

Submission cover sheet

EDGEHILL UNIVERSITY
MA Education Module PBM 4029
The Impact of Educational Practice

An investigation to ascertain whether a new understanding of the Mind, (that we refer to as 'Inside-Out' coaching) helps contribute to increased resilience within our school community.

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Introduction and Rationale

The past two decades have seen a steady rise in a worldwide recognition that mental health will become, (if it is not already), a critical component in mankind's ability to continue to thrive and flourish. The World Health Organisation (2018:1) advises that:

Promoting mental health and well-being ... are integral parts of the Sustainable Development Agenda to transform our world by 2030

This statement highlights a collective concern that The Mental Health Foundation (2017:9) reiterate, advising that if we fail to address these issues by then, '... depression will be the leading cause of the disease burden globally'. Such a dire global prediction for mental health and well-being has, not surprisingly, created an upsurge in interest, politically, economically, and academically. Both are now rarely out of the news, evidenced by platforms such as Google where searches for 'Mental Health' are in the millions daily. Government and academic response to this growing endemic, particularly with regard to our young people, has consolidated this narrative. From the implementation of Every Child Matters (2003) a shift towards a focus on improving emotional well-being has more recently appeared. Along with Education, The Department of Health has initiated a number of policies. 'No Health without Mental Health' (2011) a cross party policy, recognised for the first time the need for parity between physical and mental health. The release of 'Future in Mind' (2015) 'Time to Deliver' (2016) and 'Mental health and behavior in school' (2016) officially evidenced what we are experiencing on the ground in schools and community's.

The number of students presenting with anxiety, stress, and more complex needs is steadily on the increase, and significantly, their family units are not an unusual part of the equation. This is occurring at the same time as a very real shrinkage in the availability of supporting external agencies. Services such as Child and Adolescent Mental Health Services, (CAMHS), are becoming increasingly difficult to secure, and are demanding ever higher levels of need before they will step in. Young Minds (2018:1) state that almost 1 in 4 children and young people 'show some evidence of mental ill health, including anxiety and depression' and the link between parental and children's mental health is a highly relevant factor. More and more, we find ourselves working within a wider family context to ensure better outcomes for our students. A recent survey of over 30,000 young people aged 11 to 14, collated by the Anna Freud National Centre for Children and Families (2018) states that girls are twice as likely to experience emotional problems as boys, (a statistic that is highly relevant as an all-girls school). Government, led by Ofsted, and CAMHS providers, are as Thorley (2016) suggests, expecting schools to be the first port of call to support the well-being and mental health of our young people, and will be judged accordingly.

Prevention, which emanates from greater resilience and well-being, therefore has to be at the center of our provision. The Oxford English Dictionary (2005:641) defines resilience as being, '... able to recover easily from difficult conditions'. Prevention research over the past fifty years illustrates consistently the benefits improved resilience plays in harnessing effective change for both individuals and communities. (see for example, Benard, 2004; Keyes, 2006; Seligman, 2007; Pransky, 2011; Masten, 2015 and Pemberton, 2015).

This changing landscape prompted a re-think in my work as a Learning Manager and Mental Health Lead at an all-girls secondary academy with a co-ed sixth form, (which will remain anonymous along with individuals, for whom pseudonyms will be used). Our traditional goal orientated model of coaching that has been in place over the past four years has proven to be a vital sea change in supporting students to develop their own autonomy, for as Whitmore (2002:8) suggests, coaching is all about, '...unlocking a person's potential to maximize their own performance ... helping them to learn rather than teaching them'. We have allowed it to grow organically, our team of twenty teaching and non-teaching coaches work with targeted students and anyone who wishes to self-refer. Coaching continues to embed into the ethos and culture of the school through the determined commitment of the Senior Leadership Team, (see for example, Whitmore, 1992; Pask & Joy, 2007; Rogers, 2012 and Hawkins 2012).

'Inside-Out' coaching - a brief introduction

Despite the solid foundation our existing coaching model provides, based on the goal orientated GROW system, (Goal, Reality, Options, Will), there is still a need for students to self-manage more effectively, and be given an opportunity to truly flourish. A transformative personal experience that 'Inside-Out' coaching brought to one of our young teachers, who also happened to be one of our coaches, prompted the work that followed with a small group of volunteer year 11 students. He and I would meet with this group on a weekly lunchtime session to explore the principles of this new understanding of the mind further.

Traditional therapeutic interventions such as Cognitive Behavioural Therapy, (CBT), and Mindfulness make use of learned strategies and work from the

‘outside-in’. In contrast, this ‘*understanding*’ works from the ‘inside-out’, and is not reliant on ‘doing’ anything. Instead it is based on the belief that we all experience life via our thinking, therefore our thoughts create *all* of our feelings and experiences. Because we live in thought all the time, we are therefore constantly *living in the feeling of our thinking* (see for example, Banks, 1998; Pransky, 2003; Neill, 2013, 2016, and Kelley 2016). This belief holds parity with the philosophical outlook exemplified by a number of the stoics. Hammond (2006:2.15) cites Marcus Aurelius’ advising that ‘All is as thinking makes it so.’ Moreover, thought is seen as transitory, an illusion that has no substance beyond the capacity and energy we choose to give it to keep it alive. It is not a permanent truth. Put simply, everyone has within them the capacity for health, well-being, wisdom and common sense, and it is only our thinking that at times can obscure the view and prevent us from seeing this. Allowing the mind to settle allows the innate gift of *natural thought*, to come through. Kelley (2016:66) states that this is, ‘... the intelligent, responsive, effortless way that the human mind is designed to think.’

A growing body of neurobiological research validates this physiological process, visually highlighting the multitude of electrical impulses in the brain (Thoughts), that can be seen triggering the release of chemicals that disperse through the body to create Feeling. Brann (2015:34) submits a detailed explanation of this process in response to our fight or flight instincts.

The ‘Inside-Out’ philosophy posits the belief that we are all born with, and always have, innate mental health – that well-being and happiness are part of our essential nature, our ‘original grace’ (Neill 2013:59). In light of the inability of many

of our students to touch a place of well-being on a regular basis, exploring this understanding together suggests a worthwhile area for investigation.

Research purpose and aims

The purpose of this research is to ascertain from a voluntary group of students, whether exposure to this new understanding of the Mind will develop their personal perception of improved resilience and well-being. A group will meet for 8 informal lunchtime sessions, (approximately 50 minutes in length), that will be delivered on a weekly basis and facilitated by three Inside-Out coaching practitioners. A further 10 students will have access to one-to-one coaching with an Inside-Out practitioner, and all students will have access to a database of further learning, through podcasts and videos that they will be able to access at any time.

To capture their viewpoints they will be asked to complete two questionnaires. The first has been created with language that specifically reflects the Inside-Out philosophy, and the second is the short Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). The students will be asked to complete them again a second time on their final session, with the aim of evidencing their state of mind before the intervention and as it concludes. McNiff (2013:95) suggests:

If you adopt a relational attitude to others ... you see yourself as part of the same situation, part of the same story.

This is particularly important, for by the very nature of the way this is disseminated, (i.e. a discussion about how we each experience our lives); the 'feeling' within the whole group is a key element of the learning that takes place. The use of questionnaires, observations and interviews will enrich my evidence base to add in more detail from both direct participants and members of staff

Research questions

In order to address the stated aims of this research discussed above, the following questions will be considered

1. To what extent does exposure to the 'Inside-Out' understanding change how these students view their personal resilience?
2. To what extent does the perception of improved resilience lead also to a feeling of increased personal well-being?

Research layout

1. The Literature Review will make up the first of three chapters of this study, and will identify in greater depth the context and current research and thinking around both resilience and well-being. This will encompass the relational benefits the 'Inside-Out' understanding may or may not bring to embedding these attributes.
2. The second chapter will discuss the research methodology, set this in the context of the study and report on the methods of data collection.
3. The third chapter will present these findings and their impact and discuss them from a critical standpoint. The 'Inside-Out' coaching experience will be considered within the wider context of our student support interventions, along with any developing issues or criticisms from its delivery.

In conclusion, the questions shown above that have framed this investigation will be considered and a final analysis attempted as to the benefits, or not, of disseminating the 'Inside-Out' understanding to support improved resilience and well-being within our school community.

Background reading (Literature Review)

This chapter will consider the wider context within which the subject matter for my research project has evolved. There is an historical and philosophical significance to the content of this journey that is set out to enable a broad discussion, within which the ideas of resilience and well-being are more fully scrutinised. These concepts are then discussed from the perspective of the 'Inside-Out' Understanding, (also known as the Three Principles) and considered in light of their relevance to the issues that currently inform my practice and environment.

Mental health – a brief context

The term 'mental health' has historically been more often a descriptor of mental *ill-health*, however developments in the mid-nineteenth century in the fields of psychology and medicine changed this emphasis towards mental *health*.

Richardson (2007: xiv) highlights the work of William James in the then emerging discipline of psychology. A contemporary of Freud and his work on the unconscious mind, James pointed the way to 'modernism' through identifying the importance of consciousness which he envisaged as, '... a stream, a process ... the thought itself is the thinker'. The nature of James's philosophy is central to the questions being asked in this study with regard to understanding how our experience of life is made. This has obvious implications for a deeper understanding of the concepts and outcomes for mental health and well-being. Gleason (2017:21) states that, '...thought is behind all our experience. Without thought we *cannot have an experience*'.

A wealth of evidence pointing towards a growing epidemic of poor mental health is reflected in the current immersive climate to redress and halt this slide.

It has become a 'holy grail' pursued by governments and professionals on a worldwide scale, for improving mental health is an aspiration that is vast in its complexity and diversity. The World Health Organisation (2018:5) made it an integral part of their Sustainable Development Agenda, aiming to transform our world by 2030. They state:

Good mental health enables people to realize their potential, cope with the normal stresses of life, work productively, and contribute to their communities.

The current emphasis on therapy that is designed to work from the 'outside-in', (that is a methodology/process that is delivered by a practitioner towards their client), originated from an increased need after the Second World War to provide more therapeutic support. Interestingly, Pransky (2001: xiii) cites the work of Albee whilst discussing that in America, even by the 1960's, the national research and data collection revealed a greater need for mental health support than their current resources could provide. Albee's recommendation was for a continuation in '... the development of short-term psychotherapy...' maintaining the existing emphasis on 'outside-in' therapies.

The concept of Prevention

This is the situation we now largely find ourselves in. The increasing scarcity of supportive outside agencies and growing expectation that our schools become the front line in managing mental health and well-being is under discussion in the current Government green paper (2017). Prevention as a recognised field has been charged since the 1970's as the harbinger of change, in again, a domain that is multi-layered with many significant areas of impact. Pransky

(2001) highlights Primary prevention as creating health and well-being for everyone before problems become evident, Secondary prevention as intervening just as a problem starts or might develop, and Tertiary prevention as preventing problems from reoccurring again, once they have happened. Pransky (2003:13) suggests that, '... true change can only come from within – through a shift in perspective that leads to a change in consciousness'.

Primary prevention encapsulates ideals of social context between humanist thinking which recognise the interaction between human beings and nature, alongside our capacity to thrive and flourish and create fair and equitable societies. Opposed to this is the anti-humanists view that human suffering, poverty, and powerlessness are irreducible. Although there is the supposition by some researchers that the causes of behaviours are founded within a biological sphere, (in their view discounting a need to look to forms of social change to improve general well-being), Seligman (2012:39) points out his belief, that the future of prevention must come from '...the nurturing of the best things in life '.... courage, optimism ... the capacity for hope... [and] self-understanding...'. Pransky (2001:17) states that 'Prevention is about changing people's behaviours...' and within these statements, understanding the concept of resilience is a key determinant.

Resilience – learned or innate?

Extreme stress is seen as one of the predictors for the need to function from a place of resilience. Masten (2015:x) cites the work of Norman Garmezy, who posited the idea with other early researchers in the field, of 'stress-resistant children' suggesting that this ability was the preserve of a favoured few. This

theory is now largely discounted, and many current researchers offer a variety of definitions as to the meaning, complexity and nature of resilience, Panter-Brick (2014:4) sees it as 'a process to harness resources to sustain well-being' whilst Yehuda (2014:3) succinctly suggests it is the ability to 'take a licking and keep on ticking'. (2014:3).

Benard (2004); Bonanno (2004); Masten (2015) and others, further promote the belief that resilience is common, that it is in fact just part of the normal functioning of human adaptational systems. Masten (2015:8) frames it neatly as 'ordinary magic' suggesting the example of '... a healthy human brain in good working order ...' being available, even to young people growing up in adversity. That care should be taken to not get in the way of the functioning of normal resilience is explicitly stated. However, it is worth noting that Infurna and Luther (2016:200) take issue with the suggestion that resilience is commonplace, stating that it is rash to make such a statement '...for both empirical and conceptual reasons'.

Benard (2004:35) cites the longitudinal study of Werner & Smith (2001) who went further, positing the idea of the availability of a 'self-righting ability' of which a search for meaning, (which will be discussed more fully), plays a significant part. Prevention theory suggests that there exist multiple pathways to accessing resilience and that it can be enhanced or taught. The premise of this study has been to consider prevention through an alternative pathway, one that is centred on a different psychological understanding, and therefore experience. The 'Inside-Out' coaching is an understanding of how we function as human beings. Based on the Three Principles of Mind, Consciousness and Thought, Pransky and Kelley

(2017:3) suggest that these form the ‘... basic building blocks ... [of] ... All psychological functions...’ that William James had foreseen a century earlier, and this will be discussed further.

The preliminary ‘Inside-Out’ coaching work we undertook with a small cohort of students last year suggested glimpses of a growing capacity within individual students to manage their lives from a place of reduced stress, and *constantly improving* well-being. However, what is not unequivocally determined and is of interest to this study, is the question of how much a resilient nature evolves from, as Yehuda (2014:5) posits, ‘...a response to adversity or results from environmental engagement’ or indeed, whether it manifests as the awakening of an innate capacity. Benard (2004:13) would seem to support this later theory, viewing personal resilience strengths as the ‘*outcomes*’ of normal growth and life achievement, ‘...demonstrating that this *innate* [my italics] capacity is engaged.’

Although much of the research evidence has looked at resilience in relation to trauma response, (the experience of war, social deprivation, abuse, to name just a few), my interest is in the possible impact at a more generic level, and the implications this can have for improving our schools, and communities. What is critical is that it must be seen in context, as Masten (2015:5) points out, ‘... we are all living human systems that interact continuously with our environments’.

Context is also important for individuals can be resilient in one area of their lives whilst at the same time struggling in another. I suggest that understanding these core themes that resilience research has identified over the past fifty years will enable improved opportunity and clarity to facilitate changes on the

ground. On one level, it's perceived commonality and therefore availability to all individuals, the diverse routes by which it can be accessed and importance of context, are all highly relevant. Two further key elements must also be considered; the role of protective factors and the belief that there must be the presence of 'Hope' in a given situation - as previously mentioned, the search for meaning is recognised as a critical human need.

Marshall (2005); Masten (2015) and Pemberton (2015) to name a few, promote the availability of protective factors as being vital to building social capital. The informal mentoring within a young persons close environment by adults whom Benard (2004:93) states '... take the time to care', is seen as a key element. Benard views the breakdown of some local communities, as one of our great losses, and I would suggest that this places an even greater emphasis on those of us working within schools to ensure we adhere to creating these connections with individual students. Moreover, if we are to experience a sea change in improved mental health and well-being this must include us reaching out to both our families, (this being another key protective factor), and community's, in order to create a shared vision. To successfully implement protective factors I would offer that we must have the pertinacity of meeting young people's psychological needs through facilitating their feelings of belonging, autonomy, competency and safety. Whether exposure to the 'Inside-Out' philosophy contributes to improving any of these attributes is a key interest of this study.

The final piece in the resilience jigsaw relates to the means by which individuals have hope in that they feel that their lives make moral sense to them and they have dignity. Panter-Brick (2014:6) views this as 'meaning-making', suggesting

in areas of conflict and war it is ‘... the essence of a cultural perspective on resilience’. This concept holds true with equal resonance when we are considering the place of improving mental health and well-being in our young people. A YoungMinds report (2018) details growing evidence of a link between social media use and mental ill-health. Particularly relevant to us as an all-girls school, the study states 46% of girls feel that it has a negative impact on their self-esteem. I would suggest that a reason for this is equitable with living life from a place of superficiality, partly engendered by the constant experience of social media that a large cohort of our current younger generation live in. It is just one example of a need to recognise and consider more deeply what the human experience requires to truly flourish.

