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Secondary School Teachers' Experiences of Emotion Coaching

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Abstract

Emotion Coaching training delivered to UK schools and educational psychology services aims to provide a technique of interacting with individuals at times of heightened emotion (Gilbert et al., 2021). Research has explored its use in several settings (Gilbert et al., 2018) and found benefits to developing emotional regulation in young people and positive outcomes for the well-being of practitioners. There is limited research exploring Emotion Coaching as an embedded approach within mainstream secondary settings from the perspective of the teachers.

Using a relativist, social constructionist paradigm (Moon & Blackman, 2014), I explored four participant's (one current teacher and three previous teachers) experiences of implementing Emotion Coaching in their mainstream secondary schools. I used The Listening Guide (Gilligan & Eddy, 2021, Tolman & Head, 2021) to analyse data from the four 1:1 narrative interviews (McAdams, 1997).

The Listening Guide allowed for in-depth analysis of the participants' stories, including reflections of their Emotion Coaching journey. There were intertwined plot-lines which contributed insights into the research questions and these are explored in the discussion. Participant stories highlighted the journeys needed to embed Emotion Coaching in their setting. They shared ideas of its flexibility but also talked about the difficulties of fitting Emotion Coaching in as an intervention. Their stories offer insights into what experiences are like for staff taking on Emotion Coaching as a new approach and add a new perspective to the support Educational Psychologists might need to consider. The limitations and implications were considered in relation to the implementation of Emotion Coaching approaches within mainstream secondary settings.

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Chapter 1 – Introduction

This research aimed to explore the experiences of secondary school teachers using Emotion Coaching in their setting. The intention was for their experiences to contribute to building knowledge of Emotion Coaching in UK schools, focussing on experiences once the approach had been embedded in the school.

I was introduced to Emotion Coaching through attending the 2-day training course whilst in role as an Assistant Educational Psychologist. Through this training I reflected on my practice as a former secondary school teacher and how I felt I used some of the principles of Emotion Coaching in my work without being fully aware that is what I was doing. When talking to friends who were secondary school teachers, about Emotion Coaching, they struggled to see how it would fit into their role. Relationships can be hard to build in secondary school settings and they found it difficult to imagine how Emotion Coaching would work with, for example, a Year 9 Citizenship class who they saw only once a fortnight! This made me wonder how Emotion Coaching was understood and implemented in secondary school settings and through my thesis research I had the opportunity to explore the views of teachers. The more I found out about Emotion Coaching and attempted to use it with pupils, the more it felt like a way of responding that could be used with and by anyone. It was an approach that could be used by any staff with any pupils or adults at times of heightened emotion.

As an Assistant Educational Psychologist I delivered training in Emotion Coaching to school staff but noticed the staff that tended to attend the training were more often from primary settings. Having a background working in secondary schools, I wondered what secondary school teachers thought of Emotion Coaching and how it fitted within their school and their personal ways of working.

1.2 Structure of the thesis

Chapter 2 is presented in two parts; Part 1 is a Critical Literature Review of the research underlying the recent focus on developing Emotion Coaching as an approach in schools. It includes the construction of well-being, definitions of Social, Emotional and Mental Health needs and related legislation, behaviour policies and practices in school. Part 1 goes on to explore the influences of teacher-pupil relationships and emotional development in adolescence, justifying the interest in exploring Emotion Coaching within secondary settings. Part 2 of the Critical Literature Review more specifically explores research underlying Emotion Coaching and its implementation in UK schools. This chapter also explores the research into parenting that underlies Emotion Coaching as an approach to be developed to support young people.

Chapter 3 is the Methodology explaining the rationale for this research. The critical literature review highlighted the lesser explored experiences of secondary school teachers using Emotion Coaching after at least a year of work to embed the approach. There was also an intention to gather in-depth experiences which led me to the choice of narrative interviews to carry out this research. Through the exploration of research methods I applied a socially constructed realist perspective (Moon & Blackman, 2014) and used the narrative interviewing method to gather the participants' individual experiences through the stories they told. This section also explains the rationale and process of applying the Listening Guide (Gilligan & Eddy, 2021) to this research for analysing the participant's stories.

Chapter 4 is the Analysis; this explains the stages of The Listening Guide which was applied to each individual participant's interview. The Analysis chapter has an individual section dedicated to each of the four participants. The idea of this format was to focus on each of the four individual narratives of Nicola, Lucy, Sarah and Connie¹.

¹ The names of participants have been changed to maintain their anonymity throughout. I have chosen to give participants pseudonyms rather than refer to them with initials or numbers as I want them to be seen as complete individuals. Participants could choose their own pseudonym if they wanted to.

Chapter 5 is the Discussion; it brings together the experiences of the participants and any intertwining plot-lines. It draws together the stories with the research questions including how the participants' experienced Emotion Coaching and how it has influenced how they see themselves in their role. The discussion then goes on to consider how the experiences of the participants could support the role of the Educational Psychologist in supporting schools to develop Emotion Coaching.

Chapter 6 summarises the findings of this research, considers the strengths and limitations of the research and considerations of future avenues for the research. Emotion Coaching is a relational approach for responding to others at times of heightened emotion. Through this research it is evident that some staff in secondary schools understand the approach differently. The socially constructed approach the research takes helps it to stay open to the narratives of the participants and apply genuine curiosity in finding out more. The research allowed for participants to share their experiences openly, resulting in some interesting insights into how Emotion Coaching can be embedded into secondary school settings. It highlighted the difficulties staff can have in taking on the approach as secondary teachers, to the extent I was not fully aware of in my practice delivering training on Emotion Coaching. There are a number of considerations I think Educational Psychologists (EPs) could make when delivering Emotion Coaching to secondary settings so all staff feel empowered and supported in order to try the approach when working with young people.

Chapter 2 – Literature Review

2.1 Part I

2.1.1 *Emotions in the Classroom*

Humans are constantly affected by emotions which provide the motivation to act so that the emotional state can be altered (Pekrun, 1992). The drive that humans have to respond to these feelings can be all-encompassing which means that in the classroom how one feels can motivate as well as draw attention away from the learning activity and the processes needed for it. This concept has been researched quite heavily in terms of test anxiety and the effect this anxiety can have on performance. Pekrun (1992) concluded that if there is an influence of test anxiety on performance then it would follow that other moods can affect any and all aspects of attention, cognitive processes, motivation and memory. Schutz and Lanehart (2002) support Pekrun with their view of the significance emotions have to learning and the need for educators to consider them in their role in the classroom. Pekrun et al (2017) summarised that moods “...have the potential to shape the way in which students engage in learning and teachers engage in teaching” (pg 6). Pekrun (1992) also suggests that in order to motivate pupils, emotional and self-regulation is a contributing factor which warrants further investigation of approaches to support its development in schools. Greene (2017) also highlighted the role that teachers had in supporting self-regulation and Katsantonis (2023) shared the benefits being a self-regulated learner had on academic outcomes. There is evidence to suggest the influences that emotions have in the classroom, however, there are limitations to this research and whether there are actionable implications for teachers is unclear (Lauer mann & Butler, 2021). Through the literature review, this research explores the role of emotions in the classroom and the concepts of well-being. It goes on to explore Emotion Coaching as a way to develop pupil emotional regulation and the experiences teachers have of its impact on their pupils.

2.1.1.1 The role of teachers in student regulation

Not only can it be argued that teachers have a role in the self and emotional regulation of their students (Pekrun, et al, 2017, Fried, 2011) but their own emotions in the classroom and their emotional regulation is also a contributing factor. Hagenauer et al, (2015) explored the emotions of teachers and how they were influenced by the behaviour of students and teacher-student relationships (T-SRs). They found that T-SRs have a key role to play in how teacher's feel in the classroom, in particular feelings of joy and anxiety. Hagenauer et al, (2015) also found that engagement of students was a significant factor in the emotions of teachers. Franzel et al (2018) found that the perception of genuine teacher enthusiasm had a positive impact on student engagement in class. A common view within teaching, particularly amongst secondary school teachers is "don't smile until December" (Vomund & Miller, 2022). Despite much research to suggest this approach is not necessary (Vomund & Miller, 2022), and for some students can be detrimental, this myth continues, making some T-SRs challenging and leading to emotional dysregulation of students and teachers. This myth implies to teachers that emotion in the classroom is not appropriate, but Pekrun (1992, 2017) would argue that emotions are significant in the processes needed for learning. Fried (2011) also discussed the idea that teachers believe they have to hide or down-play their emotions to their students. It could be argued that the idea of removing emotion from the classroom is detrimental to the learning of students and the well-being of the teacher. This would therefore suggest that there is a potential benefit in exploring strategies that can support teachers to show their emotions in class as well as appropriately model emotional regulation strategies for their students and guide them in emotional regulation (Fried, 2011), not only for their learning, but also their emotional well-being.

2.1.2 Construction of "Well-being"²

² Throughout the thesis I will refer to well-being with a hyphen, unless it is directly quoted without a hyphen or as one word in referenced texts.

The way society frames and understands mental health and well-being has changed significantly in the last few decades. This has led to the closure of asylums, the use of community support, and the teaching of mental health and well-being in schools. Changes to the ways mental health is treated, and the terms used to explain it have become more inclusive and supportive (Pilgrim, 2019). Ereaut and Whiting (2008) suggest well-being is a socially constructed term which has different meanings dependent on context and across time. They also argued the change to the term “well-being” was an indicator of trends in western societies moving away from a purely medicalised model incorporating ideas and theory from Psychology (Ereaut & Whiting, 2008). Pilgrim (2019) explains well-being as a “psychosocial phenomenon” with a range of overlapping views around the concepts of well-being and the pursuit of happiness. Despite the differences in explanation and philosophy which come with the debate around the term “well-being”, it could be argued they all share the common idea that it is positive or related to a positive pursuit of happiness or self-development. This understanding of well-being and related terms like mental health, has an effect on how society and government policies dictate how to support these areas. This has then led to changes to school curricula, incorporating whole school support around mental health and well-being aiming to equip young people³ with the skills needed in order to pursue their happiness as adults. One approach that has been used in schools to support pupil well-being and emotional development is Emotion Coaching, which I will be discussing further as the main area of exploration in this research.

2.1.3 Social Construction of “well-being”

The socially constructed nature of the term “well-being” has implications for the type of support offered by local and national services and in government policies. O’Hare (2020) argues the term “well-being” and its suggested links with a journey of self-development towards happiness is reductionist and determinist. This could imply that if someone is not happy or has low levels of well-

³ Except for direct referenced quotes, from this point on I will use the term ‘young people’ to refer to all children and young people.

being, they have caused that themselves through a lack of self-development (O’Hare, 2020). Ecclestone (2007) adds that education policy highlighting the issues of well-being could be creating the expectation of the need for support and therefore increasing reports of low well-being. Faulkes and Andrews (2023) argue that whilst the increased awareness of mental health may be leading to more accurate reporting, it could also be leading to increased interpretation of milder concerns as more serious mental health problems. These types of policy and teachings, Ecclestone (2007) argues, normalise the use of therapeutic intervention which could reinforce the narrative of the “diminished self” and may have the same moral and ethical difficulties that traditional labels of psychopathology and IQ had on expectations of achievement. Whilst it can be argued that positive ways of thinking about well-being are helpful for society, it is important to consider the construction of these terms and the potential issues with seeing individuals and groups in society in this way. Based on these factors and research it could follow that there needs to be a focus more on emotional development to support well-being through ways of working in schools rather than more specific interventions (Craig, 2007). As discussed later in this review, Emotion Coaching could be a technique that would help staff and pupils, whilst not explicitly labelling mental health or well-being issues (Ecclestone, 2007, Faulkes & Andrews, 2023).

2.1.4 Definitions of SEMH

Well-being is a commonly used term which relates to everyone; adults and young people. More specifically in terms of education and Special Educational Needs (SEN), well-being comes within the category of “Social, Emotional and Mental Health” (SEMH). SEMH was introduced in the 2014 Special Educational Needs Code of Practice (Department for Education & Department of Health, 2015). The code of Practice describes SEMH as:

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or

⁴ Direct quotes from literature are presented in italics and are appropriately referenced.

isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”

(Paragraph 6.32, Page 98, DfE & DoH, 2015).

The SEMH category replaced the previous term *“Behavioural, Social and Emotional Difficulties”*

(BESD) (Department for Education and Skills (DfES), 2001):

“Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling...”

(Paragraph 7:60, Page 87, DfES, 2001).

The change in definition indicates a very subtle difference in how these areas of need are understood. For example *“may experience”* vs *“demonstrate”*, and the additional explanation in the SEMH definition of *“may reflect underlying mental health difficulties”* could suggest a shift to the understanding of there being more behind the behaviour that is being observed. Martin-Denham, (2021) argues this new definition and guidance encourages schools to delve deeper into the underlying reasons for behaviour. This change could also be linked to the increased perception that behaviour is a form of communication which can indicate an underlying need (Unlocking Potential (UP), 2021). This changed understanding of SEMH needs and relevant government guidance links with the growing school initiatives around emotional and social development and mental health within whole school work on well-being.

2.1.5 SEN Legislation and Mental Health Green Paper

The Mental Health Green Paper released in 2017 stated it was “...our collective duty to ensure that we take action to promote and protect the mental well-being of our children and young people” pg. 6 (Department of Health and Department for Education, 2017). This paper made recommendations for measures to support mental health and well-being in schools. There have been several Mental Health Support Team Trailblazer (MHST) projects in different Local Authorities which have taken a variety of approaches to improve access to support for young people (Department of Health and Department for Education, 2017). In some Local Authorities, these projects have included the use of Emotion Coaching as an approach to support young people as part of a whole school response to SEMH and well-being. In some areas this initiative was supported by Educational Psychology services (Ellins, et al. 2023). This has been a substantial set of projects involving considerable funding from the government (Department of Health and Department for Education, 2017). Due to the nature and timeline of this initiative, evaluation work is in its early stages and has been affected, at least partially, by the COVID pandemic. Ellins, et al, (2023) have provided some early evaluation of the Trailblazer projects. Through surveys, interviews and focus groups they found that education settings valued the support for mental health and well-being, and early positive outcomes showed increases in staff confidence and faster access to advice. Despite evidence of the Trailblazer projects making progress towards their original aims, some concerns included that the help was not always suitable for all young people and the feeling there was more emphasis on individual support rather than whole school approaches. Ellins et al (2023), gathered positive feedback about the projects and were able to make suggestions for how the projects could continue to move forward successfully. It is possible that due to MHSTs often sitting in NHS Trusts, there has been arguably more of a focus on individual level support which was something highlighted by the results in Ellins, et al. (2023) evaluation. This suggests a potential next step for the trailblazer is to focus on whole school approaches. This is something that EPs are well placed to support, and have been supportive of already Ellins et al., (2023), but may need more strategic discussion to be more effective. There also might need to be consideration of the right kind of

support for settings; research into potential whole school approaches is therefore timely and is at least part of the motivation for exploring Emotion Coaching in this research.

2.1.5.1 Discussion of Ellins et al., (2023).

Evaluation of the MHST Trailblazer projects was greatly affected by the COVID pandemic. Not only did this have an effect on the delivery of these projects in recent years (March 2020 – December 2021) but it also has had effect on the well-being of all people. The measures in place due to the pandemic resulted in young people in the UK missing time in education which greatly influenced their learning as well as their other areas of development. This had a big impact on the well-being of many young people as well as the well-being of those around them and in their home (Winter & Lavis, 2021). The long-term effects of the pandemic on well-being and development of young people is going to take a lot of time and resources to understand and support (Winter & Lavis, 2021). This means that despite the evidence already gathered evaluating the Trailblazer Projects, it is difficult to identify the factors specific to the outcomes of the projects. Ellins et al (2023) highlight themselves that they had a very low survey response, they did make some suggestions of whether the projects were meeting their aims, but their conclusions were based on very low numbers. Whilst I think the report from Ellins, et al. (2023) does give some helpful indications of how the projects are developing and their next steps. Its conclusions and applicability are limited in terms of overall evaluation of the MHST Trailblazer due to the low response rate and implications of the pandemic.

2.1.6 SEMH Support in Schools

There is a range of guidance available to schools to support the planning of strategies and approaches for SEMH needs and well-being. However, this is predominately guidance, it is therefore up to individual schools or academy chains to decide on the specific strategies and approaches they want to implement. This results in a high level of variability between settings and is determined by the philosophies and ethos of the school and senior leaders. Within this guidance, there is somewhat

of a distinction between SEMH as a special educational need and “behaviour” needs. To support schools with their SEMH provision, various Local Authorities have developed their graduated response documents, and guidance around quality first teaching to support SEMH needs. Whether schools implement these suggested strategies continues to be determined by the schools themselves and is not something mandated by the government or Local Authorities. The Education Endowment Foundation has also provided guidance for supporting SEN in mainstream and for “improving behaviour” which both include aspects explicitly or implicitly related to SEMH needs. Davies and Henderson (2020) suggest schools “*promote positive relationships, active engagement, and wellbeing for all pupils*”, “*schools should aim to understand individual pupil’s learning needs*” pg 8. Rhodes and Long (2019) suggest “*Every pupil should have a supportive relationship with a member of school staff*”, and “*Teaching learning behaviours will reduce the need to manage misbehaviour*” pg 6. Schools have a responsibility to meet the needs of all pupils including those with identified SEMH needs (Department for Education, 2018). These guidance documents are useful and are able to make appropriate suggestions, but results in settings are variable as they do not specify what strategies to implement and how.

2.1.7 Whole School SEMH support

As SEMH needs are included as part of the code of practice for SEN, Educational Psychologists work with schools to implement a graduated response to SEMH support and through statutory advice. In some areas EPs have also been involved in the MHST Trailblazer projects. Weare (2015) developed a framework for promoting social and emotional well-being in schools. This document summarised review information about what works to support young people with SEMH needs, present and future, and sets out principles for approaches to be taken in schools. This framework highlighted the need for approaches to be “whole school” so there is a joined-up genuine approach to consistently supporting young people. As part of Weare’s whole school approach, there should also be the promotion of the well-being of staff and pupils. Weare (2015) advocates for staff

development to be promoted and encouraged, including support around risk and resilience factors and supporting pupils through predictable change. Weare (2015) also highlights the need for a “long-term approach” to supporting the SEMH needs of young people as it is not something which has a “quick fix”. It also needs to be an approach to help in the moment and to help prepare young people for adulthood. It requires a long-term approach for long-term positive outcomes. Whilst this is important for schools to understand, it can be difficult for them to implement whole-school approaches for SEMH needs. The benefits from potential SEMH needs approaches are not quickly felt in changes to behaviour, or data that schools are monitored on. The fact that changes to policy might not quickly result in change to behaviour, means that school staff can struggle to maintain their motivation to engage fully with new approaches. This can be additionally challenging when it feels as though these new approaches are in conflict with their previous ways of working.

2.1.8 School Behaviour Policies

As previously discussed, it is up to schools how they interpret the guidance on supporting young people with SEN, including SEMH needs. Schools can implement suggestions in-line with their existing policies or can make decisions to change school policies to incorporate new approaches. Traditionally, school policies have focused on “behaviour management” and there is a lot of literature and guidance around the use of “behaviourist” based policies. They typically aim to manage pupil behaviour through rewards and sanctions (Department for Education, 2022). Within these school policies there is the expectation that school staff should make reasonable adjustments for all SEN (Department for Education, 2022). However, the guidance for reasonable adjustment for those with SEMH needs varies across schools due to the fact, as mentioned above, that it is guidance rather than mandated policy. Through understanding of the limitations of behaviour management policies, some schools have chosen to put relationship based or attachment aware behaviour regulation policies in place (Brighton & Hove City Council, 2018). These types of policies have attempted to change the emphasis of explanation for behaviour. They often incorporate the

understanding of behaviour as communication, the importance of relationships between pupils and staff, and the use of tools like Emotion Coaching to support social and emotional development. These relationship-based policies attempt to support the young person's regulation system by soothing and calming their brain and body to be more receptive to school rules and more able to problem-solve effectively and independently. Schools can adopt different policies, but the policy can often dictate potential approaches which can be used and the ethos of the school. It can be challenging for staff to change practice or work differently when they feel they are going against school policy.

2.1.9 Relationships in School

Relationships between pupils and teachers in school has been explored through research and is written into SEMH guidance; Rhodes and Long (2019) and Davies and Henderson, (2020) suggest the promotion of positive and supportive relationships between staff and pupils. A review by McLaughlin and Clarke (2010) concluded that despite the importance put on relationships within schools, the relationships between teachers and pupils is a very underdeveloped area of research. In the 133 studies McLaughlin & Clarke reviewed they concluded an individual's connections in school have a significant influence in the shaping of school engagement. They also found that all pupils could benefit from positive relationships with adults in schools, especially those pupils who are considered to be vulnerable. They argue that to support the well-being of young people in school there needs to be a focus on the development of supportive positive relationships with staff. They also linked this to Bowlby (1988) and concluded that *"emotional connection to individuals within the school, including peers and teachers, is fundamental to the sense of connectedness"* (pg 100), this connectedness and belonging linked with better academic and well-being outcomes. Johnson (2008) carried out research into student views of teacher-student relationships and concluded that *"local and everyday interactions have a significant impact on students' well-being"* page 395. Relationships with teachers are significant and influential for students, and they are included in guidance to

support the SEMH approaches of schools. However, again, this is guidance and there is little detail added to these guidance documents around how to develop relationships with young people in secondary schools. Relationships are also a key part of Emotion Coaching including the need to attune, empathise and co-regulate with young people (Gilbert et al., 2021). Emotion Coaching could offer staff an approach that enables them to develop their relationships with their pupils.

2.1.10 Emotional Development in Adolescence

An integral aspect of SEMH is emotional development. When considering emotional development during adolescence, there is a significant amount of change within the whole being. Young people develop in all areas, including socially, cognitively and physically, all of which has an effect on their emotional development. Childhood is a significant time for brain development, particularly adolescence. Arain et al., (2013) describe adolescence as *“one of the more dynamic events of human growth and development, second only to infancy in terms of the rate of developmental changes that can occur with the brain”* pg 451, (Arain, et al., 2013). Arguably, not only is there this significant development in the brain as discussed by Arain, et al., but also the whole body, all of which has an impact on emotional development and the other areas. Research has shown a large amount of growth and change takes place during adolescence and implies the importance of support at this time. This suggests there is a significant potential for supporting young people to develop self-regulation and emotional management moving on to developing their meta-emotional understanding, which Colley and Cooper (2017) argue are included in the 5 key competencies of emotional development. Not only does our increased understanding of development imply the importance of appropriate support and guidance in adolescence but it also implies that young people who have struggled with their emotional development have a great capacity to develop new skills during secondary school. With this potential for development and criticism of specific interventions for mental health (Craig, 2007), Emotion Coaching has the

potential as a tool which could be used by staff in secondary settings to support emotional development as well as impacting on other areas of development.

2.1.11 Neuroessentialism

O'Hare (2020) and Schultz (2018) have critiqued the recent focus on brain development and neurological research. They and other researchers have argued that heavily relying on the biological aspects of the survival mechanisms and brain development as an explanation of behaviour is neuroessentialist. It is arguably reductionist and can lead individuals and those working with them to assume the person has little to no control over their actions. This can reduce the autonomy of the individual and those around them. Whilst there is a need to be cautious with the neurological evidence there is still good grounding for the amount of, and need for, supporting emotional development in childhood and adolescence. O'Hare (2020) argues we can still build on these principles, but suggests the emphasis can be adjusted. He would advocate for less of a focus or reliance on these biological explanations for behaviour, so individuals are empowered and not limited by perceived biological influences. Whilst Emotion Coaching training does include a neurological basis (as discussed below) the emphasis placed on its importance can be open to interpretation and it is not the only element to consider. As argued by Arian et al., (2013), there is still a lot of potential for emotional development to be supported in adolescence through whole school strategies; Emotion Coaching is proposed as a possible strategy that can contribute to that development.

2.2 Part II Emotion Coaching

2.2.1 Emotion Coaching origins

Emotion Coaching is a technique which has been adapted and made popular as a strategy in UK schools by Emotion Coaching UK (ECUK). It is based on the work of Gottman, which explored the way parents react to their children in times of heightened emotion (Gottman & Declaire,

1997). Gottman and colleagues undertook interviews with parents, tracked the physiological responses of children, carried out observations, and tracked child development. In analysis, Gottman et al., (1997) identified two broad categories of naturally occurring parenting styles: *“those who give their children guidance about the world of emotion and those who don’t”* (Gottman & Declaire, 1997, pg. 21). The characteristics which were identified were grouped into four categories of parenting; dismissing, disapproving, laissez-faire, and Emotion Coaching (Gottman et al., 1996). The outcomes of the different styles on children included difficulties regulating emotions and feeling there is something wrong with how they feel. This was compared with those who experienced Emotion Coaching, who showed the ability to regulate their emotions, trust their feelings, and solve problems (The Gottman Institute, 2014). Gottman et al.’s (1996, 1997) research showed there were positive long-term outcomes to using Emotion Coaching in that these children were more likely to achieve in school, have more friends, have fewer problems with behaviour and physical illnesses, and be more resilient. Gottman et al.’s (1996, 1997) research around Emotion Coaching was based heavily on self-report data and interviews with participants which has its limitations. Cowan (1996) has argued that through looking into the data in Gottman et al.’s (1996, 1997) work, the methods for data collection were robust, included a range of measures, and were compared to data from multiple sources. Based on this range of research, Emotion Coaching was adapted into a parenting approach that could be developed by parents resulting in positive outcomes (Gottman & Declaire, 1997).

2.2.2 Construct Definition of Emotion Coaching

There is a lot of literature that explains elements of Emotion Coaching, related strategies, steps and its theoretical basis. Through this literature review these different elements will be considered. For the benefit of the reader and based on the reading completed as part of this literature review I have composed a definition of Emotion Coaching as it will be understood within this research. Emotion Coaching is an adaptive technique of communicating which aims to coach individuals through times of heightened emotion, to support them in the moment, as well as work

towards developing their ability to emotionally regulate. This is based on an ethos of attunement and empathy as well as the steps explained below (Gilbert, et al, 2021). Emotion Coaching can be used with children, young people and adults during times of heightened emotion when someone is dysregulated (Gilbert, 2017, Gilbert, et al, 2021, Gus, et al, 2015).

2.2.3 Emotion Coaching in Schools

As a parenting technique, Emotion Coaching has led to positive outcomes, it has also been adapted into a technique for practitioners working with young people. It is argued this could give young people who have never been emotion coached the opportunity to develop these skills. In 2011 Emotion Coaching UK introduced Emotion Coaching as a technique which could be used by staff in school settings and carried out several research pilot projects exploring the use of Emotion Coaching in education settings in the UK. ECUK adapted the stages of Emotion Coaching as follows:

1. Recognising, empathising, and soothing to calm.
2. Validating the feelings and labelling.
3. Setting limits on behaviour.
4. Problem-solving with the young person. (Gilbert, et al 2021)

These steps are designed to be done in order, with 1 and 2 being the most important and steps 3 and 4 to follow if needed, at a time when the young person is ready to engage with problem-solving. School staff have been trained to understand and practise these steps along with explanation and research around empathy, neuropsychology explaining brain development and survival responses, as well as an emphasis on practitioner meta-cognition, with staff needing to be regulated to support their pupils (Gilbert et al, 2021). Arguably, as this technique was based on a naturally occurring parenting style, it is likely the technique will feel more comfortable to some practitioners than others (Gilbert, 2018).

2.2.4 Underlying Theory

Emotion Coaching as an approach developed by ECUK draws on a range of different psychological theories. The training devised by ECUK incorporates both explicitly and implicitly, a number of theories.

- Neurological basis and Polyvagal Theory (Porges, (2006), Lieberman (2013), Gilbert et al., (2021) and O’Hare, (2020)).
- Attachment and theory of relationships (Bomber (2007), Bowlby (1988)
- Ecological Systems (Bronfenbrenner, 1979)
- Mediated Learning and Zones of Proximal Development, (Vygotsky (Moll & Whitmore, 2013))
- Social Learning theory and modelling, (Gonzalez-DeHass & Willems, 2012)

Gus, et al. (2015) explain Emotion Coaching “*reflects a bio-psycho-social model for universal well-being*” pg 31. Despite inclusion of the neurological basis of Emotion Coaching and its links with vagal tone and the survival response, Gus et al. (2015) explain that Emotion Coaching affects a range of elements working together to give young people skills for emotional, social and resilient behaviours. As referred to above it is based on psychology from a range of areas, not just neurological. It also highlights the importance of relationships along with these other theories to support emotional development.

2.2.5 Emotion Coaching as an adaptive technique

Emotion Coaching was intended to be a flexible and adaptable approach which could be tailored to what was appropriate for an individual young person. Gilbert (2017) explains Emotion Coaching as a technique and an approach, “*a way of being and a way of becoming*” pg 255, which can be used in daily interactions with young people, and adults. When reflecting on my practice, I can see that for pupils I had a relationship with, I naturally used an Emotion Coaching type response at times of heightened emotion. What has been highlighted as important is the emphasis on

empathy, and for some young people, this can be all that is needed to regulate and calm the situation which then leads to problem-solving (Gilbert, et al. 2021). Emotion Coaching is an *“in-the-moment strategy to help manage and calm children’s difficult emotions as well as an approach to support the development of emotional regulation”* Pg. 50 (Gilbert, et al. 2021). Emotion Coaching is argued to be different from other SEMH approaches or formal interventions, acknowledging that formal interventions can be detrimental (Craig, 2007). I think understanding the philosophy of Emotion Coaching as an *“in-the-moment”* tool works to support holistic emotional development rather than being seen as a Mental Health intervention which could have its limitations and negative outcomes (Foulkes and Andrews, 2023).

2.2.6 Emotion Coaching as a universal strategy

In an article, Gus, et al. (2015) justify Emotion Coaching as an approach that could be a universal strategy *“supporting sustainable emotional and behavioural well-being”* pg31 (Gus et al. 2015). Gus et al. argue Emotion Coaching supports the development of relationships between young people and adults. This is done through attunement with young people, adults having an understanding of their emotions through their meta-emotion philosophy, and understanding the effects of biological and neurological mechanisms. Gus et al. (2015) explains that Emotion Coaching is based on *“the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children’s outcomes and resilience”* page 36. Through the supportive nurturing relationship with adults, young people develop understanding of their emotions and through co-regulation learn how to emotionally regulate. Based on this, Gus, et al. (2015), believe educational professionals could benefit from using Emotion Coaching as a universal approach within schools. This *“integrative tool”* (pg 31, Gus et al. 2015) helps to develop adult-child relationships which then improves their emotional well-being. They argue that it is not only a technique for working with young people but also a way of working or an ethos which can be used to approach and understand emotions and emotional development for all.

2.2.7 The evidence base for Emotion Coaching

Gus, et al. (2015) outline the evidence base for Emotion Coaching; they highlight a range of research which has been carried out in America, Australia, and the UK. This research has included working with practitioners to develop their use of Emotion Coaching in their settings. They summarise a range of benefits for young people in terms of improving psychological functioning, supporting the ability to self-regulate, improving professional practice, and improving adult self-regulation. Rose, et al. (2015) carried out a pilot study in the UK taking place over 2 years. Practitioners were recruited from early years, school, and youth centre settings in a disadvantaged rural town. Participants were given training in the approach and were involved in an action research phase for one year including support via network meetings to embed the approach. Pre- and post-training questionnaires assessed a range of measures, including changes in meta-emotion philosophy, and impact on practice. There were opportunities to take part in focus groups and data was collected from settings around the numbers of exclusions and pupil rewards. Findings were consistent with previous research on Emotion Coaching including increased emotional regulation for adults and enhanced social relationships with young people. They found a reduction in disruptive behaviour and a positive impact on the regulation of behaviour amongst young people across the different settings. They also found Emotion Coaching helped to promote the social and emotional development of young people and helped practitioners develop more effective relationships (Rose, et al. 2015). Consistent with Rose et al. (2015), in their recent research, Romney, et al. (2022) found key facilitators in primary mainstream settings included consistent changes to the whole school ethos, and a senior leadership team who were involved in the process. The pressure on staff and time constraints within the school expectations were key barriers to implementing Emotion Coaching. Participants also highlighted the benefits they found with using Emotion Coaching for their pupils and on practitioners feeling they better understood their pupils.

2.2.8 Research on Implementing Emotion Coaching Techniques in Schools

Research into the use of Emotion Coaching in Schools has found that it has a positive impact on young people and adults. Gilbert (2017), Rose, et al. (2015), and Gilbert et al. (2018), Gilbert, et al. (2021) and Romney, et al. (2022) found that the use of Emotion Coaching:

- supported regulation and increased young people’s ability to take ownership of behaviour.
- enabled pupils to better understand emotions and to calm down.
- resulted in more sensitive practitioners who were more aware of the needs of the young people they worked with.
- resulted in more consistent approaches to behaviour.
- supported practitioners to feel as though they were more “in control” when working with young people during incidents.
- helped develop trusting relationships between staff and pupils.
- improved academic outcomes.

These outcomes are consistent with those found by Gottman et al. (1997) and the outcomes of parents using Emotion Coaching with their children. This also aligns with research on the skills young people need to develop to promote social and emotional well-being and mental health outlined by Weare (2015). Not only does this add evidence for the use of Emotion Coaching with young people but it also provides a clear technique schools could implement to meet the aim of consistent and long-term approaches and interventions to support SEMH needs.

2.2.9 Gilbert 2017 Practitioner experiences

For her doctoral thesis Gilbert used Constructivist Grounded Theory to explore Emotion Coaching, through exploring practitioner experiences of Emotion Coaching with participants recruited from the Melksham 0-19 Resiliency Pilot Project (MRP) by Rose, et al. (2015). Amongst the 21 participants, 3 were from secondary settings. Gilbert carried out semi-structured intensive interviews. All participants had attended the Emotion Coaching training Gilbert had led within the

MRP project. Gilbert outlines the impact of “emotional identities” and how they can contribute to an individual’s acceptance of Emotion Coaching and how they understand emotions related to the classroom. Gilbert identified emotion identities (Emotion Coaching: Receptive, Undecided and Unreceptive), which seemed to align in some form with styles identified by Gottman et al. (1997). The emotion identity gave an indication of how Emotion Coaching would be implemented in their work. She identified a “*positive feedback loop*” (pg 232) in the development of Emotion Coaching practice. This described the finding that experiencing successful Emotion Coaching reaffirmed the use of Emotion Coaching and so encouraged continued use. Gilbert (2017) also described a “*spectrum of Emotion Coaching use*” (pg 12) that depended on the embodied emotional identity and receptiveness of the practitioner.

2.2.10 Criticisms of Emotion Coaching

There are strengths and limitations to the theories which underlie Emotion Coaching particularly including limitations of attachment theory (Slater, 2007), and issues of neuroessentialism (O’Hare, 2020). However, I feel the limitations of the underlying theories do not limit the efficacy of using Emotion Coaching in school settings. It is based on a naturally occurring parenting style and therefore some individuals are experiencing and using it already (Gilbert, 2017). There are also several studies from around the world showing positive outcomes for those experiencing Emotion Coaching. Rose, et al. (2015) have identified limitations to their research, for example, their 2015 pilot study, using similar methods as other research exploring Emotion Coaching; was a small-scale study in a specific demographic area for a relatively short period (Gilbert, 2017). Similar to other research into the area, the researchers delivered the training in Emotion Coaching as well as the follow-up support and then were involved in evaluating this input (Gilbert, 2017). This has meant that they were interviewing or delivering questionnaires to individuals who they had relationships with through their input to implement the approach. Arguably this can mean that there is the potential for bias not only in interpreting the results which Gilbert acknowledges might have influenced the outcomes. It also could lead to responses from the participants being overly positive

as Gilbert delivered the training to them. Her having these training relationships with her participants could have resulted in them wanting to give her positive feedback. There is also the possibility that those who had found the training and implementation positive were the ones who volunteered to take part, again potentially resulting in the feedback to be more positive than might have been received from alternative participants.

2.2.10.1 Considerations of the long-term embedding of new approaches.

Research into Emotion Coaching has tended to focus on the implementation of the approach after training (Gilbert, 2017, Romney, et al. 2022 and Rose, et al. 2015). There is a relative gap in the research exploring the longer-term effects of the approach being embedded within a setting. It is possible therefore that responses in previous research have been positive due to the timing of evaluation as well as the fact that the approach was still quite novel to staff and they were feeling motivated to continue with it. Schools work on their yearly cycles and often change takes a few cycles to feel fully embedded within a school setting. The way that schools work therefore means that new initiatives or approaches can take a couple of years to embed fully across the school. Not only could there be a difference in response looking into Emotion Coaching long-term, but there is also a big difference in comparing educational settings. Secondary schools are often very large, they are often much bigger than primary settings with a lot more staff. This also can mean a high number of staff turnover. These factors within secondary settings can mean that it is very challenging to implement new approaches long-term without a lot of work and focus to do so. Exploring research into Emotion Coaching there is limited information about how secondary settings have continued with the new approach and have successfully embedded it into practice. In order to ensure that Emotion Coaching is appropriately embedded into secondary settings we need to explore the experiences of staff within secondary schools and if needed work towards addressing barriers to its implementation and evaluate the efficacy of its use.

2.2.11 Conclusions

Based on what was presented through the critical literature review, I think there is a need to add evidence of Emotion Coaching use in secondary schools due to there being more research of its use in primary, early years and specialist settings. Whilst research such as Gilbert, (2017) have included secondary school practitioners they were in the minority compared to other participants. There is evidence suggesting the developmental significance of adolescence and the potential for practitioners in managing and modelling relationships in secondary settings (Arain, et al 2013). Emotion Coaching could have potential for supporting with this development in secondary settings and therefore research related to this approach in secondary schools could add a significant contribution to evidence-based provision. There is a need for universal and adaptable approaches which support emotional and social development through and alongside relationships in secondary schools. It is understood that typically, transition to secondary school is a challenge for a lot of young people, with a lot of support focused on the transition to secondary settings (Mumford and Birchwood, 2021). The nature of secondary school teaching, where staff have less time with pupils, can mean it takes longer for relationships to develop. Therefore, there is a need for research to explore approaches that can be embedded more specifically within secondary settings. It is also possible that a universal approach has less limitations than something used that is more targeted (Craig, 2007). Existing research into Emotion Coaching, as previously mentioned, is often carried out by the practitioners training and supporting to implement the approach. Therefore there is a need for research to be carried out further along the embedding journey and by someone not previously involved in their Emotion Coaching training. Not having a previous relationship with participants, could give them the opportunity to be more open and honest about how their experiences. The current research aims to address some of the identified limitations of previous research and contribute to the evidence based for approaches suitable for secondary school settings.

2.2.12 Research Questions

The current research, therefore, intends to contribute to evidence around the use of Emotion Coaching as a teaching practice within secondary settings, exploring openly the experiences of teachers in mainstream settings. Through exploration of the literature related to Emotion Coaching and consideration of the limitations to previous research I will use the method chosen to gather evidence towards the following research questions:

RQ1: What are secondary school teachers' experiences of using Emotion Coaching?

RQ2: What impact has the development of Emotion Coaching had on how participants see themselves in their roles?

RQ3: How can the stories of teachers inform the work of Educational Psychologists?

Chapter 3 – Methodology

3.1 Introduction

This section aims to explain my positioning as I approached this piece of research, including my rationale for choosing the method and analytical approach as well as my ontological and epistemological position. The influences for this piece of research came from my own exploration and experiences of Emotion Coaching as a secondary school teacher and interactions with secondary teachers when discussing the Emotion Coaching approach. As discussed in my Literature Review there has been a range of research carried out exploring the use of Emotion Coaching in schools but I feel there is little research based embedding Emotion Coaching in mainstream secondary settings from the perspective of teachers' experiences using qualitative methods. Through this research I hoped to inform my future practice and that of other EPs in how they introduce and support secondary schools to embed Emotion Coaching practices.

3.2 Ontological and Epistemological Positioning

When considering my ontological position in this research, I explored how I was to understand the concept of "truth" and reality. Based on a research guide by Moon & Blackman, (2014) and additional research, I think this research best fits within Relativism as the experiences the participants shared were dependent on their experiences through Emotion Coaching training and their experiences within their school implementing the approach. As explained by Holloway (1997) *"...knowledge depends on the social environment and the perceptions of people. It is seen as relative and socially constructed"* (Pg 136, Holloway, 1997). Whilst the participants will have had some form of training from Emotion Coaching UK, how the training was conducted and accessed, and how the attendees interpreted and internalised the information will be dependent on that individual and based within their own life experiences. This understanding of individual social influences was why the narrative method was chosen. The participant's individual experiences stand-alone which is why The Listening Guide was chosen for the analysis, this will be explored further.

Along with the relativist ontology, I am working within a socially constructed epistemology. Holloway, (1997) explains that *“as individuals and groups see the world differently, “multiple realities” - group and individual versions of reality - exist, and these are relative to culture, history and location”* (Holloway, 1997, Pg 145). As explained in terms of relativism the participants are influenced by their own experiences of Emotion Coaching within the social environment they exist. How the participants understand and embed Emotion Coaching is related to their context and their previous experiences. Through the research the participant and researcher will co-construct stories through narrative interviews. Gilligan and Eddy (2021) explain that *“...the research relationship and research itself are co-constructed.”* Pg 144. I wanted to enter into this research from a genuine place of curiosity to explore the experiences of the participants to fully understand their stories. I am aware my involvement in the research as interviewer will have an influence on the stories the participants share and how they construct them. Not only will I have an influence on the narratives shared by participants simply by being interviewer, but I also bring with me my experiences as a Trainee Educational Psychologist (TEP) and as a teacher who has learnt about Emotion Coaching and reflected on how I have used it in my work as a secondary teacher (as discussed further in my introduction). My motives behind wanting to explore this topic with this group of teachers will have an impact on how I respond to their stories, the kind of follow up questions I ask and how I interpret and analyse their stories using the Listening Guide. Throughout this thesis and, in particular, in the analysis I have included reflective boxes that highlight the influences of my own views and experiences on this research.

Reflective Box

As discussed in the Introduction, I found the exploration of Emotion Coaching quite influential in my practice. It made me reflect on how I had responded to young people as a secondary school teacher. I left teaching as I felt that there was not enough time spent on the well-being of young people. By working towards becoming an Educational Psychologist I felt I would be able to use my skills to support staff to support their pupils. I felt Emotion Coaching had such great potential for supporting young people in secondary settings. One of the reasons I undertook this research as I felt secondary school staff needed support to understand why Emotion Coaching is a positive and possible approach to take in their setting.

3.3 Qualitative Research

When considering the previous research as I have done in the Critical Literature Review there has been a range of research that has been carried out to explore Emotion Coaching in schools (Gilbert, 2018, Rose, et al 2015 and Gilbert, et al 2021). When research has explored the experiences of teachers, the majority of views have come from staff in primary or specialist settings (Rose, et al, 2015 and Gilbert 2017) by those who have delivered the training. The Local Authority EP services I have worked in have supported the introduction of Emotion Coaching as an approach to be used in any school, including secondary settings and having a secondary school teaching background myself I can see there is a need for the use of Emotion Coaching in mainstream secondary settings. The aim of this research was to explore in more depth the views of secondary school teachers in the adoption of Emotion Coaching as an approach used in their classrooms.

3.4 Narrative Approaches

Based on the intention to explore qualitative methods, narrative approaches seemed the most suitable in order to discover rich stories from the participants. I intended to explore in depth

the experiences of secondary teachers giving them the opportunity to talk openly and honestly about Emotion Coaching. In my reading around narrative approaches I came across McAdams (1993) interview technique exploring life myths. I really liked McAdams's approach to initially start with open-questions and then support the interviewee to include and reflect on other more specific elements of their life stories. In my research I also found a thesis by Faughey (2020) who used McAdams "nuclear episodes" approach to explore Teacher wellbeing, they added in questions similar to the eight key events used by McAdams (1993) to focus the interviewees on experiences related to their wellbeing. This led me to adapt this approach, start with an initial open question "*Tell me about your journey with Emotion Coaching*" followed by seven episodic questions for participants to focus on different events that could come into their stories, (Appendix 2E). My aim through this research was to explore the experiences teachers had of Emotion Coaching through being as open as possible, with limited influence by me as researcher. I didn't want to explore their more general life stories but I wanted the participants to feel that they could include in their stories as much detail as they wanted to include and stories they felt were relevant to the initial question.

