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The Trust is the Work:

How School Counsellors Maintain Alliances with Young People when Sharing Information Because of Safeguarding Concerns: A Phronetic Case Study

Tracey Fuller

Thesis for the Degree of

Doctor of Philosophy

University of Sussex

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Appendix A: Information for Participants
SCHOOL COUNSELLOR INFORMATION SHARING RESEARCH

SCHOOL COUNSELLOR INFORMATION SHEET

You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully

Study title

What is the purpose of the study?

This project aims to explore the ethical considerations raised by school counsellors sharing information about young people with other professional colleagues in schools because of child protection concerns. It will explore the influences on school counsellors’ professional practice on information sharing, designated child protection officers’ views of counsellor information sharing and young people’s views on such sharing. This research will be based at several ‘Place2Be’ project secondary schools. This project seeks to uncover participants’ views on

How best to maintain trust in therapeutic alliances with young people in school counselling when sharing information because of safeguarding concerns.

About Me

Tracey Fuller PHD Candidate University of Sussex Department of Education.
I am a UKCP registered Psychotherapeutic Counsellor and Child and Adolescent Counselling educator. My first career was as a school teacher.

Why have I been invited to participate?

You have been chosen to take part in this study as you are a counsellor working in a secondary schools for the Place2be. I hope to interview 5 other school counsellors who have differing levels of professional counselling experience with young people. I will also be interviewing 6 designated child protection officers and seeking the views of a group of young people who have had experience of school counselling.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time prior to May 1st 2016 when the data analysis begins without giving a reason and your data will be automatically removed from the research project.

What will happen to me if I take part?

If you decide to take part, you will be invited to an informal interview which will last about an hour. You will be encouraged to talk about the ethical considerations that are raised for you by sharing information because of safety concerns and how you might work alongside young people and professional colleagues in these situations. You will also be encouraged talk about the possible impact on therapeutic relationships and what/who influences you or supports you manage such situations. Part of the interview will involve responding to a fictional vignette of a scenario where a young client’s information may need to be shared in order for them to be protected.

At a later date you will be invited to a school counsellor ‘expert group’ where you can meet the other school counsellors who have taken part. This group is designed to be a supportive space where you can reflect on the challenges of sharing young people’s information in school counselling and respond to the anonymous statements made by the young people and the teaching participants in the study. You will be invited to help make sense of the data collected from these different perspectives. This group session will last about an additional hour and a half.

Transcripts of your interview and of the expert group meeting will be produced and sent to you by email. You will have the opportunity to comment, change or withdraw any material prior to May 1st 2016 when the data for the study will be analysed.
Time Commitment and Possible Disadvantages

The initial interview will last about an hour and the follow-up expert group will take up about 1 hour and half of your time. This research will involve you in discussing disclosure situations which research suggests can be stressful experiences for school counsellors.

What are the possible benefits of taking part?

1. Having an opportunity to reflect on disclosure situations with young people
2. Share expertise on how to manage information sharing whilst maintaining therapeutic relationships with young people.
3. Discover the views of young people and teachers.
4. Contribute to research and developing professional practice in this area.
5. The opportunity to network, make connections and receive peer support with such work.

Will my information in this study be kept confidential?

Your name and the name of your school will not be included and your identifying features will be changed so as not to reveal your identity. Interview and group transcripts and notes will all be stored securely, in compliance with the Data Protection Act. Anonymised data will enter the public domain and be stored in the Economic and Social Data Service. This anonymized data will later be used for publication in academic journals and may be used for professional counselling development such as at BACP research and professional practice conferences. This data may be used in follow-up, institutionally approved projects related to school counselling.

What will happen to the results of the research study?

The results of this research will be used in my thesis for a Ph.D. that is based in the School of Education and Social Work and the Centre for Innovation in Research in Childhood and Youth at the University of Sussex. This thesis will enter the public domain once it is submitted to the University in September 2017. I hope to invite participants to final feedback and knowledge exchange sessions on the findings of the study once completed and you will be sent links to any articles that result from it and sent a short summary of the findings in Oct 2017.

Who is funding the research?
This research is funded by the Economic and Social Research Council. The research will be conducted in line with the ESRC Framework for Research Ethics and BACP Ethical framework for practice and guidance on counselling research.

Who has approved this study?

This research has been approved by University of Sussex Cross-Schools Research Ethics Committee (C-REC). The University of Sussex has insurance in place to cover its legal liabilities in respect of this study.

What should I do if I want to take part?

If you are happy to take part please complete the attached consent form and email them to me at tf90@sussex.ac.uk or phone me on 07899963546. Upon receipt of this I will contact you to arrange a convenient time/space for me to come and talk to you.

Who can I contact for further information?

If you have a question about any aspect of the research please let me know as I am happy to address any concerns, however small. However, if you would like to speak to someone else about this project please contact my supervisor.

Tracey Fuller
University of Sussex
Department of Education
Essex House 205
Brighton, UK BN1 9Q
tf90@sussex.ac.uk

Supervisors
Professor Janet Boddy
J.M.Boddy@sussex.ac.uk

Dr Michelle LeFevre
m.lefevre@sussex.ac.uk

University of Sussex
Department of Education
Essex House
Brighton, UK BN1 9Q
You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

**STUDY TITLE**
*Can I trust you? Ethics considerations for secondary school counsellors in information sharing.*
*An ESRC Funded Project.*

**WHAT IS THE PURPOSE OF THE STUDY?**

This project aims to explore the ethical considerations raised by school counsellors sharing information about young people with other professional colleagues in schools because of child protection concerns. It will explore the influences on school counsellors’ professional practice on information sharing, designated child protection officers’ views of counsellor information sharing and young people’s views on such sharing. This research will be based at several ‘Place2Be’ project secondary schools. This project seeks to uncover participants’ views on

**How best to maintain trust in therapeutic alliances with young people in school counselling, when sharing information because of safeguarding concerns.**

**ABOUT ME**

Tracey Fuller PHD Candidate University of Sussex Department of Education. I am a UKCP registered Psychotherapeutic Counsellor and Child and Adolescent Counselling educator. My first career was as a school teacher.

**WHY HAVE I BEEN INVITED TO PARTICIPATE?**

You have been chosen to take part in this study as you are a School Practice Manager working in a secondary schools for the Place2be. I hope to interview 6 other school counsellors who have differing levels of professional counselling experience with young people. I will also be interviewing 6 designated child protection officers and seeking the views of a group of young people who have had experience of school counselling.
**WHAT ROLE WILL I PLAY IN THE RESEARCH?**

If you decide to take part you will help me to set up a young person’s consultation group in your school. Your role will be to help recruit a voluntary group of up to six young people who have had experience of Place2be one-one work. Your role will be to gate-keep and help select that group to ensure that the young participants are robust enough and able to contribute safely in a group discussion about school counsellor information sharing. For example you can reflect on whether the topic of information sharing could be a particularly upsetting trigger for individual young people and decide if they are best not to be approached to be part of the research.

All participation by the young people will be entirely voluntary, anonymous and with the written consent of their parents. You will also help me approach the headteacher to seek permission for the research to take place in your school. You will also be my contact point should any participants need further support following taking part in the research such as a further referral to the Place2be.

Initially, I will come to your school to meet with you to further explain about the research. This meeting will take about an hour.