Bear Heart (1996:235,242), a Native American shaman explains the purpose of their Vision Quest in their ancient culture – fasting for a period of days alone on a mountain top whereby they are able to, ‘... connect with [their] inner consciousness ... It’s a time of communication to the One Source...’. Seligman (2012:40) whose role as past president of the American Psychological Association, developing and leading the positive psychology movement over many years, interestingly suggests that the way forward is the, ‘...positive strength of ‘seeing into the soul’ nurturing it and letting it be the buffer against the ills that will ensue’.

The role of Well-being

Pransky (2003:ix), posits the idea that a key variable when considering resilience and well-being that is rarely taken into account is ‘state of mind’, asserting that,

‘... if peoples *thinking* does not change, their feelings and behavior *will not* change’.

Well-being is defined by the Oxford English Dictionary (2005:871) as ‘the state of being comfortable, healthy or happy’ and Caan (2016:1) recognizes that it has ‘multiple dimensions’. Vernon (2008:6) argues that it is ‘... about the search for *the good in life*’. Emanating from two levels, he suggests that a ‘lower flourishing’ allows us to thrive in the everyday, whilst a ‘higher flourishing’ suggests that:

The goal is a transformed consciousness of the world ... so that, first mind, then spirit, and finally body take it on. (2008:48)

Vernon (2008:7) is pointing here to the ‘centrality of meaning’, the ability of all humans to see ‘the divine within us’, not in a religious sense, but from a space that since the times of the ancient philosophers was considered critical to fostering well-being. The good in life pertains to the idea of being able to live a morally higher life, ‘... stepping out of oneself ... away from the self and towards the other’ (2008:76). This is demonstrated through the ability to live meaningfully through compassion and love of mankind, which must start with tapping into our own personal common sense and wisdom. As discussed earlier, this same philosophy is evident in the culture of the Native Americans, who aspire as Bear Heart (1996:17) voices, ‘...to walk in beauty ... and cultivate loyalty, belief and faith ... that give substance to a full life’.

I would suggest that Vernon’s argument that our ability to reach this understanding has been largely lost in modern times, underscores the focus there has been historically on pathology, as opposed to seeing the health in people.

Marshall (2005:130) states ‘... systems change of this kind involves an *inside-out process*’ citing Palmer’s assertion that:

The more familiar we are with our inner terrain, the more surefooted our teaching - and living-becomes’.

Why an interest in the philosophy of ‘Inside-Out’ coaching? (Otherwise known as the Three Principles, Health Realization or Innate Health)

The concept of the Three Principles of Mind, Consciousness and Thought as the basis for all psychological experience has already been touched upon, and in view of their importance to the foundations of this study, must be considered further.

Banks, (1998); Pransky, (2003); Neill, (2013) and Bettinger and Swerdloff (2016) to name a few, posit that Mind in this context is the formless energy and intelligence that is behind all life. Scientific developments are numerous uncovering evidence of communication between cells in the body, independent of the brain which Pert (1997:185) regards as, ‘... Mind at work in every cell of the body ... the body’s innate intelligence’. Universal Mind, (beyond personal mind), Banks (1998) identifies as the space from which insights, creativity and inner wisdom emanate. This is available when the mind quietens down and is then able to access improved levels of clarity. Chopra (1990:10) states that:

...like the quantum field, our inner silence holds rich promise ... it is not chaotic but an organized silence.

Bettinger and Swerdloff (2016:114) suggest that as human beings, our thoughts come and go but recognizing them as neutral energy that will only become significant if we choose to give them focus allows us on occasion to find this inner

silence that puts us, ‘... at one with the intelligence behind all of life.’ Rovelli

(2014:64) indicates this principle far more poetically writing:

... we are made up of the same atoms and the same
light signals as are exchanged between pine trees in
the mountains and stars in the galaxies.

I believe that this concept is possibly the most challenging for some of our young people because they are constantly engaged in a world that is fast paced, peripheral and all enveloping, and not accustomed to a slowing down and change in momentum. This study will endeavor to facilitate these new ideas – for instance if they begin to see that they do not need to act on every thought and have the ability to tap into a place of inner common sense and wisdom, will this translate as a significant move towards improved well-being?

Gleason (2017:21) suggests consciousness brings our thinking to life and makes us aware of it. Moreover it enables us to ‘... feel our thinking ... *We live in the feeling of our thinking*’ [my italics]. Pransky and Kelley (2017) moot that personal thinking is responsible for the creation of emotions which individuals experience as reality through the process of thought, in other words ‘...to create form from that formless energy’, (2017:2). In an effort to further elucidate the developing scientific evidence basis, Pransky and Kelley cite Davies (2010) and Omnes (1999) statement that a key principle of quantum physics is that ‘thought determines reality’.

Sedgeman, (2005); Neill, (2013); Pransky and Kelley, (2017); Gleason, (2017) and others, further postulate that thought is a transient, passing energy that is temporary. James is quoted earlier in this text as recognizing thought as ‘... a

stream ... a process...' If we are to accept the scientific concept of thought determining reality, I would suggest there can be nothing of greater significance to the concept of prevention and determination for improved personal mental health and well-being. If there is a belief that we all create from within ourselves our own versions of reality via our personal thinking, then as Gleason (2017) suggests, one thought can change everything. Marshall cites Mills (2003:1) who posits the belief that:

People ... already have all the wisdom, well-being and commonsense that they need inside them as a very natural innate state of mind.

There exist an increasing number of school based models that aim to enhance mental health and well-being within their school communities. One such is 'Time for TEA'. Buchanan (2013) describes this resiliency based curriculum, developed on the principles of cognition that teaches students strategies around taking time to think and calm down before responding to a situation. As Pransky (2003) acknowledges when evaluating prevention work in general, there is a value to many 'outside-in' models ranging from the above to Cognitive Behavioural Therapies, (CBT), currently so much in fashion in organisations such as Children and Adolescent Mental Health Services, (CAMHS). However, what we aim to explore in this study is an understanding that is not dependent on strategies or methodology to achieve an outcome. Instead it is accessible and available at all times because as Sedgeman (2005:50) suggests it:

... allows [them] to operate from wisdom, peace of mind, insight and ... to accept negative states of mind as an indicator of the quality of their thinking.

Rees-Evans and Pevalin (2017) submitted a small pilot study of the principles based model in a high school setting in the east of England, aimed at reducing the levels of stress within the school environment for both staff and students. Based on a mixed-methods approach, much of the intervention work with students focused on the ‘...idea of ‘Thought’ as a principle, creating individual reality’ (2017:3) and how this impacts on how we see the world. Their conclusion suggested that through the evidence base of the FWBS (Friedman Well-being Scale) questionnaire and interviews, exposure to the understanding did lead to an increased level of well-being for people, and therefore warranted further investigation.

The background theory and research explored here touches on many of the themes and theory base, (albeit very briefly with regards to the significance of the science of quantum), that are essential to an understanding of the impetus and purpose for this study. As discussed, the issues are complex and some cover fields of scientific study still in its infancy. That said my research will be framed by some of the psychological and academic theories that have set the stage so far, on the understanding that there may not be a definitive outcome to the questions asked.

Research Strategy (Methods and Methodology)

Methodology - my approach

This chapter will set out to explain the process of identifying a research strategy in response to the theoretical underpinning of the subject matter and core aims of the study. Beginning with a focus on theoretical perspectives, these will be considered and discussed within the context of the 'Inside-Out' understanding, along with the reasons for identifying Action Research as the most appropriate methodology. The choice of research methods and reasons for applying them will also be discussed and the chapter will conclude with an understanding of the ethical requirements and accountability this research study has generated.

The increasing requirement and expectation that schools should become the gate keepers in managing mental health and emotional well-being has prompted a very real need for a re-think in how this might be achieved. This shift in expectation has in part informed the purpose of this research project, which is to investigate whether the 'Inside-Out' coaching understanding helps contribute to increased resilience within our school community, and whether it may in real terms, act as a preventative measure to restore and help maintain good mental health.

Ontology, defined by Crotty (2015:10) as '... the nature of existence ... the structure of reality as such' is key to the essence of this research, for it is central to the discussion around the philosophy of the three principles, (Inside-Out) understanding upon which this research project is grounded. Interestingly, Crotty (2015:11) suggests a careful usage of the term, preferring a generalised frame of 'theoretical perspective' that uses ontology solely in respect of considerations relating to the concept/theory of 'being'. This will be discussed further.

In setting out the theoretical framework and context that will support this study, the two main paradigms or theoretical perspectives of Positivism and Interpretivism must first be considered. Lambert (2013:19), illustrates the former as being ‘... based on the idea that the world ... has a stable and logical reality...’ that can be measured through detached scientific observation and analysis. Richardson (2007:44) illustrates how in the fast expanding scientific setting of the mid 1850’s, Positivism was lauded in the belief that ‘to measure is to know’. The quantitative nature of data collection and focus on an objective reality make this an uncomfortable fit for the research being undertaken in this study.

Because natural (scientific) reality and social reality differ, there is an understanding that they must be investigated through different methods. The question I have formulated in this research project, and the deeper understanding of the nature of the human condition it aspires to suggest, have directed my methodology towards an interpretivist epistemology that is concerned with the fundamentals of meaning and interpretation. Within this theoretical perspective there are a number of variants, for example Constructionism which works from a belief, as Crotty (2015:43) explains, where ‘... meanings are constructed by human beings as they engage with the world they are interpreting’. The interpretative epistemology is a paradigm that aims, as Crotty (2015:67) states, ‘... to understand and explain human and social reality.’ This sets out an ontological assumption concerned with questions relating to the very essence of our human experience and ‘being’ that provides a useful scaffolding to explore these concepts in relation to the “Inside-Out” (Three Principles) understanding. Banks (1998:54) states: ‘*Thought* is the missing link between mental sickness and mental health. *Thought* is also the missing link between happiness and sadness’.

The impetus for this research has been to explore whether by pointing indirectly towards this concept of the three core principles of Mind, Thought and Consciousness, which it is suggested underpin the human experience, a new understanding can be reached. Essentially, if individuals see that it is there *thinking* that is creating *their experience* of the world, rather than a fixed outside reality, the question can be asked, what (if anything), changes for that individual? Can this insight then inform our understanding at a deeper level to make visible and accessible a space within ourselves from which there is access to innate resilience, wisdom, and wellbeing? Vernon (2008:8) identifies this as ‘... the crunch issue for contemporary well-being’ and cites Steiner (1989:225) suggesting that it is ‘... a root- impulse of the human spirit to explore possibilities of meaning and of truth that lie outside of empirical seizure or proof. Cohen *et al* (2018:5) cite the work of Burrell and Morgan (1979) asking:

... is social reality external to individuals – imposing itself on their consciousness from without – or is it the product of individual consciousness ... Is it given ‘out there’ in the world, or is it created by one’s own mind?

This raises an interesting point with regard to post-positivism. Crotty (2015) and Cohen *et al* (2018) cite the work of Kuhn who brings into question the supposed objectivity and impartiality of scientific discovery, suggesting that scientists themselves work within a theoretical sphere in which there are set beliefs about science and scientific knowledge. Moreover, Crotty (2015:35) illustrates Kuhn’s suggestion that scientists accept the current scientific tenet, ensuring that existing paradigms are, ‘... quite simply taken for granted ... [and] any challenges ... at the start at least ... dismissed out of hand’. When there comes a point that an existing paradigm is unable to adequately explain a new phenomenon, then a resultant

scientific revolution occurs that Kuhn states brings with it, ‘...the recourse to philosophy and to debate over fundamentals’. Historically, this has been shown to produce a paradigm shift in understanding of the magnitude brought about for example, by the discoveries of Galileo, Darwin and Einstein (see for example Cohen *et al* 2018; Crotty 2015) to name a few. Moreover, Crotty (2015:36) credits Kuhn with presenting an argument that identifies scientific enquiry as a, ‘... very human affair ... human interests, human values, human fallibility...’. This is further enhanced by the views of Cohen *et al* (2018:12) who state that scientific concepts ‘...do not exist independently of us: they are our inventions...’. This same vulnerability feeds into our role as educational researchers and leads us to the important consideration of positionality, as Cohen *et al* (2018:295) state, ‘Researchers and their research are neither neutral nor innocent’.

From a research perspective therefore, further questions must be considered around the crucial themes of positionality and power. As we undertake this role from our own place of understanding, maintaining sensitivity towards the potential for this to colour our approach and perceptions of the work we are overseeing, is vital. My dual role of coach and researcher proved challenging at times and although I am not a teaching member of staff, my position as an adult alongside our young people must also be considered. Lambert (2013:144) cites Oliver (2010:5) suggesting, ‘The researcher is no more important than the person providing data; they merely have different roles’. Cohen *et al* (2018:302) cite Denscombe (2014) who suggests that the researcher does not begin their study ‘with a clean sheet’ therefore awareness of possible bias is important. Reflection is a key aspect of the Action Research methodology and within that the role of reflexivity is also central to any qualitative research undertaken. Rather than being

the detached objective observer Cohen *et al* (2018:454) suggest that researchers, in sharing the same world that they are scrutinising, '... need to apply to themselves the same critical scrutiny ... they are applying to others'.

My involvement as part of the team facilitating this coaching work places me very much in that context. Moreover, this has far reaching implications. McNiff (2013) cites Brown and Duguid (2000) and Lave and Wenger (1991) in their supposition that knowledge is developed and shared within a social context, that is, within the groups of people who generate it.

With all of this in mind, the methodology framework that lends itself to the research I am undertaking is that of Action Research. Bell and Waters (2014:10) see it as, '...applied research, carried out by practitioners who have themselves identified a need for change or improvement...' Critically, Cohen *et al* (2018:440) cite Elliott (1991:49) in recognising that one of its '... key proponents ... is to improve practice', and it is viewed as 'a useful tool for change and improvement at the local level'. Subjective by nature, it recognises for example, the pre-eminence of individual opinions, judgements, and emotions. It should also be noted that it is inductive by nature - that is, it is not able to prove a theory, only suggest it.

Crotty (2015:40,41) proposes that '... it is the research process that establishes the credentials of our research'. Importantly, it is not a case of qualitative versus quantitative strategies, for work undertaken by way of qualitative methods can have findings validated by quantitative data. Crotty identifies that considering research in 'positivist terms or non-positivist terms' is a far more appropriate standpoint. That said the interpretivist epistemology favours qualitative methods of data collection that lends itself to small scale research, as opposed to the

positivist/quantitative focus on significant variables between larger control and experimental groups. The Action Research model is defined by Noffke and Somekh (2009:2) as being ‘...exceptionally well suited to exploring, developing, and sustaining change processes ... in schools’.

Alternative methodologies were considered but were not as well matched. For example, Case Study, with its focus on a single event, Wolcott (2001:91) suggests is better ‘... as a form of reporting than a strategy for conducting research’. The Action Research framework that allows for the cyclical nature of identifying the problem, analysing the data, applying a change and then re-evaluating the outcomes is well suited to provide this study with an effective means of moving our practice forward. More importantly, the momentum of the process provides a platform from which to respond to changes and outcomes as they turn up along the journey. McNiff (2013:27) cites Zinn (2005b) in stating that ‘educators need to get involved in real-life issues’ and increasingly this is not an option but a necessary function of education and importantly the role of schools within that.

Research Methods and Data Analysis

The research methods used in this study were selected to best support the gathering of information and data for this investigation. Their use was partly informed by my literature review which highlighted evidence from previous studies, albeit in different circumstances and scale. The consistency with which certain methods could be seen to provide a relevant ‘tool’ assisted me in formulating my own plan of action. I have chosen to opt for a ‘mixed methods’ approach, combining both qualitative and quantitative data for as Cohen *et al* (2018:32) suggest it, ‘... give[s] a richer and more reliable understanding ... than a

single approach would yield'. Importantly, this approach is seen as useful in improving understanding in all areas of research, for example paradigms, ontologies, research questions and data collection to name a few, thereby providing a fuller appreciation of all aspects being studied.

The study ran for a period of 8 weeks in total. Our main strand consisted of a weekly lunchtime session, lasting approximately fifty minutes, with a group of ten volunteer year 12 students, (two of whom had been in our original volunteer group of year 11's last year, and wanted to continue their involvement in the group). In addition to this some weekly one-to-one coaching sessions, ranging between thirty minutes and an hour, for 6 weeks duration were undertaken with volunteer students ranging from a variety of year groups. In essence, the content of both the group work and individual work was the same - the difference in the context in which it was delivered was a personal preference on the part of the student themselves. Asking for student volunteers meant that having a sample group with specific identity/features has not been of any significance to this study. In the group work some of the delivery was undertaken by my two coaching colleagues to enable me to have the space on occasion to step back and take the roll of informal observer. The one-to-one coaching was spread between the three of us with students involved from years 8 upwards.

Questionnaires

Questionnaires provide a useful method of data collection in that they offer a structured, explicit means of obtaining information. Whilst creating it can be a lengthy process to ensure that the construction, design and content best fit the gathering of the required information, they offer a clear means of data analysis.

