foundation	7	Learning	7
Friends	3	Learning as fun	3
Fun	1	Break and lunch	2
Interests	8	Memories	3
Learning	5	Methodological app	1
Learning as fun	1	Music	3
Lunch/break	2	Nature	3
Memories	5	Not allowed	5
Mistake	7	Older children	4
Music	1	Outdoors	4
Nature	16	Own skills	2
Not allowed	3	Ownership	13
Old class	1	Parents	1
Older children	2	Pastoral support	3
Outdoors	9	Pathways	1
Own skills	8	PE	10
Ownership	13	Peers	14
Parents	9	Play	17
Part of the pic	1	Practical problems	4
Pastoral support	2	Pride	9
Pathways	10	Responsibility	4
PE	3	Role in school	4
Peers	11	Safe	1
Play	27	Sharing knowledge	1
Practical problems	13	Siblings	4
Pride	7	Student work	6
Responsibility	1	Targeted support	5
Routine	4	Teacher	5
Safe	7	Tests	1
Safe space	2	Project	2
Sharing knowledge	3	The same	2
Siblings	3	Whole picture	1
Space	2	Transition	2
Student work	2	View	1
Targeted support	1	Younger year group	4
Teacher	9		
Project	2		
The same	2		
The whole pic	1		
Time	5		
Toys	1		
Transition	4		

Unknown	1		
Younger year group	2		

<i>Lily nodes</i>	<i>Number of quotes</i>	<i>Overall list of nodes</i>	<i>Total number of quotes</i>
About self	2	About self	46
Adults	4	Adults	15
Animals	2	Alone	2
Art	4	Animals	44
Assembly hall	5	Art	26
Being good	1	Aspirations	10
Believing adults	1	Assembly hall	25
Big space	18	Being good	4
Books	2	Believing adults	6
Boundaries	5	Big space	41
Central place	1	Books	20
Classroom	15	Boundaries	64
Clubs	3	Broken	13
Colour	1	Careful	6
Creative	1	Central place	14
Detailed	3	Change	32
Difference	2	Checking	8
Division	3	Children's stories	23
Eating	3	Classroom	104
Emotions	3	Clubs	30
Entrance	3	Colour	140
Equipment	5	Competition	3
Field	8	Creative	15
Friends	7	Danger	10
Fun	2	Detailed	36
Gender	6	Difference	14
ICT	1	Division	8
Interests	1	Eating	16
Journey	5	Emotions	21
Learning	3	Entrance	18
Learning as fun	3	Equipment	43
Library	4	Escape	10
Lunch and break	8	Family	9
Memories	5	Field	39
Mistake	1	Finding out	17
Nature	8	Foundation	45
Not allowed	9	Friends	62
Office	3	Fun	24
Old class	4	Gender	11
Ownership	18	ICT	15
Pastoral support	6	Interests	53
Pathways	2	Key staff	29

PE	3	Learning	36
Peers	12	Learning as fun	24
Play	12	Library	21
Practical facilities	8	Loss	5
Practical problems	1	Lunch and break	25
Pride	4	Memories	72
Responsibility	2	Methodological approach	17
Role in school	2	Mistakes	35
Routines	1	Music	9
Safe	12	Nature	65
Safe space	9	Not allowed	42
Starting school	2	Not wasting	9
Student work	3	Office	5
Targeted support	4	Old class	20
Teacher	9	Old school/place	14
Tests	1	Older children	18
The same	2	Outdoors	75
Whole picture	1	Own skills	27
Time	1	Ownership	87
Transition	2	Parents	24
Unknown	1	Part of picture	9
Younger year group	11	Pastoral support	32
		Pathways	47
		PE	23
		Peers	81
		Play	192
		Practical facilities	26
		Practical problems	67
		Pride	46
		Responsibility	14
		Role in school	11
		Routines	20
		Safe	63
		Safe space	44
		Security	3
		Sharing knowledge	21
		Siblings	37
		Space	5
		Starting school	5
		Student work	25
		Targeted support	13
		Teachers	47
		Tests	6
		The project	25
		The same	15
		Time	38
		Toys	12

		Transition	16
		Unknown	21
		Whole picture	26
		Winning	9
		Younger year group	53

## Appendix I: Children's Profiles

### Jack profile

Jack had a strong sense of boundaries around the school such as gates, fences and "spikes". Making things safe because they were broken or being in an enclosed space also seemed important. For example, being in the summerhouse, the red or black tent, the playhouse or base camp. At times Jack showed an awareness of emotional literacy, but often talked about it for other people rather than himself.

There was a sense of nostalgia that things had changed since Jack was at the school in foundation. Newness was seen as "interesting" and I felt this meant something which Jack was unsure of and of how he would link his past experiences to the present and future situation.

He took quite a methodical approach using specific measurements and using shape terminology. Pathways and walking around, as well as seeing the whole picture, were pitted throughout our sessions. I had a sense that Jack felt being in school and perhaps his education was a journey. Physically journeying around the school reminded him of memories. There was more looking back than looking forward although a few times Jack talked about his aspirations.

Play and the outdoors featured highly in Jack's sessions. He felt that the playground was the main place and he wanted to take a picture of the field to capture how enjoyable the school was.

Jack talked about his siblings often and told me which classrooms they were in. Relationships with adults in school featured prominently for Jack. He knew many of the staff by name and talked about knowing facts about them or shared stories that he had. He also talked about relationships with peers but only a few times referred to them as 'friends'.

## Jessica profile

Throughout the sessions Jessica used self-talk to check back on what she had done and plan what she would do next. She seemed to have a clear idea of what she wanted to create for the map and the photographs, perhaps having planned it in advance. Use of positive self-praise and encouragement out loud seemed to help keep her confidence up to finish the task in a way that she wanted it to be done.

There was a clear sense of pride which Jessica had about her school. She told me about being part of the school from an early age right up to her final year. Jessica was keen to share with me what she thought about her school, in particular things that represented the school like a tiled mosaic. Friendship and learning were felt to be the most important things about her school.

Friendships appeared often during the sessions, but never included any names or details about those friendships. She enjoyed playing outdoors and shared memories with me about these times. A few times Jessica discussed the importance of inclusion and coming together despite difference in school, which were highlighted with colour to illustrate this.

Jessica seemed to have a perception of what it meant to be “good” in school including being hard working, following the rules and having responsibility. Jessica seemed to see herself as wanting to follow the rules and not upset the adults in school. Many objects or places were seen as “not allowed”. Jessica talked a few times about other children in the school being “naughty” or not taking responsibility, and not being happy that other people did not follow the rules.

Jessica showed pride in the roles she held in school, such as being a librarian and a school mediator. This links to wanting to keep the rules and set a good example to others. Jessica saw most learning as fun and enjoyed both academic and informal approaches to education.

One of Jessica’s focuses for the map was an old classroom which she had been in. She spoke about different memories from that time and I wondered if a specific event had happened at that time in order to have these specific memories. Mainly relationships with teachers were central to Jessica’s narrative and I had a sense that she valued adult relationships but also wanted to try hard to please them by doing her best.

Linked to memories were Jessica’s reflections about transition, moving on to secondary school and changes that had or would happen in the near future. It is understandable then that Jessica talked about and showed me places where she enjoyed in school. These places I felt were safe spaces within school, places that she felt were quiet, with less people, such as the library, canopy area and woods. There were clear boundaries marked around the school which Jessica explained to me, noting the entrances and exits to the building and the grounds. Perhaps this is linked to a sense of being safe and secure in school.

### **Oliver profile**

Oliver shared a considerable amount of information about himself and his interests. He talked at times about his family. It seemed that Oliver felt he had a clear identity within school and also that he had an identity that was linked with being part of his school. Being creative using colour and detail was used to illustrate his interests.

Clubs in school were included in the sessions and discussed in a positive manner. The clubs were often linked with positive relationships with adults or peers. From Oliver's tone and stories during these times it seemed that these clubs had a pastoral aspect of support for him, a safe and structured space that he could be himself. Oliver spoke about a number of special places that he had in school, and I understood that these were spaces that he could be himself and have fun. Some spaces were real and others were imagined.

Oliver shared a variety of memories with me. These were typically related to events that had happened in previous year groups within the school, but also some memories from outside school as well. Alongside these memories there was a sense that Oliver felt sad about changes that had happened. He made distinctions between how things used to be and how they were different now. He also talked about how particular things changed routinely, such as teachers and classrooms. It seemed important for Oliver that things stayed the same.

There was talk about friends throughout the sessions with Oliver. He told me stories about his friends and also took a picture of his group of friends. He especially enjoyed playing outside. Relationships with adults in school were highlighted, as both positive and listening to his voice, and more negative, not feeling heard and "bad".