**THE NATURE OF THE YOUNG PEOPLES’ GROUP**

The young people will need to be willing to be in a group where the other participants all know that they have had counselling. However, the focus of the group is not to discuss their own counselling, but to comment on a fictional information sharing vignette about a girl called Lucy and to say what they think about how counsellor should work with her. They will also be shown a video (using actors) showcasing some key responses to Lucy’s situation from other SPMs and CPOs from others schools. They will be given a chance to discuss and respond to the adults’ views of how to work with Lucy.

**The Young Person’s Group**

An outline of the probably structure of the groups sessions is included below.

Young people will be invited to come to a group with 4-5 other young people who have had school counselling. They will not be asked to talk about the reasons they went for counselling or their sessions with their counsellor.

**The Research Group** will ideally meet 3 times. These sessions will be audiotaped.

- **First meeting**: This will be a very short meeting to introduce the research, to give the young people a chance to ask any questions they have about the research and to get to know the other people in the group (20 minutes).

- **Second meeting**: The group will discuss a story about a young person (Lucy) telling their counsellor something that shows they are unsafe. The group will be asked to decide what the counsellor should do and how they should work with the young person in the story (60 minutes).

- **Third Meeting**: The group will be shown a video of what some school counsellors and child protection officers said they might do in response to the same story. The group will be given a chance to say what you think about the teachers and counsellors ideas (60 minutes).

**SPM Expert Group**

At a later date you will be invited to a SPM ‘expert group’ where you can meet the other school counsellors who have taken part. This group is designed to be a supportive space where you can reflect on the challenges
of sharing young people’s information in school counselling and respond to the anonymous statements made by the young people and the teaching participants in the study. You will be invited to help make sense of the data collected from these different perspectives. This group session will last about an additional hour and a half. This group will be audio-taped.

Transcripts of the expert group meeting will be produced and sent to you by email. You will have the opportunity to comment, change or withdraw any of your contributions prior to May 1st 2016 when the data for the study will be analysed.

**Time Commitment and Possible Disadvantages**

The initial discussion will last about an hour and the follow-up expert group will take up about 1 hour and half of your time. This research will involve reflecting on disclosure situations which research suggests can be stressful experiences for school counsellors.

**What are the possible benefits of taking part?**

1. Having an opportunity to reflect on disclosure situations with young people
2. Share expertise on how to manage information sharing whilst maintaining therapeutic relationships with young people.
3. Discover the views of young people and teachers.
4. Contribute to research and developing professional practice in this area.
5. The opportunity to network, make connections and receive peer support with such work.

**Will my information in this study be kept confidential?**

Your name and the name of your school will not be included and your identifying features will be changed so as not to reveal your identity. Interview and group transcripts and notes will all be stored securely, in compliance with the Data Protection Act. Anonymised data will enter the public domain and be stored in the Economic and Social Data Service. This anonymized data will later be used for publication in academic journals and may be used for professional counselling development such as at BACP research and professional practice conferences. This data may be used in follow-up, institutionally approved projects related to school counselling.

**What will happen to the results of the research study?**

The results of this research will be used in my thesis for a Ph.D. that is based in the School of Education and Social Work and the Centre for Innovation in Research in Childhood and Youth at the University of Sussex. This thesis will enter the public domain once it is submitted to the University in September 2017. I hope to invite participants to final feedback and knowledge exchange sessions on the findings of the study once completed and you will be sent links to any articles that result from it and sent a short summary of the findings in Oct 2017.

**Who is funding the research?**

This research is funded by the Economic and Social Research Council. The research will be conducted in line with the ESRC Framework for Research Ethics and BACP Ethical framework for practice and guidance on counselling research.

**Who has approved this study?**
This research has been approved by University of Sussex Cross-Schools Research Ethics Committee (C-REC). The University of Sussex has insurance in place to cover its legal liabilities in respect of this study.

**WHAT SHOULD I DO IF I WANT TO TAKE PART?**

If you are happy to take part please complete the attached consent form and email them to me at tf90@sussex.ac.uk or phone me on 07899963546. Upon receipt of this I will contact you to arrange a convenient time/space for me to come and talk to you.

**Who can I contact for further information?**

If you have a question about any aspect of the research please let me know as I am happy to address any concerns, however small. However, if you would like to speak to someone else about this project please contact my supervisor.

**Tracey Fuller**  
University of Sussex  
Department of Education  
Essex House 205  
Brighton, UK BN1 9Q  
tf90@sussex.ac.uk

**Supervisors**  
Professor Janet Boddy  
J.M.Boddy@sussex.ac.uk  
Dr Michelle LeFevre  
m.lefevre@sussex.ac.uk

University of Sussex  
Department of Education  
Essex House  
Brighton, UK BN1 9Q

**THANK YOU SO MUCH FOR TAKING THE TIME TO READ THROUGH THIS INFORMATION.**
SCHOOL COUNSELLOR INFORMATION SHARING RESEARCH PROJECT

YOUNG PEOPLE’S RESEARCH GROUP PARTICIPANT CONSENT FORM

Title of research project: Can I Trust You? A case Study exploring how school counsellors work alongside young people when sharing information.

About the researcher: Tracey Fuller, Ph.D. candidate, Department of Education, Centre for Innovation and Research in Childhood and Youth, University of Sussex: tf90@sussex.ac.uk.

Statement of consent: I agree to take part in a Young People’s Research Group for the above University of Sussex research project. I have read and understood the Information Sheet and have had the opportunity to ask questions and raise any concerns. I understand that my participation is voluntary and that I can choose not to participate in the research group. I also realise that I do not have to answer any questions that I am not comfortable with.

I agree to the research group being recorded and understand that I will receive a copy of the transcript. I am aware that I can withdraw at any stage of the project without giving a reason and that my data will be automatically removed from the research project. I understand that if I wish to withdraw I can let a parent or the school counsellor know and they can email Tracey to inform her. However, I also understand that withdrawal of my data will no longer be possible once the analysis process begins from May 1st 2016.

I understand that the information I provide will be held safely and securely, that it will be anonymised and that my name and any other identifying details will not be used in the publication of any findings. Tracey has also explained that my data may be used in follow-up, institutionally approved projects related to school counselling and I am happy for my data to be used in this way, providing my identity remains anonymous.

Student Name: ____________________________________________________________

Signature: ____________________________ Date: __________

Parent Name: ____________________________________________________________

Signature: ____________________________ Date: __________
A short report will be sent to you in **October 2017** to tell you the results of the research.

If you would like to receive this report please include a contact email address where the report can be sent.

**Contact email address:**

Please keep one copy and return one in the envelope to

---

**School Counselling Information Sharing Research Project**

**Do you want to help with research into how school counsellors should work with young people if they have to share information in order to keep them safe?**

**What is this study trying to find out?**

Counselling is usually confidential but sometimes young people let their counsellor know that they are in danger. When this happens counsellors may need to pass on information so the young person can be protected.