Moreover, having all respondents completing identical questions allows for straightforward comparisons to be made. They are in the words of Cohen *et al* (2018:472) 'cheap, reliable, valid, quick and easy to complete'. This is particularly useful in a school environment where funding is restrictive and time is of the essence, and this is partly why I have chosen this research method in my study. That said it should be noted that questionnaires have a tendency to be a fixed and rigid tool, and can be considered superficial as they do not allow for respondents having the opportunity to reply in depth. This element has been eased in the questionnaires that went home to year 12 parents as a comment box was added (e.g. see for example returned questionnaire Appendix 5)

Each student, in both the group work and individually, completed before the intervention began, two different questionnaires concerning their current perceptions of where they were in that moment in time. This framework gave a starting point to introduce the process of a deeper personal understanding by initiating the process of self-assessment. The first questionnaire, (e.g. see Appendix 1), I designed to gain a picture of their holistic self, with language specifically framed around the 'Inside-Out' concepts. Students were asked to rate their perception of where they felt they were at that moment in time on a 1 -10 scale, (with 1 being the lowest, most negative view), in a variety of areas in their lives. My questionnaire given out at the start did not have the addition of a space for further comments, as my initial thinking on this had been to minimise the time I was asking students to spend on it so that the session could get going. Retrospectively, I viewed this as a missed opportunity in offering the chance for more detailed responses and so accordingly added a prompt to the final questionnaires. The Short Edinburgh-Warwick, (e.g. see Appendix 2), is a

recognised mental health diagnostic tool, and so adding it was a means of gathering further information, asking questions from a different perspective. Both questionnaires were completed once more by students at the conclusion of the cycle and a comparison made between both sets of data, (e.g. see Appendix 3). By asking students to complete the questionnaires within the session I was not adding to 'things that they had to do' and was able to ensure that they were completed. Importantly, the purpose was to catch a snapshot of their perceptions in that moment in time.

Interviews

Lambert (2013:104) views interviews as '... conversations between the researcher and interviewees, usually with the researcher asking questions which the interviewees answer or discuss'. Unlike the questionnaire there is a much greater scope to discuss in depth and thereby uncover more fully individual and group opinions, attitudes and understanding. The interview in its various formats of structured, unstructured and semi-structured offers more of an opportunity to be flexible allowing for greater creativity on the part of the researcher. However, Cohen *et al* (2018:272) cite Hitchcock and Hughes (1989) who point out that the human interaction in the interview process make it, '... inevitable that the researcher will have some influence on the interviewee and, thereby, on the data'. Whilst keeping an awareness of this opportunity for bias to occur, interviews are a useful means of enriching the data and therefore a key element of this study.

As stated above, the use of semi-structured interviews, (e.g. see Appendix 4) was implemented as a means of drilling down into individual experiences that arose, either as a direct participant within the study, or as a senior member of staff

overseeing the initiative and therefore exposed to the work being undertaken. For students participating in our research group the interviews were held face to face, firstly with our two students who had chosen to continue their engagement from the previous year, as year 11 students now in year 12, (e.g. see Appendix 6), and then with two students who have come to the weekly group with no prior exposure before the research group commenced, (e.g. see Appendix 7). These latter two were identified by asking for volunteers. At the same time further students working one-on-one were approached to discuss their experiences, (e.g. see Appendix 8). Similarly an interview was undertaken with a senior member of staff, designed to not only consider her personal impressions but her view of the influences, (if any), with regard to the bigger picture around school. My original intention to do a second interview with another senior leader unfortunately had to be re-framed into a written response, (e.g. see Appendix 9). In order to have a rough framework I approached this evidence gathering with a list of questions tailored to the specific positioning of each of these three different groups. Cohen *et al* (2018:506) cites the views of Kvale (1996:14) on interviews as, ‘...*inter-view* ... an interchange of views between two or more people on a topic of mutual interest’.

Whilst it allows for flexibility and freedom it comes with an understanding that as a social encounter, as discussed above, it can be open to a lack of objectivity on the part of the researcher. For this reason the interviews were carried out by all 3 ‘Inside-Out’ practitioners to lessen the opportunity for bias. Interviews as a method for collecting data are of particular value to this study - researching an area that is in essence not tangible benefits from having a vehicle that will allow for face to face contact to help decipher the nuances of conversation, and be flexible enough to follow where this might lead.

Teaching staff feedback

This strand evolved as my research study developed with particular regard to the lunch time group of year 12 students that made up this cohort. Whilst I didn't wish to add to the workload of teaching staff at the busy time leading up to the summer exams, I was particularly interested in this group because of them having transitioned into key stage 5, where arguably there was a greater challenge academically. I was curious to see if staff had discerned any changes to the students involved, and accordingly I sent out a simple email asking for any comments. With more time future practice will be to extend this to the wider participants in the study.

Observations

Cohen *et al* (2018:542) point out that:

observation is more than just looking ... it offers an investigator ... the opportunity to gather first hand 'live' data *in situ* ... that has the unique strength of being '... strong on face validity'.

This allows for the gathering of first hand data through the researcher's own opportunity to experience, verbal, non-verbal and physical interactions and content. This information can then serve to consolidate or contradict other forms of data, thereby adding to the richness of information available for analysis. Like interviews, the method has flexibility in that an observation can be structured, unstructured or semi-structured, but also has the added benefit that a choice can be made as to whether the researcher is a non-participant, (watching without getting involved), or participant, (taking part in the experience).

Acting as the *participant-as-observer* Cohen *et al* (2018:543) points towards the '... insider knowledge ... [that] may lack the necessary objectivity...' I chose to bring observation into my research strategy to try and ensure a further means of capturing the process and flow of the group sessions, and thereby further enrich the data available for analysis. Cohen *et al* cite Watts (2011) suggesting that participant observation, '... strives to be non-intrusive ... the researcher ... becomes ... part of the furniture...' The role proved challenging at times in trying to find a balance between participation within the group whilst on occasion stepping back to allow for some distance, for as Lambert (2013:104) points out '... it can be difficult to observe objectively'

Research diary/log

The process of creating a central diary/log of the study I was undertaking was a useful means by which I could track the practicalities of fitting the many strands of this research study into the school day. Importantly, it served also to record important themes in my own learning, as actions and outcomes from the study directed my thinking towards new areas for further theoretical investigation.

Data Analysis

Coding

The process of organising my data into key themes and headlines was managed through categorising and coding the responses. Lambert (2013:171) identifies the 'trickiness' of interpreting what participants offer in qualitative data, reinforcing the point that it is, '... unreasonable to expect [it] to lead to firm conclusions and reach a single 'truth'. The organisation of data through an iterative process was

purposeful in generating recurrent themes and thereby moving towards an understanding of the elements within it.

Validity and Reliability

Lambert (2013:37) states that we can only ever ‘... strengthen not achieve’ true validity and reliability of our investigations, simply because there are always too many outside influences. However, ensuring the use of appropriate methods through which to capture data in the first instance and then using the process of triangulation can add to the quality and reliability of information used.

Triangulation allows for the strengthening of data by drawing on different methods such as questionnaires and interviews but just as importantly, the process can compensate for weaknesses in one or the other, thereby improving the value of the data held.

Research Ethics

The compilation of this research project has been underpinned by referencing and adhering to the British Educational Research Association’s (BERA) Ethical Guidelines for Educational Research (BERA 2011). Permission to proceed with this project was accordingly given, prior to the start of the study commencing as recorded in the project proposal form attached.

McNiff (2013:113) considers ethics in research to be ‘... about how you conduct your research in a morally committed manner ... avoiding both sins of commission and sins of omission’. Therefore a key aspect of adhering to this process was my constant availability to deal with any issues arising from any concerns. The informed consent from the Head Teacher and Chair of Governors and all

participants of the study was obtained, and it made clear that all participating individuals were fully respected and their anonymity assured. As students volunteered their involvement rather than being targeted, any additional needs they might have, such as SEND, (Special Educational Needs and Disability), was also taken into consideration. Verbal consent from the senior staff and student volunteers was also obtained. All participants were advised that should they wish to withdraw from this research at any point, they would be able to do so without repercussions or duress.

The purpose and aims of the research were clearly stated to all participants in order to negate any suggestion of avoidance. The use and purpose of the data was fully explained and participants reassured, as stated earlier, that their responses would be fully anonymised with any identifiable content left out. Moreover, any paper copies would be kept in a locked drawer within school and the data stored securely electronically by the use of password protected documents and an encoded USB memory stick. The interview element which has the potential to focus on personal aspects in greater depth informed my decision to opt for active verbal consent rather than presumed consent.

My role of leading the coaching within school allowed for the organisation of all the sessions within the school day, therefore there were no undue time requirements impacting on any participants. At the end of the study all participants were thanked for their participation and given the opportunity to discuss anything relating to this research project.

Findings, Analysis and Discussion

Introduction

The purpose of this research project was to determine whether exposure to the 'Inside-Out' understanding over a period of 8 weeks could begin to suggest changes towards improved resilience and well-being, both for individual students and within the wider school context. This chapter will set out firstly an explanation of how the chosen methods were implemented and include outcomes of the data produced both qualitatively and quantitatively, illustrating pertinent points as they arise. Secondly, the key thematic concepts evident within this data will be discussed in light of my Literature Review and the wider theoretical suppositions relating to resilience and wellbeing.

Framed as,

'An investigation to ascertain whether a new understanding of the Mind, (that we refer to as 'Inside-Out' coaching), helps contribute to increased resilience within our school community',

The outcomes will be discussed in response to the research questions posed below:

- 1. To what extent does exposure to the 'Inside-Out' understanding change how these students view their personal resilience?**
- 2. To what extent does the perception of improved resilience lead also to a feeling of increased personal well-being?**

These questions as previously discussed have been addressed through the Action Research methodology that generates a cyclical process of action and reflection.

The data collection process

Importantly, Cohen *et al* (2018:20) point out that in interpretive research 'Theory should not precede research but follow it'. This has been central to the processes of the study I have undertaken.

Section 1: My starting point

Two main methods of research, namely questionnaires and semi-structured interviews formed the core activities undertaken. These, along with an observation of two group sessions and my use of a personal research diary have provided both qualitative data, (via narrative given in interviews and observations), and quantitative data, (extracted from the questionnaires at the start and end of the study). A questionnaire to parents at the conclusion of the study period, and feedback from a small number of relevant teaching staff was also gathered. Ensuring this use of mixed methods has had the added benefit of allowing for some triangulation of the data, thereby adding to the depth of data collected.

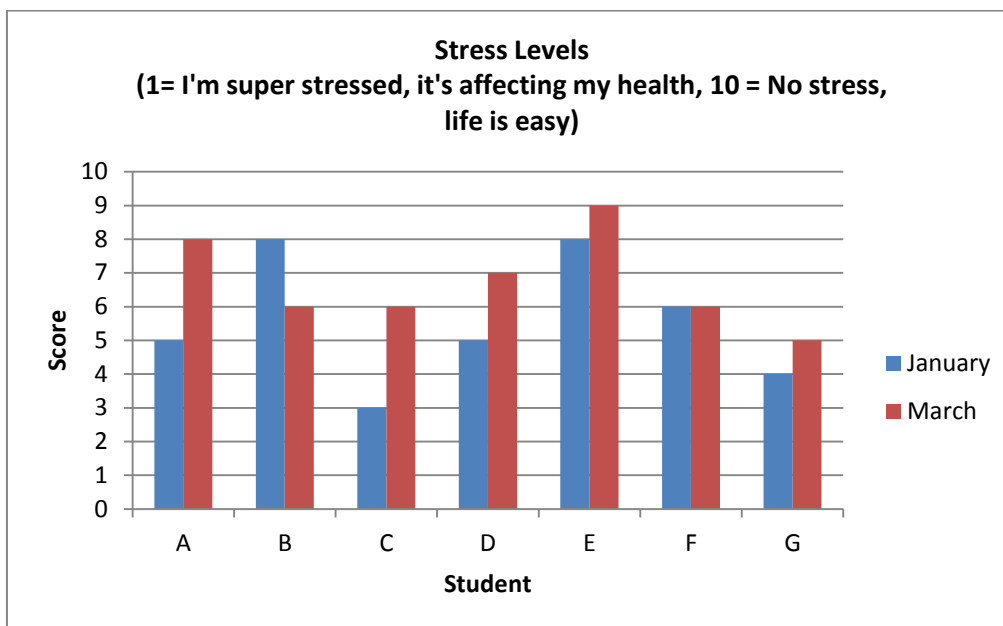
Weekly lunchtime group meetings - Questionnaires

These sessions lent themselves to obtaining data through the use of questionnaires, (e.g. see Appendices 1 and 2). Students completed them at the beginning of the first session and again at the end of the final one, providing an opportunity to gauge where they felt they were before exposure to the understanding and make a comparison with this, 8 weeks on.

I designed the questionnaire to obtain a holistic picture around how students viewed their current situation. On a scale of 1 to 10, (with 1 being the lowest score), the language used at 10, in three of these questions, was framed to reflect elements of the understanding. For example, the question 'I worry a lot about things' (scored at 1) is framed at 10 as 'I worry about things but then I know it will pass and I will feel ok again'. This feeds into one of the key concepts of the understanding around the transience of our thinking, and how new thought is a constant that the human system is built on. To further enrich my evidence base students also completed at the same time the Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS), a universally recognised wellbeing data tool.

Completing questionnaires at the introduction to the understanding, and again after 8 weekly sessions of exposure to it, produced quantitative data from each of these moments. The format was not onerous for the students to complete, and importantly provided a snapshot of where they felt themselves to be in that moment. Whilst 14 questionnaires were given out in the first meeting, attendance at the lunchtime sessions was impacted by the advent of revision sessions prior to their mock exams that took place mid-way through this period. This resulted in some students then attending less frequently. The knock on effect of this was to reduce the number of questionnaires that could be completed at the final session to 7, reducing the amount of comparable data. This could have been offset by the questionnaire being subsequently sent on to students not in attendance on that day, but in essence the truly comparative element of them documenting a snapshot of how they were 'feeling in that moment' would have been lost and therefore there seemed to be little validity in pursuing this.

Student perceptions of their happiness, sadness, making mistakes, and general worry were included in the questions asked, and these themes are encapsulated in the overall question pertaining to their perceived levels of stress, as shown in the graph below.

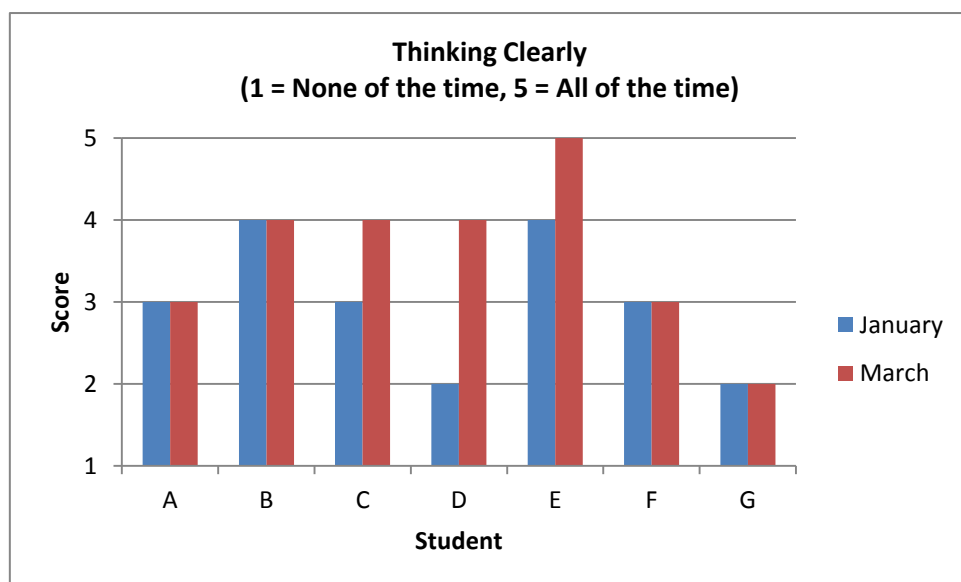


Despite the internal mock exams occurring in the midst of our research period, all students apart from student B, who dropped from an 8 to a 6, and student F who remained steady at 6, showed a movement of between 1 to 3 points up the scale towards feeling that they had a more stress free existence. Accordingly this equated to 30% of the sample questionnaires not showing any benefit from the initiative.