Oliver told me a range of different stories. He had a vivid imagination and at times his stories seemed exaggerated, and I was unsure of his distinction between reality and fantasy. Some of these stories were attributed to other children and others to adults in school.

Oliver frequently talked about, drew or photographed boundaries within school. He explicitly discussed wanting to escape school and knowing various ways to do so. Also, there was a sense that he had a mistrust of adults in school, and that he felt adults were too much in control. It seemed he wanted to be in control and independent. He did not appear to recognise that adults and rules in school might be there to keep him safe.

Oliver told me that the project was fun and he didn't want it to end. This is perhaps about not wanting things to change and also building a relationship within a safe space.

### Harry profile

Harry was very enthusiastic about taking part in the project. The most frequent phrase which he used to describe his experiences was “This is cool” and several extensions of this phrase. Harry presented as being quite quick to move between topics. He did not seem to have a clear plan in his head about his map or photographs, and yet he had many creative ideas which he incorporated in to the sessions. At times when asked Harry was able to explain why he had chosen to draw or photograph places. However, there were times when Harry found it difficult to explain why he made his choices.

Harry noted at various times that he had not done what he had wanted to and made mistakes. He was often quick to dismiss mistakes and turn his idea into a positive and creative alternative. He wanted to find out how things worked and was confident in doing so himself.

Harry seemed to have creative ideas and he utilised colour and materials throughout the sessions. He explained that colour represented his perception of the school as a joyful place where he had lots of fun. Harry also mentioned the increasing workload as he moved through the school but acknowledged that education and school were important to his future aspirations of getting a good job.

Harry’s map and photographs focused on the outside of the school grounds and buildings. He explained that the reason was due to space issues as the school was so big. Harry seemed to enjoy the outdoors and nature. He embraced a sense of adventure and did not seem afraid. There seemed to be a dichotomy between Harry’s perception of danger and safety. He often talked about things which might be scary or dangerous as being fun. Such as drawing a ghost on his map to keep the school safe. The unknown was presented as intriguing and fun.

Harry’s focus on the outdoors and nature was presented as being about having fun and playing. One of Harry’s other main focuses on the map was a clock tower which was 5 minutes slow. I had a sense throughout that Harry felt that he wanted time to stay still or go back to his younger years but he also recognised the importance of learning in the present.



### **Mia profile**

Mia really enjoyed the art part of the project and told me art was one of her favourite things to do. She shared information about herself, her interests and her skills. Mia had a sense of the future in terms of moving on from the school to secondary school and having a job when she is older.

Mia wanted to use the different resources available and make her drawing and pictures as colourful as possible. She tried to incorporate colourful photographs and her and her mum's favourite colour, which was blue. Mia talked about her parents throughout, sharing memories about her family.

Mia seemed to have a sense of ownership about her class and I sensed that she felt an active part of the school. She talked throughout about being part of several clubs in the school. This was linked to having special privileges such as getting to go in the garden or stay indoors when it was hot. I also felt that these clubs had a pastoral or therapeutic element for Mia, structured and secure spaces where she could express herself and feel safe.

Relationships with adults seemed to be important for Mia. She wanted to take pictures of her teachers to remember them and talked positively of her new teacher next year.

Nature and the outdoors featured prominently in Mia's sessions. In part this seemed to be about the abundance of colour in these spaces, as well as having positive memories of being in those places. Mia took photographs and talked about animals and insects as well as plants throughout. She mentioned "hiding spots" outdoors which I wondered about being safe spaces for her which were quiet and out of the way.

Mia was keen to explore the Foundation classes. It may be this was because her brother was in this class, or because she had fond memories of her time there. In contrast, Mia noted that foundations stage was both the same and different to when she was there. The same being safe and predictable, and the changes being unknown and slightly scary. In fact, Mia mentioned safety a number of times where this linked to things being "creepy", dangerous or unknown. One of these occasions was a story related to her dad.

### Emily profile

Emily came to the project seeming quite confident but quiet. Her sessions were shorter than the other children's sessions. Emily seemed to take a pragmatic approach to the project and perhaps the length of sessions and short sentences she used were wanting to be as efficient as possible but she expressed enjoyment at taking part.

I noticed that Emily was careful in her approach to drawing and photographing. She first drew the map lightly in pencil, the shapes appeared to be precise and she used a 'birds eye view' which is commonly used in more formal mapping approaches. For the photographs Emily seemed to have a plan in her head from the beginning of what she wanted to take pictures of and moved between the places quickly taking pictures of specific objects and places. I felt this reflected that Emily wanted to 'get it right' first time, perhaps wanting it to be perfect. This may also be a reason for the sessions being relatively short.

Emily illustrated a great sense of pride in her school. She shared achievements which the school had made such as in competitions and trophies, as well as what you could do in school as a pupil. She showed me display boards of pupil work which she felt showed off the work they did in school. There was a sense of ownership about being part of the school such as "my school", "my classroom", "my teacher" and being part of a wider community by the use of "we" and "our". Emily shared her pride in feeling that she had an important role in school of being on the school council. This was linked to a sense that Emily saw herself as a responsible pupil who followed the rules, set an example to others and did things right.

Emily, I felt, had a sense of transition to secondary school being soon but not yet. She talked about activities which the Year 6s got to take part in, however, did not seem to place herself in the position of being in year 6 next year. I had a feeling that Emily saw the photobook as a memory for her to remember the school when she moved as she talked about wanting to take pictures as memories.

The fun part of school was highlighted by Emily. She said that the most important thing about school was the play so that pupils had a break from learning. She talked and drew mostly about the outside areas of the school linked to play and PE. Trips in school were also noted as being fun and a way to learn.

Emily was keen to explore the Foundation Stage Unit where she began the school. Throughout Emily took pictures of or mentioned other children, naming some of them, however, she only mentioned the word "friend" on one occasion. Emily took pictures of her two sisters and one cousin and felt it was important as a memory.

### George profile

Throughout the sessions, there was a sense that George wanted to share his memories and experiences. He talked about events that had happened in the past, and these were often triggered by visually seeing a place or person during the walking interview, or when drawing places on the map.

It seemed for George that, being relatively new to the school, he was attempting to link the past, his old school, with the present, his new school. He talked about positive and negative experiences from his old and new school. This was linked as well to talking about the “unknown”, for example, not being sure where doors lead.

George shared many stories with me about things that had happened to him, and he also shared information about himself. This was seen incorporated throughout the sessions, often telling me stories in detail about specific events or about his character.

Friends were mentioned frequently in George’s stories and memories, as well as his peers, both positive experiences and as negative where peers were seen as not following the rules. Play also appeared significantly in George’s sessions but he mentioned that he preferred learning to playtimes. There were some other inconsistencies in what George said which may be being unsure of how he feels about certain things.

George appeared keen to share his knowledge with me, typically about animals or insects. These were linked to his interests in nature. I noticed that there was an element of danger within most of these stories. For example, snakes attacking, spiders biting and lions hunting prey. However, in these stories he portrayed himself as not being frightened and almost being invincible.

Indeed, I wondered if telling those stories held a therapeutic element for George. Another example with a clear hero is when George told me about the story of Theseus and the minotaur.

There were many corridors, pathways and doors in George’s map drawing. I felt that the corridors were drawn a little like snakes, one of his interests. This was perhaps linked to the idea of escape, but also of being safe.

George talked about spaces of being away from the crowd, hiding behind trees or in the library, or at the top of the playground, which I perceived to be spaces of comfort and safety.

## Ella profile

Ella was one of the youngest children to take part in the project. She presented with lots of energy and enthusiasm about the project. In particular because Ella loved art and making. The map and photographs included lots of colours and she spoke about wanting her project to be different and therefore not boring in doing so. Ella expressed that she did not want the project to end and asked many times if it could continue and what we would be doing when we finished the photobook.

A main thread within Ella's sessions was around the younger classes in school. She has recently transitioned from the lower part of the school and talked about memories from her time there. In particular, Ella saw learning as fun only when it involved play and making things, which was prominent in the Lower School. She felt that it was unfair that she had to do hard work whilst the younger children got to play all day.

In fact, Ella referenced play many times during the sessions. When she had the opportunity Ella also played on the play equipment and with toys before taking a picture.

Ella mentioned other people a number of times which seemed to be in reference to her peers. These examples seemed to highlight her own skill, courage or kindness in tasks whilst others were not able or scared, however at times these ideas were contradictory. For example, Ella talked about the woods often as her favourite area of the woods, however when she took a picture there she told me the woods were "creepy". This was linked to discussion around safety and things which were scary or dangerous.