**Nobody has yet asked young people what they think about how a counsellor should work with a young person once they have shared something that shows they are in danger?**

**BEFORE YOU DECIDE IF YOU WANT TO HELP ITS IMPORTANT FOR YOU TO UNDERSTAND WHAT THE STUDY IS ABOUT AND WHAT IT WILL BE LIKE FOR YOU IF YOU TAKE PART. PLEASE READ THE INFORMATION CAREFULLY AND DISCUSS IT WITH YOUR PARENT/CARER OR ANOTHER ADULT WHO SUPPORTS YOU.**

**Tracey Fuller: tf90@sussex.ac.uk University of Sussex ,**

**Centre for Innovation and Research into Childhood and Youth**
Will doing the research help me and will I find out the results?

This is your chance to be a young researcher and put your views on how adults share young people’s information. The meetings will be designed to be fun and supportive. You may meet other young people who have used the Place2be. I will send you a short report in October 2017 to tell you the results of the research.

Could there be any problems with taking part?

I hope you enjoy being part of the young people's research group. Although I won't ask you about your counselling sometimes thinking about it might remind you of the reasons you went. If you feel upset during the research you can leave, we can stop or talk about other things. I can also put you in touch with someone to support you.

Who is funding the research?

This study is funded by the Economic and Social Research Council (ESRC). It will be conducted in line with the ESRC Framework for Research Ethics and British Association for Counselling and Psychotherapy Ethical framework for practice and guidance on counselling research.

If you want to take part please:-

Read and sign the consent forms with a parent. Please keep one copy and return one copy to in the envelope provided. Alternatively you can email me your contact details and I will send you electronic copies of the consent form for you to

Do you want any more information?

If you want any more information contact Tracey Fuller: tf90@sussex.ac.uk

You can also email my supervisors Professor Janet Boddy: J.M.Boddy@sussex.ac.uk or Dr Michelle LeFevre: m.lefevre@sussex.ac.uk

THANK YOU FOR READING THIS INFORMATION SHEET.
Why have I been invited to take part?
You have been chosen to take part in this study as you have seen a Place2be Counsellor. You are therefore a young expert on school counselling.

This research will be based at 7 schools that have Place2be counsellors. I will also be interviewing 6 school counsellors and 6 designated child protection teachers.

About me and this research
I am a former school counsellor. I also train people to become school counsellors. I used to be a primary school teacher. I am now based at the University of Sussex.

The title of this research is:-

Can I Trust You? A case Study exploring how school counsellors work alongside young people when sharing information.

The results will be used in my thesis for my Ph.D. at Sussex University. Parts of this research will be published after it is given in 2017. Once this research is finished my thesis will be stored in the Economic and Social Data Service.

Do I have to take part?
It is up to you to decide whether or not to take part. If you do, you can keep this information sheet to help you to remember about the project. You and your parents will be asked to sign a consent form.

If you decide to take part you are still free to withdraw at any time up to May 1st 2016 without giving a reason. You can withdraw by:

1. Emailing me or getting a parent to.
2. Letting the school counsellor know that you don’t want to do it anymore.

Your data will then be automatically removed from the research project.

What will happen to me if I take part?
You can choose to take part in either in individual interviews or a group interview. These meetings will take between 45mins to an hour and they will be audiotaped.

You will not be asked to talk about the reasons you went for counselling or your sessions with your counsellor.

First Activity There will be a very short introduction to the research which will give you a chance to ask any questions. We will then listen to a story about a young person telling their counsellor something that shows they are not safe. You will be asked what you think about how the counsellor should work with the young person in the story.

Second Activity You will be shown a video of what some school counsellors and child protection teachers said they might do in response to the same story. You will be given a chance to say what you think about the teachers and counsellors’ ideas.
When I write reports about this study your name will be changed and the name of your school or anything else that could identify you.

If you said something in the research that let me know that you, or another young person was in danger I would let your school child protection teacher know so that you (or someone else) could be kept safe. If this happened I would want to talk to you first about how you felt about this.

I will make audio recordings of the interviews/groups and these will be stored securely. The consent forms and your contact details will be stored on paper only in a locked cupboard. After our interview/group sessions have finished I will email you transcripts and you can change or withdraw anything you have said up until May 1st 2016.
Thank you for giving up your time to take part in part one of this research.

I hope that this research will help counsellors and teachers to think about how they work with young people when they have to share their information in order to keep them safe.

I really hope you have enjoyed taking part in this research group today
If you need support after this project, it may help to talk to

◊ Good friends
◊ Other group members
◊ Family
◊ Favourite teachers

Alternatively, you let me or your school counsellor know and we will help you to get further support from the Place2be.

I also want to remind you that you can withdraw from this study without giving a reason before 30th June 30th, 2016 when I will start analysing data. If you don’t want to carry on you can let a parent or the school counsellor know and they can email me to tell me. Your data will then be automatically be withdrawn from the study.

THANK YOU
Dear

Thank you for giving up your time to take part in the school counsellor information sharing research

It was really great to come and work with you. I enclose a copy of the transcript of our sessions. They are very long as when you type out what people actually say it takes up a lot of space. In order to keep your ideas anonymous, I have put a code to say who is speaking. So G1 just means ‘Girl 1’ and B1 just means ‘Boy 1’. If you want to choose a pseudo-name to call yourself, I will use that in the research instead. You can do this by just letting me know by email. (They will have to be ordinary names rather than cartoons, film characters etc... You are welcome to change or correct anything that you have said if I have misunderstood your meaning. I will also send you a short report in October 2017 about the findings of this research. I hope that this research will help counsellors and teachers to think about how they work with young people when they share their information in order to keep them safe.

Thank you so much for taking part.

Warm wishes

Tracey

THANK YOU

Tracey Fuller: tf90@sussex.ac.uk
Appendix B: Data Collection
Counsellors Interview Prompts/Themes

Is it ok if I turn this on now so I don’t forget to later?

Thank you for taking part in this research. This is in not evaluative research rather I am interested in exploring the different experiences, viewpoints and emotions raised by school counsellor information sharing arising because of child protection concerns.

The key focus of this research

1. How you work alongside young people and CPO’s when sharing information?
2. Your views of the impact of information sharing on therapeutic alliances
3. How best to maintain trust in the therapeutic relationship when sharing information?

Do you have questions about taking part in the research?

This is an informal interview so I hope we can have a conversation about your experiences of sharing young people’s information in general before we go on to discuss a fictional vignette.

School Counsellor Semi-structured Interview Themes.

1) Tell me about this school and the Place2be project here
2) Past experience of counselling young people in schools.
3) Theoretical orientation.
4) Past experience of sharing young people’s information because of safety concerns.

5) Counsellor response to information sharing vignette.
   • How would you proceed?
   • What might how you work with this young person from this point on?

6) Ethical considerations when sharing young people’s information?
7) Emotional and subjective experience of sharing young people’s information.
8) Who or what influences practice in this area e.g. supervisor, trainer, agency protocols, BACP, past experience, law?
9) How best to work with /include young people?
10) How best to work with the child protection teacher?
11) Obstacles to best practice?
12) Impact of counsellor-CPO relationship?
13) Impact on the therapeutic alliance and trust? Negative? Positive?
14) Have there been changes to practice over time? To what do you attribute these changes?

