A study into social deprivation

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Abstract

Individuals experiencing social deprivation are deprived of social interaction so unable to participate in society (Brownlee, 2013; Myck, 2015). This is important because it is economically advantageous for individuals to be active in society and to positively contribute as this promotes resilient, cohesive communities and relationships (Knight, 2007). This deprivation of social interaction can occur for a number of different reasons, some of which are known such as: poverty; exclusion; unemployment; crime (Myck et al, 2015) and others relating to living conditions, abuse and health issues. All of which, can lead to a person being disconnected from the rest of society and therefore unable to contribute in a positive way.

The research methodology encompassed a subjective ontology and the philosophical stance assumed for the research was interpretivism, placing the importance on the social world (Saunders and Lewis, 2012) and human beings as meaningful objects (Cassell and Symon, 2004). The aim of the research was to understand the root cause and impact of specific circumstances that cause individuals to experience social deprivation and was focused upon the historical nature of family issues (Sherrod, 2006), adopting a constructivist grounded theory approach. Semi structured interviews were held with a non-probability purposive homogenous sample of eleven participants, who were in prison custody. This sample was chosen specifically as it was felt that it would facilitate an understanding of the pathway that had led to offending behaviour and the circumstances that caused issues of social deprivation, which was of '*central importance to the purpose of the research*' (Patton, p.169).

What transpired from the literature review was the majority of the theoretical concepts associated with social deprivation have previously focused upon structural and behavioural explanations. However, this research proposes that there is an emotional facet associated with the root cause of social deprivation. The research highlighted that in most cases subjects experienced an emotional response caused by certain circumstances that occurred in their lives, such as parental separation and witnessing domestic abuse as a child. Subjects were not equipped with the emotional resilience or appropriate support to deal with the circumstances or life events which then had an impact on them in later life. Therefore, the outcome of this primary research is that the root cause of social deprivation in the majority of cases is associated with the emotional response and the feelings caused by a specific circumstances that occur in life and the inability to cope and deal with them.

The research addresses a gap identified in the literature review of the need to conduct more qualitative research (Brown and Madge, 1982) and empirical studies (Wilson, 1985; Wilkinson and Pickett, 2007; Breheny and Stephens, 2008) in order to gain a greater understanding of social deprivation and this thesis develops this theoretical knowledge further. Tracing the circumstances back to the root cause has been effective, even though some of the issues identified were not new. The results of the research have been important and enabled the researcher to determine how local authorities could provide support to manage issues of social deprivation. During the course of undertaking the research for the thesis, in particular the data analysis, some of the findings have been utilised to inform a preventative project in schools in the Shire Borough. Although this was not part of the process of producing the thesis, this demonstrates how the research has contributed to praxis by demonstrating the applicability of the findings, and how it has already informed policy and practice.

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Chapter One – Introduction

Research Question:

'How can the experience of social deprivation be prevented or ameliorated?'

1.1 Context and why this is important

Inequality is on the rise in the United Kingdom and the overall cost is estimated to be approximately 39 billion per year which equates to £611 for every individual, including children, living here (Power and Stacey, 2014). This indicates that there are more people who are living in poverty and deprivation than ever before (Making the Link, 2013). In order to understand the context of social deprivation it is important to understand the differences in the definitions that are utilised by central government to describe this. Individuals who are said to be living in poverty are described as not having sufficient resources to live within minimum needs (Barnard et al, 2017). This differs from absolute poverty which is described as a deprivation of basic human needs such as insufficient food, sanitation, shelter and drinking water (United Nations, 1995). Individuals that are living in poverty can also experience issues of deprivation due to factors such as low socioeconomic status, unemployment, homelessness, health issues or poverty (see: Poverty and Social Exclusion in Britain, 2000). Individuals experiencing these issues can become socially excluded from society (Levitas et al, 2007). For example, if a person becomes unemployed, can no longer support themselves, becomes addicted to substances as a coping strategy – this can contribute to them experiencing social deprivation. If they then become homeless as a result of their social deprivation this can result in them becoming socially excluded (Levitas et al, 2007). This kind of deprivation is harmful and erosive to society because it can trigger a number of risk taking behaviours that affect individuals, families and communities such as drug and alcohol addiction and criminality (Action for Children, 2012). Improving outcomes related to social deprivation can be costly (Smith, 2011), especially for public sector organisations whom have been facing unprecedented budget reductions since 2010. It is estimated that the funding gap will be approximately £12.4 billion by the end of the decade with front line services being the most affected (see: Future Funding Outlook, 2014). The Local Government Association (LGA) estimate that smaller District/Borough Councils are likely to be the most affected (LGA, 2014)

which indicates that they have to rethink how they provide services in the future for a small percentage of their budget (Jepp, 2010).

1.2 Poverty and Deprivation

There has been a significant amount of research conducted into studies of poverty and deprivation since the latter part of the 19th Century. Charles Booth (1892) commenced the start of this research when he conducted extensive studies on working class people in 1886 (Mabughi and Selim, 2006). This was then followed by Seebohm Rowntree who conducted qualitative surveys in York during 1901 (Shildrick and Rucell, 2015). Both Booth (1892) and Rowntree (1901) were pioneers of the day and the research that they conducted provided a greater insight into the causes of poverty at that time. This laid the foundations for other explanations of poverty and deprivation to be investigated. Since this time there have been behavioural explanations, cultural and class explanations (Lewis 1963, 1966) and more recently in the past 40 years, generational explanations. Successive governments have introduced various initiatives and programmes which have been designed to assist with managing issues associated with poverty and deprivation that have focused on both physical and social regeneration which have had varying inputs from both public, private and voluntary sector organisations. However, despite this, issues of social deprivation still remain. Community Development Projects (CDPs) were introduced in 1969 by the then Labour government as an attempt to try and understand societal issues in greater depth. This was with the premise that if there was a deeper knowledge base regarding the issues (Smith, 2011), then changes could be proactively made and achieved (Chaiklin, 2011). CDP's took a considerable amount of financial investment and were discontinued in 1976 following huge public spending cuts by the Government; the project group reported that they ran the risk of trying to deal with the issues in silos whilst missing the critical links between them (see Community Development Journal, 1974, p.185).

This evidences that forty years ago it was recognised that there needed to be a more holistic view of the issues that existed and a more joined up approach to working with them. New Labour attempted to address this through the introduction of their neighbourhood renewal programme in 2001 and by placing new statutory duties upon local authorities to work with public, private and voluntary sector organisations to deal with issues of social deprivation and inequality. The 'Think Family' programme and 'Family Intervention Project' (2009) introduced the utility of a 'whole family - holistic' concept which aimed to look at the cause and consequence of the issues being experienced by families. Evidence from the Dundee

Families Project (2001) found that '*focusing intensively on the whole family meant workers quickly discovered that the behaviour of these families was related to deeper family dysfunction leading to or stemming from problems such as drug or alcohol misuse, poor mental health, domestic violence or lack of parenting'* (p.11). Coote (2010) suggested that none of the efforts by New Labour made a substantial impact on social inequalities or on cycles of deprivation that afflicted successive generations. However, by the end of New Labour's period in office, the inequality gap had narrowed and levels of deprivation, in particular crime, had improved a great deal (Lupton, 2013). Apart from the funding for SRB Schemes, the rest of the schemes that were introduced were sourced from new investments made by the government. This meant that there was a considerable increase in public spending in Britain at the end of New Labour's reign. The [1]table below depicts the comparison between New Labour and the Coalition governments total spend:

Function		**1997 £ (b)**	**2010 £ (b)**	**2015 £ (b)**
Total Spending		**£332.7**	**£673.1**	**£748.1**
Education		£ 40.6	£ 88.5	£ 84.3
Health Care		£ 47.0	£116.9	£134.1
Welfare		**£ 54.9**	**£110.7**	**£111.1**
W	**Children and Families**	**£ 9.7**	**£ 22.3**	**£ 15.8**
W	**Social Exclusion**	**£ 17.3**	**£ 24.0**	**£ 28.9**
W	**Unemployment**	**£ 11.4**	**£ 5.5**	**£ 3.4**

Table 1: Government spending 1997; 2010; 2015

The austerity measures that the Country has been experiencing has seen a 25% reduction in public sector funding (see HM Government Spending Review 2010). These spending cuts have been front loaded for all local authorities, the impact of which is still being realised. In addition to this, the Spending Review published in 2015 outlined further reductions in public sector funding over the next four years. This has meant that there has been a radical rethink of public service provision especially in smaller District/Borough Authority areas for their own survival. Although the 2010 Coalition introduced initiatives such as 'Troubled Families', targeted to help those in most need, evidence suggests that the reductions in public spending will affect the most vulnerable and disadvantaged neighbourhoods (Hastings et al, 2012). However, authorities such as Greater Manchester estimated cost savings of £224m by turning around the lives of their 'troubled families', £110m of which represents cashable savings (DCLG, 2012). This demonstrates that the financial business case for working with families

[1] Source: http:www.ukpublicspending.co.uk – accessed at 5.19pm on 16th May 2016

is worthwhile, especially with the current austerity measures that local authorities are facing. In less than a year, introducing targeted provision for troubled families in one part of Manchester has reduced crime by 24%, reduced fixed term exclusions by 50% and reduced persistent truancy by 44% (DCLG, 2012). In addition to the financial saving there is also the saving to society and the economy. Households that have family members who are at school, are working and engaged in volunteering means that there are more people who are able to make an active contribution to society (Kolb, 2011). Traditionally the United Kingdom has a culture of welfare dependency, significant health bill and high unemployment (Lowe, 1994), however, current figures from the ONS Labour Force Survey (2017) indicate that employment rates are the highest since 1971. There is clearly a need for more change and for organisations to work more collaboratively and joined up, to improve services and to try and encourage self-sufficiency (Foley and Martin, 2000). Organisations can achieve this if they have a greater understanding of the issues individuals are experiencing and this can be achieved by understanding the life history of the individual, the root cause and by understanding human behaviour in its social environment (Owen, 1995).

Definitions of social deprivation suggest that individuals who have experienced social deprivation are unable to interact fully in society or participate in normal life because of other circumstances that are affecting them. This research recognises that although there are a number of theoretical explanations relating to poverty and deprivation, social deprivation is something that can affect anyone regardless of economics (Brownlee, 2013) or social class. There has been considerable research relating to adult disadvantage (Hobcraft, 2007; Levitas et al, 2007) which identifies a number of indicators such as unemployment, housing, qualifications and health as contributory factors. Hobcraft, (2007) suggests that there is a ubiquitous relationship between childhood and adult disadvantages which include a number of social deprivation indicators. Children who experience trauma early in life (0 to 6 years) such as abuse, familial breakdown and witnessing violence in the home can end up with an array of long lasting psychological and physiological effects that can lead to addiction and psychiatric issues in adult life (Zero to Six Collaborative Group, 2010). The National Scientific Council on the Developing Child suggests that children who have positive relationships with at least one stable adult will enable them to develop confidence and resilience which helps them to deal with life events (Centre on the Developing Child at Harvard University (2015). Exposure to incidents such as abuse, violence, substance misuse and crime can have significant effects on childhood lives, leading to depression, anxiety and suicidal tendencies (Norman et al, 2012) in adult life and a range of psychological and emotional problems. These incidents become compounded when individuals live in areas of deprivation which can suffer

a disproportionate amount of crime, a breakdown of community cohesion and increased inequalities (O'Mahoney, 2003). This supports the notion that issues of social deprivation and crime can be linked (Levitas, 2007), in particular, social class and crime (Webster and Kingston, 2014).