Ella told me about herself and shared some memories which were mostly around play or being in Lower School. She told me about a recent film she had watched and I felt that this may have had a therapeutic element. The storyline was about some characters who couldn't control their land and didn't know which way to go. Perhaps Ella felt like she was not in control of her life and unsure which way was the best path. This links with mostly talking about looking back at memories rather than the current or future in school.

The outdoors and nature were often prominent in Ella's sessions. Especially insects and animals, the woods and colourful flowers. She seemed to love exploration and finding out how things worked both outside and inside.

Ella spoke in the map session about not wanting to waste the resources so that other people could use them. However, she used lots of resources and wanted to take many pictures. Perhaps this was about not wanting the project or sessions to end and wanting to save the resources so they would last longer.

## Appendix J: Sample Subordinate Theme

Sample of reference quotations within the subordinate theme of 'adult' (page 1-3)

Internals\\George data\\George 3 transcription - § 2 references coded [ 1.20% Coverage]

Reference 1 - 0.79% Coverage

G: Yea, you would go from there all the way around, but normally this line would do like whatever Mr \_\_\_\_ [PE teacher] says

S: Is that the PE teacher?

G: Yea, he sometimes he says skipping, long jump and stuff like that

Reference 2 - 0.41% Coverage

G: But he'll never tell the teacher because he knows that the teacher doesn't trust him or \_\_\_\_ [peer] in my class

Internals\\George data\\George transcription 2 - § 2 references coded [ 1.63% Coverage]

Reference 1 - 1.21% Coverage

G: Yep. Um, so we go through there, there's a little room where I'm not sure what really happens but you always walk past it to go to library

S: And can you look inside?

G: Um well you walk past the rooms there's year 3, there's a double door here, the library, and most of the time I see this room used for if someone's bullying someone

S: Mhm

G: The bully will get spoken to

S: O ok

G: That's what the door, that room and the library are used for some times

Reference 2 - 0.42% Coverage

G: And then here's the teachers which is, I would say worse than the bigger one

S: Is it [laughs]

G: And it's the teachers'. We have Mr \_\_\_\_\_ while we're in 5.2

Internals\\Jessica data\\Jessica transcription 2 - § 3 references coded [ 3.67% Coverage]

Reference 1 - 1.28% Coverage

S: OK. Did you go to this school in year 3?

J: [Laughs] Yea I was in here for 7 years

S: O yea, sorry I think you told me that last time

J: Yea

S: Did you enjoy being in year 3

J: [Shakes head]

S: Did you not?

J: Well I, I, I did but I, cause I had a really, I had a really nice teacher but it was kinda strict at the same time

S: Umhm, O was it?

J: Yea

S: So good but you had to do lots of work?

J: Yea, um but we always used to get house points for our good work

S: O that's good

Reference 2 - 1.44% Coverage

J: And then I had another teacher who left, um, which was really nice

S: Umhm

J: Um, and he now um does, um, a, think it's a head teacher job I don't know

S: O

J: Um in Exeter

S: O does he?

J: Yea

S: Wow, that's a long way to go, or does he live in Exeter?

J: Um he lives in Exeter now

S: Yea

J: Um I think it was almost 2 years ago now

S: Was it?

J: Yea

S: Aw, so it sounds like you miss him cause he was a good teacher

J: Yea but I, I sometimes see him at football because he supports the same football team, team as me

S: O does he?

J: Yea

Reference 3 - 0.94% Coverage

J: Yea. Yea I can get that done. So one more table. In fact I can do a desk for the teacher

S: Aw that's good

J: Because I feel sorry for the teacher if they don't have a desk

S: [Laughs] Do most teachers have desks

J: [Laughs] Yea. But most of them, there are loads of them in our classroom, desks. There's more room around the classroom

Internals\\Jessica data\\Jessica transcription 3 - § 6 references coded [ 6.54% Coverage]

Reference 1 - 0.55% Coverage

S: OK [Laughs] Have they come out to do some more PE?

J: Yea [Both laugh] [teacher asking to have their photo taken]

S: Are you gonna take a picture

J: [Laughs] Yea

Reference 2 - 0.36% Coverage

S: That's a good view, OK. Are you taking a picture of people doing PE?

J: Yea, taking a picture of Miss\_\_\_\_

Reference 3 - 2.20% Coverage

J: Yea, um and there's like a lot of things where we can go on this

S: Are there?

J: Yea  
S: Do you use this quite a lot, the climbing frame?  
J: Every lunchtime  
S: Yea?  
J: We're not allowed on it at break time cause there's not very many um teachers out at lunch time, cause people are having their lunch  
S: Yea  
J: But they take it in turns so and break times-  
S: OK  
J: Sometimes if, if the teachers are having a good day we'll go on it  
S: [Laughs], and what's your favourite part of that climbing frame bit?  
J: The climbing moulds because people, they don't just barge in front  
S: Do they not?  
J: No  
S: So everybody stands in a line  
J: Yea  
S: So that's really important.

#### Reference 4 - 0.45% Coverage

J: That's the staff room  
S: Do you think teachers go in there a lot?  
J: That's where they have their lunches  
S: Do they?  
J: Well sometimes, yea

#### Reference 5 - 0.62% Coverage

J: That's what I would have thought, that's what I thought when I, the first time I came into year 3. Cause the first time I had a new teacher and he was really nice and he brought us in here

#### Reference 6 - 2.35% Coverage

J: Yea, they put the hedge-they put it there. Uh, I, or, that's the coffee table from Mr \_\_\_\_ and cause Mr \_\_\_\_ murdered our coffee table  
S: O dear what did he do to it?  
J: Cause we were doing um, we were cutting things apart and like putting them back together and see how that works and, um, [Laughs] we left our coffee table in \_\_\_\_ [class] where everything that needs to be destroyed in there  
S: Yea  
J: And they took it  
S: Is that it?  
J: No, um it, I think it's, yea its destroyed, if you come in our classroom there's this thing above Dr \_\_\_\_ desk  
S: Yea  
J: And it has a little board saying RIP on it and it has a little bit of its leg  
S: O my goodness, as like a memory? [Laughs]  
J: Yea  
S: Memorial to coffee table  
J: Yea

### Appendix K: Phase 1 Table Outlining Themes

Table outlining global themes, superordinate themes, subordinate themes and emergent themes (nodes) with selective illustrative quotations

Global theme	Superordinate theme	Subordinate theme	Emergent themes (nodes)	Selected illustrative quotations
What is important for me?	Feeling safe	Emotional support	Pastoral support	"it's just like a calm session" Emily
			The same	"the same teacher in the same class" Oliver
			Safe/special space	"it's like a safe area" Lily "It is going to be my special place" Oliver
			Emotions	"when you're feeling depressed" Jack
			Routines	"where I go up every single day" Oliver
		Safety	Safe	"we were all safe" Jessica
			Danger	"some people say that it's dangerous" Ella
			Escape	"there's the door which you can escape school" Oliver
			Boundaries	"we need a wooden fence to go all the way across" Jack
		Barriers	Not allowed	"you're not allowed" Harry
			<i>Broken</i>	<i>"that is broken"</i> Jack
			<i>Loss</i>	<i>"but he died before he was born"</i> Jessica
			<i>Division</i>	<i>"But they're in like separate rooms"</i> Mia
			Difference	"we've got loads of different things,



				and um people are different in every way” Jessica
			Unknown	“I’m not sure what really happens” George
	Relationships	Family	Siblings	“I play with my two baby brothers” Harry
			Parents	“my mum told the head teacher” George
			Family	“Am I allowed to take a picture of ____ [cousin]” Emily
		Peer interactions	Peers	“he’s been really naughty, like really naughty” Lily
			Friends	“that’s a good place for friendship” Jessica
			Gender	“the boys like to play football and basketball but also the girls like to play it too” Emily
		Adults in school	Teacher	“she’s a really nice teacher” Mia
			Adults	“as long as there’s an adult with you” Lily
			Key staff	“that’s um Mr ____ [Headteacher] class” Jack
			Believing adults	“they kept saying it was real” Jack
What is important to me?	Identity	Being part of the school	Ownership	“and there’s our school. And there’s our church” Jessica
			Responsibility	“you only get them in year 6 and I’m a mediator” Lily
			Roles in school	“I’m in the school council team” Emily
			Pride	“so people can see this, they can like, you know, really

				think that this is an enjoyable place to play in” Jack
		Sharing about yourself	About self	“watch this, I can do the splits” Mia
			Interests	“I've read all these, so Alex Ryder missions” George
			Own skills	“I've almost beaten Usain Bolt” Jack
			Sharing knowledge	“Do you know why the moon gives off light? It's because the suns behind it” Harry
		Characteristics	<i>Mistakes</i>	<i>“I've just made a mistake” Jessica</i>
			<i>Finding out</i>	<i>“O you twizzle it like that to get a bigger one” Ella</i>
			<i>Careful</i>	<i>“I'm tryna be careful” Oliver</i>
			<i>Methodological approach</i>	<i>“it would be 10cm and then it goes down 5cm” Jack</i>
			<i>Creative</i>	<i>Harry map “I could do like, to make it more interesting I could do like a ghost” Harry</i>
			<i>Detailed</i>	<i>“there's like ten that way and twenty that way” George</i>
	Linking the past to the future	Memories of the past	Memories	“It's just a memory really” Emily
			Previous school or place	“I moved from London to here” George
			Old class	“I miss that class actually” Jessica
			Younger children	“Ah well we didn't have to do as much work but now we're in year 4 we have to do a lot” Harry