Information Sharing Vignette

Lucy is 12 years old and she is the oldest in her family. She has recently seemed withdrawn and has fallen behind with her homework. She is also getting into trouble for being late for school and not having the correct uniform and her clothes are dirty. Lucy has a brother Jake (8) and a younger sister Louise (5). They all live with their mum and have very little contact with their dad. Lucy talks about how good she is at getting her brother and sister ready for school in the morning but it sometimes means she is late for school herself and gets told off. Sometimes she gets worried especially when it’s late at night and her mum hasn’t come back from the pub. Lucy says she doesn’t like her mum drinking she gets scared when her mum is out. Twice mum has not come back until early the next morning. The counsellor shares her concern that Lucy is being left by herself in the house. Lucy gets upset because she is worried her mum will get into trouble.
Young People’s Group/Interview Outline Thurs March 17th 2016

10-10.45/11.00
Young people can choose to take part in a group or be interviewed individually.

Young Person’s Group Meeting:
At the Beginning of the Group or Interview I will.
1. Give the young participants an opportunity to ask any questions they have about the research or to clear up any misunderstandings from the information sheet.
2. Reassure the students that they will not be asked to talk about their own sessions with a counsellor or the reasons they were referred to counselling.
3. Detail how the data will be made anonymous and protected securely and outline their right to not respond or to leave the group/interview or stop the process if they feel upset.

I will also remind them about what would happen if they shared something that suggested that they or another young person was in danger (see young person information sheet). We will also talk about how best to work together as a group.

This group session is likely to last 45-60 minutes and will be audio taped.

Activity One
Information Sharing Vignette ‘Lucy’
Warm up activity/game. I will then introduce the information sharing vignette presentation and tape of ‘Lucy’ speaking. There will then be an open a discussion on what they think the school counsellor should do and how they should best work with the young person in the story?

How might Lucy be feeling? This may include discussion about how they view confidentiality and the need to sometimes share information to keep young people safe. How should the counsellor talk about her concern for Lucy’s safety? How do they believe Lucy should be involved in the information sharing process? What would help promote trust in the relationship during this process? Is it important for the counsellor to hear Lucy’s views on sharing the information? Should Lucy or the counsellor (or both) talk to the CPO? What about after the counselling session? What about the next time the counsellor sees Lucy-what should the counsellor do? Should s/he raise what has happened or leave it to Lucy? Will Lucy be angry or relieved (their views)-how should the counsellor handle how Lucy feels about the information being passed on? How could the counsellor and the school support her during this time/process?

Activity Two-Response to Video about Counsellor and Teacher views on Lucy Vignette.
A video will be played showcasing key responses from adult participants (school counsellors/SPMs and school CPOs) to the information sharing vignette and other relevant comments. This will use actors to speak participants’ words in order to protect their anonymity. The young people will be asked to discuss what they think
of the counsellor and teacher responses to the Lucy vignette and how they compare to their own views and ideas. What are their views on the adults’ ideas about how to maintain trust when sharing information? Do they agree or disagree with them? They will also be asked to suggest what it would be helpful to feedback to the teachers and counsellors involved in the study. They will also be given an opportunity to put forward any further questions they would like me to ask the adult participants.

**At the end of the group/interview.**
At the end of the meeting there will be a chance to comment on how they have found the research process. A debrief sheet will be given out and discussed outlining sources of support. They will be given information about how they will receive transcripts of the group sessions and their right to amend their own data or to withdraw altogether before May 1st 2016. They will also be given information about how and when they will hear about the results of the study.

Inclusive practices will also be used to include the views of quieter participants such as giving young people a chance to write any responses they feel have not got heard in the group as a whole.
Thematic Analysis for Film of Professionals’ Views Process Flowchart

Research dilemma - How to ensure research film both ensures accessibility for YP and is a fair / valid sample of the views of the professionals?

Influenced by constant comparative analysis

Criteria Purposive Sampling

1. Centred on RQ about trust in the relationship with YP
2. Focused on Information Sharing Vignette
3. Accessible for young participants

Initial Sample of sections of Transcripts based on the criteria

1st Thematic Analysis
Open coding and Axial coding using N.Vivo to code

2nd Thematic Analysis N.Vivo.
Re-sampling from original transcripts using purposive criteria
Open and axial coding

Selective Coding to form category grids according to criteria above

Quotes selected in each category and cross referenced with 1st round of analysis

Cross checking the spread of quotes across participants.

Producing ‘long script’ for actors’

Final organisation of codes - in order to make accessible for YP

Themes
Choice
Transparency
After Care
Explaining
Empathy
Two minds
### Transparency

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>I have (. ) learned is the absolute most important thing is to be completely transparent with that child about what you are going to do with their information. (. ) What of the information you are going to pass on and why so they know exactly what you’re going to do. [T. yeah] And for me that is the most important thing. (. ) So being really honest and upfront. About why you are having to do something and the reasons are going to do it and what you are going to do</td>
<td>So my thinking behind it is that I want the contract to be as clear as possible. So if they disclose they are disclosing knowing what is going to happen- as opposed to it being a surprise.</td>
</tr>
<tr>
<td>F</td>
<td>I guess the difficult thing for me is that the first thing a kid will say is &quot;what's going to happen?&quot; I say &quot; I'm a bit worried about what you said to me and I think I need to pass some information’ on so the next question is &quot;well who to?&quot; And &quot; what happens next&quot; so I will say &quot; well there's Mr and Mrs ( CPO names) in the school&quot; and they will say &quot; what will they do?&quot; and of course I don't know. Because that is for them to make that decision</td>
<td>I have to ask the school ‘Can you please tell me what’s going on?’ So I can let Lucy know what’s going on -she’s not suddenly out of the blue now pulled off here and there. Her anxiety will come out. Because by telling somebody something like that you let go of something. The anxiety is because you don’t know what’s going to happen. So you can’t- pull back-gather some of that information. Give that to the child at least</td>
</tr>
<tr>
<td>A</td>
<td>They present me as somebody who you is here to keep everybody safe....... I kind of- particularly with the older ones make it very clear this information is not going anywhere. So your teachers aren’t going to know this so the people that are going to know and I list myself and the deputy head and the headmaster.</td>
<td></td>
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</tbody>
</table>
Because often the child and myself were both left in a state of what’s going to happen next- because I’m not the one that has the control of that. So what’s going to happen after this disclosure? You’re holding their anxiety, your anxiety....

I have had a lot of times when they get really anxious, ‘What’s going to happen now? I kind of have to sit with it because I have to talk to the CPO and that’s that. But I do say which the line that it goes is. ‘I will talk to Miss_ she’s the Child Protection Officer in the school and she looks after the safety of all the children in the school and I do need to speak to her about what you have told me because I’m worried but then Miss_ will decide what going to happen with that information but I will always talk to you. So if Miss decides she might need to talk to you too or whether we can meet together but I will make sure you will be told what’s going on and what happens with the information.’ So that’s the way I frame it-which is true. Some information passes from me to the CPO. Ultimately the CPO decides what happens- I’ve really lost control after that. After that the only thing I can do is to keep my communication with CPO. To kind of have that -‘Can you please tell me what’s going on’ and then try to keep the child informed in a way appropriately.

So sometimes you are left with cases where you feel like I let the child down because I did say that I’ll do my best to inform them. But no- they got pulled away by police. Then this cascade of things happened without you knowing as well.