3.5 The Listening Guide

Having worked as a teacher and working with them as a TEP, teachers' experiences often seemed overlooked. They are often at the mercy of government legislation or the interests of their senior managers and do not get many opportunities to speak openly about their practice. This then led to my exploration of the Listening Guide as the method of analysis. Gilligan and Eddy (2021) talk of the intention of the Listening Guide to be an analytical method aimed at discovery which replaces "*...judgement with curiosity...*" (pg 142). It forces and encourages the researcher to genuinely listen to the participants with curiosity and during analysis focus on "*what surprised you...*" (pg 142). Gilligan and Eddy (2021) also frame research using the Listening Guide as a "*relational activity*" (pg 143, Gilligan & Eddy, 2021), this to me felt it aligned well with Emotion Coaching as a relational approach. They discuss that a Listening Guide inquiry starts with a question, something the research

genuinely wants to know and wants to explore with the participant. They explain that *“researchers bring themselves into relationship with the participants starting from a place of genuine curiosity and of vulnerability”*. This is the ethos I wanted to enter into this research with, I wanted to explore the genuine and honest experiences of secondary teachers in Emotion Coaching in a way which would enable me to add detail to other research around Emotion Coaching from a place of curiosity. Woodcock (2016) highlights the use of the Listening Guide in being a way for *“...teachers to meaningfully share stories and be heard”* Pg 1. They argue that in research with teachers the methodology has an impact on what is shared by the participants and argues that the underlying ethos of the Listening Guide makes *“...it well suited to many educational research questions...”* (pg 3, Woodcock, 2016) as it can enable the voices to be heard of those who have been silenced in some way.

3.5.1 Conceptualisation of ‘Voice’

In order to apply the Listening Guide within this narrative research the way that ‘voice’ is conceptualised needs to be understood. Hutton and Lystor (2019) describe the Listening Guide as ‘voice-centred-relational analysis’. They were interested in the concept that it was possible to identify multiple voices within a narrative and that ‘voice’ involved more than just what was said. They define voice as *“polyphonic expressions of being, experience and representation”* (pg 17, Hutton & Lystor, 2019), with this in mind, the Listening Guide leads researchers to consider not only what is said about the plot and the characters, but through I Poems focused on the “I” and then the features of the contrapuntal voices. It directs the listener to consider the changes to voice, expression, tone, pause and hesitation, within the different stages. Gilligan and Eddy (2021) explain that voice *‘...encompasses the unique characteristics, quirks and nuances that differentiate...’* one person from another (pg 145, Gilligan & Eddy, 2021). They summarise that voice: *“is embodied...”* *“...is in language...”*, *“...is an instrument of the psyche...”* (pg 145 Gilligan & Eddy, 2021). Acke et al (2023) note the focus the Listening Guide has on listening for *“polyphony, associative logic and*

musicality in speech” (pg 307, Acke et al, 2023) and how that approach connects with listening non-judgementally with the understanding that people are contradictory. Within this research, ‘voice’ encompasses a lot more than what is being said through the constructed story. The steps of the listening guide allow for the participants voice to be shared and explored, whilst delaying the stage in the research where the stories of participants are linked with the research questions (Hutton & Lystor, 2019).

3.5.1.1 I Poem’s and ‘self-voice’

A distinctive process of the Listening Guide is the creation of I Poems. Brunner (1990) explains how the ‘Self’ becomes entangled with ‘others’, and through the listening Guide the researcher has the step to specifically concentrate on and engage with the participants ‘voice of the self’ (pg 4, Woodcock 2016). Focusing on the “I” statements allows for the researcher to attend to the first-person voice and any patterns that can be seen through the collection of the I Poems. It can allow the associative logic of consciousness that runs through the narrative to be discovered (Woodcock, 2016) and can reveal what might be going on under the story being told (Gilligan & Eddy, 2021). The intention of this research was to explore the experiences of teachers, education is a unique context and teachers are not often given the opportunity to share their genuine experiences. Applying the Listening Guide allowed for the chance to additionally include the voice of self, that which is under the story, which felt like an appropriate method to explore the multiple voices of the participants.

3.6 The Procedure

3.6.1 The Pilot Study

Once the application had received ethical approval I carried out a pilot study with a TEP to explore the potential interview questions as this was my first narrative interview. I chose to carry out the pilot with a TEP with experience of Emotion Coaching as I wanted to get some feedback about the methodological aspects such as the potential questions, the initial open question and any follow

up questions. She had knowledge of the narrative method and how that could be used within interviews. We were able to have a debrief where we discussed further my interview style, the wording to questions and whether the questions I included would lead to links with the research questions. This was a really helpful part of the process and led to some adjustments to the initial wording of the questions.

3.6.2 Participant Recruitment

The participant recruitment strategy is outlined in Table 1. Potential participants were sent an information sheet (Appendix 2B) and a link to a google form to submit an Expression of Interest (Appendix 2C). Once the Expression of Interest form was submitted I received an email notification and contacted the potential participant through email with any additional information they wanted and a google consent form (Appendix 2D). As reflected in Table 1, I tried a range of avenues to contact potential participants and had to make changes to both participant criteria and to how I shared the details after ethics approval in June 2022.

Table 1

Participant recruitment strategy

Dates	Action	Outcome	Reflective Box
June 2022	<p>Initial Contact</p> <p>Discussions were had with gatekeepers about the potential for participants they could contact: secondary school teachers with few additional responsibilities who had attended training in Emotion Coaching prior to September 2022, eg. Educational Psychology services and MHST colleagues in the Local Authority</p>	<p>Emails with details sent out through these channels which were passed on to potential participants.</p> <p>No expressions of interest</p>	<p>I had certain gatekeepers who were willing to share the research, however it felt as though there was not a personal face to the request for participants which could have impacted interest.</p> <p>An additional strategy based on this reflection included when resending emails in June and July I offered an online informal google meet call in July 2022 for those potentially interested in the research to ask questions.</p>

July 2022	<p>Network Meetings</p> <p>I attended Emotion Coaching Network meetings virtually across the country to share details of the research</p>	<p>Follow up emails sent to those who notified me that they had links to potential participants.</p> <p>1 expression of interest who requested follow-up in August 2022 (Expression of Interest Form included in Appendix 2C)</p>	<p>The network meetings were a good opportunity to share the research virtually in person and for others to ask questions (related to reflection box above). This led to a lot of emails being sent out by colleagues who attended the network which included teachers and EPs.</p> <p>This led to 1 expression of interest who I followed up with in August and September and who proceeded with an interview.</p>
	<p>Update email and Online Session</p> <p>Update emails sent out to previously emailed contacts with an invitation to an informal 1 hour Google Meet session in July 2022 to informally talk about the research and for potential participants to ask questions.</p>	<p>No one attended the google meets or completed expressions of interest.</p>	<p>I was still struggling to recruit and as it was heading towards the summer holidays it felt appropriate to explore other avenues for potential participants that were not reliant on contacts in schools who may be on holiday and not checking emails, so I returned to ethics for approval in Aug 2022 to advertise the research through social media.</p>
August 2022	<p>Social Media Advertisement</p> <p>Return to ethics to explore advertising the research through social media. Ethics agreed this change and a poster was shared on Facebook groups, Twitter and through email networks of TEP and EP colleagues more widely during Aug-Sept 2022</p>	<p>Follow up emails sent and posts refreshed on social media throughout August, September and October 2022</p>	<p>I think being able to share it more broadly online through social media and other networks allowed the details to be shared much more widely and meant it was not held by other gatekeepers – teachers had the potential to see the advert directly on Facebook groups rather than being shown it by their head teacher.</p>

	<p>Broaden Participant Criteria</p> <p>I broadened the inclusion criteria to include any secondary school teacher who had attended some form of Emotion Coaching training prior to April 2022 in the hope to have a wider population of potential participants to draw from.</p>		<p>The broader participant criteria did lead on to recruiting participants, they were not following my original criteria (which will be explored further in the section 3.6.2.1) but I was able to recruit a total of 4 participants who all completed the expression of interest form and followed through to participate in the interviews.</p>
<p>Aug-Sept 2022</p>	<p>Expressions of Interest</p> <p>3 expressions of interest completed Aug-Sept 2022</p> <p>Followed up with the first expression of interest as arranged in August 2022</p>	<p>Interviews completed Sept-Oct 2022.</p>	

3.6.2.1 Implications of changes to participant criteria

In the original research proposal the intention was to recruit participants who were predominately working as secondary school teachers in the classroom. This intended to gather the experiences of individuals who were using, or not using Emotion Coaching in their daily classroom interactions. As reflected in Table 1, it took longer than hoped to recruit participants so with the aim of recruiting within the timelines the inclusion criteria were adjusted. Due to the experience and roles of the participants that were recruited, not only were they able to share experiences of Emotion Coaching in their own practice as subject teachers, but they could also share experiences of introducing it to their school as part of whole school provision or interventions. They could also share reflections about the views of colleagues in the adoption of Emotion Coaching in their settings (Brief details of participant experience and roles are given in Table 2). Whilst this was not initially the intended experience of participants, what the participants were able to share was rich and detailed and gave incredible insights into their personal practice and how they saw their role as teachers.

They were also able to share their reflections on the responses of colleagues as Emotion Coaching was introduced to their school. Nicola, Lucy and Sarah had the added experiences of training as EPs, this meant they could add reflections about their past roles. As Connie was still in her setting, she could share her stories about what it was like still living within her journey. The participants' stories were able to significantly contribute to the research questions in unexpected ways, because of the variety of their experiences and the journeys they had been on personally, in their practice, with colleagues and in the wider educational and social context.

Table 2

Experience and roles of the participants

Participant	Experiences and previous roles
Nicola	Nicola was a Trainee Educational Psychologist (TEP) at the time of the interview, previously she had been an English teacher and deputy SENCO in a mainstream secondary school
Lucy	Lucy was a TEP at the time of the interview and previously had worked as a teacher and SENCO in a mainstream secondary setting
Sarah	Sarah was a TEP at the time of the interview and previously had been a teacher and SENCO in mainstream secondary settings and an Assistant EP.
Connie	Connie was an Assistant Head and teacher at a mainstream secondary school

3.6.3 The interviews

Once participants were recruited interviews were arranged and carried out. The four interviews were carried out through Google Meet online video calls, and lasted 50-60 minutes. Due to the timing of the interviews, the interviews for Nicola and Lucy were first, they were then transcribed. Through the transcription process there was some reflection about the way the

interview was delivered and some changes made for Sarah and Connie’s interviews (Reflections are included in Table 3).

3.6.3.1 Interview Questions

As discussed in section 3.4, the initial question asked in the interview was “*Tell me about your journey with Emotion Coaching*”. There were also additional follow up questions based on the concept of episodic questions (McAdams, 1993, Faughey, 2020) to be used as needed in the interview (Appendix 2E). With the application of the Listening Guide there was the intention to enter into the interviews and this research with curiosity and the awareness that research is a relational activity. Through the pilot study with a TEP I had the chance to reflect on the style of the interview, the questions I asked and how the questions had the potential to relate to the research questions. The wording of the questions did not change significantly, but the way that the questions were included and asked was adjusted, not only after the pilot study but also after the first two interviews with Nicola and Lucy had been transcribed. This continued reflection throughout the research process enabled returning to the positioning and ethos underpinning the research. This again, did not alter the questions but did change the way they were asked within the context of each interview and after that reflection.

Table 3

Interview process and participant follow-up

Stage	Reflective Box
<p>Pre-Interview contact</p> <p>Once consent forms had be completed, participants were contacted before the interview with details about the google meet call and the list of potential</p>	<p>The main functions of the questions (Appendix 2E) were for participants to know the kind of things I might be interested in and had some time to prepare and consider their answers considering for ethics and them</p>

<p>questions that might be asked. The construction of the interview questions was discussed in section 3.4 and are included in Appendix 2E</p>	<p>being able to prepare what they would and wouldn't like to share about their experiences.</p>
<p>Interview Housekeeping</p> <p>At the time of the interview the participant joined the Google Meet call, they were talked through the process of the interview including that it would be recorded, they could have a break at any time if needed and they were given the chance to ask any additional questions.</p>	<p>Online interviews worked well, it allowed for participants to take part from anywhere in the country, from somewhere they felt comfortable with limited travel time added to the interview involvement.</p>
<p>Recorded Interview</p> <p>Participants were notified that the recording had started and the interview began.</p> <p>The initial starting question was <i>'Tell me about your journey with Emotion Coaching.'</i></p>	<p>The follow up questions (Appendix 2E) were used as and when seemed appropriate throughout the interview, some participants followed them quite closely whereas others covered them naturally in the stories they told.</p>
<p>Interview Questioning</p> <p>Additional follow up questions were prepared and used as appropriate (Appendix 2E).</p>	<p>As reflected on during the analysis, after the transcripts for Nicola and Lucy had been drafted I reflected on how much I had spoken. Therefore for Sarah and Connie's interviews I made it clear that the potential questions were examples and that I may not refer to them all depending on the stories they choose to share. This</p>

	<p>then, I think, had an impact on the flow of the stories for Sarah and Connie and meant that I as interviewer spoke less than in the previous interviews which I think felt more suited to the narrative style. I was trying to make the exploratory intentions of the research clearer. This difference could also be individual differences amongst participants but was something I was trying to focus on in terms of talking less than the previous interviews.</p>
<p>Ending the recorded interview</p> <p>After around 50 minutes and in the flow of the conversation, participants were asked if there was anything else they wanted to add or share about Emotion Coaching before we ended the recording.</p>	<p>I was conscious of the time I had said the interview would last and so was driven a bit by the natural flow of the stories along with the timings. This was different for each participant but lead to 4 interviews all lasting around 55-60 minutes. I asked them all towards the end if there was anything else they wanted to share that I hadn't already given them the opportunity to. I also wanted to make sure there were a few minutes at the end of the interview available for any additional questions once the recording had been stopped.</p>
<p>Debrief</p> <p>Recording was stopped, participants were asked if they had any questions, debrief materials were briefly discussed and followed up with an email debrief sheet after the Google Meet call ended (Appendix 2F)</p>	<p>As part of the debrief participants were notified they could withdraw their data up to 10 days after the interview and they were given a date in the debrief email. Once this time had passed interviews were transcribed and analysis began. This felt like a nervous wait but was appropriate for the participants in line with ethics approval.</p>

	The follow up debrief email allowed for participants to reflect post interview and then be reminded of the debrief details and their right to withdraw.
<p>Transcription</p> <p>A transcription programme was used for a drafted transcript. The recording was then carefully listened to in order to create a more accurate and fuller transcript including any pauses, hesitation and emphasis from participants.</p>	Transcribing as soon as I was able 11 days after the interviews I think was useful as it allowed time to reflect on my approach in the interview as interviewer and I could adapt my style (as mentioned above) for the following interviews.
<p>Analysis</p> <p>(Detailed in Chapter 4)</p>	
<p>I Poem Sharing</p> <p>Once analysis had been completed Participants were sent their I Poem and asked if they wanted to discuss their I Poem further.</p>	I really liked this aspect of the Listening Guide as it meant that the participants had something that was theirs and that they knew came from their interview. It was also an opportunity to check in with each of the participants a few months after the interviews to check they were okay and gave them the chance to ask any questions that may have surfaced since the interview.

3.6.4 The Analysis

Once all interviews were carried out the process of analysis began. When exploring The Listening Guide, research included the work of Woodcock (2016) and Hutton and Lystor (2021) and Gilligan and Eddy (2021). These articles outlined the process of the four listenings. In particular

Woodcock (2016) outlined the four steps which I combined with guidance from Gilligan and Eddy, (2021) to develop my analytic strategy (Table 4).

Table 4

Analytic Strategy – Based on guidance by Gilligan, et al (2003), Woodcock (2016) and Gilligan & Eddy (2021)

Listening Guide Step	Guidance and process with reference to Woodcock (2016) and Gilligan & Eddy (2021)	Reflection
Step 1	<p>Listening for plot, colour coding any plotlines including looking for:</p> <ul style="list-style-type: none"> • anything eliciting emotional resonance • repeated words, phrases and images • information and comments that “jump out” • contradictions, omissions and revisions 	<p>Initially finding the plot whilst colour coding, was a challenge and so from interview 2 I first listened to the recording and listened just for the plot, I then listened again to highlight any elements of significance that resonated with me or jumped out. I felt by separating these into two listenings I had a much better understanding of the plot of the narrative.</p>
Step 2	<p>Focus on the participants voice of the self through looking at “I” statements (including “me”, “you”, “we”, “they”).</p>	<p>This step was challenging and took a couple of attempts to fully work out. I re-read Gilligan & Eddy (2021), they highlighted how a common mistake in creating I Poems is to include too many additional words of the</p>

	<p>Rewriting of phrases in the order of appearance which creates poems that are grouped into sections with reflection and initial analysis of the plotlines within their I Poems.</p>	<p>sentence. As they suggest the I Poems for the participants were more interesting with fewer additional words and I think they add more, building on what was discovered through the plot from Step 1.</p>
Step 3	<p>Listening for contrapuntal voices which can be at tension amongst the plotlines or that are melodious. Woodcock (2016) explains that this can be done through looking for overlapping highlighter.</p>	<p>For me working through Steps 1 and 2 helped to highlight the contrapuntal voices as it did not seem as straightforward as just looking at overlapping highlighter as suggested by Woodcock, (2016). By looking at Gilligan & Eddy (2021) I instead focused on the tone and phrase changes of the voices shared. I listened and focused on these subtle changes which helped to show the contrapuntal voices. The differences noticed are included in the analysis and in comments made to the transcripts.</p>
Step 4	<p>Composing of an analysis where notes from I Poems and Step 3 are summarised</p>	<p>It took some time and some practice and revisiting of the steps but I then went onto Step 4, this is where I highlighted the aspects of the stories that were unexpected or surprising (Gilligan & Eddy, 2021). Working through the steps and returning to Gilligan and Eddy (2021) through the process helped me understand the Listening Guide process</p>

		and helped me to remember and apply the principles of it throughout.
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Reflective Box

I really enjoyed the Listening Guide as an analysis approach. It allowed me to focus on the individual stories whilst carrying out the analysis and let me spotlight each of them on their own. Whilst I could notice common stories across the four interviews the analysis is still solely focused on the participants stories as individuals. Through the Discussion the stories and plot-lines were then linked through the research questions.

3.7 Quality Criteria

To consider the quality criteria of my research I explored the “*Eight “Big-Tent” Criteria for Excellent Qualitative Research*” from Tracy (2010) and Tracy and Hinrichs (2017). Tracy’s “Big-Tent” criteria gave a flexible model to assess the quality of this qualitative research. The eight criteria cover a range of considerations for qualitative research with a common language. The factors were applied to the current research in order to speak of its qualitative quality.

3.7.1 Sincerity

Tracy and Hinrichs (2017) describes sincerity through “*self-reflexivity, vulnerability, honesty and transparency*” (pg 5). Throughout this thesis I have made reference to the motives behind this research, I have included reflection and reflexive comments and boxes throughout in order to highlight and be honest about my involvement in the research. I am aware my motives for research into this topic have had and will continue to have an influence on how I planned, carried out and

have written about throughout this research and so I have tried to be honest about that with readers and my participants. I have also been honest about my decisions throughout the research process as included in the table above and my analysis process.

3.7.2 Worthy Topic

Tracy and Hinrichs (2017) describes a worthy topic as one that is “*relevant, timely, significant and compelling*” (pg 2). As discussed through the literature review and in this methodology I believe this is a worthy topic by these criteria. Emotion Coaching is something that is very much within EP recommendations and therefore having a range of recent and relevant research is important in supporting evidence-based practice. Emotion Coaching is also included in SEMH support recommendations in schools and so having research that school staff feel is relevant to them is very much needed. As discussed the lived experiences of secondary school staff are not represented as much as others in previous research.

3.7.3 Rich Rigor

Tracey (2010) explains that rich rigor includes a couple of questions to consider. This includes there being enough data, spending enough time to gather data, the appropriateness of the context or sample and the use of appropriate procedures. Based on the decisions made to use a narrative approach and the Listening Guide the use of four participant interviews was a reasonable sample size considering the timings of carrying out this research. It enabled the gathering of in depth data on the experiences of the participants through interviews that felt at the time, a reasonable length of time to explore their experiences fully but not encroaching too much on their time. I continued to reflect on the procedure throughout, particularly within the analysis so that I was staying true to the experiences and stories of participants and appropriately applying the Listening Guide. Based on linking intertwining stories with the research questions I think there was the evidence to contribute to the questions, show consistencies with previous research and offer a new

insight into teacher's experiences. Based on the consideration of these questions I think there is Rich Rigor within this research.

3.7.4 Credibility

Tracy and Hinrichs (2017) discussed "thick description" as a marker of credibility in qualitative research, through the use of the Listening Guide I was able to explore the participant narratives deeply and show this "thick description" through the Listening Guide process and the multiple listenings which are a part of that whilst keeping individual stories distinct in the analysis. Through the literature review I was able to explore current research on the topic and then in the discussion relate plot-lines and stories with the research questions. This allowed consideration of the interlinked plot-lines amongst participants and for some triangulation of the narratives with previous research demonstrating the thickness to research around Emotion Coaching.

3.7.5 Resonance

My intention behind this research was to find out about genuine experiences of Emotion Coaching within secondary school, as described above I had a number of motives behind this but one of the outcomes I hoped for was for these stories to help teachers and leaders understand the impact of Emotion Coaching within Secondary settings, to either understand it is not useful or see expressions of how it has worked effectively within these settings. As Tracy and Hinrichs (2017) describes Resonance as the "*extent to which a text meaningfully impacts an audience*" (pg 7), as a TEP I can see how the stories and experiences from this research can help in my work to develop Emotion Coaching within secondary schools and this could help fellow EP colleagues as well as teaching staff to understand the outcomes of the approach in a similar setting.

3.7.6 Significant Contribution

Tracy and Hinrichs (2017) explains qualitative research “can be significant in four different domains: theoretical, heuristic, methodological and practical” (pg 8). I think this research adds theoretically as a lot of research around the embedding of Emotion Coaching has taken place in primary and specialist settings rather than mainstream secondaries therefore it is looking at the theory of its application in this different setting and the influences or factors to consider within it. I think it also contributes practically to how EPs can support the way Emotion Coaching is embedded in secondary settings, how they talk about it with secondary teaching staff and leaders and how it can influence the delivery of Emotion Coaching training.

3.7.7 Ethical Considerations

I carefully considered the ethics of this piece of research; the Ethics Approval letter is included in my appendices (Appendix 1). Based on the choice of a narrative research method and the Listening Guide I entered into this research with understanding of social constructionism. I wanted the participants to feel comfortable with the research and their involvement so I made it clear from the start the intentions and the use of the Listening Guide to analyse the interviews. I hope I carried out this research in a way that the participants felt comfortable to be open about their responses. They had the potential questions before the interview so they could consider and reflect on their responses, so hopefully were more likely to share what they were comfortable sharing. This meant they could take the time before the interview to work out what they wanted to share. In order to protect their anonymity only partial transcripts are shared in the appendices; enough to show the trail of evidence but not in their entirety in order to protect participants.

3.7.8 Meaningful Coherence

The intention of this research was to explore individual experiences of using Emotion Coaching in the classroom. The narrative method attempts to allow the participants to tell their

story in the way that feels appropriate to them with some guiding possible questions (McAdams, 1993) to help participants prepare and frame their stories. I understand the stories told are manufactured for the research and could be argued as not as valid a depiction of their experiences as other forms of research but my intention was to get their perspective on their experiences. With these considerations in mind I think there is meaningful coherence in this research. The research achieved its purpose, I did have to change the parameters around participant recruitment, even so, I think this research contributes to the growing knowledge of Emotion Coaching in secondary settings. As discussed previously the use of the Listening Guide fitted with Emotion Coaching as a relational approach and narrative interviews as a relational methodology that was in line with the underlying socially constructed paradigms.

3.8 Summary

In the methodology chapter I have explained the rationale behind my research and the methodological decisions that were made. Through the use of Tracy (2010) and Tracy & Hinrichs (2017) I have considered the criteria for qualitative research and I believe I have summarised the relevant points. Throughout the methodology section and into the Analysis chapter I have included reflective boxes in order to show an insight of my reflective thinking around decisions made through the research.

Chapter 4 – Analysis

4.1 Introduction

The Analysis of the interviews was completed consecutively. The process began with Nicola and ended with Connie. The full de-identified transcripts have been included showing the trail of evidence leading to the analysis and discussion chapters. Depending on the interview, the process was completed with hard copy and virtual highlighting and annotations. Details, a brief description of analysis and the information related to highlighting, annotation and short-hand is included in Appendix 3. Transcripts are included in Appendix A-D.

4.1 Participant 1 Nicola

Nicola was a Trainee Educational Psychologist who had an interest in Emotion Coaching through completing leadership qualifications. Nicola shared many stories from her time as a Secondary School Teacher and Deputy SENCo.

4.1.1 Step 1 Listening for the plot⁵

Nicola shared that she first heard about Emotion Coaching through exploring possible interventions for her school to take on as part of her leadership qualification. Based on the needs she identified in the school, and conversations with the school Educational Psychologist, she worked to develop Emotion Coaching as an approach across the school. Nicola felt that she could see in school that if pupils were not emotionally settled and if they ⁶*“didn’t have good relationships they weren’t going to learn” (pg 3, line 35)*. She saw Emotion Coaching as a way to develop both.

Nicola shared about the pressures that were on her as she was delivering training on Emotion Coaching as an approach in her school. She very much empathised with what it was like when others

⁵ Nicola’s transcript can be found in Appendix A

⁶ All quotes from participant transcripts have been presented in italics and are referenced by their transcript line number, samples of transcripts are included in the appendices.

had introduced a new approach to her and with her colleagues so she was conscious not to waste their time *“staff training every minute is precious...their time is really precious”* (pg 3, lines 43-44). Being aware of the time pressures on other staff she felt she needed to develop her practice in Emotion Coaching quite consciously to act as a “role model” (pg 5, lines 80-81). She shared that being a role model in using the approach led to her being more conscious of when she was using it and she reflected that she would *“catch”* (pg 5, line 80) herself using it when interacting with young people.

Through learning about Emotion Coaching more formally, Nicola was able to notice more consciously the times when she was already using it, noticing why things she was doing were working; previously she would have explained it through *“maybe I’m just I have a good relationship”* (pg 6, line 99) but with reflection, it seemed that it wasn’t “just” the relationship it was also, what she now realised was, her unconscious use of emotion coaching.

Reflective Box

Nicola’s experiences with Emotion Coaching resonated with me, I previously felt that I too ‘just had good relationships’ with some pupils. When I later explored Emotion Coaching and reflected on my own experiences in the classroom I could identify the positive relationships I had with pupils. Within these relationships, I reflected that I had used an emotion coaching style response. I also felt that I had used an Emotion Coaching style approach because I had a good relationship with them. It felt like a comfortable relationship between the two elements. The young people I felt I struggled to work with were the ones that I found it difficult to use emotion coaching with and who I struggled to develop a relationship with.

Nicola shared examples of how she found the approach helpful in her work, and how adaptive she found it through multiple stories of using it. She shared confidence in her way of talking about Emotion Coaching and how she had adapted how she used it with individual pupils and in individual situations and with groups of pupils. She shared that some staff struggled with the idea of using Emotion

Coaching “*imperfectly*” (pg 15, line 248). She felt that some found the idea of using only the steps of Emotion Coaching that were appropriate for the situation was difficult, with many feeling that they had to go through all 4 stages.

Relationships with pupils were important to Nicola, she talked of particular pupils very warmly and seemed to share a feeling of the value of talking about her work with them (pages 9-12, 16, 19). Nicola described Emotion Coaching as a way to develop her relationships with pupils, colleagues, and parents, particularly when she felt what other individuals were going through was very far removed from her own experience.

Nicola liked Emotion Coaching as it felt like something different from what she had experienced and it was another way of being or relating to others (pages 24-26). It sounds as though exploring Emotion Coaching was quite empowering for her and the fact she felt she and her pupils benefited from it, reinforced her using it. It seemed to give her a way of interacting that could increase her empathy and maintain a relationship. Nicola described Emotion Coaching as “*a great tool for the tricky moments*” (pg 29, line 487) and felt that it gave her an alternative to the behaviour policy that maintained and even strengthened her relationship with her pupils rather than breaking it.

“I’m gonna try and lay down the law but in a way where I show them I care about you” (pg 10, lines 153-154).

Reflective Box

Within my own practice I think Emotion Coaching has given me a way to move forward in some circumstances knowing that I can empathise, validate, boundary set and problem solve. It has given me a toolkit of how to move forward rather than being stuck for what to do when I might have been struggling and understanding that when I did have good relationships there was a reason why.

4.1.2 Step 2 Composing I Poems⁷

Through the second listening, I focused on the I Statements throughout Nicola's transcript and pulled them together. The full I Poem for Nicola is in Appendix 4, I have highlighted some key sections below.

Nicola's I Poem runs back and forth between the tentative "*might*" and "*don't know*" and the definite "*I know*", "*I can*", and "*I would*". In the appendices, the majority of stanzas are organised around the "*I think*" and the "*I don't*" as these seemed to jump out as a naturally forming pattern or rhythm across the Poem.

"*I think*" or "*I wondered*" were used a lot throughout, suggesting Nicola's reflective nature and these were often near "*I don't*", "*I wouldn't*", and "*I couldn't*". There was also a couple of clusters of "*I think*" where it is repeated consecutively and clusters of the negative (e.g. pg 21-22, lines 345-358, pg 22-23, lines 367-375⁸). I think this back and forth links to Nicola's feeling of confidence alongside her feelings of the need to be tentative about how she was talking about Emotion Coaching (e.g. pg 9, lines 139-144). Internally and through the I Poem you can see this struggle between what she thinks, what she knows, and what she does not know.

⁹So **I think**¹⁰

yeah **my practice**

I don't the consciousness

reinforced me

I was like

I know I'm using

⁷ Nicola's full I Poem is in Appendix 4

⁸ Examples can be found in corresponding pages and lines of Nicola's transcript, Appendix A

⁹ This I Poem section was taken from Transcript Appendix A, pgs 7-9, lines 115-145

¹⁰ I Poems have been colour coded; **Yellow-think or thought**, **blue-knowing and sure of**, **green-negatives; don't and didn't**, **Pink-emotion or feelings**, **teal-tentative; maybe, like, might**.

I know

I'm gonna keep doing it

I can talk

where I would

I can see

so I was like

I was like

I know

before I might have

I might have

My mind

My God

I didn't

I wouldn't

I don't

I wouldn't

I don't know

I had the same class

I loved them

I know

In the above section of Nicola's I Poem there is the definite "I know" in the way she talks about Emotion Coaching and using it in her work versus how she would have approached the situation before knowing about Emotion Coaching. I think this section demonstrates a change across Nicola's narrative and how exploring Emotion Coaching more consciously changed her responses. She could reflect that before, even though she felt the approach aligned with how she worked, there were times when she wished she had responded differently and could now reflect on that (pg 9, lines 140-144).

I think Nicola's I Poem highlights the internal back and forth she has for how she has used and applied Emotion Coaching in not knowing if she is doing it "right". I think it both highlights the imperfect nature of applying Emotion Coaching and highlights Nicola's internal struggle with the imperfection of it within her work. Nicola was at times tentative about the examples she gave but even at times when she said she hadn't used Emotion Coaching there were the principles of validating and empathy that ran through any time she talked about her relationships with her pupils. Despite her confidence (e.g. pg 7-9, lines 115-138), she seemed to have her internal struggle with doing it "imperfectly" as she had described with her colleagues.

Reflective Box

This was my first attempt at an I Poem and it took a couple of attempts to get it as it is in this final version. I had to go back and look at different literature around how the I Poem can be carried out and how I would then finally present it. In each of these attempts I think I did increase my understanding of both the process and the I Poem of Nicola.

I think this is a point where I really struggled with the 'no right answers' within qualitative analysis and I had to keep reminding myself of trying to stay true to the narratives shared by each participant. Gilligan & Eddy (2021) helped with this, in terms of reading their reflections of a number of studies using the Listening Guide. It also helped to talk to peers about the analysis process who were going through it at a similar time, it really helped to have their reassurance of the messiness of qualitative analysis.

4.1.3 Step 3 – Listening for Contrapuntal Voices

In this step, I listened again to Nicola’s interview and identified the voices that she used in terms of tone, pace, pause, and plot-lines across the interview (Gilligan & Eddy, 2021). I think two voices came out which aligned with what I had noticed within the I Poem as well. There was a voice of imperfection and a voice of confidence¹¹.

4.1.3.1 Voice of Confidence.

As mentioned above already, Nicola had a clear voice of confidence as she talked about her experiences of using Emotion Coaching with her pupils. She was confident in explaining it to colleagues, adapting it to the situation at the time, and using it “imperfectly” as she said herself that other staff struggled with. To her, she was using it flexibly and to others, it was “imperfect”. She felt comfortable with using it with pupils in everyday lessons and had even adapted to using it with a whole class and noticing the “feeling in the room”.

4.1.3.2 Voice of Imperfection.

In contrast, there was a voice of imperfection running throughout. Despite talking with such confidence about her understanding of Emotion Coaching and how she could use it in her work and how she supported others to use it flexibly there was a contradicting tentative voice that ran through her stories. Nicola frequently used phrases that showed she was somewhat uncomfortable with saying what she was doing was Emotion Coaching. She would sometimes qualify her stories with saying she wasn’t sure if that was right or if the example was using Emotion Coaching despite having a clear confidence with the approach and its underlying principles. She talked about using the approach imperfectly and that being fine as she was following or staying true to the principles, but there was still this voice of doing it “right”. The difficulty of imperfection was something that she

¹¹ Nicola’s full transcript with annotation in boxes related to Step 3 is included in Appendix 3A

discussed in relation to her colleagues and I think her narratives and phrases echoed the discomfort she felt in using it imperfectly. Almost as if there was an inner conflict with her feeling discomfort with how she had adapted it alongside the confidence she also felt. It was as if her feelings and voices that were highlighted through the multiple listenings and contrapuntal voices mirrored the discomforted she had noticed in her staff.

Reflective Box

Again, this step for Nicola was something I found quite challenging. Throughout the listening's it was difficult to pick out the different voices. It seemed that throughout, her tone and pace in her voice was quite consistent. I am wondering whether that is due to Nicola being at a different stage with Emotion Coaching. She was very thoughtful and reflective throughout so I think there is a general feel of reflection through the whole interview rather than maybe Nicola feeling the experiences were still quite emotional. Here I wonder whether her role as a TEP had given her a different perspective on her work as a teacher and therefore I wonder whether what she would have shared if she was still in that role would have been different.

4.1.4 Step 4 - Concluding Thoughts on Nicola's Narrative

One of the biggest surprises to me through the analysis of Nicola's narrative was these competing voices explained above. She came across as very confident in how she used Emotion Coaching yet there was something so tentative and unsure about how she spoke. She mentioned the nature of teachers as "putting on a performance", "a game show host" (pg 35, lines 576-577), and "being literally your best possible self" (pg 35, line 581). This was interesting in the idea of the teacher being perfect alongside feelings and phrasing that implied concern about using Emotion Coaching imperfectly that she explicitly referred to in colleagues and implicitly herself in her latent voices.

Another interesting plot line in Nicola's story was how the parenting she experienced in childhood influenced her interest in Emotion Coaching. She shared that Emotion Coaching was very different from what she experienced as a child and so was appealing to her, based on reflection of her own experiences. It was interesting that what made Emotion Coaching an area of interest was that it was such a different way for adults to interact with young people (Appendix 3A, pg 24, annotated box).

Reflective Box

Nicola's was my first narrative interview, my first interview analysis and my first use of the Listening Guide. This was challenging, there were things I noticed in writing the transcript and analysis that I wished I had explored further in the interview but did not notice at the time. I think Nicola sharing that Emotion Coaching helped her with parents as she didn't have children herself was an interesting reflection and I wish I had asked her to explain a little more about that. I also wish I had asked her to talk more about teachers putting on a performance and what that meant. I think I was able to gain an interesting insight into her experiences, a lot of which resonated with my own experiences as a secondary teacher and as someone exploring emotion coaching.

4.2 Participant 2 Lucy¹²

Lucy was a Trainee Educational Psychologist who had an interest in Emotion Coaching through her experiences in education and meeting an interested EP when working as a SENCO in a mainstream secondary school.

4.2.1 Step 1 – Listening to the plot

Lucy started by talking about her training and experiences working with young people with SEN and the impact that has had on the approaches she used in her school. She explained how Emotion Coaching training was useful in putting young people's needs into context, making links with brain development and the stress response "*training was really positive because again it refreshes you about umm the brain and how children do the fight flight freeze*" (pg 38, lines 33-34). She framed Emotion Coaching as an alternative approach to interacting with young people however was clear that its use could be influenced by the stresses and pressures that school staff were under.

it's very difficult sometimes for especially teaching staff that are teaching like maths English science a curriculum have got pressures it's that understanding that child's come into the room and they've got some emotional difficulties and maybe you could help them instead of giving them a consequence.

(Lucy, pg 39, lines 39-44)

Lucy's relationship with the school EP seemed important in the introduction of Emotion Coaching to the school. Lucy described the EP as having a level of authority that was well received by staff "*if it comes from somebody else sometimes people will take hold and listen*" (pg 38, lines 28-29). Lucy described the EP as being "*more qualified*" (pg 41, line 69) and advice from the EP as having "*more ground standing*" (pg 41, line 70) with there being a benefit to them being outside of school. She later discussed the EP as being someone staff trusted and were familiar with which was helpful to staff developing the approach.

¹² Lucy's full transcript is in Appendix B

Lucy described Emotion Coaching and how it was used in her school as an intervention for those with additional SEMH needs, it was something that key staff took time out to deliver and develop in their pupils. However, as she moved through her stories she talked about it being something that could be used in conversation with school staff and parents, as well as young people she would not have expected would need it. She went on a journey through her narratives of Emotion Coaching as an intervention, Emotion Coaching through conversation, and back to framing it as a targeted intervention delivered to specific young people by specific staff.

Reflective Box

I think the way Lucy talked about Emotion Coaching as an intervention staff and pupils would need time out to do, was very different from how I understood Emotion Coaching and something I found quite unexpected. I was surprised by what seemed to be a contradiction in Lucy's stories. Lucy had understood it as such a specific intervention whilst also at times talking about using it more widely. I wondered whether these contradictory understandings of Emotion Coaching may add to the challenges some staff have in seeing how the approach would work in their secondary setting. Having someone quite clear on their understanding of what Emotion Coaching is, I think highlighted the differences there could be. This may indicate the need to explore this as part of the training so that there is consistency of what Emotion Coaching is, and staff are aware of how it can work in their setting in an adaptable way. I did need to take some space from Lucy's interview, reflected and took on peer supervision and returned and was able to listen differently to her stories.

Lucy shared the impact that exploring Emotion Coaching had on some teachers; for some it helped them to understand their pupil's needs in context and then adapt their way of interacting with pupils. This included taking notice of the teacher's own emotions "to be aware of your emotions as well" (pg 43, line 104). Lucy explained that for some staff "their language changed slightly" (pg 43, line 108),

“trying to help teachers to try and problem solve really” (pg 47, line 178), “having that mindfulness” (pg 48, line 196), and “allowing a child and young person to see that you’re human and not just the teacher” (pg 50, lines 228-229). She also explained that for some teachers this approach was very different from how they approached interactions with pupils and was something she felt they just couldn’t change and didn’t feel was their role *“I think people think then it’s gonna be a magic cure and they’re gonna come into class it’s all gonna be okay” (pg 64, lines 456-458).* She explained some staff felt that *“it’s not their job”... “their job’s to teach... not to care” (pg 73, lines 600-604)* and trying to change their way of thinking was not going to be successful.

Reflective Box

I think this speaks of the changes there have been in understanding the role teachers have in supporting the emotional development of their pupils. Even in the relatively short time I was a teacher there was a shift in teachers needing to take more responsibility and, particularly in secondary settings, to change their practices. I think for me it significantly impacted how I viewed myself as a teacher and meant I had to reflect quite deeply on experiences where I may have done the ‘wrong’ thing. Being out of teaching I have found it easier to reflect and make peace with the way I may have interacted with some pupils that I definitely would change now. I think this has increased my empathy for teachers. It has made me understand better how Emotion Coaching can lead to a fundamental change to how teachers, particularly in secondary school, view themselves. I think this links to what Lucy was finding with some staff not budging on how they worked.

Throughout Lucy’s narrative, the importance of pupils’ relationships was a recurring element of her plot-lines and was positioned as important within successful working relationships with pupils *“it’s having that building that positive relationship really that rapport” (pg 68, line 522).* Due to Lucy’s experiences, she felt she had a good understanding of the needs and the introduction of the

neurological elements helped her develop this understanding further. She also shared a lot of her understanding of the emotions and regulation of adults around the child as much as that of the child.

4.2.2 Step 2 – Composing I Poems¹³

Throughout Lucy's I Poem she uses "I think" several times (Appendix 3B, pg 61-65, lines 413-473, pg 79-81, lines 716-746, pg 82-85, lines 759-803). Lucy talked quite generally about her experiences throughout her narrative, rather than including specific examples, she talked very generally about how she had used Emotion Coaching in her work or how it influenced her experiences. It seemed as though Lucy had reflected on her practice, possibly due to her current role of TEP. There was one particular example she gave which is included in the excerpt from her I Poem below. She talks about a specific situation where she had not used Emotion Coaching but wished she would have known about it.

¹⁴I was the one¹⁵

I felt so bad

I was like

Oh my goodness me

what have I done

I I was

what did I do

have I really

¹³ Lucy's full I Poem is included in Appendix 5

¹⁴ I Poems have been colour coded; Yellow-think or thought, blue-knowing and sure of, green-negatives, don't and didn't, Pink-emotion or feelings, teal-tentative; maybe, like, might.

¹⁵ I Poem sample taken from pg 55-58, lines 301-362 of Appendix 3B Lucy's full transcript

I had no

earlier on in my

I didn't

I didn't

my reaction

I'd lost my temper

I just felt

I just thought

maybe I should have

I mean

I had to try

So I knew

I'd reported

knew me

I went

I went

so I went

I tried to

I just said I'm really sorry

I was saying

I'm really sorry

I can't let you

I don't know

In the above section there were a lot fewer “I think” statements than in other parts of the I Poem and included the only examples of Lucy’s feelings within the full I Poem. Within this section, she says, “I felt so bad” and “I just felt”. This is the only specific example of working with young people; it was interesting this was one where Lucy hadn’t used Emotion Coaching. There was a lot of thought and feeling along with this story and I wonder whether it is something she still feels a lot of emotion about. She talked about her temper and the effect that had on the situation. This feeling seemed to echo what she shared about the thoughts of her colleagues in approaching young people differently and how sometimes they weren’t in the right frame of mind to support a young person.

Reflective Box

I found this part of the Listening guide challenging for Lucy. Through the multiple listening I noticed how generally she seemed to retell her experiences rather than including retellings of more specific examples.

She included ‘I think’ a lot and so I wondered whether her role as a TEP meant there was more of a reflective frame to her stories. I wonder how different her interview would have been had I had the opportunity to interview her at the time of still working in the setting.

4.2.3 Step 3 – Contrapuntal Voices¹⁶

In the third listening of Lucy’s narrative, I noticed any changes to her tone, voice, pauses, and phrases that would indicate the different voices within her stories. Lucy seemed as though she had reflected on her experiences of Emotion Coaching in this school and her past teaching career. This

¹⁶ Lucy’s full transcript with annotation related to Step 3 is included in Appendix B

made it more challenging to pick out the voices. Through careful listening, I think there were identifiable voices; there was a voice of Emotion Coaching as an intervention vs Emotion Coaching as a way of responding or interacting. Alongside this there was a voice of expected resilience and choice amongst pupils, as well as an understanding of the need to support the development of resilience which seemed interesting voices within the same narratives. When considering the very subtle ways of speaking including any laughing, and changes to phrases or tone, I think the more significant voices I could identify was one of empathy for staff vs a voice of protecting pupils from staff.