			Starting school	"I um came in year 2 but at like the end of year 2" Harry
			Foundation	"the a reception are lucky" Ella
		The future	Change	"I've been in here loads, but it's changed" Mia
			<i>Children's stories</i>	<i>"That's the witch's houses" Jessica</i>
			Transition	"so when I go to a different school I can remember this school" Mia
			Older children	"I think it's year 5 or year 6 you get to camp" Ella
			Aspirations	"So you can get loads of money, get a new job, get a nice job, get a nice house" Harry
What is important about school?	Play	Playing	Play	"there should be like a play area because it like gives you a break from learning" Emily
			Equipment	"It's all toy, play equipment" George
			Toys	"It's just like where you get the toys from" Harry
		Learning through play	<i>Competition</i>	<i>"it's for the fastest year 5 boy, the fastest year 5, Year 6 boy, the fastest year 5 girl and the fastest year 6 girl"</i> Emily
			Fun	"sometimes you do really fun things in the day" Oliver
			Lunch/break times	"then at lunch times and break times they can go in there and play football" Lily

		Being outside	Field	“the most enjoyable part is the field” Jack
			Outdoors	“The grass and the outside” Emily
			Nature	“this is where you plant stuff” Mia
			Animals	“they're just something to like that you can care for at school and you're learning” Oliver
	Education	Formal learning	Learning	“Your learning skills” Harry
			Student work	“we've just learnt them and then put them up around school for people, for people to look at” Emily
			<i>Tests</i>	<i>“sometimes when we do tests” Emily</i>
			Targeted support	“it’s like an intervention place” Lily
		Learning through doing	Learning as fun	“I think that’s my, that’s the funnest thing we've done, apart from residential” Jessica
			Music	“We’ve got a music room” Jessica
			ICT	“And the computer resources” Lily
			PE	“I like physical education” Oliver
			Art	“people like um doing art and craft” Jessica Ella’s photo of art materials
			Clubs	“only if you’re in like a certain club” Mia
			Eating	“Eat, cafeteria basically” Oliver
			Books	“tonnes of books” George

		Places in school	Big space	"it's the biggest place out of all of this" Jack
			Classroom	"The classrooms" Ella Lily's picture
			Assembly hall	Lily's map of hall "So the hall would be here" Jack
			<i>Office</i>	<i>"main office" Oliver</i>
			The whole picture	"that's the whole school" Jack
			<i>Part of the picture</i>	<i>"that's a part of the school" Ella</i>
			Library	"The library's there" George
Research project	The project	Fun	The project	"I actually like doing this" Oliver
		Practical problems	Practical problems	"That didn't take a picture" Mia
			Time	"I gotta hurry" Mia
		Resources	Not wasting resources	"I don't want to waste it" Ella
			Colour	"they're nice and they're colourful" Ella Ella's flower photos

Italicised information was discarded due to not fitting within the overall themes.



**4. Why did you feel like that?**

---

**5. Put an 'x' on the line which shows how you felt after doing the project?**



---

**6. What was good about the project?**

---

---

---

**7. What was not good about the project?**

---

---

---

**8. What would make the project better?**

---

---

---

**Thank you!**

## Appendix M: Children's Evaluation Summary

The children's own words and punctuation have been used except in the reporting of questions 1, 3 and 5.

### Question 1: What score would you give the school mapping project?

All nine children rated the project 10 on a scale of 1 (*not good*) and 10 (*good*). One child crossed out the word good and wrote "asom" [awesome].

### Question 2: How would you describe the school mapping project?

- It was a fun and exciting opportunity to meet Sarah and do fun things with her
- fun enjoyable and good because we played games to get to know each[]other
- good I enjoy doing it my favourite moment was when sheshions [sessions] ended it was nice know you! good luck!
- good fun osalm [awesome]
- It was raelly [really] raelly [really] fun!!!!
- good bec[a]use it suos [shows] you the intier [entire] shcool [school]
- As a lov[e]lly helpfull fun peice [piece] of work
- It was really fun and good
- Fun and I think other children should do it because you can take picture[e]s around the school, play games, make photo book and make a map. It reminds you of your school when you was little.

### Question 3: How did you feel doing the project?

- Sad (0)
- Happy (5)
- Angry (0)
- Worried (0)
- Upset (0)
- Excited (8)
- Proud (6)
- Joyful (6)
- Any other feelings? Joyful, excleitie, grat, happy, no, no, no, excited

### Question 4: Why did you feel like that?

- Because it was an opportunity
- because it's not boring like some other clubs I really enjoyed myself.
- Because I got to have fun
- because excited when I gest come
- Because me and my sister were the only ones to do it.
- because it is the first time if bin out
- Because it was fun and I could share my love for art!! 😊
- Because I have really enjoyed it.
- Because I had lots of fun doing it.

### Question 5: How did you feel after doing the project?

Sad face -----x-----x-xx-xx (xxx) smile face



Question 6: What was good about the project?

- Meeting Sarah and taking the picturs
- We got to know eachother and I got to take something home to show my adults
- I got to take pics
- it was isitid [excited]
- I went round my [w]hole school
- I got to do cool stuf[f]
- all of it espeshally [especially] the 4 friday
- Going round and showing were everything it.
- It was really fun doing it.

Question 7: What was not good about the project?

- Nothing.
- Nothing it was amazing.
- nothing
- nufink [nothing]
- nothing ☺
- nothing
- Nothing it was all grate
- Nothing was bad
- That I don't get to do it anymore.

Question 8: What would make the project better?

- Nothing
- Nothing it was perfect.
- nothing
- If you cood [could] haf [have] fife [five] seshons [sessions]
- Nothing ☺
- Nothing.
- I can't think of any thing
- More sessions
- I think it is as go as it already is and doesn't need any better.

## Appendix N: Teacher Consent Form



### Information form for teachers

#### **An exploration of the educational experiences of children who have experienced domestic violence**

##### **Details of Project**

This project is about what children think about school and learning. The first aim of the project is to explore the lived experience of children in school who have experienced domestic violence. The second aim of the research is to explore how the information can support teachers working with children in the classroom. The researcher is a student at The University of Exeter studying Educational Psychology who is researching how children experience school.

The first part of the research will be an exploration of the educational experiences of children who have experienced domestic violence, through working directly with children. The second part of the research, which we invite you to participate in, is an exploration of teacher perspectives on the educational experiences of children exposed to domestic violence.

The study will involve meeting with a group of teachers from your educational setting on two separate occasions. Each session will be approximately 90 minutes in length. The first session will use an approach known as Soft Systems Methodology. Soft systems methodology (SSM) is an organisational problem solving approach which takes real world problems and aims to empower participants to develop their own solutions. The aim of SSM is to encourage real change to occur that is systematically desirable and culturally feasible (Checkland, 1989).

The Researcher (Sarah Chestnutt) will provide you with information about the approach at the beginning of the first session. Following a brief introduction to the approach, you will talk to other teachers from your school and the researcher about your own experiences of teaching children who have experienced domestic violence, or if you have not experienced this then how you think you might teach a child who has experienced domestic violence. There will also be a creative task to complete as a group which involves drawing. Then you will talk as a group about possible actions that you could take in the classroom to support children who have experienced domestic violence.

The second session will involve meeting again as a group. In this session you will be asked to revisit the work completed in the first session and you will look at themes from study 1 about children's perspectives of education. The researcher will facilitate a focus group where you will have the opportunity to discuss the views that children expressed in study 1 and implications for teaching practice in your school. Both sessions will be audio-recorded using a Dictaphone.

We anticipate from taking part in the research that you will be able to experience a new method of problem solving which can be used in the future, develop communication and teamwork skills and gain insight into the experiences of education for some children who have lived with domestic violence.