A. I think often times the real-when children do tell you it’s that ‘not knowing’ and losing control. If you have kept this information with you and you haven’t told anyone at least it is contained you are dealing with it yourself (Lucy). You choose to tell one person then it explodes. That is really scary. Really scary- so my priority -share it in a ‘need to know’ basis and when I explain confidentiality I want to make that crystal clear that line. 

To say I will speak to just one person and they will decide. So I don’t make false promises and hopefully the school maintains and understands the importance of keeping the child informed.

A. The most you can do is ask and grab onto any information and try to filter down into -back to the child but you don’t know what has been told to the child. You’re just the messenger in a sense. But you are the one working with the child. So you need to know. You are aware of the relationship you are aware of the child and the further it goes out -it gets lost that special bond. The place that created the ability to talk about something like that.
So I would acknowledge that with her, you never know that might be the case but acknowledge that that was a worry. I wouldn’t deny it was going to happen. But I would be saying nonetheless ‘even though you’re really worried and I can really feel how worried you are about the situation, nevertheless I am still concerned about all of you. And wondering if the fact that you chose to share this with me because in fact your worried about this as well.’ And I would explain talking to (CPO name) would mean. It would be about having a conversation with her and just letting her know what Lucy had told me. And (CPO name) would have a think with Lucy and maybe have a think with mum about what to do.

Reference 6 - 2.91% Coverage

So we explained to her about the safety and to keep them safe this is what we will have to do. And then no one else is gonna find out it was just the CP officer and it was just going to be a little conversation. But not to be too concerned about them digging into the thing because that’s what we would be doing and they were just coming in from the safety side. But I would have to share certain details. But not everything and they accepted that. I’ve always said “is that okay with you?” I’ve always been able to tell them that time before they have gone away. And then they may have thought “who did he speak to?” I’ve been able to say I’m going to have to share this for your safety and put their minds at ease and this is just part of the process. And they have always come back even after that. Even after they’ve been called in by the CP officer they still come back for sessions. So that has shown me that they were obviously okay with that information being shared.

C. I think the key is communication being open and honest with them right from the start. That they know that you’re not going to be running around telling everyone that you see. Of all what they’ve said or their teachers or whatever… Or whatever it may be.

Reference 7 - 2.34% Coverage

D. As far as I’m aware it doesn’t particularly affect it (counsellor name) is very good and to my knowledge year trains the counsellor’s (VCs) really well in that way. They present me as somebody who you is here to keep everybody safe........ I kind of - particularly with the older ones make it very clear this information is not going anywhere. So your teachers aren’t going to know this so the people that are going to know and I list myself and the deputy head and the headmaster.

D. Which is great actually and I think it keeps- it keeps it going because I think if they thought they were going to go to these appointments- and actually also I think they’re very much aware that unless it needs to be passed on it is not. So they see - I say I don’t actually know what you talk about in the sessions because I genuinely don’t. And I don’t ask and I don’t particularly want to know because that’s your business. Because it only becomes my business if we are worried that you might not be safe.
Young People's Group Presentation

The presentation as stimulation for the young people's groups including the embedded videos of the professionals' views can be viewed at the following location. Please be aware that because of the size of this file, it will have to be downloaded to view and it may take time to open.

https://www.dropbox.com/s/t3eu9i76t7bihyj/B%27ham%20film%20Final.cut.pptx?dl=0
Appendix C: Data Analysis
Interview

T. The key focus of this research is exploring different viewpoints and the emotions raised by school counsellors sharing information from (. ) their clients Because of safety concerns. I am particularly interested in(.) how you work with the young people[=mmm] and how you continue to work with the relationship when you share information (. ) I guess that comes from my belief that as a counsellor you have expertise about how to keep (. ) the relationship going in those situations. So I’m really interested in how people do that actually. Does that sound okay?

E. Yeah (.) I suppose the only thing I’m thinking is then some of the examples might come from previous works [T.That’s fine] I’ve done is that fine?

T. Yes it will be really really useful. This is an informal interview I don’t have set questions but I’ve got a list of things that I might need to cover at some stage in the interview. I will take whatever you say and go from there. Ermm Later on I have a small information sharing vignette that everyone is going to talk to so the other SPM’s but also the CPO’s and the young people and see what they think. It is really centred on you (.) the young person and the CPO and maybe you the young person of VC and the CPO. So it kind of sits in that space( ) if you like. Does that sound ok? [=sounds ok]. So how long have you been here tell me a bit about the school?

E. (redacted to protect identity) It really had to be fully implemented again and built up again. To some of the teachers knew what Place2be was and some didn’t. Most of the children knew what it was in the primary school but not everybody in secondary school knew what it was. There was a big uptake of place to talk in primary and but not in secondary. Erm I think overall the response (..) to Place2be has been (.) pretty good in the school but but like I said when I met you the last time there was a case previously with the other SPM was here where there was a disclosure made in the Place2be and the child ended up being removed from the home. I think there was quite a lot of rumours around (.) the Place2be.

T. So you had quite a big development job to do to establish it into secondary and to deal with the aftermath (..) of that.[E.yep,yep]

E. (redacted to protect identity) I think. Erm but the other side of that I think is that some of the relationships are a little bit errm... (.) Maybe the children expect a lot from the teachers who can’t give them that attention all of the time. But then they sometimes do-I don’t know if I making any sense-what they (...)What they.. erm but because it’s such a small number they all have one key person which is great which I think is really important in schools but then sometimes that key person can kind
Young People's Group 1

Abbreviations

Place2talk-lunchtime drop in service

Lucy is the name of the young person in the fictional vignette.

YP = young person

[ ] [...] pauses

[.hh] [hh.] in take of breath / sigh

[Introduction to each other and small name game and favorite cake round. Sharing of fruit and biscuits. Brief introduction about the research and opportunity to ask questions and discussion about anonymity. Discussion of the recording of the session and checking that everyone is ok with it. Staggered entry where two people have come from PE.

T. As I said I’m going to record this so that I don’t lose anything you say. And obviously when we do start doing this it will be really help if we try not to talk over each other. Because I might lose the important stuff—what you are saying [plays the beginning of the presentation] Why do you think trust is important if you are working with a counsellor? Do you want to talk to the person next to you and there is a ‘post it note in front of you that you can write any ideas on…

[YP talking conversations with each other-hubbub]

[‘You don’t want them to tell anyone unless you’re they think you are in danger so’ (writing on post it notes) You need to trust them so they don’t tell anyone. Depends what you are dealing with and you don’t want anyone to know about it…..... ]

T. Why is trust important if you are working with a counsellor?

G2. It’s important to have somebody that you can trust.

T. When you say you don’t want anyone else to know about it—do you want to say a bit more about that?

G2. Like if you have like family issues of something like that you don’t want anyone else to know—you want one specific person you can talk about it with like-so like—I dunno…

T. You’re doing really well…

G2. Somebody who’s not part of your friendship group or family—that you can trust...

T. Yeah yeah ok [..] So that’s an important reason—what about you B2.—you’ve got a lot on there…

B2. Its just they don’t tell anyone—you trust them not to tell anyone.

T. So is trust for you about not telling anyone?

B2. I don’t know—if you don’t want them to tell anyone then they shouldn’t tell anyone.

T. Okay P. did you sorry you just said that sorry G1. Did you have any ideas?

G1. You don’t want people to talk about you behind your back. So you have someone who you can talk about anything with—someone who—if a student says something to you online that you don’t
particularly like-you feel a bit sad or angry-you can just let it out-You know that there is someone there who can just help you with it.