1.3 The research

1.3.1 Research Aims and Objectives

This thesis investigates the root cause of social deprivation, in particular the 'how and why' by applying the utility of social constructivism theory to facilitate the exploration of what stage in the life course of an individual circumstances occurred that led to experiences of social deprivation. The [2]root cause in this context relates to the fundamental reason as to what initially led the individual to experience issues of social deprivation. It is envisaged that by doing so it will facilitate a greater understanding of the circumstances, impact and behavioural reactions associated with social deprivation. This concept is particularly important as it is envisaged that the research findings and conclusions emphatically support organisations to develop evidence based preventative and early help support that could help to minimise the impact of social deprivation. All of which is significant in the context of transformational change and quality improvement of service formulation and delivery. This is an important focus at this present time because public sector organisations are under increasing pressure to make considerable savings and at the same time fulfill statutory responsibilities and maintain a satisfactory level of service delivery. The cost to society of public sector organisations having to deal with a wide range of issues and vulnerabilities is quite significant. Some of these costs attributed to the Shire Borough, the organisation that is the focus of this research, are depicted in the table below:

Vulnerability	**Estimated Cost per annum**
Number of Children and Young People accessing specialist Child and Adolescent Mental Health Services (CAMHS)	£980,822.00
Alcohol related crime	£4,692,492.00
Domestic violence	£3,840,183.00
Sexual offences	£1,588,936.00

[2] Root cause: Dictionary definitions: the reason for the occurrence of a problem, Collins English Dictionary; the basic cause of something, Oxford English Dictionary

Serious sexual offences	£2,660,544.00

Table 2: Cost to society of dealing with vulnerabilities and crime related issues

This research commenced with a genuine interest in the subject matter of social deprivation and the opportunity to investigate the root cause and how small local authorities may be able to support issues associated with it. This discussion was translated into the following research question.

'How can the experience of social deprivation be prevented or ameliorated?'

The research question addresses the fact that the root cause is not yet known and that there is a need to conduct further research into this area, as recognised from the literature review. The utility of a constructivist grounded theory methodology supports this and the focus on the 'how and why' (Charmaz, 2006).

This research contributes to theoretical knowledge relating to social deprivation and addresses a recognised gap in terms of developing this theoretical knowledge further. The aim of the research is:

'To understand the root cause and the impact of specific circumstances that cause individuals to experience social deprivation.'

Research objectives are particularly important as they ensure that the researcher can, and is able to, address the research question. If the research has been conducted in the right way this in turn will enable the researcher to deliver the conceptual framework identified in their aim. In order to facilitate this, the research objectives were identified as:

1. To identify and critically evaluate the main theories that are associated with social deprivation including the concept of poverty, intergenerational deprivation and social exclusion, the cycle of deprivation and socially constructed realities.

2. To provide a comprehensive definition of social deprivation.

3. To critically review the associated literature pertaining to local authorities in relation to government policy and practice implemented to address issues of social deprivation.

4. To investigate the root cause of social deprivation with a particular emphasis on the social environment, how individual realities have been constructed and the feelings and emotions associated with the constructed realities.

5. To make recommendations to local policy and practice that will inform the development of a model of support that assists in the prevention and early support of issues of social deprivation.

The focus of the research is based upon understanding the social phenomenon of social deprivation. In order to achieve this, it is important to understand the journey of individuals experiencing social deprivation, what it meant and how it has made them feel. As feelings and perceptions play a very important role within this context, the social phenomenon of social deprivation is a fluid process, each situation and circumstance are different and need to be treated as such. The world can be constructed and assimilated in many different ways (Chrenka, 2001) because it is open to individual interpretation, which indicates that it is an emergent process. This research does not attempt to set tight limits and controls as in experimental approaches, it aims to work collaboratively with the subjects to understand their experiences (Dickens and Watkins, 1999). The role of social actors and how they have constructed their reality is central to this research and because of this, the ontological perspective that has been assumed is that of subjectivism (Hassard, 1991). The study of social actors in a natural, social setting attempts '*to make sense of, or interpret, phenomena in terms of the meanings people bring to them*' (Denzin and Lincoln, 2005:3). It is for this reason that the philosophical stance that has been assumed is interpretivism. Interpretivism places importance on the social world as being different to the natural world and human consciousness as being highly significant in research (Saunders and Lewis, 2012). Interpretivism views human beings as meaningful objects and promotes the importance of epistemological perspective (Cassell and Symon, 2004).

1.3.2 Context of the research

Local Authorities have a number of statutory responsibilities that have been introduced with the aim of improving the lives of residents living, working and visiting their areas. The Crime and Disorder Act 1998 placed a duty on local authorities to work in partnership to implement a Community Safety Partnership (CSP) to tackle crime and disorder problems within their local areas. Section 17 of the Act 1998 placed an obligation upon all local authorities to consider the crime and disorder issues in their area and to ensure that they do all they can to prevent them from happening. Academic evidence (Levitas, 2007; Webster and Kingston, 2014) and also evidence produced from strategic assessments for the Borough area indicate that individuals living in areas of high crime are also experiencing issues of social deprivation. This is highlighted further at a practitioner level through the type of referrals being referred to the multi-agency HUB that is facilitated by the community safety partnership in this shire borough area. Individuals being referred are not just victims or perpetrators of crime but also have wider issues relating to social deprivation. Although there some help and support available through initiatives such as Troubled Families (2012), local authorities have more to offer and have a greater role to play in this agenda. Agencies are sometimes restricted to what service they are able to provide to individuals because of conflicting agendas (McDonagh, 2011), some are also bound by regulations restricting data sharing with others, both of which are barriers to working effectively to provide support for our most vulnerable. Effective multi-agency working can reap considerable benefits such as improved ways of working, mutual respect and understanding and improved communication (Moran et al, 2007). It is anticipated that this research will inform the development of a new model of working that can be implemented and adapted by other local authority areas. This area of research is of particular interest to the author as she is responsible for strategic partnerships, involving multi-agency working, within a Shire Borough that focuses on reducing crime and disorder and assisting our most vulnerable in society. The work has a particular emphasis on neighbourhood/community issues, partnerships, prevention and early intervention.

1.4 Methodological Limitations and Researcher Challenges

The research is not about finding the panacea to the issues of social deprivation or attempting to eradicate the problem completely. The thesis does not argue against theoretical evidence that suggests issues of poverty and social deprivation are intergenerational, in fact it supports this notion. This research utilised a homogenous purposive sample and all subjects were

experiencing issues of social deprivation to varying degrees. This means that there were certain limitations, for example:

Methodological limitations:

- The sample is not a representative sample of all the people in the Borough who are experiencing issues of social deprivation
- The questions asked during interview were only relevant to the research subjects so can only be replicated with subjects who have the same characteristics
- Although issues of dependability have been discussed in the previous section and strategies for triangulation have been implemented, information attained from the interviews has to be taken at face value and self-reported data can contain certain biases. These can include the respondent's inaccurate recollection of experiences and events and sensationalising the event and/or experiences (Shenton, 2004).

Researcher challenges:

- This was the first time that the researcher had utilised computer assisted qualitative data analysis software called NVivo, so therefore, was self-taught in its processes.
- The researcher is an experienced interviewer, having conducted a plethora of different interviews in respect of recruitment, Investors in People and community consultations. However, this was the first time that the researcher had conducted interviews with individuals who were in prison custody.

1.5 Context of the research

This research has taken place in a small Shire Borough that sits within a two-tier political system. It is one of nine District and Borough Council's that make up a County in central England. The Borough is a County town and the largest district geographically stretching across 59,187 hectares equating to approximately 230 miles. Predominantly rural, its economic scale score of 84.71 ranks it as medium size by British standards. It has a population of 133,000, 93% are classified as white and the population is expected to steadily increase by 2033 (Source: 2010 Mid-Year Population Estimates, ONS). The Borough encompasses two main Prisons, one category C sex offenders only, one female closed prison, a large Ministry of Defence site and two universities.

There are two main town centres located within this Borough that act as the hubs delivering services to large rural hinterlands, and are important economic centres in their own right. Although relatively affluent, the Borough does experience pockets of deprivation where there are large stocks of social housing, high numbers of people who are out of work and claiming benefits. During the summer months the Borough receives a high influx of migrant workers who travel over to work on farms for fruit picking. The rate of Jobseekers Allowance claimants per 1,000 residents is above the County rate, and 25% of residents have qualifications equivalent to NVQ Level 4. The percentages of people living in fuel poverty, older people living alone, and people living with long term limiting illnesses in the district are also statistically greater than England.

The 2012 population within the Borough was over 133,000. Of that figure 22, 171 are aged between 0-15 years; 82,904 are working age (16-64 years) and 26,555 are 65+. The population is ageing, life expectancy has increased for both male and females and this is projected to continue to rise over the next few years. People are generally living longer in the Shire Borough and this will impact on the types of services that are needed in the Borough in the future to support them. For example, an ageing population may require more services for home adaptations than currently exist and the issue of social isolation due to the rural nature of the borough may cause additional pressures. The Shire Borough is becoming more ethnically diverse with 7% of the population classified as Black/Minority/Ethnic (BME). This is the second highest BME population in the County area.

There are a total of 24 wards within the Borough and within that 79 [3]Lower Super Output Areas (LLSOA's). Although the Borough is relatively affluent there are currently five ward areas that are classified as being the most in need as they suffer from a range of multiple issues such as high levels of unemployment; high crime rates; low income and low educational attainment. These areas contain nine LLSOA's of which four are classified as being within 10% – 20% nationally deprived and five that are classified as being within 20% - 30% nationally deprived, as per the Indices of Multiple Deprivation (2010). Living in these areas are people that are affected by a number of issues including low income, unemployment, poor housing and crime. In general terms deprivation is not only concerned with the lack of material benefits but also a lack of opportunities for the individuals and families living in the areas. Generally, where there are large areas of social housing there will be issues such as high crime and unemployment

[3] Lower Super Output Areas are area determined by postcode area

and families who are largely dependent upon state help and provision (Casey, 2012), as in the case of these five ward areas. These are also the areas that offenders tend to live. Issues such as poverty and unemployment have been closely linked to ill health, low literacy and anti-social behaviour and it has been found that these have more impact on family life, social relationships and quality of life (Joseph Rowntree Trust, 2007). These are the issues that can hinder a family from thriving and reaching their full potential and because of the generational nature of the issues it is difficult to overcome them. The research that the Rowntree Trust have conducted indicates that families who are experiencing these issues require the most intervention and support and are recognised as being of a high cost to public sector organisations. The Shire Borough has a track record of implementing projects and initiatives with the aim of improving the quality of life for residents and the next section provides an overview of two projects that were implemented in the Shire Borough and the progress made. These highlight the need for a different approach in relation to tackling issues of social deprivation and provide a rationale for the approach that has been adopted in this research.

Total Place Approach

During 2011 the Shire Borough was awarded some funding by the West Midlands Improvement and Efficiency Programme to work in localities to address and deal with the causes of poor children's health and wellbeing. The funding was for a two-year period and was intended as a means of kick-starting activity and developing building blocks for the future to work towards addressing these long-term and, often entrenched, issues. Areas chosen were determined by Lower Super Output Areas (LSOAs) that were among the 10% most deprived for child health and wellbeing and there was one area in the Shire Borough that was highlighted as a serious concern. In addition to this there was evidence of wider socio-economic issues and disengagement with all agencies. This was addressed by looking at the issues in a holistic way to improve outcomes for families living in the area.

The Challenge was:

- To engage with the community to try and improve relationships with them
- To make sure resources are used more effectively and deliver services the community want, need and will use
- To seek solutions to the causes of inequalities as well as dealing with the symptoms with a focus on prevention and intervention

The criteria above were stipulated on local authority areas by central government. It was designed to be a total place project which was the approach the then Government were taking at the time. The key objectives that were identified for the overall programme were:

- Improved community engagement resulting in the joint identification of solutions to prioritise children's health and wellbeing issues
- Improved partnership working at the local level
- Better use of resources delivering more effective services
- Improved participation of elected members in each locality
- Underlying causes are dealt with as well as the symptoms

The area in question had a history of non-engagement with public sector agencies in particular and a clear lack of distrust for them. The project team engaged the voluntary sector and commissioned them to conduct a comprehensive consultation exercise which was undertaken in two phases, the first phase being a short structured interview, followed up by more in-depth interviews for those who expressed an interest. A version of the survey was also developed for young people. A prize hamper was donated by the local supermarket store to encourage responses. A sampling framework was developed to ensure that the sample was as representative as possible, in terms of age, gender and where they lived. Several issues appeared as the main concerns across all age groups: - crime and anti-social behaviour, unemployment, leisure services, young people not in education, employment or training and benefit dependency.

A Community Development Worker was employed to work with the community and this proved to be quite successful. Feedback indicated that in general, the work of this person encouraged local people to be more involved and informed about what was going on in their local area. The main reason for this success was seen to be that the community trusted them to support local volunteers and develop them to a level where they were confident to raise their own funding and come up with their own ideas to bring the community closer together.