As discussed in my earlier Literature Review, it is interesting to note that extreme stress is seen as one of the main predictors for the need to function from a place of resilience. The belief fostered by Masten (2015); Benard (2004); and Bonanno (2004) amongst others, that resilience is an ordinary part of the functioning of

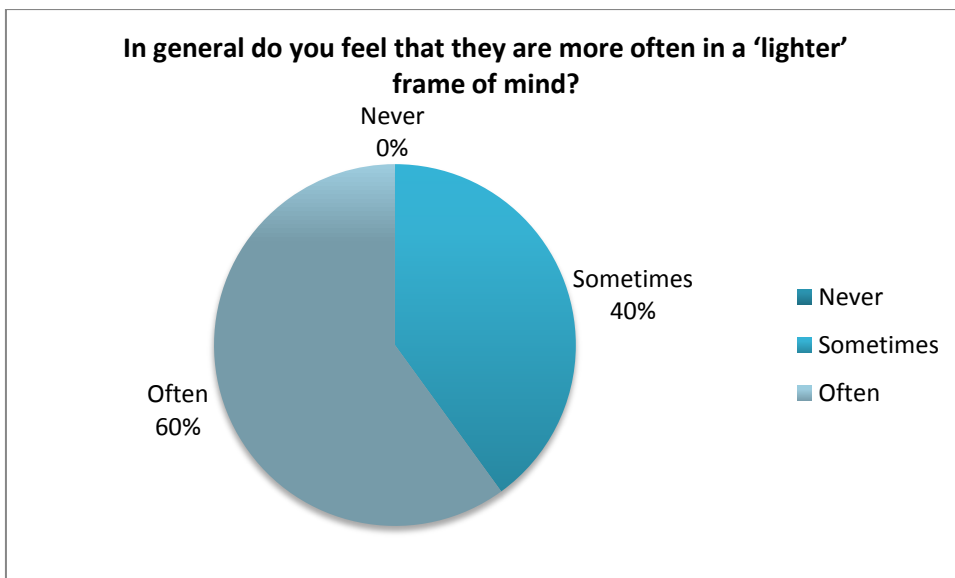
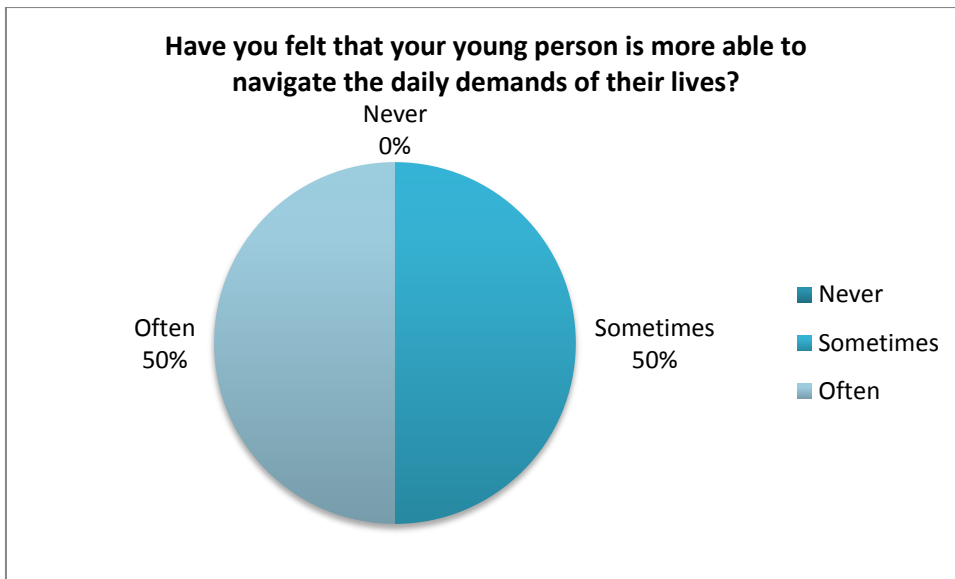
human adaptational systems, and is therefore innate to every human being, is a central hypothesis of this study.

The completion of the Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS) proved an interesting addition to our own questionnaire. Made up of 7 questions measured against metrics ranging from 'None of the time' through to 'All of the time', the graph below highlights the student response to the clarity of their thinking. It is interesting to note that all students either stayed stationery or felt that they had greater clarity. Understanding the role of Thought is central to much of the discussion undertaken during the 'Inside-Out' sessions.

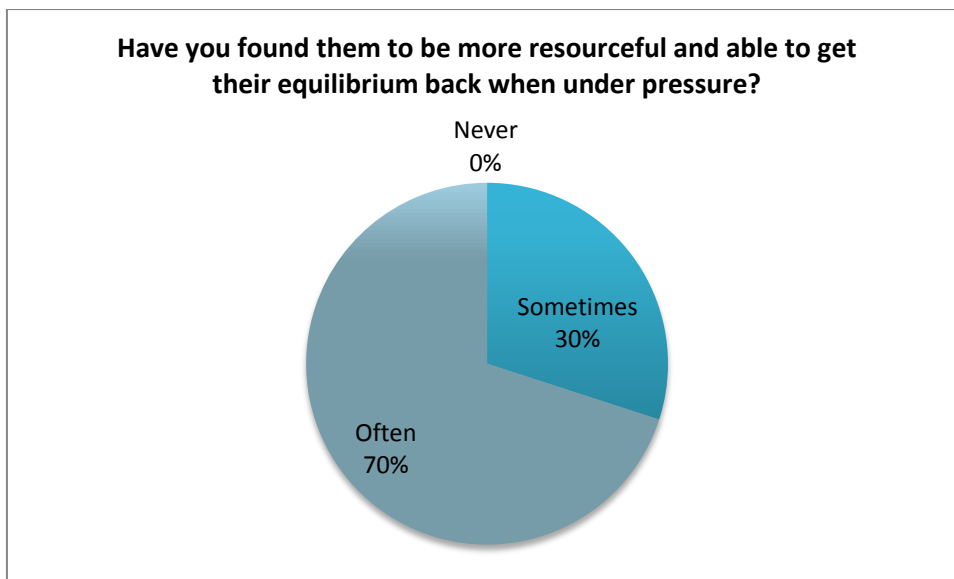


Parental Questionnaires

Ten questionnaires were sent out, and all completed and returned from the year 12 parents, (e.g. see Appendix 5). The questionnaire was designed for ease of completion with answers suggested by three tick box options of 'Never', 'Sometimes' and 'Often' to understand where parents felt that their young person was currently at. The questions asked were as follows,



Question 3: is of particular relevance to the expression of a resilient mind-set, as illustrated below.



A comments box was included and four parents added their thoughts, one stating 'Totally excellent programme – very effective for my daughter'

Semi-structured interviews

McNiff (2013:141) is vociferous in claiming 'Action research is real-world research'. The transcripts produced from the semi-structured interviews echoed these sentiments as a deeper sense of this research came alive, allowing for a further level of scrutiny and exploration. Cohen *et al* (2018:664) cite Bruner's (1986) view that, '... humans make meaning in terms of ... 'storied text' which catch the human condition ... and the vividness of human experience'.

Ten students providing data in this instance were again not a targeted group, but made up of volunteers from all year groups. That said 2 students from this group had also completed the questionnaire as attendees at our lunchtime group, thereby enabling a small sample of triangulation of the data. For example, a discussion with one student around family relationships that she had scored on the questionnaire at 4 and which then moved up to 8 was discussed during her

interview, providing narrative evidence that reflected the quantitative measure shown on her questionnaire. Having identified that she spent little time, especially evenings with them, when asked if this understanding had changed things much with her family, her response was:

‘Right away I didn’t notice but I just saw the brighter side of everyone, rather than seeing everything negatively I saw it more positively ... that evening I actually socialised with my family and played with my little sister which I don’t usually do’.

This group was made up of a wide divergence of both need and experience, with two students having already had access to therapy through CAMHS. In all students it very quickly became apparent that context was a key element - that having resilience in one area of their life did not ensure it in every area. Moreover, their situations had a fluidity which became evident in the context of many of the interviews undertaken. Crotty (2015:17) points out that in, ‘...our observing, our interpreting, our reporting ...we inject a host of assumptions...’. Therefore the interviews were carried out by myself, along with two colleagues both ‘Inside-Out’ practitioners/facilitators. This ensured as fully as possible that we did not work from a single bias, and the format of questions that were asked (e.g. see Appendix 4) framed the main themes that could be drawn from the conversations that occurred.

Coding

Miles and Huberman (1984, 1994, cited in Cohen *et al*, 2018:668) state:

Data reduction is a key element of qualitative analysis performed in a way that attempts to respect the *quality* of the qualitative data’.

In asking the research questions outlined in this study, it seemed appropriate to frame this process in response to my understanding of the theoretical nature of resilience, discussed at length in my Literature Review. Scaffolding my own thinking helped identify relevant themes in defining the nature of resilience, and well-being, however I remained mindful of what Walford (2001, cited in Cohen *et al*, 2018:665) suggests when he wrote that ‘all research is researching yourself’.

Four main themes:

1. Having someone to talk to:

All students in their interviews identified this element of the coaching intervention as being one of the main benefits, in that having someone who was not a family member, teacher, (or other professional – including health), allowed them to be comfortable in the sharing of personal concerns. Building trust and empathy in a coaching relationship is generic in good coaching as a whole, (and one of its great strengths), but working from the context of the ‘Inside-Out’ philosophy appeared to develop individual understanding for why things felt as they did. As one student explained, ‘...I’ve started to understand how my brain works now and it’s not all my fault most of the time, only some of the time’.

2. Family relationships:

This provided one of the most interesting areas of feedback, allowing for a spotlight on an area of real significance to student perceptions of their life experience. Of the 10 students interviewed, 50% said that family relationships were a challenge for them. They suggested that it was not uncommon for them to go home at the end of the school day and spend the evening in their rooms,

interacting very little with other family members and instead talking with friends via social media. Some interviews revealed that having begun to see and understand more, there was a different feeling with regard to family relationships and students were changing their standpoint. These ranged from 'learning to not have such a short temper anymore' to a year 9 student who advised 'I seemed to get on better with my family although I always did, I just didn't see it'.

A comment from a sixth former (Appendix 6) stated, 'I feel like my relationships at home are better slightly due to the fact that I'm slightly less stressed...'

3. Anxiety:

Anxiety in many different forms and severity emerged as an area of concern in all of the 10 students who were interviewed. Of these 20%, as explained earlier, had had previous experience of therapeutic intervention, (via CAMHS and private counselling), (e.g. see Appendix 8), 20% had regularly self-injured and the remaining students felt that anxiety, both personally and academically played a constant part in their life experience.

Exposure to the 'Inside-Out' understanding, that our life experience comes only from our thinking and that we live every moment in the reality of our thinking, brought to light interesting interpretations from all students, and in particular those displaying greater need in their mental health. The two students, who had had previous experience of therapy, as mentioned above, chose to discuss what had surfaced for them whilst learning more of the 'Inside-Out' philosophy. The younger student who had been through CBT (Cognitive Behavioural Therapy) as a strategy to support high levels of anxiety stated:

‘I would be given a list of strategies that I should do then I felt that if I had a panic attack and those strategies didn’t work that I was letting myself down – I wasn’t doing it right whereas with this (‘Inside-Out’) I can’t get it wrong, it’s just like what happens’.

The sixth former discussed as part of the interview her counselling sessions that she said had been an experience that focused on ‘...constantly talking about the bad’. She felt that fortnightly meetings made her re-focus on problems that had since abated and were no longer of consequence:

‘I’d have to talk to her [the counsellor] and bring it back up and now I’m feeling crap again ... yes, I’m telling someone these problems but I’m not necessarily getting rid of them, they’re still staying in the back of my mind...’

This student identified experiencing both interventions very differently, advising, ‘... with counselling I feel like there isn’t [a solution], it’s just talking about it and then you leave, and with this [‘Inside-Out’] there is a solution.’

The group also included two year 9 students around whom there had been concerns in school around self-injury. Their ability to become self-aware was illustrated by one student stating, ‘Once I got the concept of how it works, like the basic stuff I did kind of get happier, yeh’. When the self-injury was reflected upon the response was:

‘I was used to doing it before so it made sense to me, and then afterwards it didn’t really make sense to me as much when I thought back on it’.

Both students in subsequent meetings stated that they no longer actively follow this path and had not self-injured since experiencing new thinking.

For the remaining students there was a general consensus that having this understanding of how the mind works was proving helpful, but equally for them all there were times when it wasn't always accessible. As a year 9 student said, 'It's like when I think about it I can get on with it, but like sometimes I just forget and then I turn back to the conflict and stuff'.

4. How life looked before and what (if anything) has changed:

This area of discussion brought a consensus of opinion that was similar in content. Lower levels of stress or feelings of anxiety were generally voiced with the outcome for some students of sleeping better and therefore feeling better generally. A year 8 student (Appendix 6) advised, '... I've become a lot more relaxed and I think I've become a lot happier because I used to be quite grumpy ... I find it easier to live basically'.

Teaching staff feedback:

Bearing in mind the timeframe leading up to the summer exams which was extremely busy for teaching staff, I approached a random sample of ten of them with a generic email asking for feedback and comments on any changes they might have observed in these students. All responded, (albeit briefly), and the responses were mixed. Some staff felt that the students that they had experience of were already, 'highly motivated and thoughtful learners'. Others highlighted students that had begun well and then seemed to dip, but the general consensus here was that these students were again showing signs of improvement and seeming a little happier.

Observations:

The two observations undertaken in the second and seventh sessions were an attempt to add further insight with regard to individual and group engagement and learning. Having first obtained permission from the group, my role as participant/observer in practice reinforced the difficulties inherent in obtaining outcomes of any worth. Because I was so closely involved in the facilitation and constant learning myself, it proved very difficult to remain an unbiased detached observer and not be drawn into the discussion. I was also coming at it from an unstructured standpoint, (which was the only way it could happen as each session evolved as a response to where the discussions naturally evolved). For this reason, the quality of data is poor, although the notes serve as a reminder of the contents of the initial starting point of our discussions. It would appear that the future use of this method will be more effective if undertaken by another person.

Interview and feedback from two members of the Senior Leadership Team:

Two members of the Senior Leadership Team were approached (Appendix 9) as they had both been involved to varying degrees in overseeing the design and discussion of the Inside-Out work. Although this had allowed one of them a cursory understanding at a personal level, the other had participated in being coached regularly. However, in respect of their roles they both shared an interest in understanding and evaluating the tangible differences that manifested within individual students and the wider school. However, that said one interviewee felt that the 'Inside-Out' coaching work carried out to date was, '... completely transformative because it stops being about a coaching relationship and it starts to be about understanding yourself.'

With the exam period imminent both participants felt that there was a general sense of purpose and calm that had been exhibited by year 12 students in their mock exams. One of the interviewees drew a parallel with the previous year 11's prior to their GCSE's. They were the first cohort who had exposure to this understanding and as the exam period had been exceptional in all students navigating the process without showing undue stress or needing any special arrangements, this was reflected on further. Apart from using the 'Inside-Out' as a vehicle to reach out to the wider school community, the future plan to roll out further learning of the understanding as part of the school's Annual Development Plan for the next academic year, specifically for supporting staff wellbeing was considered.

Research diary/log:

Maintaining a research diary/log proved invaluable in recording and planning the practicalities of running the research, for time management was a crucial aspect of this study when it had to be fitted with the demands of my normal school role. As the study progressed it also became an important means of formulating my ideas and responses to the research that was ongoing, for example recording and evaluating my thinking with regard to much of the relevant literature. As an entirely personal and overarching tool it has been a key element of this study.

The considerable limitations that influenced this study overall will be discussed in more detail in the conclusion.

Section 2: A discussion of key thematic concepts evident from the study data that relate to the theory of resilience and well-being.

At the core of this research is a statement by Benard (2004:13) that:

...internal assets or personal competencies ... do not cause resilience but rather are the positive developmental *outcomes* demonstrating that this innate capacity is engaged.

In essence, I was investigating whether exposure to the 'Inside-Out' understanding might be seen to assist in enabling a re-awakening of an inner sense of self, otherwise identifiable as innate resilience and well-being, and it is therefore of particular interest to discuss these elements further. As explained earlier, a key feature of resilience are the vital parts played by protective factors that Benard (*ibid*) and others see as integral for individuals to thrive. Much of the data obtained in this study shows a trend towards a greater personal understanding of self. Some of this feeds into what theorists in resilience have identified as the key pre-determinants - that is the presence of social competence, problem solving, autonomy and having a sense of purpose. For example, Benard (2004:55) when discussing caring relationships in families, cites Steinberg's view that parental warmth is, '...a general facilitator of mental health, academic competence, and overall psychological functioning'.

With regard to data generated in this study there was a general consensus amongst the students that increasing their own awareness of the impact their behaviours and attitudes were having within family relationships allowed them a greater sense of attachment and enjoyment. Furthermore, empathy is seen as a key hallmark of resilience, (see for example, Werner 1989;1992; Pransky 2003; Benard 2004; and Masten 2015) and students have documented improving relationships although a number commented that they felt very little had actually

changed 'out there', in their world. That would posit the supposition that these changes have come from within.