T. So its having that someone-someone who is not going to pass it around...brilliant. Errm why else is trust important did you have any ideas?

G4. Errm...Because we are sharing personal information and you might not feel comfortable sharing it with anyone else. That’s kind of non-judgmental advice

B1. I said the same.

T. What would happen if there wasn’t trust? If you went to a counsellor and you didn’t trust her or him.

B1. You wouldn’t want to tell them anything

G1. Be an awkward silence-well [.] erm if it’s the first time and you are not able to trust them it would just be awkward-so yeah

T. You might have lots of things you’d like to say..

G1. But how can I know if I can trust the person or not?- I won’t be able to say anything...

T. What would make you trust a counsellor?

G2. Getting to know them.

B1. Making an agreement saying that you promise you won’t tell anyone else unless you had to.

T. So an agreement...what else would help?

G2. Being in a comfortable place-like somewhere that’s not public-like a private room.

B1. If its being really emotional that they comfort you.

G2. But that might be a problem. If you don’t want them to see you upset.

T. So there could be situations where you don’t want to be seen to be upset (turning to B1) But if you are upset you want to be comforted?

B1. Yeah because then you know that they are there for you. They know how you feel. [yep yep] yeah

T. What about these tricky situations then-when its confidential they are not going to take it anywhere. But then sometimes young people say something that shows they are in danger. Then adults have to pass that information on-what do you think about that?

G1. It depends on the person as well [go on] if they have lots of problems to deal with and you really don’t want anything to be done about that […] then I think it should just be kept between you and your therapist or whatever and you. But if like you do want someone to like help you then I think you should talk about it with the therapist about it first...that yous agree to like tell someone else.

T. So you think the young person should get to decide...[yeah yeah-general agreement] what do other people think?

G4. They should tell you if they are going to pass it on or not...that’s why the contract is there because as soon as you start like- having regular meetings with someone errm they tell you if like you know they tell you that they don’t pass anything on unless your in danger of your life or something major. So...if you say something accidentally or something about a friend or something and erm you say ‘Oh don’t say anything about that’ you know then they should say ‘oh I kind of -you know- I need to but- I won’t name any names- I won’t say anything majorly about this person. I will go and talk to the other person about it.’
## Processing the Thematic Categories

<table>
<thead>
<tr>
<th>How to maintain trust?</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving YP some choice - empowering</td>
<td>School policies, relationship CPO, PLACE2BE POLICIES - Not feeling empowered themselves - are their judgements respected</td>
</tr>
<tr>
<td>Explaining nature of concern - un-normalising</td>
<td>Anxiety about processes getting it right - timing and practicalities</td>
</tr>
<tr>
<td>Clarity - what will be shared and with whom</td>
<td>SMPSs feeling out of control of next steps - poor communication</td>
</tr>
<tr>
<td>Information - e.g. what will happen next - keeping YP informed</td>
<td>SMPSs feeling out of control of next steps - poor communication - chasing info</td>
</tr>
<tr>
<td>Initial contracts - some involving CPO</td>
<td></td>
</tr>
<tr>
<td>YP agenda centre-stage</td>
<td></td>
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<tr>
<td>Listening - Being willing to hear and acknowledge YP specific worries or what they want to happen - Taking time - reflecting together</td>
<td>Anxiety for organisation? Anxiety for practitioner - fear of getting it wrong, defensive practice</td>
</tr>
<tr>
<td>Wanting things to be different</td>
<td>'Do something now'</td>
</tr>
<tr>
<td>Transparency and honesty</td>
<td></td>
</tr>
<tr>
<td>Need for containment</td>
<td></td>
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<tr>
<td>How time impacts on view of info - sharing - YP views may change over time</td>
<td>'not being taken seriously'</td>
</tr>
<tr>
<td>Next session acknowledgment of feelings</td>
<td>Competing demands</td>
</tr>
<tr>
<td>After care and between session flexibility</td>
<td>Other priorities</td>
</tr>
<tr>
<td>Conscious v unconscious motivation for disclosure</td>
<td>Higher thresholds</td>
</tr>
<tr>
<td>Relationship with parent (school tell parent first policy) vulnerability of YP</td>
<td>Not spotting the risk, fear of guilt and sense of betrayal or disappointing YP. Not knowing what will happen - lack of experience</td>
</tr>
<tr>
<td>Whether YP skills and resources are considered</td>
<td>Uncontained action in school - not knowing what is going to be the outcome</td>
</tr>
<tr>
<td>Fear of YP anger, fear of practitioners own anger at outcome?</td>
<td>Systemic flexibility</td>
</tr>
<tr>
<td>Poor relationship with parent - often angry response also may not be using service</td>
<td></td>
</tr>
<tr>
<td>Fear of not getting it right - relationship school and CPO</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- **Honesty**: Transparency - giving info.
- **Wanting Help**: Listening to YP feelings, resources, ideas.
- **In two minds**: Choice - autonomy v containment.
- **Explaining nature of concern**: Next session + After care.
### NVivo Thematic Categories

<table>
<thead>
<tr>
<th>Name</th>
<th>Sources</th>
<th>References</th>
<th>Created On</th>
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<td>1</td>
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<td>Confidence in service</td>
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<td>14/06/2016 11:56</td>
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<td>consent-convincing or persuading</td>
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<td>7</td>
<td>11/04/2016 11:11</td>
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<tr>
<td>Control-loss or giving yp more control</td>
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<td>3</td>
<td>14/06/2016 12:17</td>
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<td>Counsellor as information manager mediator</td>
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<td>Degree of risk</td>
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<td>empathy and comfort</td>
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<td>fear of things being worse-danger of telling mum, info sharing as more risky</td>
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<td>going slowly</td>
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<td>Good news and support</td>
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<td>Next sessions rebuilding the trust</td>
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<td>Outcomes determine trust</td>
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<td>Safeguarding dilemma</td>
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<td>Saying it to get help</td>
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<td>Thanking counsellor in long term</td>
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<td>Transparency</td>
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<td>trust = confidentiality</td>
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No trust = No speaking
Trust allows you to feel better
trust and space and privacy
Trust as a relationship
trust as an agreement or contract
Trust as getting to know somebody
trust as not being judged or shamed
Trust as safety
trust enables sharing
### Young People Thematic Category Sort