A network of community champions was set up and this helped the community to own some of the issues being experienced and also helped to build trust. The network assisted with the running of some of the projects which proved to be a success. There were a number of projects that were implemented as part of this approach such as Family Seal in schools, cook and learn programmes, diversionary activities for young people and energy efficiency initiatives. The evaluation demonstrated that the overall project had made a difference in the area and that the funding was seen as a catalyst in attracting additional funding, commitment and resources from agencies. One of the biggest successes was improved partnership working as the project brought agencies together and partners were committed to working here. It also put the area on the "radar" of key decision makers, in terms of its needs and aspirations. Another success was community engagement, in particular, the community champions network. They became a fully constituted body and received training on how to apply for grants/funding and deliver more for themselves rather than having to rely on others. They also became responsible for producing a community newsletter.

Although the project was deemed to be a success in terms of what has been highlighted above, there was not enough time to demonstrate any notable improvements in child health and wellbeing before the funding ended. It is important to note that improvements in respect of health and wellbeing cannot change overnight or in the timescale of two years, it is a longer term issue. This type of project approach is very good for creating community capacity and fostering a sense of community which it did do. However, in order to address deep rooted issues there is a need to understand the issues on a case by case approach.

Preventative work with schools

Alcohol Project

The Shire Borough has a track record of working with schools to deliver projects that focus upon prevention and early intervention. During 2010 the Community Safety Partnership (CSP) was responsible for the delivery of a comprehensive alcohol project focusing on preventative and early help support. The CSP worked with a number of partners including primary, middle and high schools, pharmacies, night time economy, voluntary and public sector organisations. Work was concentrated around working with the family unit to tackle the cause and consequence of alcohol misuse and involved awareness sessions and social norming techniques being delivered in schools. An annual school survey was disseminated to schools which was concerned with ascertaining information regarding the first age of experimentation

with alcohol, level of alcohol consumption per week and the source of where they had their alcohol from. It was also designed to collect perception data in relation to alcohol consumption of peer groups. The results were quite interesting in that they highlighted that pupils had their first alcohol drink at year 6, and it was predominantly the parents that gave it to them. It also indicated that pupils perceived their peer groups to drink a lot more alcohol than they actually did. The CSP commissioned an organisation to deliver alcohol sessions to year 6 pupils and their parents around the consequences of alcohol and also perception and social norming techniques. The school survey was completed annually whilst the work was on-going and by 2015 had begun to demonstrate significant reductions in the first age of experimentation with alcohol and also reductions in the amount of alcohol that was consumed by year 10, 11 and 12 pupils. This work highlighted the receptiveness of schools to be involved in a partnership approach to preventative interventions.

Partnership HUB

The Shire Borough implemented a community safety partnership HUB during 2012. The main aim of the HUB was to facilitate a weekly multi-agency meeting that would enable partners to make referrals for individuals who were of a concern to them that would benefit from a multi-agency response to their issues. This would also allow partners to refer individuals who had issues that did not meet statutory thresholds for safeguarding and domestic abuse as set out by the top tier authority. Individuals that have been referred to the HUB have had a number of different issues that have been identified as causes of social deprivation such as bereavement, losing their job, domestic abuse and mental health (Norman et al, 2012). These have triggered behavioural responses such as substance misuse and criminal activity the impact of which has led some individuals to losing their home and becoming street homeless. This array of issues provides a further business case for preventative and early intervention support to be provided which is why this research is so important.

1.6 Synopsis of the Thesis Structure

This thesis consists of six chapters:

1. Introduction
2. Review of related literature
3. Research Methodology
4. Results Findings and Analysis

5. Discussion and Conclusion
6. Reflection on the research

The review of the literature will commence with providing some clarity in terms of the definitions associated with poverty, social exclusion, deprivation and social deprivation. Individuals who are experiencing issues of social deprivation are unable to interact effectively in society and participate in normal life because of issues that can be associated with poverty and social exclusion (Myck et al, 2015). Because of this, the phenomenon of social deprivation is complex and multi-faceted and causes a number of risk taking behaviours in individuals (Action for Children, 2010). The review of the literature details the main theoretical concepts related to social deprivation and how they have been constructed over time. However, in doing so, it evidenced and highlighted the need for additional empirical research to be conducted into the phenomenon to facilitate a greater understanding of it (Wilson, 1985; Wilkinson and Pickett, 2007; Breheny and Stephens, 2008).

The methodology chapter provides a detailed evaluation and justification of the overall approach and the chosen research design and details the ontological perspective and the epistemological nature of the study. This research will adopt a mono-method qualitative approach to allow the researcher flexibility to adapt the research to ensure that all the dimensions of the phenomenon is understood. It will also allow the researcher to study the participant's narrative in terms of feelings and constructions. The research strategy that will be adopted is a constructivist grounded theory approach. Social constructivism is concerned with how individuals construct their own reality and as such, is primarily focused on the how. Burr (2003) suggests that social constructivism challenges the conventional theory that knowledge and interpretation are based on an objective view of the world, stating that they are in fact subjective. All of the interviews will be transcribed and imported into NVivo and text will be initially coded into small segments, coding in this way will preserve the integrity of the text and allow for a deeper understanding, identification of themes and subthemes (Denzin and Lincoln, 2012). Adopting a constructivist grounded theory approach in this way will allow for an element of innovation to be incorporated into the research process. It will enable the researcher to, not only encapsulate the views of the subjects, but to have a rich understanding about their lives.

The findings and discussion chapter will examine, and interpret the findings from the interviews employing an inductive, grounded theory approach via initial and focused coding analysis. This structure will form the basis of the discussion and this approach will act as a catalyst in being able to determine the root cause of social deprivation. It is envisaged that by utilising the literature and social constructivism as the theoretical framework it will facilitate a deeper understanding of the extent of the issue. In doing so, it will explore the role of local authorities and how they could assist in the management of social deprivation across the life course of an individual. This research is not just about designing and implementing the right kind of preventative and early support interventions for individuals. It will help to determine at what stage across the individual's life course the interventions need to be carried out which is why this research is significant and valuable.

The conclusion finalises the thesis and incorporates:

- A critical and reflective assessment of the research
- Potential areas for further research
- Closing plenary

1.7 Summary

The introductory chapter has provided the reader with an overview of the research topic and an understanding of the context in which it is placed. The next chapter will present a review of the literature concomitant with social deprivation, social constructivism and local governance.

Chapter Two – Literature Review

2.1 Introduction

This chapter identifies and critically reviews the literature and main theories that have been associated with social deprivation. The area of focus is primarily aimed at local authorities, in particular, the impact of government policy and practice that has been implemented to address issues associated with social deprivation. Although certain terminology such as poverty, deprivation and exclusion are widely used in social discourse, this literature review was only able to source two definitions of social deprivation (Brownlee, 2013; Myck, 2015), both of which are discussed in section 2.2 below. The literature review will commence with the definitions of social deprivation, it will discuss, compare and contrast the differences in theoretical notions relating to the concept of poverty, intergenerational deprivation, social exclusion, the cycle of deprivation and socially constructed realities.

2.2 Definitions

The purpose of this section is to establish the differences in discourse associated with social deprivation, such as poverty, social exclusion, deprivation and social constructivism, in order to delineate between them and to provide some clarity for this research.

2.2.1 Definition of poverty

Barnard et al, *(2017)* describe poverty as being a situation whereby '*your resources are below your minimum needs'* and this is determined by a measurement of a *'household's income being lower than 60% of median income' (p.7).* This is dependent upon family type, of which there are four, and also after any associated housing costs have been removed.

This is slightly different from the international definition provided by the United Nations (1995), who describes absolute poverty as '*severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services*.' (p. 57)

2.2.2 Definition of social exclusion

Levitas et al (2007) describes social exclusion as '*a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole'* (p.25). This is different from the definition of poverty provided by Barnard et al (2017), whereby the focus is upon the amount of resources an individual has. The primary emphasis of social exclusion is the lack or denial of resources and the inability to participate in relationships and activities.

2.2.3 Definition of deprivation

Townsend (1979) pioneered the theory related to deprivation, in particular, relative deprivation. To be deprived means that, for whatever reason, a person is prevented from having something that they want and or need. In this context, Townsend (1979) suggested that people could be said to be in relative deprivation when they lacked the resources to have somewhere warm and safe to live, to purchase food and participate in activities, to the extent that they then could become excluded and because they are unable to live a normal daily life. There is also another notion of deprivation which is material deprivation, which is characterised as a deficiency in basic material needs and unequal access to rights of social citizenship in the form of public services (Myck et al, 2015).

This provides some clarity in respect of the notion of deprivation in terms of it being a prevention of having something that you need and in this context it is similar to the definition of social exclusion provided by Levitas et al (2007) because of the emphasis upon the lack or denial of resources. This provides some gravitas when deliberating an explanation for social deprivation.

2.2.4 Definition of social deprivation

Clear definitions of social deprivation have been problematic to source and consequently, the literature review only identified two definitions, from Brownlee (2013) and Myck et al (2015). Brownlee (2013) suggests that:

'*social deprivation is a persisting lack of minimally adequate opportunities for decent or supportive human contact including interpersonal interaction, associative inclusion, and interdependent care'* (p.199).

Myck et al (2015) suggest that:

'social deprivation includes social isolation and lack of social support and normative integration which stands for behaviour inconsistent with legislation and regulations, limited of *compliance with basic social norms and values, reduced involvement in local community or society at large'* (p.68).

Myck et al (2015) suggests that social deprivation can occur because of issues that can be associated with poverty; exclusion; claiming welfare; unemployment; living conditions; health; access to services and crime. Issues such as these can lead to a person being disconnected from the rest of society because they cannot or are not able to participate fully and the outcome is that they become socially deprived. Both of the definitions from Brownlee (2013) and Myck et al (2015) suggest that social deprivation is a lack of opportunity for individuals to interact effectively in society and participate in normal life and it is this explanation that will be applied for the purpose of this thesis.

2.3 Social deprivation

It is important to note at this stage that social deprivation is different to poverty and social exclusion as identified in the definitions on the previous page. Poverty being a lack of resources, will cause an individual to experience social exclusion because if they do not have appropriate resources to live they will be unable to participate in life and therefore it is this lack of participation will culminate in social deprivation. Social deprivation is not something that is necessarily associated to the economic environment (Brownlee, 2013), it is something that can be experienced at any time and by anybody. This proposes that because of this it is complex and multi-faceted in its nature and therefore, can be harmful and erosive to society. This is because social deprivation can trigger a number of risk taking behaviours such as alcohol and drug use that can affect an individual, their wider social groups and also the

community (Action for Children, 2010). These risk taking behaviours can be associated with an individual undertaking things that ultimately affect their health, wellbeing and life in general.

The underlying issue, and the circumstances that can cause social deprivation are something that need to be understood across the life course of the individual. This is particularly important because if people do not have the opportunity to interact effectively in society then they are unable to participate and make a positive contribution and this is what supports strong, cohesive and economically active society (Knight, 2007). It is anticipated that this research will contribute to a deeper insight and facilitate a greater understanding of the subject and in doing so enable preventative and early intervention support to be provided. This in turn could lead to better outcomes for the individual and potentially less reliance upon public services in the longer term. Although any interventions introduced would require some evaluation in order to demonstrate their effectiveness.

2.3.1 How is social deprivation measured?

The literature review has identified two surveys that have been in place designed to measure social action and community cohesion, one that has ceased and one that is still current. Since 2012 the current Conservative government has commissioned an annual Community Life[4] Survey which is focused on attaining information about behaviours and attitudes in relation to social action and empowering communities. The survey is based on responses from face to face interviews with individuals who are randomly sampled and live in England. Although the survey asks questions relating to loneliness, helping others and participating in community, there are demographic biases associated with it in terms of individuals being degree educated, white, homeworkers and childfree (Cabinet Office, 2014). During 2008, the then Labour government, introduced a survey called the 'Place' survey. The purpose of the survey was to attain perceptions from individuals of the local area they lived in and the services that they received. Measurements that were included in the survey were indicators of how involved individuals had been in helping others out, decision making on local services and in relation to health, education, regeneration tenancy and young people. The juxtaposition of this and the definition of social deprivation suggested that the questions could not be used to determine

[4] Community Life Survey: The sample size for 2012 to 2013 was 2,200 interviews per quarter, which equates to 6,600 interviews in the 2012 to 2013 survey year (as data collection commenced in Quarter 2 of 2012 to 2013).
The sample size for 2013 to 2014 was 5,000 face-to-face interviews (1,250 per quarter).
The sample size for 2014 to 2015 was 2,000 face-to-face interviews (approximately 667 per quarter).

whether an individual had the opportunity to interact effectively in society and participate in normal life. Although some quality of life indexes encompass some questions that relate to participation in society, as demonstrated above, the New Economics Foundation proposed that wellbeing should always be included as a social measurement for social deprivation. Whilst assessments and measurements are very effective in assisting local authorities with commissioning activities that can assist areas and larger cohorts of individuals, they are not effective when assessing the individual needs of a person. The data sets and profiles can determine how deprived an area is, such as the Index of Multiple Deprivation[5], but they do not provide information on the level of social deprivation that a person may be experiencing, which is a distinct gap.