The many elements of resilience are multi-faceted as discussed in the Literature Review, and there is not the space here to discuss all aspects fully. However, it is important to consider further the ideas around 'having a sense of purpose'. This speaks of optimism and hope, emanating from the concept of 'meaning-making'. Baumeister & Vohs (2002, cited in Benard, 2004:35) suggest that '... meaning can be regarded as one of humanity's tools for imposing stability on life', and within the context of many of the difficulties that our young people are currently facing, there is a commanding relevance to this. Analysis of the data produced both qualitatively and quantitatively in this study as part of the Action Research process has laid solid foundations to take this work forward. McNiff (2013:134) asserts that it is the process of *Action research* (my italics) that makes 'tacit knowledge explicit' leading to '...transformational emergence' in our daily practice.

Conclusion

Impact of the study

The purpose of this research study has been to determine whether exposure to the 'Inside-Out' coaching understanding helps contribute to increased resilience and well-being within our school community.

To drive this research study, I had looked to understand more fully the question of whether resilience is a learned behaviour, or whether it is indeed already innate within us all - the 'ordinary magic' that Masten (2015:7) so eloquently voiced. The subsequent data did suggest that the 'Inside-Out' understanding was able, for most students, to engage an ability to manage not only areas of difficulty but also their normal everyday challenges. In the majority of cases, data evidence showed new or increased levels of autonomy, competency, hope and meaning-making within their lives. Our experience in school manifested in reduced levels of stress and anxiety that appeared to lead to greater life enjoyment and an improved sense of well-being. However, as specified by the EBPU, (Evidence Based Practice Unit) (2018), neither qualitative nor quantitative data is able to prove outcomes unequivocally.

My Literature Review provided a theoretical backdrop to this study that directed me towards an interpretivist epistemology, concerned with the fundamentals of meaning and interpretation. Relating to a deeper understanding of the true nature of the human condition (see for example, Banks, 1998; Pransky, 2003; Benard 2004; Vernon 2008; and Masten 2015) this informed my practice with a greater understanding of the general consensus for what constitutes resilience and grounded my research within an accepted tenet. This study was particularly well

suited to Action Research for McNiff's (2013:15) view that at the heart of Action Research lies the idea '... that concepts may transform into practices', was apparent in the work we had initially undertaken. Through pointing towards a new awareness of how the human system works, we learned alongside our students and witnessed real shifts in understanding, regardless of their academic ability. We began to see improved capability in not only managing their situations better, for example within family relationships, but also via them *all* navigating their summer GCSE's without issues. The most striking change was a sense of there being less anxiety and stress in their daily lives. Moreover, for the year group as a whole to be as settled as they were, it was not a wild supposition that they were sharing this amongst their friendship groups.

This was the back story to the focus of this study, and without question the work of facilitating the 'Inside-Out' understanding had to continue, if only to test the validity of our past experience. A year on, implementing this Action Research study has provided a far more rigorous and far reaching gathering of data, the outcomes of which warrant continuation of this initiative in developing support. However, the many limitations to the study are also of real significance and will be discussed later in this chapter.

The group questionnaires showed an overall steady improvement in most areas for all but one student, who attended just 4 out of the 8 sessions available - it is feasible that inconsistent attendance might have had an impact in this instance, but this would warrant further investigation. This general upturn prompts a supposition that these outcomes might in part be linked to the presence of protective factors that Benard (2004); Masten (2015) and many others, consider to

be integral to building resilience. Along with the nature and dynamics of the small group and one-to-one sessions used to facilitate this understanding, it also offered the key components of a safe space, sense of belonging, access to a caring adult and most importantly, the encouragement of competency and autonomy in the students. These last two elements in particular emanated from facilitating discussions based on the principles of the 'Inside-Out' understanding that were crucial in opening up how students saw and thought about their worlds.

Furthermore, it is what Panter-Brick (2014) and others view as central to our human capacity to flourish and thrive, in that it is the ability to make meaning of our lives and thereby experience hope. Equally when students verbalised their world, (as they did during our sessions and in the documented interviews), and more importantly began to see life from a changed perspective, then a space was created for new things to occur.

For us all, understanding comes when an individual can see relevance within their own life experience, and this highlights an important point worth noting that was closely adhered to in our practice and is of ethical importance. McNiff (2013:11) states explicitly that no one has a right to change another, it must be that, '... I change me' not 'I change you': *sustainable change happens from within*' (my italics). Facilitating this understanding showed many times over that the creative force for change often came when we as practitioners, (and more importantly as fellow human beings), had seen something new, a truth within our own life experiences that others then related to from their own personal perspective.

There is a sense of choice and of hope in much of the data. I would suggest that this process of a deeper internal shift touches on the transcendent nature of the human experience and the fallibility of attempting to measure what is in essence unmeasurable - the difference between what Banks (1998) describes as the form to the formless. Students, once they understood the role that their thinking was playing in making their reality, showed a disposition towards accessing new thinking - an inner wisdom or common sense that allowed them to alleviate and manage their situations much better. For many students this manifested in a lighter feeling and had the added impact of de-escalating issues at the early stages. This proffers huge potential to lighten the load on heavily oversubscribed agencies – as Pransky (2001) points out, prevention becomes possible.

This experience ran as a constant thread throughout this research, exemplified in an interview with a student self-injuring. Her growing capacity to question what she had perceived of as ‘truths’ in her life started to crack her perceived ‘reality’ and open up new thinking - the ‘self-righting ability’ that Benard (2004) and other researchers in the field make reference to. Being able to touch this inner space is nowhere more poignantly observed than through the writings of Victor Frankl (2004:76). In the suffering of the concentration camps those who coped did so because they could see that ‘It is this spiritual freedom – which cannot be taken away- that makes life meaningful and purposeful’.

Analysis of the methodology, methods and limitations of this study and future recommendations:

As discussed earlier, my chosen methodology of Action Research proved an ideal fit in enabling me to establish clarity around the issues that I needed to address

with regard to improved resilience and well-being. The circle of action and reflection of this methodology allowed me to design and develop strategies to disseminate the 'Inside-Out' understanding, put them into practice and through chosen research methods, analyse and reflect on the subsequent data, which provided a rich illustration of personal experiences. The chosen methods proved effective in providing interesting data, although the number of participants was small. Having a larger number is an area for future development to extend the data available for analysis, and this will evolve as I develop more facilitators.

Reflecting on the most effective methods utilised in this research, the interviews, (some excerpts of which are documented in this text and in the appendices), have proven to be of most value. Enabling free expression of feelings and perceptions, they served to drill down and uncover individual experiences that often documented new thinking. Similarly, the questionnaires tracked these personal journeys, but were most useful as a quick and easy visual illustration of where they had started from and moved to. The general shift towards more positive outcomes from both these data sets confirms the usefulness of these methods in evidencing this work in the future

The research method that proved more difficult to sustain was with regard to my role as participant/observer. As part of the facilitating team it proved challenging to drop what Cohen *et al* (2018:543) identify succinctly as 'insider knowledge', which questions the capacity for true objectivity. At the same time, from a practical perspective, it was difficult to participate in the sessions and not be drawn in to the discussions which in turn made accurate note taking a challenge. Future use of

this method would therefore be more effective if another coach, not involved in the delivery of the session, recorded the content.

A balanced appraisal cannot be reached without discussing the considerable limitations within this research. First and foremost, my role as facilitator within the study alongside leading the main coaching in school, for whilst I have always endeavoured to be aware of potential bias, the duality of my role was a challenge at times. As previously mentioned, the small number of students and staff involved in this study is also highly significant. Attendance was purely voluntary so the sample groups whilst having a regular core of 10 students, was not directed towards specific candidates or age groups. The short timescale of just 8 week's duration during which the usual demands of the school day and two weeks of mock exams meant students weren't always able to attend, impacted on the time available to reach a fuller understanding. Timing in the school year must therefore be a critical consideration in future plans when it comes to the group work, although the one-to-one coaching has greater flexibility. Because there is not a curriculum or set of strategies to follow, this can make the wider delivery in some ways more challenging. It is an 'understanding' that must be personally held true before it can be disseminated with any effectiveness. Working in local primary schools, we have found that by first creating a hub of staff that 'get it', they then naturally become the ripples in the pond that settle it into their own community. This has to be in place to create sustainability for change and growth in the future, and has obvious implications for scaling up the impact of this work, and therefore identifying interested colleagues to become facilitators will also be a key area of development.

The point of this study has not been to denigrate 'outside-in' strategies, (their usefulness has been documented by professionals working in the field of Prevention since the 1970's), but instead to be open to possibilities. This understanding is not just relevant to those who are labelled as struggling with their mental health - it is applicable to every human being. That all humankind works on the same system is referenced historically and recognised by many cultures. To date, neuroscientific research (Brann 2015) and Quantum physics for example, have more recently begun to evidence this, for as (Rovelli 2016:9) suggests when discussing the nuances of the, '...endless dance of atoms ...We just like the rest of the world, are one of the products of this infinite dance'.

Reflecting upon the outcomes of this research study both personally and alongside relevant school leaders has led to the implementation of the 'Inside-Out' understanding as an integral part of the schools current ADP, (Annual Development Plan). This is centred on creating a mentally healthy community for students and staff that will critically feed into our wider stakeholders, such as Primary schools and importantly parents and carers. My study to-date will enable the methodology of Action Research to remain relevant as I continue to develop areas of focus and re-evaluate the changes I will be establishing with my co-facilitators opportunities for all staff and students to access the 'Inside-Out' understanding, through continuing the interventions trialled in this study and developing them further, for example prioritising Form Tutors. Having daily contact with students they get to know them well and are therefore best placed to see when they are struggling. Having students who have a well enough developed sense of the 'Inside-Out' understanding themselves and who are now able to

facilitate and share their experiences amongst their peers will also be a hugely valuable part of our support system and sustainability.

Personal Impact of the study

Leading the coaching, I now consider that the positive grounding and benefits that our original coaching GROW model and team of coaches undoubtedly offer in school, is like all 'outside-in' strategies in that it is after the fact. That is not to dismiss the great work that has and is being done, but it works because the learned strategies of the coaching model provide a framework to enable us to touch what is already there - our inner wisdom or common sense, what can indeed be defined as *innate resilience*. The data has shown that understanding the role of Thought negates the need for a model to be used, for if we use Thought well we manage our lives better - if we use it poorly, we then get in our own way and struggle.

My journey, guided by the stages of the Action Research methodology has been engaging and absorbing, and two points have impacted markedly on my practice. The first is a deeper recognition that despite the science, we are critically 'thinking' beings with the ability to transcend the physical. Vernon (2008:12) states, '... our well-being depends in some way on that which is beyond us ... it emerges as something shown or revealed, not told or made'. In other words, our true nature cannot be intellectualised but is sourced from within. When that connection with our inner-selves is re-made, we seem to approach life from a completely different space, as documented by students in this study who have shown a new capacity to become reflective and understand more fully how best to manage their experiences. Fishman (2007:25) cites Dewey's words that:

These deep adjustments ... pertain to our being in its entirety ... they introduce us to a world beyond the world which is nevertheless the deeper reality of the world in which we live in our ordinary experience.

The second point speaks to the importance of the promise of social hope through action, and draws from the philosophical and practical work and ideas of Addams, and the influence she had on the thinking of James, Dewey and later Rorty, exemplified in her seminal work 'Twenty Years at Hull House' (1911). Furthermore McNiff (2013) highlights the conviction of both Dewey and Rorty in promoting the importance of research in establishing social hope. Whilst this is a discussion beyond the scope of this study, social hope through action remains equally relevant in today's world and proffers an area of further exploration. The facility of those of us working in schools to improve our communities through effective support of our students, and families is appropriately voiced by McNiff (2013:140) who states:

... social hope is about the realisation of human nature and capacity – critical awareness, curiosity, choice and unlimited creativity – and the need for attachment supported through communication ...

All of these ideals can be met if we allow new thinking in.

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Appendix 1

INSIDE-OUT COACHING STUDENT GAP ANALYSIS

(PLEASE NOTE 1 is the lowest score and 10 the highest)

Name

Form

I never feel happy or content – everyday is a struggle	1	2	3	4	5	6	7	8	9	10	I feel happy most of the time
I don't think I can do what I need to - I'm just not good enough	1	2	3	4	5	6	7	8	9	10	I know I can achieve anything I want in life.
I don't have any friends	1	2	3	4	5	6	7	8	9	10	I have loads of friends, everyone wants to be my friend
I worry a lot about things	1	2	3	4	5	6	7	8	9	10	I worry about things but then I know it will pass and I will feel ok again
I sometimes feel sad or empty	1	2	3	4	5	6	7	8	9	10	I still feel sad and empty at times but again I know it will pass and I will be ok
Nothing is much fun anymore	1	2	3	4	5	6	7	8	9	10	I enjoy at least one thing I do most days
I have trouble sleeping	1	2	3	4	5	6	7	8	9	10	I have a restful nights sleep most nights
I am tired a lot	1	2	3	4	5	6	7	8	9	10	I have lots of energy
I can't seem to get bad thoughts out of my head	1	2	3	4	5	6	7	8	9	10	I get bad thoughts but I don't hang onto them
I worry about making mistakes	1	2	3	4	5	6	7	8	9	10	I know its ok to make mistakes – that's how you learn
I am super stressed, it's effecting my health	1	2	3	4	5	6	7	8	9	10	Stress – what's that? My life's a breeze
My family relationships can be difficult at times	1	2	3	4	5	6	7	8	9	10	I mostly enjoy the time I spend with my family
I get very angry and often lose my temper	1	2	3	4	5	6	7	8	9	10	I am generally calm and don't often get wound up by things
I am nervous in new situations and easily lose my confidence	1	2	3	4	5	6	7	8	9	10	I manage new situations very well – not much phases me

Which part of the understanding has been the most useful, (if any), and how has this changed how you now experience your life?

Thank you

Appendix 2

THE SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

Below are some statements about feelings and thoughts.

Please circle the answer that best describes your experience of each over the last 2 weeks

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

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Appendix 3: showing scores student C on the Stress graph

March 2018

INSIDE-OUT COACHING STUDENT GAP ANALYSIS

(PLEASE NOTE 1 is the lowest score and 10 the highest)

Name *Emily Smith*

Form *123*

I never feel happy or content – everyday is a struggle	1	2	3	4	5	6	7	8	9	10	I feel happy most of the time	—
I don't think I can do what I need to – I'm just not good enough	1	2	3	4	5	6	7	8	9	10	I know I can achieve anything I want in life.	—
I don't have any friends	1	2	3	4	5	6	7	8	9	10	I have loads of friends, everyone wants to be my friend	—
I worry a lot about things	1	2	3	4	5	6	7	8	9	10	I worry about things but then I know it will pass and I will feel ok again	—
I sometimes feel sad or empty	1	2	3	4	5	6	7	8	9	10	I still feel sad and empty at times but again I know it will pass and I will be ok	+2
Nothing is much fun anymore	1	2	3	4	5	6	7	8	9	10	I enjoy at least one thing I do most days	+1
I have trouble sleeping	1	2	3	4	5	6	7	8	9	10	I have a restful nights sleep most nights	-3
I am tired a lot	1	2	3	4	5	6	7	8	9	10	I have lots of energy	-3
I can't seem to get bad thoughts out of my head	1	2	3	4	5	6	7	8	9	10	I get bad thoughts but I don't hang onto them	+3
I worry about making mistakes	1	2	3	4	5	6	7	8	9	10	I know its ok to make mistakes – that's how you learn	+6
I am super stressed, it's effecting my health	1	2	3	4	5	6	7	8	9	10	Stress – what's that? My life's a breeze	+3
My family relationships can be difficult at times	1	2	3	4	5	6	7	8	9	10	I mostly enjoy the time I spend with my family	+1
I get very angry and often lose my temper	1	2	3	4	5	6	7	8	9	10	I am generally calm and don't often get wound up by things	+2
I am nervous in new situations and easily lose my confidence	1	2	3	4	5	6	7	8	9	10	I manage new situations very well – not much phases me	—

Which part of the understanding has been the most useful, (if any), and how has this changed how you now experience your life?

Thank you

Jan 2018

INSIDE-OUT COACHING: STUDENT GAP ANALYSIS

Please complete the following questions to show how you are feeling and experiencing your life at the moment. We will ask that you complete it once more, when we finish our time together. Circle the number closest to how you are feeling at the moment.