<table>
<thead>
<tr>
<th>Main Themes</th>
<th>Associated Narratives</th>
<th>Subordinate themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Control-loss of control</strong></td>
<td>'Domino affect’</td>
<td>• Chain of trust-telling someone Lucy trusts</td>
</tr>
<tr>
<td></td>
<td>'you agree to share’</td>
<td>• Getting/seeking consent</td>
</tr>
<tr>
<td></td>
<td>'most of the Place2be go slowly’</td>
<td>•.convincing or persuading yp</td>
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<tr>
<td></td>
<td>'taking the world from under your feet’</td>
<td>• Control-loss or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• giving yp more control-compromise</td>
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<tr>
<td></td>
<td></td>
<td>• going slowly at YP pace</td>
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<td></td>
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<td>• Loss of control equals increase in anxiety</td>
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<tr>
<td><strong>2. Fear of consequences</strong></td>
<td>Fear of being taken away or family split up.</td>
<td>• danger of telling mum</td>
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<tr>
<td></td>
<td></td>
<td>• getting taken away-family split up</td>
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<tr>
<td></td>
<td></td>
<td>• Info sharing as scary more pressure</td>
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<tr>
<td></td>
<td></td>
<td>• talking to parents as risky</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Withholding after sharing</td>
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<tr>
<td></td>
<td></td>
<td>• Loss of a ‘space to talk’/trust</td>
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<tr>
<td><strong>3. Disclosure as a dilemma for YP</strong></td>
<td>'in the long term she’ll thank the counsellor’</td>
<td>• Info sharing as a dilemma for yp</td>
</tr>
<tr>
<td><strong>Two minds about sharing</strong></td>
<td>'she’ll maybe end up denying everything’</td>
<td>• Saying it to get help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Thanking counsellor in long term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not ok to share without consent-‘no trust what so ever’-sharing without consent</td>
</tr>
<tr>
<td><strong>4. Counsellor Transparency and honesty</strong></td>
<td>'Being pulled out of class’</td>
<td>• Telling yp what is going to happen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not suddenly pulled out</td>
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<td></td>
<td></td>
<td>• expanding the contract</td>
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<tr>
<td></td>
<td></td>
<td>• Counsellor accompanying YP when sharing info with CPO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Yp views on counsellor 'piggy in the middle'-be honest!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Information about what’s going to happen next reduces yp anxiety.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Counsellor as information manager mediator</td>
</tr>
<tr>
<td><strong>5. Trust and the ongoing relationship</strong></td>
<td>'It’s kinda like another piece of work,’</td>
<td>• Rebuilding the trust</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Next sessions -Yp person’s agenda</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No pressure or intrusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If YP goes back-there is trust/relationship there</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using art, play etc.</td>
</tr>
</tbody>
</table>
| **Counsellor relational factors.** | ‘not sweet talk them’ | • Reassurance and support  
• Giving good news  
• Empathy and comfort  
• Listening to what YP wants and their feelings |
|---|---|---|
| **Formulations of trust in counselling** | No trust=’I’d just be silent’  
-‘you wouldn’t want it to go round school’  
counselling as protection from gossip | • trust =confidentiality  
• Protection from gossip  
• Trust enables sharing  
• ”No trust=No speaking”  
• Trust allows you to offload and feel better  
• trust and privacy-protection from gossip  
• Trust as a relationship  
• trust as an agreement or contract  
• Trust as getting to know somebody  
• trust as not being judged or shamed  
• Trust as safety |
### Adult Thematic Categories and Sub-categories

<table>
<thead>
<tr>
<th>Disclosure as a dilemma for YP</th>
<th>Control</th>
<th>Communication and Transparency</th>
<th>Trust and the relationship: during and after disclosure</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Being honest and Clear</td>
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<td>A way of seeking help-the role of contracting.</td>
<td>Picking up your adult responsibility: matters of containment.</td>
<td>Explaining and re-framing</td>
<td>Empathy-Listening to and acknowledging YP feelings</td>
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<td>Fear of Consequences-social services, talking to mum etc.</td>
<td>Loss of control equals increase in anxiety-at least give information back</td>
<td>Giving information back</td>
<td>Next sessions-acknowledging what has happened-checking in.</td>
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<td>‘Piggy in the middle’: counsellor disempowerment and lack of information.</td>
<td>Telling yp what is going to happen next-Contracting</td>
<td>Ruptures in the relationship. Anger-Interrupting the conversation and diluting the containment.</td>
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<td>Accompany YP to CPO-Not going behind backs.</td>
<td>Deepening the Relationship. Relief-actually somebody cares.</td>
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Example Page of Narrative Analysis of Ada's Transcript

about the next steps. Because often the child and myself were both left in a state
of what's going to happen next - because I'm not the one that has the control of
that. So what's going to happen after this disclosure? You're holding their anxiety,
your anxiety...?
T. So that you're holding a child's anxiety and your anxiety and not knowing what
going to happen next.
A. Often times even if you get to talk to the child protection officer they are like
'Ok I'll do this' you don't get a definite answer - are you going to call the police or
speak to the mother? So it's not just even if you do get to talk to the CPO they
might go through the same thing and they can't reach home. So again you're in
the middle (nervous laugh). That has happened to me a few times.
T. Often?
A. It's really school by school how and where the physical Place2be room is.
Where is the CPO placed physically in the building what that CPO role is as well.
Do they have multiple roles there are a lot of things that can impact how quickly....
But in my last school it happened a lot where I have had children disclose during
in the counselling room directly to me then I had issues trying to find out that
across to the CPO. From them on she couldn't even reach the social services or
the parents and often the parents don't pick up the phone. But if it's about going
home when the parents aren't in. We've had cases where the police had to come
instead... to decide if a child can go home.
T. What did that feel like?
A. Oh gosh - (pause) yeah I go back to the child how is that child feeling? They
tell someone they trust something and they are now watched by police and they
don't know what's going on and what's going to happen to me? What's going to
happen to mum or dad? And it's a Friday - and I'm not going to see them.
Depending on your days if you might not see them for five days you carry that
with you. You leave the school because you can't stay forever. Maybe 5 o'clock
okay done - I've done as much as I can. And the child is now in a safe place - you
have established that they are with someone safe. But then I have had
experiences where I carry that home. I have my ways of trying - in this line of work
you look after yourself and sometimes I have had a good cry after the child had
gone and I was able to pass the care to someone else. I had a good old cry in the
room and let myself release that. Then went out of the building and done my
A. When you have to pass on information anyway and the child comes to you the last period of the school on Friday and you know the child cannot go home and you have got a child in your room. You need to tell that information desperately and the CPO is off site and the second person is there but they are unfound. It’s quite a stressful situation. I think you are holding the child - what the child has told you and their anxiety you’re holding your professional training kind of ‘I need to tell someone’. You need to keep this safe and there has been quite stressful times in schools especially when is always seems to be happening on a Friday afternoon and everyone seems to be offsite. Say no one is available, it’s very stressful and especially when you’ve got children who were revealing something that it was really hard to say anything and they have been waiting for a while. See you got to... you want to... be there physically and hold them just re-assure them that they did the right thing but at the same time you’ve got this other voice in your head working ‘I need to follow these steps now. I need to not only tell the CPO in the school but alongside that I have to inform Place2be’

A. Parallel procedures it kicks off at the same time after disclosure but often because of space issues the child is in the room with you. You can’t keep them safe somewhere and go off and try to find someone. You can’t leave the room you have to phone need to chase the people in the school while keeping one eye on the child-but you can’t do it in private because the child is there. I don’t know I think it adds another level there too.

A. It’s really school by school how and where the physical Place2be room is. Where is the CPO placed physically in the building what that CPO role is as well. Do they have multiple roles there are lot of things that can impact how quickly…. But in my last school it happened a lot where I have had children disclose in the counselling room directly to me then I had issues trying to find-get that across to the CPO. From then on she couldn’t even reach the social services or the parents and often the parents
don't pick up the phone. But if it's about going home when the parents aren't in. We've had cases where the police had to come instead... to...decide if a child can go home.