4.2.3.1 Voice of empathy for staff.

Throughout the narratives shared by Lucy, it was noticeable her experiences as a teacher were framing the stories she shared. She had a voice of understanding and empathy for the life of the teacher in the classroom with the demands on them, this came through as a key voice reflected in slight change of tone in the phrases and the way of talking she used. I think this was a key voice in her stories as this threaded through her stories showing her empathy and understanding of the pressures and therefore why she or other staff might respond differently or not with an Emotion Coaching style when they do not have the capacity for it at the time. She included thoughts such as: *“when a child may be(.) umm deciding that you’re gonna get their emotional baggage(.) that day”* (pg 53, lines 267-268) *“you’re the frontline and you’re the sounding block it can be quite tough on the person especially if you’ve had a really busy morning you know and you’ve got full-on week or full on day and you’re getting grief from management parents you know sometimes you you you can be reactive and that can explode a behaviour”* (pg 53, lines 269-274). Lucy seemed to genuinely frame her reflections of using Emotion Coaching in the context of the classroom teacher.

4.2.3.1 Voice of protection from staff.

Whilst there was this clear empathy for teachers as a teacher, there was also a clear voice of wanting to protect her pupils from staff, particularly “her” SEN pupils. She felt part of her role was to

be there for her pupils and protect them from other staff who may not fully understand their needs and may not be able to support them in the moment. This meant she made herself available for those pupils she knew might need additional support and protection from other staff not willing to change their approach. *“I think the newly qualified staff the younger staff I think(.) different generation umm(.) they were more open...but the old school staff if I’d asked that they’d have gone down the put a complaint in against me.” (pg 73, lines 609-612) “the generations and whether they were willing(.) to actually look at their practice.” (pg 73, lines 613-614) “you just knew that that I would go to certain kids what have you got today and I’m like ok err what lessons that? I’ll make sure I’m around” (pg 75, lines 639-640).*

These voices seemed at odds with each other, it seemed unexpected to have this understanding of staff experiences alongside this need to protect pupils from staff. Lucy understood the pressures of staff and so understood why they may respond in a way a child might need to be protected. This understanding of the pressures seemed to make the way young people responded understandable and therefore in need of that protection – the voices seemed to be in a cycle with each other, voices and needs being in conflict but Lucy seemed to bridge one voice with another through those stories. Showing they were separate voices but connected and therefore impacting her actions and her experiences.

4.2.4 Step 4 – Concluding thoughts on Lucy’s narrative

Lucy’s identity as a teacher and particularly as an SEN teacher I think was a key element of her stories. It was a significant factor in why she went on to take on the role of SENDCo followed by her movement into the role of TEP. She has, through this journey, taken the time to reflect on her experiences and how that has impacted the way she thinks and what she shared during this interview. What was interesting was the perception Emotion Coaching was something seen as an

“intervention”, it was something she described as done by specifically trained staff, was done out of teaching time, and was not something a “maths” teacher would have the time to deliver. However, she still understood the need to have all staff trained in the approach and could be used in ad hoc conversation.

Lucy also made some interesting points about the control of the pupils. She described that for some young people even just being in class with a teacher could be felt as threatening, which could be difficult for some to manage and cope with. She went on to explain *“the children don’t have agency when you’re a teacher in a class so I think sometimes just the threat of you being that teacher can actually trigger an emotion”* (pg 65, lines 468-496). Understanding this experience for young people alongside the neurodevelopmental influences, for Lucy, seemed to help her understand her pupils better and understand why they might struggle in some situations and need support.

Reflective Box

Nicola and Lucy were my first two interviewees; after conducting the interviews and writing the transcripts I reflected on how I thought it had gone and whether I needed to make any changes to the following two interviews.

I felt I had spoken a lot during the first two interviews, it felt I stuck to the questions a little more than I had hoped and I felt I had to ask more of the pre-prepared follow up questions. I wondered whether this was a mix of me as interviewer and the way of the individual participants. So based on this reflection I decided to make it clear to participants Sarah and Connie, this was an honest exploration of their experiences in schools. I made it more explicit that the questions I had sent were a guideline and I may not ask all of them, which was fine. I also made it clear they were welcome to just talk and I would listen and then make appropriate follow up questions as and when needed, rather than them feeling as though they were restricted by the prompt questions I had sent before the interview. Reflecting on the later interviews below, I think this did make a difference to the stories that were shared and the way they were shared, so I am glad I took the time to reflect and consider the next two interviews before jumping into them.

4.3 Participant 3 – Sarah

Sarah was a TEP who had previously worked as a secondary school teacher, a SENCO and worked as an Assistant EP. She was interested in Emotion Coaching early on, in the way she interacted with her pupils and became more interested after attending training with the school EP.

4.3.1 Step 1 – Listening for the plot¹⁷

Sarah found out about Emotion Coaching when she explored the approach within her role of SENCO. She shared that it fitted with her approach and way of responding to young people rather than choosing a more punitive approach. Within this role she worked hard to develop Emotion Coaching as an approach across the whole school as it couldn't just be done in isolation:

you can have as many conversations as you want with the young person(.) if they're gonna then go down the corridor and another member of staff is gonna go why is your coat off rerrer ((imitated angry voice)) immediately it er undoes all that good work so if the ethos isn't there then those conver those little conversations become less and less effective.

(Sarah, pg 90, lines 55-59)

Sarah's own experience in school were significant in exploring Emotion Coaching and the intentions of wanting to share it with her colleagues and use it with pupils. Sarah shared her understanding of Emotion Coaching and the different understandings some have of it being an intervention versus a way of interacting with people *"if you pull the young person out of a situation to do it is still feels punitive"* (pg 91, lines 79-80). Sarah sounded against punitive strategies for several reasons and saw Emotion Coaching as a very real alternative to this, which in her experience, worked a lot better and was a lot more effective with pupils.

Sarah shared a sense of a different set of priorities for her pupils; through her learning and exploration of Emotion Coaching she found herself focusing more on pupils being ready to learn and

¹⁷ Sarah's full transcript is included in Appendix C

there might be circumstances where, what a young person has achieved by the end of the lesson is that they are calm, regulated and ready for the next lesson.

at that point my priority is to help him to self-regulate and be calm and if he achieves that in that lesson even if he didn't do any work if he achieved sort of being calm and self-regulated ermm and out of that kind of zone of thinking by the time he leaves the classroom then that is an acceptable achievement and that's something that I think not all staff can wrap their head round always.

(Sarah, pg 96, lines 156-161)

it definitely changed my approach(.) as a teacher to prioritise the emotional well-being of my students before the academic progress...it's not that I didn't care before and with talking to colleagues it's not that they didn't care about that before it's just highlighting and bringing to the forefront exactly how important the emotional well-being of your students is in order for them to access that learning.

(Sarah, pg 107-108, lines 352-357)

Sarah expressed her views and experiences implying she felt differently about other ways of teaching and the more traditional behaviour policies that are used in her school and when she was a pupil. When finding out about Emotion Coaching she felt the idea of emotional dysregulation as an opportunity to learn was significant to her and sat much more comfortably with how she wanted to work.

Sarah explained what it was like sharing Emotion Coaching with the other staff she worked with, she explained the LSAs took the approach very positively and they seemed to share the views it aligned with how they often approached interactions with pupils. It sounded that through the training and seeing it as an evidence-based approach, empowered them to talk to their pupils using Emotion Coaching and being able to prioritise that over demands from teachers that the young person may not have been ready for. *"I can use emotion coaching in my in my classroom and and do that and have positive results but that young person is then gonna walk out of my classroom and into an environment that's potentially(.) hostile"* (pg 98, lines 198-200). When it came to sharing the approach more widely across the school, some responses were a little more mixed. Sarah found some were interested,

whereas others saw their role more traditionally *“children should just be respectful to adults all the time so if an adult tells you to do something as a child you should just do it and that is the skill that we should be teaching”* (pg 104, lines 301-303). Sarah found that some staff saw *“...a heightened emotion as an opportunity for punitive measures and that punishment will teach a child that you don’t do that”* (pg 100, lines 232-233).

Throughout Sarah’s narrative, she brought in ideas of the power imbalance between teachers and young people, the idea of equality within teacher-pupil relationships, and felt this was something a lot of teachers didn’t seem to understand; *“emotion coaching would create an equality within the relationship between child and teacher that to them shouldn’t exist because (.) the teacher has authority and power over a child(.)”* (pg 106, lines 327-328) Sarah found that instead, Emotion Coaching helped in:

creating ermm(.) a trusting relationship but also a healthy balance of power(2) because I don’t feel that a teacher does have power actually over their students that’s not what I’ve believe since you know I’ve been using emotion coaching ermm I think I think power is is a bit of a dangerous word and it’s not something that you should ever seek to have over a child.

(Sarah, pg 108-109, lines 369-374)

that’s the biggest impact I think for me in emotion coaching is to think well actually I don’t have power over this person nor do I want power.

(Sarah, pg 109, lines 374-376)

Sarah explained it was not her intention to have power over a pupil, and it was important to have a balance of power that can help a child feel secure, happy, and safe. She described equity within the relationship in terms of understanding the young person’s needs and meeting them where they need that support. Sarah saw herself as a protector of some of her pupils, in making the decision to use

Emotion Coaching but having to shield them from other staff who would have used a punitive approach that was not equitable or suitable in that moment:

interestingly another English teacher came out of her classroom while I was trying to have this conversation and was like is everything all right here and started ((hands on hips)) trying to eer ermm and I basically told her to f off ermm very politely in front of this student as I could see she was about to start asking him why are you out of lesson what did you do so I had to guard him(.) from that

(Sarah, pg 114, lines 470-475)

This all came from the understanding of the importance of emotional well-being and development and the role that teachers had in this in schools. She refocused her priorities as a teacher to ensure that pupils' emotional needs were met so they were in a place to learn. Exploring Emotion Coaching was significant for Sarah and seemed to give her the evidence to choose the way she responded and worked with her pupils.

4.3.2 Step 2 – Composing I Poems¹⁸

Sarah uses “me” and “my” a lot throughout her I Poem and these statements tended to come clustered together. I think these statements related to Sarah making the connection and distinction between what she thought and what affected her. After she used the phrase “*I think the biggest impact*” there were more uses of “me” and “my” concerning herself and her pupils implying her relationships with her pupils and the importance the relationships had on how she worked. In this section of the I Poem, there is a particular shift to talking about “me” and “my”, whilst she had used these phrases a lot throughout, there was a noticeable change with including pupils during this section which is when she starts to talk about the relationships she has – interestingly, this could be identified in

¹⁸ Sarah's full I Poem is included in Appendix 6

her way of speaking in this section of the I Poem. I think there was an alignment with how Sarah wanted to be, Emotion Coaching, and her relationships with pupils.

¹⁹if I'm being honest²⁰

my own interactions

I think

something I have to do

I think

appealed to me

affected my teaching

I do have to think

what I say before

my mouth

how I interact

affect my teaching

I was doing

I think the biggest impact

on my teaching

for me

with my pupils

¹⁹ I Poems have been colour coded; Yellow-think or thought, blue-knowing and sure of, green-negatives; don't and didn't, Pink-emotion or feelings, teal-tentative; maybe, like, might.

²⁰ I Poem sample taken from pg 108-111, lines 359-415 of Appendix C, Sarah's full transcript

what I mean

because I don't feel

what I've believe

I've been using

I think

I think power

I think for me

actually I don't have

nor do I want power

what I'm gonna

taught me

towards me

I've actually thought

how can I create a balance

my classroom

when I trained

I think

I think

or I might describe

I suppose

me and my pupils

speak to me

that my students

seek me out

trust me

on my relationship

my students

I think

I can definitely see

my classroom

what I call

space with me

with me

my responses

After this section, Sarah goes into sharing specific examples of working with young people and using an Emotion Coaching response. These sections include more negatives and these are about when she felt she had missed something or despite Emotion Coaching being her preferred way of interacting it wasn't her first thought of how to respond. I wonder whether the negative phrases show that distinction between how Sarah would want to respond and what happened at the time – maybe a distancing from what she did, what she thought at the time, and what she thinks now;

²¹*I remember* ²²

²¹ I Poems have been colour coded; Yellow-think or thought, blue-knowing and sure of, green-negatives, don't and didn't, Pink-emotion or feelings, teal-tentative; maybe, like, might.

²² I Poem sample taken from pg 112-113, lines 437-442 of Appendix 3C, Sarah's full transcript

I just was not

I didn't catch

I er I didn't expect it

I think I'd I'd fallen too

I wasn't expecting

I think it

I think²³

I gave examples

I didn't expect it

I didn't expect

I didn't expect

I hadn't been

I wasn't used to

In the above two sections there were these clusters of negatives around two examples of where she hadn't expected to use Emotion Coaching (Appendix 3C pg 112-113 and pg 119). Follow on from these two clusters there then seemed to be a change and a realisation;

²⁴most of my experience

that I'd struggled

²³ I Poem sample taken from pg 119, lines 548-553 of Appendix 3C, Sarah's full transcript

²⁴ I Poem sample taken from pg 120, lines 560-572 of Appendix 3C, Sarah's full transcript

why I drew

as I kind of realised

I don't need to give her advice

I need to listen to her

I need to

I don't need

what I learned from

what I was saying

I had to adapt

Following the clusters of the negative, the above excerpt, I think there was a shift as Sarah says "as I kind of realised" and "what I learned from" and "I had to adapt". I think there was a change in how she understood the pupils she worked with and where she could adapt and apply Emotion Coaching. I wonder whether there was a realisation of how she wanted to be a teacher meeting her expectations of a teacher in the context.

Reflective Box

I found Sarah's I Poem and contrapuntal voices quite challenging. I think her stories and narratives flowed much better than interviews one and two and I think that was based around the changes I made to my own interview style mentioned above. However, I found the I Poem a challenge to identify any patterns to what she said and how she said it. I had the same challenges with the contrapuntal voices as her tone and way of speaking was consistent throughout. I had to look for much more subtle changes that might have been at the start of a different story and then continued into the plot-lines of what she shared and look at more of the plot-lines across the narrative. I wonder whether this challenge was why there were similar storylines coming through both the I Poem and the contrapuntal voices identified.

4.3.3 Step 3 Contrapuntal Voices²⁵

It was difficult to identify Sarah's voices, she mentioned she talks to everyone in the same way, with the same tone. With the multiple listenings, there were some differences in the way she spoke of her memories working in school and with pupils or parents.

4.3.3.1 Voice of alignment.

Sarah had a voice when she talked about how the approach aligned with her, *"I thought I already do that... I already do some of this"* (pg 87, lines 8-9), in discovering Emotion Coaching and feeling it lined up with the way she would prefer to be. Sarah had a wondering tone to some of her plot-lines including when talking about Emotion Coaching being an alternative to how she was interacted with as a child when she was at school. Sarah shared that it was a way she could act out her authentic self as a teacher in it helping to "create a balance" in relationship with her pupils and parents. Exploring Emotion Coaching had a significant impact on her view of working with pupils, it gave her a way of being with pupils that could address power imbalances and act to bring about social justice in a way where I think she felt empowered and validated herself, and how she wanted to be.

4.3.3.2 Voice of the unexpected.

Despite very clearly sharing that Emotion Coaching aligned well with her way of responding and how she would want to be a teacher, she shared two very clear examples where she did not expect to use the approach in the context. Despite it feeling natural to her and being quite powerful there was also this voice of the unexpected, in that for some pupils it was not her "go-to" response. I think this highlights that there is still somewhat of a barrier to it being the default style to choose in school. This suggests to me Sarah still had this idea of "who" needs to be Emotion Coached rather than truly

²⁵ Sarah's full transcript with annotation related to Step 3 is included in Appendix 3C

feeling it could be used with anyone at any time of heightened emotion. This voice seemed at odds with how Sarah described herself and her interest in using it. I think this suggests there is still some internal conflict about the way Sarah as a teacher “should” respond.

4.3.4 Step 4 – Concluding thoughts on Sarah’s Narrative

There were many interesting thoughts shared by Sarah, in particular this idea of power in the relationship with pupils and how Emotion Coaching could be a way to create a balance of power. This was a really interesting reflection and I wish I had explored this further with Sarah as she had explained that Emotion Coaching had been an important factor in understanding the power dynamic between her and her pupils as well as with the parents she worked with. It increased her understanding of the experiences of others and allowed her to understand she did not want power over others – different from her previous perceptions as a teacher, instead preferring equity of relationship with everyone she works with.

Reflective Box

From reflection of Lucy and Nicola’s interviews, I had thought carefully about how I would conduct Sarah and Connie’s. I was conscious of not wanting to talk as much and wanting to let the stories flow more from the participants. This point might highlight my inner conflict of wanting to listen in the moment and not wanting to involve too much of myself in Sarah’s narrative and the way that Sarah wanted to speak. However, following that way has, on later reflection, resulted in aspects and plot-lines, like this consideration of power, be something I wish I had explored further in the moment. This is something I cannot resolve now with Sarah but I will continue to reflect on it as a researcher and something I imagine a lot of qualitative researchers struggle with.

Another interesting storyline from Sarah was the experiences she had as a child in school. She explained that she found it difficult in school to understand and regulate her emotions. The way teachers interacted with her in school was not helpful, she explained she met with a lot of punitive measures when really she needed help to understand and express her emotions. This experience in school then impacted how she wanted to behave and respond to young people as a teacher. This was a really interesting perspective and was clearly something which had impacted her in her practice.

4.4 Participant 4 – Connie

Connie was an English Teacher and Assistant Head Teacher within her mainstream secondary school. She has supported her school staff to change their approach by introducing Emotion Coaching and then building and developing their ways of working from there.

4.4.1 Step 1 – Listening for the plot²⁶

Connie explored Emotion Coaching through discussions with the school EP and wanting to support pupils identified as “vulnerable learners”. At the time, her school was very structured and behaviourist which was challenging for a lot of her pupils who seemed to be *“getting stuck in this sort of cycle of sanctions”* (pg 125, line 12) this led to her discussing approaches with the EP and exploring how she could move forward including the introduction of Emotion Coaching. For a few years Connie had been working on developing more restorative and relational approaches in her school including introducing Emotion Coaching to staff and parents.

Connie shared that COVID was a big turning point as it acted like a “circuit-breaker” (pg 150, line 133) for staff to understand their well-being as well as the well-being of their pupils through and after returning to school from the lockdowns:

well I think then COVID happened errm and err so everything sort of came to a standstill and on the return from COVID we changed the behaviour policy and I absolu I mean what we ended up doing during COVID is I put some ermm emotion coaching training for staff on’ ... ‘you could see people were not coping they err you could see and it was impacting everybody.’ ‘we can frame it as when we return when these children return what do we need to be doing to make them feel safe to make them feel connected to and it was actually just almost perfect timing really

(Connie, pg 128-129, lines 57-69).

²⁶ Connie’s full transcript is included in Appendix 3D

Connie seemed to describe a bit of a shift in the views of staff since Covid, which opened them up to exploring different ways of working as a whole school. This reset also fuelled a change in the behaviour policies some staff felt they were fighting against pre-covid when they tried to work differently and incorporate some of the Emotion Coaching approaches in their work.

Connie described that the work triggered by her and her school's exploration of Emotion Coaching had grown into parent workshops, curriculum sessions, and intervention support across the whole school. They worked on ways to build and repair relationships between staff and pupils, as well as supporting young people experiencing emotionally based school avoidance through targeted and personalised provision. She shared that the work triggered by her exploration of Emotion Coaching led to an attitude and culture shift in school which further added to developing their feelings of community *"you could see a shift"* (pg 129, line 77) *"a sort of understanding where some of that behaviour might come from and and and how you know actually if you connect with somebody before you correct you can avoid ermm er erm an escalation"* (pg 129, lines 81-84) *"it's nice that you can start to hear teachers show how they're using it"* (pg 130, line 100).

Connie described how she felt differently from how she had originally considered a secondary school teacher to be. She described how she always felt different as a younger teacher and felt she was doing something wrong.

I think my thinking was always I think I've always(3) I've always been somebody who it if anything in my early career I used to question ermm(.) you know I I think when I started teaching don't smile until Christmas and I'm thinking oh God I'm rubbish I'm a rubbish teacher because I don't I don't agree with that I want to have fun with the students straight away I want to I want you know I I want to give a little bit of myself so that they they feel like they know me and they feel like I car.

(Connie, pg 139, lines 240-246)

To Connie, exploring Emotion Coaching then highlighted that her way of working wasn't wrong, it was just different from the norm in her school. This exploration of the theory and research behind these different approaches, including Emotion Coaching, empowered her to bring about change and gave her "strength of voice" to challenge what she felt needed to change in her school *"I suppose what having the Ed Psych come and work with me on has given me strength of voice to challenge what I now know through research"* (pg 140, lines 253-255)

if I hadn't had all of that research and support I would not not really you know not have that strength of voice so that's I think for me I thought I I was wrong and was easily railroaded and now I'm thinking I absolutely believe this.

(Connie, pg 140, lines 259-261).

Through her stories it is clear Connie cares a lot about her pupils, she uses the term *"unconditional positive regard"* (pg 132, lines 125-126) and that came across in the way she spoke of her pupils. She demonstrates empathy in how she spoke about the needs of her pupils *"is something that ermm shows unconditional positive regard that allows you to demonstrate that you're on the side of the student and you desperately want them back in the class"* (pg 132, lines 125-127).

4.4.2 Step 2 – Composing I Poems²⁷

Connie's I Poem had an interesting flow to it, it included stanzas starting and finishing with a tentative phrase of "I sort of", "I suppose", "I possibly" or "I probably" – so there is this tentative phrasing throughout with three occasions where there is a trio of "I suppose". I think that this shows the

²⁷ Connie's full I Poem is included in Appendix 7

reflection of Connie throughout her narratives around Emotion Coaching. However, there are two bigger sections where there are fewer tentative, I phrases:

²⁸so I suppose ²⁹

if I think

I think I

I think

my thinking

I think I've always (3)

I've always been

my early career

I used to

I I think

I started teaching

I'm thinking

I'm rubbish

I'm a rubbish teacher

I don't

I don't agree

I want

²⁸ I Poems have been colour coded; yellow-think or thought, blue-knowing and sure of, green-negatives; don't and didn't, pink-emotion or feelings, teal-tentative; maybe, like, might.

²⁹ I Poem sample taken from pg 139-139, lines 236-247 of Appendix D, Connie's full transcript

I want to

I want

I I want to give

Of myself

Know me

I care

I I'd always been

I think in my early career

I I would

I think this stanza was an interesting break in the tentative mentioned above and was very much about Connie's reflection on her own understanding of herself as a teacher and how her earlier career had influenced her style.

She reflected on how the experiences during her early career had influenced what she thought of herself as a teacher and felt she was the one getting it wrong – "I'm rubbish" and then her realisation of not agreeing with this and understanding her style as a teacher changing and being in line with Emotion coaching. I wonder whether the language she used in this section echoed the "strength of voice" that Connie felt the EP has given her.

³⁰I sort of³¹

I think

³⁰ I Poems have been colour coded; Yellow-think or thought, blue-knowing and sure of, green-negatives; don't and didn't, Pink-emotion or feelings, teal-tentative; maybe, like, might.

³¹ I Poem sample taken from pg 150-155, lines 437-515 of Appendix D, Connie's full transcript

I think

I've just been

I bought them

I don't know

I don't know

I I used to

I thought

I think

I remember

I suppose

I er used to

I don't know

I almost wonder

I think that

I've seen that change

but I think

that I spoke of (2.5)

I go back to

I'm really pleased

what I'd been trying

what I had been trying

I think

when I've shown

I'd be I'd been trying to

I think

I've spoken

I don't know

I know I've gone off on

I've probably sort of

This stanza also stood out as different from the shorter stanza's clustered around the tentative phrases. This felt like a different kind of reflection around the changes that she had seen within the school rather than the above stanza being the changes she could see in herself and her understanding of herself. Moving on to what she had been trying to change within her school and amongst her staff. The way she spoke implied how proud she felt of the changes that had happened in her school and amongst her colleagues.

4.4.3 Step 3 Contrapuntal Voices³²

4.4.3.1 Voice of the harsh before.

In this listening of Connie's interview, I was able to identify multiple voices through her tone and the way she talked about aspects of her Journey with Emotion Coaching. Connie had a voice that seemed harsh and almost annoyed and this tended to be when talking about how her school used to be "before" the school changed its way of working and before Connie was able to work towards changes in the school, I have labelled this the "before voice". This voice began with a particular use

³² Connie's full transcript with annotation boxes related to Step 3 is included in Appendix D

of “we” which grouped her with the school but there was something about it where “I” was separated from this.

4.4.3.2 Voice of the light after.

Another identifiable voice included a soft lightness to the tone and some of the gestures she made, this seemed to reveal an almost “light” voice of her experiences after finding out about Emotion Coaching. This “light” voice transformed into a different sense of the use of “we” when she talked about other staff and the school as part of a changed view. This changed view seemed to relate to using Emotion Coaching within the school and changing their outlook.

Whilst these voices worked in harmony to share Connie's journey with Emotion Coaching within her school, they were distinctly different from each other. These voices seemed different in terms of the tone and emphasis Connie used to say the words and in the underlying feeling of the meaning of those words. Connie seemed to use the “light after” voice to articulate a way of working that aligned with her values, her preferred way of working. This voice sounded both softer and lighter through the tone, content, and emotion. The emphasis through these voices echoed the change in approach and possibly the harsh heaviness Connie felt working in the school before exploring Emotion Coaching changing into the lightness she felt working in this “new” school culture.

Reflective Box

Exploring Connie's I Poems and contrapuntal voices really helped me to understand the process from Gilligan and Eddy (2021). The contrapuntal voices in Connie's stories were easier to identify as there were really distinct changes to her tone of voice and the actions that she used with them. Through the Gilligan & Eddy (2021) guidance and applying that to Connie's interview I could see what it added to the analysis and I could go back to previous analysis of the other interviews and discovered different layers to their narratives.

4.4.4 Step 4 – Concluding thoughts on Connie’s Narrative

Connie was very expressive in how she spoke of her experiences. She used emphasis and gesture to share her stories and these came out through the contrapuntal voices identified above. Connie’s relationship with the EP seemed significant to Connie. She describes it as giving her “strength of voice” to challenge some of the previously assumed ways of teaching which empowered her to make changes within her school and to work differently with young people. Without this support, Connie shared times when she felt she had been “railroaded” to act in a particular way that did not seem to align with her way of working. Through the support of the EP, she could see the alternatives, she could see the evidence for those alternatives, and could understand that what she was doing was different but not wrong and had the potential to have a big impact on her pupils, in particular the ones she was responsible for and who she felt she needed to protect over the years. I think exploring and learning about Emotion Coaching was quite transformative for Connie. It made her reflect differently on her experiences as a teacher and lead to changes in her work and her school.

The other element I found interesting in Connie’s narratives was the way she talked about staff, their own needs, and understanding that staff need support to teach effectively and support their pupils. She also talked about the professional trust with colleagues that she understood better through the school-wide work around Emotion Coaching. She described a trust that colleagues had knowing they would enforce school expectations when it was right for that child in that context.

Reflective Box

Connie's narratives resonated greatly with my own experiences as a teacher finding out about Emotion Coaching. I didn't find out about Emotion Coaching fully until after I left teaching and interestingly Connie was going through this 'light' adjustment to her thinking whilst still in school and in a position to make changes. Exploring Emotion Coaching for Connie had the impact that it validated her preferred ways of working with young people – as it did for me. Through the support of the school EP Connie communicated lightness both intellectually and emotionally by finding out that she wasn't actually 'rubbish' she wasn't 'doing it wrong' she was a different kind of teacher, an Emotion Coaching teacher.

Chapter 5 - Discussion

5.1 Introduction

This chapter aims to build on the individual narratives and voices of the four participants and link storylines across the narratives with the research questions. Participants' stories stand alone and are detailed in the analysis chapter, but at times, the storylines intertwined and overlapped with each other contributing their insights to the research questions in different ways. Through considering the research questions alongside the analysis of the four narratives I have pulled together connected storylines or plot points across the narratives. In this chapter, the intention is to bring together the storylines, in summary, to contribute the participant's unique insights to the research questions, and suggest ways forward for EP's introducing Emotion Coaching in secondary settings.

5.2 What are secondary school teachers' experiences of using Emotion Coaching?

5.2.1 Emotion Coaching as a naturally occurring response?

Some of the storylines shared by participants involved the feelings that an Emotion Coaching approach aligned with either how they were practising or how they wanted to respond as a teacher. Once they found out more about Emotion Coaching they felt they were able to notice times they felt they naturally used it in their practice. With this conscious understanding of Emotion Coaching as an approach in schools, participants felt they were able to use it more explicitly, with more young people and adults in a wider range of scenarios. Nicola, in particular, described being more conscious of it and catching herself using it when working with others.

5.2.1.1 "To me it made sense" – Nicola (pg 2, line 33).

Gottman (1997) identified Emotion Coaching as a naturally occurring parenting style that had positive effects on the emotional development of those who experienced it. So it would follow that

for some of the participants in this research it felt like a natural style for them to use with pupils as well. The storylines of other staff finding using Emotion Coaching difficult or more of a challenge could be related to the approach not feeling natural to them. Nicola said that Emotion Coaching “to me it made sense” (pg 2, line 33), implying this affinity she had with it. Following this idea that Emotion Coaching feels more natural to some than others could link to explanations around why some staff struggled to develop it from the stories participants shared. The way someone behaves as a parent is also influenced by the parenting they experienced in childhood. It is possible that staff didn’t feel aligned with Emotion Coaching because of the parenting they experienced as children. Interestingly Nicola felt that Emotion Coaching made sense to her but commented that part of this reason was that it was so different from what she experienced as a child that it felt like a pleasant alternative way to respond. Sarah also mentioned having punitive measures used on her when in school and that Emotion Coaching felt like an alternative that could have been used with her. This could suggest that whilst there is an impact of the parenting experienced as a child, it is not clear completely whether it would encourage Emotion Coaching or dissuade against it. Whilst there is some time spent on parenting during Emotion Coaching training, it is possible that those attending who may be more resistant to the Emotion Coaching approach might need more support to explore their past experiences and consider how Emotion Coaching compares and the difference it could make.

5.2.1.2 “Mindfulness of yourself” – Lucy (pg 50, line 222).

Personal meta-emotion philosophy is included in Emotion Coaching training (ECUK) and there is reference made to how attendees understand their past experiences with their parents and how that can influence how they feel about emotion (Gus et al, 2015). Gilbert (2017) suggested “emotional identities” have an impact on individual uptake of Emotion Coaching as an approach in their work. She also found the receptiveness of the practitioner has an impact on implementation. This was a feeling which came through the participants' stories. There was a storyline of alignment

with Emotion Coaching, they described receptiveness of Emotion Coaching by being involved in the introduction of Emotion Coaching within their schools and Emotion Coaching being something that validated their preferred ways of working. Lucy, in particular, shared that Emotion Coaching made her “mindful of yourself”, it reminded her to consider her own feelings when interacting with young people. It was a continued story line across her narratives about the impact Emotion Coaching had on her understanding of emotions and how her experience with a pupil when she hadn’t stayed calm led to an escalation of a young person’s behaviour and not calming (see Lucy’s I Poem Appendix 5). Lucy spoke in a way that implied that if she had known more about Emotion Coaching earlier on in her career, and the effect of her emotions on the situation, she might have responded differently. Based on the stories shared I think this research highlights the need within Emotion Coaching training and implementation to take more time in supporting teachers to reflect on their “emotional identities” and their experiences to consider adapting or changing their approaches to working with young people.

5.2.1.3 “I didn’t catch it” - Sarah (pg 112, line 437).

Despite their confidence and alignment with the approach all participants still talked of the struggle to use it in their context, the issues of using it with the current school policies, and the resistance felt by colleagues in reflecting on their existing approaches and receptiveness to trying a new approach. Through their storylines, Nicola, Lucy, and Sarah shared feelings of comfort with using Emotion Coaching for a wide range of situations and emotions of others, but not feeling as though it was their default position. Sarah shared a story of working with a young person where she “didn’t catch it”, she made assumptions around the young person’s needs and regulation and so didn’t catch the earlier signs that he needed support. Sarah felt that Emotion Coaching worked for her and the way she wanted to respond yet there were still times when the need to use it surprised her so there was still this somewhat unease with using it with all heightened emotions and any of her students. As I will continue to explore below there was a conflict felt with how Emotion Coaching fitted in with

school behaviour policies. The difficulties of using Emotion Coaching in individual situations and then it not being used more widely across the school, as well as the individual conflict of whether they were doing it correctly.

5.2.1.4 “Nicer to use it felt better” – Nicola (pg 35, line 589).

Through stories of their own views and those of colleagues, it was evident that the alignment felt with Emotion Coaching had an impact on their interest in and commitment to using it. At times the use of Emotion Coaching was in conflict with the school behaviour policies. This has implications for delivering the training, how teachers understand Emotion Coaching, and the time given during training for them to consider their natural teaching styles and what they might need to reflect on and develop. Emotion Coaching is influenced by experiences of parenting for parents, it is arguable that Emotion Coaching for teachers is influenced by their experiences of teachers. Traditionally, many teachers have followed an authoritative style, therefore new teachers are likely to replicate the teaching experiences they have had. Through EPs and other practitioners supporting the development of the use of Emotion Coaching, teachers are being asked to reflect on their ways of responding to young people and those around them and to reflect on their experiences as pupils themselves. Those that have had some experiences of Emotion Coaching may be more drawn to the approach or those who have had experiences more like the opposite of Emotion Coaching may then be drawn to it as an alternative to punitive measures that they experienced in parenting and as pupils, (Sarah pg 88-89, lines 32-35 and Nicola pg 25, lines 404-408). This potentially could suggest that not only do individuals need to consider their experiences of parenting but also their experiences as pupils. Their “emotional identities” therefore could be made up of experiences as parents, children, pupils, and teachers.

5.2.1.5 Influences of previous experiences.

Highlighted above and throughout research related to Emotion Coaching there is an understanding of the implicit and explicit influences of the experiences that individuals have of parenting during

their childhood. Gottman and DeClaire (1997) highlight how the experiences had as children being parented influences the way an individual parents when they have their own children. This can be something that individuals are aware of or become aware of through reflection or can be something individuals do without much understanding or knowledge of. These early experiences become internalised and can implicitly or explicitly affect behaviour. Based on the experiences of the participants it is also possible that the experiences had in school as pupils, effects adults as they become teachers themselves. Teachers draw on the models they experienced in school as children and either implicitly or explicitly apply these in their own work as teachers. Through the training, Emotion Coaching makes the influences of parenting experiences explicit using personal reflection about the way individuals understand emotion and emotional regulation. During the training, this highlights to attendees the implicit influences that may affect how they respond to their own children. It may be beneficial therefore to consider more explicitly the experiences that individuals had as pupils and how that might have impacted how they behave as teachers. Just as with parenting this may then require teachers to make small steps towards using more Emotion Coaching style approaches that are quite specific and feel more tangible as described by Lucy. Alternatively, for those who may feel more in line with Emotion Coaching they may be able to use it more explicitly in what they are already doing as described by Connie, Sarah and Nicola.

5.2.2.1 Foregrounding the relational aspects of teaching

Another storyline that linked stories across the four narratives was the importance of relationships with pupils. Nicola described Emotion Coaching as a way to build relationships with young people and, on reflection, was the way she would interact with those individuals who she had a “good relationship” with. Connie explained that Emotion Coaching was something that could repair and build relationships between pupils and staff and was useful within the secondary school context. McLaughlin and Clarke, (2010) concluded that relationships between staff and pupils are an under-researched area. SEMH guidance recommends the promotion of positive relationships with pupils

(Rhodes & Long, 2019, Davies & Henderson, 2020), however, there is no direct guidance on how to develop these positive and supportive relationships. The participants in this research highlight Emotion Coaching as a way to develop relationships with young people in secondary school. Nicola and others recognised that on reflection an Emotion Coaching response helped to develop what they thought of as previously *“just I have a good relationship”*. The stories shared in this research support the ability Emotion Coaching has for developing relationships with young people by giving teachers a tool for the *“local and everyday interactions”* pg 395 (Johnson, 2008).

5.2.2.2 “I might describe it more as equity” – Sarah (pg 110, lines 397-398).

Sarah shared a significant storyline of how Emotion Coaching had impacted her practice and her understanding of what her practice should involve. Sarah felt that Emotion Coaching was a way of creating a balance of power between pupils and teachers. Storylines relating to power and autonomy were included in other narratives, but Sarah particularly talked about the impact that Emotion Coaching has on her understanding of her relationships with young people and how to develop relationships where there was equity of power. This was something that she went on to prioritise, developing relationships with pupils so that they felt safe, would trust her when they needed support and would feel able, in the classroom environment, to engage in learning activities. Sarah’s narratives as well as others identify relationships as a key part of the learning process and in supporting pupils to be in the frame of mind where they are settled to take part in learning activities.

5.2.2.3 “Tool for the tricky moments” – Nicola (pg 29, line 487).

Secondary schools present their challenges in terms of relationships between staff and pupils. Pupils see multiple staff a day and it is difficult to build relationships when one might only see that class or that teacher once a week or once a fortnight. Teachers are not given strategies around how to develop relationships with pupils therefore teachers rely on strategies that have been helpful before or that they have learnt through other ways such as based on the experiences they had in parenting

or as pupils. The participants in this research made many connections with Emotion Coaching being a way to develop and repair relationships with their pupils. Emotion Coaching, therefore, has the potential to be introduced to teachers as a technique that can help them to develop relationships as well as its other benefits.

5.2.3.1 Understanding of pupil needs

A key storyline in Lucy's stories was the impact Emotion Coaching has on her understanding of her pupil's needs. Through the Emotion Coaching training, she realised she could understand the influences of a pupil's biology and the stress response on how they might behave in class. This gave her empathy for pupils in her classroom and encouraged her to respond in different ways. Lucy shared experiences of working in a specialist setting where she had to regularly support pupils to calm down and de-escalate situations. When Lucy then started working in a mainstream secondary setting she saw there was still the need for pupils to receive support for their emotional regulation as she had delivered in specialist settings. For Lucy, this changed her understanding of why pupils responded the way they did, helping her to empathise and therefore support them differently, consistent findings were found in Romney, et al (2022). Lucy shared an event when she didn't understand her pupil's needs in the way she would understand them now and so hadn't followed an Emotion Coaching style. Now she was aware of Emotion Coaching, she felt she understood the needs of young people better, it was an approach she would have used in that moment which she felt would have produced a different result for that young person and her own well-being around working with him.

5.2.3.2 "I don't know what it's like" – Nicola (pg 26, line 428).

Lucy was the only participant who referred specifically to the theory delivered in the Emotion Coaching training; however the story of Emotion Coaching increasing her understanding of individuals was something shared in Nicola's story, Nicola shared a storyline of how Emotion

Coaching was helpful in her better understanding of the different perspectives of parents. Nicola felt that as she wasn't a parent and wasn't interested in being one and this made talking to parents challenging. Emotion Coaching however, gave her the tools to respond with empathy and show a level of understanding of their feelings which she hadn't felt confident in before. Intertwined through multiple stories was the feeling that Emotion Coaching developed an understanding of the needs of pupils as well as other adults. There were references to participants and other adults taking the time to attune and empathise with others which then changed their response in the moment. This developed understanding resulted in increased empathy for what they were experiencing and with the development of Emotion Coaching, gave participants a flexible and adaptable tool to use.

5.2.4.1 Emotion Coaching and school policies

A storyline which came up across the narratives was how Emotion Coaching was an alternative to previous ways of managing behaviour in school rather than something that felt it fitted into existing policies. Emotion Coaching was described as giving participants and colleagues a different way of responding to their pupils, staff, and parents. Connie explained that it was a different approach from the norm in her school which was effectively implemented as there was an EP providing guidance and evidence of the Emotion Coaching approach and it was something she, as a practitioner, believed in. Sarah mentioned how she used Emotion Coaching but that as the whole school wasn't as far in their development of the approach there were times when she had to "protect" her pupils from other staff who may have taken a punitive approach. Lucy also shared experiences of having to be available to support pupils due to there being times when they may conflict with other staff not willing to move away from the behaviour policy. Throughout the stories, there was a storyline of Emotion Coaching not fitting with the current policies in school and participants using it with pupils, despite the behaviour policies in place. Despite participants feeling as though Emotion Coaching worked for them in secondary school it still seemed to be somewhat in

conflict with the norm of how they and other staff worked. This seemed to cause some form of conflict between different styles of teaching, tending to fall in favour of what the behaviour policy suggested.

5.2.4.2 “A circuit breaker” – Connie (pg 133, line 150).

Participants shared that colleagues who felt that Emotion Coaching aligned with their way of responding were more likely to take it on as a response to support their pupils. However, there was also some resistance from staff who didn't feel that the approach aligned with them or with the policies in the school at the time. A significant turning point in the story for Connie was the Covid pandemic in March 2020 and the restrictions put in place to stop the spread. School closures and adjustments related to the pandemic during 2020 allowed her and her staff to reset – “a circuit breaker” (Connie, pg 133, line 150). When the staff came back as a whole school after lockdown measures there was a wider understanding of the effect the Covid restriction had on the emotional development and well-being of both staff and pupils. This led to changes in the school policies to incorporate principles of Emotion Coaching, to support staff to change their approaches to pupils and towards staff well-being. This meant those already using Emotion Coaching and those trying to develop its use were no longer working against their previous existing behaviour policies where it felt that pupils were stuck in a “cycle of sanctions” (Connie, line 12). Staff were given the support and autonomy to respond to pupils in the moment and to make decisions about how they wanted to respond. Connie described a significant change to the attitudes and strategies used in her school which were previously hard to change but that Covid gave them the push they needed to change the whole school.

5.2.4.3 “Undoes all that good work” - Sarah (pg 90, line 58).

Both implicitly and explicitly all participants described the need for Emotion Coaching to be a whole school approach involving change at multiple levels. Sarah and Nicola in particular shared stories of

the implication of staff using Emotion Coaching in isolation and then young people going out of the classroom into punitive responses from staff which “undoes all that good work” (Sarah, pg 90, line 58). Secondary schools adapting to using Emotion Coaching is a journey, stories from all participants highlighted the difficulties of attempting to use Emotion Coaching in isolation or amongst a small number of specialist staff. Even individuals who felt that Emotion Coaching aligned with how they wanted to work felt restricted by the behaviour policies in place. Connie felt her school needed a complete reset and needed to update their policies to incorporate Emotion Coaching into them for staff to feel supported to change their way of responding to young people. It is challenging for teachers to use Emotion Coaching in isolation, it can also be challenging for all teachers to develop Emotion Coaching as an approach with young people. However, what could be a step in a different direction is to widen behaviour policies so that teachers can use approaches that suit their ways of responding which feel as equally valid and appropriate as others and so that staff who wish to use Emotion Coaching feel empowered to use that approach as they see fit without feeling like they are doing something wrong.

5.2.4.4 “Their time is really precious” – Nicola (pg 3, lines 43-44).

A storyline in Connie and Lucy’s stories was the explicit acknowledgment of the pressures on teaching staff, Nicola alluded to the staff pressures in terms of not wanting to waste the time of staff. Nicola wanted to make the most of staff training so that they knew it would be useful and developed her practice to be a role model for others so that she could support them (Nicola, lines 80-81). The pressures experienced by participants and that they were aware of in their colleagues were also linked with some staff resistance to changing their approaches. When staff are working in high-pressure environments it can be a challenge for staff to find the physical time and emotional capacity to reflect on their approach in school and be motivated to change the way they work which could have been their way of working for a very long time. Lucy felt that teachers in school who were newer to the profession were more open to exploring alternative ways of working with young

people whereas those who had been teaching many years were at times less willing to engage in the reflection and work needed to change to an Emotion Coaching approach (Lucy, pg 73, lines 609-614).

5.2.4.5 “Emotional baggage” – Lucy (pg 58, line 268).

Participants acknowledged the difficulties for staff with changing their approach, the time it takes to explore and implement a new approach, and how staff need to be aware of their emotional regulation to support pupils. Lucy explicitly referred to the focus on meta-emotion philosophy during Emotion Coaching training and how that helped remind herself to check on her and other teachers' emotions whilst supporting young people. Lucy's own emotions were something she reflected on during her stories and on reflection something she saw she could have done differently. Lucy talked about pupils deciding who would get their “emotional baggage” (Lucy, pg 58, line 268) and the impact that can have on the emotions of staff which could affect how they responded to that pupil. She talked about Emotion Coaching being a way of being more mindful. Teaching is a difficult job and it can be hard to know how to respond to young people when struggling with their feelings. Emotion Coaching has the potential to be a response that can be practised so that teachers can respond to the pupil in the moment in a way that accounts for their feelings at the time.