2.4 Early Studies - Concept of Poverty

It was not until 1892 that qualitative and quantitative research started to be conducted to evidence what society was actually like and why issues such as poverty and disadvantage existed. In the latter part of the 19th Century, Charles Booth (1892) conducted some early studies on poverty. He conducted extensive qualitative and quantitative surveys on working class people during 1886 to 1903 (Mabughi and Selim, 2006). Booth attempted to demonstrate the link between deprivation and poverty in the late 1880's and early 1900's (see: Life and Labour of the People in London, 17 vol. (1889–91, 1892–97, 1902). His research was quite critical in determining and formulating a theory of deprivation because it proffered that the cause of poverty and deprivation was due to either, lack of resources such as income, or due to the size of families and their health. This was quite a revelation at the time because although there were some disparities between the rich and poor, society at the time was considered to be quite prosperous compared to other nations (Gregory et al 2000).

At a time when the government ideology was that of classic liberalism, adopting a laissez faire attitude, and the notion that individuals were generally responsible for themselves (Vincent 1984), Seebohm Rowntree conducted qualitative surveys in York during 1901; 1935 and 1950. His early research, published in 1901, had a significant impact on public opinion and thinking

[5] Initially designed in the 1980s by Vera [5]Carstairs and Russell Morris to be used for health analysis which would measure [5]material deprivation in small geographical areas (Morgan and Baker, 2001). They were designed to provide a summary measure of relative deprivation within small populations. They were based on four [5]indicators which were considered to represent material disadvantage and although they are no longer used in England, they are widely used by the NHS in Scotland.

at the time because he developed the concept of poverty (Shildrick and Rucell, 2015), distinguishing those families who were suffering from primary and secondary poverty (Rowntree, 1901). This was very contentious at the time but was ground breaking in terms of evidencing whether poverty was caused and created by an individual's own self or whether it was due to other influences such as health, unemployment and/or other demographic related factors (Shildrick and Rucel, 2015). The qualitative dimensions of the surveys conducted by Rowntree highlighted the need for state intervention in the form of welfare support which was criticised at the time by the Charity Organisation Society (COS) who advocated self-help and the notion of limited government intervention (Vincent, 1984). The COS postulated the notion of poverty being related to cultural beliefs and that the poor would remain poor, to which Rowntree, in turn, criticised the COS for being individualistic (Vincent, 1984). Seebohm Rowntree conducted two later studies in York, one in 1935 and one in 1951. The survey conducted in 1935 utilised a similar research methodology to the one conducted in1901 and when comparing results with that, found that absolute poverty had reduced by 50%. However, his definition of poverty had altered so this could not be used as a direct comparison. The study that he conducted in 1951 employed a different research methodology (sampling technique) which resulted in the identification of vulnerable groups such as the elderly being affected by absolute poverty. The research that Rowntree (1935; 1951) conducted highlighted that the cause of poverty was related to low paid employment and unemployment, which was contrary to the perspectives of organisations such as the COS who believed that the poor were responsible for their own situations.

The research conducted by Rowntree in 1901 was quite significant and led to the introduction of a number of state policies such as Free School Meals (1906), the Old Age Pension (1908), and means tested payments for the unemployed (Spiker, 2014). The introduction of policies to support those in most need assisted with the reduction of those living in poverty from 10% to 4% by 1924. Up until this point, there was limited knowledge about poverty or why it existed because there was too much reliance upon theory, such as those discussed in section 2.3.2 above, rather than actual empirical evidence. This was a good example of how theoretical assumptions and empirical research were particularly useful in informing government policy. Following the publication of the Beveridge Report in 1942, the then Labour government adopted the 'cradle to grave' provision of welfare in 1945, and the idea of the welfare state began to emerge. Gazeley and Newell (2000) suggested that the research conducted by both Booth and Rowntree were the most influential studies relating to poverty and deprivation. However, they suggest that Rowntree overestimated the extent of poverty from the surveys that he conducted in York by approximately 50%. They proffer that these findings were not

supported by empirical estimation because assumptions had been made about the dietary needs of children in relation to adults therefore the research was not based upon scientific measurement but that of an impressionistic measure. This impressionistic measure was based upon the perception the researchers had about the houses that they visited. If the house was perceived to be 'run down' then this would be interpreted as being in poverty.

Table 3 below, depicts a summary of the explanations of the causes of poverty that were identified in the early studies conducted. It can be concluded that the research conducted by Booth (1892) was the catalyst in determining a theoretical explanation of poverty that did not exist previously. However, it was the qualitative research conducted by Rowntree (1901) that proved to be the most significant leading to changes in government policy at that time and through the introduction of additional support to families helped to reduce the number of people living in poverty. It is the view of the researcher that this research brought the discourse of poverty to the forefront and provided an opportunity for further research to be conducted.

Source	Booth (1892)	Rowntree (1901)
Explanations of poverty – early studies	Family size	
	Income	Lack of income for basic necessities to live Food, clothing, shelter (Primary poverty)
	Health	Income just above the poverty line (Secondary poverty)
		Ineffective budgeting (Secondary poverty)

Table 3: Explanations of poverty identified from 1892 to 1944

2.5 Problem Family and Social Groupings

As discussed in the previous section, the research conducted initially by Booth (1892) and Rowntree (1901) laid the foundations for further research to be conducted and for other

theories to be developed in respect of the explanations of poverty at the time. During the 1940's additional research was being conducted by noteable sociologists such as Titmuss who, in his earlier studies has suggested that hereditary factors could be utilised as an explanation of why issues of disadvantage existed, so in summary, poor people breed poor people and this becomes a self-perpetuating cycle (Lewis, 1963, 1966; Wilson, 1985). However, this perspective started to change with more research being conducted into behavioural explanations into the cause of poverty (Welshman, 2004). Titmuss (1944) later endorsed the notion of behavioural explanations stating that the behaviour of individuals was an adaptive response to the social environment that they found themselves in. He suggested that there was an interplay between poverty and delinquency and that these issues were socially constructed. This proffered that there was a relationship with the social process and environment (Breheny and Stephens, 2008) and that behaviours were formed as a result of what had been experienced both historically and culturally (Burr, 2003). This would mean that social experiences and interactions played a critical role in the assimilation of individual knowledge and through these experiences, routines and behaviours were formed, activities become habitualised and therefore, socially constructed. (Berger and Luckmann, 1967). Behavioural explanations of poverty were a dominant part of Titmuss's theory but at this time evidence was predicated upon quantitative research that was conducted as part of the Luton studies conducted in 1943 and 1944. Titmuss was the first theorist to utilise the term 'underclass' and although he did not place the same amount of importance on structural notions of poverty as he did behavioural, he did recognise the need to bridge the dichotomy between the two in terms of the causes of social issues (Welshman, 2004). The Luton research that was conducted highlighted the notion of problem families and it was being suggested that reduced mental capacity and adverse circumstances in childhood were to blame (Shildrick and Rucell, 2015). These adverse circumstances were compounded by issues of poor housing and unemployment, to which, education and family intervention were identified as solutions to this (Welshman, 2004).

Explanations of the sub-culture of poverty started to arise during the 1960's when it was posited by Lewis (1963, 1966) that families who were affected by disadvantage had a number of homogenous characteristics such as family structures, value systems and beliefs. He described this as a culture of poverty, these homogenous groups creating a sub culture, a self-perpetuating, hereditary cycle as described in the previous paragraph. At this stage there are a number of explanations as to why the poor are poor and a welfare system in place to support people but issues are still apparent. It appeared that research had not accelerated in the 1950's and 1960's as much as the previous decades. If Lewis (1963, 1966) is correct in

the assumption that disadvantaged groups have homogenous characteristics then the argument that disadvantage is socially constructed would be precise. Homogenous characteristics that have been assimilated through social experiences and interactions have become habitualised through experiences, routines and behaviours and therefore, socially constructed. (Berger and Luckmann, 1967).

Other sociologists such as Gans (1971) proffered a different theory but one that echoed similarities of Marx's traditions in terms of explanations of poverty relating to class structures that existed. Gans (1971) suggested that being poor served a function in society and that some people were able to function and cope and that there were others who just could not. He argued that poverty existed because it satisfied a number of functions such as:

- Working in employment sectors that only the working class would work in such as auxillary (cleaning) sectors
- Working for lower wages, this in turn stimulates economic growth as the working class purchase goods others do not want;
- Poverty guarantees the status of the non-disadvantaged, there are cohorts in society that must be deemed as second-rate lower class

Other theorists such as Blumer (1971) suggested that attributing labels such as poor, second rate lower class was the actual cause of the social problems that existed in society. He proposed that social problems were not the result of inherent dysfunction in society but that they were a result of a process of classification and characterisation whereby certain conditions were identified then labelled as a social problem. He argued that if society was not aware of such 'labels' in the first instance then the social problem would not exist. This was also a view held by Levine (1972) who stated that society only recognises the poor as a social type when it is categorised as such and categorisations tended to encompass negative connotations of what this was. Society does tend to stereotype and to put individuals in different types of social groups and this in turn can create certain stigmas associated with behaviour and traits (Shildrick and Rucell, 2015). However, with or without the labels, the issues of social deprivation would still exist and these 'labels' exist in order to assist with explanations of, and the structure of inequalities (Townsend, 1979) and in doing so it assists organisations such as local authorities to commission activities and target resources where they are most needed.

To summise this section it is evident from the research that socially constructed realities was being posited as a valid explanation of poverty and disadvantage (Titmuss, 1944; Lewis, 1963, 1966) and that family intervention and education were key solutions ((Welshman, 2004). Table 4 below, provides a summary of the explanations that have been discussed in the literature review so far and they start to formulate a consistent message. Although the discourse in respect of poverty and disadvantage had progressed it is interesting to note that there were still debates relating to class and classification that existed. In terms of this thesis, although it is important to make note of structural theories and class divisions, the focus of this research is to study the root cause of social deprivation and to formulate an outcome that a small Shire Borough is able to influence.

Source	Booth (1892)	Rowntree (1901)	Titmuss (1944)	Lewis (1963,1966)	Gans 1971 Blumer 1971
Explanations of poverty – early studies	Family size	Lack of income for basic necessities to live Food, clothing, shelter (Primary poverty)	Behavioural response to social environment	Homogenous characteristics	Class divisions
	Income	Income just above the poverty line (Secondary poverty)	Mental Health	Family beliefs Values Family structures	Attributing labels Collective Definition
	Health	Ineffective budgeting (Secondary poverty)			
		Income just above the poverty line (Secondary poverty)			

Table 4: Summary of the explanations of poverty and problem families 1892 - 1971

2.6 The Cycle of Deprivation

Although Rowntree proposed the notion of a cycle of poverty following his research, the notion of the 'cycle of deprivation' was first mentioned by Sir Keith Joseph in 1972 whereby he eluded to the chaotic lifestyles of poor people. He suggested that poor people raised problematic children because they had little or no educational attainment and were of a lower intelligence. This evidence was predominately based upon criminological and psychiatric literature at the time (Welshman, 2006). Although at the time there was no empirical evidence to support this, later studies conducted by Hobcraft (1998) utilising data from the National Child Development Study of children who were born in 1958, would support elements of Joseph's notion. Hobcraft's (1998) studies demonstrated that children who are born into poverty tend to earn lower incomes as adults, have lower educational attainment, live in social housing and have had contact with the police by the age of 16. It also found that children from one parent families are more likely to experience childhood poverty than those who have two parents (Hobcraft, 1998).