There is a risk that in taking part in the research you may experience unwanted thoughts and feelings due to the sensitive nature of the topic. If you do experience these thoughts you will be able to discuss these with the researcher (contact details below). A list of support services is provided below which offer a free and confidential service.

#### **Data protection notice**

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

All data will be anonymised by labelling any information with a codename rather than real names. The key to the coding system and any electronic data will be stored on a password protected U-drive that will be accessed only by the researcher and the research supervisors. Your consent form will be scanned and saved onto the U-drive and then shredded. Any information which may identify you or your school will not be included in any publications or presentations. Every effort to maintain the anonymity and protect your identity will be made.

Audio-recorded information will be deleted as soon as it is transcribed. Audio and transcribed data will be held and used on an anonymous basis, with no mention of your name. Any personal and contact details will be stored separately from the transcript information and may be retained for up to 5 years. Third parties will not be allowed access to audio-recordings and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.

You have the right to withdraw from the study at any time without explanation. If you wish to withdraw you can contact the researcher directly (contact details below).

The research will form part of the researcher's thesis which is completed as part of the Professional Doctorate in Educational Psychology. The information may also be presented at conferences or used as part of training, and may be written up for journal articles. No identifying information such as name or school will be used.

**Support Services**



**Contact Details**

For further information about the research please contact:

Name: Sarah Chestnutt (Trainee Educational Psychologist)

Postal address: Highton, Educational Psychology, St Luke's campus, The University of Exeter

Email: [sjc247@exeter.ac.uk](mailto:sjc247@exeter.ac.uk)

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

**Research Supervisors**

Dr Andrew Richards: [a.j.richards@exeter.ac.uk](mailto:a.j.richards@exeter.ac.uk)

Dr Christopher Boyle: [c.boyle2@exeter.ac.uk](mailto:c.boyle2@exeter.ac.uk)

**Consent form for teachers**

**Consent**

I have been fully informed about the aims and purposes of the project.  
I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information, which I give, may be shared between any of the other researchers participating in this project in an anonymised form;
- I will be audio-recorded which will be confidential and this will be deleted as soon as the information is transcribed;
- all information I give will be treated as confidential;
- the researcher will make every effort to preserve my anonymity.

.....  
(Signature of participant)

.....  
(Date)

.....  
(Printed name of participant)

.....  
(Signature of researcher)

.....  
(Printed name of researcher)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Your contact details are kept separately from your interview data.

## Appendix O: SSM Information Sheet

### Soft Systems Methodology: Session 1

1. Introduction and names. Why are we here? Research parts and write-up
2. Consent forms: summarise, ask for questions, highlight data protection and withdrawal at any time. Collect forms.
3. What will we be doing?
  - a. 4 tasks today: drawing and writing tasks
  - b. Next time: focus group, think about themes from phase 1
4. What is Soft Systems Methodology?
  - a. A way of thinking about 'messy' or complex problems. Therefore useful for thinking about real world problems.
  - b. Developed in 1970s based on systems engineering as a way to avoid the reductionist nature of natural sciences at the time and to expand thinking and problem solving.
  - c. Checkland developed (1981) and other versions, increasingly taking account of the human/social element.
  - d. In contrast to a 'hard' system, which includes the explicit and objective parts of a system, 'soft' systems are more subjective, about personal experience, recognising that we all see the world in different ways. For example job roles in school, hierarchy, from head teacher to TAs, but doesn't allow us to see relationships, ethos, culture, how decisions are made, conflicts and tension. So soft systems allow us to think outside the box to explore connections, conflicts and potential solutions in a model.
  - e. The approach aims to move from the real world problem, to the ideal situation and back into the real world by using your experiences to find out about the situation and put an action plan together to improve the situation. It is a 'sense making' approach which highlights how people in certain situations create meaning of their world and act in a purposeful way.
  - f. There are different versions which have been developed throughout the years, and we'll use one of the most recent approaches (Checkland, 2000).
  - g. It can be used for a variety of different situations, domains or topics.
  - h. It is an approach which can be used as a whole or elements can be used. The original had a 7 stage model, but today we're going to use the new approach and four elements within it.
  - i. Not that ideas or experience were dominant BUT the idea posed by Checkland was that tentative ideas could be used to inform practice which became the source of enriched ideas i.e. a learning cycle/action research. Checkland suggested that action was taken when ideas created were both desirable and feasible for those involved based on their experience.
5. Rich picture
  - a. In the first part of this session I would like you, together, to draw a rich picture, which is your visual representation of a situation. I'll first explain what a rich picture is and then give you the 'problem' situation.

- b. A rich picture is part of soft systems methodology, and it is used for gathering information about a complex situation.
- c. To help interpret a situation you can use pictures, symbols, cartoons, sketches, shapes, diagrams etc to represent the situation. “Our intuitive consciousness communicates more easily in impressions and symbols than words”. “Drawings can both evoke and record insight into a situation” (Open University, n.d.)
- d. Use as many colours as necessary and draw symbols on this large piece of paper.
- e. Draw in any connections you see between your pictorial symbols and try to avoid producing just an unconnected set of pictures. Is there any tension or conflict in the situations or the connections?
- f. Avoid too much writing, either as commentary or word bubbles from mouths, and only use keywords where ideas fail you for a sketch that would encapsulate your meaning.
- g. Don’t include systems boundaries (the hard systems). It is important that the picture should not structure the situation, that is, it should reflect as much going on as possible without privileging, predetermining or presuming a particular point of view.
- h. Make sure the picture includes not only factual information but also subjective information.
- i. Look at the social roles in the situation and the behavioural expectations in those roles – are there any conflicts?
- j. Think about if you want to include yourselves in the picture. Make sure your roles and relationships in the situation are clear. Remember you are not objective observers but have a set of values, beliefs and norms that affect your perspective.
- k. Note physical entities invoked such as key people, organisations and landscapes.
- l. Present the picture by describing the key elements and linkages between them.
- m. The situation is: “In school support for children who have experienced DV”.
  - i. Prompts:
    - 1. What is the child’s experience of education?
    - 2. Is it the same for all children who have experienced DV?
    - 3. What support is available in your school?
    - 4. What are the relationships, conflicts, tensions, barriers?

## 6. CATWOE

- a. The second task involves defining the parameters in terms of who is involved in the problem situation, why the problem needs a solution and starting to action plan.
- b. Transformation (T): the input to the transforming process is changed into a different form becoming the output.
- c. Define the letters in CATWOE:
  - i. Customers: the victims or beneficiaries of T
  - ii. Actors: those who would do T
  - iii. Transformation process: the conversion of input to output

- iv. Weltanschauung: the worldview that makes this T meaningful in context
- v. Owners: those who could stop T
- vi. Environments: elements outside the system which it takes as given

#### 7. Root definition

- a. Use the individual definitions to create a root definition about what the problem situation and action plan would look like in an ideal world.
  - i. (P) What to do? What is the problem situation?
  - ii. (Q) How? How is the problem going to be solved?
  - iii. (R) Why? Why is it a problem / why does it need to be solved?
  - iv. Define the situation by using the formula: "Do P by Q in order to R"
- b. Expand on Q by developing seven (plus or minus two) action points which could be put in place to help reduce/solve the problem. Use verbs in the imperative to write down activities necessary to carry out this 'transformation'. Note if the points are independent or dependent on another action point.

#### 8. Model

- a. Create a model with all of the information you have created so far.
- b. Use the activities developed in the root definition. Select activities which can be done at once (i.e. not dependent on others). Write these out in a line, then those dependent activities on the line below and so on. Indicate all dependencies. Add monitoring and control.
- c. Include any monitoring, reviewing or success criteria into the model that you would need to use.
  - i. Monitoring: how will the action plan be monitored and by who?
  - ii. Reviewing: how will the plan be reviewed and by who?
  - iii. Success? How will you know if the action plan has been a success?
- d. Note on the model who would complete these actions.



## Appendix P: Focus Group Conceptual Map

### Conceptual map of focus group (session 2)

1. What was your experience of doing systems methodology?
  - a. What did you like best about it
  - b. What were the problems with it
  - c. To what extent have you done anything differently as a result of the first session?
  - d. In what ways has anything changed since session 1?
    - i. Your practice
    - ii. Children and DV
    - iii. School support
  - e. Do you feel in the future anything will change as a result of you doing session 1?
    - i. What are the facilitators
    - ii. What are the barriers
    - iii. What could the impact be?
  
2. As a result of phase 1 I've printed out some quotations from the 9 children involved in the study. I would like you to look at them and think about ways of grouping them into themes (you might also have sub-themes within the themes). You might want to talk about what you think about the quotations.
  