Name _____

Form _____

I never feel happy or content – everyday is a struggle	1	2	3	4	5	6	7	8	9	10	I feel happy most of the time
I don't think I can do what I need to - I'm just not good enough	1	2	3	4	5	6	7	8	9	10	I know I can achieve anything I want in life.
I don't have any friends	1	2	3	4	5	6	7	8	9	10	I have loads of friends, everyone wants to be my friend
I worry a lot about things	1	2	3	4	5	6	7	8	9	10	I worry about things but then I know it will pass and I will feel ok again.
I sometimes feel sad or empty	1	2	3	4	5	6	7	8	9	10	I still feel sad at times but again I know it will pass and I will be ok
Nothing is much fun anymore	1	2	3	4	5	6	7	8	9	10	I enjoy at least one thing I do most days
I have trouble sleeping	1	2	3	4	5	6	7	8	9	10	I have a restful nights sleep most nights
I am tired a lot	1	2	3	4	5	6	7	8	9	10	I have lots of energy
I can't seem to get bad thoughts out of my head	1	2	3	4	5	6	7	8	9	10	I get bad thoughts but I don't hang on to them
I worry about making mistakes	1	2	3	4	5	6	7	8	9	10	I know that its ok to make mistakes
I am super stressed, it's effecting my health	1	2	3	4	5	6	7	8	9	10	Stress – what's that? Life's a breeze
My family relationships can be difficult at times	1	2	3	4	5	6	7	8	9	10	I enjoy the time I spend with my family
I get very angry and often lose my temper	1	2	3	4	5	6	7	8	9	10	I am calm and don't often get wound up by things
I am nervous in new situations and easily loose my confidence	1	2	3	4	5	6	7	8	9	10	I manage new situations very well – not much phases me.

Thank you

Student C's starting point in January

And again the March questionnaire for student C showing along the right hand side the movement in the student's perceptions from January (shown below) to March

THE SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

Below are some statements about feelings and thoughts.

Please circle the answer that best describes your experience of each over the last 2 weeks

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME	
I've been feeling optimistic about the future	1	2	3	4	5	—
I've been feeling useful	1	2	3	4	5	+ /
I've been feeling relaxed	1	2	3	4	5	+ /
I've been dealing with problems well	1	2	3	4	5	—
I've been thinking clearly	1	2	3	4	5	+ /
I've been feeling close to other people	1	2	3	4	5	—
I've been able to make up my own mind about things	1	2	3	4	5	- /

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THE SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

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I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

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Appendix 4: Questions that framed the semi-structured interviews

Questions to ask students

What is going well for you at the moment?

Do you feel that having exposure to the Inside-Out coaching understanding has changed anything in your world?

If things feel much the same as they did before we started learning about the understanding, what have you enjoyed about our weekly meetings?

If you feel things are different for you since learning this understanding, can you explain about this a little more?

Have you tried to share any of these ideas and if so, how did that go?

What, if anything, has been the most useful thing that you have been able to take away from our programme?

Appendix 5: Example of a completed parent/carer questionnaire

Inside-Out Coaching:
Parent/Carer Questionnaire

1. Have you felt that your young person is more able to navigate the daily demands of their lives?

NEVER	SOMETIMES	OFTEN
-------	-----------	-------

2. In general, do you feel that they are more often in a 'lighter' frame of mind?

NEVER	SOMETIMES	OFTEN
-------	-----------	-------

3. Have you found them to be more resourceful and able to get their equilibrium back when under pressure?

NEVER	SOMETIMES	OFTEN
-------	-----------	-------

Any other comments?

"Inside out" has been a life changing experience for my daughter and it is a true privilege for me to witness that.

Thank you for taking the time to complete this questionnaire.

Appendix 6: Excerpts from interviews with two students in the research study who had already had exposure to the Inside-Out Understanding the previous year.

(N.B. Voice of the coach is in italics)

Student A – Now in year 12, at the end of year 10 had had extremely poor school attendance due to increasing levels of anxiety

What is going well for you at the moment?

'Life is really good. In terms of school I actually just feel like everything has calmed down. After the mocks they feel like the end of year 12 really and now the year 11's and 13's have gone, everyone has just calmed down a bit, the teachers are a lot more relaxed and the lessons are a bit more relaxed. We're doing year 13 work at the moment but it doesn't seem as kind of tense'

I guess the jump from year 11 into sixth form is a big one

'It's so weird – I can't believe I was doing my GCSE's this time last year, it's gone so quickly

Talking of year 11, if I can take you back to being part of that first cohort that we undertook the Inside-Out understanding with last year, how were those early sessions – was it like something from another planet?

'No – I think I got to a point where I was just like I want to get better, like I don't want to be like this anymore, I was really sad and didn't want to be so boring, so I think I was really open to anything and therefore when this came along, I was like ok – let's give this a go. Right from the beginning it was exciting, I thought oh this is really interesting, maybe this will be good, I don't know?'

What really resonated with you, what did you hear in those early sessions that captured that feeling in you?

I think it was quite useful it was Mr A, because he wasn't some random person who had come into school, he was a teacher who'd been there for a while who I knew, so I could trust him. I could trust his opinions, the way he was saying how his life had changed. That for me was 'ok', there's a real life normal person who this has worked for rather than some random person coming in who I didn't know selling themselves.'

When you think back to the start was it something you were aware was changing you, or did it creep up on you, did you suddenly think things are different?

I never reached the point where I thought 'ok, I've changed'. It was my mum, I had no idea. You know how they say you can't do anything, you just have to listen and

will go away confused, it will come to you. It's kind of like a strange concept, because we want to. I was kind of doing that and a bit frustrated with myself that I wasn't doing anything and nothing was obvious to me it was clicking, and then all of a sudden one day My mum was like " J, look at you, look how far you've come" and I was like "woooooohhh". It was her picking it up for me that made me realise I'd changed and from that I was kind of then, this is working, I'm so excited'.

You needed that other pair of eyes?

'Yeh, outside of me to see it – so I found that quite interesting actually 'cause most people are looking for it in themselves to try and see but I didn't notice until my mum said. It's weird, because I had anxiety before you would think that I would recognise I was feeling much better, but it didn't happen like that. I think it was gradual and I didn't realise and it was my mum who was like 'yeh you're great'.

So thinking about things feeling different for you, have you tried to share your experience's and if so, how did that go?

'Ummm, I don't know – me and M have always been close, we've always been really good friends right from the beginning and she was really my closest friend who I umm kind of recognised - I was able to recognise her emotions more easily after I knew this, if that makes sense. We've never actually fallen out but recognising her emotions and judging her moods on a day to day basis has been a lot easier and I think that's helpful because it's made me able to react to it – then I guess that had a bigger effect on my other friends. In my head it's always a 'mood' thing, if one of us is down then everyone tends to be down so you have to be that person who brings them up. If someone has a bad Maths lesson and says they don't understand anything, take their minds onto something else and we're all lifted up, things like that. When I was teaching my family on Monday, my little sister was like 'why do you keep relating it back to my life?' and I said I was making it personal so that she could understand, helping her to realise that it is important to be relatable otherwise it won't necessarily click as well – otherwise we are just talking about it –if you can link it, it works.

So you like the practical essence of being able to do something that changes the nature of the place people are at?

'Yeh, it's so much nicer when everyone is happy (laughter).

Ok, so bringing you back to your current time in the sixth form, have you seen any benefits now?

Academically and personally, just in general the way I see things for myself and the confidence I have for myself, for example going for Head Girl. That is not something I

would have done a year ago so it's kind of the confidence in myself that I can try and do things and it's ok to fail – I didn't fail but..... [student got Deputy role]

Student B – A year 8 student who in year 7 had occasional individual coaching sessions that were Inside-Out based.

Do you feel that what we have looked at with the Inside-Out understanding has changed your world in anyway, or not?

'I've become a lot more relaxed and calm and everyone still gets a little anxiety sometimes, so like if I have a test or if I used to have a test I would be really anxious about it and like revise really, really, hard and then I wouldn't get much sleep because I'd be too scared about it, and then when I had the test, I'd be quite tired and wouldn't know what to write, but now I just understand like it's a test – it doesn't matter that much – some do – but it's just a test and you can get a better score next time.....or you can try harder if you don't like your score.....'

So things feel as if they have got a little easier?

'Yeh'

What have you enjoyed most about the meetings?

'I've liked having somebody to talk to about my anxiety and having like kind of a friend to explain it to – uummmhhh and I've liked having some answers for why I'm worrying so much.'

What would you say is the major difference, (if there is one), you've experienced since learning the Inside-Out?

'I have quite a lot more sleep because I haven't been up all night worrying about something, or like I've become a lot more relaxed and I think I've become a lot happier because I used to be quite grumpy and now I just like laugh and take things seriously, but also have a joke with them and I find it easier to live basically.'

Would you say you have a feeling of peace more often?

'Yeh, I do, it's just sometimes when I get myself like overworked or when I think about something really sad, that's when it affects me the most, but other times I'm just like happy and alive.'

What happens when you are feeling stressed?

'It's like you can't really concentrate on what you're trying to do, so like earlier in geography I was thinking about something and still trying to write, and I couldn't really concentrate on what I was trying to write, so like I was not writing the right

thing. Yeh, ummm, it's like you've got someone talking to you while you're trying to do something and you can't concentrate fully.

What happens then?

'I think to myself does this really matter, I can't de-stress myself and then like I quite often see it just passes because I remember that Thoughts create your feelings and ummm, it's just me thinking something, it's not actually happening – it's me thinking about it happening so I just need to carry on.

Is it quick or does it take time for that realisation to hit?

'It takes not that long, it takes about 2 minutes – yeh, it's slowed down a lot because when I didn't know about it used to be like hours so it's definitely slowed down.'

Have you tried to share any of the Inside-Out understanding with any family or friends?

'Well, my Mum attended one of your sessions* and she now like understands more about it and understands why I come home and get anxious, because I talk to her more.....'

Do you feel you could explain this to someone else?

'Yeh, I feel like now I understand it I could like tell someone about it and help someone realise that they are just over worrying or over thinking something, so it's not actually affecting them'.

Does life feel different in anyway now, and if so, how?

'I used to be really upset and I used to cry a lot more, and ummmm, be a lot more worried and not really be able to do anything. I used to just want to lie in my bed under my duvet crying, but now like I go out and do stuff.'

How has coming to school been, does that provoke anxiety for you?

'No, I actually really enjoy school because I feel like it's a break because you need to be thinking about your work at school – you don't need to be thinking about your anxiety so you need to be concentrating.....home is different because I'm not worried so much.'

So at the moment life feels as though it's going pretty well?

'Yeh'

So what, if anything, has been the most useful thing you have gained

from learning this understanding?

'If you get a Thought in your head you need to realise you have a load of thoughts a day but quite a lot of them just pass over, and ummm, you don't remember them, but when you're clinging onto one thought you just need to let that pass like you do with all the others.'

*Evening sessions to explain the Understanding are regularly held for parents in school and are disseminated further to the wider community at a local centre.

Appendix 7: Excerpts from interviews with two students in the current research study with no prior exposure to the Inside-Out understanding

Student C – A year 12 student

Do you feel that having exposure to the Inside-Out understanding has changed anything in your world?

'When Mr A did the wheelbarrow thing* I just got it – I thought that is so true. My Mum was on Facebook and she found the thing for one of the talks and I just went to it and thought gosh this all makes sense. I was a bit baffled on some bits because it was like the starter one, the introduction, knowing that it's all in my head is good now I'm coming to realise it. Sometimes I obviously get a bit clouded when I'm stressed like last night I got a little bit stressed because I was searching out Uni's and stuff and I was, what do I do with my life.'

Do you feel it has helped academically with how you manage life?

'Ummmm, well yeh, I think so but I think if I knew more about it in year 11, it would have massively helped. I was very disciplined with my revision but it would be like Aaarghh I've got 6 hours to get through today – it would be just like getting going with it that seemed impossible. I think now even if I haven't quite got it I can see it's my thinking'.

Have you tried to share what you have learnt with friends or family?

'I have mentioned it to my Mum and Dad, I'm not great at explaining it, I get a bit lost but my Dad, he gets it. I think my Dad would really benefit from this....he runs his own business and its proper stressful and he's had to make staff redundant, so he's literally like a one man band now. I think if he heard this then.... he doesn't show that he's stressed but.....it's such a broad range of people that need it – everyone. I've tried to share it with my boyfriend, he's in the year above and has got his first exam but.... He just doesn't care about school, so he was never stressed about it, I rang him last night and he was just saying how stressed he was because he had been working all day. I didn't talk to him at that point because he probably didn't want to hear it...but I think it had all just become a little bit real... I just think everyone should hear about it.

What would you say, if there is anything, has been the most useful thing you have taken away?

'When I was in year 10/11 I got sick of sitting with the same people every day and I had friends in all the different groups, but it's so political and all the girls get so stressed about who their friends are – you couldn't float around groups you had to be stuck with one all the time and if you have an argument with someone you can't really go off to other groups because everyone is going to bitch about you. It's bad, so bad. It's quite full on but that's why I like it now. I love learning about all the really deep stuff and like getting a little bit baffled.

*A wheelbarrow was used as a physical prop to illustrate the essence of thought. If something is 'real' and solid like a table it can be physically put into a wheelbarrow. However, if it is something made up of thought, for example, 'happiness' that cannot be physically placed into it and must therefore consist of Thought.

Student D – A year 12 student

What is going well for you at the moment?

'I feel like my relationships at home are better slightly due to the fact that I'm slightly less stressed, and I'm more open to do things in general so when my Mum would ask me to help her out with helping around the house, before I would be so stressed that I thought I had too many things to do I can't do that, whereas now I'm a lot more open to helping out and stuff and slightly less irritable. I think that's helped out a little bit and in terms of that at school, it's helped a little bit with the subjects that I like because it's made me realise that there's a reason why I like them and it's not just because I may be good at that subject.

Is there anything you have enjoyed from the weekly sessions or do things feel much the same as before you began?

At the start I found it incredibly frustrating, if anything it did worse, it didn't do good – it did the opposite so like at the start especially, I'd say for at least the first 3 weeks or 4 weeks, I just got so angry about it, it made me just think about stuff more so it kind of had the opposite effect that it ought to have. But I feel like the more it's happening and the more it gets broken down into separate bits and the more it's like less overwhelming it's becoming more enjoyable.

If your world is looking a little different in some areas, can you talk about that a bit more?

I think it's easier because it's kind of helped me realise that I don't know with the overthinking and everything, it's kind of helped me realise that taking a break with the overthinking isn't necessarily a bad thing and that calming down and not saying

'no' to everything that I hear, helps like with my parents. If my Mum needs me to help with something, or she wants to sit down and watch a TV programme, whereas before I'd say I had too many things to do, gone upstairs sorted out things and not actually done any of it – now I'm like I can do that. I have time to do that or I'm more open for it because I'm less harsh on myself, and I realise that I will get to a calmer place if I'm surrounded by people that I like, or if I'm doing something which is quite calming and stuff like that. So I see them as more important now than I did before, so sometimes unloading the dishwasher isn't a bad thing because it will help me calm down'.

If you feel things are different, can you explain about this a little more?

'Yes, overall I wouldn't say it's affected me in a large really big impactful way. I think in small ways it's helped especially like when I'm walking home or something, it will help me to stop thinking so much because that's like a time when that's the only thing you really can do, and so it helps me to stop thinking so much or at least stop noticing it so much, so it's helped in some ways like small bits of school work, small bits of relationships at home, things like that..... I feel I can think less or if I'm thinking I don't have to let it impact me whereas before ... I'd be thinking you've got to do this, you've got to do that, and that's why I'd believe it because it was too much ... now I feel like I can do it and just be more even if I'm not overall calm, I can be calmer than I was before'.

Have you tried to share any of these ideas with friends or family?

'Well I haven't tried to share it in terms of trying like to teach them, but I've laughed about it with my friends and I've talked to my Mum about it, and we kind of have the same problems with it. We're quite similar in that the problems we have are the same so that's why she helps me question it and says, this doesn't make sense or that's true, so then I can ask questions about it – so I talk to her occasionally.

Is there anything that you have found challenging about it?

One of the things that used to frustrate me the most is the way it kind of negated people's problems. The whole thing about if somebody is getting bullied, the bad emotions they are getting isn't from the bully, it's from themselves. That adds up, the problem I still have with it is that it doesn't take away the bully, it isn't solved. The idea that there is actually a technically negative influence on your life, because naturally you're not going to have a positive reaction to that, and so when you say that's not actually reality, it's kind of hard to tell somebody in that space whose having to deal with that ... so like with exams and stuff, all the negative thinking about exams is what causes the stress and the bad thoughts - that doesn't negate the fact that you have to take exams, and that's the main problem I had with it. But I feel like the more we go over it, the more it makes sense that even though you are going to have to deal with that, it just makes it slightly easier, so even though it doesn't solve the whole problem, over time I understand this, the more it gets

repeated and broken up, the more I realise that it doesn't have to solve everything. It doesn't have to be like this miracle to stress and everything. If it helps in small ways it will just make your life easier in general and then over time you'll just become calmer...that helps me a lot more'.