T. What did that feel like?

A. Oh gosh – (pause) yeah I go back to the child how is that child feeling. They tell someone they trust something and they are now watched by police and they don't know what's going on and what's going to happen to me? *What's going to happen to mum or dad?* And it's a Friday –and I'm not going to see them. Depending on your days if you might not see them for five days you carry that with you. You leave the school because you can’t stay forever. Maybe 5 o'clock okay done-I've done as much as I can. And the child is now in a safe place-you have established that they are with someone safe. But then I have had experiences where I carry that home.

Reference 4 - 1.24% Coverage

I had a good old cry in the room and let myself release that. Then went out of the building and done my weekend and took care of myself. When I come back the next time round to the school- it could be five days after for example. Ok what’s going on? You email. *Can you please update me?* That doesn’t happen often either- So you are also left wondering ‘*What went on?*'

T. So who would support you?

Reference 5 - 2.90% Coverage

T. So very down on the priority. Also being told it is not important how was that?

A. I was furious in my gut and feeling *how dare you!* It is important. I remember feeling- not insulted- not rejected -but like something thrown away –not taken seriously and I think is how the children feel. Because if the school had so many Issues and high-level needs, a low-level thing like being beaten up after school, being called names- that became not their priority.

T. So the young person is not getting taken seriously and you are not getting taken seriously?
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Number of Feeling Words: Ada Compared to Gaby
Professionals meeting July 4th

0.00-9.50 Feedback from YP on nature of trust in counselling relationships and what facilitates it.

B-G1. *Its private because-say it wasn’t private-you wouldn’t want it to go around school-it’s your business and what’s happened to you and how you feel. So it’s good that your counsellor knows so that-only one person instead of other people. Instead of other people that you have to go to- it’s one that you can have a stronger trust with*

T. Do you have any thoughts about that?

G. it makes me think about diffusion of responsibility-like I think safeguarding everything doesn’t sit with one person-that’s my experience and that’s kind of the opposite of what this young person is saying (hum) so straightaway it looks like the system is not suitable for this young person

T. And they all said it in some form or other.

10.59

T. There was a degree of difference with some YP saying that it should be confidential unless you’re in serious danger-and it tended to be the older YP you know-who said it should be confidential whatever

B. I don’t find that that surprising no but......

G. No

(Further feedback on yp ideas about trust with counsellor)

14.58

T. ......*Do you think Lucy will want that information to be passed on?*

G1. No she wouldn’t...

G2. She’s scared of [what will happen to her]

G1. *But in the long term she will thank the counsellor and say ‘thank you even if I didn’t like it at the time-thank you because I knew you were trying to help me not be stressed and everything’ but at the time she won’t be happy with it.*

T. Thank you. What do other people think?

G3. *I think it depends like-if Lucy is like-if Lucy is saying it to ask for help like either way the counsellor should still tell someone about it. But if Lucy wants it to go then it will be fine and it will get sorted. But if she doesn’t then it might put more pressure on Lucy because she might get scared to see what is going to happen. Because she doesn’t want to be taken away from her mum.*

T. What do you think about this-can you help me think about this-coz it’s kinda going round and round in my head....
Appendix D: Impact
CPCAB Research Film and Award for The Trust is the Work

In May 2017 this PHD research was presented with the CPCAB (Counselling and Psychotherapy Central Awarding Body) Research Award at the 2017 British Association for Counselling and Psychotherapy (BACP) Research Conference in Chester. My prize included funding and support to produce a film about the research with the aim of disseminating its findings and developing professional practice. The film was hosted on a national online platform on the main research page on the BACP website and on the CPCAB website.

This fifty-minute film, in which I was interviewed about this research can be found at https://www.bacp.co.uk/events-and-resources/research/cpcab-counselling-research-award/ and at www.cpcab.co.uk/researchaward/.
National Counselling and Psychotherapy Research Conference Presentations


Film Screening and Seminars of The Trust is the Work

Cambridge Forum for Children's Emotional Well-being, University of Cambridge, Faculty of Education- Jan 22, 2018.

University of Sussex, CIRCY, Film Screening and Seminar- April 17 2018.

The Trust is the Work, Presentation of Findings to Place2Be, National Group of Secondary School Counsellors, 18 September 2017.

The Trust is the Work, Presentation of Findings to Place2Be, National Group of School Counselling Cluster Managers, 12 April 2018.
Impact Survey

The Trust is the work: Exploring how school counsellors maintain alliances with young people when sharing information because of safeguarding concerns.

Do you think that this research will influence how you practice in this area? Please tick.

Yes
No
Not sure.
N/A

If yes, please describe how you think it might influence your practice?

Are you happy to be contacted by me, to invite you to complete a further brief online survey about the impact of this research?

Yes
No

If yes, please write your name and contact email in the box below.

All contact details will be used solely for the purposes of this research project and will be held confidentially and securely and will not be passed to any third parties.

Thank you so much for completing this impact survey.
Impact Survey Feedback

The following are a selection of feedback from impact surveys after presenting this research.

Just acknowledging the importance of hearing what young people think about sharing their information and what they disclose. Really thinking about our practice and whether it reflects our thinking about the importance of children and young people’s voices and thoughts before we share it.

How important it is to allow young people the opportunity to have a voice and be able to demonstrate their agency. The film and research project was very interesting – this is an area that I am interested in pursuing so it was great to get an insight into concerns and issues that both counsellors and young people face.

The dialogue and consideration within the session, keeping the young person as a real part. The importance of containment and of those trusting relationships...to be able to do the thinking in the work.

So thought provoking and helpful for me to feel more okay with safeguarding whilst I stay with my client. I am early in my counselling career, so I am so so grateful to know this...I believe that it is so so important. Relationship and relationship and relationship is the key!

I am more aware of not taking psychological focus away from them and prizing the whole child in the moments following disclosure concerns. Being aware of the need to hold in mind all involved in the process—child, parents, counsellor, DSL, and need for all of those to feel sufficiently held.

I’m a student counsellor working with young people and I found the research alleviated some of my anxieties surrounding this topic—helping to put/keep the focus on the young people in the process. Also, I feel more empowered to ask for / seek support in the wider context of school and supervision.

The emphasis on the communication with the student. The breaking down of what will happen, who the information will be taken to, to enable the protection of trust.

Building a relationship through increased focus on the trust with the young people and with involved partners. Keeping this in my own awareness and increasing my transparency and support. Attending to the young person with consistency and authenticity.

It reminded me of the need to be ‘available’ to keep focus on the relationship with the young person throughout the disclosure and to build trust through availability. Important that an initial contract should be revisited.

The importance of working more holistically within the school. The importance of good supervision.

I think that the concept of continuing a dialogue and allowing the child/young person to feel part of the process and have control is very important. I also think, as ever, keeping the young person at the centre of things throughout and valuing the relationship against bureaucracy, but keeping them safe.

Think about the therapeutic opportunity within the relationship and less about protocol. Retain reflective practice. I really learned from your research protocol.

By being available throughout the safeguarding process not just the disclosure. Thinking about the impact that passing on information will have on the young person. Understanding the systems that are around the child.

Keep young people at the centre of the process and vital then to respect them. Be reflective and slow down. Recognise the therapeutic opportunity and take care of self. Form good relationships in school and with other counsellors and researchers. This is fascinating research.