3. As a result of phase 1 of the research the key themes are shown here in pictorial form:  
What do you think about this picture?
  - a. What do the symbols mean to you?
  - b. Discuss the initial emergent themes. How do you feel about those themes?
  - c. What are some themes that are similar to the themes that you had drawn?
  - d. In what ways are they different?
  - e. Does anything surprise you?
  
4. Thinking about these themes and what is important to children - would you do anything differently as a result of knowing about this research?
  - a. Everyday teaching practice
  - b. How you respond to DV
    - i. On an individual level
    - ii. Class level
    - iii. Whole school level
    - iv. Wider society/community/government level

## Appendix Q: Sample Transcript with Emergent Themes

Mauve sample transcript session 1 with emergent themes (nodes) (pages 1-3)



Sarah: Ok so thinking about it as a group task I will be here to answer questions but I want you to sort of take the lead um and I'll let you know when we've sort of got 5 minutes left or so. It's completely up to you what you draw.

M1: Do we have to do one each?

S: No as a group

M1: As a group, so, ok cool

S: Yep

M1: And we have to interlink-

M2: You're good at drawing [laughs]

M1: O no I'm not, I'm not

M2: Better than me

M1: Ok, um, so questions

M2: Child's experience of education

M3: I think they're all different, going with that

M1: Yea

M3: There you go that's my contribution

M1: Yea and I think sometimes the children um have had like that kind of background have been moved round schools quite a lot

M4: Yea

M1: So although they've had like difficult home life sometimes their school life is just as difficult because the parents have had to kind of

M3: Yea

M2: Yea

M1: If they're not living with it, both parents, and they've been separated they might live some time with mum and then move to dad's which is far away and um so its not consistent for them, school sometimes either

M4: No, could we draw like to represent that like a maze, I mean they feel a bit lost

M1: Mm

M4: Like and no sense of belonging as such

M2: I'll volunteer

M1: Go on then

M4: One end could be the school

M3: Yea

M5: Yea

M4: And then they're stuck in the middle [Laughing]

M1: And then you can criticise OK, well what, what would you like it done in, felt tip?

M4: Yea - and were they thick walls?

M1: Can I do it in green like a proper maze

M4: Yea

M1: Like a bush maze

M4: [laughs]

M1: How big do you want the maze to be cause is that is that like a thing of their whole life cause is it what support is available in your school is that clear for them all the time



because it might not be, or is that what our perception of um what support's available for them?

M3: Yea they might just not be aware

M4: Or of some anyway

M1: Yea

M2: You've got the maze and at the same time it could be their safety barrier

M1: Yea

M2: So if they're stuck inside it they might feel safe

M5: Mhm

M1: Yea, although they're confused, they're contained almost. How big shall I go, like this corner?

M4: Yea

M1: Circle or square? Do they ever hit like a perfect wall where they literally have to turn?

M4: Dunno, what the corner could represent maybe a turning point in their life?

M1: Yea

M4: But then-

M1: You could have the corners in different colours then

[All laughing]

M4: But then if you did a curved maze

M1: Umhm

M4: Then it's like continual

M2: They'll just go round in circles

M4: Yea, but I think I think you'd have barriers where all of a sudden you'd go O my gosh

M3: Yea how straight-

M4: And you'd have a diversion

M1: You would be fine going straight and then all of a sudden they hit something and they go o no I've got to change

M4: Yea, yea yea. Cause you think they might have got over it but really deep down you'd hope, you know

M2: Like a relapse

M1: Do we want it to be perfect or do we want it to be artistic?

S: I like the explanations so you're almost thinking out loud and sharing ideas which is really great and I'm wondering about that artistic and perfect as well is that on a continuum

M1: Are you ok if I get pen on it?

M2: As long as you wash the ruler afterwards it'll be fine

M1: [laughs]

M2: Yea of course it is

[Laughing]

M1: I asked a question

M2: It's alright your classroom's next door to mine

M1: This happened to me this week, we were, when I get pen on it and then I- yea course, yea course, that was my answer. Right and are they starting in the middle or



are they starting are they gonna come in, I think  
M2: Well its too late now cause you've closed the entrance  
[Laughing]  
M1: I-  
M2: Do you want some Tipex  
M4: The house should be at one end and, and  
M1: School in the middle?  
M4: School in the middle maybe and then the future. Yea cause some, but some of them, they've got to go through school to come out because some of them if, yea, if the school's in the middle its like setting that like a safety barrier thing  
M1: Yea  
M4: Cause they're, they're you know-  
M1: Once they're in school are they-  
M4: A safe place  
M2: Yea  
M4: They might feel safe in school we don't know  
M3: Yea  
M1: What colour is school for them?  
M4: It'd be a nice warm colour like  
M1: Like a yellow, orange  
M4: Orange  
M2: We've got a yellow and blue logo there you go  
M1: Would anyone like to draw school  
M4: Just draw a little building, doesn't have to be that artistic  
M3: [laughs]  
M1: A building  
M2: Draw \_\_\_ (head teacher) if you want  
M1: What, draw people at school?  
M2: No, I'm joking  
M1: I think we should have some people, I think they should have I think they should have two key people but I'm not saying that that's what they have  
M4: OK  
M1: They should have like two people who they know they can go to and then in school is it like a thing to get there, how how are we gonna get in  
M4: It's a maze  
M3: Yea  
M4: What just like random, I don't know  
M1: Yea, shall I draw, shall I do it in pencil and then if you don't like it  
M5: I'll get the pencil  
M1: Is it going in as an angle or just straight?  
M4: However  
M1: OK  
M4: [laughs]  
M1: I'm asking  
M2: We've had this philosophy class we did last week you can tell she's thinking about

### Appendix R: Phase 2 Frequency of Quotation Table

Emergent theme (node)	Purple	Mauve	Lilac	Total
Affirmation	0	0	2	2
Anyone can do	1	3	0	4
Asking for clarification	6	0	0	6
Attachment	5	1	4	10
Balancing	4	2	2	8
Barriers	23	6	20	49
Behaviour	1	10	2	13
Break/lunch times	12	1	0	13
Calming strategies	1	0	0	1
Change	7	29	17	53
Change from project	5	5	3	13
Child appears as small	2	0	0	2
Child voice	3	8	8	19
Classroom	17	1	0	18
Colour	2	2	3	7
Communication	3	0	9	12
Community	1	0	9	10
Confidentiality	8	0	0	8
Conflicts	12	2	4	18
Connections	2	5	0	7
Creativity	1	0	0	1
Crisis	2	0	0	2
Cultural	0	0	3	3
Differing views	11	1	2	14
DV as trauma	10	1	0	11
Education as enjoyable	1	1	0	2
Emotions	10	17	9	36
External agencies	7	3	13	23

Families	12	7	10	29
Feeling as having a lack of skills	8	0	0	8
Flexible	1	0	0	1
Friendships	10	14	2	26
Gender	0	3	1	4
Government	1	0	7	8
Group work	5	1	3	9
Impact of DV	15	19	22	56
Important	4	12	1	17
Individuality	10	15	5	30
Interests	0	4	0	4
Journey	5	0	0	5
Knowledge	1	0	1	2
Laughter used as nerves	7	0	0	7
Learning	12	2	12	26
Longer term	1	16	5	22
Memories	5	20	7	32
Mental health	2	2	5	9
Metaphor	0	7	2	9
Money	5	1	9	15
Motivation for work	1	0	0	1
Needs	6	0	5	11
Negative	0	14	5	19
No perfect world	3	4	3	10
Outdoors	0	0	2	2
Parental support	10	0	4	14
Past experiences impact present selves	5	3	2	10
Pastoral	25	3	3	31
Peers	0	0	3	3
People	0	9	1	10

Pictures	4	0	3	7
Place	0	15	2	17
Places of security	9	13	22	44
Play	5	1	0	6
Policy and procedure	1	0	0	1
Positive	6	21	15	42
Power	0	9	3	12
Proud	8	3	7	18
Relationships with school staff	13	23	11	47
Relationships with school staff as barrier	21	1	11	33
Resources	4	0	7	11
Roles and responsibilities	9	1	1	11
Routine	0	2	0	2
Rules	14	5	8	27
Safeguarding	1	0	15	16
Safety	3	6	5	14
School leadership	5	0	9	14
Size of school	1	0	0	1
Skills	8	2	1	11
Societal	3	0	10	13
Space	5	0	0	5
Space to reflect	2	3	2	7
SSM	21	22	29	72
Strategies	6	4	0	10
Structure	2	0	0	2
Support	19	31	23	73
Support from staff	8	0	3	11
Systems	11	1	27	39
Teacher	22	3	2	27
The brain	4	1	0	5