Joseph (1972) remained firm in the ideology that if 'poor people' stopped having children, this would then break the 'cycle of deprivation'. His views were quite controversial at the time as he tendered that one way to alleviate the problem and to break the cycle would be for the government to provide sufficient family planning services. This initiated the implementation of a joint working party that was responsible for conducting research activities related to investigating how attributes, characteristics, attitudes, and behaviours were transferred from one generation to another, under the banner of transmitted deprivation. Approximately forty projects were introduced and although the report was published in 1982, the findings of some of the projects were still being published up to 1990. Although controversial, Joseph did manage to attain funding for family planning services from the [6]Community Development Projects (CDP's) introduced by Harold Wilson's Labour Government in 1969 to gather information about the social strategies that were in existence at the time and to gather information about the nature of community work and the problems that existed within them (Smith, 2011). Townsend was critical of the 'cycle of deprivation' eluding to it being ill thought

[6] CDP's took a considerable amount of investment and were discontinued in 1976 following huge public spending cuts by the Government, the aim of the project hadn't been realised (Smith, 1996, 2006). The CDP working group reported that they ran the risk of trying to deal with the issues in silos whilst missing the critical links between them and that in order to solve this, initiatives needed to be structured and far reaching (see Community Development Journal, 1974, p.185).

out and short-sighted. He argued that this theory placed too much responsibility on the individual and ignored structural factors that were present such as the distribution of resources to families and communities (Welshman, 2005).

During the 1970's there were rises in crime and social polarisation in inner cities (Crowley et al, 2012) and Sir Keith Joseph continued to work with the Conservative Government elected in 1979. Although there remained some interest in the cycle of deprivation the relationship between poverty and deprivation still remained and required further explanation (Brown and Madge, 1982). Unfortunately, the political ideologies of Margaret Thatcher were concentrated towards privatization, financial deregulation and reduced public expenditure (Hills, 1998) which meant that efforts were diverted away from further research into the cycle of deprivation. This seemed to be an opportunity missed for Thatcher's Government especially given that Sir Keith Joseph had conducted a considerable amount of research in this area already. Because of the funding reductions in the public sector there were widespread strikes by public sector workers and a lack of investment into support services meant that poverty and inequality were on the increase. The cost of the welfare state was rising despite the cuts being made by government (National Archives, 2013) which was a paradox given the neoliberal ideologies held by Thatcher at the time.

There were conflicting theories that attempted to provide explanations relating to poverty and deprivation during the 1970's. Some theoretical explanations stood firm to the behavioural theories and socially constructed realities, some suggesting that families needed to be able to manage money more effectively and to use welfare services appropriately (Welshman, 2005). However, Joseph continued to drive the notion of the cycle of deprivation forward and boldly proposed that if appropriate family planning was not introduced, humanity was at risk because the cycle of deprivation could not be broken (Welshman, 2005). Although contentious, this view was later held by others. Breheny and Stephens (2008) conducted research into teenage pregnancy, looking at ways in which the cycle could be broken. They shared the view of Joseph (1972) that child bearing among the poor should be discouraged in order to avoid future disadvantage. They suggested that the socio-economic status and type of family present at birth was a very good indicator to predict future deprivation and it was this that was responsible for poverty and disadvantage in society, not the wider [7]social structures. The

[7] Wider social structures being related to welfare; employment; education and unequal access to a valued social identity.

work of Sir Keith Joseph recognised the concept of intergenerational deprivation and that poverty played a significant part in this process. He suggested that further research was required regarding the dynamics of poverty and that more help and support should be provided to families in terms of benefits and family focused initiatives such as parenting programmes. The intergenerational notion proffered by Joseph did recognise that deprivation was a complex issue as it encompassed both behavioural and structural factors that existed in its transmission. Brown and Madge (1982) conducted comprehensive evaluations of the research on Transmitted Deprivation and although they found evidence of intergenerational deprivation, they found that there were also many exceptions that could not be explained. Their research stated that these investigations were primarily concerned with statistical correlations and significant information relating to how some families and individuals had managed to break the cycle were not apparent from the research. They suggested that this needed further investigation and qualitative research in order to glean a greater understanding of the issues. This is one of the main reasons why this research will be significant as it aims to provide rich qualitative data that will provide a greater insight and understanding of the root cause of social deprivation.

Theoretical concepts relating to deprivation continued to be developed and in 1979 the notion of 'relative' deprivation was introduced by Townsend. This notion had become more sophisticated since the definition that Rowntree (1901) presented as part of his research. Relative deprivation was defined to be a loss of income and resources that could be classified as poverty which was determined by utilising measurements such as diet, clothing, food, heating, housing, health and family support (Townsend, 1979). If individuals were living in this way they became excluded and this occurred as a consequence of deprivation. Absolute deprivation or poverty was defined as being without basic human needs such as water, food, sanitation, education, and access to services (United Nations, 1995). Deprivation was being explained as being concerned with standards of living in society relating to the lack of material benefits but also a lack of opportunities for individuals and families (Townsend, 1979). Necessary material benefits were summised as being those items required to live a normal life such as being able to afford to pay household bills, being able to heat the home and being able to afford to provide food for the family. When individuals go without these they are considered as being in relative deprivation and this can be a contributory factor to them experiencing issues of social deprivation (Willitts, 2006).

Towards the end of Margaret Thatcher's time in government a number of education reforms had taken place and schools were forced to introduce a national curriculum and corporal punishment had been banned (Childs, 2012). The then Conservatives introduced the [8]Education Reform Act 1988, under which the Local Management of Schools was introduced which allowed schools under local authority control to opt out and manage their own finance. At the time, there was a fear that this would leave only the schools in deprived areas under local authority control and widen the inequality gap (Childs, 2012). Children and young people received further protection with the introduction of the Children's Act 1989 that combined a number of family laws and placed more emphasis upon parental responsibility for the welfare of their children. However, despite concerted efforts by the Conservatives to reduce public spending, rising demands for public services meant that they did not succeed (Hills, 1998) and by the time of the general election in 1997 levels of crime (Jansson, 2007, British Crime Survey), poverty and deprivation had increased. Individuals were stigmatised, blamed and socially excluded and Britain had experienced a return to the social class divisions that were in existence during the latter part of the 19th century (Samuel et al, 2012). Figures from the Institute for Fiscal Studies indicated that a family in the bottom ten percent of the quartile had a weekly income of £151.58 in 1979 and this only increased to £158.57 by the time the Conservatives had left Downing Street.

Table 5 on the opposite page summarises the theoretical concepts that have been discussed in this literature review thus far. From this we can start to articulate ideas in respect of the different explanations of poverty and deprivation that helps to formulate a framework and a rationale to develop further. It is evident that as research has developed the explanations of poverty and deprivation have become more sophisticated and the format of the table now includes explanations, responses and outcomes. The explanation of the table commences on page 38.

[8] Education Reform Act 1988 was an Act that amended the law in relation to education and included reforms regarding the national curriculum, religious education, financing of schools and the reorganising of higher education.

Source	Booth (1892)	Rowntree (1901)	Titmus (1944)	Lewis (1963, 1966)	Gans (1971)	Blumer (1971)	Joseph (1972)	Townsend (1979)
Theory	Concept of poverty	Cycle of poverty	Socially constructed	Culture of poverty	Class divisions	Collective Definition	Cycle of deprivation	Relative deprivation
Explanations of theory	Family size	Primary poverty	Education	Family beliefs and values	Class divisions serve a purpose in society – help it to operate effectively	Categorisation of cohorts and issues in society causes social problems	Lack of Family planning	Loss of income and resources
	Income	Lack of income for basic necessities to live Food, clothing, shelter	Mental Health	Family structures			Lack of knowledge of benefits	Inadequate housing
	Health	Income just above the poverty line (Secondary poverty)	Adverse childhood circumstances				Socio-economic status	Poor health
		Ineffective budgeting (Secondary poverty)						Access to services
		Income just above the poverty line (Secondary poverty)						
Response associate with explanations of theory			Behavioural response to social environment	Creates homogenous characteristics	Poor serve a function in society	Societal recognition and legitimisation of issue	Inability to manage money and welfare services; lack of education;	Poor diet, health and family support Fuel poverty
Outcome	Poverty	Poverty	Poverty and deprivation	Poverty and disadvantage	Stimulates economic growth	Dysfunction in society	Transmitted deprivation	Deprivation and exclusion from society

Table 5: Causal factors of poverty and deprivation identified from 1892 to 1979

The cycle of deprivation as detailed in this section is very interesting in that the explanations provided draw conclusions of intergenerational, transmitted deprivation (Joseph, 1972). The theory of relative deprivation posited by Townsend (1979) and the explanations of its cause, echoed similarities of Rowntree's Concept of Poverty that was provided in 1901. Both provide meaningful insights to the explanations of poverty and deprivation that can be contributory factors to individuals experiencing issues of social deprivation. A lack of income could be a result of a person not being in employment or it could be as a result of alcohol and drug addictions that are apparent because of a different set of circumstances altogether. There is a main theme that is becoming apparent in this thesis which is that of socially constructed realities.

The theory of the concept of poverty discussed in section 2.4.1 identified the interplay of social constructivism which highlighted the importance of social factors being present and that individuals were reacting to their social environment. The notion of the cycle of deprivation and issues being transmitted from one generation to the other could also be the result of socially constructed realities. Berger and Luckmann (1967) identified that social experiences and interactions played a vital role in knowledge acquisition and that it was from this that activities became habitualised as a result of what had been experienced both historically and culturally (Burr, 2003). This indicates that knowledge is created in accordance with the social interactions that we experience and that it is not discovered by the mind (Andrews, 2012) and that this knowledge is both subjective and objective. In terms of the cycle of deprivation the issues have occurred over a long period of time and individuals have adapted to this and this adapted behaviour then becomes transmitted to another generation. This means that the world can be constructed and assimilated in many different ways (Chrenka, 2001) because it is open to individual interpretation. Within the context of this research, the role of the individual within a social context is important because social deprivation is a cross-cutting, multi-dimensional issue (Payne and Abel, 2012) that affects large cohorts of individuals in our society.

The key to finding a solution to the issue of social deprivation is to understand it in more detail. This was the view of the Community Developments Working Group (1974) and also of Brown and Madge (1982) who were responsible for evaluating the projects that were introduced. Brown and Madge (1982) conducted comprehensive evaluations of the research on Transmitted Deprivation and although they found evidence of intergenerational deprivation, they found that there were also many exceptions. Their research stated that these

investigations were primarily concerned with statistical correlations and significant information relating to how some families and individuals had managed to break the cycle were not apparent from the research. They suggested that this needed further investigation and qualitative research in order to acquire a greater understanding of the issues and it is anticipated that the research contained in this thesis will be able to contribute towards this understanding.

2.7 Intergenerational deprivation and social exclusion

When New Labour was elected into Government in 1997 they were quick to focus on the rising levels of poverty and deprivation that existed following the Thatcher government (Stewart and Hills, 2005). 1998 saw the introduction of a number of policies and strategies that were focused on improving structural elements of regeneration. The Social Exclusion Unit (SEU) was introduced and became responsible for assisting the Government in improving issues such as crime, worklessness, health and housing in order to try and narrow the gap and improve deprivation. Equality of opportunity and social justice were high on the agenda and this was translated through the introduction of Community Safety Partnerships in 1998 and the Neighbourhood Renewal Unit in 2001. Funds were made available to provide the most disadvantaged neighbourhoods additional support through Sure Start; Decent Homes and neighbourhood renewal (Lupton, 2013).

The notion of social exclusion was being introduced by the SEU who defined it as something that involved multi-dimensional disadvantage (Levitas et al, 2007). Deprivation was being described as intergenerational and that it was the inheritance of disadvantage that was transmitted, issues such as poverty were being recognised as part of a wider pattern of social inequality (Levitas, 2006). However, it is the view of the researcher that this notion was not a new one, the SEU were actually subscribing to the theoretical perspective of Sir Keith Joseph and the suggestion of the 'cycle of deprivation' (Welshman, 2005).