5.2.4.6 “Professional trust” – Connie (pg 147, line 373).

Nicola said teaching was about being “your best possible self” (Nicola, pg 35, line 581) which alludes to the difficulties in teaching with asking for help or needing support with some pupils. Connie explained the changing practice within her school due to developing Emotion Coaching, increased professional trust amongst the staff. She explained they felt their judgement of how to respond to pupils was respected and that if they needed support that was actively encouraged and available to them (Connie, pg146, lines 367-371). Relating to Covid, Connie felt the experiences with Covid meant staff had a better understanding of their well-being and were open to asking for support, as

well as understanding the need some pupils had for support. This change in attitude to support colleagues rather than monitor or judge them was significant to Connie and the changes that took place within the school. With staff being asked to change their approach and respond empathically to pupils through Emotion Coaching this change of approach could be made more difficult by staff not feeling that colleagues and managers are using a similar empathic approach with them. Connie's storyline around "professional trust" alludes to ideas of containment between teachers and their colleagues and empathy for the situations they are in with pupils. Dale and James (2013) found that containment was important for staff particularly for "unwelcome change". They talked about the anxiety that can come along with unwelcome and "radical departure from current practice" (pg 5) that could apply to the organisational change associated with the whole school development of Emotion Coaching. Connie's story implies that a whole school approach to developing Emotion Coaching, where empathy and containment are implicitly available for staff can support to bring about the organisational change needed.

5.3 What impact has the development of Emotion Coaching had on how participants see themselves in their roles?

5.3.1 The Emotion Coaching teacher

As part of their storylines and in their voices, participants felt Emotion Coaching aligned with how they wanted to be with pupils. A storyline in Connie's narrative was that before she explored Emotion Coaching she felt she was doing something wrong as a teacher, she felt that she wasn't wanting to teach in the same way as her colleagues. Through exploring Emotion Coaching she felt that she wasn't "doing it wrong" she was just teaching differently, using Emotion Coaching. All four participants talked about how Emotion Coaching was a challenge for some staff with there being some elements of Emotion Coaching which sat better with some than others. Lucy talked about how some teachers felt it "wasn't their job" and Sarah talked about staff seeing heightened emotion as

an opportunity for punitive measures rather than learning. The stories seemed to reflect the idea that there were different views of what a teacher looked like in a secondary school classroom, this view had an impact on how receptive some staff were to explore and adapt to Emotion Coaching as a different way of responding to pupils.

5.3.1.1 "It's not their job" – Lucy (pg 73, line 600).

For Connie and Sarah Emotion Coaching gave them an alternative way of working in a school which was evidence-based and validating, this empowered them to keep working in a way that aligned with them despite resistance. Even with this empowerment, there were times described by Sarah and Nicola when Emotion Coaching was more challenging to use. Storylines across the narratives allude to difficulty in mainstream secondary settings with making changes against the status quo of the expected way to be a secondary teacher and the expected responsibilities of a secondary teacher. These expectations seem to have an impact on the receptiveness of staff to reflect on their practice and make changes to this practice incorporating Emotion Coaching principles (Gilbert, 2017). For Lucy, this was something she found challenging to change and for some staff, it was about protecting the pupils from them rather than what seemed like a wasted effort to try and change their way of working. Multiple participants shared storylines of Emotion Coaching aligning with their preferred ways of working and talked of the difficulties of using Emotion Coaching alone in a school. Along with suggestions across other participant narratives, Lucy seemed to be suggesting that Emotion Coaching feels that it goes against what was expected of some staff as teachers. Some teachers just felt it wasn't their job to support pupils' emotional development or take an Emotion Coaching approach, possibly viewing this as an unwelcome change (Dale & James, 2013).

5.3.1.2 "You're just so wrong" – Connie (pg 139, lines 249-250).

The storylines of all participants included expressions of feeling different from other teachers in their schools. If there is this idea of what a secondary school teacher looks like then this might link to the

difficulty some secondary teachers have in changing their ways of working to incorporate approaches like Emotion Coaching. This links to the idea of the influence of a “teacher identity” in response to Emotion Coaching. Building on work by Gilbert (2017), around “emotional identities” and receptiveness influencing response to Emotion Coaching, there is the possibility of needing to consider an individual’s “professional” or “teacher” identity. An individual’s identity as a teacher is based on a range of factors; experiences as a pupil, as a teacher, being parented and parenting as well as other wider influencing factors through life. These build up to form a “teacher identity”; for some this is an identity which aligns with Emotion Coaching and for others, it does not. This “teacher identity” along with other factors suggested by Gilbert (2017) could be significant in supporting teachers to adopt Emotion Coaching. The acknowledgement that this could be a challenge for some teachers compared with others could be important to consider when working with secondary school teachers to use Emotion Coaching.

5.3.1.3 “Balance of power” – Sarah (pg 108, line 370).

A significant storyline for Sarah was the impact exploring Emotion Coaching had on her understanding of power in teacher-pupil relationships. Sarah reflected on the power in her relationships changing her view and understanding to feeling as though there should be a balance of power in these relationships (Sarah, pg 108, line 370). She alluded to the idea that previously and for other teachers, there was an intention of wanting power over pupils to manage behaviour in the classroom. Lucy talked about how in the classroom pupils don’t have any power or control over what happens, the teacher has control. This concept of power for Sarah led to the idea of and the need for trusting balanced relationships with pupils. This can then mean that young people are “secure, happy and safe” and would seek Sarah out for support when they needed it. Sarah also explained that Emotion Coaching helped with developing balanced relationships with parents. For Sarah, Emotion Coaching gave her the tools to build relationships with others where there was a balance of power that supported the other person within a situation where they could have felt threatened or

powerless. Sarah told a story of a parent feeling attuned to, empathised with, and validated when they were facing challenges in getting support for their child. Nicola also shared a story of using Emotion Coaching with parents where she didn't change anything for their child but she developed relationships and listened which seemed to calm and reassure the parent.

5.3.1.4 "At that point my priority is to help him" – Sarah (pg 96, lines 156-157).

Along with Sarah's changed perspective on the power within relationships, she also felt empowered to support her pupils in the way she felt they needed at the time. Through her narrative, a key plot point for Sarah was her understanding of the need to change priorities to support the emotional development of her pupils. Sarah described that in exploring Emotion Coaching she found herself changing to set her expectations based on where they were at when they entered the classroom. For some, the priority may have been to support them to calm using Emotion Coaching so that they were ready for their next lesson. Her understanding of Emotion Coaching gave her the confidence to support the pupil in the moment. Connie also described the understanding of Emotion Coaching empowering herself and the staff to support the pupil the way they felt was needed as the one working in the moment. Nicola, in her stories, talked about the need to support emotional regulation before expecting the pupil to focus on a learning task when they weren't ready for it. She adjusted expectations to the level of emotional regulation in the classroom. Emotion Coaching gave these participants the confidence to understand and meet their pupils' needs in the moment.

5.3.2 Teacher confidence with Emotion Coaching

Another storyline which seems connected to the concept of an Emotion Coaching teacher is that of the development of confidence in using the approach. Nicola and Sarah recounted that the more they used Emotion Coaching in their interactions with pupils, the more they saw the positive outcomes of using it, which made them feel confident to use it more. Gilbert (2017) identified something similar in describing the concept of a "positive feedback loop". Nicola particularly felt that

seeing positive results was empowering for her to continue with it. Despite the confidence participants felt with using Emotion Coaching, there was still some concern about whether they were using it appropriately. Nicola's latent voices seemed to echo the concerns she noticed in her colleagues that there was a conflict between using Emotion Coaching appropriately but imperfectly. Nicola and Sarah talked so confidently about using Emotion Coaching in their work however also shared storylines about times they didn't expect to use it or felt that they were using it imperfectly. Emotion Coaching is adaptable and Gilbert (2017) describes it as "*a way of being and a way of becoming*" pg 255, this means that it can be open to interpretation depending on the practitioner, their context, and the training and support they receive in the approach. With there being no one way to apply Emotion Coaching, this can be challenging for some practitioners who may feel more confident with behaviourist-based approaches that seem more specific and structured. Arguably the way that Emotion Coaching can be implemented is dependent on so many individual aspects that it can look different for everyone and make it hard to know if you are doing it "correctly", which some staff may struggle with.

5.3.2.1 "Strength of voice" – Connie (pg 140, line 254).

Lucy and Connie shared stories of the confidence the EP gave them in using Emotion Coaching in their schools. For Lucy, the EP was there to support what she felt was needed within her school and was someone respected by the wider staff. Connie explained that the EP gave her a "strength of voice" (Connie, pg 140, line 254), meaning that the EP gave her the evidence to explain to staff the potential of Emotion Coaching within their setting. It seemed to give her the confidence to work with young people, colleagues, and parents in the way that she wanted, knowing that there was an evidence base for Emotion Coaching. Nicola explained she was introduced to Emotion Coaching by the EP and then entered into further research into it to develop her practice. Nicola found that some staff took on Emotion Coaching very positively but there continued to be this concern about using it imperfectly. Sarah also explained that exploring Emotion Coaching for her and her LSAs was empowering, it gave them the evidence and validation that the way they were working was an

approach backed by evidence. Through the stories, there was a reference to the role of the EP which is something that could be built on further to support staff in using Emotion Coaching.

5.3.2.2 “Just really joyful” – Connie (pg 149, line 410).

Connie shared a storyline of how she felt entering an Ofsted inspection in light of the changes to school approaches including the implementation of Emotion Coaching. Connie shared that she felt confident about having Ofsted in school and to be sharing the school’s journey with them. Previously, Connie had felt railroaded into thinking she was “wrong” in how she wanted to teach and interact with pupils. There was a turning point in Connie’s story when she believed in the way they were working with their pupils and noticed the shift amongst pupils when the Ofsted inspectors visited. Connie described a sense of community, with pupils wanting to show their best selves and show the inspectors their best behaviour. She felt pupils were aware of how teachers cared for them and wanted to show that in return by showing the inspectors their school. She felt confident about the way they were supporting young people in their school, confidence that continued through the inspection. Ofsted can be another element of pressure schools are under and making changes to school practices can feel difficult, considering the potential call from Ofsted. Connie’s experience highlights what an inspection can feel like in a secondary school which has embraced and built on an Emotion Coaching approach.

5.4 How can the stories of teachers inform the work of Educational Psychologists?

5.4.1 Multiple understandings of Emotion Coaching

Through the participant’s narratives, there was evidence that there were multiple understandings of what Emotion Coaching is and how it fitted into their school contexts. As previously discussed, past experiences of parenting and teaching have the potential to influence teaching and the consideration of Emotion Coaching approaches in a teacher’s practice. Emotion

Coaching is a relational approach so all of an individual's relational experiences are likely to influence how they understand Emotion Coaching as an approach in secondary school. This has led to some participants and their colleagues understanding Emotion Coaching as an intervention done by particular staff, with specific pupils within a timetabled session out of class. Others understand it as an intervention and a way of responding in the moment to an individual's heightened emotion. As well as the view that Emotion Coaching should be embedded as a way of responding to individuals in the moment and attempts to use it as an out-of-class intervention could be seen as punitive. These multiple understandings have an impact on how staff respond to the approach being embedded in the school and therefore have implications for how EP's support schools to adopt the approach.

5.4.1.1 "It's another toolkit" – Lucy (pg 68, line 529).

Gilbert (2017) described Emotion Coaching as a technique and an approach, "a way of being and a way of becoming" pg 255. A technique used in the moment to support emotional regulation. Lucy described that it was difficult to implement Emotion Coaching in the secondary school due to the policies and practices in place, the views of teaching staff, the limitations of the timetable, and the limitations of the staff trained to deliver it. Lucy's view of Emotion Coaching was that of an intervention that then needed to fit in when and where it could. Lucy's stories of Emotion Coaching were of something that seem quite specific and quite fixed. Sarah and Nicola's stories incorporated Emotion Coaching as something flexible and possible for any member of staff to use in the moment. This alternative way of understanding Emotion Coaching influenced how they implemented the approach in their schools. These multiple understandings of what Emotion Coaching could be having a significant impact on how teachers and management feel that Emotion Coaching could fit into their secondary setting. It may need further exploration to include multiple models of implementation and embedding in the training of Emotion Coaching as well as considering how individuals feel about the changes (Dale & James, 2013).

5.4.2 Emotion Coaching as a relational approach, requiring a relational approach

EPs were mentioned in all participant stories. With the smallest input, the EP was the one who introduced the participant to Emotion Coaching, for Connie the EP gave her confidence and “strength of voice” to go against the status quo in her school and implement Emotion Coaching and other practices. For Lucy, the EP helped her to introduce Emotion Coaching to the school, who was someone outside of school staff who she felt other staff would listen to. This highlights the role that EPs can play in supporting schools to develop Emotion Coaching, however, an element of this is the relationship between staff and the EP. Relationships run throughout the narratives and come across as important for all participants, therefore the relationship the school has with the EP in introducing Emotion Coaching to them could be important and should be carefully considered.

5.4.2.1 “Having the Ed Psych come work with me” – Connie (pg 140, line 254).

Emotion Coaching is a relational approach and is a style of interacting within relationships which is influenced by relationships. It would therefore follow that Emotion Coaching practice by staff needs to be developed and embedded through relationships as well. All participants mentioned the role of the EP in their Emotion Coaching journey and it seems that the EP was key in supporting staff to reflect and change their practices to incorporate Emotion Coaching. Each practitioner will go on a unique journey with Emotion Coaching, and those involved must understand that it is a journey. For some staff, it can involve having current styles and ways of working validated and fostered. This has the potential to create confirmation bias, with those who believe in Emotion Coaching being the ones to introduce it and support its development. This can then make it difficult for Emotion Coaching believers to understand the perspectives of others and that it can be difficult for those who don't feel aligned with it. Understandably, as mentioned by Lucy, they may feel their way of teaching is being criticised or assessed. For some the journey towards Emotion Coaching can involve reflecting on their way of working, the parenting they experienced and that they are using with their

children, as well as reflecting on their work with pupils across their careers. As discussed previously it can be difficult for teachers to ask for help when they need it and so being encouraged to change their approach could be quite intimidating.

For some individuals the journey to using Emotion Coaching is short, it is something they feel is familiar, that they feel connected to and could be a journey that keeps them in the same community they have always been. For others, the journey to Emotion Coaching can be long and arduous, it can be something that takes them miles from how they would have responded and can feel like they are being dropped in a foreign land where they don't speak the language. This can be additionally challenging and intimidating when it feels that others pick up this new language so easily or are already speaking it. The journey that could be experienced by staff is something that school senior leaders, individual staff and EPs need to be aware of as it can have a significant impact on how the approach is embedded and the support given to do so.

Participants' stories in this research give evidence to the view that Emotion Coaching practices are helpful in secondary school settings and that the journey one may go through for the approach to be implemented is worthwhile. However, the personal perspectives they shared through what they said and the voices they used, highlighted the difficulty some staff can go through in adjusting their response, the changes individuals might need to explore or face up to through the journey, and the potential for support that staff need particularly in secondary settings.

Chapter 6

6.1 Research Strengths

In considering the strengths of this research it seems prudent to return to Tracy's (2010) criteria for qualitative research. Throughout the research process I was reflexive, I gathered my thoughts after each interview and through the analysis in a research diary and I included reflective boxes to share these reflections throughout the thesis to highlight this reflective and reflexive thinking. These reflections actively supported me to adjust my research particularly in terms of carrying out the interviews and working through the analysis using the Listening Guide. Throughout, I was aware of my motives and therefore the influences I had on my participants and the analysis carried out, so I feel that I have completed this research meeting the criteria of sincerity to the best of my ability.

As in the Discussion, there were stories shared about Emotion Coaching that I was not aware of and had not been included in previous research. It also contributes something to EP support around implementing Emotion Coaching in schools that was not already included in training or implementation planning. The narratives shared will certainly impact how I explain Emotion Coaching to secondary staff and how I support those staff to implement its practice in secondary settings so I think it has been a worthy topic to explore and has yielded a significant contribution that could impact my and other EPs work.

6.2 Research Limitations

6.2.1 Methodological Limitations

The narratives of the participants were co-constructed through the interviews and correspondence with the participants. This research was done within a social constructionist paradigm and so the influence of the researcher is acknowledged. If another individual carried out this research even with the same participants it is possible that the stories and narratives would

have been different. As discussed in the introduction the positioning of the researcher will have had an impact on the narratives so they have to be understood as a co-construction. I will have influenced the kind of stories they shared because of how I feel about Emotion Coaching and their positive experiences with Emotion Coaching likely influenced their willingness to participate. Not only did my positioning influence the socially constructed narratives within the interviews but my views will also have influenced the analysis, how I applied the Listening Guide and the voices that I noticed and chose to focus on. Another researcher again may have applied the Listening Guide and noticed very different voices and plot-lines.

6.2.2 Participant considerations

The intention of this research was to explore experiences of classroom teachers. As described above in the Methodology, I did struggle to recruit secondary classroom teachers. The participants who did take part not only had experience as classroom teachers, but they were also involved in the implementation of Emotion Coaching across the school through assistant headteacher roles or as part of SENDCo work. Three of the four participants were TEPs at the time of interviews rather than still working within schools. This could have had a big influence on what they chose to share and how they had reflected on their experiences. The participants that I was able to recruit not being fully in the roles as I had hoped could influence the research resonance; I was hoping to share the experiences of classroom teachers who would have a unique experience of using Emotion Coaching in their classrooms. The participants who were willing to participate were classroom teachers at different points, but weren't at the time of the interview. This means there were other factors at play that could have influenced their narratives. Their stories were still extremely valuable and have added a lot to the growing research into Emotion Coaching but I think there are still, to some extent, the experiences needed of secondary class teachers.

6.2.3 Reflexive consideration of positionality

Not only have I highlighted the journey of teachers with Emotion Coaching but I have gone on my own journey through this research with Emotion Coaching and a journey as a researcher. When I found out about Emotion Coaching for the first time, I was very much affected by it, I reflected on my experiences as a teacher, the times I had used something similar to the approach and the times when I had been so far removed from it as an approach that I felt negative about my experiences. Hearing about Emotion Coaching I was drawn into the theory, the neuropsychology applied and the potential it had for an approach in schools. I think that I was hoping for the participants in this research to have gone on this same journey. What I noticed and had to reflect on during the interviews and analysis was the different views of others and their understanding of Emotion Coaching and how it could be used in schools. With this reflection I could understand and keep check of my own views around Emotion Coaching and attempt to stay true to the experiences of my participants and those they talked about. Exploring the neuroessentialist view made me critique what I had assumed in my initial explorations of Emotion Coaching.

From the outcomes of this research, I think I better understand what the barriers are for some staff in using Emotion Coaching and can adapt my practice to support them in the way they need to be supported, through their individual journeys. I feel that now I can see the underlying theory of Emotion Coaching such as the neuropsychology, and I do think the biological basis can be useful perspectives and can be helpful for staff to understand the needs of their pupils better. However, I understand that this needs to be seen in a wider context of the other influencing theory and needs to be included in work with school staff with caution so that I am not perpetuating neuroessentialism. I was drawn to exploring Emotion Coaching for my thesis as I felt connected to the approach, this research journey has highlighted to me where I might have biases to the approach and through that reflection allowed me to be more aware of this position and apply more criticality in my recommendations to others.

6.3 Suggestions for future research

As mentioned above I think there is still somewhat of a gap missing of secondary school class teacher's views and experiences with Emotion Coaching, therefore an avenue for further research would be gathering the experiences of classroom teachers who were not involved in the implementation of Emotion Coaching as an approach across school. In line with this, it would be interesting to gather the views of teachers who may not feel fully comfortable with Emotion Coaching or may not have found it a simple approach to take on. Due to the nature of the participants willing to take part they may have seen Emotion Coaching positively and therefore shared positive narratives about its adoption and development in their own practice. It would be interesting to gather the views of teachers who may have struggled to understand or felt in conflict with Emotion Coaching as an approach in secondary schools.

Emotion Coaching in secondary schools and other settings is still relatively recent in the implementation. It would therefore be interesting to explore the views of school staff a few more years into their journey with implementing Emotion Coaching. It can be challenging to change the practices of school staff and it can often be driven by only a couple of individuals in a school. It can take time for other staff to understand the approach and for things like school policies to be adjusted to incorporate the principles of Emotion Coaching. Following on from this, it would be interesting to see the impact of implementation of Emotion Coaching after a few years both on staff and their pupils.

6.4 Conclusions

This thesis contributes to existing research by using qualitative methods to explore secondary school teacher's experiences of Emotion Coaching in their setting. It adds a new perspective to how EPs can support schools and teachers through their individual journeys of developing Emotion Coaching as

part of their practice. Through research into other studies I believe it is unique in the use of the Listening Guide to explore the experiences of teachers in using Emotion Coaching in secondary school settings. Participant stories shared their unique stories through their Emotion Coaching journeys and the method of analysis worked well to go on to link the intertwined plot lines of their stories with the research questions.

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Appendices

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Appendix 7 – Connie’s I Poem

Appendix 1 Ethics Approval Letter



Downloaded: 19/05/2022
Approved: 18/05/2022

Emma Smith
Registration number: 200112633
School of Education
Programme: DEdCPsy Doctor of Educational and Child Psychology

Dear Emma

PROJECT TITLE: Secondary School Subject Teachers Experiences of using Emotion Coaching in their work
APPLICATION: Reference Number 045254

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 18/05/2022 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 045254 (form submission date: 06/05/2022); (expected project end date: 31/08/2023).
- Participant information sheet 1104309 version 2 (06/05/2022).
- Participant consent form 1104311 version 1 (04/04/2022).

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

Katherine Runswick-Cole
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.6710661/file/GRIIPPolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Appendix 2A – Poster advertising research



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Research Opportunity

**Are you a Secondary School teacher who uses
Emotion Coaching in your work?**

**Would you be interested in sharing your
experiences?**



Who am I?

I am a Year 3 Trainee Educational Psychologist at the
University of Sheffield looking to explore

Who can participate?

Secondary School teachers who have attended some form
of Emotion Coaching training Prior to April 2022

What will you have to do?

Take part in an online call for around an hour, where you
can share your experiences of using Emotion Coaching;
what is working well and what have been the challenges.

How do you sign up?

Read the attached participant information sheet and click
on the google form

<https://forms.gle/LmNLhzh2kMNH6J678>

Thank you very much for reading my post
I look forward to hearing from you soon

Appendix 2B - Participant Information Sheet

Research Information: Emotion Coaching in Secondary Schools

Are you a secondary school teacher who has participated in Emotion Coaching training prior to April 2022?

Would you be interested in sharing your experiences of developing Emotion Coaching practices in your school? If so please read through this information sheet carefully and take your time to decide whether or not to take part.

Author

Emma Smith – Year 3 Trainee Educational Psychologist at the University of Sheffield

Affiliations

This research is being undertaken as part of the requirements of the Doctorate in Educational and Child Psychology course at the University of Sheffield.

I am at present on placement in the Educational Psychology Team for Bradford Council.

1. Introduction

This research aims to explore experiences of secondary school subject teachers who are in schools developing Emotion Coaching as a technique to work with their pupils. I am keen to explore experiences of how Emotion coaching is being used in your practice and your school. The intention of this research is to interview 3-4 teachers about their experiences.

Please read through this information sheet and if you would like to take part, or have any further questions, please contact me through the Google Expression of Interest form through the link at the bottom of this information sheet or in the email you received about this study. It is entirely up to you as to whether you decide to take part and if you do not wish to be involved, then please disregard this information sheet.

2. Your Involvement

If you choose to take part and complete the expression of interest then I will contact you to complete a consent form and to arrange an interview. You will have the option of a face to face, phone or video discussion that will take about an hour. In order to enable accurate analysis these discussions will be recorded and transcribed. Your recording will not be used for any other purpose, and the original recordings will be destroyed.

The interview will involve an open discussion about your experiences of using Emotion Coaching, what has gone well, what has been challenging, what factors have helped or hindered and any other elements about Emotion Coaching that you would like to bring into the discussion.

After I have completed the initial stage of analysis you will also be invited to a follow-up discussion of up to an hour for additional clarification and a chance to ask any further questions.

3. Analysis

I will transcribe and anonymise the interview and I will analyse using the Listening Guide which is a process of analysis to explore what is shared during the interview and identify themes.

The second stage of analysis involves creating I Poems, this will be a collection of all 'I' statements that are made during the interview. This will link together the phrases you used about yourself and how you talked about your experiences of Emotion Coaching. I will share your I Poem with you in a follow up meeting post interview.

I will then compose an analysis which links your story to the research questions.

4. Possible risks of taking part

I understand that it can be anxiety provoking to discuss and reflect on your work. I would like to reassure you that this research is not an analysis of your ways of working, but a chance to explore how emotion coaching works, or doesn't work, for you in your school.

Your involvement will not be identifiable or known to anyone other than myself. All data will be anonymised with any identifying information removed or anonymised. It is also up to you how much you choose to share during the discussion.

If you change your mind at any point for any reason, you can withdraw your data up to and including 10 days after the interview. After that point your interview will be transcribed and anonymised.

5. Benefits of taking part

I hope that through the interview you will have the opportunity to reflect on your work in a safe space and consider the experiences you have had with developing and using Emotion Coaching.

I also hope that the experiences you share can contribute to how Educational Psychologists support schools to develop Emotion Coaching. This could influence how it is presented to secondary schools, the training and any follow-up support that might help staff.



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6. Confidentiality

All the information that I collect about you during the course of the research will be kept strictly confidential and will only be accessible to members of the research team. You will have the option to pick your own pseudonym, if not, one will be assigned to you. You will not be able to be identified in any reports or publications unless you have given your explicit consent for this. If you agree to us sharing the information you provide with other researchers (e.g. by making it available in a data archive) then your personal details will not be included.

There is a limitation to confidentiality, if through any of the information you share during interview I have concerns about harm to yourself or others I may have to follow safeguarding procedures. If you are concerned about any safeguarding issues then there are details of who to contact in the **10 Concerns and Complaints** section of this information sheet.

7. Data processing

According to data protection legislation, we are required to inform you that the legal basis we are applying in order to process your personal data is that 'processing is necessary for the performance of a task carried out in the public interest' (Article 6(1)(e)). Further information can be found in the University's Privacy Notice <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>

Your personal data will be securely stored in University of Sheffield secure drives. consent form details will be stored separately to your interview data and will not be linked. Data will be stored anonymously until the end of the research project, all personal information will be deleted on or before 31st August 2023.

8. Data controller and right to withdraw

The University of Sheffield will act as Data Controller for this study. This means that the university is responsible for looking after your information and using it properly.

I will only use your data and information for the reasons already mentioned to fulfil the aims of the research. Due to the nature of this research it is possible that other researchers may find the anonymised transcripts useful in answering future research questions. We will ask for your explicit consent for your data to be shared in this way

You will be able to withdraw from the study and thus withdraw you data up to 10 days after the interview. After this point your data will be anonymised and any personal data will no longer be linked to your interview data. All personal data will be deleted on or before 31st August 2023.

9. Ethical review

This project has been ethically approved via the University of Sheffield's Ethics Review Procedure, as administered by the School of Education. The University's Research Ethics Committee monitors the application and delivery of the University's Ethics Review Procedure across the University.

10. Concerns or complaints

If you are dissatisfied with any aspect of the research and wish to make a complaint, please contact Dr Tony Williams; anthony.williams@sheffield.ac.uk in the first instance. If you feel your complaint has not been handled in a satisfactory way you can contact the Head of the Department, Professor Rebecca Lawthom; r.lawthom@sheffield.ac.uk. If the complaint relates to how your personal data has been handled, you can find information about how to raise a complaint in the University's Privacy Notice: <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.

If you wish to make a report of a concern or incident relating to potential exploitation, abuse or harm resulting from your involvement in this project, please contact the project's Designated Safeguarding Contact Dr Tony Williams; anthony.williams@sheffield.ac.uk. If the concern or incident relates to the Designated Safeguarding Contact, or if you feel a report you have made to this Contact has not been handled in a satisfactory way, please contact the Head of the Department, Professor Rebecca Lawthom; r.lawthom@sheffield.ac.uk and/or the University's Research Ethics & Integrity Manager (Lindsay Unwin; l.v.unwin@sheffield.ac.uk).

Next steps

If you are interested in finding out more about taking part or if you have any questions you would like to discuss before agreeing to take part please complete the Expression of Interest form through this link - <https://forms.gle/LmNLhzh2kMNH6J678>

If you decide to complete the Expression of Interest form indicating you have questions then I will get in touch to discuss the research further.

If you decide to complete the Expression of Interest form indicating you would like to take part I will get in touch to share a google consent form for you to complete. Once submitted you will receive a copy of your consent form and I will contact you to arrange an interview.

If you are not interested in taking part then thank you for reading this information sheet, there is nothing further you need to do.

Thank you very much for taking the time to read this information sheet and considering taking part in my research.



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Appendix 2C – Expression of Interest Google Form

Participant Expression of interest

You have followed this link as you have received some information about my research into Emotion Coaching in secondary school.

Please read and complete the responses and I will get in touch as soon as I can.

1. Email *

2. Name

3. Please read the following options and indicate what best suits your level of interest

Tick all that apply.

	Column 1
I have read the information sheet and have no additional questions, I would like to take part in the research	<input type="checkbox"/>
I have read the information sheet and have more questions I would like to discuss before agreeing to take part	<input type="checkbox"/>
I have not yet read the information sheet and would like to be sent a copy	<input type="checkbox"/>

4. When did you attend Emotion Coaching training?

5. Electronic Consent

Tick all that apply.

By checking this box I consent to the researcher Emma Smith using my details to contact me regarding this research

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Google Forms

Appendix 2D - Participant Consent Form

Participant Consent Form

Secondary School Teacher's Experiences of Emotion Coaching

***Required**

1. Email *

Taking Part in the Project

2. I have read and understood the project information sheet sent with this consent form link or the project has been fully explained to me. (If you will answer No to this question please do not proceed with this consent form until you are fully aware of what your participation in the project will mean.) *

Mark only one oval. Yes No

3. I have been given the opportunity to ask questions about the project and I am satisfied with the answers. *

Mark only one oval. Yes No

4. I agree to take part in the project. I understand that taking part in the project will include a face to face, video or telephone interview about my experiences of Emotion Coaching. *

Mark only one oval.

- Yes
 No

5. I agree for my interview to be recorded (audio and/or video). *

Mark only one oval.

- Yes
 No

6. I understand that by choosing to participate as a volunteer in this research, this does not create a legally binding agreement nor is it intended to create an employment relationship with the University of Sheffield. *

Mark only one oval.

- Yes
 No

7. I understand that my taking part is voluntary and that I can withdraw my data from the study before up until my I Poem has been shared with me; I do not have to give any reasons for why I no longer want to take part and there will be no adverse consequences if I choose to withdraw. *

Mark only one oval.

- Yes
 No

How my information will be used during and after the project

12. I give permission for this signed consent form and original video/audio recordings to be retained in a secure U: drive until the end of March 2021 upon which they will be deleted. I understand that a transcript of my interview in which all identifying information has been removed will be retained for until the end of March 2021. *

Mark only one oval.

- Yes
 No

So that the information you provide can be used legally by the researchers

13. I agree to assign the copyright I hold in any materials generated as part of this project to The University of Sheffield. *

Mark only one oval.

- Yes
 No

14. Name of participant *

15. Signature (please type full name) *

16. Electronic agreement

Tick all that apply.

- I agree by ticking this box and submitting this form that I am electronically signing to show that I agree to all other aspects responded to in this form and I consent to the researcher using my email address to contact me in relation to participating in this research

8. I understand my personal details such as name and email address etc. will not be revealed to people outside the project. *

Mark only one oval.

- Yes
 No

9. I understand and agree that my words may be quoted in publications, reports, web pages, and other research outputs. I understand that I will not be named in these outputs. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about. *

Mark only one oval.

- Yes
 No

10. I understand and agree that other authorised researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form. *

Mark only one oval.

- Yes
 No

11. I understand and agree that other authorised researchers may use my data in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form. *

Mark only one oval.

- Yes
 No

17. Date *

Example: 7 January 2019

Project contact details for further information:

Emma Smith (Researcher) - esm1h19@sheffield.ac.uk
Dr Antony Williams (Supervisor)

University of Sheffield
The University of Sheffield
Western Bank
Sheffield
S10 2TN
UK

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Google Forms

Appendix 2E – Potential Interview Questions sent to participants prior to interview.

Tell me about your journey with Emotion Coaching.
What did you think when you first heard of Emotion Coaching?
What thoughts did you have during and after the Emotion Coaching training you attended?
Can you tell me about a time that Emotion Coaching has been particularly helpful?
Is there a time where it's been difficult to use Emotion Coaching?
Have you had any turning points in your experiences with Emotion Coaching?
What has influenced your use of Emotion Coaching?
What are your next steps in developing Emotion Coaching?

Appendix 2F – Participant Debrief Sheet

Research Debrief: Emotion Coaching in Secondary Schools

Thank you for taking part in my research.
This is to explain the next steps and to highlight any sources of support you may need to access.

Authors

Emma Smith – Year 2 Trainee Educational Psychologist at the University of Sheffield

Affiliations

This research is being carried out as part of my course requirements for the Doctorate in Educational and Child Psychology training course at the University of Sheffield.

I am also currently on placement in the Educational Psychology Team for Bradford Council.

Next Steps

Following on from your interview I will transcribe the recordings and anonymise any details.

I will then identify any 'I' statements from your interview and collect them to create an 'I' Poem. After this has been completed I will arrange a follow up meeting with you to share the I Poem, collect any additional thoughts you may have, give you an opportunity to ask any further questions and to check in on how you found the process.

Any questions?

If you have any questions after the interview please do get in touch and I will be happy to answer them or talk through any concerns.
esmith19@sheffield.ac.uk

Right to withdraw

You have the right to withdraw from the research for up to 10 days after the interview.
You can do this without having to explain your reasons, you just need to notify me that you wish to withdraw from the research.

Other contacts for support

If you have any concerns that have come up since participating in the interview, please get in contact with me through my email address. If you feel like you need someone else to talk to then please get in touch with Education Support who provide an emotional support helpline specifically for teachers; 08000 562 562, <https://www.educationsupport.org.uk/>

Concerns or complaints

If you are dissatisfied with any aspect of the research and wish to make a complaint, please contact Dr Anthony Williams; anthony.williams@sheffield.ac.uk in the first instance. If you feel your complaint has not been handled in a satisfactory way you can contact the Head of the Department, Professor Rebecca Lawthom; r.lawthom@sheffield.ac.uk.

Concerns or complaints

If you wish to make a report of a concern or incident relating to potential exploitation, abuse or harm resulting from your involvement in this project, please contact the project's Designated Safeguarding Contact Dr Anthony Williams; anthony.williams@sheffield.ac.uk. If the concern or incident relates to the Designated Safeguarding Contact, or if you feel a report you have made to this Contact has not been handled in a satisfactory way, please contact the Head of the Department, Professor Rebecca Lawthom; r.lawthom@sheffield.ac.uk and/or the University's Research Ethics & Integrity Manager (Lindsay Unwin; L.v.unwin@sheffield.ac.uk).

Concerns about data handling

If the complaint relates to how your personal data has been handled, you can find information about how to raise a complaint in the University's Privacy Notice: <https://www.sheffield.ac.uk/govern/data-protection/privacy/general>.



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Thank you

Thank you once again for taking part, I will be in contact to share your I Poem, any questions or concerns please do not hesitate to get in touch - esmith19@sheffield.ac.uk

Appendix 3 – Transcript Details and annotation key

Details of the Analytic Strategy described in Table 4

Step 1 – Highlighting parts of the plot, anything that elicited emotional resonance, repeated words, phrases and images, information and comments that “jump out”, contradictions, omissions and revisions. During the listenings comments were made noticing links, phrases or interest that were referred to in the analysis and discussion as was relevant. Different coloured highlighter was used as similar topics, plot lines or any of the above was noticed.

Step 2 – I Statements highlight in light blue

Step 3 – Phrases or changes to expression, tone, emphasis noted in boxes with related line numbers.

Throughout the transcripts and included in I Poems are notations to indicate parts of the interview: bracketed full stops (.) or numbers (3) indicate a pause with the number showing the length of seconds in the pause (3) indicates 3 seconds pause in speaking. Double brackets around a phrase indicate a physical action or response, e.g. ((laughing)) means the participant laughed whilst speaking. Words contained in [] indicate the participant saying those whilst the researcher was speaking.

Additional annotations include: Emotion Coaching (E C), R in a circle = Relationships, T in a circle = Teacher

Appendices for Nicola

Appendix 4 – Nicola's I Poem

let me see

I think

I heard

maybe I'd heard of it

I was doing an NPQ SL

I'd noticed

I'll try and shorten

I was an English teacher

I noticed

so I had

first time I heard

I mentioned

I didn't do

I started researching

I bought the main textbook

I think

first time I heard

When I first started

I think

more I learned

more effective I thought

I had I had

I felt like

I had to deliver

I was like

me I need to really know

I think

I mentioned

I'm not sure

what did I think

to me it made sense

I think

I could see

once I got to know

I think

I was really conscious

I knew

I had very little time

I (.) did

I can't remember

if I did

so I only had

first hour I shared

I err I had less

I had less

umm (5) I don't

more I read

more I read

I wondered why

I wondered why

what I

when I was explaining

I knew I had

as I know as

if I'm looking at loads

I'm never going to use them

I'll resent my time

I think what

I did like

so I could say

I think

I don't know

if I've answered

I think

I I I would have

when I properly learned

I would catch myself

I had to become

I was doing

when I was doing

I'd start with

I would say

So for me

when I use

what I did

So I noticed myself

sometimes I'd have to skip

I got in the habit

I think

I might have used it

And I also might

because I was training

I was more conscious

I had to report

staff I actually noticed

before I would

maybe I'm just

I have a good relationship

I know a particular

I've had to

I managed to

I think

then I could say

then I could recognise

Okay I did

I need to go

So I think

yeah my practice

I don't the consciousness

reinforced me

I was like

I know I'm using

I know

I'm gonna keep doing it

I can talk

where I would

I can see

so I was like

I was like

I know

before I might

I might have

I didn't

I wouldn't have

I don't I

I don't know

I had the same class

I loved them

I know

my favourite

my last class

I was like

I kind of like

I was a bit worried

I tried to ignore it

so I kind of

I was like

I'm gonna try

I show them

I care

I want us to

so I at the start

I was like

I've so loved

I've noticed

I would hate

I'd like

I don't know

again I don't know

if I'm answering

I kind of prefer

I don't have

I have

I would acknowledge

if I'm noticing

I might say

oh I can see

I see

I'm asking more

my A-levels were angels

I would just

I would comment on the feeling

I s I gu maybe

I can see none

I might be like

oh I could see

I would be

I would say

I can see

I completely get it

I was going

I think it had

I think especially

boy I mentioned

I've worked a lot

yeah I guess

I've kind of

I think it

I was like

I was like

I didn't want to

I wanted him to be validated

then I would

I have endless examples

I know you

I couldn't

I'm like

I observed

I think

I know

asking me as an individual

I think

I did focus groups

I can relate

(.) I think

actually I saw as adaptive

I was like

I'm validating

now I'm doing

it's only me

I don't have

I can't give them

I'll come

I can see

I see them I'm like

I like I want

I would say

I'm like

I was

I I've seen

what I expect

I mean

I would

I'd sit

and I would say

I would sit

I can

I don't know

I mean

I think

I was one of few

I think

I would use

I've noticed

I'm not seeing

so I know

I can see

what I observed

I know

I'm like

my training

I had to

I got a bit

surveys that I did

I don't know

I can think of

what I think

I think

I had to give a caution

when I was doing

if I had done

I think

I think

I think

I think(.)

I was kind of

I presented

I mean

time I was leaving

I did that

I left job

when I left people

I was there four years

I think

I think

I think

I think

if I'd had more

I would have put

I don't know

I give them

I gave them

I was like

So I think

I think

I don't know

I had that

but I so

so I don't know

because I had

so I will always

the way I want to be treated

I use it with my boyfriend ((laughing))

I feel like

like I was

I knew

I knew that

I think

and I'd be like

I can absolutely

they'd call me

I had not promised

I had not

I'd listened

I'm with you(.)

I agree

I probably

I know

I can't say that

I just have to

obviously I don't have

I don't want

give me a different

I don't know

ask me to magically

maybe I was less patient

I was kind of like

I can't take away

I don't think so

well I mean

I wish

with me

later I realised

I wish

I'd done it

way I got introduced

professional I trusted

so I was

I trust it

I looked into it

I was like this

I'm a year 1 TEP

I was kind of (.)

I was talking

example I gave

I'm just naming it

I do have

I'm in

I mean like

I think

main one I know

I'm not trained

yeah I don't have

I think (.)

I included

I had experience

I know it works

I'd be open

honest I'm gonna

I don't know

8) I think (6)

I think

I would probably

like I trained

then I moved

I probably taught

I so I kind of

so I think

I would say

like I mentioned

makes me (2) wonder

I don't know()

because I think that (.)

I just wonder

maybe I've

maybe I've read too

where I found

that I was

(.)I think it

I wonder why

I don't know

I just wondering

pressure on me

when I

before I heard

I was like

how am I going

when I did it

I kind

I wouldn't take

so I kind of

I believed

seeing it myself

I kind of

I don't know

I think in(.)

I did the

I was like

how am I going

how am I going

I'm like

I don't know

I think there

as I was like

I feel like

I'm doing it

I believe in it

I'm doing it

I know it works

I know it's okay

then I can go back

I really enjoyed

I could have

I don't like

I I believe in it

before I started

I don't get it

Like im not going

I mean ((laughing))

I think

I always have

I've given

I can see

I now have

I know the

I have to

I've spent

I know

I mean

I (.) have

I mean

what I mean

I'll give sanctions

I've been building

I'll get them

Im using

I don't think

Appendices for Lucy

Appendix 5 – Lucy's I Poem

I've I've always

since I qualified

when I was 19

in all my studies

I worked in

my first experience

when I qualified

I had an educational psychologist

my team

I think

I was a SENCO

so I thought

I can say

till I'm blue

refreshes you

so I found it

I think i

I've had myself

I had to

or myself

I'd I'd obviously

I just think

I think

I was there

I was there

I think

when I used to

I I always offered

what I did

I used to go

I was part

put me in

I had

put me in

I think

I think

my reactions

I'm one person

so I was

I'm not going to lie

with me

I'd be included

I think

I think

I'll be with you

I can see

I'll be with

helping me

take myself

I think

I think

I think

I always try

what I did

so I (.) as a SENCo

I had to

I would

when I decided

I might have

I've said

without me thinking

I've had

I was

I was

I was the one

I felt so bad,

I was like

Oh my goodness me

what have I done

I I was

what did I do

have I really

I had no

earlier on in my

I didn't

I didn't

my reaction

I'd lost my temper

I just felt

I just thought

maybe I should have

I mean

I had to try

So I knew

I'd reported

knew me

I went

I went

so I went

I tried to

I just said I'm really sorry

I was saying

I'm really sorry

I can't let you

I don't know

I went into

I'd always

for me I it

shock for me

I was like okay

I was obviously a SENCO

I usually got them

so I would try

umm I used

I'd just try

if I could

I'd get them

so I used

if I've got

And I would try

I would

if I if I knew it

for me I maybe

want me to go and get

so I think

I think

I think

I think

I think

I think

I think

I think

I think(.)

I did some

what I mean

my office

can I change

what could I do to

i've just spoken

I've given you

I noticed

I think

I would

Yeah I think it

I think

I think(.)

because I had

I would

I can only see

what I see

I'm in there

knew I was coming

I saw

I think(2)

think

I used to

I used to

I always had

I'd know I knew

I think

I think(.)

if I'd asked

I think(.)

it's not me

I am

I think

I mean I'm not even

I feel sorry

I would

I can empathise

I've been there

I've done the wrong thing

I had to help

I can see

I can see

I can see

anything I can do

I can

I think

so I could

I could instantly see

I didn't know

I'd always know if I didn't know

bought them to me

I may have been in

I would always

I'd go to

so I would

so I'd just refer them

say I think

I would say

I think

so I think

I would try to

I think

I think

So I think

I'll

I think it's

[I think] I think

I would do as as

I was a SENCO

I would

no I think

think myself

I just think

for me

my relationship

cos I think

I think

I think

I think

so I think

like I said

it was me

Appendices for Sarah

Appendix 6 – Sarah's I Poem

I think

when I decided to be a SENCO

I started training as a SENCO

I thought

I already do

I already do

I think

why I became

I guess

before I became a SENCo

I was always that teacher

concerned me

concerned me

so I think

opened my eyes

made me realise

when I became

I think

for me and myself(.)