It is in a way understanding how important our state of mind is?

'Especially the idea that it's not having difficult thoughts, it's the idea of if you're having them occasionally, it's them not affecting you as much as they did before'.

What if anything has been the most useful thing you have been able to take away from the understanding?

'I've been able to identify more, even if I haven't changed much, I've been able to identify what's going on more so I understand it more. So the whole idea of getting calmer, before I didn't really notice and there weren't that many times when I would get calm. Whereas now if I calm down and go and do something I can look back later and I can say 'oh that was when I was over thinking'. I think that's helped me most even though it hasn't changed me in a massive way. The small changes have allowed me to identify when I'm struggling and when I'm not and kind of maybe made it easier to get there a little more if that makes sense. It's more retrospective, not really in the moment but I think eventually over time it will become more natural and be less retrospective and more as I go'.

Appendix 8: Excerpts from interviews with two student who had previously undergone traditional therapies and who then experienced one-to-one coaching from an Inside-Out perspective.

Student E – Currently in year 10, she had struggled through her younger years at school because of consistently high levels of anxiety that resulted in CAMHS intervention through CBT (Cognitive Behavioural Therapy) whilst in year 9.

What is going well for you at the moment?

‘Well I’m not having as many panic attacks as I have had previously – I think I’ve coped well with the exams, (year 10 mocks), and all the revision and everything that’s been going on’.

What about outside school?

‘Yeh, everything’s going well, I’m doing all my ‘thoughts’ and stuff’

How do you see your understanding of the Inside-Out?

‘I understand the basic thing about thoughts and feelings but then it does take me a little bit of time for it to sink in ‘cause it’s quite confusing, but I’ve got it eventually I think’.

Have you noticed any changes, or not, to how things feel now?

‘I think it’s like let me let go of things a bit easier, and not think so much. I don’t take everything so seriously and can let things go more easily I think.

How does that feel?

It feels good because I’m not being weighed down by everyone else’s problems. I’m just thinking about myself and how I can sort myself out really. If some friends are arguing or whatever I wouldn’t be really worrying about that because I’d just think well it’s not my problem, I don’t need to get involved, not that I would get involved anyway, but I don’t need to be worrying about other people. I can just worry about what I’m doing really.

What have you enjoyed, if anything, about the sessions?

I like seeing the difference between that and what I was told when I did CBT, because CBT was a bit different. It was like telling you what to do to make it better but it’s, (Inside-Out), not really like structured of what you need to do at certain

times. It's more like when you get it, you get it, and I think I like that a bit more than being told what to do and having a rigid structure to follow'.

Can you explain that a little bit more?

'I would be given like a list of strategies that I should do, then I felt that if I had a panic attack and those strategies didn't work, that I was letting myself down – I wasn't doing it right, whereas with this it's like I can't get it wrong, it's just like what happens. It's how I work, not like how somebody else is telling me what to do'.

If you feel things are different can you talk a little more about how that appears to you?

I feel like I can cope with things better and I'm not like constantly worrying about everything else, I'm just focused on what I need to do and like Mr A said, take one day at a time. Just focus on this day, don't worry about what's coming up next, and I think that's made me like a bit more focused in school because I'm not really worried about what's coming, I'm just kind of thinking of things in the moment'.

Have you tried sharing any of these ideas and if so how did that go?

'Well I told my Mum, she just wanted to know what was going on. I think she's started to get it but she's probably a bit confused as well. I think she started to like think that it could be something that we could do to improve things. When I talk to her about things, I think it like helps her to kind of, to like everything I do at school. Like before she wasn't really involved in what I was doing to sort out the anxiety stuff, whereas now I think it makes her feel better 'cause she actually knows and understands what's going on. It makes it easier for us to not get on, but to like co-exist'.

What if anything has been the most useful thing to take away from the Inside-Out?

'I think that 'Thoughts make feelings' – so like if I think a certain thing then I can just let the thought go and then I won't feel sad. Like thoughts should move all the time, and we choose which ones we pick out and that we can just let them go, and that you always go back – you won't stay feeling upset for ever. I think it's made me feel like not as worried about doing it because it's not a thing I need to do, whereas with CBT I'd get a bit worked up about trying to put them into practice, and if I didn't do it, it was like 'Oh no, I need to do it'. If it went wrong I'd be upset that it went wrong. With this (Inside-Out) there's no way of doing it, you just understand it. CBT made me feel like really worked up and confused. I used to get confused and I had so much else going on that like, CBT was important but it took up a lot of time and a lot of thinking like for everyone, and I don't know if it made that much difference'.

Has learning about the Inside-out understanding been worthwhile?

‘I think it has because it’s given me another way to look at things, and I’m not just thinking about all the strategies and things, I’m thinking about other ways that I can deal with it. I think it’s kind of made me accept that it’s ok if I do feel down at certain points because everybody does feel down, it’s human nature’.

So thinking about coming back into year 11 and your GCSE’s, do you feel it will, or won’t be helpful in the future?

Before with exams I used to get really stressed about managing time, because I’d been so stressed at school I couldn’t do things at home because I’d be so tired. I think it will help me manage my time better because I won’t be so stressed about doing the exams, so I can just focus about what I need to do rather than worrying about exams which are like weeks away. I can just focus on the ones like I’ve got a day after, and I think it will just make me calmer like in general when I’m doing whatever, I just think I will be calmer. I think it’s helped a lot of people, like people I’ve spoken to who’ve had it here, like friends and stuff have said it’s been really beneficial, so I don’t think it’s just me that likes it if you know what I mean. I’d like to continue because I’d like to learn some more about it, it’s quite interesting, it’s a different way of looking at things’.

Student F – A student who had both critical CAMHS intervention and subsequent counselling longer term.

What is going well for you at the moment?

‘I would definitely say that a more tough skin, any comments thrown at me that I don’t like I can just bat them off and I won’t get as upset as I usually would, I wouldn’t go home and cry over it, I’d just be like ‘Oh’ and get over it the next day and just be chilled with it’.

Do you feel exposure to the Inside-Out has, or hasn’t, changed anything in your world?

‘Yeh, definitely, I’d say I don’t hold grudges anymore which I was really bad at. I’d hold grudges for like months, we kind of talk it out till we’re good – we’re friends now and like I said before I don’t really care, not in I don’t really care about you in a lazy way, I don’t care what you say and it won’t upset me’.

Why does it make less sense to hold grudges?

‘Ummm, because it only puts me in a worse place, when I’m holding a grudge that person doesn’t even know what’s going on. I’m thinking ‘I hate you’, I’m the one

whose suffering, not them. I find that if they've done something wrong and I'm still holding a grudge I find it's better for me to go and talk to them about it and then just resolve it and then I feel better for it'.

What do you enjoy/find helpful, if you do, about these sessions?

'It's especially like having someone to talk to which is great. I find it hard to talk to my parents, very hard to talk to my parents and I won't because they won't understand, whereas talking to you ... being able to talk to someone who understands me and understands the things I'm going through which yeh, is great'.

Have you tried to share any of these ideas with anyone else?

'Yeh, it was my friend the other day because I think she had a fall out with one of her friends, she was just grumpy in school and her friend doesn't go to this school. I was like 'dude, why are you holding a grudge, she's probably having a chat with her friends right now while you're sitting here thinking 'I hate her'. If you feel bad about it confront her about it, not in a bad way, but go up to her and be like 'dude I don't like what you did', and just get over it. Don't worry about it now, you're with your friends who will support you, we've always got your back whether you're wrong or right. It was a week ago, and she was just sitting in the study room and for the rest of the day she was really good, we were having a lot of fun'.

What do you think is, if there is, the most useful thing that you

have taken away from the Inside-Out?

'The fact that whilst I'm holding a grudge and being grumpy – they're all fine and they're not feeling that at all and also ummmmm..... not being so sensitive. In a way like not taking peoples comments to heart, and just being like 'I don't care', and just being like a little more relaxed in myself. I feel like I've done my research with people who've gone through the same thing as me, so I feel like I'm not the only person, and it's also just knowing that they're throw away comments in a way and it's not like they're actually pinging them to me – people are going to say those words, the past is the past and it's not going to affect me in the future. I feel like a lot of things in the past where I thought I can't tell anybody about that, but now I'm a lot more open about it. Look I did bad as a kid, and I had a really bad thing where I used to hold onto the past and events that happened in the past, and now I'm just like, I don't really care about it anymore. I've kind of forgotten about it because every now and again they would like pop up in my mind, and I would think 'Oh my God, I'm so stupid for saying that', and now they probably don't even remember and I don't even talk to them anymore'.

If you feel this has been helpful for your mental health, could

you explain this a little more?

‘Because mental health, we always focus on the bad when in fact the ‘bad’ is mental illness, and I feel like this (Inside-Out) is a lot better than the counselling because you’re not constantly talking about the bad, and I’d go in there after maybe a fortnight and that grudge that I had with someone two weeks ago was now settled down, and I’d have to talk to her about it and bring it back up, and now I’m feeling crap again and I’m having to see out all these problems, and yes I’m telling someone about these problems but I’m not necessarily getting rid of them. They’re still staying in the back of my mind and I’m still thinking ‘Oh yeah, I forgot about that person last week who said this’. I find more problems and I come out thinking well I didn’t tell her this’.

So why, if it is, is the Inside-Out different for you?

‘Ummmmm, we’re not constantly talking about the bad, like sometimes I come in and we talk about the good that’s happened and why I feel that good, and it’s good to feel that good, and we do talk about the solution. With counselling I feel like there isn’t, it’s just talking about it and then you leave, and with this there’s a solution, and technically you know that persons being an idiot for starters but also they’re just throwaway comments. Like they can say that thing to you one time in your life, you’re going to get many more but by the time you’re 50 you’re not going to even remember – it gives a lot more perspective. Something else I’ve noticed is that I’m a lot more observant to different things so if someone say’s something I’m like mmmmmm, whereas I would have stayed quiet, I would have just said nothing, now I’m much more observant, I can notice when someone is being a bit off....’.

Do you feel that this safeguards you?

‘Yeh’

Appendix 9: Viewpoints from two members of the Senior Leadership Team. The first (staff A) an interview that took place and the second, (staff B) a written response to two questions that were asked.

Staff A – As my Line Manager, although she has not had any direct exposure, our close working relationship has meant that her strategic input has been influential in how this work has been carried out and sustained in school.

We've been a coaching school utilising the GROW model over the past five years or so, and implementing small areas of work with the Inside-Out Understanding over the past 2 years. From your perspective in your role as, has the Inside-Out brought any changes and if so, what do you feel they are?

'Yes, I think it has. If I start with the students, I think our biggest piece of evidence that the Inside-Out approach was having an impact on students ability to move on more quickly from stressful situations, probably manifested itself in last year's exam series where we traditionally had a core group of students who have found the summer exams understandably very stressful, and have had to have special provisions made such as individual rooms or rest breaks. We've even been in situations where we've had to go and pick up a student from home and bring them to exams and occasionally we've had to invigilate at home, which has been really difficult. Last year, summer 2017, was the first year that our examinations officer has ever been in a position when she has not had to make special provision for our students, for reasons connected to what was identified as their stress, and I think that was largely because we had worked hard with a key group of students in year 11 on the Inside-Out, and actually that practice and understanding had dispersed through word of mouth really from those who were really heavily involved in it, to their friendship groups and so on, and I think that for us – well for me - that was a clear manifestation of that.

I think also if I look at individual students who I know have been involved in the Inside-Out model, and looking at them individually, the way in which it has affected them positively, and I won't name students but if I think about this individual – then I can very, very, clearly see the difference it's made to them and their ability to cope basically, and to move on quickly from what are very real stresses in their life. But they are able to deal with those, move on positively from them, and not just that, we have a key group of students in year 12 who are really great ambassadors for Inside-Out and have taken it beyond our own school in fact, and have represented Inside-Out outside of school at conferences and such, so I think from a student perspective it's been brilliant.

From a staff perspective, I think those who've wanted to engage with it have had access and been able to, and for them it's been quite transformational. We obviously want to make sure that we have all our staff with a clear understanding of it, and therefore it's really driven our school development plan for next year and I think that sums up where we are with it. The fact that you can actually see it summing up our ADP is huge; I mean who would have thought its number one on our ADP driving that work forward? It's great for our parent body and parental forum, and for one of our year 7 parents to ask how that works going to continue ... you know you've actually got it in your culture, so for me that was quite a moment for me as well. I think that's quite an important thing. So I think it has made a real difference and I think the work next year, not only is a testament to how strongly we feel about it and how important we feel it is, but also we'll take that work forward even more'.

It's also acknowledging how different it is to the GROW model coaching that we began with, as you know after a year of struggling with it, I came to the conclusion that they are completely different beasts and can't be merged into one?

'... I think that what the Inside-Out has proved to me is that it's a holistic approach that actually, once you get it, it's applicable to every situation you find yourself in, and actually everyone can apply it and everyone can think their way through that issue. It's not about 'I need a particular solution for this problem I find myself in', it's 'this is a solution'. I just have to realise that actually this is just my reaction to a situation and actually if I can get myself beyond that reaction, it will be much better, so I think from that point of view, it's very different. It's actually completely transformative because it stops being about a coaching relationship and it starts to be about an understanding [of] yourself'.

Do you think that there has been an impact on the wider school community?

'I think we'll see more of it with our ADP focus and that's what we really want to achieve ... we actually want to make sure we are reaching out to all sections of the wider community. I think we are beginning to see that definitely, and I think that as I've said, till now we've very much worked on the basis of if people want to engage with it ...and then through word of mouth that develops. With the ADP we will have a much more holistic approach next year. I imagine it will go into a whole new phase of impact actually. Yes I think we have reached out to whole different groups of people and stakeholders, but we know with some groups we have had more impact than others'.

As my LM you have worked closely with me on establishing it in school,

but as yet have not had any direct learning yourself?

'That's right and everything I know about it is through talking to you or talking to It's not been a process I've been through. Again I suppose that's why I think it's so important if it's going to become the schools main vehicle for mental health and well-being, and I think it should be, but actually it is important that people like me, and everybody in fact has the opportunity to engage with it and gain an understanding of the Inside-Out'. That's why I really think it's so important that we give people the time, that's why we must make sure that this is at the heart of the work we do in the school next year so that actually we move on in a position that staff, parents and students are really engaged, and have as good an understanding as they can individually have, because actually otherwise it will be piecemeal and it will always be pockets of the school community who have a good grasp and understanding...

Something that has been taking a lot of my thinking at the moment is that we have to make it sustainable?

'I think a good thing with this school is that regardless of whether people have a really deep understanding on SLT, what we have here is a really deep commitment from SLT, so I think we're starting from a healthy position where it does matter to the school, and I think that's been important and actually in many ways, it was easier having the research focus, (Masters) ... A lot of work has already been done so it makes it easier to get people on board.

Staff B – Who has had a more general oversight of the coaching as it has embedded within school, but also regular one-to-one coaching that has transitioned from the GROW model to coaching from an Inside-Out perspective

Is there anything that from the time we have spent together looking at the Inside-Out understanding that has impacted you in your role as

(or was the traditional coaching model that we used to focus on as useful?)

Coaching at ..., including the Inside-Out model, has impacted the school in a significant way. I am really pleased with the good impact it's had on our mental health work and indeed on all aspects of our leadership and management of both staff and students. It has been heartening to see the ways in which even some of the longest standing Governors have trained as coaches and do all they can to make it a reality in their strategic leadership work.

On a personal level, has the Inside-Out understanding made you

re-assess and re-evaluate areas of life generally?

On both personal and professional levels I have been able to re-assess and re-evaluate the things that I can influence and the things which I may be able to influence at some point in time, but until that point, there's no point in worrying about them. Therefore for my own positive well-being, the Inside-Out understanding has been hugely beneficial. Clearly, this has an impact on the quality of my work.

January 2018

Dear Student

As part of my MA Education studies with Edge Hill University, I am conducting research on whether a new understanding of the mind, (that we are referring to as 'Inside-out' coaching), can be seen to support improved resilience and wellbeing for individuals within our school community. I would like to collect data from students who have volunteered to attend our weekly sessions, and I am therefore asking for your participation.

If you agree to participate, I will ask you to complete two different questionnaires. The first set of questionnaires will be completed at the start of the coaching cycle and the second after 8 weeks, at the completion of our cycle.

Your participation is completely voluntary and should you wish to withdraw at any point, you will be able to do so without repercussions or duress. Your name will not appear anywhere; all data will be anonymised and will only be shared with my university tutor and senior colleagues in school. Data will be securely held and be password protected. Finally, I will destroy all data you provide within one year of completing the study.