There were a number of initiatives introduced at the time to tackle this theoretical perspective of intergenerational deprivation. One of the most notable was the 'Think Family' programme. This was an evidence based initiative concerned with the introduction of Family Intervention approaches to support those families who were identified as being most in need and was an attempt at trying to eradicate generational socio-economic issues present in families (SEU, 2007). The SEU at the time suggested that families who had a number of issues also had

adverse effects on children, public services and the wider community. These families were identified as having multiple problems which included mental health, low income, unemployment and poor housing. The project was intended to look at the family in a holistic sense which means as a whole and in doing so would provide a better understanding of the issues they faced so that the right kind of intervention could be planned to support them (SEU, 2007, p.3). The focus of this intervention was the utility of a 'whole family - holistic' concept through the use of a family intervention approach and family group conferencing. The justification for this approach was to turn around the family's life by attempting to confront and challenge their existing behaviour to try and bring stability and normality to their lives (Action for Children, 2010).

Evidence from the Dundee Families Project (Dillane et al 2001) found that by utilising this kind of approach, family intervention workers were able to find out which issues were related to the root cause of their dysfunction and how this manifested in chaotic behaviour. It was believed that without the right kind of support and intervention put in place, these issues would remain and then transmitted to successive generations. Murray and Barnes (2010) suggest that although the family intervention was promoted as a holistic approach to the family there is little evidence to suggest that this is the case stating that the '*notion of 'Think Family' promotes a limited notion of family that embodies different and competing discourses of family life*' (p.536). For example, the socially excluded family; the responsible family; the anti-social family and the resourceful/risk averse family. However, Hughes (2010) proffered that whole family approaches are an effective way of addressing generational issues as they provide the opportunity to look at the family as a whole and in doing so address those factors that impact on, and pose the greatest risk for the family. These could be issues associated with parenting, mental health, unemployment, child behavioural issues that can affect the family unit as a whole.

The previous section of this literature review highlighted the need for more qualitative research to be undertaken because this would provide a deeper understanding about why the issues were occurring. One of the objectives of this research is to investigate the root cause of issues that cause social deprivation in order to establish an understanding of why these occur. In doing so, it is the view of the researcher that this will enable a more robust package of support to be provided to address issues therefore, enabling agencies to work in a more co-ordinated and joined up way.

The interpretation of deprivation at the time of New Labour's office in government recognised that structural factors, such as deep rooted inequalities, were present in the cycle of disadvantage, but it was heavily focused upon people having equality of access to opportunities including welfare benefits (Deacon, 2003). Welshman (2006) suggested that the ideologies of New Labour echoed similarities of the Joseph speech given in the 1970's and proffered this acted as a pre-cursor to their way of thinking. Other authors stated that there was very little that was new in the research conducted by New Labour but what was new was their receptivity to the explanations of the intergenerational continuities that encompassed descriptions relating to culture, behaviour and state intervention (Deacon, 2003).

When comparing the continuities to the theoretical concepts posited by Rowntree (1901), Joseph (1972) and Townsend (1979), they are not too dissimilar. These theoretical descriptors not only encompassed rationale relating to structural explanations, they also suggested behavioural and individualistic explanations. However, some explanations, such as those relating to communities and culture were quite new. This suggested that communities had a system of beliefs and norms that denote what is normal and what is expected and it is this that is passed on from generation to generation. This proffers that the 'poor will remain poor' regardless of the opportunities offered and made available to them, and this in turn will breed apathy and low aspiration. This is contrary to the beliefs of Breheny and Stephens (2008) who support a behavioural explanation, stating that it is possible for an individual to avoid disadvantage, that it is their choice to change, take responsibility and conform to society's norms and is something that is not related to cultural norms.

Deacon (2003) proposed another school of thought that was directly related to the support provided by government in the form of welfare. Individuals are generally motivated by what they need and what is important to their families so if they are without money to pay for food and clothes, it is likely that the decision they make will be different than those who are considered to be affluent (Murray, 1984). Individuals in this situation are more likely to take risks and to make irrational choices and decisions. Welfare provision can make it attractive for people not to work and to become teenage parents and individuals just respond to this in order to maximise their quality of life. Murray (1984) suggested that it is the consequence of these enticements that result in deprivation because individuals become reliant upon support which in turn can create a cycle of apathy and demotivation.

The SEU (1998) provided explanations of mental health, poor education and adverse childhood circumstances as contributory factors to causing deprivation which was then transmitted from generation to generation and therefore intergenerational or socially constructed. The explanations are the same proposed by Titmuss in 1944 and suggest that individual behaviours are triggered in response to the contributory factors that cause deprivation, which culminate in chaotic tendencies and lifestyles. It is these contributory factors can cause an individual to experience social deprivation. Intergenerational explanations relating to structure suggest that deprivation is caused by deep rooted inequalities that exist in society. This dismisses the explanations that poverty and deprivation are socially constructed or caused by a behavioural response, it rejects both.

Structural explanations and arguments have been in existence for a number of years as identified in the beginning of this literature review. Townsend (1979) believed that governments were responsible for the creation of structural inequalities because the policies that they introduced were inadequate to support or change the situation. He suggested that knowledge of issues that created deprivation required further investigation in order to identify causal factors associated with it. However, the explanation posited by Deacon (2003) expanded, on this further to encompass some of the social aspects identified in the cycle of deprivation which he refers to as the tangle of pathology. This term was first cited in the [9]Moynihan Report (1965) and refers to family pathology. This means that families who experience a range of adverse issues such as children in care, separation, divorce, and unemployment over generations, find themselves in this tangle of pathology. Once they are in this tangled web it makes it difficult for them to be released from it and poverty and deprivation is transmitted from generation to generation (Deacon, 2003). The description provided in respect of the tangle of pathology suggests that it refers to the explanations of poverty that have been discussed in this thesis thus far which implies that this is just a different way to explain intergenerational deprivation, transmitted deprivation and socially constructed realities. Wilson (1985) advocated that there was a need for different empirical research strategies to be conducted in order to understand these issues in more detail and Deacon (2003) stated the same. It is evident from all of the different theories discussed so far that explanations can become quite complex and potentially confusing. It is expected that as part

[9] The Negro Family: The Case For National Action, Office of Policy Planning and Research, United States Department of Labour, March 1965

of this critical review some clarity will be provided in terms of the explanations and theories pertaining to social deprivation in response to the objectives of this thesis.

The theory of intergenerational deprivation and social exclusion posited by the SEU seemed to encompass societal, structural and behavioural explanations. It recognised class divisions in terms of inequality, identified at the beginning of this literature review; inherited disadvantage proffered by Joseph (1972) and behavioural issues first suggested by Titmuss (1944). It is clear that New Labour, supported by the SEU, were able to capitalise on these theoretical concepts that had been introduced previously and in doing so, were able to create the theory of intergenerational deprivation and social exclusion. By targeting resources to support families in respect of family intervention they successfully narrowed the inequality gap and improved levels of deprivation, in particular crime relating to anti-social behaviour (Lupton, 2013). Unfortunately the level of investment that was required to achieve this left the country in a considerable amount of debt because schemes that were introduced were sourced from new investments. By the end of New Labour's office in government public spending had increased to £673.1 billion compared to £366.1 billion in 2001 (see: http://www.ukpublicspending.co.uk) which meant that the County was in a huge amount of debt. This meant that money that could have been available for local authorities providing services to fund interventions to support families would not be available.

Source	Booth (1892)	Rowntree (1901)	Titmuss (1944)	Lewis (1963, 1966)	Gans (1971)	Blumer (1971)	Joseph (1972)	Townsend (1979)	SEU (1998)
Theory	Concept of poverty	Socially Constructed	Socially constructed	Culture of poverty	Class divisions	Collective Definition	Cycle of deprivation	Relative deprivation	Inherited Disadvantage
Contributory factors of poverty and deprivation	Family size	Primary poverty	Education	Family beliefs and values	Class divisions serve a purpose in society – help it to operate effectively	Categorisation of cohorts and issues in society causes social problems	Lack of Family planning	Loss of income and resources	Poor housing; low income; unemployment; mental health; education
	Income	Lack of income for basic necessities to live Food, clothing, shelter	Mental Health	Family structures			Lack of knowledge of benefits	Inadequate housing	Structural factors
	Health	Income just above the poverty line (Secondary poverty)	Adverse childhood circumstances				Socio-economic status	Poor health	Behavioural factors such as anti-social behavior; crime; substance misuse
		Ineffective budgeting (Secondary poverty)					Education	Access to services	

		Income just above the poverty line (Secondary poverty)							
Response associate with contributory factors			Behavioural response to social environment	Creates homogenous characteristics	Poor serve a function in society	Societal recognition and legitimisation of issue	Inability to manage money and welfare services; lack of education;	Poor diet, health and family support Fuel poverty	Social inequality Exclusion Anti-social behaviour Crime Substance Misuse
Outcome	Poverty	Poverty	Poverty and deprivation	Poverty and disadvantage	Stimulates economic growth	Dysfunction in society	Transmitted deprivation	Deprivation and exclusion from society	Inter-generational Deprivation and Social Exclusion

Table 6: Contributory factors of poverty, deprivation and exclusion identified from 1892 to 1998

Table 6 (above) provides a summary of the theories that have been discussed and critically reviewed as part of this literature review. The table is designed to provide a logical structure that highlights the complexities, and also the similarities, associated with poverty and deprivation. Presenting the information in such a way contributes to an evolved understanding of social deprivation as it highlights a number of contributory factors that are the cause of poverty and deprivation. There are a number of common themes that can be highlighted in terms of contributory factors such as education (Titmuss, 1944; Joseph, 1972; SEU, 1998), health – mental or physical (Booth, 1892; Titmuss, 1944; Townsend, 1979; SEU, 1998), income and unemployment (Booth, 1982; Rowntree, 1901; Titmuss, 1944; Joseph, 1972; Townsend, 1979; SEU, 1998). It is interesting to note that some of these contributory factors were first mentioned in 1892 and are still being mentioned today, the situation does not seem to have improved, but tends to go through different iterations depending on who is in government at the time. It has been evidenced that successive governments have tried to solve the issue of poverty and deprivation utilising different methodologies and theoretical approaches and the only methodology that seems to have had some success is the previous New Labour's Think Family Programme. The success of the programme can be attributed to the approach in that it focused on the whole family, trying to gain a deeper understanding of what the issues where (SEU, 2007). This was not the only reason for its success, resources were targeted at providing family intervention and family group conferencing to support families in turning their lives around (Action for Children, 2010). This kind of approach has been evidenced as being able to halt the cycle of deprivation and to stop it from being transmitted from one generation to another (Dillane et al, 2001; Hughes, 2010). However, this kind of approach is resource intensive both in the monetary sense and the workforce which is one of the reasons that public spending increased under New Labour's time in office, as highlighted on page 42.

The discourse of poverty and deprivation has emerged over time and will continue to do so and what has been learnt thus far assists in unlocking the paradigm of social deprivation. A commonality in all the theoretical conceptions that have been reviewed is that contributory factors seem to occur from generation to generation which is why researchers are discussing similar issues now as they were when Booth conducted his research. The philosophy that realities could be constructed from the social environment appears, at this stage, to be a logical explanation as to why poverty and deprivation is considered to be cyclic and intergenerational in nature. As this research will provide empirical research into the root cause of social deprivation it is anticipated that the findings will be able to identify whether it has been socially constructed.

2.8 Troubled Families or Think Family?

The last concept that will be discussed is the 'troubled family' programme that was introduced by the previous Coalition Government in 2010. After New Labour had been in Government, the Country's welfare bill totaled £110 billion, and the whole country was faced with unprecedented debt. The 'troubled families' programme was introduced with the aim to target those in most need by providing support and interventions which would in turn, reduce the amount of money spent on them by public agencies (Hastings et al, 2012). However, the concept of 'problem' or 'troubled' families was not a new one. The term 'problem families' that was utilised in the 1950's to describe families who were involved in crime and causing issues in society was similar to the New Labour 'Think Family', and in 2011 the 'troubled family'. However, connotations of the explanations for the 1950's problem family were encompassed within this 'new' concept of 'troubled family', which also echoed similarities to that of the New Labour 'think family' programme. The similarities were related to the focus on family intervention for issues such as education; unemployment and crime. Although the programme came under some criticism in the media during 2016 for not delivering what it intended to in terms of supporting families, the financial business case for working intensively with families was and is, recognised as worthwhile with authorities such as Manchester stating that they have seen the benefits of the programme (DCLG, 2012). It was heralded as a huge success in 2015 by the Conservative government who have continued with the programme throughout their term in office.