I have autism

I'd often

when I was really

once I qualified

I did that role

focus for me

that to me

what I would

I became(.

I was assistant head

I could move

myself in

my daily interaction

my team

now I can affect

now I'm a trainee!((laughing))

I could

I think initially

I think

me attempting to

where I would

I think

my experience

when I've had

that I feel like

I have

I've had occasions

I'm trying

and I'll gi

I'll try

that I worked with

I do a lot

I've always done

so I know

when I was

im going

I'm veering off

I'll work my way back

I thought

I bet

okay I can

I can see

I can see

I understand

I knew

so I had

I said I'm gonna sit

I'll chat to you a

who I am

I suppose

I had a young man

my English

and I know

I initially

I got to him

I said

I can see

when I sort of

tell me

so I I can really appreciate

so I tell you what

now I'd known

and I know

if I didn't do that

I can

what do I actually need

I think

with me

I was happy

enough for me

I think

I felt it

I think

in my experience

I can use

in my in my classroom

I wouldn't be

stood out to me

big draw for me

I don't feel like

I think

appeals to me

I liked

that I was trained

emotion coaching to me

I'd seen prior

outside of my own experience

I'd seen

I'm trying

spoke to me

I think

my training

emotion coaching to me

so I was introducing

because I feel

so I think

similar to me

I feel like

I think

I'm just going to

when I became

that I would

but I had to really

I had to

I had to

and I had to

that I was working

but I I would

I think

I think once

I was able

I think

I think

for myself

I'm here to teach

I'm here to teach

changed my approach

not that I didn't care

my teaching

I think

if I'm being honest

my own interactions

I think

something I have to do

I think

appealed to me

affected my teaching

I do have to think

what I say before

my mouth

how I interact

affect my teaching

I was doing

I think the biggest impact

on my teaching

for me

with my pupils

what I mean

because I don't feel t

what I've believe

I've been using

I think

I think power

I think for me

actually I don't have

do I want power

what I'm gonna

taught me

towards me

I've actually thought

how can I create a balance

my classroom

when I trained

I think

I think

or I might describe

I suppose

me and my pupils

speak to me(

that my students

seek me out

trust me

on my relationship

my students

I think

I can definitely see

my classroom

what I call

space with me

with me

my responses

I've got got two I'll give you two

I'll tell you why

I didn't

my own fault

I've probably I probably should

when I was

I had(.)

I think it

obviously I had

I remember

I just was not

I didn't catch

I er I didn't expect it

I think I'd I'd fallen too

I wasn't expecting

I think it

I I kind of

I'm just gonna

I had to go

I said right

I'm not coming out to tell you off

want to tell me

I just listened

I said yeah I can I can appreciate that

I said I know

know I don't want

I said

I could understand

while I was trying

I basically told her

I could see she

I had to guard

option for me

tell me

I just I just think

I'll tell you

I will always

I still remember

I'll always

I know

I know

If I had dealt with

accept my help

I thought I probably

I don't care who

I got

I completely

so I spent

I remember

I remember

I was the SENCO

I was all ready

my frame of mind

I prefer

in my mind that I was gonna need

panic from me

not to show it on my face

so I took the decision

I was SENCO

I had lots of

I could pull

I think

I gave examples

I didn't expect it

I didn't expect

I didn't expect

I hadn't been

I wasn't used to

most of my experience

that I'd struggled

why I drew

as I kind of realised

I don't need to give her advice

I need to listen to her

I need to

I don't need

what I learned from

what I was saying

I had to adapt

how I delivered

I worked at

before I became

where I kind of

helped me to

that I worked with

that I ended up being

I would come down

I would just

say I can see

I'm gonna

I know

I can tell

I talk to everybody

parent and I

I explained

until I left

I don't think

I think

I think

Appendices for Connie

Appendix 7 – Connie's I Poem

umm we(.) my responsibility

I sort of took

I could see

I remember

I was teaching

I had a child

I'm an English teacher

everything I possibly

I was just exasperated

I decided

I need your help

she introduced me

I mean

i'll have it

I showed

I work

I think

I absolu

I mean

I put some

I could see(.)

I was responsible

so I'm dealing

so I actually spoke

I think

I became responsible

my role

I think

I did erm

I just sort of g

that I'd heard

I had

I said

I suppose

I mean just(.)

I suppose

I suppose

I think

I'm really

I'm just trying

think I know

I was on lunch

I sort of

blocked with me((passing hand across face))

I was sort of trying

I'm here

I just said

I've got

I can get you

I sort of brought her

I sort of talked

I think I went got

I gave her

for me

I think

where I went

lucky that I wasn't

I was on

I had that time

I suppose

I was very aware

that I was using

I suppose

I probably recognise

often I you're

I suppose

again I said

I see

I had

I did it

I don't think

so I suppose

I've got responsibility

so I suppose

if I think

I think I

I think

my thinking

I think I've always(3)

I've always been

my early career

I used to

I I think

I started teaching

I'm thinking

I'm rubbish

I'm a rubbish teacher

I don't

I don't agree

I want

I want to

I want

I I I want to give

I care

I I'd always been

I think in my early career

I I would

I was probably

I used to think

I think there's

I've learned

I suppose

work with me

given me strength

what I now know

I think

I try

I hadn't

I would have

I think

I thought

I I was wrong

I'm thinking

I absolutely believe

I'm delighted

I just sort of

I think

I thought no

when I'm sort of

I don't know

I've always seen

again I think

I suppose

I suppose

I suppose

I could be

I'd be there

I think it

I think it

I think it's

so I think

I think

so I suppose

I think it

I don't know(.)

what I was saying when I was

and I think

I'm gonna stay

I'm gonna be

I can see

I'm not going

I'm going to stay

I think

I don't know

I've got

I've got

I've got

I actually

I think

and I suppose

I sort of

I did show

I think

I was able

I think

I will

I almost *((arms coming together))*

I sort of

I think

I think

I've just been

I bought

I don't know

I don't know

I I used to

I thought

I think

I er used to

I don't know

I almost wonder

I think that

I've seen that change

but I think

that I spoke of (2.5)

I go back to

I'm really pleased

what I'd been trying

what I had been trying

I think

when I've shown

I'd be I'd been trying to

I think

I've spoken

I don't know

I know I've gone off on

I've probably sort of

Interview Nicola

- 1 **Researcher** Right? Okay so tell me about your journey with emotion coaching
- 2 **Nicola 0:20** hmmm so let me see I think the earliest time I heard about it was umm
- 3 the start err two S [REDACTED] what is that? 2021?
- 4 **Researcher** Yeah
- 5 **Nicola** yeah ummm so at the time maybe I'd heard of it briefly in the past but at the
- 6 time I was doing an [REDACTED] Qualification [REDACTED]
- 7 really wordy umm I'd noticed is a long story I'll try and shorten it but for context I was
- 8 an English teacher and a deputy SENCO and part of the qualification sorry if you
- 9 already know about it and I'm telling you what you already know is to do a whole
- 10 school project and I noticed that most of the students were being internally excluded
- 11 err had SEMH needs and so I had to do some kind of SEMH intervention so some sort
- 12 of training for all staff and the local EP recommended emotion coaching so that was
- 13 probably the first time I heard about it umm like I mentioned when I emailed you I
- 14 didn't do like a formal training or anything umm but I started researching and finding
- 15 articles here and there umm I bought the main textbook by like Licette erm Gus that
- 16 one the recent one from 2019 I think and attended the conference and that was
- 17 really helpful so got resources from all over the place

Pupil needs

EP Link

Interview Nicola

18 Researcher Yeah

19 Nicola So that was probably the first time I heard about it properly in depth and

20 understood what it was

21 Researcher 1:53 And so what did you what did you kind of think about it kind of

22 coming from a teacher what did you think about it when you were looking into it?

23 Nicola 2:05 ummmm(5) When I first started looking into it I think the more I learned ^{is this an alligating} ~~with EC?~~

24 about it the more effective I thought it could be it seemed yeah it seemed simple but EC

25 effective umm and it was interesting that it came so I had I had I felt like because I

26 had to deliver multiple training sessions on it to all staff I was like well 60 members of

27 you know 60 teachers are going to be judging me I need to really know my stuff so NICOLA

28 trying to read through a lot and obviously learned that it came from parenting styles EC

29 Umm (3) and I think the fact that it seemed to be well established umm the that

30 textbook that I mentioned they seemed to have done loads of case studies emotion EC

31 coaching conference showed loads of case studies in loads of different settings all

32 over England I'm not sure if it was all over the UK so umm what did I think of it? Yeah

33 to me it made sense I think like other without even having researched I could see in

34 my school that unless students were settled emotionally they weren't going to learn. EC Nicola's use of EC

Interview Nicola

35 if they didn't have good relationships that weren't going to learn so it kind of that

Make the link between EC + R

36 that would be those were my first impressions

37 Researcher Yeah

38 Nicola once I got to know it

39 Researcher 3:13 And so when you were kind of looking into delivering the training for

40 your staff and things like that what was there anything in particular that that

41 stood out for you with the training and what you were finding out about it?

42 Nicola 3:31 ummm (4) I think I was really conscious that you'll know if you've ever

Nicola.

43 done staff training every minute is precious so more so like their time is really

Barner? Time?

44 precious umm (2) and I knew I had very little time so I () did three err training CPD.

(not overlap - highlighted error)

making it worth it for staff.

45 sessions on emotion coaching over a couple of months let's say from September to

46 December I can't remember if I did the following year but so I only had three hours of

47 whole school training and actually the first hour I shared with the EP so she did

48 trauma informed practice for 30 minutes I err I had less to be honest too be honest I

49 had less than 30 minutes for that one

50 Researcher 4:09 Yeah

51 Nicola Errmm (3) so you err did you ask me did anything surprise me about it?

Interview Nicola

52 **Researcher** Did anything kind of surprise you or stand out in the kind of exploring the
53 training?

54 **Nicola 4:24** umm (5) I don't it's just seemed the more I read about it the more I read

EC

55 about the impact it had it just seemed so obvious to use I wondered why it wasn't

Nicola's understanding of EC

56 being used more it seems so obvious and so impactful I wondered why it wasn't

Consciousness of it? Awareness of it?

EC

57 being used for umm () because it affected such a broad range of things and that's

58 kind of what I when I was explaining it to staff I knew I had to ((sigh)) make the need

Sharing with wider staff

59 for it crystal clear explain clearly what it was and then really short err strategies on

60 how to use it

Accessibility to staff?

61 **Researcher** Yeah

62 **Nicola** Because as I know as a member of staff if I'm looking at loads and loads of

Making it clear to staff

63 slides with really complex strategies I'm never going to use them and I'll resent my

Staff time

64 time being wasted so ((laughing)) umm it it it was you'll probably come to ask me

65 about this it was really successful in the end umm I think what helped was we had

66 focus groups in between and lots of surveys and stuff like this umm and also I did like

focus groups helped

67 a staff needs analysis at the beginning so I could say what was it something like 81%

Interview Nicola

- 68 of you asked for training in SEMH this is umm a strategy that's proven to be really *Back up of research,*
- 69 effective umm (3) sooo (3) yeah I think those were the main things that stood out
- 70 Researcher Yeah
- 71 Nicola I don't know if I've answered your question
- 72 Researcher Yeah no you have umm so you kind of it sounds like it kind of you felt it
- 73 kind of aligned quite well with yourself is that kind of how it aligned with how you
- 74 saw yourself as a teacher or umm did it change anything when you kind of found out
- 75 about it?
- 76 Nicola Did it change my practice or did it change the practice of the others?
- 77 Researcher your practice and how you kind of saw yourself as a teacher?
- 78 Nicola 6:11 Yeah definitely I think it became may I I would have seen that myself
- 79 and other teachers were using it unconsciously but then when I properly learned
- 80 about it I would catch myself using it and obviously I had to become sort of like role
- 81 model for it so when I was doing focus groups or when I was doing let's say the
- 82 second CPD session where I'd start with their feedback I would say umm oh so all of
- 83 you have identified this as a challenge So for me when I use emotion coaching with a
- 84 student in this situation this is what I did Umm So I noticed myself using it more

Consciousness
Awareness of it.
*EC in N/S
consciousness
due to learning
about it

Interview Nicola

85 explicitly and almost got in the habit of sometimes I'd have to skip a stage because of

86 the situation it wasn't appropriate But I got in the habit of being like okay for example

87 challenging behaviour in my lesson alright empathise first nice and quietly and

88 privately umm help them figure out how they're feeling And because of the

89 ((laughing)) classroom situation like go errr fast forward to the ((laughing)) stage

90 where we're figuring out

Nicola's confidence in using & adapting to her situation.

91 Researcher [Yeah]

92 Nicola trying to help them problem solve what they can do to get back into the to

93 reengage in the lesson umm (3) Yeah it became more ex and to be honest I think I

94 might have used it unconsciously before

tentativeness? eh/might

might have? Alignment with our way of working. EC

Line 93 - 'to be honest' a realisation trying to qualify what she is saying about using Emotion Coaching? Is she being honest with herself or me?

95 Researcher mmhmm

96 Nicola And I also might not have been conscious of the impact before whereas now

97 because I was training in it I was more conscious of it and then obviously I had to

98 report back to all these staff I actually noticed how much of an impact it had where:

EC or (R) (relationships) Awareness of what particularly has helped rather than reliance on (R) EC merges with compliments (R) for Nicola

99 before I would have been like oh maybe I'm just I have a good relationship with that

100 child

(R) New awareness of EC connected to (R)

101 Researcher Yeah

Interview Nicola

Line 105 – 'might sound like a strange victory' – Qualifying what she felt was a victory? May not seem that way to others? Difference in her own understanding and what she thinks other would understand? Is this speaking to other people's experiences of Emotion Coaching?

Confidence

102 Nicola Umm (3) But for example I know a particular boy Err ((sigh)) He was not in a
103 safe situation he was screaming really really loudly And besides the fact he's
104 obviously distressed It's distressing other students I've had to leave my lesson to
105 support him but I managed to get him from this might sound like a strange victory
106 from screaming in that situation down to quietly crying and then he could be led to
107 the safe space that we had in our school And then later it was like okay when we're
108 that upset again what can we do?

109 Researcher Yeah

110 Nicola so I think and then I could say and then I could recognise consciously that was

N's consciousness

111 because of emotion coaching

112 Researcher Yeah

113 Nicola Umm(.) Like consciously moving through the steps and knowing Okay I did

Relationships vs. EC
EC has been made more explicit/conscious for Nicola which then supports with @ its like she can see now why she has a good @ with pupils?

114 first two stages at some point this afternoon I need to go and do the problem solving

115 with him So I think and actually lots of members of staff they lots of members of staff

116 said they used it with their children who don't have SEN needs but it was both of

Line 116 – 'they used it with their children...' – Realisation that it could be used with everyone?

117 them they were really good at giving qualitative feedback

118 Researcher Yeah

Interview Nicola

119 Nicola so they would say oh yeah I err I know I realised I use this already And they

making it conscious

120 could talk about situations where they used in and it had worked and things so umm

121 (2) in terms of yeah my practice I don't the consciousness of it (.) kind of reinforced

*

122 me using it

123 Researcher Yeah

124 Nicola So I was like oh I know I'm using those steps and I know it's having an impact

*Explanation of why previous ways we tried do + didn't work
Empowerment from using it & seeing impact*

125 I'm gonna keep doing it

126 Researcher Yeah well it sounds like it sounds real it's it's really interesting talking to

127 somebody that's kind of had a go at using it umm because I think I've not had not had

128 that much opportunity to have a good kind of exploration of that umm so what kind

129 of thinking about obviously you've done so much work that was like a whole school

130 level? What kind of differences or things did you notice about your kind of teaching in

131 lessons and using it in your English lessons did you say you taught English umm what

132 what was it like actually using it in period two English year whatever what was that

133 like?

tentativeness?

134 Nicola 9:45 errrr (8) I can talk about the individual but also the whole class level Err

*Confidence of the approach?
Pause could indicate tentativeness of if it was EC?*

135 (2) what would be a recent example (3) There's a few there there's a couple of like

Interview Nicola

Empowerment?

adaptation of EC

136 whole class situations where I would stop the lesson and be like Okay I can see we're

137 about 10% awake here and they'd get a little smile and this kind of thing so I was like

Empathy awareness of pupil needs

138 and I was like I know this is a heavy context lesson ahh or it's a lot of writing to be

Consciousness?

139 doing in an afternoon about do this you know whatever Whereas before I might have

140 got f I might have in my mind would have been like my God what Why aren't they

Like as understanding before?

141 concentrating? It's not that hard And the thing I didn't I wouldn't have I don't I

Way she talks about why it overlaps with thoughts of present to staff.

142 wouldn't have changed anything about the lesson we're doing loads of content and

143 maybe loads of writing but they're like oh she sees it she sees that we're struggling

144 whatever Umm And I don't know if this would count as emotion coaching But (2) I

145 had the same class for three years from year nine to year 11 I loved them I know

146 you're not supposed to have favourites but they were my favourite class and my last

147 class last year 11 class they were a big deal

148 Researcher Yeah

149 Nicola and in the last few weeks this like really unpleasant dynamic came where

150 ((sigh)) (.) they were like whispering and they were a little bit catty it was an all girls

Attachment?

151 class it was just and I was like so I kind of like I was a bit worried about it and I tried to

152 ignore it and then sometimes they don't pick up on it and it just created more tension

Interview Nicola

Confidence of it being an example to share? 10 10

153 so I kind of like I was like okay I'm gonna try and lay down the law but in a way where

154 I show them I care about you and I want us to end on a good note so I at the start of

155 the lesson one day I was like I've so loved teaching you for three years but I've

156 noticed some kind of different dynamic in the last few weeks I would hate for us to

157 end on this way after we've had such you know whatever umm (2) this is what I'd like

158 us to do are we okay with that? So I don't know if that was quite emotion coaching

159 but it actually completely changed it and we ended on a nice note ummm (.) again I

160 don't know if I'm answering your question

161 **Researcher 11:51** No it's that I've not really heard about kind of that whole class way

162 of using it so that's really that's a really interesting couple of examples and thinking

163 about how you're kind of using it at that whole class level ermm so do you think it

164 helps kind of the relationships that you've got with those young people has that

165 helped you to use it or is kind of or is it helped you build relationships?

166 **Nicola 12:19** It's a bit of both like the start of the year ummm (.) I kind of prefer

167 teaching older teenagers I don't have the energy that's needed for like Year 7s and

168 year 8s its a lot but it helps in both situations let's say (2) for example I have a really

169 lively year 7 or year 8 class I would acknowledge if so we have 10 minute silent

(R) wanting to show care Expectations Validity Empathy

negotiating working together respect?

then unsure about if using in right

Interview Nicola

170 reader at the start of every English lesson and if I'm noticing that we're not then

Attachment
conscious
awareness?

171 might say something like oh I can see we're full of energy today and that kind of

alternative
approach

172 rather than reprimanding

maintenance of
(P)

173 Researcher Yeah

174 Nicola I see we're full of energy but let's just we've only got five minutes to read and

175 then we can get that energy out and have a great discussion so that might be at the

176 start of the year and then maybe as the year goes on (.) and I'm asking more of them

177 especially at GCSE or A-levels though my A-levels were angels but even then if there

(P)

178 was a lull I would just I would comment on the feeling in the room

* Attachment,
awareness.

179 Researcher Yeah

180 Nicola And I s I gu maybe Yeah it builds relationships but also when you know them

(P)

181 well enough like mmm I can see none of us slept last night because you all look like

182 you're on the cusp of sleep and that kind of thing so yeah (.) and then to be honest

Attachment
changing
response
to pupils

183 like it did change my teaching in the sense that sometimes I might be like oh I could

184 see you're tired And then we would just we would forge on with the lesson but

185 would be you know mindful about it or (.) especially with a level I would say okay I can

consciousness

186 see you don't have energy its the end of term I completely get it I was going to do

Validity
negotiating.

Interview Nicola

187 these two tasks **how do you feel if we just do the one?** and it's kind of you know then

188 you were **almost like building the lesson together?** so I think it had both

working together?

189 Researcher Yeah

190 Nicola I think especially **at the start of the year building a new relationship or even**

②

191 with **individual students** but **with classes** and then (.) **it helped a lot to keep it going**

192 Researcher [Yeah]

193 Nicola **At different points of the year**

194 Researcher 14:11 And so thinking about so kinda that's the whole like kind of using

195 on a whole class level are there any kind of examples where you've used it with

196 individual pupils that are particularly stand out kind of either good or for bad?

197 Nicola 14:28 ummm(3) so that boy I mentioned umm (5) Let's see this its teachers life

198 you know there's so many edit like for example it's like people ask you for a funny

199 story ((laughing)) and you can't remember there are plenty **let me think to be hon**

200 like obviously as a deputy SENCO **I've worked a lot with students with SEN on a one to**

201 **one basis** errrm (3) this is uh differ (.) ooohh (3) **yeah I guess I've kind of worked in**

202 **situations where students are probably more times really distressed a student with**

203 **SEN** and then sometimes where they're **overexcited** and they're kind of **brimming**

Not happy with this question. I tried to change this in 14:11 following

What was this phrase & emotion?

Adepts of EC

Interview Nicola

204 with energy so (2) okay errr This wonderful little boy he was in year eight at the time

205 global development delay just adorable absolute fave and it was outside it was break

206 and he was standing at the table tennis err (.) table tennis table and he was just

207 standing there and tears were running down his face and it was just kind of like at the

208 side and there was a boy either side and I was like oh what's up? And he what was it?

209 (.) he was getting withdrawn from lunch errrm the next day and it was he hated that

210 like nothing other no other sanction really upset him as much because he loved table

211 tennis

212 **Researcher** Yeah

213 **Nicola** And it was probably the only time of the day where he got a bit of sense of

214 achievement and (3) what was it was it reflection after school some punishment

215 anyways some sanction and he was crying and crying and not playing and he kept he

216 was obsessed with the fact I think it might have been for lateness actually he was like

217 but I I did come in on time it was my mom who got stuck in the traffic something

218 like that and he kept saying that And I was like I was like oh that's really upsetting you

219 love break you love table tennis that's sad and he's like yeah it is sad and kind of I

220 didn't want to be like Yeah you should just be more upset ((laughing)) I wanted him

*Achievement
validation
unrelentingly*

*Knowledge of
+ interests
in situations
which helped
achieve?*

*Why me?
Clarification?*

Line 220 – 'you should just be more upset' – Qualifying or explaining further, justifying her response?

Interview Nicola

- 221 to be validated and then okay that's upsetting but ummm (2) what can we do to
- 222 make sure you don't miss out on another break time or so that you don't have a we
- 223 call them reflections of like detention after school who can we talk to you? and he
- 224 listed like head of house or whatever umm (2) and then this had to say that several
- 225 times and remind him what he was going to do and then I would also say to this
- 226 member of staff and then he got back into table tennis
- 227 It's kind of and equally this boy I have endless examples of him singing really loudly
- 228 and screaming in the corridor and he's super excited and like shouting out
- 229 inappropriate things because he's like but I like saying that ((laughing))
- 230 **Researcher** [Yeah]
- 231 **Nicola** I know you like saying that and It's fine to say it outside of school but I couldn't
- 232 and then he would eventually parrot back to me whether he n or not oh yeah we
- 233 don't say this in school do we? and I'm like No we don't And why don't we? so it kind
- 234 of eventually it stuck umm (2) but yeah like probably positive and negative example
- 235 as in he was excited and he was distressed
- 236 **Researcher 17:49** Yeah Oh he sounds nice
- 237 **Nicola** so adorable

Adaptability
of EC
- Confidence,
experience

Adaptability
→ Confidence,
experience

Interview Nicola

238 **Researcher** I've never been any good at table tennis so

239 **Nicola** Me neither me neither that's why I observed ((laughing))

240 **Researcher** Yep have there been any times that you can think of where it's been kind

241 of quite challenging or quite difficult to use emotion coaching?

242 **Nicola 18:10** mmhmm(3) yeah errmm () I think I know you're not asking because

243 you're asking me as an individual But I think when I did focus groups and just general

244 surveys where it was just people saying to what extent do you find it difficult that

There

245 their main challenges that came back generally that I can relate to as well were

246 having the time to do it in a lesson following it up like later in (.) an after school

247 detention which we call a reflection and (.) I think what teachers' kind of hung up on

248 and maybe this perfectionist nature of teachers doing it imperfectly which actually I

249 saw as adaptive and was and I was like Look you don't need to have like a list in your

250 hand and be like okay I'm validating now now I'm doing this sometimes you do two

251 stages sometimes you do one and its appropriate for the situation, umm (2) let's see

252 where it didn't work or where it was challenging (3) ummm Probably (.) like in a fast

253 paced lesson where (.) the student is either it could be down to the fact that they

254 need a bit more scaffolding And it's only me in the lesson I don't have a TA so I can't

Nicola's understanding of EC = how adaptable she found other staff 'reflection'?

Don't need to do it too consciously?

Confidence in adaptability also tentative comment about if it was EC

Interview Nicola

255 give them enough support more support and they're they're really even the different

256 differentiated parts they can't do independently so they're speaking out and

257 distracting others and (.) due to the nature of the lesson we're moving between tasks

258 quite quickly there's no extra support they're not getting the tasks done and in

259 between like I'll come and be like okay ummm(.) all right I can see this is that you

260 don't have a lot of focus today but how about we just do this bit and leave them with

261 a completely accessible task go away give them enough time and come back and it's

262 not done sometimes there's just days where it's a bit of a write off umm(.) and it

263 might be that it might be that the next lesson I see them I'm like all right 100% today

264 or I like I want to see your best and I would say their name your best something day

265 Researcher [Yes]

266 Nicola And I'm like because I was I've seen what you can do so that's what I expect

267 from you today so sometimes it just it wouldn't fit or (3) a there's a boy with autism

268 who just needs to blow out before like it's not it wouldn't be appropriate to to even

269 do the first stage he needs to like throw the beanbag around the safe space and get

270 all of that out and like stay silent for a really long time I mean I would I'd sit in the

271 room and I would say you seem like this would you like to talk? and I would sit there

Ⓟ awareness
of needs affecting
behaviour
Empathising

Attainment
Empathy
Ⓟ

Ⓟ
Expectations

This is the 1st
stage, Empathising
noticing + supporting
regulations
Time in with
the pupil

Interview Nicola

272 and wait and wait and wait and wait and wait and then we might we won't be able to

273 do the problem solving stage until the next day

274 Researcher Yeah so that kind of umm him recognising it isn't or he needs that to

275 regulate and to calm him down He kind of needs that part of it (umm) have you ha

276 any kind of particular turning points? with kind of using it or learning about it?

277 Nicola (ummm 8) lets See (6) (ummm) I can think of lots from staff Like they said

278 their relationship with pupils that they just had a complete breakdown in relationship

279 with was really starting to kind of regrow and strengthen (ummm 4) yeah well so it

280 ended So sadly I don't know if it would count as progress But there was a boy in year

281 10 at the start of last year (.) And he had lots going on and (umm 2) never did home

282 learning would rarely for a whole lesson wouldn't open his book (um) and to be

283 honest it got to the stage where as long as he wasn't disrupting the lesson that was

284 the best you could hope for

285 Researcher Yeah

286 Nicola (Errmm 2) but yeah he was I mean he wasn't getting a good deal he just wasn't

287 engaging at all and I think I was one of few teachers because his head of house wasn't

288 really engaging with him in a positive way (.) was you know still calling home still

Ⓟ
Adaptability of
EC

Pause + struggle
to talk about
turning point -
tentative about
progress this eg.
would show

change
staff
Ⓟ anything
help to repair
Ⓟ

Line 280 – 'would count as progress'
– Like trying to clarify something that she felt was progress but others might not. She was noticeably talking with quite low and sad tone when talking about this YP.

Interview Nicola

289 doing reflections with them to keep the consistency but I think it was progress with

290 him (.) and we had a go we had a good relationship like he would come to all the

291 reflections strangely so he would never do the homework

Surprise of effect of @?

292 Researcher Yeah

293 Nicola But he would happily come after school (.) and during that time I would use

294 that a lot and be like look (umm) I've noticed the way you speak and the way you

Expectations

295 think And that's of a student of a high level but I'm not seeing it in writing so I know

Post No Regard?

296 what you can do I can see that so kind of like encouraging a little bit and like saying

297 what I observed about him in the class and kind of using a little little bit to tackle like

298 his reputation and this and kind of like make it a bit of a safe space for a Look I know

299 that you're known for this in the class like you're known for like making everyone

300 kind of laugh and things like this but actually you can be a lot more (.) and I'm like

301 asking what what could you do? and he knows like he apologised and he readily does

302 it it doesn't mean necessarily changes his behaviour for the lesson but (sigh) that

EC Building @

303 built a good relationship with him but he ended up getting excluded at the end of the

304 year not related to that lesson re

305 Researcher Yeah

Interview Nicola

306 **Nicola** Related to an incident but umm (2) yeah **it meant a lot It meant a lot**

(P) building

307 **Researcher** Yeah

Line 306 – 'it meant a lot it meant a lot' – noticeable difference in tone when talking about this YP and the repeated phrase of meaning.

308 **Nicola** **The progress of that early part of the relationship**

309 **Researcher** Yeah yeah it's yeah it's funny I can feel like it's not as much of a

310 achievement as actually kind of when you think about it actually is quite a big like the

311 fact that he came to reflections every time is pretty amazing there's obviously

312 something there that he that made him come so kind of thinking about because I

313 know you've had your role in kind of training other people in your school but kind of

314 thinking about how kind of I suppose them as colleagues how what's been the

315 general? What were the general difficulties kind of amongst the general teachers

316 what were things that kind of went well or were easier to change?

317 **Nicola** umm in terms of **my training** of them or their practice of emotion coaching?

318 **Researcher** their practice of emotion coaching so any kind of feedback that you had

319 from them or that you noticed kind of being in a school that was trying to use it

320 **Nicola** 25:17 ummm() It was **really helpful having a focus group and like really helpful**

321 **collecting evidence** **I had to** as part of my course and that was great **I got a bit of**

322 ummm (3) quantitative after each of the three trainings and then lots of qualitative

I'm not sure if this was a good question to that her story?

Interview Nicola

323 as well from the focus group and from (.) the whole school surveys that I did so what

324 worked well for them ummm (.) By the end it was something like 96% of them were

325 using the strategies ummm (2) The majority reported ummm (2) positive impacts

326 from it ummm (2) And then like in terms of thinking about the view in the Focus

327 group I don't know maybe like (.) 14 of them came to the focus group kind of like it

328 was like a volunteer thing

329 **Researcher** Yeah

330 **Nicola** And (.) kind of things they were saying (.) yeah they managed they were saying

331 stuff like they managed to calm children down quicker

Staff helping

332 **Researcher** Yeah

333 **Nicola** Umm (3) and (.) repair or build relationships with students that they've

EC used to build or repair @.

334 struggled with before and they said the students they said they used it with plenty of

335 students who didn't have SEN who just had a bad day or didn't have like didn't have

336 great focus on the day or didn't have great energy umm(3) they're main things I can

337 think of and then like I said for the challenges it was always time (.) and (2) what I

338 think they saw as using it imperfectly

Time imperfection?

339 **Researcher** [Right]

Interview Nicola

340 **Nicola** They were like well I didn't get to use all four stages(.) ((laugh))

341 **Researcher** Yeah

342 **Nicola** Ummm(.) whereas actually they used what was appropriate for that situation

*Nicola's
Confidence
in it*

343 **Researcher** [Yeah]

344 **Nicola** And I think the thing with it that I had to give a caution with when I was doing

345 training was there like(.) they didn't see it straightaway and it did take time so if I had

346 done a one off session it would have been absolutely useless

*Nicola validated
the imperfection
noticed in other
staff but was
somewhat tentative
sometimes about
her own
adaptation of EC*

347 **Researcher** Yeah

348 **Nicola** So doing it over a couple of months was so helpful ummm (.) But yeah I think

349 they struggled with not seeing the impact straightaway the timing doing it I think

350 probably the most common one was doing it in a class

351 **Researcher** [Yeah]

352 **Nicola** Like during a lesson when you're still trying to manage everything else you

353 probably didn't have a TA Ummm(3) I think those were the main things

354 **Researcher** And were there any kind of big ermm so I know you said like kind of

355 generally people felt quite positive about it after they'd put that work in did it feel

Interview Nicola

356 like there was a bit of a shift amongst the staff and kind of did did any pupils pick up

357 on that?

358 Nicola 27:46 ummm(7) let's see (.) I think(.) it could (.) they used it frequently during

359 that period (.) during that term (.) umm (.) But it was only that term and the next

360 term that I was kind of on the agenda and I presented to governors and it was still in

361 people's minds (.) I mean by the time I was leaving so this kind of I did that in the

362 September term And then I left job and started a different job in obviously the

363 following summer But when I left people were still thanking me for emotion coaching

364 so it was still in their minds ummm(2) and even it probably helped the fact that I was

Consciousness

Experience?

365 there four years and not just some new NQT umm (3) But even older staff (.) like

366 who've been there for quite a long time were using it like parents teachers who were

using it at home.

367 parents and things like that ummm (4) yeah I think it did like even the inclusion

368 manager who had a reputation for ((laughing)) not showing much empathy

Those that felt aligned would not (did) - would they have always used it?

369 Researcher [Yeah]

370 Nicola Would like joke being like I tried to use it you know that kind of thing umm (3)

371 Yeah so yeah I think in terms of long lasting like would it last another few months if

Interview Nicola

372 they've no refresher of it It would it would fizzle out probably umm(.) like anything

Consciousness?

373 but I think for the time that it was ongoing

374 Researcher [Yeah]

375 Nicola it would and I think if I'd had more ermm(.) agency and responsibility with it

376 then I would have put it into the errr behaviour policy

377 Researcher [Yeah]

378 Nicola And like put it on posters around the school and make it normalised language

379 Researcher [Yeah]

380 Nicola Umm(2) but yeah we didn't get to that stage but for the time that the training

381 took place there was a shift

*Change to practice.
consciousness - did others get
the sense of empowerment that N
did?*

382 Researcher 29:36 So like obviously it sounds like it's had like kind of finding out about

383 it that's had quite a big impact on on you and how you practice so what kind of this

384 quite potentially quite a tricky question but you kind of said it might fizzle out with no

385 one there to kind of keep reminding them of it so why do you think that might be?

386 Nicola umm (4)

387 Researcher Because I assume it's not going to fizzle out with you

*Short term
Shift - needs to be
embedded
further?*

Interview Nicola

388 **Nicola** Yeah mmm(3) maybe it would be lets say I don't know what did I give them I

389 gave them all a scale of five I was like to what extent has it improved your

390 relationships with students? So maybe the people who were 4.5 will keep it going *Are these the ones it came more naturally*

391 but then people who were like three three and a half (.) it might slip by the wayside

392 because maybe they were in terms of the different styles and their own style of

393 regulation because they did a session on that which was probably uncomfortable for

394 lots of people they had to think about how they were treated as children and were

395 they allowed to show emotions is deep stuff for like a Monday afternoon ermmm(2))

396 So I think yeah it would have depended on actually a lot to do with how what was it

397 meta? Emotion

398 **Researcher** Meta emotion philosophy

Interesting reflection naturally authoritarian etc of upbringing Nicola had that & liked the alternative of EC

399 **Nicola** Thank you yes umm It depended a lot on that I think(.) like if you were always

400 an authoritarian teacher(.) because you've always been you've had authoritarian

401 parents then I don't know like three hours with me is probably not going to change

402 that

403 **Researcher** Yeah

Personal identity/characteristics as individual or as a teacher?

Line 399-401 – 'authoritarian teacher' – Interesting that she gave it as an excuse that some teachers might just be used to an authoritarian response from their parents but then for Nicola she liked Emotion Coaching as it was different to that approach. There is a voice of sure and not sure a voice of intervention vs way of being.

Interview Nicola

404 Nicola I had that from parenting but I so but I liked emotion coaching because it was
 405 the opposite of that (.) so I don't know yeah it could go either way but yeah maybe
 406 people who the people of the strongest benefit from it I'm going to assume they'll
 407 continue it because I had a really strong benefit with it so I will always keep using it
 408 and also it's the way I want to be treated Like as an adult and as a child

*Influences of
N's reflection of
own experiences
which impacted
her behaviour
towards others*

409 Researcher 31:33 Yeah um have you kind of noticed ummm using it with with adults

410 with parents when you're talking to parents talking to colleagues?

411 Nicola 31:46 errr I use it with my boyfriend ((laughing))

412 Researcher Yep

413 Nicole yeah no actually(.) very much with parents because I feel like (.) like I was

414 Deputy SENCo so the SENCO would be like oh I have a project for you(.) and I knew

415 what that meant she was like I'm I'm gonna pass these parents details on to you and I

416 knew that meant here's a difficult parent you can deal with them (.) and like (.) I think

417 100% of the time maybe 95% of the time they just wanted a vent

418 Researcher [Yeah]

419 Nicola And(.) be listened to and that was and I'd be like yeah I can absolutely see why

420 you're worried And the thing is they'd call me with a complaint by the end of the

*Empathy +
Validation*

Interview Nicola

421 call(.) I had not promised them anything(.) I had not like kind of changed anything but

422 I'd listened to them and been like I'm with you(.) I agree with you (.) and I probably

423 would agree with them but it's hard to tell a parent (.) yeah I know they're not

424 getting that resource but we don't have that resource to give them I can't say that so

425 I just have to like for example annual review meeting that was lots of that calling

426 parents for updates in response to all sorts of things It helped massively() obviously I

427 don't have children myself and I don't want children so it would give me a different

428 perspective in terms of being empathetic with parents I don't know what it's like to

429 have a child or want one umm(2) so yeah yeah it helped massively with them (.) yeah

430 also like with for example obviously staff would come to me for SEN advice'

431 sometimes and my SEN advice [they] would come to complain about a student with

432 SEN and ask me to magically fix it umm(4) Yeah (3) maybe I was less patient with that

433 because they were like complaining about their needs and I was kind of like well this

434 is what their need is and this is what can help them like I can't take away autism umm

435 so yeah

436 **Researcher 33:46** Is there anything that you kind of if you went back two years three

437 years and we're doing it again is there anything you would change about kind of

*Empathy
validation
attunement*

*Alternative
perspective to
help empathy*

Line 432 – 'maybe I was less patient...'
– change to tone

Interview Nicola

438 about what you found out about emotion coaching or how it got introduced to you or

439 how you introduce it to your staff?

440 **Nicola 34:07** ummm(5) I don't think so well I mean well yeah I wish we had done it as

441 part of teacher training errr(.) we did one session on attachment and it didn't click

442 with me at the time and not much later I realised how important it was but we didn't

443 do any emotion coaching maybe because it wasn't popularised at that point

444 **Researcher** Yeah

445 **Nicola** umm(2) but yeah I wish I'd done that as part of teacher training(.) but the way

446 I got introduced it it was through a professional I trusted(.) so I was like oh she's

447 really good and she's saying it's good I trust it as well I looked into it and I was like/

448 this makes perfect sense

*felt something connected with EC approach
aligned with self*

449 **Researcher** Yeah okay and what are your kind of what your next steps in terms of

450 emotion coaching is there anything in particular that you wanted to look into or that

451 you're thinking of doing next?

452 **Nicola 34:57** ummm(3) so I've just I included it [REDACTED] and it

453 was we were given a really broad question(.) I was kind of (.) I was talking about how

454 to help regulate students with SEMH to prevent them being punished for their

*alternative to
other responses*

*awareness of
EC*

Interview Nicola

455 behaviour and stuff like this(.) and what the example the only example the only very

456 specific example I gave was emotional coaching (.) umm so that's kind of theoretical

457 I'm just naming it as a possible strategy umm(.) but I do have to do a SEMH project

458 at the end of the year in the like local authority that I'm in ummm(2) so maybe it will

459 come back in that I mean like I think my repertoire of SEMH interventions are really

460 narrow the main one I know about like ELSA which I'm not trained in

461 Researcher yeah

462 Nicola so yeah I don't have concrete things I think (.) I included that in the essay

463 because I had experience of it and I know it works umm(.) but I'd be open to using it

464 in the future and to be honest I'm gonna use it I don't know use it informally with

465 parents and kids and probably family and friends in the future anyway

466 Researcher Yeah

467 Nicola umm yeah but nothing concrete besides that

Line 464 – '...use it informally...' – The idea of using it informally, what is using it informally? I think this speaks of the idea of it as an intervention as a way of interacting with

468 Researcher 36:12 umm and if you were gonna kind of I suppose because part I used

469 to be a psych psychology teacher I used to teach in secondary schools umm and I kind

470 of always wished I knew about emotion coaching as a teacher because that would

471 have made such a difference and so I suppose part of this is exploring umm kind of

Confidence in the approach.
Continued use + application of EC

as it feels too leading
- I changed this with interviews 3+4

Interview Nicola

472 talking to my teacher friends after finding out about it they've kind of gone well yeah

473 but that's not going to work It doesn't work in secondary school It's not going to work

474 with your nine citizenship who I see once a week I don't know how I'm supposed to

475 do it So kind of thinking about if you were going to tell a new new secondary school

476 about emotion coaching what kind of things would you would you tell them how

477 would you summarise it?

478 Nicola 37:00 (8) I think (6) I think I would probably be as extreme to say to them(.)

479 you can't teach them anything if you don't have a decent relationship and emotion

480 coaching will give you that relationship and that's it(.) like (.) like I trained in a

481 [redacted] school and then I moved to a different sch an [redacted] school where I

482 probably taught for the first time but the first two years were firefighting and I so I

483 kind of if you've no relationship you can't teach anything so I think yeah I would say

484 that that whatever about worried about content and your subject knowledge that's

485 absolutely useless if you don't have a decent connection with them and emotional

486 coaching will give you that and it's it will give you it from the start like I mentioned it

487 will give it it will (3) be such a great tool for the tricky moments of which there'll be

488 lots when you start training and then for the rest of your career with colleagues (sigh)

EC = (P)

Adaptability

Interview Nicola

489 and with parents so that's it like if they don't have relationships then anything else is

490 pointless

491 **Researcher 38:13** That's a good good summary tagline to go into schools with umm

492 and is there anything else that you kind of think it like kind of anything else you think

493 I've not asked about that you kind of want to share about your views on emotion

494 coaching and how how anything about it that I've kind of not you don't think I've kind

495 of asked about

496 **Nicola 38:34** umm(2) nothing related to what you haven't asked about but it kind of

497 makes me (2) wonder why (.) it's not more broadly adopted (.) or why like in all the (.)

498 legislation and (.) like the green papers and stuff that it's (.) I don't know(.) because I

499 think that (.) I just wonder why it hasn't() why it doesn't have more of a following and

500 maybe I've maybe I've read too narrow just looking at the textbooks on my because

501 that's where I found most of the evidence it was from (sigh 2) a review by somebody

502 else that I was looking at today and then that textbook which has lots of case study(.)

503 umm although they were mostly primary actually and early years so it does work in /

504 secondary (.) I think it can but yeah I wonder why there's not more of a following if it

505 can have such a big impact but maybe that's because it's like a soft skill thing (.) and

(P) + EC
connections

Why not more widely known?
Soft Skill?

Interview Nicola

506 the current government doesn't I don't know doesn't value that as much that would

507 obviously affect everything but yeah that's I just wondering aloud why it's like that

*Perceived
understanding of
value in soft
skills?*

508 **Researcher 39:42** Yeah it seems to be kind of the majority of the research is primary

509 focused or specialist settings umm it's seems to be much less much less research in

510 mainstream secondary ummm Which kind of seems the kids that need a bit of

511 something like this So and obviously you've given so many examples of using it in

512 kind of a whole school whole class context as well as individual context and that kind

513 of awareness of using it with positive emotion as well as negative emotions What do

514 you think? I don't think about this although if I have please tell me I have so kind of

515 you sound quite confident with it What do you think helps with that confidence

516 around because obviously you've mentioned that some staff struggled with with kind

517 of doing it imperfectly So how did you kind of develop the understanding that you

518 could adapt it and you could use it in the way that was suited to that scenario?