If you have any questions, please feel free to ask me at any time.

Thank you for assisting me in putting together this research.

Mrs Anthony

Excellence for All

Appendix 10: Explanatory permission letters sent out to participants of the study.



May 2018

Dear Parent/Carer,

As part of my MA Education studies with Edge Hill University, I am conducting research on whether a new understanding of the mind, (that we are referring to as 'Inside-out' coaching), can be seen to support improved resilience and wellbeing for individuals within our school community.

As your young person has volunteered to be involved in our sessions, it would be really interesting to have an alternative view as to how you feel things have, or have not changed for them.

If you agree to participate, I have attached a very quick questionnaire and would greatly appreciate its completion and return.

Your participation is completely voluntary and should you wish to withdraw at any point, you will be able to do so without repercussions or duress. Your name will not appear anywhere; all data will be anonymised and will only be shared with my university tutor and senior colleagues in school. Data will be securely held and be password protected. Finally, I will destroy all data you provide within one year of completing the study.

If you have any questions, please feel free to ask me at any time.

Thank you for assisting me in putting together this research.

Laura Anthony
Learning Manager and Mental Health Lead.

April 2018

Dear Student/Colleague,

As part of my MA Education studies with Edge Hill University, I am conducting research on whether a new understanding of the mind, (that we are referring to as 'Inside-out' coaching), can be seen to support improved resilience and wellbeing for individuals within our school community. I would therefore like to interview a selection of people within school to learn more about their opinions and views about the work we have undertaken so far.

If you agree to participate, I would like to do a short interview with you, and ask your permission for this to be recorded to enable transcripts to be used in my data collection.

Your participation is completely voluntary and should you wish to withdraw at any point, you will be able to do so without repercussions or duress. Your name will not appear anywhere; all data will be anonymised and will only be shared with my university tutor and senior colleagues in school. Data will be securely held and be password protected. Finally, I will destroy all data you provide within one year of completing the study.

If you have any questions, please feel free to ask me at any time.

Thank you for assisting me in putting together this research.

Mrs Anthony

Excellence for All

MA Education: Module PBM4029
Research Project Proposal Form and
Application Form for Ethical Approval of the Research Project

Part 1: Complete these details

Your name:	Laura Anthony
Your student ID number:	22502033
Your Research Tutor's Name	Tim Rutter
Date:	4.12.2017

Part 2:

We strongly advise you to use the guidance document to help you complete this proposal.

We also suggest that you take a look at the exemplar ethical proposal forms available to you in this section.

1. The title of your research project
An investigation to ascertain whether the 'Inside-Out' coaching understanding, helps

<p>contribute to increased resilience within our school community.</p>
<p>2. Your research questions(s)</p>
<p>Does exposure to the 'Inside-Out' understanding change how our students view their personal resilience?</p> <p>Does the perception of improved resilience lead also to a feeling of increased personal wellbeing?</p> <p>Up to 50 words</p>
<p>3. Introduction and Rationale</p>
<p>I am a Learning Manager and Mental Health Lead in a non-selective, all girls Academy, with a co-ed sixth form, numbering 1221 on our student role. Our Progress 8 score last year placed us in the top 5% in the country.</p> <p>Four years ago I led on the introduction and development of our coaching initiative as a means of building student and staff self-empowerment and resilience. Many of our Senior Leadership Team are fully supportive, either being actively coached, or working as coaches themselves. Based around the GROW model formulated by Whitmore (2002), we have been conscious of the need as Hawkins recommends, (2012:176), to 'create [our] own journey.' Growing our coaching organically and sustainably, we have written our own coach training programme that we deliver via our local Teaching School Alliance, and anyone can self-refer to our twenty, teaching and non-teaching, coaches</p> <p>Thorley, (2016), reinforces the current climate and expectation that Government and child and adolescent mental health services, (CAMHS) providers are advising - that schools must now be the first port of call to support the wellbeing and mental health of our young people.</p>

Figures suggested by Public Health England (2015) state that in an average class of 30, fifteen year olds, 26 of those students will experience difficulties ranging from family issues through to mental disorders. Prevention needs to be at the core of our work and we must find additional ways to support our school communities in the hope that low levels of wellbeing, anxiety, and worse can be ameliorated.

This research project will focus on how exposure to an alternative philosophy known as 'The 3 Principles' or 'Inside-Out' coaching, (Banks, 1998), which is based on our psychological functioning as human beings, might suggest improved resilience with students exposed to it.

4. Background Reading/Literature Review (What is already known about your topic?)

Resilience is defined by Luthar and Cicchetti as a construct representing '... positive adaptation within the context of significant adversity' (2000: 543). Frankl (1994) observed this in action in the Nazi concentration camps during the 1940's, and throughout the 1970's, behavioral scientists questioned what it was that enabled people to survive and adapt. Honing in on what they saw as specific character traits or qualities that enabled some young people to thrive, despite living in adversity, Werner & Smith identified these high risk children as 'Vulnerable but invincible' (1997:103).

Rutter (1999), and Luthar (2000), suggested that risk or adversity had to be present for resilience to kick in. Other researchers such as Fonagy (1994), and Masten (2001) proposed instead that resilience was in fact just normal development under difficult circumstances, and that it 'arises from ordinary resources and processes' (2015:3).

Resilience and the impact of 'risk' and 'protective' factors have been explored by a variety of researchers. Werner's (1997) Kauai Forty Year Longitudinal Study was able to evidence that one-third of a high-risk cohort tracked from birth '...developed ... into competent, confident and caring adults' (1997:103). Masten suggested in her seminal work 'Ordinary Magic' (2014), as did Benard (2004) a decade previously, that the main protective factors are the vital role that family and community, (especially schools), play in fostering young people's resilience. The question arises as to the very nature of this phenomena – is resilience a skill that is learned, or as Benard and Pransky both offer, 'an innate self-righting and transcending ability within all children, youth, adults ... and community's ...' (Pransky

2003:61), that can be tapped into. These hypotheses underpin the core theme of my research.

My reading to date has included recent Government initiatives that view resilience as integral to improving mental health and wellbeing, issuing a plethora of recommendations, e.g. 'Future in Mind' (2015) to name just one. 'Being mindful of mental health' (2017), supports the advent of Local Transformation Plans, (LTP's), aimed at improving current services and locating good practice. The statistics are stark, demand for access to CAMHS increased by 50% between 2009 and 2015, whilst 90% of secondary school head-teachers are reporting an increase in student's anxiety and depression, (Thorley, 2016).

The principles based model, (Banks, 1998), which we call 'Inside-Out' coaching, is centered on the power of 'Thought' through which we all experience life. In America where it has been applied to community empowerment programs, Mordello, (Pransky, 1998), school violence, (Kelley, 2003), and other fields of prevention, it has evidenced transformative change towards resilience and thereby improved wellbeing. Kelly, 'et al' (2017) proposes that resilience is 'the most natural state for all children and adolescents' (2017:1), and posits that this paradigm, once it is understood, enables individuals to 'awaken' and access their own psychological immune system. I would suggest that when resilience is present it significantly contributes towards promoting feelings of improved wellbeing, defined in the Oxford English Dictionary as the 'state of being comfortable, healthy, or happy'.

Rees-Evans & Pevalin (2017) recently conducted a short study within a secondary school in England using the Principles Based Model to investigate its effectiveness in improving the psychological wellbeing of students and staff. Their conclusion was that 'it offers great potential hope to the ever-increasing problems within the education system' (2017: 8).

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5. Research Strategy (Methodology and Methods)

My use of an Action Research approach will provide a more effective framework to develop my research project than a case study, focused towards a single event. 'Action Research is... exceptionally well suited to exploring, developing and sustaining change processes ... in schools ...' (Noffke and Somekh, 2009:2). It is professional learning with the practitioner researcher improving their own learning to improve their practice. 'Put in its simplest form we would ask '...What am I doing? What do I need to improve? How do I improve it?' (McNiff and Whitehead 2010:7). The cyclical nature of identifying the problem, analyzing the data, applying a change and then re-evaluating the outcomes, will offer a means of responding and adapting to our management of the initiative. Elliot reinforces the validity of research that aims to improve situations through '... improving the quality of action within it' (1991:69).

The theoretical framework that will underpin this study will derive from the Interpretivist epistemology that recognises the fundamentals of meaning and interpretation. Inductive by nature, interpretivist research is predicated on a small scale, rather than the positivist approach which considers significant variables between larger control and experimental groups. Designing my research from a primarily qualitative strategy of data collection to include methods such as interviews and questionnaires will help identify any shifts our students' may feel they have experienced. Bell & Waters state, '... qualitative researchers draw on quantitative techniques and vice versa' (2014:9) therefore I will include a mixed method approach for data collection, triangulated to ensure analysis from a variety of angles.

Our students 'volunteer' to be coached and I would not want to jeopardise the 'free will' aspect of this offer within school, therefore our sample groups will not be fully pre-determined. Our year 11 lunchtime group will be run alongside a second volunteer group open to everyone, but the key difference here will be that these students will work one-to-one with an 'Inside-Out' practitioner. Research data will be generated but the outcomes from this project do not aim to be conclusive.

Data Collection Methods

Questionnaires

My use of questionnaires will consider for example, students current feelings of happiness, relationships, school life and will be completed in the initial meeting, and again in the final session.

Two questionnaires will be used, the first I designed to reflect the 'Inside-Out' concepts and will be shared with my validation group to ensure freedom of bias or subjectivity. The second, the 'Short Warwick-Edinburgh Questionnaire is a nationally recognized measure to identify mental health and wellbeing. Parents will also be sent a questionnaire to gauge their impressions of any changes, and what they are? There will be an optional comments box enabling an in-depth response.

Interviews.

My use of semi-structured interviews will allow me to interact directly with participants to obtain a more detailed understanding. Lambert see's this format as a way of being able to '... pursue new lines of enquiry in response to what your interviewees say.' (2013:104), a key aspect of the ongoing process of evaluation leading to change that denotes the Action Research approach. I will undertake one-to-one interviews with some of our students who are receiving the intervention via one-to-one coaching, and sample a group interview of our students participating in the group work. I will also approach staff working with these students and a member of SLT to consider any wider implications.

Observations

My use of semi-structured observations as a non-participant, will again afford me some flexibility to respond to whatever occurs as the intervention is delivered on the day. The quality of data being collected whilst observing participants will, as Robson (2011, cited in Lambert, 2013:106) states, illustrate '..."real" life in the real world'. This will identify their levels of engagement and questioning, which will be particularly relevant for me to study, as this understanding is disseminated most effectively through a discussion based engagement.

All of these chosen methods will produce a variety of both qualitative and quantitative data.

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Lambert, M. (2013) *A Beginner's Guide to Doing Your Education Research Project*. London SAGE

6. Impact

If this project is able to illustrate a way in which students are able to access a place of resilience when their need is present and in that moment - not through the implementation of learned strategies, but through a different understanding of how we function as human beings, then the opportunity to truly pre-empt poorer mental health appears on the horizon.

The knock on effect of this would be to lighten the load for agencies such as CAMHS, but also impact positively our own school and two other Primary schools that we currently work with.

Part 3: Application for Ethical Approval of your Research Project

Name:	Laura Anthony
Title of project:	An investigation to ascertain whether the 'Inside-Out' coaching understanding, helps contribute to increased resilience within our school community
Name of Research Tutor	Tim Rutter
Duration of project	From: January 2018 To: March 2018
Type (but not the name) of any educational settings and stakeholders (e.g. Primary School, teacher, pupils, parents) involved in this project	<p>Secondary all-girls Academy with co-ed 6th form.</p> <p><u>Research Participants</u></p> <p>Group work – 10 Year 11 students</p> <p>Working one-to-one – 10 students across all year groups</p> <p>Sample of 10 parents of students involved</p>

	<p>Sample of 5 staff teaching students involved</p> <p>2 Member of SLT</p> <p><u>Researcher</u></p> <p>Principal researcher - Laura Anthony</p> <p>2 Inside-Out coaches.</p> <p>My validation group will consist of a coaching colleague who works from our GROW model, the two Inside-Out coaching colleagues and my Head Teacher.</p>
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Compliance with BERA Guidelines

Having studied the BERA guidelines, state briefly how you have addressed each of the following key issues. All boxes must be completed and it is not appropriate simply to insert N/A. (Please refer to the exemplar ethical proposal form in the ethics section of 'What do I need to do?')

Voluntary Informed Consent	<p>Student and staff participating will be advised that consent and data collection, (from questionnaires, interviews and observations), are voluntary, and they will be able to withdraw within 3 weeks of data collection, without any repercussions or duress.</p> <p>Letters and information sheets will be worded appropriately for students</p>
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	<p>age and status, and follow the protocols of the school. Permission will be sought from students and parents to use the collected data, once it has been fully anonymised. .</p> <p>My research project mirrors my usual role leading our coaching in school, therefore there should be no areas of conflict.</p> <p>Consent will be gained from the Head Teacher and the Chair of Governors.</p>
Avoidance of Deception	<p>Letters and permission slips will set out clearly the purpose of this project, and issues can be discussed with me.</p> <p>Our own questionnaire worked effectively with last years cohort, having also received informal validation from CAMHS. It will be reviewed with my validation group, made up of 3 coaching colleagues, (two of whom will be involved in the study) and Head teacher, to ensure no bias or misrepresentation is present and triangulation ensured.</p> <p>The final report will be shared with the validation group, and then made available to staff and Governors, and then both students and parents.</p> <p>The final report of this project will be available for Edge Hill University to circulate and distribute as they see fit.</p>

Right to withdraw	<p>This project is based on a voluntary activity in school, all participants regardless of their status will have the right to withdraw at any point, without coercion or disadvantage to any individual.</p> <p>If parents wish to withdraw their child they can, as specified before, within 3 weeks of data collection, and thereby prior to the completion of the final report.</p>
Use of incentives	No rewards or incentives will be offered to participants of this project which will operate as our coaching intervention normally does in school.
Possible detriment	<p>As the participants volunteer to engage of their own free will, and the opportunity to be involved is open to anyone in our school community, the intervention and research project are not detrimental to any member of our school community.</p> <p>Should a participant wish to withdraw from a particular session or not complete a data method, they will have the right to do so without disadvantage or coercion. Participants will have the opportunity to 'member check' the transcripts of any data undertaken, and requests for any changes will be considered and discussed on an individual basis and an agreed solution adhered to. It is imperative that participants agree the content and accuracy of the report for it to have credibility.</p>
Disclosure of illegal behaviour	Any disclosure of illegal activities or behaviour from respondent's answers will be formally and directly referred to senior staff in accordance with the

	school protocols and then directly to the appropriate authorities
The particular interests of children or other vulnerable groups (if applicable)	<p>The coaching sessions will take place as usual in appropriate areas in our school.</p> <p>The collection of data via questionnaires at the start and end of the research period will be fully explained, and students will be reassured that at any point they can withdraw or discuss any concerns that will be responded to in full, as can I with my research mentor, (Head teacher).</p> <p>Students, who volunteer to be involved in this research project will be assessed for any other known needs, for example; SEND and their coach will respond to these issues sensitively.</p> <p>All individuals will be respected and their anonymity will be assured.</p>
Minimisation of the burden on schools and educational settings	<p>Coaching sessions will take place during the school day, the group sessions at lunchtime, and one-to-one to fit around student's individual timetables.</p> <p>Collecting data will fit within my role as principal researcher, and I will arrange meetings to suit other participants.</p> <p>This project will aim to fit within the time-frame of the school day.</p>

Data sensitivity. In light of the above considerations, assess the degree of the sensitivity of the data that you will be collecting – e.g. is personal data that would need to be kept secure and anonymous)

My data is (please	(1) Not sensitive	(2) Moderately	(3) Highly
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underline or highlight)		sensitive	Sensitive
If you have ticked (2) or (3) please briefly describe how you will store and manage your data (e.g. in relation to privacy and anonymity)	<p>All data will be ensured anonymity – any identifiable content of an individual that can be related to them will be left out. The data will be stored securely electronically by the use of password protected documents and encoded USB memory stick.</p> <p>Paper documents will be held in a locked draw within school and any raw data destroyed. Confidentiality will be maintained at all times in feedback/discussion with a third party, and Identifying logos or details will be removed from all documentation submitted in this research report and its appendices.</p>		

Student declaration

Statement	Tick to confirm
I confirm that I have consulted my tutor in preparing this application and s/he is in agreement that it should now come to the Ethics Panel for consideration for approval and for additional formative feedback where appropriate.	√
I confirm that I have studied the BERA Revised Ethical Guidelines for Educational Research during the process of designing this research project.	√
I confirm that I will follow BERA principles throughout my project.	√
I confirm that I have sought all relevant permissions and consent from all participating institutions and individuals (e.g. Headteacher / Principal).	√