Although there is a recognition that there is a need to reduce the strain on public services by addressing issues of deprivation, the neoliberalist policies to reduce public spending mean that there is a dichotomy that exists in terms this and of reducing the inequalities gap. The terminology 'troubled families' is viewed by some as problematic (Hayden and Jenkins, 2014) and has been regarded as a resurrection of the underclass debate (Welshman, 2012). The 'troubled family' programme is designed to look at family problems in a holistic manner, taking a 'whole family' approach to the issues they are facing. It is targeted on those families who, as the data suggests, are receiving support from a number of statutory agencies. When the programme was first introduced it focused [10]upon:

- reducing crime and anti-social behaviour;
- progressing adults along the path to work; and

[10] Department of Communities and Local Government, April 2017, Supporting disadvantaged families Troubled Families Programme 2015 – 2020: progress so far

- getting children back into school.

However, this was deemed not to be fully representative of the complexity of the issues that some families were experiencing and the programme was revised to:

- Parents or children involved in crime or anti-social behaviour;
- Children who have not been attending school regularly;
- Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan;
- Adults out of work or at risk of financial exclusion, or young people at risk of worklessness;
- Families affected by domestic violence and abuse; and
- Parents or children with a range of health problems (including drug or alcohol abuse).

It is an incentivised payment by results programme for local authorities and one that is designed to promote closer interagency working (Wills et al, 2017). It is intended to focus on the root cause of issues in families who meet at least two of the criteria listed above. Central government have invested approximately £1 billion in the programme and through successful interventions with families they aim to deliver potential savings of £2.5 billion (Hayden and Jenkins, 2014). This is interesting in itself as the national picture in relation to police recorded crime suggests that it is rising (ONS, 2017); school exclusions have risen (Department for Education 2017) and reported incidents of sexual abuse have also risen (ONS, 2018). This suggests that there is some disparity between the two.

The reductions in public sector funding by central government has had a huge impact nationally and has seen resources from the police and local authorities diminish. This is particularly evident at a local level where children and adult social care and drug and alcohol services are being reduced dramatically because of budget pressures. Although there is evidence of an over reliance on public services, evidenced by the 'troubled families' programme, there is a risk that deprivation and inequalities will rise because of dramatic cuts in local services. Although there was another 'snap' General Election in June 2017 and the Conservative party did not gain a majority, it did not see a new political party in power. Now that Article 50 to leave the European Union has been triggered and that the Conservatives have made an alliance with the DUP, this could see the start of some interesting political and

economic developments occurring over the next few years that may have further implications for public spending, the discourse on poverty and deprivation and the ‘troubled families’ programme.

Source	Booth (1892)	Rowntree (1901)	Titmuss (1944)	Lewis (1963, 1966)	Gans (1971)	Blumer (1971)	Joseph (1972)	Townsend (1979)	SEU (1998)	Central Government (2011)
Theory	Concept of poverty	Socially Constructed	Socially constructed	Culture of poverty	Class divisions	Collective Definition	Cycle of deprivation	Relative deprivation	Inherited Disadvantage	Troubled Families
Contributory factors of poverty and deprivation	Family size	Primary poverty	Education	Family beliefs and values	Serve a purpose in society	Categorisation of cohorts and issues in society causes social problems	Lack of Family planning	Loss of income and resources	Poor housing; low income; unemployment; mental health; education	Crime Unemployment School exclusions
	Income	Lack of income for basic necessities to live Food, clothing, shelter	Mental Health	Family structures	Help it to operate effectively		Lack of knowledge of benefits	Inadequate housing	Structural factors	Children in need Domestic abuse Health issues
	Health	Income just above the poverty line (Secondary poverty)	Adverse childhood circumstance				Socio-economic status	Poor health	Behavioural factors such as anti-social behaviour; crime; substance misuse	
		Ineffective budgeting (Secondary poverty)					Education	Access to services		
Response associated with contributory factors			Behavioural response to social environment	Creates homogenous characteristics	Poor serve a function in society	Societal recognition and legitimisation of issue	Inability to manage money and welfare services; lack of education;	Poor diet, health and family support Fuel poverty	Social inequality Exclusion; Anti-social behaviour Crime; Substance misuse	Over reliance on public services Repeated dysfunction and patterns of behaviour
Outcome	Poverty	Poverty	Poverty and deprivation	Poverty and disadvantage	Stimulates economic growth	Dysfunction in society	Transmitted deprivation	Deprivation and exclusion from society	Inter-generational Deprivation and Social Exclusion	Inherited dysfunction

Table 7: Contributory factors of poverty and deprivation 1892 to date

Table seven above summises the different theoretical approaches since 1892. It highlights that there has been this common theme in terms of the discourse of poverty and deprivation of it being generated and transmitted from generation to generation. This indicates that there is definitely a debate that exists and needs to be explored further of the assumptions that deprivation could be associated with socially constructed realities. The socially constructed paradigm recognises the following:

- Social world is subject to individual interpretation
- Knowledge acquisition as a set of beliefs used to interpret actions within the social environment
- Formation of knowledge requires the subjects to be involved in the process
- Through this knowledge formation habits, routines and patterns of behaviour are formed

(Berger and Luckmann, 1967; Burr, 2003)

This could indicate that individuals who are experiencing issues of transmitted and generational deprivation are stuck in a cycle because of this socially constructed reality. This kind of social structure is one that is already well established and one that contains a number of generations that become part of that structure (Mead, 1934). Children growing up in families where there is frequent abuse or alcohol issues are confronted with that kind of life as a given reality and this is because the frequency of it has been habitualised by their parents so it then becomes the norm (Berger and Luckmann, 1967). Layder (2006) concurs with the notion of primary socialisation proffered by Berger and Luckmann (1967). Parents are responsible for instilling appropriate values and behaviours to their children and this then becomes their blueprint of how to live their life (Layder, 2006). This process then become habitualised and entrenched into adulthood.

This raises a very important issue that if realities are socially constructed, should research be focusing more on the social environment as a means to trying to manage these issues, perhaps this is the reason why issues still exist. This is an interesting debate and one that will be continued further in the next section.

2.9 Taking forward the notion of social deprivation

At this stage it would be beneficial to reiterate the definition of social deprivation. Both Brownlee (2013) and Myck et al (2015) suggest that social deprivation is a lack of opportunity for individuals to interact effectively in society and participate in normal life because of issues associated with poverty; exclusion; claiming welfare; unemployment; living conditions; health; access to services and crime. Issues such as these can lead to a person being disconnected from the rest of society because they cannot or are not able to participate fully and the outcome is they become socially deprived (Myck et al, 2015). People experiencing this are described as being disadvantaged in some sort of way (Welshman, 2005). Wilson (1985) suggests that this creates behaviour that eventually becomes normalised, describing it as '*self-perpetuating pathology*' (1985: 542), which can lead to high rates of unemployment, teenage pregnancy, substance misuse and low educational attainment. The issue of ensuring equality of access to services and information is an interesting debate. Research conducted by Macintyre, Macdonald and Ellaway (2008) in deprived areas of Scotland found that disadvantaged people in these areas had equal access to services in comparison with affluent cohorts.

It was recognised at the beginning of this literature review that social deprivation is not something that is necessarily associated with economics (Brownlee, 2013) anyone can experience it whether a child or an adult. In terms of the issues themselves, Hobcraft (2007) suggests that there is a ubiquitous relationship between childhood and adult disadvantage (Hobcraft and Kiernan, 2001; Menshah and Hobcraft, 2007) that include a number of social deprivation indicators. For example, exposure to incidents such as abuse, violence, substance misuse and crime can have significant effects on childhood lives, leading to depression, anxiety, addiction and suicidal tendencies (Norman et al, 2012) in adult life and a range of psychological and emotional problems. Teenage pregnancy is represented as a social ill and also a cause and a consequence of social deprivation. Research conducted by Breheny and Stephens (2008) indicates that there is an intergenerational dimension to teenage pregnancy, which supports the notion of socially constructed realities being formed. Those experiencing parental divorce are also likely to experience disadvantage in adulthood, although there is a need to understand the pathways that lead to this disadvantage in terms of behavioural responses and consequences associated with this (Sigle-Rushton et al, 2005). There are other issues such as access to services, housing, literacy, cognitive and mobility

issues, and isolation that can all contribute to social deprivation (Myck et al, 2015) which then become compounded when living in areas of poverty and high crime rates (O'Mahoney, 2003).

Because of the complexities associated with social deprivation, it can be difficult to recognise individuals who are experiencing it in the first instance and to also provide support for it. The cross-cutting, multi-dimensional nature of social deprivation (Payne and Abel, 2012) indicates that it can affect large cohorts of individuals in our society, whether it be children, young people or adults. The most significant outcome from this review is that there is a need to conduct more research in order to understand social deprivation in greater detail. Brown and Madge (1982) highlighted the need for more qualitative research to be conducted in order to understand the full picture as to why it occurs and why some people manage to turn their lives around. The summary in table 7 highlights quite a significant amount of information that is known about contributory factors that can cause social deprivation but this is not the complete picture. Research tends to focus on dysfunction and inequality when there is evidence from Public Health England (2015) to suggest that issues such as isolation, mental health and physical health also contribute to social deprivation across the life course and there is clearly a need to understand this in more detail.

During the course of the research analysis it was necessary to conduct further research into the literature as new themes started to emerge. This allowed the researcher to establish a deeper understanding of the discourse of social deprivation that encompassed both psychological and behavioural facets. Determining what the root cause of issues that are experienced in life is interesting because as individuals we are all very different. We all have different needs and wants, and we are all motivated by different things. This is human nature. However, there is one common denominator that all individuals want and need, and this is love (Nikitin and Freund, 2018). This is one of the most basic needs in life and one of the most important, it supports individuals to become emotionally resilient and enables them to flourish and develop both psychologically and physically (Nikitin and Freund, 2018; The Children's Society 2012). This is quite significant as most individuals attain this from their parents and/or carers while they are growing up. The relationship and attachment that a child forms and has with their parents or carers is extremely important because this influences their (child) development and constructs of self (Dykas and Cassidy, 2011). This is of particular relevance, especially when considering the cycle of deprivation (Joseph, 1972) and inherited deprivation (SEU, 1998) as individuals would have constructed their adult reality from their parents as part of their primary socialisation (Berger and Luckmann, 1967). This bond and

attachments occurs as soon as children are born and by nine months, they will be able to associate positive and negative interaction (Dykas and Cassidy, 2011; McLeod, 2009), feelings of safety, comfort, love (Dykas and Cassidy, 2011) and start to develop emotional regulation (Brumariu, 2015). Parental support in the early years of childhood is crucial as it is when a child starts to develop self-esteem, they learn how to communicate and learn about values and social skills (Dykas and Cassidy, 2011), this is part of the 'blue print for life' suggested by Layder (2006:23). Children start to associate mother with safety and security and father with interactive play (Newland and Coyl, 2010).

When this is threatened or relationships break down for reasons such as parental separation and divorce, the psychological effects (Kalmijn, 2010) on both females (Onayli and Erdur-Baker, 2013) and males (McLanahan, Tach, Schneider, 2013) can be quite devastating (Sigle-Rushton et al, 2005). These effects are different for both males and females with males suffering from issues relating to mental health, behaviour and the inability to formulate relationships (McLanahan, Tach, Schneider, 2013; Leon, 2003) and females experiencing issues with self-esteem and confidence (Onayli and Erdur-Baker, 2013). These negative constructs start to develop and form part of an individual's personality and can start to trigger negative behavioural responses such as antisocial behaviour, drinking and taking drugs from an early age (Monahan, Cauffman and Steinberg, 2009). The impact of this is that there is a risk that young people then become involved in negative peer groups and be influenced by peer pressure (Ryan, 2001) just to fit in and become part of that social process (Thornberg, 2013). Young people can also be affected by parental pressure associated with cultural differences, for example arranged marriages (Graham, Bradshaw and Trew, 2010; Samad, 2010), and local authorities are being made aware of other issues such as female genital mutilation through their local safeguarding arrangements.

Schools in the Shire Borough where this research relates to, have stated that issues such as mental health, anxiety and identity are on the rise and that young people are vulnerable to bullying as a result of this. Individuals can be bullied throughout life just because they are different and young people are not immune to this (Earnshaw et al, 2017). Stigmatisation and identity are linked and when young people experience bullying because of issues relating to identity they are stigmatised because they are judged by others as not fitting in to what is deemed to be a normal social structure (Thornberg, 2013). This can have adverse effects, not only on an individual's psychological and physical wellbeing (Thornberg, 2013) but also how they react and behave, as suggested by Ryan (2001) in the previous paragraph. All of these

different psychological needs and effects need to be understood in the context of the discourse of social deprivation, they cannot be dismissed. This research aims to provide rich qualitative data that will identify the root cause of social deprivation in some individuals and also provide another dimension to the understanding of its discourse.