519 **Nicola 40:50** hmmm(4) a few things there was a lot of pressure on me to well when I

520 before I heard about emotion coaching I was like oh my god how am I going to

521 choose SEMH intervention and train the whole school in it? And then when I did find

522 out about it I kind (2) of I wouldn't take anyone seriously with an intervention if they

Interview Nicola

523 hadn't done it themselves and they didn't you can see if someone believes in it or not

Belief in it? Allowing with it?

524 so I kind of committed to I believed in it in theory(.) and then actually using it and

Using it built NS confidence to use it.

525 seeing it myself (.) I kind of I don't know that gave me a bit of confidence It was kind

526 of reinforcing and also I think in(.) when I did the focus group I was like oh they really

527 don't like that they're doing it imperfectly how am I going to how am I going to solve

528 that? because we're supposed to be problem solving with it or they came out with

529 questions and I'm like I don't know let me go find out and I think there is a part in the

530 book about doing it imperfectly and it has cautions which is really reassuring as I was

531 like oh okay well I feel like I'm doing it I believe in it I'm doing it I know it works and

tentative?

Reassurance of imperfection

532 know it's okay to do it imperfectly and then I can go back and reassure them so it's

533 kind of a virtuous cycle but that yeah that textbook is just it's fantastic It's so I really

Nicola talks about feeling confident in it & doing it imperfectly but there is still some tentativeness

534 enjoyed how in depth it was (.) so many different aspects that we scratched the

535 surface of the whatever you said that was the meta emotional whatever

536 Researcher Yeah

537 Nicola I could have done hours on that but (.) yeah I don't like I believe in it and it

538 works It's not some kind of it's not something that has no evidence behind it It works

Evidence of EC

539 and (.) you see you know my just visually those those children like in my mind you

Interview Nicola

540 know from where they were before I started talking to them in an emotion coaching

541 way and then you know where they were at the end of it like from standing and with

542 tears rolling down his face to playing table tennis and forgot all about what he was

543 upset about so gives (.) you confidence to use it

544 Researcher 42:51 Yeah yeah that's really it's really nice to kind of hear that that that

545 you've had that journey of kind of going from where on earth do I start with an SEMH

546 intervention to kind of finding something that kind of sounds like it suits you quite

547 well ummm and aligns quite well with how you how you work and things like that

548 Umm I think it's a great intervention I love it It's secondary schools it tends to just

549 seems to be something really difficult to get secondary schools to to buy into for

550 some reason

551 Nicola 43:29 I don't get it because mental health is just horrific in secondary schools

552 and it's not like it's not a childish approach (.) you have a different like and the

553 textbook has load of different has different scripts in different language for teenagers

554 Like im not going to kneel down beside a teenager and be like oooo you know what I

555 mean ((laughing)) common sense will tell you how to adapt your language I think

Using it gives confidence to continue

I think I put myself in this too difficult to draw the between me as a colleague & me a researcher

Confidence in adaptation

Attachment to pupils

Interview Nicola

556 empathising with someone of any age is always gonna be helpful if it's the right

557 situation for it

*Adaptability of EC
Empathy.*

558 **Researcher** Yeah how did you find kind of the because obviously time is the thing

559 that always comes up how did you feel like it compared to like using the behaviour

560 policy and whatever was in your school kind of in terms of like a sanction thing like

561 how did it feel doing emotion coaching going right If you do that again you're gonna

562 get to detention

563 **Nicola** umm(3)

564 **Researcher** or reflection?

565 **Nicola** 44:23 (2) It's just there's always this nonsense especially when you're an early

566 teacher of like oh don't take it personally when like a ((laughing)) student verbally

567 abuses you and like I always have taken it personally as it is personal its relationship

568 with a individual student and (2) it's just that like sinking feeling when you're like oh

569 crap I've given a verbal warning Like I can see out the corner of my eye they're still

570 doing that I now have to crank it up and I know the student will(.) absolutely flip

571 when they see the name of the board (.) so there's that like sinking feeling and it's

572 like great I have to damage my relationship with them I've spent so long you know

*Confidence
to use EC?
Empowerment?*

Attachment.

*Effect behaviour
policy has on
Pupil, Teacher &
their @*

(2)

Interview Nicola

573 and it's just whatever compared to and I know like after it depends on the student

574 like some will be like give me another warning! ((laughing)) but the majority of

575 students will be like they'll be subdued they won't put up their hand to answer

576 questions stuff like that but with emotion coaching erm(2) I mean you're just putting

577 on performance as a teacher like a game show host but its like oh yeah it's much!

578 more upbeat It almost doesn't seem like a reprimand but you're like she's being really

579 nice but she's also telling me to get on with my work and I (.) have that feeling of I

580 mean that's it's like that's one of the reasons you are a teacher that addictive high of

581 being altruistic and being like literally your best possible self at least ((laughing))

582 during the day for kids do you know what I mean(.) so(.) yeah there was a huge

583 difference using it was like okay I'll give sanctions and destroy the relationship that

584 I've been building or(.) in an upbeat way I'll get them to get back onto the work they

585 get back into the work and we still have a relationship It wasn't always possible like

586 ask me that at the end of a term just before the exams probably I'm using emotion

587 coaching a lot less

588 Researcher Yeah

589 Nicola It was nicer to use it felt better!

Empowerment
in EC.

⊛ kind of
wish I'd asked
more about
this?

Sanctions ≠ (R)
EC = (R)

Interview Nicola

590 **Researcher 46:10** Yeah and that's that that's the meta motion philosophy isn't it? It's

591 that understanding of your own you can't emotion coach somebody if you need

592 emotion to be emotion coached is really you can't do it to someone else if it has not

593 been done to you so right I think that's all of my questions Is there anything else you

594 want to add?

595 **Nicola Err** no I don't think so

596 **Researcher** Okay I will stop the recording

Interview Lucy

1 **Researcher** So can you tell me about your your kind of journey with emotion

2 coaching?

3 **Lucy 0:12** Yeah, so umm(2) I've I've always worked with special educational

4 needs children umm(.) since I qualified as a [redacted] worker when I was [redacted] Umm(.)

5 in all my studies and I worked in one of my placements at the end of my

6 undergrad in a school which was then classed as an [redacted] school emotion and

7 [redacted] behaviour difficulty school which is obviously now more [redacted] but it was an old

8 you know 200 boys all excluded from mainstream school all had education and

9 health care plans umm(2)

10 **Researcher** Yeah

11 **Lucy** And so that's where my first experience of you know dealing with emotions

First experience of dealing with emotions??
What does that mean?

12 and umm(.) behaviour management as it was called then you know the [redacted]

13 umm(.) but then more recently umm(.) when I qualified as a teacher and became

14 a SENCO umm(.) I had an educational psychologist come in and do some training

EC is for high needs?

15 for my team (.) due to the high need of the school

16 **Researcher 1:14** And so was that that that was emotion coaching training?

17 **Lucy 1:18** Yes that was specific emotion coaching by by the EP to the team

Interview Lucy

18 **Researcher 1:23** And so what did you think about it, when you had that kind of
19 initial training?

20 **Lucy 1:28** I think it was it was a positive experience because it's it's an it's a
21 gives another understanding and a refresher of (.) how young people (.) may (.)

EC gives a newer understanding of why pupils behave how they do?

22 be struggling to deal with stress and (.) you know not having much resilience and

23 how staff can approach young (.) children and adults and you know children who

24 are going through some difficulties in the classroom and I was a SENCO in a

25 secondary school umm (.) with [REDACTED] umm (.) free school meals and [REDACTED] SEN

26 **Researcher Right**

27 **Lucy** so it was a high need school umm (.) there was umm (2) you know, a lot of

28 umm (.) difficulties with regulation and kicking off in class as you would say and

29 so I thought it would be really positive experience for the staff team to have

30 some training from the EP I can say it till I'm blue in the face as SENCO but you

31 know if it comes from somebody else sometimes people will take hold and listen

32 and the EP was fantastic ^{who} you delivered the training so

33 **Researcher** oh that's good so how did kind of going through that training how did

34 you think the approach kind of aligned with how you saw yourself as a teacher?

Interview Lucy

- 35 Lucy umm as the training was really positive because again it refreshes you
- 36 about umm the brain and how children do the fight flight freeze umm and you
- 37 know she used a very good model with the hand you know the brain cortex and
- 38 and it just gives you that you know eh you've had the training for a a while ago
- 39 and it's nice to have that training again just to bring it back to your forefront um
- 40 when you because when you face the classroom with 30 children and there's a
- 41 couple of them challenging you in in your day (.) umm(2) then it's very difficult
- 42 sometimes for especially teaching staff that are teaching like Maths English
- 43 science a curriculum have got pressures it's that understanding that child's come
- 44 into the room and they've got some emotional difficulties and maybe you could
- 45 help them instead of
- 46 Research Yeah
- 47 Lucy giving them a consequence or a detention immediately as they walk into
- 48 the room so I found it as a very positive experience and the staff team took that
- 49 training on board really positively
- 50 Researcher 3:41 I was gonna say what were their kind of reactions to it? Did they

already have knowledge?
 (how children do
 F, F, F!
 neuro-like

Had training
 awhile ago?
 & brings to forefront

Pressure of
 staff.

use for kids
 with needs?

Interview Lucy

51 **Lucy** yeah I think it's just and because they obviously haven't had the experience

52 I've had myself with working with children and young people with social

53 emotional difficulties they've probably have never had that training

54 **Researcher 3:54** Yeah so did you feel like it aligned with some of the stuff that

55 you've done in your previous roles to that one then?

56 **Lucy 4:01** [Yes] yes because we had to do a lot of de-escalation

57 **Researcher** Right

58 **Lucy** personally I had to physically restrain children umm(.) stop them hurting

59 themselves or myself because it was that level of aggression that we dealt with

60 **Researcher** [yeah]

61 **Lucy** as Special Education needs teachers in the classroom

62 **Researcher 4:16** So what was that so because obviously that's it might kind of

63 feel to some people that that using that approach within that kind of more

64 specialist setting feels quite err logical

65 **Lucy** [the norm]

66 **Researcher** Yeah so how was it moving that into that secondary that mainstream

67 setting

EC for kids
with v. high
need.

Identify as
SEN Teacher

Interview Lucy

68 Lucy [into mainstream]

69 Researcher Yeah

70 Lucy 4:33 That that that was why I'd I'd obviously tried to do some training as a

71 SENCO you know in one of the inset days but I just think it's coming from

72 somebody different and an educational psychologist they see as a more qualified

73 person and it's it's more ground standing and because it was delivered as

74 emotional coaching

75 Researcher yeah

76 Lucy I think it it was you know somebody else saying it to them *positioning in the school?*

77 Researcher Yeah

78 Lucy Actually as a teacher you have responsibility you qualify quality first

79 teachers umm(.) and you can use techniques to actually help children you don't *emphasis?*

80 have to be an expert you don't have to be a SENCO you don't have to be teaching

81 assistant who works with special needs as a classroom teacher yes we know

82 you've got a lot of pressures and you've got your you know your umm you know

83 your lesson plans and your schemes of work set to deliver in the curriculum

84 but(.) you can help these children you know these these some of these children

Something here about role of EP vs. role of Teacher? SENCO?

Lines 78-81 – idea of expertise and skills of the

*Empowerment of teaching staff?
Diff in perceived role?*

Interview Lucy

85 and young people especially when we've identified SEMH needs umm(.) and
 86 children may have ADHD attachment ASC then you can actually be that quality
 87 first teacher and be put some intervention in yourself

*Empowering
Staff?*

Line 86 – “can actually be that...” – emphasis to tone

88 **Researcher 5:40** Yeah oh that's really nice to kind of see you're able to kind of
 89 bring that thing that you kind of thought was working into that mainstream

90 **Lucy** Yeah

91 **Research** Mainstream setting

92 **Lucy 5:51** It wasn't easy I was there

93 **Researcher** [no]

94 **Lucy** I was there for [redacted] years so the staff knew me well you know so it was a

95 relationship build it took a couple years for(.) people to want to listen

*Again something
about role?
Us + them?
SEN vs Teachers?*

*role in school?
about?*

96 **Researcher** [Yeah]

97 **Lucy** umm(.) And act because the school had changes(.) [redacted]

98 [redacted]

99 **Researcher** Right

100 **Lucy** so that was very stressful on the staff

101 **Researcher** Yeah

Interview Lucy

102 **Lucy** And and their anxieties themselves are high so it's kind of like it was good

103 for the EP to come in at that time (.) umm(.) to say well actually you know your

*Staffs own
emo's.*

104 emotion to be aware of your emotions as well

*meta-em
philosophy.*

105 **Researcher 6:23** Yes it did kind of did you notice anything kind of with yourself or

106 with you kind of colleagues around that umm that understanding in the training

107 about you kind of need to be regulated yourself?

108 **Lucy 6:34** Yeah I think their language changed slightly it didn't fix obviously

109 umm(.) sometimes we knew which children would go into certain lessons and

110 which teachers would create and we were going oh dear they've got science now

*US
of them?*

111 what what room are they in? Where are they? You know

112 **Researcher** [Yeah]

113 **Lucy 6:51** umm(.) some things did actually improve umm(.) we introduced

114 seating plans as well And umm(.) we you know we tried to establish a bit more of

115 an understanding of (.) umm(.) we did more one page kind of profiles with it in

116 and what makes me angry what makes me calm you know who can support me?

117 So all the staff got used to having those in their in their portfolio of each

Interview Lucy

118 classroom and you know and staff would go I've read the pen picture because

119 that's what we called them

120 **Researcher** [Yeah]

121 **Lucy** And and and yes I understood that I needed to do so it came a bit more of

122 awareness really that that young person may be having difficulties before they

123 actually walk in your room

124 **Researcher** [Yeah]

125 **Lucy** it's not your subject please don't take it personally umm(.) it may be just the

126 approach it may have had a trigger that child might have had a bad morning or

127 something may have happened at home it's its its a lot of staff became a little bit

128 more aware and(.) when I used to go in because I I always offered to support as a

129 [REDACTED] all my you know some of the TAs that may have been assigned to some of

130 the young people and they would know that pen picture in the end and that was

131 a really positive way and to apply some of the emotional coaching of you know

132 trying to umm help them deescalate themselves really instead of shouting at

133 them as soon as they walked in the room why are you late you know you

134 **Researcher** Yeah

*Broader understanding
of needs from staff
- still focus on SEN?*

EC as intended

Interview Lucy

135 **Lucy** you know the where's your tra? Where's your shoes? You know where's

136 your tie? Where's your pen? Where's your pencil? And the school you know was

137 quite in that sense we used to provide pens pencils you know we had an extra

138 supply of uniform(.) in a cupboard you know, so(.) it it we b it became a lot more

139 **considerate really of** *Empathy?*

140 **Researcher** Yeah

141 **Lucy** the approach

142 **Researcher 8:30** So did that kind of how did it align with like the behaviour

143 policies in the school or were they changing as well?

144 **Lucy 8:37** Well(.) unfortunately when we became [REDACTED]

145 policies we didn't have a lot of input of those but

146 **Research** Yeah

147 **Lucy** **what I did used** to write is(.) I used to go I was part of the ummm(.) [REDACTED]

148 ummm(.) like the old PTA kind of thing

149 **Researcher** Yeah

150 **Lucy** the governing body and they put me in it because **of the high need of the**

151 kids and stuff so ummm(.) **I had a bit of influence in policies** and anytime a child

At odds with policies?

Interview Lucy

152 might have been excluded they always put me in the reintegration meeting so

153 we'd try and find a way and update the pen picture and send it back out to all

154 the staff

155 **Researcher 9:10** Yeah so did you kind of mentioned the the kind of neuro science

156 part of the training was that something that was something particularly that

157 stood out at you from the training?

158 **Lucy 9:20** Yeah I think you know just the basic hand picture of the brain again

159 you know the the front brain you know the where we did where we process

160 things and when we cope with things I think it's a really good umm(.) way of

161 trying to understand you know your fight flight or freeze systems and you know

162 you're being mindful of their reactions my reactions how can children label their

163 emotions and(.) you know trying to recognise and validate their emotions ^{instead} ~~sort of~~

164 ignoring them

165 **Researcher 9:51** Yeah hmm and you said you kind of you they were putting that

166 kind of emotional language in their pen pictures Was it pen pictures?

167 **Lucy** Yes

Neuro litu.
Mindful?
increased conscious
ness

Interview Lucy

168 **Researcher** yeah that that was that that was in relation to the emotion coaching

169 and kind of picking out that emotional element yeah

170 **Lucy 10:05** [trying to] to put another level of layer of support in really

171 **Researcher** yeah

172 **Lucy** umm(.) and and trying to help the staff because obviously I'm one person

173 and at the time there was 1200 children in the school you know and then when

174 we became an [redacted] we then converted [redacted]

175 as well **Researcher** oh wow

176 **Lucy** Yes so I was [redacted] so it was you know it's it's it was

177 a tough job umm I'm not going to lie to you ((laughing)) but it was almost like

178 trying to help teachers to try and problem solve really and help children deal

179 with their own stress

180 **Researcher** Yeah

181 **Lucy** And kind of umm you know umm [redacted] lead the [redacted] who was the

182 assistant head worked quite closely with me and the staff

183 **Researcher** Right

Role within
School.

Adults using EC on themselves/colleagues?

Interview Lucy

184 Lucy And and and so anybody that may be on the SEN umm(.) register radar it

185 was really positive because I'd be included in any of the meetings

186 Researcher 11:01 Yeah okay so can you kind of think of a time that you that you

187 found emotion coaching particularly helpful is there a time that kind of pops out

188 that you used it with a pupil that it was particularly helpful

189 Lucy 11:13 [Yeah] I think maybe in in the thick of things when you've got a

190 challenging(.) especially when they are key stage four and they can be quite big

191 Researcher Yeah

192 Lucy And umm aggressive and you know emotive I think it's just remembering

193 that that you need to validate and recognise that they're feeling stressed and not

194 ignore it Because that child(.) that young person may not have had any adult

195 input throughout the day they may have had a tough break time somebody

196 might have said something to them and you know so it's having that mindfulness

197 really of

198 Researcher [Yeah]

199 Lucy of their being empat empathetic, obviously we have to have boundaries

200 obviously you can't have a child swear at you every minute of the day and be

*Quite general
example.*

*mindfulness
linked in
with empathy?
Attunement?*

Interview Lucy

- 201 physically aggressive and things but it's kind of(.) as a teacher it's it's
- 202 remembering to acknowledge that feeling and sometimes it's like okay I'll be
- 203 with you in five minutes you know like especially if you're delivering a lesson and
- 204 you've got 17 other young people in that room and they've all got their own
- 205 needs
- 206 **Researcher** yeah
- 207 **Lucy** you've got to deliver the lesson it's like come and sit down I can see you're
- 208 upset you sit down and I'll be with you in five minutes It's that it's that validation
- 209 and it's not ignoring and umm (.) it's helping me take myself using effective
- 210 approach and response to try and help that young person almost like self-
- 211 regulate themselves
- 212 **Researcher 12:32** Yeah so the how was it what was it like using it kind of within
- 213 your classroom and when you're kind of teaching?
- 214 **Lucy 12:42** I think you know it's not easy when you've got 30 children other 30
- 215 children in that room or if umm you're in a smaller class with SEND children umm
- 216 we had a [REDACTED] group for year seven eight and nine sometimes you do forget
- 217 yourself you know and you're you know you're having a bad day yourself and *meta-emo*

Interview Lucy

218 **Researcher** [Yeah]

219 **Lucy** and sit down shut up leave me alone you know like ((laughing)) you know

220 and so it's taking that step back to make sure that you're not doing that and it's

221 being really aware of how you respond it can mirror or trigger or or escalate a

222 situation in the way you respond so it's having that mindfulness of yourself and

223 your own body language so you're not hostile

224 **Researcher** Yeah

225 **Lucy** You know and and (.) remember to set aside some time for that person

226 **Researcher 13:27** Did what did you what impact do you think it had on like your

227 relationships with the pupils?

228 **Lucy 13:32** I think having that understanding and that and allowing a child and

229 young person to see that you're human and not just the teacher umm I think it

230 does really build positive relationships and umm you know I always try to ensure

231 that that's what I did you know and have good relationships with the children

232 and young people because sometimes they don't have that positive experience

233 and(.) you know and they'll go through subject by subject what they hate not

234 because of the subject because the teachers approach sometimes

*For pupils
to know teachers

Interview Lucy

235 Researcher Yeah

236 Lucy And they feel that the teacher is quite hostile towards them so I (.) as a

237 SENCo in in mainstream school I had to change my approach and sometimes do a

238 bit of umm intervention between the teacher and the child(.) and sometimes I

*Interventions - with
Teacher?*

239 would speak to that teacher away from the child and trying to give them a bit

build empathy?

240 more insight maybe into their situation and that's when I decided to start

241 publishing pen pictures for these children in mainstream because we always did

242 it in special but it was not a done thing in mainstream so and actually they were

243 really well received from teachers and the teachers were quite thankful because

244 some of these teachers(.) don't have that experience of deep and strong

245 emotions and

*Building empathy in
teaching staff?*

246 Researcher Yeah

247 Lucy children that may be looked after or having a tough home lives (.) and (.)

248 You know and and so it's having it's giving them and you get young teachers new

249 teachers that come through the school

250 Researcher Yeah

Interview Lucy

- 251 **Lucy** and they don't know these children at all so it gives them a little bit of
- 252 insight obviously we don't release any obviously GDPR data
- 253 **Researcher** Yeah
- 254 **Lucy** and you know any sensitive information about home lives and things but it
- 255 would be superficially on the surface and those children wrote their own pen
- 256 pictures so they were happy to share them
- 257 **Researcher 15:13** Yeah And it's really nice kind of that connection with the
- 258 emotion in that and the connection with or we'd like to know you better
- 259 **Lucy** yep that's it
- 260 **Researcher** We'd like to know what what do you do find really difficult? What
- 261 does make you angry? It's really nice that they're kind of taking a bit of a part of
- 262 of that how teachers are seeing them and kind of
- 263 **Lucy** Yeah
- 264 **Researcher** it's almost that like Miss come on you know I'm unhappy after lunch
- 265 on a Thursday and that kind of thing helping that that relationship umm is there
- 266 a time when it was quite difficult to use emotion coaching?

Connections
with pupils
+ Empathy

Interview Lucy

- 267 Lucy 15:48 Yeah when a child may be(.) umm deciding that you're gonna get
- 268 their emotional baggage (.) that day (.) and their having a bad one they've come
- 269 in and you're the frontline and you're the sounding block it can be quite tough on
- 270 the person especially if you've had a really busy morning you know and you've
- 271 got full on week or full on day and you're getting grief from management parents
- 272 you know sometimes you you you can be reactive
- 273 **Researcher** Yeah
- 274 **Lucy** And that can explode a behaviour
- 275 **Researcher** Yeah
- 276 **Lucy** So you know that has happened where I might have said something
- 277 insensitive or flippant
- 278 **Researcher** Yeah
- 279 **Lucy** And it's escalated a situation and that young person's completely like kicked
- 280 off and thrown table and chair because I've said something without me thinking
- 281 about their emotional response and(.) you know err or not actually validating
- 282 how they're feeling

Lines 267-272 – idea of emotions of the teacher then working with the emotions of the YP?

Interaction of adult ego as well as child's.

Being mindful?

Interview Lucy

283 **Researcher 16:46** And how's it feel to like if you've got any examples of where

284 you kind of that sticks out that you kind of tried to use it and it might have

285 worked or you tried to use it and it kind of didn't work?

286 **Lucy 16:58** Yeah umm earlier on in my career I've had had some ((laughing))

287 incidents especially in special educational needs schools where I was you know a

288 bog standard teacher you know umm and(.) this lad was didn't want to be in

289 my room ((laughing)) and umm I was like but you've got to stay in my room

290 **Researcher** Yeah

291 **Lucy** this is what's expected and he's getting angrier and angrier and angrier to

292 the point where he can completely flipped his lid in my room(.) and umm you

293 know and I probably should have just you know tried to deescalate it sooner but

294 you know didn't and to the point where he punched him he's punched his hand

295 through a piece of glass with the security metal in and

296 **Researcher** Oh, wow

297 **Lucy** And he's smashed his hands to bits because

298 **Researcher** goodness

299 **Lucy** he was so ang it wasn't me that had upset him

Interview Lucy

300 Researcher Yeah

301 Lucy I was the one that got it because it was the end of the day and he didn't

302 want to be in school

303 Researcher 17:50 Yeah

304 Lucy 17:52 And then I felt so bad, because he'd hurt himself

305 Researcher Yeah.

306 Lucy And there was blood all over the ((laughing)) place

307 Researcher Oh goodness

308 Lucy and I was like 'Oh my goodness me what have I done' But you know it I I

309 was doing what we needed to do by trying to keep him in the room you know

310 and teach

311 Researcher [Yeah]

312 Lucy So it was you know but we we did repair that relationship afterwards and

313 and he came back to class the next time you know but at that point you just think

314 oh maybe you know what did I do wrong? You know have I really pushed his

315 button you know and things like that

At odds with
behavior policy?

Does this link
with her interest
in empowering
colleagues?

Interview Lucy

316 **Researcher 18:24** So what do you think you'd kind of do you think you would

317 have tried to use emotion coaching If you'd have known about a bit more?

318 **Lucy 18:33** yeah cos I had no knowledge of emotion coaching at that point That

319 was quite earlier on in my

320 **Researcher** [Yeah]

321 **Lucy** teaching career and so you just follow what you've been told to do

322 **Researcher** Yeah yeah

323 **Lucy** And you you know I didn't validate his his emotions I didn't wasn't mindful

324 really of my reaction because I'd lost my temper by then

325 **Researcher** Yeah

326 **Lucy** And and then that he mirrored that and he just he just he volcano'd and

327 completely lost the plot

328 **Researcher 18:58** And oh wow oh and a bit kind of like oh just to have a child and

329 they're being blood I just can't imagine orf

330 **Lucy 19:09** yeah and I just felt so guilty

331 **Researcher** Yeah

Interview Lucy

- 332 **Lucy** because you know I just thought maybe I should have just let him walk off
- 333 and run around the school and smash the school up you know what I mean
- 334 ((laughing)) but but I had to try and contain it so he didn't take it anywhere else
- 335 and hurt himself so it was very difficult you know so
- 336 **Researcher 19:26** and what happened after he after he hurt himself? What did
- 337 he did he kind of calm down or?
- 338 **Lucy 19:32** well in the school we had a system where it was called the Bleep
- 339 system so **Researcher [Right]**
- 340 **Lucy** So I knew he was gonna go so
- 341 **Researcher** yeah
- 342 **Lucy** I'd reported to the b but you just got to wait for somebody to turn up and it
- 343 was that that by the time it had already happened by the time they had gotten to
- 344 that room and and that young person knew me really well and we had a really
- 345 good relationship so it wasn't you know we did de escalate and I went I went
- 346 back to it was like your pastoral base really so I went there and obviously not the
- 347 same day ((laughing)) followed him out and wound him up more but you know
- 348 and he was alright the next time he came to the lesson

*School process - EC
could have been a tool
whilst waiting for
SIT or where?*

Interview Lucy

349 **Researcher** [Yeah]

350 **Lucy** I tried to repair the relationship I just said I'm really sorry you were having a

351 bad day you know but he was like i'm sorry ^{BS} got smashing your window miss

352 ((laughing)) **Researcher** Yeah

353 **Lucy** You know so he'd calmed down as well so

354 **Researcher** Yeah

355 **Lucy** So yeah giving him that time out really and

356 ^{Researcher} ~~Lucy-20:19~~ Yeah just that mix of not meeting him at the place that he was at

357 when you were at the right place to meet him

358 **Lucy 20:26** [absolutely] he wanted me to let him go and just trash the school

359 **Researcher** [Yeah]

360 **Lucy** but I was saying I'm really sorry I can't let you do that

361 **Researcher** Yeah

362 **Lucy** I don't know where you're going to put yourself let's just wait for the

363 person who's on duty to come and get you but he didn't want to do that

Interview Lucy

364 **Researcher 20:39** Yeah So can you say on the other end of that have you got any

365 examples of where where you have used emotion coaching or or kind of as cases

366 that [stand out as a bit]

367 **Lucy 20:47** yeah so when I went into mainstream which was completely

368 different cos I'd always worked in special so yeah you know it was different umm

369 for me I it was a cold shock for me to see how teachers actually spoke to some of

370 the children ((laughing)) I was like okay you know so

371 **Researcher** [Yeah]

372 **Lucy** so because I was obviously a SENCO and we had an area an SEN area in in

373 school I usually got them when they were angry

374 **Researcher** Yeah

375 **Lucy** so it was you know they'd already kicked off in the lesson and they'd come

376 over to us

377 **Researcher** Yeah

378 **Lucy** so I would try and use the emotion how you doing? How you feeling? And

379 umm I used a lot of the emotion con cards umm like a bit of CBT the green amber

380 red feelings

*Used as
intervention*

Interview Lucy

381 Researcher Yeah

382 Lucy I'd just try and get that out if I could gauge that they were ready to do that

383 Researcher Yeah

384 Lucy I'd get them on the table or the blob trees or something like that umm to

385 try and umm you know help them think okay how do you think the teacher might

view of T rather than them?

*Attempt at STEP 4?
AS intervention?*

386 have seen you react you know and what do you think you know so I used to kind

387 of use emotion coaching for them to kind of(.) try and self-regulate themselves a

*Potentially within
child views?*

388 little bit and take that responsibility and (.) to try and obviously help their stress

389 response

Line 388-389 – understanding of the stress response and need to support neurological influences alongside a voice of responsibility.

390 Researcher Yeah

391 Lucy really and and it's sometimes worked it depends on the situation and if I've

392 got a really great relationship with a lot of the young people in the school so (.)

393 you know they would be happy to talk to me

394 Researcher Yeah

395 Lucy And I would try to build their resilience a little bit more

396 Researcher Yeah

397 Lucy And prepare them for that lesson ((laughing))

Interview Lucy

398 **Researcher** Yeah

399 **Lucy** Ermm It wasn't always successful ((laughing)) you know

400 **Researcher** yeah

401 **Lucy** You know ((laughing)) but (.) you'd know their tipping point and you'd know

402 their linked person so

403 **Researcher** yeah

404 **Lucy** I would of course if I if I knew it wasn't going well for me I maybe would say

405 right do you want me to go and get so and so or you know do you need some a

406 morning out of school you know like do you need to be with some pastoral like

407 head of year or something like that

408 **Researcher** Right yeah

409 **Lucy** so we had a really good system in that sense where (.) the staff knew who

410 was good with certain young people

411 **Researcher** Yeah yeah

412 **Lucy** But but they're helping trying to regulate and recognise their emotions (.)

413 because some of them didn't they didn't have that those skills at all so I think the

Understanding of
with pupils +
best person to
support them

Staff understanding
el (B)

Interview Lucy

EC way to ⁶² identify
need?
Empathy?

414 emotion coaching allows you to understand that that's maybe what they might

415 need a bit of you know CBT or emotion support things like that

416 **Researcher 23:14** Yeah Sounds like that was quite a nice little space

417 **Lucy** Yeah it was

418 **Researcher** [a nice space]

419 **Lucy 23:22** And when we had a new head with the [redacted] we bought some

420 boxing gloves and a punching bag

421 **Researcher** Oh wow

422 **Lucy** And it was called what's it called? something [redacted] or something like

423 that. So

424 **Researcher** Yeah

425 **Lucy** [redacted] or something like that and so you could put a little track on and

426 then just take out other punch bag and you know and get them in to do that

427 really

428 **Researcher** Yeah

429 **Lucy** And do a bit of CBT with the green

430 **Researcher** Yeah

Interview Lucy

431 **Lucy** Umm Amber red feelings and how can we move those red feelings back to

432 Amber? What helps you? Yeah it's a bit like the zones of regulation isn't it?

433 **Researcher** Yeah yeah and so kind of with those interventions did you feel like

434 you? Do you ^{feel at} value a certain point of the emotion coaching or that was kind of

435 running through or you'd kind of got to the problem solving element?

436 **Lucy 24:16** I think I think when they're with you in the in your room they can do

437 it problem solve? And we can look at

438 **Researcher** [Yeah]

439 **Lucy** how would you react differently next time you go into class then when they

440 actually go into class ((laughing)) they would forget everything that we've done

441 the week before

442 **Researcher** Yeah

443 **Lucy** And it would go back to where it was originally so yeah we did try and do

444 some CBT umm(.) you know sessions with umm we tried to do it in pairs or you

445 know depending on that young person's needs so you know and try and set the

446 limits of what is acceptable

Understanding
of EC stages
+ what that
means to Lucy.

*But also surprise
that kids struggled
to use in the
moment?

still needs some
retraining of expectations?

Interview Lucy

447 **Researcher 24:46** Yeah and so we've kind of thinking of those kids those kids that

448 you've done a bit of work with did you then notice any changes in terms of with

449 that alongside their teachers starting to use emotion coaching

450 **Lucy 25:01** I think sometimes we did have some really good weeks

451 **Researcher** Yeah

452 **Lucy** and positive I think it does work but it has to be consistent

453 **Researcher** Yeah

454 **Lucy** And once it stops I think sometimes they think well you've had the

455 interventions now you've had your few you know you've had your four or five

456 weeks or whatever how long it is you know umm and I think people think then

457 it's gonna be a magic cure and they're gonna come into class it's all gonna be

458 okay

459 **Researcher 25:23** Yeah so it's one of those things of just trying to keep

460 something going isn't it is

461 **Lucy** Yeah

462 **Researcher** it's quite hard to, to see to see that umm so thinking about your kind

463 of use of your learning about emotion coaching, your use of emotion coaching

EC as
specific
intervention

Talked about view
of magic cure *

Interview Lucy

464 were there any particular like turning points in kind of your you feeling like you

465 could apply it with your pupils?

466 **Lucy 25:46** Yeah I think it's that having that umm understanding of your self

Understanding of self as teacher.

467 awareness of you as a teacher and how actually you know you [REDACTED]

468 you know(2) the children don't have agency when you're a teacher in a class so I

469 think sometimes just the threat of you being that teacher can actually(.) trigger

Empathy with child.

470 an emotion

Line 468 – 'the children don't have agency' – understanding of the difficulty in the lack of control some pupils feel when at schools

471 **Researcher** Yeah

472 **Lucy** depending on home life or situations or whatever they've experienced and I

Teachers can help in the moment? vs. intervention.

473 think(.) understanding that you know the subvert survival system is a natural

474 response it's not you know and and also that you as a teacher can actually help

475 them problem solve and develop some self regulation

influence of the teacher.

476 **Researcher** Yeah

477 **Lucy** in that room by just techniques and seating plans so we were we used to do

478 a lot of things with seating plans I did some training on how to put kids in seat

479 you know making sure the seating plans are correct and

480 **Researcher** yeah

Interview Lucy

481 **Lucy** are they like do they need to sit by a window or door? Or is that too loud?

482 You know trying to(.) have that understanding really of (.) it can make a big

483 impact just one change

484 **Researcher** Yeah and just that kind of

485 **Lucy 27:00** acknowledging and validating that that child's feeling really

486 **Researcher** Yeah

487 **Lucy** rough that day(.) you know to the point where we said do you need a cup of

488 tea do you know what I mean

489 **Researcher** [Yeah]

490 **Lucy** do you want to come into my office and we'll put the kettle on you know

491 get a biscuit do we need to just you know it's like I think it really helps you as a

492 teacher to have that awareness(.) and it can make your life easier as well as the

493 young person **Researcher 27:25** Yeah so what do you what do you mean tell me

494 a bit more about that

495 **Lucy** So stops you obviously having that loggerhead that battle every day like

496 Wednesday afternoon lesson three you know that child's coming in you know

497 there's gonna be a problem same kid every week

Connection?

*meta-emotions
philosophy*

Interview Lucy

498 Researcher Yeah

499 Lucy You just dread it you're dreading although it's this class you've got your

500 anxieties as a teacher because you know you're gonna have a fight

501 Researcher Yeah

502 Lucy So how can I change that? You know what what could I do to (.) deescalate

503 that so you know giving them a responsibility handing out pencils you know so

504 that when they're all sitting down that gives them that responsibility to say i've

505 just spoken to you I've given you that little bit of umm validation of how you

506 doing today do you want you know put the books out for me you know and it's

507 just that being mindful really of your responses

508 Researcher Yeah

509 Lucy and yeah and and to just allow that young person to you know develop a bit

510 of resilience in that room you know there might be a smell in that room that they

511 don't like that

512 Researcher Yeah

513 Lucy that might be the worst lit room it may be a room that they built for 20

514 children and there's 30 in there and so you know there's limits to the teacher of

connection
regulating task?

*Environmental
Stimuli?*

Interview Lucy

515 what you can manage in your classrooms sometimes but the way you approach

516 that child that turning point of understanding that you can actually do a little bit

517 you might not fix the problem they might even hate your subject to the point

518 where it doesn't matter what you do you could be the best person in the world

519 but if you're a geography teacher and they hate geography you're not going to

520 engage them

521 **Researcher** Yeah

522 **Lucy** but its having that building that positive relationship really that ^{report} ~~report~~ *

*Importance of
(P)*

523 **Researcher 28:58** So did you think it kind of just even doing the kind of

524 empathising and the validating

525 **Lucy** yeah

526 **Researcher** was that a different that was that gave did that give you something

527 additional to the behaviour Because obviously kind of traditional ways you have

528 a consequence it's another?

529 **Lucy** Yeah [it's another toolkit] it's another res It's another approach to how you

** Alternative rather than
complementary?*

530 can be a teacher umm and that you are actually responsible for the well-being of

531 those children in your room at that time /

Interview Lucy

532 **Researcher 29:25** And what did that feel like? Because obviously I think what

533 people find quite difficult about emotion coaching is it it feels very different to

534 what you imagine a teacher is particularly in secondary school

535 **Lucy** Yeah

536 **Researcher** So how did you did you notice that kind of kind of change or

537 **Lucy 29:41** obviously when we had the training as a staff team I noticed a

538 different approach to some of the staff's responses and when they were report

539 writing so if there was an incident and it did actually blow up(.) instead of just

540 putting it you just put instead of giving the the within child mode it's the child's

541 fault I think you know they would think about what did I say? What was

542 **Researcher** oh okay

543 **Lucy** could I have approached so there was a slight difference in the way it was

544 reported on as well

545 **Researcher** Yeah oh that's interesting

546 **Lucy** And some of them would go I have my hands up Lucy!(.) I did you know I

547 did this or a I'm really sorry I should of I shouldn't have I shouldn't have done

Comment on
Staff moving
on from
within child.
vs. other expectation

Interview Lucy

548 that you know so it's and there was a bit of like I would be able to go to

*Difference, 70
T.*

549 classroom with the young person and that teacher may of actually apologised

550 **Researcher 30:35** Oh wow yeah because that's quite that's quite hard to do for

551 some teachers

552 **Lucy** [Yeah] Yeah

553 **Researcher** And that was something you kind of noticed since that training and

554 that [understanding around]

555 **Lucy 30:45** Yeah I think it made a difference yeah in you know during that time

556 and I think staff were a bit more mindful(.)

557 **Researcher 30:52** mmhmm that's interesting so has there been anything kind of

558 you've kind of talked about this already maybe kind of what your what has

559 influenced your use of emotion coaching?

560 **Lucy 31:08** I think(.) my past experience working with SEND children for a very

561 long time but also(.) having a really positive relationship with the school EP and

562 because I had a really good relationship with with the school EP and umm you

563 know I would always ask that EP to go in and look at the class and the

564 environment and maybe you know err and they were able to say right I think we

Interview Lucy

565 need some training in it as a whole school approach because it's very similar

566 things that that EP because obviously I can only see what I see

567 **Researcher 31:41** Yeah

568 **Lucy 31:42** and when staff (.)and I'm in there you know they're gonna they used

569 to get their you know their plans out on the desk because they knew I was

570 coming

571 **Researcher** Yeah

572 **Lucy** So with the EP it was always a third party that external agency and you

573 know they were able to see different things that I saw in classes

574 **Researcher** Yeah

575 **Lucy** umm And I think(2) you know having that positive relationship with an EP

576 and the EP actually offered to support staff as well so you know there was always

577 that that extra we tried to do another level of support really so I think the staff

578 having that that that trust

579 **Researcher 32:34** so they kind of those sound like the big things that kind of

580 helped in terms of encouraging the staff to kind of take it on and give it a go

581 **Lucy** Yeah

Interview Lucy

582 **Researcher** How is there anything else particularly that that supported them

583 through that because that's quite a big is quite big change isn't it to your

584 teaching

585 **Lucy 32:40** Yeah(.) I think and also I used to deliver(.) umm what I used to do

586 was on the staff meeting I always had like say 10/15 minutes of that staff

587 meeting to talk about our [REDACTED] children and umm(.) any causes of concerns that

588 week or you know any new starters or whatever we(.) we'd go through a few of

589 the pen pictures and what pen pictures were and so it we had we had that

590 consistent support really and we used to also umm(.) ensure that all staff had

591 level one [REDACTED] training for Autism umm(.) also some training on umm(.) ADHD

592 and attachment so did try and put a lot of training in umm(.) to support the staff

593 because it was a tough(.) school.

594 **Researcher 33:28** Yeah.

595 **Lucy** ((laughing)) or gig as you would say

596 **Researcher** Yeah I just thought of another question and where's it gone? I might

597 come back to it were there any particular challenges in terms of umm getting

598 **Lucy 33:48** school tay teachers didn't want to know

Interview Lucy

599 Researcher Yeah

600 Lucy it's not their job

601 Researcher 33:53 Okay

602 Lucy Their job's to teach

603 Researcher right

604 Lucy not to care

605 Researcher Yeah

606 Lucy 34:00 and I'd know I knew which ones which which teachers would there

607 was going to be problems

608 Researcher 34:06 Yeah

609 Lucy I think the newly qualified staff the younger staff I think(.) different

610 generation umm(.) they were more open to(.) looking at maybe could you do

611 something differently but the old school staff if I'd asked that they'd have gone

612 down the put a complaint in against me cos they felt that maybe it was accusing

613 them of doing something wrong so yeah the generations and whether they were

614 willing (.) to actually look at their practice

615 Researcher Yeah

*Idea of the role
of the teacher.*

*NG. role of the
Teacher*

*Teacher self
reflection*

Interview Lucy

616 **Lucy** You'd get a lot of blocks

617 **Researcher 34:39** And were there were there any of them kind of teachers that

618 that change their view or did they kind of it didn't really make a difference

619 finding out about it or not?

620 **Lucy 34:49** No(.) no it made no difference

621 **Researcher 6:08** Interesting because it's so one of the things that kind of come

622 seems to come up a lot particularly in secondary school is time did you not

623 **Lucy 35:03** yep time patience and it's not my job

624 **Researcher** right

625 **Lucy** umm you know but I think(.) we always used to stress high quality you know

626 quality first teaching differentiations you know you are being paid in a class you

627 are the first level of intervention it's not me you know I am your like at the end of

628 it if you've exhausted all

629 **Researcher** Yeah

630 **Lucy** if been to your head you know you've got it because a lot of teams had their

631 own support network and you've the head of department you know you have

632 the pastoral team to each year group so there was lots of little areas to go to and

Interview Lucy

633 I think they knew that they we tried to kind of have a flowchart of right have you

634 tried this this this and this umm that some people you just knew there was no

635 point ((laughing))it's just its even as a member of staff they were like just look at

636 you and just walk away from you do you know what I mean I'm not even wasting

637 my breath I feel sorry for the child

638 Researcher Oh dear

639 Lucy you just knew that that I would go to certain kids what have we got today

640 and I'm like ok errr what lessons that? I'll make sure I'm around((laughing))

641 Researcher 36:15 yeah and they just for the teachers that wouldn't budge on

642 that that view?

643 Lucy No

644 Researcher Interesting tough really tough but did you did you ever notice kind of

645 using it with with staff like you emotion coaching staff or parents or anything?

646 Lucy 36:35 par errr yeah umm we used to have to deescalate some parents (.)

647 yeah it was really it is really helpful espec and teachers like you said because

648 some teachers have been upset that that's happened and you know and I can

649 empathise because I've been there and I've done the wrong thing and you know

Resonated with my view/experience

This resonated with me but I think my view has changed?

Line 640 – emphasis on 'I'll make sure I'm around' – feeling added to the idea of need for protecting pupils from some staff

Overlay of EC + deescalation?