The issue is the problem	1	2	0	3
The role of parents	7	6	4	17
Theory to practice	8	0	2	10
Time	23	11	7	41
Training	39	2	14	55
Types of DV	3	2	0	5
Understanding DV	28	10	15	53
Unpredictable	0	10	2	12
Wellbeing	11	0	2	13
What is education	16	0	2	18
Whole picture	8	1	0	9



## Appendix S: Sample Cluster Theme

Sample cluster theme 'teachers' understanding of DV' (pages 1-3)

Internals\\Purple edited - § 40 references coded [ 13.71% Coverage]

Reference 1 - 0.34% Coverage

P2: And the trauma, child, the child trying to learn um trying to express what might be going on in their mind to you know if its violence has happened um you know and there's you know people coming in from behind or there's sudden noises or the teachers might raise their voice, what's happening for them in their, in their head

Reference 2 - 0.09% Coverage

P2: Um, it's quite, the stuff we printed on that body map isn't it of the trembling and-

Reference 3 - 0.10% Coverage

P3: And break times, that, that's quite a scary time isn't it some, for some of the children

Reference 4 - 0.15% Coverage

P3: Well there are, sometimes they don't want to eat do they, they're too-

P1: I know. A plate of food, yea. And that's quite big isn't it

P3: Yea

Reference 5 - 0.70% Coverage

P2: Yea, you know there are some kids that you see a lot but there are some that I never see

P1: No, they might have touched based with you but -

P3: It becomes sometimes doesn't it to just, to just support them, I would say, occasionally come to just check in

P2: Yea

P1: And I suppose maybe that is a bit of the spike for some but not for others

P3: Yea

P2: Yea

P1: I suppose it's not for everybody is it?

P2: No, but it's the, it's the, isn't it which is nice, that they just know that it is, it is there whenever they need it, some of them might need it um to come and check in with us if things are particularly bad they'll go months without doing that won't they?

P3: Yea, yea

Reference 6 - 0.26% Coverage

P2: So, so when you say spiky-

P1: So I suppose I'm just thinking about that to mean potentially is I suppose I'm just assuming that all children in the class although that can be a, there's lots of factors there that could be quite distressing

Reference 7 - 0.35% Coverage

P1: It might make things, like just sit on the surface but when you get out here and you've got the dynamics of everybody rushing around

P2: Yea

P1: It's a bit like a free for all but I think for some children that's managing to cope for any sense of need but I suppose and what I'm trying to say is for some children that's maybe an easier time

Reference 8 - 0.11% Coverage

P3: Because it goes back to the very beginning doesn't it, they can't think because they're so traumatised

Reference 9 - 0.05% Coverage

P3: They're not going to be able to be educated

Reference 10 - 0.07% Coverage

P2: There's a lack of understanding there I think isn't there

Reference 11 - 0.60% Coverage

P2: I think um I know teachers, is, their priority is to teach

P1: I think, I think they, they see academic and they, they just that's their focus isn't it

P2: Yea

P1: That's, trying to get them to think outside that mind-set can be diff, some of them are better than others at that

P2: O most definitely yea

P1: But some are very

P2: But it's almost a ed-, an education in itself, just trying to get them to understand more about um you know the trauma aspect the brain um and-

P3: Some of the, is there room for a bit of CPD in there because, dev-, well development of teachers

P1: Yea

Reference 12 - 0.43% Coverage

P3: I think because there's more DV coming up I, I would like more, mm, tools if you like

P2: Yea

P3: To be able to help and they're all different types of DV that ours have seen

P2: Yep

P3: There's been, like, it can be verbal it can be-

P1: Yep you, you've got more, haven't you

P2: Massive

P3: Massive yea

P1: Sometimes they want to discuss it and sometimes they just want to make you aware don't they

P2: Mm

P3: Mm

Reference 13 - 0.55% Coverage

P3: Mm, cause its, yesterday \_\_\_[child] came and said to me I need to talk to you it's it's, well it was today actually and she said Dad um has shouted at me on the phone he doesn't want me telling you what I tell you about drug dealing and things like that and but she is saying it in front of all the other children

P2: I know yea

P3: And I'm trying to say

P2: Yea

P3: And then you get some of the children like \_\_\_\_ [child] the other day saying why what's gone wrong and I'm thinking O god if he gets a grasp of it that'll be all-

P2: I know this is the thing, yea

Reference 14 - 0.25% Coverage

P1: Yep, OK. Playground we need to put something about so something about adults there, we're saying a lack of sort of understanding or being able to

P3: Empathy

P1: Empathy yea and think outside the box or check or anything like that

P3: Yea

Reference 15 - 0.24% Coverage

P3: But then we'd been told that they've got to stick to their groups but how do you, you're trying to sort to explain to other people that actually you, he's, he's, you, even if you get him in the forest he's not gonna do anything

Reference 16 - 0.40% Coverage

P2: But why did he, why did he run away, yea. But it's hard cause then there's the golden rule and it's like and it's that black and white thing again isn't it where you're not sticking to the golden rules but just like why did he do that just ask, just ask yourself why you might have done that

P1: Yea but to be fair that's nothing to do with DV that's to do with a boy who wants to be in control

Reference 17 - 0.33% Coverage

P1: So if it was a real lack of understanding here particularly and there is to an extent here sometimes about emotions, social needs generally

P3: Yep

P1: Isn't there not specifically for DV but I think that with a lot of children that understand social and emotional development

P2: Mm, o yea most definitely

Reference 18 - 0.33% Coverage

P1: You know you deal with that and I think sometimes it's a very black and white thinking isn't it

P2: Mm

P1: And a quite a harsh yes, not thinking

P2 Mm, rather than looking behind the behaviour

P1: Yea which you know if somebody's had a bad morning like you said they're coming down it's shouted, it's how do you deal with that

Reference 19 - 0.27% Coverage

P2: Loud voices, that sudden shock um, as you said like worrying about maybe events that had happened the night before you know can we represent that with thoughts maybe, fuzzy, thoughts going on you know not being able to concentrate on, on lessons

### Appendix T: Phase 2 Theme Table

Table outlining global themes, organising themes, themes and emergent themes (nodes) with selective illustrative quotations

Global themes	Organising themes	Cluster themes	Nodes	Selective illustrative quotes
What teachers think about DV	Understanding DV	Teachers' understanding of DV	Understanding DV	"It's one of the proven things that people get in the pub" L1
			Types of DV	"they're all different types of DV" P3
		Embedded nature of DV	The issue is the problem	"that's one of the things [DV] that we can't help control" M1
			No perfect world	"what I find hard is knowing that those things can't happen" M1
			The role of parents	"Whereas some parents keep going back to it [DV]" P3
		Theory of DV	Attachment	"more people we saying insecure than secure" P1
			DV as trauma	"been through a trauma" P3
			The brain	Brain from Mauve's Rich Picture
		Impact of DV on children	On wellbeing	Behaviour

			Mental health	“Meanwhile the trail of mental ill health” L4
			Wellbeing	“that their wellbeing is, is supported” L1
			Emotions	“High emotional threshold” M1
		For the individual	Impact of DV	“this chaotic life will kind of contribute to this this chaos” L2
			Unpredictable	“maybe that is a bit of a spike for some but not for others” P1
			Power	“like be their own rock” M1
			Individuality	“It’s a mix isn’t it depending on the child” P2
		On life outcomes	Learning	“the impact it’s gonna have on them” M1
			Metaphor	Maze from Mauve’s Rich Picture
			Longer term	“They need to be reassured throughout their lives” L4
			Journey	“History and the future” M2
Children’s views about school	What do children think about school?	What is important?	Child voice	“Tryna look at it from the child’s point of view” M2
			Important	“It’s the most important thing”