Interview Lucy

650 and we're all human you know so yeah it's having that mindfulness that we've all

651 got our own err stress system and our fight and flight responses ((laughing))

652 **Researcher** Yeah

653 **Lucy** You know(.) and umm sometimes we just go into the fight instead of you

654 know sometimes freezing and be quiet you know just don't respond you know

655 but umm yeah I had to help them problem solve umm

656 **Researcher** Yeah

657 **Lucy 37:15** And actually recognising their feelings and validating how so it's it's I

658 can see that you're upset I can see really angry at the moment or see that you

659 know you may have had a bad lesson class I can see you know you're feeling a bit

660 upset here is there anything I can do as a SENCO or you know as a supporting

661 colleague is there anything I can do? And It's almost validating their feelings as

662 well and then trying to help them problem solve their resilience sometimes

663 **Researcher** Yeah yeah it's a it's interesting hearing like especially when you're

664 doing it to support children and kind of how much actually you use it in kind of

665 both professional and personal life it's kind of an interesting interesting approach

666 did you see kind of using it on kids you didn't think you would do?

*link to
neuro*

*Interesting EC
used in conversation
with TS. but as
intervention with
kids*

Interview Lucy

667 Lucy 38:12 Yeah You wouldn't you know (.) I think all children and young people

668 whether they have got special educational needs or not have got emotions so

669 you know, you think that this kid is a high flyer kid doesn't get into trouble

670 there's no detentions on their record you know they're really really academic

671 umm you know and sometimes it's like you yeah you you just gotta try and help

672 all of them you know and yeah you would think oh why are you having big

673 problems here you know it's like you know cos we had an electronic system in

674 the school where it had attendance data rewards consequences detentions so I

675 could just click on a kid and I could instantly see their record

676 Researcher Yeah

677 Lucy so umm yeah so you could you know when cos I didn't know their name

678 because I'd always know if I didn't know their name then they weren't one of

679 ours so like somebody's just bought them to me just because I may have been in.

680 an office

681 Researcher Yeah

682 Lucy So you know and so it's just gonna how you feeling so it's using those skills

683 of you know you're recognising the feelings validating them umm obviously they

All have emos
+ all need
support/EC
some times.

Interview Lucy

684 obviously mainly knew what their level of acceptable levels were so they

685 wouldn't be pushing your boundaries

686 Researcher Yeah

687 Lucy like some of ours did umm and they usually had most days resilience you

688 know so you knew there was something off you know

689 Researcher Yeah

690 Lucy And then I would always make sure then that I'd go to the head of year

691 because that head of year would have known that young person better than me

692 so I would have I wouldn't of been able to have that positive report because they

693 didn't know me they were you could tell that they didn't want to talk to you

694 Researcher Yeah

695 Lucy you could just see signs that did like who are you So umm so I'd just refer

696 them on to somebody(.) you know and say I think they need a conversation or

697 Researcher Yeah

698 Lucy (.)But having that awareness of emotion coaching is really it's really helpful

699 as a teacher just to have that understanding really

700 Researcher Yeah

(P) with staff + pupils

Interview Lucy

701 **Lucy** And like you said with parents because(.) some of our parents had their own

702 needs

703 **Researcher** Yeah

704 **Lucy** And they would come in absolutely furious sometimes into your office

705 because they'd be going right I want that teacher sacked((laughing))

706 **Researcher** Yeah

707 **Lucy** You'd have to try and deescalate the parent and validate how they're

708 feeling cos it's their child

709 **Researcher** Yeah

710 **Lucy** So you know you are really feeling this but let's see if we can find another

711 way round it

712 **Researcher 40:36** Yeah I've done it again have thought of a question and it's

713 gone from a brain oh no I know so if you if you were gonna tell if you're going to

714 tell a new secondary school about emotion coaching and kind of encourage them

715 what would you say to them?

716 **Lucy 40:57** Well I would say that I think a whole school staff approach is a really

717 positive one not just the SEN staff ((laughing)) because that's sometimes is that's

parents have
own needs?
everyone
vs. need.
Universal vs.
specialist

EC with parents

felt was
leading here.
would change this
in next
interview.

Interview Lucy

718 their job you know so I think having you know I would try to recommend to say

719 the DSL or whoever's senior management pulls the purse strings that you know I

720 think as a whole staff session it's a really positive thing to do even if it's once a

721 year or whenever the whole new intake of staff or change over umm(.) because I

722 think it's a really good investment for anybody to have that awareness really

723 **Researcher** Yeah

724 **Lucy 41:33** You know whether they are dealing with children with a diagnosed

725 need or an unknown need ummm(.) because everybody's got emotions

726 everybody's human(.) So I think I'll you know I think it's a brilliant way for having

727 that understanding and (.) you know some whether they do CBT sessions in you

728 know circle of friends or whatever they do in the school just do some emotion

729 coaching with children and helping them understand their own emotional

730 reactions for that resilience to be built up really and self regulation not being co-

731 dependent on other staff

732 **Researcher 42:07** Yeah and what do you if you were kind of still what kind of

733 next steps do you feel like you would want to take with emotion coaching are

734 there anything is there anything in particular

EC is about awareness?

EC as intervention

Interview Lucy

735 Lucy 42:20 [umm] yeah just to really you know(2) revisit as a staff team or revisit

736 as a as a year group or something like that and then are we have we recognised

737 the right children or young people to come to some emotion coaching or you

738 know are they getting the right support interventions is it long enough you

739 know(.) 3 weeks 4 weeks might not be long enough for one person they might

740 need a lot longer so it's like ensuring are we really meeting their needs and have

741 we done enough

742 Researcher 42:55 so did it feel did you feel like something you would use instead

743 of say if you were teaching period one on a Friday do you think that it would be

744 something you would use as well as or instead of kind of more traditional

745 sanction and this rewards kind of thing?

746 Lucy 43:14 [I think] I think depending on your role in the school. umm(.)

747 obviously you can't just cancel a curriculum lesson and not deliver what school

748 expects you to do but what I would do as as I was a SENCO I would ensure that

749 we had some groups coming out of lessons and making sure that they have some

750 interventions and an idea of you know the zones of regulation emotion con cards

All have emos,
and framed as
an intervention

EC as intervention

Interview Lucy

- 751 and things like that umm(.) and making sure that these these children and young
- 752 people are getting the right level of emotional support
- 753 **Researcher 43:52** Yeah is there anything that you'd like to tell me about emotion
- 754 coaching that you don't think of asked or that you've not had chance to share?
- 755 **Lucy 44:03** [err] no I think trying to(.) think myself umm (5) I just think the
- 756 influences really you know the major influences as a teacher for me and err as a
- 757 as a school leader as a SENCO is you know the my relationship with the EP really
- 758 and having that positive relationship with whoever is dealing with that emotion
- 759 coaching cos I think somebody coming in that you don't know and the staff have
- 760 never seen can be quite daunting for staff so having that person that maybe they
- 761 know they've seen around the school was helpful and it was a positive influence. I
- 762 think that's important who's delivering that emotion coaching to your staff team
- 763 as well
- 764 **Researcher 44:48** Yeah and is there any kind of did you did you get some follow
- 765 up support you got some follow up support from the
- 766 **Lucy 44:54** [Yeah Yeah] I think we would get the EP in(.) especially if we had
- 767 individual concerns about a child or young person to make sure our interventions

impact of
 (R) with EP in
 EC journey.

Interview Lucy

768 were you know(.) the right interventions and umm and plan do reviewing what

769 we were doing to make sure yes we can deliver it is it having an impact

770 **Researcher 45:12** Yeah and did you do kind of any groups that kind of focused on

771 developing staff the ability to emotion coach or was it a little bit more

772 **Lucy 45:22** yeah erm our internal team our SEN team we had a couple of

773 mentors as well at the time before the academy kind of ((laughing)) made it

774 redundant but(.) the joys it's always the SEN and the pastoral that go first

775 **Researcher** Yeah

776 **Lucy** but we had a really good solid team and umm the two mentors were

777 fantastic at it

*EC as a specialist
intervention
Went to specific staff*

778 **Researcher** Yeah

779 **Lucy** and it was it used to really help some of the children and young people

780 umm(.) and they felt safe going to them so

781 **Researcher 45:53** [Yeah] Did it feel like it was particular staff that were doing it

782 rather than everyone or

783 **Lucy** umm with the interventions cos obviously as a classroom teacher you've got

784 you can only you have to deliver your lessons and they don't have time to do

Interview Lucy

- 785 things like that so it would be the pastoral team and SEN team that would
- 786 organise the interventions umm(.) and you would have the same people doing it
- 787 so it was always you know umm a really positive thing that that child knew when
- 788 they had they had some slots booked in
- 789 **Researcher** Right
- 790 **Lucy** So it was their saved time really
- 791 **Researcher** Yeah but there was that kind of whole school staff were aware of
- 792 emotion coaching and that it was going on and that kind of thing
- 793 **Lucy 46:34** [Yes Yeah] we wouldn't expect the maths teachers to deliver it
- 794 because they didn't have time in their curriculum unfortunately maths teachers
- 795 you know the subjects core subjects teachers don't get flexibility in their
- 796 timetables
- 797 **Researcher** [Yeah] and was it something that that some of the kind of more
- 798 subject based teachers would have felt having a go out in their classroom or
- 799 **Lucy 46:55** I think that's that's why we we made sure all the staff had it the
- 800 training
- 801 **Researcher** [Yeah]

Intervention

Interview Lucy

802 **Lucy** because of the difficulty the level of emotional difficulties in the school the

803 SEMH needs were really high so I think even if they weren't going to do the

804 emotion coaching separately they would be doing it in the class and had that

805 understanding of err how to, you know support and validate and

806 **Researcher Yeah**

807 **Lucy** check in with that child or young person

808 **Researcher 47:22** So you may notice in that they were having those kind of

809 conversations rather than a you're gonna get a warning you're gonna get a

810 sanction

811 **Lucy 47:26** [Yes yeah yeah] have a lot more and using the pen pictures much

812 more

813 **Researcher 47:30** Right Yeah and that was that I really love that there's that

814 connection with the emotions because I've not seen that before

815 **Lucy 47:38** Its hard you know like I said it was me being embedded in that school

816 **Researcher 47:43** [Yeah] Always kind of given it keep keep talking about it and

817 keep getting them to

*In class
way of interacting*

*Lucy's role
in the
school.*

Interview Lucy

- 818 **Lucy 47:49** Yeah and the and the management were really upset because the
- 819 local authority knew we were really good at it and we used to get a lot of kids
- 820 sent to us (.) and they were going it's because you are too good ((laughing)) too
- 821 good at it stop it because they are sending them to us because they knew we had
- 822 our nurture department and err(.) and so it would be a selling point for the local
- 823 authority to SEN parents oh they've got this area you know and the team are
- 824 really good at this
- 825 **Researcher 48:15** and all the teachers are trained in emotion coaching so it's all
- 826 fine
- 827 **Lucy 48:18** yeah and they're all very friendly and the school were like can we
- 828 stop having these SEN kids land on our door we don't know where to put them
- 829 but no and when we had the primary school the primary school used to use the
- 830 zones of regulation you know a little bit as well so it was(.) you know only a small
- 831 primary school as it was on the school site
- 832 **Researcher 48:39** okay I think that's it I'm gonna stop the recording unless
- 833 there's anything else you want to share

Interview Sarah

- 1 **Researcher 0:30** Right So can you tell me about your journey with emotion
- 2 coaching?
- 3 **Sarah 0:36** errr Yep so I think is an interesting one because in terms of actually
- 4 knowing what what emotion coaching is officially and having training on it um that
- 5 sort of came about when I decided to be a SENCO umm and started down that
- 6 ^{training} trading route I started training as a SENCO in [redacted] umm and went
- 7 down that route but it was interesting learning doing training on and learning
- 8 about emotion coaching that there were aspects that(.) I thought I already do that
- 9 ermm I already do some of this in my practice that it was useful I think to kind
- 10 of clarify a bit more of the process around it and why we're doing it and the
- 11 rationale that was quite helpful and that was kind of at the start of the journey but
- 12 not quite in a sense that ermm the reason why I became interested in it(.) would
- 13 be sort of the first part of the journey I guess in terms of always working with with
- 14 SEND kids or vulnerable kids before I became a SENCo I was always that teacher
- 15 like oh you're good with them can you talk to so and so you're good with them can
- 16 you have year 8 bottom set that nobody else wants erm but the thing that
- 17 concerned me though was that attitude from(2) some other staff but just the

EC aligned with Sarah + how she works

Line 8 – change to tone

Re-interested with me

Line 16– change to tone

[redacted]

Interview Sarah

- 18 general ethos in a lot of secondary settings have been more punitive than
- 19 restorative(2) umm and that concerned me ermm and when you're a classroom
- 20 teacher and your view is different and your view is more geared towards emotion
- 21 coaching you can feel a bit like you're you're on your own with it and you'll find
- 22 with those systemic you know things and an ethos that ermm (2) does not
- 23 promote that idea of(.) developing a child who emotionally and socially and it is
- 24 focused purely on academic and is focused purely on a punitive approach and that
- 25 can feel quite challenging so I think doing the emotion coaching training really
- 26 opened my eyes with that and made me realise that(.) then when I became in a
- 27 position of leadership as the SENCo and then as a deputy head you can make
- 28 changes you can affect these changes and you can change an ethos and you can
- 29 bring in this idea of well how do we(.) be more restorative and actually think about
- 30 this as a teaching experience for that young person rather than opportunity to
- 31 punish them so that was a big change and I think the other part of the journey is
- 32 for me and myself(.) so ermm [REDACTED] so as a young person that was very
- 33 challenging and I'd often get met with a lot of punitive measures when I was really
- 34 quite frustrated and just didn't know how to actually express that frustration(.) so

Ethos of other staff.

View of teacher/identity?

Experience as a child.

Interview Sarah

35 the interest as an adult stems from personal as well as professional experiences so
 36 once I qualified as a SENCO ermm (.) I did that role ermm for [redacted] years(.) ermm
 37 and within that the big focus for me with emotion emotion coaching the principles
 38 that it espouses was embedding that(2) within school systems and within training
 39 of staff because it that to me was really important in changing how we
 40 approach(2) young people who are(.) what I would describe as being in emotional
 41 crisis or or who are(.) you know erm struggling to regulate their emotions and
 42 focusing actually on that(.) rather than just saying young people who are
 43 exhibiting challenging behaviour(.) shifting the focus from being on the behaviour
 44 to being on the underlying emotions and you know what's what's going on there
 45 so over that [redacted] years and obviously I became(.) an assistant head in those
 46 [redacted] years as well ermm and I was assistant head [redacted] ermm that meant
 47 that I could move from using emotion coaching myself in my daily interaction with
 48 young people to then being in charge of LSAs and teaching my team how to use
 49 emotion coaching because LSAs and TAs are often the ones at the forefront who
 50 can often have conversations with these young people so then getting into
 51 leadership and thinking well now I can affect change across whole whole school'

Whole school
approach.

Change to the
way behaviour
was framed

This resonates
with me & some of
why I became an
EP.

Interview Sarah

52 you know ethos policy and attitudes and make it more(.) leaning towards that

53 emotion coaching style across all the staff

54 **Researcher** Yeah

55 **Sarah** because if that's not there as an individual you can have as many

56 conversations as you want with the young person(.) if they're gonna then go down

57 the corridor and another member of staff is gonna go why is your coat off rerrer

Line 57 – 'coat off rerrer' – emphasis on reaction of other staff not using EC

58 immediately it er undoes all that good work so if the ethos isn't there then those

Beyond the (staff) member

59 conver those little conversations become less and less effective and as you know

60 now I'm a trainee!((laughing))

61 **Researcher 5:33** So how did it feel like thinking about the times that you kind of

62 used it within your classroom have you got any particular examples of of using it

63 with a pupil?

64 **Sarah 5:46** Yeah it's interesting when you think about using it(.) in the classroom

65 and I could probably think of positive and negative examples of this ermm because

66 negative examples would probably be occasions where as a classroom teacher(.)

67 errmm as you know in secondary school we have you know between 20 and 30 or

68 sometimes more than 30 erm young people in your classroom so within that

Interview Sarah

- 69 sometimes the idea of(4) err I think initially people perceive it as taking time to
- 70 have that conversation and use those strategies can seem a bit daunting and I
- 71 think in the early days of me attempting to do that that's where I would go wrong
- 72 in a sense that(.) it doesn't need to be a pulling somebody out of a situation and
- 73 sitting down and you know having a conversation ermm and it that doesn't always
- 74 work and you end up with chaos in your classroom and then a young person who
- 75 probably like why the f are you sitting me down and having a err and to kind of
- 76 turn it into an intervention in that way was not a successful use of emotion
- 77 emotion coaching ermm and it's not really how it should be used like an
- 78 intervention and I think you know in my experience of when I've had bad
- 79 experiences that I feel like that's why(.) because(.) if you pull the young person out
- 80 of a situation to do it it still feels punitive(.)

Time.
Could be
daunting
approach?

Prev attempts
where taken/
seen as intervention
not successful

Not an 'intervention'

81 Researcher Yeah

- 82 Sarah sometimes like well I've done this therefore I'm being punished now by
- 83 being taken out and put in a smaller room to have this conversation with so it
- 84 doesn't quite work I have I've had occasions where that has happened but if it's
- 85 used if emotion coaching is used effectively the way it's meant to be which is that

Interview Sarah

86 (.) you know within a normal interaction that you're having with the young person

87 anyway it can be very effective but ermm I'm trying to think of a specific example

88 for you because over 15 years Researcher there's been many

89 **Researcher** [Yeah]

90 **Sarah** many examples of you know conversations with young people ermm and I'll

91 gi I'll try and give you a more recent example that's sticking in my head so(.) a

92 young person that I worked with ermm(.) who was in a [redacted] unit(.) ermm

93 and that can be very touch and go in itself its quite I do a lot of work in [redacted]

94 [redacted] units so I've always done a lot of SEMH work so I know how it goes and

95 when you're coming in so this was when I was an assistant actually so im going I'm

96 veering off a bit from the classroom here I'll work their way back

97 **Researcher** that's okay

98 **Sarah** when you going in as somebody unfamiliar it can be a bit difficult to get

99 people on side(.) ermm and this(.) young man ermm came into the room and was

100 very much like 'Fuck this fuck you' I don't want to like ((laughing)) it was very just

101 did not want to engage(.) was very very angry upset and frustrated and confused

102 and I thought I bet he's not read my profile nobody spoke to him ermm to be able

New @s?

Didn't take it personally, empathised with the situation

Interview Sarah

103 to say to him in that context okay I can I can see you're upset I can see you're
104 frustrated and like I understand that you know that's alright ermm you don't you
105 don't have to do anything you don't want to do that's not an issue ermm and I
106 knew that he might(.) kick off a little bit so I had a bit drawing and stuff out
107 because it's what he likes to do I said I'm gonna sit and do this I'll chat to you
108 about who I am you can listen you can not listen that's fine it kind of to be able to
109 acknowledge how he felt and and validate how he felt creates a shift in the
110 power(.) dynamic or a power imbalance that might be perceived by that young
111 person that they're trying to almost fight against and resist against(.) before it
112 even started often due to their prior experiences ermm so just acknowledging and
113 validating his feelings ermm and getting him engaged in that way allowed him to
114 come eventually sit down join in and for us to actually talk about how he felt why
115 he felt that way(.) and almost it became like a learning experience for him
116 because he's like yeah you know I think this is maybe why sometimes I do that and
117 it it's interesting how when you get a young person who is really volatile like that a
118 lot a lot of people's reaction is often sort of like you can't do that and cos you
119 leaning to the punitive and and look at it that way but I suppose you have to look

POWER

Interview Sarah

120 at in terms of what is it actually going to achieve ermm so to give you a classroom

121 example again I had a young man who came in(.) to my English class once very

122 angry very irrate thre threw the door open when he came in chucked his bag

123 slammed down and all of that ermm and I know a lot of teachers in that situation

124 who would be like right no get or get outside you know

Reactions of
other teachers.

125 Researcher Yeah

126 Sarah you're you're late you don't walk into my classroom like that ermm on

127 balance when you talk about using emotion coaching it's(.) you look at that

128 response that punitive response and you think what is that actually going to

129 achieve in that moment that young person is not at that point in time going to be

130 able to access(.) any(.) any academic learning that's not the priority in that and

131 that's not what's going to happen so in that situation with that young man I

132 initially just carried on handing the books out and when I got to him I said I can see

133 you you're frustrated aren't you mate and he was like ((nod)) so okay you don't

134 have to talk about it if you don't want to obviously obviously something had

135 happened before the lesson so just gonna give you a minute all right and then and

136 then we can have a chat if you want and then when we when I sort of got the rest

Interview Sarah

137 of the class settled and we were able to have that emotion coaching interaction(.)

138 he was quite happy to tell me exactly what had happened

139 Researcher Yeah

140 Sarah and how he felt and we were able to set some limits as well on what was

141 going on with his behaviour so I can really appreciate you're frustrated and that

142 that's going to affect you know how you're going to be able to learn today so I tell

143 you what what this is what we're doing today ermm you know how about why

144 don't we try and do it this way we'll just do this or how do you feel about that and

145 we almost kind of kind of(.) kind of came to an agreement of yeah he was

146 frustrated and he was going to really struggle to access that work maybe we could

147 do this instead and he could crack on now I'd known this boy for a while and I

148 know if I didn't do that that what would actually end up happening is he would

149 probably continue to escalate flip tables over disrupt and walk out ermm so the

150 positive conclusion we've got is that you know he did something

151 Researcher Yeah

152 Sarah it's not what everybody else did but I think when that in that situation

153 working with a young person who's very heightened emotionally heightened(.)

Relationships
with pupils

Interview Sarah

- 154 using emotion emotion coaching meant you know I can step back and think what
- 155 do I actually need for him you know right now is that for him to be doing this essay
- 156 [REDACTED] it's really not is it(.) you know at that point my priority is to
- 157 help him to self-regulate and be calm and if he achieves that in that lesson even if
- 158 he didn't do any work if he achieved sort of being calm and self-regulated ermm
- 159 and out of that kind of zone of thinking by the time he leaves the classroom then
- 160 that is an acceptable achievement and that's something that I think not all staff
- 161 can can wrap their head round always ermm and for that to be er but if you can do
- 162 that then that moment you know with that with this particular young man that
- 163 becomes then a(.) teaching and learning moment for him it's not a teaching and
- 164 learning about [REDACTED] but what he learnt in that lesson you know was
- 165 how to recognise his emotions how to identify what he was feeling how to express
- 166 that simply but adequately there was a lot lot of F bombs in there but yeah you
- 167 know he managed it ermm and then also you know how to have that sort of
- 168 productive conversation with me where he could express his needs and negotiate
- 169 how we would how we were going to deal with that so when you explain it when
- 170 you talk it through like that in terms of emotion coaching the different stages and

Seeing the bigger picture of the teacher's role?

Interview Sarah

171 then you step back and look at it that's a big achievement(.) to to have got to you

172 know by the end of that lesson ermm and I was happy with that you know

173 Researcher [Yeah]

174 Sarah that was enough for me

175 Researcher 14:15 Yeah that's a really nice example of kind of where it's made

176 quite a big difference to that child in terms of using that or using the alternative

177 which would be kind of more traditional behaviour policy how did you feel using it

178 in school alongside the behaviour policy?

179 Sarah 14:37 I think(.) as a younger teacher(.) I felt it was a struggle at times and it

*Experience as
younger ⊕.*

180 would depend on the school obviously but(.) as it I think that for the majority of

181 schools it was difficult because(.) er behaviour policies in my experience in

182 secondary schools do not(.) always or do not often encompass principles of

183 emotion coaching ermm which means that it can feel quite quite awkward quite

184 frustrating ermm and difficult being a member of staff who wants to use a more

185 emotion coaching approach within a system that espouses punitive qualities erm

186 because you are told within your staff training as you know in any school ermm

187 your behaviour policies and that you have to adhere to them and be consistent

*what told as
a new Teacher*

Interview Sarah

188 and being consistent ermm in following behaviour pol policies ermm is a big focus
 189 in a lot of schools now ermm and not wavering from behaviour policies and
 190 unfortunately ermm as we're learning more about how diverse our students are(.)
 191 we're we're starting to understand that such punitive behaviour policies do not
 192 work for a certain percentage of students particularly ones who are neruodiv
 193 neurodiverse ones who have attachment and trauma difficulties ermm you know
 194 general SEMH difficulties all of these you know jus ones that have experienced
 195 multiple ACEs so a lot of students who are who are vulnerable for for any number
 196 of reasons don't respond well to a punitive system(.) and it's almost as though
 197 we're setting them up to fail so as a as a teacher within that the frustrating thing is
 198 that I can use emotion coaching in my in my classroom and and do that and have
 199 positive results but that young person is then gonna walk out of my classroom and
 200 into an environment that's potentially(.) hostile and they they are on high alert
 201 around school and for the rest of the day because they are expecting ermm any
 202 response from adults around them to(.) their behaviours or actions to be
 203 punitive(.) and it all actually creates an environment where they're going to be

Using EC in class
on own + now
that changes when
they walk out of
the room.

Student
Expectations &
adult response

Interview Sarah

- 204 even more heightened err because they're aware that that's going to happen
- 205 they're already preparing that response
- 206 **Researcher 17:15** Yeah erm and so kind of going a little bit back erm you kind of
- 207 mentioned that you felt like you when you were introduced to it you kind of
- 208 thought oh I'm I'm using some of this ermm so what what other kinds of thoughts
- 209 did you have when you're kind of first finding out about it? Was there anything
- 210 that stood out to you in terms of like any training or reading about it that you did?
- 211 **Sarah 17:41** ermm I wouldn't be able to remember any names or anything
- 212 **Researcher** that's fine
- 213 **Sarah** but as just general just general aspects of the training that stood out to me
- 214 was firstly the idea that(.) the focus is not on the behaviour and it's more on you
- 215 know what's going on you know within that child so that was a big draw for me
- 216 because I don't feel like any any behaviour is reasonless ermm and the idea that
- 217 you're sort of looking at the the the emotions of the child or the young person
- 218 first(2) you know then sort of looking at setting limits for their behaviour as a basic
- 219 principle appeals but also the idea that I think when when you talk about
- 220 behaviours and emotions anyway there becomes this idea that the problem is the

Understanding
of child's
response to
punitive
measures

Focus on emotion
before limit setting

Interview Sarah

221 child and emotion coaching separates that in a sense that that it recognises that
 222 there is you know a shared problem or a problem being held or whatever but that
 223 isn't the child the child isn't you know inherently an issue you're working with the
 224 young person to work through their emotions or sort out what the problem is
 225 which again appeals to me quite a lot as well you can't expect a young person to
 226 grow and develop you know into a good citizen ermm if you're labelling them as a
 227 problem you know at that stage its it's not gonna work ermm I liked the way that I
 228 was trained err and what was kind of drilled into us during training is that a an
 229 experience of heightened emotion for a young person is a learning opportunity for
 230 them and that was a big appeal for emotion coaching to me because(.) I'd seen
 231 prior to that outside of my own experience observing other teachers I'd seen
 232 teachers who treat(.) a heightened emotion as an opportunity for punitive
 233 measures and that punishment will teach a child that you don't(.) do that which
 234 just escalates the emotion or teaches them to suppress emotion and that's not
 235 healthy or of staff that will react by just pulling them out of the lesson and doing
 236 whatever they want and that neither of them is productive or useful for the child
 237 is what I'm trying to say where as emotion coaching this idea that(.) you know you

Where the
problem
sits

UCPR.

labelling as
a problem

Interview Sarah

238 acknowledge their feelings validate their feelings and then use it as an opportunity
239 for them to learn things like how to identify those feelings or how to express those
240 feelings appropriately or what strategies to use to support things like co-
241 regulation or self-regulation and that everything's a learning opportunity spoke to
242 me quite a lot erm I think particularly because in our training we talked about you
243 know things like Maslow's hierarchy of needs all those sorts of things ermm and
244 the fact that there is this pressure on schools and this is still true now even though
245 my training was a long time ago ermm there is this pressure on schools or this this
246 sort of ethos often in schools that there they must be in a classroom and they
247 must be learning(.) and that's the focus ermm whereas really schools now and our
248 responsibilities have shifted quite significantly in that we support all their different
249 areas of development and need and emotion coaching is about recognising that /
250 teaching ermm young people about their emotions and emotions generally how to
251 manage and handle them is helping them to make progress so that was a big draw
252 for emotion coaching to me that idea that(.) actually it's okay that you know
253 they've not done everything on that list for that lesson because they have /
254 achieved this in terms of their emotional development

Interview Sarah

255 **Researcher 21:29** Yeah how did erm because when you are introducing it to your

256 to your staff and your colleagues, what what was their reaction?

257 **Sarah 21:39** ahh that was that's an interesting one because er it's been a bit of a

258 staggered approach so initially the introducing it to staff members as the SENCO

259 so I was introducing it to learning support assistants and teaching assistants now

260 them their response was overwhelmingly positive because I feel that often those

261 that are working as support workers within schools often have a mindset that is

262 very akin to emotion coaching already erm and they do a lot of support with the

263 young people they work with on one to one within groups erm you know on a

264 daily basis in their interactions with them in terms of helping them to express their

265 emotions or helping them to manage challenging situations erm so I think that

266 that they were they were almost sort of grateful for the opportunity to hone those

267 skills in a more effective way you know to try and and the that is similar to me

268 they felt like we do we do we do some of this stuff already but isn't it great to

269 actually just you know hone that a little bit and and feel like we've really had some

270 decent training we've got expertise now in how to manage erm interactions that

271 could potentially be quite challenging and turn it into something that's actually

*Approach already
with students*

Interview Sarah

272 beneficial for that young person so they were very on board ermm and I feel like /
273 for them it was a bit of a(.) a licence almost to be to go and have these emotion
274 coaching style conversations with the young people because like me I think they /
275 felt a bit restricted by the system(.) in that they couldn't spend that time talking to
276 a child when the teacher is saying to them they should be doing activity 1 ermm
277 and it almost kind of gave that licence to say I'm just you know I'm just going to go
278 and have this conversation first ermm and being able to make those decisions and
279 advocate a little bit for that young person so that experience was overwhelmingly
280 positive
281 Researcher Yeah
282 Sarah the LSAs absolutely loved it ermm and really sort of took it on board and
283 used it a lot in their daily practice and they would often ermm also share /
284 experiences that they'd had with it to kind of(.) modify things a little bit if they felt
285 that they hadn't quite used it right or they you know they were worried about how
286 it gone we had time when we'd sit down and share those experiences ermm so
287 that kind of the general response to it was was excellent when I became a senior
288 leader we wanted to you know to try and embed that more in practice the

Line 277 – 'im just going to go..' softness to the tone

Interview Sarah

289 response was very mixed(.) ermm and sometimes there was not a positive

290 response from other senior leaders that that would be the key thing that I would

291 say

292 Researcher yeah

293 Sarah ermm that then you're talking about creating systemic change aren't you

294 which we know is it takes time and it's more challenging ermm but I had to really I

295 had to pull together a presentation and I had to really go through exactly what

296 emotion coaching is why it's beneficial why we should make this significant change

297 in our approach and ethos and argue as well to changes in the behaviour policy(.)

298 and I had to really answer to that and be accountable for that and they asked lots

299 of questions about that quite rightly so if you're going to make significant change

300 ermm but from some members of the senior leadership staff there was a lot of

301 resistance and it came from the idea that children should just be respectful to

302 adults at all time so if an adult tells you to do something as a child you should just

303 do it and that's the skill that we should be teaching them ermm so there were

304 different sort of moral cultural views within the senior leadership team that I was

305 working in at the time which really(.) caused sort of division in in whether we

'Should be teaching compliance'

Interview Sarah

306 would adopt this into our policies and procedures and from teaching staff again

307 mixed but I would say the the majority of teaching staff were very interested in

308 ermm emotion emotion coaching and I think some of the the staff that resisted a

309 little bit came from a lack of understanding that emotion coaching is not meant to

310 be an intervention(.) it's meant to be part of your daily practice and sort of

311 complimentary to you know for for young people some young people receiving

312 therapeutic work whatever emotion coaching isn't therapeutic work and they had

313 to separate that in their minds that this wasn't going to involve lots of extra work

314 for them essentially

315 Researcher yeah

316 Sarah ermm because that is a concern for teachers whenever you ca pop by with

317 another new initiative ermm which is how they would see it they're going there

318 one of their first thoughts is ergh I'm already doing X Y and Z how much extra work

319 is this going to be for me? So I think once I was able to reassure those staff that

320 actually no this is just a way of changing those interactions a little bit that you

321 would have daily anyway we got a lot more buy in for the you know there was still

322 a small number of staff who like half the senior leadership team are who were

*Idea of EC
not as interventions*

Line 317 – 'another new initiative' – emphasis in the tone

** change existing interactions*

Interview Sarah

Authority
+ EC was
against this
hierarchy

323 very much like children are children and they had quite an a hierarchical attitude

324 towards children and saw themselves as au as authority figures ermm and that

325 they felt that using emotion coaching ermm would would break that hierarchical

326 system and they didn't agree with that they felt that ermm emotion coaching

327 would create an equality within the relationship between child and teacher that to

328 them shouldn't exist because(.) the teacher has authority and power over a child(.)

329 ermm so that was quite difficult to fight against that view and try to get people to

330 understand that(.) you know while skills like respectfulness and politeness and are

331 they are important skills unfortunately for any of us they go out the window when

332 we're emotionally heightened and as adults as well you know we've all we all have

333 times when we're emotionally heightened and we don't behave in ways that we

334 know are socially appropriate so why should we expect children to

335 **Researcher** [Yeah]

336 **Sarah** they've not they so it's unreasonable really for us to expect that off them

337 ermm and then that immediacy of the moment what you need to deal with for a

338 positive outcome is the fact they're emotionally heightened anything that

339 happened during that interaction can be dealt with and discussed later when

Interview Sarah

Pupil + Staff
emotions.

340 they're calm and you're calm ermm and that was you know something that took

341 us a while to get everybody on board with get that get that property embedded

342 Researcher 28:34 Yeah so do you think kind of for you and maybe from your

343 colleagues what impact do you think it had on how kind of you saw yourself as a

344 secondary school teacher?

345 Sarah 28:48 (2) I think you know from discussion with colleagues as well(.) for a

346 lot of us it it changed our perception of what a se a teacher should be because

347 when you are a younger more inexperienced teacher I think you know for myself

348 anyway ermm my focus was a lot on well I'm here to teach English and

349 you know I'm here to teach that content ermm and learning more about emotion

350 coaching and obviously it's getting that starting to understand a little bit prior to

351 that ermm about the emotional development of young people and how that feeds

352 into everything else it definitely changed my approach(.) as a teacher to prioritise

353 the emotional well-being of my students before the academic progress and it's not

354 that I didn't care before and with talking to colleagues it's not that they didn't care

355 about that before it's just highlighting and bringing to the forefront exactly how

356 important the emotional well-being of your students is in order for them to access

Experiences +
influences as
an early
teacher.

Interview Sarah

357 that learning as well ermm and that that you know in terms of priority comes
 358 before anything else so that was a big change in my teaching and I think it also
 359 taught a great deal of patience if I'm being honest ermm in having to step back
 360 and reflect and think about my own interactions before(.) engaging in that
 361 interaction with the young person as well who isn't currently thinking about how
 362 they're reacting they're just reacting but I think that's something that ermm as a
 363 person with autism that's something I have to do anyway and I think that's why
 364 another reason why it's appealed to me so much doing this and it's affected my
 365 teaching because I do have to think about what I say before it comes out of my
 366 mouth((laughing)) and how I interact so yeah it seemed naturally to go with you
 367 know affect my teaching and go in line with what I was doing I think the biggest
 368 impact it's had on my teaching ermm is(.) actually just generating for me a better
 369 relationships with my pupils and what I mean by better relationships is creating
 370 ermm (.) a trusting relationship but also a healthy balance of power(2) because I
 371 don't feel that a teacher does have power actually over their students that's not
 372 what I've believe since you know I've been using emotion coaching ermm I think I
 373 think power is is a bit of a dangerous word and it's not something that you should

Change + increase
in reflection
before acty.

Line 325 – 'if I'm being honest' – change to what

Positive impact
on trusting (P)
with pupils.
& a healthy
balance of power

Line 371 – 'actually' –
a realisation or

Interview Sarah

374 ever seek to have over a child in any context so that's the biggest impact I think for

375 me in emotion coaching is to think well actually I don't have power over this

376 person nor do I want power over this person ermm and they're struggling you

377 know and fighting in that interaction to have power because they assume that you

378 know that's what I'm gonna want so using emotion coaching has has kind of

379 taught me instead of thinking(.) is their behaviour appropriate towards me within

380 the dynamic of their relationship I've actually thought well how can I create a

381 balance of power in our relationship so that the child and the or the young person

382 feels secure and happy and safe within my classroom /

383 Researcher 32:15 That's really any kind of I think you mentioned about that

384 equality of relationship as well that that

385 Sarah 32:22 absolutely yeah you can have an equality of relationship with a young

386 person without sacrificing you're sort of classroom expectations without

387 sacrificing er positive behaviour(.) that that's perfectly possible to do that's not

388 how you're taught in teacher training ((laughing)) definitely not there's a lot of

389 focus in teacher training on ermm classroom management err and they didn't

390 used to call it that either back when I trained it was behaviour management I think

POWER

Interview Sarah

391 they have changed it now to classroom management ermm and that has so many

392 negative connotations in itself ermm and I think if we taught trainee teachers

393 about(.) relationship management instead then what we what we used to call

394 behaviour management would come along with that

395 **Researcher 33:15** So how so you've kind of already started to talk about this umm

396 so how did it affect that those relationships with your pupils?

397 Sarah 33:28 well obviously the biggest thing is that kind of equality or I might

398 describe it more as equity I suppose of relationship between me and my pupils in

399 that you know we could both work out what we wanted and needed from each

400 other without you know power coming into play that wasn't that's definitely a big

401 way it's affected our relationship(.) I think with my pupils I found that using

402 emotion emotion coaching meant they were more likely to speak to me(2) in the

403 future about you know experiencing heightened emotions cos then they could

404 identify them or they could identify how their body was changing when they were

405 going into a heightened emotion but knowing that somebody would listen(.) value

406 their thoughts validate those emotions and understand and appreciate them

407 meant that my students were more likely to seek me out and trust me(.) as an

Relationship
management
not classroom
management

Interview Sarah

- 408 adult in their lives to come and talk to about how they're feeling before they got
- 409 to that that point ermm so that that was a big impact on my relationship with my
- 410 students as well ermm and I think ermm I can definitely see when students were
- 411 entering my classroom they're not on what I call high alert you know they're not
- 412 obviously in an alert stage because they knew that within that environment within
- 413 the confines of the classroom they had a safe space with me ermm and able to
- 414 you know to access the learning more because they knew they had a secure
- 415 relationship with me because my responses are consistent and validating ermm so
- 416 that was definitely the biggest change
- 417 **Researcher 35:13** Did you can you think of any times where you where you've
- 418 used it on children you maybe didn't expect to?
- 419 **Sarah 35:22** I didn't expect to or they didn't expect to?
- 420 **Researcher 35:25** err that you didn't expect to kind of thinking about the kids that
- 421 maybe umm you'd not immediately thought oh this would be really good with
- 422 them but then but the ones that you kind of thought oh that actually actually that
- 423 was a emotion ^{coaching} case conversation I wasn't expecting that I would have needed to
- 424 have one that kind of conversation with that particular young person.

Interview Sarah

- 425 Sarah 35:49 Yeah yeah I've got got two i'll give you two and I'll tell you why
- 426 because one of them(.) I didn't expect it cos of my own fault really you know it's
- 427 something I've probably I probably should have looked out for a bit better so
- 428 when I was a younger teacher and I had(.) a lovely really lovely young boy umm
- 429 very sort of hard working lad very well behaved very polite quite mature ermm
- 430 very good expressive language skills you know no issues there at all ermm and his
- 431 mother passed away when he was in year nine I think it was from cancer ermm(.)
- 432 and this kid was back in school he had a day off and he was back in school he was
- 433 just the loveliest kid you could imagine
- 434 Researcher Yeah
- 435 Sarah So you know obviously I had a good relationship with him anyway so
- 436 obviously checked in with him without being too invasive you know now and again
- 437 and I remember one(.) lesson he just blew and I just was not I didn't catch it but I
- 438 er I didn't expect it(.) you know I think I'd I'd fallen too much on the you know he's
- 439 he's so he's so resilient ermm and I wasn't expecting it and there weren't any signs
- 440 and because he wasn't a typically ermm you know he didn't typically have
- 441 difficulty self-regulating there were no kind of signs building up he didn't come in

Expectation of resilience

Interview Sarah

442 like errrr grumpy in the morning nothing he just went in a lesson ermm and I think

443 it was another pupil was being a bit daft and he just lost it at this pupil ermm and

444 just I I kind of said right we're gonna lets just wait wait out here for a second

445 you're not in trouble I'm just gonna get em to do something I had to go outside

446 and talk to him because it was so he needed to physically be out of that space(2)

447 and I said right it's okay I'm not coming out to tell you off you're not in trouble do

448 you want to tell me what's going on? are you okay? And it turned out his his dad

449 had started dating somebody and this was maybe nine months after his mom died

450 probably a bit less you know and he was furious he was absolutely furious and I

451 just listened for a minute kept one eye on the classroom like this ((two finger

452 watching gesture)) ermm I said yeah I can I can appreciate that would be really

453 difficult for you really difficult ermm he's like I still miss my mum and I said I know

454 mate and that's okay you know er it er everyone reacts to grief in different ways

455 and how you're reacting that's fine you've got angry that's okay that's all right

456 ermm and we talked about sort of(.) limits on that as well said obviously you know

457 we we need to deal with though because if you start going to somebody else's

458 lesson and you flip a table over and you know I don't want you to end up in

UCPR

Empathy
Validating

Line 451-
452 –
“watching”
gesture -
emphasis

Sarah's response
compared to that
of others

(P)

114
28
warmth, empathy,
understanding

Interview Sarah

459 trouble so let's let's sort of allocate some time we can talk about this when you're

460 not in class now what are we going to do right now do you and we kind of

461 negotiated the situation of you know what what he was going to do I said is it do

462 we we need to chat about how we're going to handle it erm so we negotiated

463 what we were going to do then and there which gave him a lot of(2) control over

464 what was going on in that moment in a situation where for that young man he felt

465 like in his home life he didn't have any control he couldn't control his mom passing

466 away he couldn't control his dad getting a new girlfriend and(.) and that's through

467 that dialogue that's how I could understand that's how he react why he'd reacted

468 in the way that he did this young person because he felt he had no control over his

469 life and he was trying to control something(2) ermm and it helped him to be able

470 to articulate that with somebody he felt he could trust ermm and interestingly

471 another English teacher came out of her classroom while I was trying to have this

472 conversation and was like is everything all right here and started((hands on hips

473 gesture)) trying to eer ermm and I basically told her to f off ermm very politely in

474 front of this student as I could see she was about to start asking him why are you

475 out of lesson what did you do so I had to guard him(.) from that as well ermm and

emphatise

Understanding
of need for
control?
Would other
stuff allow?
power?

Line 472 – gesture
for emphasis?
Change in tone of
how spoke of this
different
response.

Interview Sarah

476 then after the lesson fortunately it was breaktime and we were able to spend
 477 some time together talking about you know what can we do in terms of creating
 478 short term strategies(.) what can we do in the long term and be able to have a
 479 structured conversation about it erm because he didn't feel comfortable erm
 480 expressing how he feels to staff and felt that he needed to hide that so the reason
 481 why it was an unexpected situation as well was because he was so articulate so wa
 482 myself and other staff wrongly assumed he's very articulate so he'll be able to
 483 express his emotions(.) but the barrier to him expressing his emotions is that you
 484 know everyone viewed him as this really resilient kid and that he'd just get on with
 485 it so he didn't want to or feel comfortable to talk to lots of staff about it so having
 486 the option for me to advocate for him for him to tell me you know this is how
 487 much I want people to know this is what I what would be good for me you know in
 488 this situation this is how I wanna handle it it'd be good if staff know this and be
 489 able to have that dialogue I just I just think it was like a weight lifted(.) for him
 490 really erm and I'll tell you what he had no other incidents nothing
 491 Researcher Yeah.

Problem Solving Step 4

Expectation of YP who could talk. Expectations of Resilient of

Line 490 – 'no other incidents' – emphasis in tone of the positive outcome

Interview Sarah

492 Sarah ermm it was a huge change for him and I will always really really I still
493 remember the kid's name now and it was years ago and I'll always really distinctly
494 remember that interaction because I know I know if I had dealt with that any
495 other way other than using an emotion coaching style response it could have had
496 a detrimental impact on him really but as it turns out by using that approach it had
497 a significantly positive impact on his well-being at that point in time and on his
498 motivation to address that and make changes to that and and to not just to accept
499 my help but to to do sort of strategies that would help himself you know to wi to
500 self you know care for his own emotional needs as well
501 Researcher 42:27 Yeah
502 Sarah it's actually a better example than I thought I probably don't need another
503 example
504 Researcher And that's a really lovely example It's it's as you said like he kind of
505 seemed to get on quite well he was quite resilient and it's one of these things that
506 you wonder what would have happened if he'd had a more traditional behaviour
507 policy response to that incident what what would have happened instead kind of
508 thing

*Empowerly people
to self care*

Interview Sarah

509 Sarah 42:52 but this is also why it needs to be integrated into your
510 behaviour policy because emotion coaching is not just for pupils who have
511 significant SEMH needs emotion coaching should be a way of life within schools an
512 ethos within schools because all individuals I don't care who you are all individuals
513 both staff and young people will struggle to self-regulate at some point even the
514 most resilient child or the most resilient member of staff so that's why it needs to
515 be part of policy and practice so that whenever anybody struggles with managing
516 the ro their emotions or you know how to get themselves out of a heightened
517 situation the the strategies and the tools are there and it will actually decrease the
518 the possibility of that happening if you've got a safe secure emotion coaching
519 environment as well

*universal
need & rest.*

520 Researcher 43:54 ermm you said you had another example you said you were
521 going to go for two
522 Sarah I got so into his example I completely fo yes I remember right so I spent a
523 couple of years working in a [redacted] school ermm and I remember er obviously the
524 whole ethos of private school was a bit crazy its very time pressured ermm and I
525 remember seeing a young girl for a one to one session I was the SENCO there and I

Interview Sarah

526 was all ready and geared up to do this study skills session and so my frame of mind

527 was not there and plus the ethos of that particular school was not one that

528 promoted that approach so it wasn't as much as it's the mindset I prefer to take it

529 was not at the forefront in my mind that I was gonna need to have that sort of

530 interaction and the young girl turned up for the session(.) and just burst into tears

531 immediately as she walked in(.) que blind panic from me and trying not to show it

532 on my face ermm so I took the decision that moment to just abandon the session

533 what we were gonna do ermm for the you know for the time being and to have

534 that emotion coaching conversation now(.) it transpired after having a minute of

535 you know, just giving her a minute to breathe ermm she struggled a little bit in

536 that situation to actually even identify do that kind of first step and just identifying

537 how she was feeling ermm luckily because I was in the SEND office because I was

538 SENCO I had lots of card sort activities and bits that I could pull out ermm and she

539 was struggling she had speech and language needs but also it just because she was

540 heightened she wasn't quite finding the words and I think not being afraid to just

541 take time for silence and for a pause is important with emotion coaching so we

542 just had 5 minutes just had 5 minutes of silence and calm and then we worked on

Even though EC aligns with Sarah. She has had experience where she hadn't expected to use it

Line 542 – 5 minutes just had 5 minutes of silence and calm' – mirrored calmness in tone of voice

Interview Sarah

543 the card sort activities for her to be able to try and acknowledge her feelings and

544 express those and I gave examples of you know sometimes I feel(.) erm anxious

545 when this happens you know what when do you feel erm and by giving that /

546 shared experience she was able to she felt more comfortable hold on a minute

547 here so this feeling's normal this is an okay so to share that conversation

548 normalised feelings for her now I didn't expect it because obviously it it's not it

549 was designed to be this one to one session that was academic

550 Researcher Yeah

551 Sarah I didn't expect it as well okay because she was a very resilient kid I didn't

552 expect what she was going to come out with because at this time I hadn't been

553 there long and I wasn't used to [REDACTED] school environment and it's it's just not a

554 lot again a lot of people associate using emotion coaching with SEMH and you

555 know kids kicking off with behaviour and obviously that was not this context at all

556 erm and it turns out that emotion coaching was actually really useful in that

557 situation where where students are experiencing other emotions so anxiety and /

558 worry was what she was experiencing because of the pressure from exam

559 performance and her sporting performance so it was a completely different

Equity in (R)

Normalising feelings!

Used in every day interactions BUT still not used with all situations naturally or as expected

Adaptability of EC

Interview Sarah

560 context ermm to what most of my experience has been from and therefore a
561 situation that I'd struggled to advise her on which was why I drew on emotion /
562 coaching as I kind of realised I don't need to give her advice on her academics and
563 her sports I need to listen to her and I need to make her feel like it's okay that she
564 is feeling that way and then we need to work out what we're going to do about it /
565 don't need don't need to solve these problems for her and that's why you see in
566 that context ermm but what I learned from it is that no matter what the school /
567 context is and what the emotion is the young person is feeling that emotion
568 coaching can be relevant for a wide range of situations and a wide range of
569 contexts and a wide range of emotions as well ermm a wide range of needs you
570 know with that young lady who had speech and language needs she wouldn't
571 necessarily be able to express herself or receive what I was saying in the same way
572 so I had to adapt how I delivered that that interaction and you know use resources
573 to help me a little bit ermm but it's just adapting it to meet the young person's
574 cognitive needs so even if they're cognitive needs are different or the cognitive
575 ability is differs to that of their sort of chronological age it's a it's a technique and
576 strategy that's still applicable ermm and still affective

Equity

Interview Sarah

POWER

594 why don't we go and sit out and you can tell me all about it because you know I

595 know that you've got the girls best interests at heart so whatever has gone on you

596 know I can tell you're just you're just frustrated and angry because you just wanna

597 do what's best for the girl and that was it(.) the dynamic and the the advantage of

598 I talk to everybody with the exact same tone of voice in the exact same

599 way to break down that power imbalance and emotion coaching 100% helped me

600 ermm and when we actually sat down and talked about why she was coming in

601 and presenting that way because she'd had conversations with the head before

602 where he had threatened to ban her from the site because you know her

603 behaviour was unacceptable(3) its sort of ringing a bell there with how he used to

604 deal with kids she explained that she had a low level of education herself she had

605 negative experiences of education she felt anxious even stepping inside of a

606 school she'd had things that had happened with her two girls that she cared for

607 that came to our school that you know weren't dealt with well so she was just kind

608 of assuming that would happen again both her girls had additional needs ermm

609 and she'd had to really fight to get ad adequate support and get an EHCP for one

610 of the girls so she was working on the assumption that she had to fight for

Line 599 – Emotion Coaching enabled Sarah to take a step back, understanding what might be going on for that person, wait before responding and then carefully deciding how to respond

Equity?

Empathy + attention.

Interview Sarah

611 everything and that that was her option and we actually talked a bit this parent
 612 and I about what fight or flight is fight or flight response I explained to her you
 613 know what that is and how that links to how she's feeling in a way that made
 614 sense to her and that was useful for her ermm and we continued to have a really
 615 really positive relationship up until I left
 616 Researcher 52:18 Oh, wow that's that's a really lovely example of how you've
 617 used it and what a big impact that's hard and that just understanding really of
 618 where where she was
 619 Sarah 52:32 it comes it comes back to that power imbalance again and the great
 620 thing about emotion coaching is that it can break down potential barriers and
 621 things that are affecting parents or that they perceive as a barrier such as lower
 622 socioeconomic status such as ermm being from you know a ethnic minority group
 623 or being from a cultural group where they feel maybe a bit isolated from school
 624 ermm you disabilities parents have themselves so those can provide barriers to
 625 parents being willing to communicate school or sometimes how parents
 626 communicate with school and emotion coaching allows you to(2) get rid of that

POWER.

Empathy +
 Validation of
 any feeling.
 - Treating with
 respect?
 -> UCPR?

Interview Sarah

627 perceived difference or that ermm distance even or power imbalance between

*Creates equity
UCPR?*

628 parents and school

Line 627 – “power imbalance” – We are all the same, we all have emotions and just want the best for our children, we have empathy for each other and we are all in this together rather than being in a hierarchical system.

629 **Researcher 53:29** That's a really nice summary of it's a really good summary of

630 emotion coaching. So those I think that's kind of all of my questions covered in in

631 some way and through the stories that you've shared Is there anything that you'd

632 like to tell me or share about emotion coaching that you don't think I've asked

633 about all these things come on, where you've had the opportunity to share?

634 **Sarah 53:50** No I don't think so I think we've come a long way I think if you look

635 through in those recordings and you say oh look at that or you know I need a bit

636 more than that then just give me a call

637 **Researcher 54:04** right I'm gonna stop the recording

- 1 **Researcher 00:30** So can you tell me about your journey with emotion coaching?
- 2 **Connie 0:36** umm we(.) my responsibility was umm Assistant Head Teacher for
- 3 [REDACTED] Pupil Premium and SEN and we when I sort of took the role
- 4 on I could see that many of our [REDACTED] learners ermm demonstrated errr quite
- 5 poor executive functions we saw many of them had experienced adverse childhood
- 6 experiences and at the time the school had a sort of very disciplinarian ermm
- 7 behaviour approach and these poor children(.) who struggled to emotionally
- 8 regulate ermm who might be dealing with ongoing err sort of issues ermm who are
- 9 quite hyper vigilant ermm who might struggle with friendship all all of those things
- 10 as well as about a third of them had special educational needs as as as well as being
- 11 umm sort of disadvantaged in that sort of term ((air quotes)) ermm and we had a
- 12 system where they were just getting stuck in this sort of cycle of sanctions so they
- 13 had this system where erm a member of staff if they'd (.) done something that they
- 14 shouldn't do that's a C1 ((point)) ermm that's a C2((point)) and then a C3 means a
- 15 detention and a C4 means err you know after school and then C5 and by the time it
- 16 gets to C8 you know they're gonna have their head chopped off and it was(.) even if
- 17 you said C1 it was like a trigger word to the students and sure enough it was just it

18 it it it just(.) you know light a er a flame and torch it ((lighting match gesture)) and I

19 remember there being an occasion where I was teaching and I had a child who(.)

20 really wanted to do I'm an English teacher and she really wanted to do well in

21 English ermm and on a Monday morning there she was happy to read lady

22 you know doing everything I possibly can for her and somebody came err

23 to collect her because she erm owed time((air quotes)) ermm from being I was just

24 exasperated and we I decided to use Pupil Premium money to ermm get an

25 educational psychologist and speak to the educational psychologists what can we

26 do that will improve these you know I need your help in terms of developing a more

27 relationship based ermm not that it's you know we had somebody responsible for

28 that and he wrote the policy ermm what can we do and that's when she introduced

29 me to a number of things from circle of adults err that we did for children who are

30 looked after particularly and adopted from care which has been er the most

31 incredible intervention ermm and where we developed this idea around ermm

32 speaking to staff we did parent workshops ermm about emotion coaching so this

33 was probably ermm about mean we've we've been on quite a sort of journey

34 maybe or even i'll have it somewhere because I showed it to Ofsted yesterday

Lines 24-25 – start
to a change to her
way of working?

35 umm and it started off we did ermm er key stage three and Key Stage Four parent's
36 workshop err we did staff training and actually what was really great was there was
37 a member of staff who was responsible for teaching and learning and was a life
38 skills teacher and she ended up ermm er [redacted] University we're doing this
39 mindfulness [redacted] programme ermm and we got on board [redacted] so
40 there was a real sense of ermm she was sort of so inspired by it that we brought
41 those psychoeducation ermm sessions and they they exist still so in year seven we
42 have got children learning about the brain err learning about ermm er things that
43 you know that that what's happening for the teenage brain they learn about
44 negative thought patterns and the more you have negative thoughts the wider the
45 pathways become ermm there's some work on mindfulness there's ermm er
46 strategies that you know that the children can learn that by sorting out your
47 breathing you can almost hoodwink your brain err into not feeling like it's in a fight
48 flight freeze situation so(.) it started almost ermm hitting er parents staff and at
49 first there was some staff that really got on board but we were still fighting this((fist
50 hitting palm)) err and actually we have staff who really bought into emotion
51 coaching but were stuck in this behaviour policy((hand rubbing palm)) that

Lines 49-52 – added emphasis with gestures

Interview Connie

4

Line 53- 'got i(.) it actually' – there was a pause, almost a realisation of a change or shift in the narrative

52 clashed((hand hitting palm)) you know so at first we were launching something that

53 didn't really fit with our behaviour policy ermm so it got i(.) it actually the culture

54 ermm just started to turn it's always been a really lovely school that I work in but

55 there was a real sort of sense of almost us and them with some err a cohort of

56 students against staff ermm and they were just spending too long out of the

57 classroom because of this owing time((air quotes)) luckily ermm well I think then

58 COVID happened ermm and err so everything sort of came to a standstill and on the

59 return from COVID we changed the behaviour policy and I absolu I mean what we

60 ended up doing during COVID is I put some ermm emotion coaching training for

61 staff on ermm because I could see(.) I was responsible for [REDACTED] ermm

62 provision in school and so I'm dealing with you know lots and teachers were coming

63 in on a rota and you could see people were not coping they err you could see and it

64 was impacting everybody and there was particularly people that just weren't able

65 to keep on top of their workload so I actually spoke to our Ed Psych and said I think

66 we need some emotion coaching in terms of actually some staff wellbeing but also

67 we can frame it as when we return when these children return what do we need to

68 be doing to make them feel safe to make them feel connected to and it was actually

Line 54 – 'ermm just start to turn' change to the way of speaking, almost a sigh of relief?

EC for
Staff support
during
Covid.

69 just almost perfect timing really ermm at that time I became responsible for
 70 personal development as well as [redacted] learners so my role was around ermm
 71 our [redacted] extracurricular assemblies etcetera well-
 72 being and so we came back with ermm having done the emotion coaching training
 73 and we even did some training on loss and not just loss of loved ones but just you
 74 know loss more generically in terms of time away from school friendships etcetera
 75 ermm and we came back and did ermm sort of framed it within the [redacted]
 76 wellbeing and really sort of (2) tried to bring that into our curriculum ermm more
 77 recently err what so what we started to do is and you could see a shift and it wasn't
 78 just emotion coaching I think it was a number of things we started I did erm some
 79 sort of just a little staff briefing one morning where I just sort of gave some ermm
 80 little quotes that I'd heard from other people ermm but ermm be curious not
 81 furious and connect before correct and just this whole idea of ermm (2) a sort of
 82 understanding where some of that behaviour might come from and and and how
 83 you know actually if you connect with somebody before you correct you can avoid
 84 erm er erm an escalation very quickly ermm so sort of that that became something
 85 we were then doing what we recognised is when it comes to emotion coaching and

Understanding
of Pupil
perspective

Shift in
* thinking

Increased
understanding
+ empathy

86 what's wonderful I had a teaching assistant coming in to me the other day and she's
87 working with a child who has just joined us in year seven he's looked after and his
88 all of our children in year seven have [REDACTED] most of them their parents pay
89 for them for some Pupil Premium money pays for it and for him because he's
90 looked after the authority are going to buy him his [REDACTED] so everybody's
91 [REDACTED] came in apart from his(.) great(.) wonderful ermm and his teaching
92 assistant was there and he went to collect it his wasn't there and she came to see
93 me and she said a coup you know you need to get on with that you need to get so
94 actually we had some we had some loan ones we got him one straight away and I
95 said ermm she said I did emotional coaching straightaway I just said (.) that would
96 really upset me you know just to be so excited and ermm and she said ((smiling))
97 just by sort of using those that emotion coaching style to begin with and validating
98 his emotions and sort of err recognising how we might feel she said it just ((pushing
99 both hands down)) he was like it's okay miss ((laughing)) you know sort of ermm so
100 it's nice that you can start to hear teachers show how they're using it and
101 sometimes you've got members of the SEN team talk about how they're using
102 emotion coaching with parents who are phoning up and are in a sort of real high

Example from TA.

notably teachers using it.

103 state and how validating those emotions can sort of change(.) you know sort of
 104 change tack ermm but one of the things that I suppose we weren't able to do so
 105 successfully was almost stage four and stage five emo of emotion coaching so yes
 106 we could see that err that sort of escalation was being avoided now ermm but of
 107 course there will still be times when despite every trick in the book all the strategies
 108 you've got you've got a child who is just there((hand over head)) and there's noth
 109 you know there's nothing you can do they just need time away ermm but there will
 110 be occasions when it kicks off because you haven't been able to because you've
 111 received them as a teacher and you've not been able to sort of step in and stop that
 112 happening maybe just after lunch or whatever ermm so something that we have
 113 just introduced ermm and again this was with support from our educational
 114 psychologist is a ermm reflect and reconnect ermm strategy so we have recently
 115 changed our teaching assistants ere to become advanced teaching assistants many
 116 if they wanted to if they wanted to sign up ermm and what that meant is if you
 117 became an advanced teaching assistant you were on a sort of same pay grade and
 118 sa salary as a cover supervisor so we said if you do want to become an [REDACTED] what
 119 that what that might mean is there'll be occasions where you might need to cover a

Lines 96, 98, 99,
 108 –
 expression in
 speaking with
 gestures and a
 reaction

Lines 112, 114 –
 new sense of
 'we'

Interview Connie

120 25 minute form ermm and what that allows is the many of our teachers are also
121 form tutors and what that would do is release a teacher to then go and have a
122 restorative conversation with a with a student so we did a big sort of ermm staff
123 training where we said(.) you know those restorative conversations what it isn't is
124 demanding an apology what it isn't is another chance to sort of you know go for the
125 jugular what it is ermm is something that ermm shows unconditional positive
126 regard that allows you to demonstrate that you're on the side of the student and
127 you desperately want them back in the class and getting their sense of what was
128 going wrong and how that could be better as well as talking about you know you on
129 the receiving end and ermm and the impact there and we did we've given them
130 loads of sort of not scripts but ideas about what that might look like we've given
131 them a sort of structure about what that might look like we've said if you need
132 ermm you know you might want to do it on your on your own but actually you can
133 really benefit from the halo effect so we've got ermm members of our pastoral
134 team who are lead professionals for those students who are more likely to ermm to
135 struggle and then need a restorative session and just having them in the room
136 almost(.) championing the teacher for where that relationship has broken down

8 132
Integrating
unconditional
into policy

Lines 123-125 –
harshness with
the way the pink
was said, real
strong feel behind
explained what it
isn't! and then
moves into softer
tone line 125-129

*Unconditional
positive regard.

supporting staff
with repairing
(R)

Validation
repair.

- 137 ermm could be really valuable and and to help steer the conversation as experts
- 138 who do it daily ermm and then just teaching children that you know rupture and
- 139 repair is okay ((laughing)) you know these things can happen and it's not the end of
- 140 the world you there are ways in which you can repair a relationship and move
- 141 forward and that was never happening under this the old system it was just just so
- 142 detrimental ermm so that probably takes us in a snapshot a snapshot ((laughing))
- 143 having spoken for to to to where roughly we are now
- 144 **Researcher 13:49** Yeah wow is that that's quite a bit you've got so much into what
- 145 is it about five years worth of time?
- 146 **Connie** Yeah yeah
- 147 **Researcher** And obviously that kind of COVID gave you a bit of a chance to it sounds
- 148 like it gave you a bit of a chance to like reset and kind of think what are we going to
- 149 do?
- 150 **Connie 14:04** [yes a circuit breaker] it was perfect
- 151 **Researcher** [Yeah]

Lines 140-142 –
reference to
the old system
and this 'new'
system

Interview Connie

10

152 **Connie** Thank goodness(.) yeah it's a shame you know it's a shame that out of

153 something so awful actually because it was it was a runaway train actually we

154 needed that

155 **Researcher 14:14** [Yeah] Yeah I mean it's nice that out of something so awful

156 you've kind of it's really made you rethink and it's made teachers kind of consider

157 and and rethink how they're interacting with their students ermm that's really nice

158 and kind of your thinking about that ermm how do we fit in three and four and

159 using that those reflective conversations to help with that?

160 **Connie 14:38** And build time I mean just(.) teachers are so so busy and actually

161 you can't really have a restorative conversation ermm during a break or lunchtime

162 because that's the ch that is not only the teachers time but it's the child's time and

163 actually it will then feel like a punishment so to actually build it into you know

164 curriculum time so that that conversation can happen also feels like it's not going to

165 then be exacerbating a problem

166 **Researcher 15:06** Yeah ermm have you got any examples of where you've used

167 emotion coaching with a young person?

Impact of Covid resetting

Understanding Impact

Increased empathy

Line 163 –
"actually" emphasis
to tone

168 Connie 15:15 ermm er yes ermm sort of I suppose you know when you sort of
169 because it's been about five years ermm I suppose I think it's happening more often
170 then I'm really reflect re sort of recognising it sort of becomes ermm something you
171 do quite naturally rather than being so aware of what you're doing ermm I'm just
172 trying to think I know there was ermm I was on lunch break and saw a student and
173 sort of walked past them and(.) she was very upset and a and initially as I sort of
174 came up to speak to her and she was with another student ermm who she was sort
175 of being quite blocked with me (passing hand across face) I was sort of trying to
176 sort of say you know I'm here for you etcetera and she was been quite blocked
177 ermm and I just said look you're you're out here lots of people are gonna be
178 walking past I've got a quiet office you know if you want to come up and just have
179 sort of some quiet time we don't need to have a conversation but I can get you
180 some tissues you can come up ermm and I sort of brought her up and actually in
181 the process of bringing her up and her you know I sort of talked about getting her
182 breathing sorted etcetera I think I went got a glass of water and tissues etcetera
183 and actually it was at that point that she did calm and I gave her enough time to
184 calm before we then were able to for me to start to(.) find out what the problems

*Empathy +
understanding*

185 were and validate why she would feel the way she was feeling ermm to sort of

186 listen empathetically err about what was going on err and then start to sort of work

187 through ermm (.)sort of work through a conversation that led up to ermm I think

188 the issue had been around friendships and we actually got to a point where I went

189 and got the other student and checked with the other student whether or not err

190 you know from their angle and we ended up almost doing you know the last parts

191 of emotion coaching with that other student so that there was a repairing between

192 them almost you know within that time now it it was just lucky that I wasn't I was

193 on duty and it wasn't initi immediately teaching English ermm and I had that time

194 and it took the whole it took the full hour ermm but I suppose I was very aware that

195 I was using the emotion coaching model

*Had the
time.
gave up the
time.*

196 Researcher Yeah

197 Connie in that time ermm and I suppose I probably recognise that often I you're

198 only needing to use sort of step one or step two and and you don't need to do the

199 further steps because you are able to(.) sort of you know pacify and calm and ermm

200 get on side with the student ermm I suppose there's times when it it all sort of

201 merges into different things so we've we've developed something called solution

202 focused therapy which again through the support of our educational psychologist
203 and that whole idea that you are getting alongside a student and using your
204 prefrontal cortex to ermm ask questions to pose thought to in a sort of really sort of
205 ermm non-judgmental ermm non-threatening way and again, I said I see some of
206 those little aspects of it happening when we have more(.) formal solution focused
207 therapy work ermm which has been great where you know you sort of say there's
208 quite a lot of ranking you know ermm how would you rate how would you rank at
209 the moment okay what would make you say it's three what could happen or be
210 different that would make it a four and again these e just being taught how to(.) ask
211 questions that if you'd just asked a more open you know tell me what's the
212 problem you often get I don't you know that they're so overwhelmed that they can't
213 even tell you where as actually if you start to ask questions through this solu
214 solution focused therapy work ermm it becomes it it generates one of the questions
215 we were taught to ask you don't you obviously have to sort of feel the the mood of
216 the student but ermm we asked the miracle question so imagine a miracle
217 happened overnight you don't know that it's happened overnight because you were
218 asleep and then sometimes people go well I wouldn't be sleeping because I don't

*Openness +
honesty with
understanding
pupils*

219 sleep and then already you're like oh we've got we've got that problem you know
220 that I had I did it the other day and that's revealed that this child you know is is has
221 very poor sleep and it's really impacting on their sleep no wonder they're struggling
222 so much during the day ermm but when you wake up in the morning and what
223 would you start to notice that is different and ermm(.) you get all sorts of answers
224 that just reveal so much you know my mum my mum wouldn't be cross with me my
225 mum wouldn't be going on to ermm the behaviour system and checking how many
226 negatives I've got err and all of a sudden now if you'd asked a more open ended
227 question I don't think he would have got those answers and all and very quickly you
228 can start to actually get to the nub of some of the problems so I suppose emotion
229 coaching has felt(.) almost like a platform and a way of being that has led into you
230 know a more structured restorative conversation reflected reconnect that has led
231 into ermm running a er mindfulness in schools programme where we've got
232 psychoeducation happening in year seven and now because that's worked so well
233 we're trying to retr sort of go back to it because I've got responsibility now over
234 (.) how do we bring that back into your eight and to year nine and into your 12
235 and into year 13 because these are(.) you know strategies that benefit you for life

Empathy.

EC as catalyst
for more change

236 erm so I suppose that's(.) if I think about emotion coaching I think I it starts to
 237 become more of a cla you know a mindmap of shoots off

238 **Researcher 21:40** Yeah it sounds like it kind of maybe adjusted your thinking and
 239 then that's kind of spread out to other ways of working

240 **Connie 21:54** Yeah I think my thinking was always I think I've always(3) I've always
 241 been somebody who if anything in my early career I used to question erm (.)

242 you know I I think when I started teaching don't smile until Christmas and I'm

243 thinking oh God I'm rubbish I'm a rubbish teacher because I don't I don't agree with

244 that I want to have fun with the students straight away I want to I want you know I I

245 I want to give a little bit of myself so that they they feel like they know me they feel

246 like I care so I I'd always been of that mindset and I think in my early career I I

247 would I was probably railroaded into no((bang side of hand on table)) you need to

248 do this((bang side of hand on table)) you need to show that((bang side of hand on

249 table)) you know and I used to think god your just so wrong Connie you're just so

250 wrong and I think there's a difference between sort of standards what I've learned

251 is you know you can have high standards of students erm (2) almost sort of

252 regardless you know you can have high aspiration ambition for them but showing

*Feeling different
to other staff
how taught!*

Lines 242-247 –
difference in tone
and emphasis
when talking
about her change
of thinking about
herself as a
teacher

*High aspiration
& compassion.*

253 compassion just felt almost that's something that you just felt natural and I suppose

254 what having the Ed Psych come work with me on has given me strength of voice to

255 challenge what I now know through research ermm is you know that's fundament

256 you know that system that Victorian system is fundamentally flawed and she's I

257 think working with her and all of her knowledge which is vast far you know(2) I try

258 and pick up as much as possible ermm has really helped me as a school leader push

259 something that if I hadn't had all of that research and support I would have not not

260 really you know not have that strength of voice so that's I think for me I thought I I

261 was wrong and was easily railroaded and now I'm thinking I absolutely believe this

262 and what's wonderful having just had them in /Ofsted/

263 **Researcher** yeah

264 **Connie** is that our behaviour in school ermm and what was really lovely is you'd go

265 into classes yesterday ermm with with an inspector and they sort of look and err

266 you know there was one girl who sort of hid her bracelet and you know they sort of

267 look at you and sort of give you a a sort of reassuring and you just that whole us

268 and them there was a real sense of we are a community our teachers care about us

269 and we care about our teachers and we're in it together and lets if they'd if they'd

Line 253 – “just felt natural” – lightness in Connie’s voice when she said this

Research helped to give her strength of voice

Lines 260-262 – “strength of voice” not only was she saying it there was a strength to her tone as well

Students caring about staff

Sense of Community + Connection

270 had come in you know five years ago you would have walked into classrooms and

271 they could well have been ermm right play time

272 **Researcher** Yeah

273 **Connie** and you know just err it it's changed the culture massively and I'm

274 delighted and you know we've seen the difference in terms of outcomes for for

275 children because you know if they are(2) feeling like they belong if they feel like

276 they're cared for if they feel safe ermm they can start if they are allowed to be in

277 the blooming classroom and not((laughing)) you know sent off to(.) you know

278 isolation((air quotes)) ermm that then they're in a better place to learn and their

279 outcomes are better so it's been it's been massively ermm integral to the change of

280 culture ermm the change of community and and ultimately progress of students

281 **Researcher 25:39** So it's kind of it so it's kind of changed how you would picture like

282 a secondary school teacher?

283 **Connie 25:52** Definitely is there and you know it's lovely because actually it starts

284 to ermm it starts to ermm breed so we've now got a er one of the things that our

285 head of behaviour ermm wanted to do was that we would all do certain things so

286 we would have a meet and greet ermm and an end and send so ways in which

Impact on Learning

Community + progress

287 children are received into the classroom and the ways in which they go and just this
288 in terms of standards you know the behav the uniforms a certain way and you leave
289 in an orderly manner it's calm and purposeful ermm but what's quite nice and this
290 will not get through to your writing but there's ermm a guy that does ermm **greater**
291 **or something** he's you see sort of like **and he's**
292 quite popular and we ended up doing some staff training where our head of
293 **showed us this guy** what he does is er he's a very articulate sort of comic
294 and he stands outside certain places greeting people as they come into the shop or
295 to ermm and it's very funny but it was that it **what actually it spoke of was**
296 **connection and you know sort of checking in and being able to have you know a**
297 **more personalised approach** and I just sort of watched it and it was I think he put it
298 in there to be amusing and to keep staff training sort of interesting **but I thought no'**
299 **that speaks volumes that's exactly what you'd do** and **when I'm sort of at** one of my
300 (2) ermm places on duty is right at the front of school where students are coming in
301 and again that sort of ^{whole} **connect before correct** they'll come in and you know
302 you're immediately sort of saying good morning ooo you're nearly dressed you're
303 nearly dressed tuck that shirt in you know and and they'll sort of **I don't know**

Lines 302-303 –
“ooo you’re nearly
dressed....tuck
that shirt in” –
jokey and friendly
tone of voice

304 there's this lovely erm [REDACTED] about the wind and the sun ermm err arguing

305 about who's stronger and ermm they sa they they're having an argument and they

306 see an old man with a er coat on and they argue about who can get the coat off and

307 ermm the wind starts and blows and blows and blows and of course the old man

308 just holds on and then the sun shines ((laughing)) and the old man takes his coat off

309 and I've always seen that [REDACTED] as ermm as just you can achieve what you

310 want to achieve through(2) warmth

311 **Researcher** Yeah

312 **Connie** not force ((fist hitting palm)) and ermm and again I think emotion coaching is

313 the way in which ermm it's that sort of that sort of premise

314 **Researcher** Yeah

315 **Connie** we can we can put those and you can put those when we have had to do it

316 around ermm as support I suppose other incidents will be where there's been a real

317 blowout you know where students have err totally lost it and have become quite

318 physical or ermm there was sort of one boy that used to just you know his knuckles

319 were often just out here because he was often ermm unable to cope and smashing

320 usually luckily walls rather than people ermm but I suppose you know using those

Lines 303-309 –
lightness or
softness to voice
when talking
about this story
and effect of
'warmth'

*impact of
warmth +
connection*

321 steps where you start to to sort of validate those emotions but then start to say but

322 it's it's not okay that is not okay and it's not okay because you're hurt but also it's

323 not okay because other people feel really scared you know it's scary and what can

324 we do let's think of ways in which when you are next feeling like that and I suppose

325 it then goes back to you know zones of regulation and ermm working with child

326 ermm we've done work on the incredible five point scale where they physically

327 start to really think about what triggers them and what's happening for them and

328 okay being more aware of that what can we do so we had one student who (2) oh

329 just was so so volatile and so on the edge all the ti all the time and when she went

330 and it sort of blew so quickly ermm seemingly ermm she(2) there was nothing she

331 wouldn't say there was nothing she wouldn't do there was you know she wanted to

332 throw something at you it's been thrown ermm and we ended up doing sort of so

333 much work but emotion coaching in itself allows those relationships to form so you

334 start to become less threatening you you know and actually for this young person

335 we if if there was a problem there were three of us and it was almost somebody

336 might come in and take over my English lesson so I could be the person that went

337 to her because she she was starting and and initially it was one person and we were

Line 322-323 –
emphasis of
softness to these
lines, care
coming across in
voice

Maintaining
② covering for
staff to support

338 trying to build it up so that that was a shared ermm a shared way in which we could

339 sort of better meet her needs but yes you'd be doing emotion coaching sort of part

340 of it but by doing it so often it started to change her perceived threat and her

341 acknowledgement of safe places to go so I'd be there at my desk working and all of

342 a sudden boom the doors flung open in she walks and she would typically just

343 ((head slammed onto desk)) and burst into tears you know seeming having seeming

344 to everybody else just incredibly angry and then that release but

345 brilliant((laughing)) we've moved to a place where she's walked away and she's

346 now sought a safe place ermm and and that would be another example you know

347 where it was more volatile

348 **Researcher 31:55** What kind of impact do you think emotion coaching has on

349 relationships with pupils?

350 **Connie 32:01** between them or?

351 **Researcher** between teachers and pupils?

352 **Connie** ermm (2) massive because(3) I think it I think it goes back to ermm (2) first

353 of all (.) first of all and I think it's hard we we've spoken to teachers about

354 recognising that they too may well be in a fight flight freeze situation recognising

*change in
pupil response*

*meta-emo
philosophy*

Empathy to staff.

355 their own emotions recognising that you might of been teaching [redacted] years but that

356 student makes you feel like an NQT and so I think it's helped that we have teachers

357 have better understood that what's going on for them and has sort of normalised it

358 and has ermm you know we've almost sort of said to staff(.) don't you know if you

359 find yourself in a position where you have lost it you don't have to stay you know

Understanding of staff well-being

360 seek help go and fin you know go to the next classroom or go and find somebody

361 and seek help and we somebody will come and because if you have flipped your

362 lid((gesture))((laughing)) then it it it's the chances are it's all going to unravel so I

363 think that's been really massively helpful for teachers just in terms of their own

364 wellbeing and normalising that this is a hard job and it's you come into the job

Empathy.

365 because you care and therefore when you feel responsible for or that you know or

366 that you just can't you can't make the difference even though actually you might

367 not be able to in that moment for that child I think has been massively helpful so by

368 sort of taking the pressure off I think and ermm and sort of saying you know that

369 idea of you're the expert you're the professional and if you see that you asking that

370 child to take their hoodie off because that's not school uniform in that moment is

371 going to be (.) the worst thing you can do we trust your professionalism to know

Lines 369-374 – Emphasis to this section – Connie’s strength of voice in her own judgement and trust in colleagues?

Trust in professionalism

372 that yes eventually you'll tackle the hoodie issue but you're not going to do it

373 straightaway ermm and having that sort of professional trust and integrity being

374 massively important so I suppose focusing on that means that(.) maybe teachers

375 are less on edge about you know err being seen to be you know following a strict

376 behaviour sort of process and I think it just means that(.) I don't know(.) that a bit

377 like what I was saying when I was walking into classrooms just there seems to be(.)

378 ermm just a greater sort of fond affection between staff and students they we've

379 we have we've obviously just had Ofsted and students are invited to give their

380 comments and we had we're a school of 1500 and over a thousand children logged

381 on and gave their feedback and it was overwhelmingly positive that speaks volumes

382 that says that that through this ermm way in which(.) emo emotions are valid that

383 that you know that(.) we are all human that ermm yes there are certain when

384 things are difficult we can't let them you know we have to manage because we

385 need to look after each other so we do need to put things in place if you recognise

386 that sometimes things are difficult and these are the safe ways in which you can

387 take timeout you know err (.) get a you know remove yourself from the situation

388 etcetera ermm and you know we've moved from you know teachers now know if

Lines 380-387 –
pride and
warmth when
talking about
pupils feelings
about the
school.

all humans

*Supportive
Societies*

389 you've got a student who and we have got those that are sort of flight risks ermm

390 but in the past we've had we had situations where you know this teacher was now

391 putting a complaint in about a student because they have body barged them ermm

392 and im never teaching them again and they they've stood in the doorway stopping

393 the child coming through what what what and I think those things just don't happen

394 anymore because through all of this training you can start to see you know that's er

395 (2) if the fight flight freeze is happening you you so there's been times when we've

396 got a child who sort of does take flight and again it's certain people that go you

397 know that are lead professional and you have to sort of almost go almost say right

398 I'm gonna stay here I'm gonna be by the tree so I can see that you're still there just

399 take your time I'm not going anywhere when you know just I'm going to stay here

400 and rather than pursuit or stop or which(.) it it so it's all of those sorts of its all of

401 those sorts of things that ermm I think are making a difference between sort of the

402 adult and child relationships and not you know not just teachers we we've trained

403 ermm all of our support staff you know it's really important the office staff ermm

404 and the receptionist and the the the site team and the lunch crew

405 **Researcher** Yeah

(R)

Lines 397-399 –
softness to tone

Connection
(time in)

Whole school
approach

406 **Connie** are all on the same page too

407 **Researcher 11:47** So with kind of I'm assuming this was your first Ofsted since

408 making all of these quite big ethos changes and policy changes how did it feel kind

409 of going into Ofsted with with that kind of new way of working?

410 **Connie 37:56** ermm just really joyful just really ermm and I don't know whether

411 ermit will be erm I've got it bare with I've got I've got so I actually took in with them

412 took in with me ermm ((shows timeline of school development work)) so this sort of

413 shows [REDACTED] and it shows all of the stuff that we've been doing so this then [REDACTED]

414 **Researcher** Yeah

415 **Connie** and all of that work ermm and we've we've (.) just ermm it's been

416 wonderful we've er er the Educational Psychology Service sort of ermm nominated

417 us for ermm I think its called */Attachment research/* something like that and we've

418 been nominated [REDACTED] ermm and I suppose I sort of went in(.)

419 to sho and I did show this is what we've been working towards you know it I think

420 Ofsted we're looking at ermm you know(3) what strategies what scaffolding what

421 strategies are you using and I was able to say(.) you might not even know that it's

422 happening now but this is what we've been working on ((refer to timeline)) so the

Pride in what they have achieved

Extension of professional trust?

423 reason why attendance and behaviour is positive in this school when it wasn't is

424 because all of this sort of fundamental work and I think the fundament you know

425 there was this there there was even things like the more you do it the more you see

426 the impact there's sort of it just pushes you to want to find other ways so we've

427 now we've recognised anxiety based school avoidance is a massive massive issue

428 ermm and we've got a [REDACTED] dog now and we will often go to those houses and

429 meet with the child and go for a walk maybe just round their neighbourhood and

430 ermm [REDACTED] it is you know it suddenly allows you

431 to make that connection and you know the purpose of the walk is to walk the dog

432 erm but it's actually you know much more than that ermm we had an old [REDACTED]

433 block down the bottom of the car park which was derelict and ermm through car

434 boot sales and me writing [REDACTED] letters to local firms etcetera we've done it up

435 into ermm at the time we had a number of autistic children who oh funny that were

436 not coping with the behaviour system ((laughing)) so I almost ((arms coming

437 together)) so I sort of took them away and housed them somewhere else so they

438 were less likely to be impacted by it which you know ultimately wasn't going to fix

439 the problem ermm but we created this space and actually we're changing the base

Line 436 –
warmth and
protection of
these pupils

protecting pupils
from welfare
systems

440 to have a more different function which is we've now got children who have not

441 been in school for you know COVID has really put pay to that and we're now saying

442 you know come in you don't even need to put your school uniform on you're not

443 really on school site but our teachers can literally walk up the path to this building

444 and you start to notice that hoods slowly come are coming down that they're more

445 we might be able to move it from a one to one tuition to a small group now so I

446 think it it allowed me to sort of say to Ofsted that it just becomes more of a

447 totally different outlook and by having a totally different outlook it breeds ermm

448 sort of so much more so you know ergh and I think well-being has now sort of bred

449 from that so we now do because of the wellbeing we now do ermm (2)

450 [REDACTED] we decided to ask students to pay money to come and

451 do [REDACTED] dance in the hall so put a big screen on and there'd be you know the

452 macarena or whatever and other dances that you can see them doing and it's we

453 were raising a lot of money because kids just loved it

454 **Researcher** Yeah

455 **Connie** And so we've introduced ermm err every just before we break up for a half

456 term every morning one of our [REDACTED] will go and just have a [REDACTED] dance session

*Understanding
where child
emo is.*

*Total change
to priorities
+ outlook.
Expectation*

457 and we've introduced a [REDACTED] walk during so we're on a rota where you can go
458 for a wellbeing walk ermm err I've just been on a litter pick this morning with some
459 year 10s but they they willingly sort of you know got on si I bought them all litter
460 pickers so that was quite hit but the I don't know it just starts to change a whole
461 culture in terms of (2.5) understanding each other normalising you know when
462 you're having a bad day umm and knowing that you can come to a place we which
463 is supportive and teachers need that more than anybody

Student + staff.

464 **Researcher 43:05** Yeah what do you think have been the biggest challenges over
465 this journey

466 **Connie 43:12** ermm it was the biggest challenge was mindset ermm it was(.) I don't
467 know just(.) teacher many people believing what(2) they thought well maybe what
468 they had experienced in their own in their own schooling to be right that you(.) you
469 know you have to be hard in order to ermm get discipline you have to be and
470 actually you don't have to be hard you just need to be consistent ermm but there
471 was a sense sense of harshness or hardness ermm (2) lack of flexibility you know I I I
472 used to have so many arguments about reasonable adjustments ermm you know
473 these children(.) just as you would make a reasonable adjustment er er in terms of

474 scaffolding something in their learning why are we unable to make a reasonable
 475 adjustments for their for their behaviour why ermm well if you know well I thought
 476 kids are sharper than that they can they can they can understand that erm so I think
 477 it was trying to sort of move away and indeed when our Ed Psych was doing some
 478 staff training there was err a teacher who was quite outspoken ((laughing)) and I
 479 remember her sort of just saying ermm let's talk about let's talk about prisons let's
 480 talk about ermm incarceration let's talk about ermm repeated offences you know if
 481 you wanna to go there ((laughing)) she was she was quite formidable | the
 482 EP|ermm but you could see you could see that you know and and what's wonderful
 483 I suppose is I er used to have p they shouldn't be at this school they should be in a
 484 special school ermm I didn't the er I didn't come you know I didn't think that there
 485 would be those sorts of children at this school just you know a soundbite that was
 486 so revealing and I don't know I almost wonder whether with our recruitment of as
 487 as staff leave and you recruit that you start to then almost choose people to come
 488 and work here who reflect back the culture that you've now created so you're less
 489 likely to potentially hire someone who has very authoritarian attitudes ermm
 490 because that just doesn't fit with the culture anymore so I think that I've seen that

influence of EP?

Lines 479-481
 – strength of
 voice of the
 EP

*Culture change
 reflected in
 new staff.
 more likely to
 work*

491 change but I think initially it was just and and actually that sort of circuit breaker

492 that I spoke of (2.5) the more that children were a certain group of children many

493 was remained compliant and were just unhappy about the whole thing but some

494 were just so furious that they were and upping the ante and it and I think teachers

495 and staff were feeling like because they're upping the ante we have to be even

496 more ((hand pushing down onto desk)) forceful and pushing down which just upped

497 the ante so it actually created a perfect storm and you know I go back to I'm really

498 pleased that COVID came

499 **Researcher** Yeah

500 **Connie** it was the circuit breaker and it allowed a different it it just allowed what I'd

501 been trying to do what I had been trying to do or what a number of us had been

502 trying to do for a couple of years(.) to actually be a new start

503 **Researcher** Yeah

504 **Connie** And because I think you know when I've shown you the journey back in

505 2015 in terms of emotion coaching so we were doing ermm yeah it was probably

506 2016 and then emotion coaching for parents was 2017 so it was around about that

507 time but in 2017 to 2019 I'd be I'd been trying to sort of embed this and there was

(circuit breaker)

508 just still so much resilience to it so much not resilience ermm pushback what's the

509 word

510 Researcher 47:37 [yeah] err resistance

511 Connie resistance yeah resistance is the word

512 Researcher Yeah well I mean I can ask you questions all day but I'm not gonna is

513 there anything you think that I've not asked about that you'd like to share?

514 Connie 47:53 err not that comes to mind and I think because I've spoken just quite I

515 don't know openly I know I've gone off on different tangents I've probably sort of

516 yeah so open openly about what was coming to mind so don't think so

517 Researcher 22:09 Okay I'm gonna stop the recording Now