			P2
		Interests	“Like they go to the summer house because it’s fun” M1
		Education as enjoyable	“It’s almost like something they really enjoy doing” P2
		<i>Proud</i>	<i>“Pride of being part of the school” P2</i>
	Balancing positive and negative	Memories	“they come to school and there is good and bad” M4
		Needs	“if the child their needs need to be met at that time” L2
		Negative	“One negative can outweigh all those positives” M2
		Positive	“Mainly positive to be honest” L6
		Rules	“Understanding why the rule is there” P1
	Places and people in school	Place	“Things don’t change” P1
		Space	“Lack of space” P1
		Classroom	“It’s fun not being in class” P2
		Family (people)	“I’m surprised there wasn’t more of a family thing” P1
		Peers (Gender;	“Having that

		friendships)	consistent friend might just keep them going” M1
		People in school (teacher; roles and responsibilities)	“you have key members of staff” L2
What children need at school	To feel safe	Confidentiality	“Confidentiality amongst staff” L1
		Safeguarding	“There’s no excuse for not doing it” L1
		Places of security	“Quite a sanctuary in school” P3
		Safety	“We’d want everyone to still be alive” M1
	Staff supporting children’s needs	Pastoral	“a love heart for caring” M4
		Relationships with school staff	“That care in it will change something for next time” P2
		Support from staff	“ten minutes could then um settle that child” P2
		Parental support	“Creating links with parents” L6
		Skills	Listening in Mauve’s Rich Picture
		Anyone can do it	“Anyone can support these children” P2
		Training	“Outside agency trainers” P1
		External agencies	“Police” L1

			Communication	"In a big school like this with communication" P1
		Individualised support	Group work	"Nurture groups" L2
			Play	"Dobble" P1
			Break/lunch times	"We have more groups at break and lunch" P1
			Support	"Going to meet their needs for a short amount of time" L2
			Strategies	"a little calm jar" P2
Barriers to supporting children in schools	Barriers and conflicts	School limitations	Barriers	"I don't think they always take it in" P3
			Conflicts	"people have different priorities" P2
			Theory to practice	"It's all great in theory" L4
		Individuals as barriers	Relationships with school staff as barrier	"It's literally changing the mind-set" P2
			Feeling as lack of skills	"[lack] the capacity to care enough" P2
			Differing views	"I come from a slightly different tact" P2
	Past experiences impact present selves		"A lot of people just think they're getting away with blue murder" P2	
	It's out of our	Deep rooted	Community	"This town



	hands	problems		doesn't like talking about it still" L1		
			Societal	"History could repeat itself" P1		
			Cultural	"It's cultural to beat your children" L1		
		Change happens top-down			Whole picture	"Bigger picture which is the education system as a whole" P2
					School leadership	"The constraints are top down" L2
					Change	"eventually we would see um a change" P2
					Government	"government, funding" L1
					Systems	"even that is a system that is, they are constrained" L2
		Limited capacity			Money	"There's no money it limits" L1
					Time	"there is still only a certain amount of time" L2
					Resources	"How can you turn water in to wine?" L6
		Impact of the research	The research project	The process of SSM	SSM	"the picture's not the important part, it's the

				conversation” M2
			Space to reflect	“We rarely get the time to just sit down” P2
			Pictures	“observe through the lens what they perhaps haven’t really seen before” P2
			Colour	Purple’s Rich Picture
		Change	Change from project	“I think something was slightly changed in me” P2

Italicised information was discarded due to not fitting with the overall themes.

## Appendix U: Resource for EPs

Resource for EPs when supporting children affected by DV

### Resource for EPs

#### Individual

- Therapeutic play experiences (Dodd, 2009)
- Allow parental reflection on experiences using PCP or CBT to reframe thinking (Cort & Cline, 2017)
- Highlight successes and protective factors (Zimmerman, 2013)
- Use children's views to inform support and provision planning (Kelly & Gray, 2000)
- Identify and use methods to help children formulate their thoughts and feelings (Davie, Upton & Varma, 1996; Heath, 2015)
- Ensure children are central to the evaluative process (Veigh, 2017)
- Help schools identify children who may be experiencing the impact of being exposed to DV (Robinson, Myhill & Wire, 2017)

#### Group

- Early intervention is key (Ofsted, 2017)
- Promote positive parent-child relationships (Dodd, 2009)
- Interventions based on: healthy relationships, emotional literacy, positive interaction, resiliency building, safety (Babcock LDP, 2015)
- Interventions with parent and child (Holt, Kirwan & Ngo, 2015)
- Facilitating parenting programmes (Cort & Cline, 2017)
- Develop individualised programmes of support for perpetrators and early intervention (Guy, Feinstein & Griffiths, 2014)

#### Systems

- Raising awareness of the impact of DV on parents and their children (Sterne & Poole, 2010)
- "mak[e] the invisibility of domestic violence visible" (Gallagher, 2014)
- Support schools to understand DV and the reasons behind children's behaviour (Buckley, Holt & Whelan, 2007)
- Consultation with schools and families (Ellis, 2012)
- Foster communication between school, family and other agencies
- Support schools to provide nurture, security and predictability (Clarke & Wydall, 2015)
- Support practitioners to recognise and respond to DV (Robinson et al., 2017)
- Signposting

## Resource for EPs

### References

- Babcock LDP. (2015). *Domestic violence and abuse resource pack for schools: good practice guidelines*. Exeter, UK: Devon County Council. Retrieved from <https://exeterconsortium.com/sites/default/files/users/mark/DVA%20Resource%20Pack%20for%20Schools%20Good%20Practice%20Guidance%20Jan%2016.pdf>
- Buckley, H., Holt, S., & Whelan, S. (2007). Listen to me! Children's experiences of domestic violence. *Child Abuse Review*, 16(5), 296–310. doi: 10.1002/car.995
- Clarke, A., & Wydall, S. (2015). From 'rights to action': practitioners' perceptions of the needs of children experiencing domestic violence. *Child & Family Social Work*, 20(2), 181–190. doi: 10.1111/cfs.12066
- Cort, L., & Cline, T. (2017). Exploring the impact of domestic abuse on the mother role: how can educational psychologists contribute to this area? *Educational Psychology in Practice*, 33(2), 167–179. doi: 10.1080/02667363.2017.1279127
- Davie, R., Upton, G., & Varma, V. (1996). *The voice of the child: A handbook for professionals*. Oxon: Routledge.
- Dodd, L. W. (2009). Therapeutic groupwork with young children and mothers who have experienced domestic abuse. *Educational Psychology in Practice*, 25(1), 21–36. doi: 10.1080/02667360802697571
- Ellis, G. (2012). The impact on teachers of supporting children exposed to domestic abuse. *Educational & Child Psychology*, 29(4), 109–120. Retrieved from <https://shop.bps.org.uk/publications/publication-by-series/educational-and-child-psychology/educational-child-psychology-vol-29-no-4-december-2012-teachers-well-being.html>
- Gallagher, C. (2014). Educational psychologists' conceptualisation of domestic violence. *Educational and Child Psychology*, 31(3), 55–63. Retrieved from <https://shop.bps.org.uk/publications/educational-child-psychology-vol-31-no-3-september-2014-child-abuse-and-protection.html>
- Guy, J., Feinstein, L., & Griffiths, A. (2014). *Early intervention in domestic violence and abuse*. United Kingdom: Early Intervention Foundation. Retrieved from <http://www.eif.org.uk/publication/early-intervention-in-domestic-violence-and-abuse/>
- Heath, E. (2015). *Educational Psychologists' work with domestic violence and abuse: investigating the utility of a resource within casework practice* (Doctoral thesis, University of Birmingham, United Kingdom). Retrieved from [http://etheses.bham.ac.uk/6082/1/Heath15ApEdandChildPsyD\\_Vol1.pdf](http://etheses.bham.ac.uk/6082/1/Heath15ApEdandChildPsyD_Vol1.pdf)
- Holt, S., Kirwan, G., & Ngo, J. (2015). Groupwork interventions for women and children experiencing domestic abuse: Do they work and do they last? *Groupwork*, 25(1), 8–33. doi: 10.1921/gpwk.v25i1.840
- Kelly, D. & Gray, C. (2000). *Educational psychology services (England): Current role, good practice and future directions. The research report*. London: Department for Education and Employment. Retrieved from <https://core.ac.uk/download/pdf/4161487.pdf>
- Ofsted. (2017). *The multi-agency response to children living with domestic abuse: prevent, protect, repair*. London: Ofsted. Retrieved from <https://www.gov.uk/government/publications/joint-inspections-of-the-response-to-children-living-with-domestic-abuse>
- Robinson, A., Myhill, A., & Wire, J. (2017). Practitioner (mis)understandings of coercive control in England and Wales. *Criminology & Criminal Justice*, 18(1), 29–49. doi: 10.1177/1748895817728381
- Sterne, A., & Poole, L. (2010). *Domestic violence and children: A handbook for schools and early years settings*. Oxon: Routledge.
- Veigh, M. J. M. (2017). Are We There Yet? *Children Australia*, 42(3), 159–175. doi: 10.1017/cha.2017.27
- Zimmerman, M. A. (2013). Resiliency theory: A strengths-based approach to research and practice for adolescent health. *Health Education & Behavior: The Official Publication of the Society for Public Health Education*, 40(4), 381–383. doi: 10.1177/1090198113493782