2.10 Conclusion

Three of the main objectives of this thesis are associated with:

- The identification of the main theories associated with social deprivation
- The provision of a definition of social deprivation
- A critical review of government policy and practice introduced to address issues of social deprivation

This review has provided a constructive debate regarding theoretical concepts relating to poverty and intergenerational or transmitted deprivation and the discourse in respect of this is quite mature. A considerable amount of research has been conducted in relation to this, however, there is limited research that associates the explanations with social deprivation. This literature review has detailed how research relating to poverty and deprivation has evolved over the years. It has judiciously mapped out the journey of the concept of poverty, socially constructed realities, the cycle of deprivation, intergenerational/transmitted deprivation and troubled families and critically discussed and evaluated the commonalities between the different explanations. What is apparent is that one cannot be discussed without the other.

What has discussing the main concepts taught us, why is it important and how does it allow the researcher to take the research forward?

This literature review has highlighted that there is a need for both subjective and objective understandings when discussing poverty and deprivation. In respect of the main concepts that have been discussed thus far, the concept of poverty that was defined in 1892 by Booth was influential in sociological research as it was the first piece of research that identified a

number of causal factors associated with poverty. This research was developed further by Rowntree (1901) which was the catalyst for the identification of primary and secondary poverty which led to a number of interventions for families being introduced by central government at the time. This is an excellent example of how empirical research has helped to reshape theoretical assumptions that have informed policy and practice. Titmuss (1944) was able to develop this concept further by identifying that social and psychological factors played a part in the problems that were being experienced by families. The identification that some of the issues were socially constructed was a new concept and Titmuss (1944) believed that there were certain behaviours that existed as a response to some of the socio economic problems being experienced. Other theories, Cycle of Deprivation (Joseph, 1972), Relative Deprivation (Townsend, 1979), Inherited Transmitted Deprivation (SEU, 1998) have all been useful in identifying contributory factors and/or behavioural responses as detailed in the summary table 7. However, it is the view of the researcher, as discussed in section 2.10, that this is not the complete picture, it is still quite fragmented. The literature review has identified that there is limited research that is solely associated with explanations of social deprivation and this is definitely a recognised gap. The researcher was only able to source two research papers that were primarly focused upon social deprivation which have been utilised in this thesis. Brownlee (2013) argues that adequate socialisation is a basic human right and that current debates do not focus upon this enough which supports the focus of this research. The concept of realities being socially constructed is a very interesting debate especially if there are discussions regarding breaking the cycle of inherited disadvantage. It has been suggested that social deprivation is a complex, multi-dimensional issue (Payne and Abel, 2012) and that it can affect individuals across the life course, and that the focus should not just be dysfunction and inequality. It is the view of the researcher that in order to develop a deeper understanding of social deprivation and its root cause the focus should be on:

1. attaining a greater understanding of the social environment
2. how individual realities have been constructed
3. feelings and emotions associated with the constructed realities

This will be the focus of the primary research.

Chapter Three - Research Methodology and Design

3. Methodology

This chapter builds upon the findings detailed in the literature review and the research will seek to identify the root causes of social deprivation by understanding the social environment in which individuals have lived, their feelings and emotions, and how their realities have been constructed. This chapter introduces the research question which is contained in the paragraph below and seeks to justify the methodology and design of the research that will enable the development of recommendations to policy and practice. In doing so will make a contribution towards:

- Discourse of social deprivation theory because although theoretical concepts relating to poverty, the cycle of deprivation, intergenerational deprivation and social exclusion have been posited by a number of notable theorists the discourse of social deprivation theory is nascent, as identified in the literature review.
- Praxis and management practice by introducing a local model of support that can be utilised by local authorities to minimise the impact of specific circumstances that have been identified as causes of social deprivation in individuals.

3.1 Research Question

This research commenced with a genuine interest in the subject matter of social deprivation and the opportunity to investigate the role of small local authorities in being able to combat the issues associated with it. The researcher has strategic responsibility to work with a wide range of partners to reduce crime, disorder, anti-social behaviour, substance misuse and reoffending in the Shire borough. This responsibility also extends to formulating and implementing preventative and early help interventions designed to support the most vulnerable in society. In terms of researcher reflexivity, this responsibility and direction of work heavily influenced the rational for choosing to investigate the research topic of social deprivation and to work within the prison community. This discussion was translated into the following research question.

'How can the experience of social deprivation be prevented or ameliorated?'

The research question recognises that public sector funding is reducing as identified in the literature review and the fact that some local authorities are having to decommission or reduce some critical provision such as drug and alcohol services. It also recognises that smaller local authorities, especially those in two tier areas, can actively participate in this agenda. The question of how they can participate will be addressed as part of the primary research.

3.2 Research Aim and Objectives

3.2.1 Aim

This research contributes to theoretical knowledge relating to social deprivation by providing qualitative data in order to understand the root cause of social deprivation. Therefore, the aim of the research is:

'To understand the root cause and impact of specific circumstances that cause individuals to experience social deprivation.'

3.2.2 Research Objectives

Research objectives are particularly important as they ensure that the researcher can, and is able to, address the research question. If the research has been conducted in the right way this in turn will enable the researcher to achieve the research aim. In order to facilitate this, the research objectives were identified as:

1. To identify and critically evaluate the main theories that are associated with social deprivation including the concept of poverty, intergenerational deprivation and social exclusion, the cycle of deprivation and socially constructed realities.

2. To provide a comprehensive definition of social deprivation.

3. To critically review the associated literature pertaining to local authorities in relation to government policy and practice implemented to address issues of social deprivation.

4. To investigate the root cause of social deprivation with a particular emphasis on the social environment, how individual realities have been constructed and the feelings and emotions associated with the constructed realities.

5. To make recommendations to local policy and practice that will inform the development of a model of support that assists in the prevention and early support of issues of social deprivation.

3.3 Research Paradigm

Adopting the right kind of research paradigm is fundamental to a robust research thesis and it is primarily influenced by a particular view point of the researcher conducting the research (Denzin and Lincoln, 2012). There are four main paradigms that are associated with qualitative business research and these are: Pragmatism; Positivism; Realism and Interpretivism. There are certain elements that require due consideration prior to determining which stance will be adopted in the research that is being conducted, and this is concerned with an individual's set of beliefs of how we each view the world, our relationships within it and our own perception of our social standing (Guba and Lincoln, 1994). The researcher needs to give due consideration to three fundamental areas before determining which paradigm their research is aligned with, and these are ontology; epistemology and methodology.

3.3.1 Ontology

Ontology is primarily concerned with the nature of reality and how the researcher perceives this. The area of research is primarily concerned with humans as social actors in society and the importance of how knowledge is acquired and formed by the social environment. In order to understand the nature of reality it is important to understand how this is constructed (Berger and Luckmann, 1967). Ontology is concerned with what social actors believe to exist and encompasses two aspects, objectivism and subjectivism (Morgan and Smircich, 1980). The focus of this research is based upon understanding the social phenomenon of social

deprivation. Therefore, it is important to understand the social environment of individuals experiencing social deprivation and how this has contributed to, and, constructed their realities. Because the world can be constructed and assimilated in many different ways (Chrenka, 2001) it means that it is open to individual interpretation, indicating that it is an emergent process. This research does not attempt to set tight limits and controls as in experimental approaches, it aims to work collaboratively with the subjects to understand their experiences (Dickens and Watkins, 1999). This process of gaining a deeper understanding with a view to the end product being the implementation of change can be considered to be a reflective process and this is something that will be discussed as part of the research analysis.

The role of social actors and how they have constructed their reality is central to this research and because of this, the ontological perspective that has been assumed is that of subjectivism (Morgan and Smircich, 1980). The study of social actors in a natural, social setting attempts 'to make sense of, or interpret, phenomena in terms of the meanings people bring to them' (Denzin and Lincoln, 1994:2). If the position of objectivist was assumed the research would not be concerned with understanding a social phenomenon, it would focus on the investigation of a particular hypothesis in relation to social deprivation. If this were the case, then the focus of the research would shift from the interpretation of feelings and perceptions to absolute and unconditional truths (Saunders and Lewis, 2012).

3.3.2 Epistemology

Epistemology is concerned with what constitutes acceptable knowledge and in terms of this research the importance is placed upon what social actors perceive to exist and how they have acquired their knowledge. The social actors in this research each have a perspective about their own lives and why it exists in the way that it does which means that everything that the individual experiences in life is subject to interpretation. There will be multiple realities that exist that have been constructed from the social environment that they have lived in and have experienced (Guba and Lincoln, 1994). Because of this, it can be argued that the individual is indeed constructing their own ontological reality. It is for this reason that the philosophical stance that has been assumed is constructivism. Unlike positivism, pragmatism and realism, constructivism places importance on the social world as being different to the natural world and human consciousness as being highly significant in research (Saunders and Lewis, 2012). Social Constructivism is a theoretical assumption that is more commonly associated with psychology, pedagogy and more recently social sciences, in particular the 'study of human beings as social animals' (Burr: 2003, p.1). It is a theory that is concerned with the nature and

construction of knowledge, how it emerges and how it comes to have the significance for society (Andrews, 2012). This views knowledge as created by the interactions of individuals within society and Burr (2003) suggests that social constructivism is a subjective theory and that generally knowledge and interpretation are based upon an objective view of the world. This is indeed important as interpretation and knowledge are subject to individual interpretation whether it be subjective and/or objective. Our views are constructed of what we as humans have experienced both historically and culturally which are dependent upon what socio-economic situation in which we find ourselves (Burr, 2003).

Constructivism views human beings as meaningful objects and promotes the importance of epistemological perspective that is based on the idea that knowledge is socially constructed (Cassell and Symon, 2004). Generalised statements could be made as to the cause and effect of social deprivation, which tends to occur when certain statistical data sets are produced such as Borough profiles and strategic assessments. However, it is the view of the researcher that they would require further interpretation and understanding of the human issue. This was evidenced in the literature review by Brown and Madge (1982); who reported that investigators, when researching transmitted deprivation in the 1970's, were too concerned with statistical correlations, and other research from Wilson, (1985); Wilkinson and Pickett (2007); Breheny and Stephens (2008) suggesting there is not enough qualitative information available to understand the full extent of some of the issues, which is particularly relevant in this research. In addition to this other researchers identified that there was a need for more empirical research to be conducted in order to gain a more holistic understanding of the issues (Brehney and Stephens, (2008); Wilkinson and Pickett (2007). The epistemological nature of this research, therefore, suggests that through understanding the nature of knowledge, the emergence of new knowledge will be more informed and erudite through a *'hermeneutical process, as varying constructions are brought into juxtaposition'* (Guba and Lincoln, 1994:114). The primary reason for choosing constructivism rather than constructionism is the importance of, and interplay of, social experiences and interactions and the critical role they play in the assimilation of an individual's cognitive knowledge. The research was not focused upon structural social forces or the importance of the use of symbolic interaction in those social structures.

3.3.3 Inductive and Deductive Research

Holden and Lynch (2010) suggest the importance of ensuring the right methodology is chosen for the area of research. Once a researcher has answered the question, 'What to research?' (Holden and Lynch, 2010, p.16) this will have a major effect on the type of methodology that is chosen in the research design. The approach that will be used in this research will be

inductive. The research conducted will be concerned with the identification of particular root causes that have affected individuals to the extent that they experience social deprivation. In doing so, this will ameliorate and enrich the understanding of the nature of the problem which lends itself within a subjective ontology and constructivist philosophy.

This approach lends itself to an inductive approach because it is commencing with the premise that social deprivation is a social phenomenon that can be experienced by anyone in the course of their lives, as identified in the literature review. Qualitiative data collection will be used to explore this and to identify the root cause of social deprivation and in doing so seek to identify the reality of life and its embodiment in habitualisation and endorsement of this via the social environment (Berger and Luckmann, 1967). The main difference between deductive and inductive is that in an inductive approach the research does not have a clearly defined theoretical framework or propose or test hypotheses (Bendassolli, 2013). The primary aim is to understand the lived experiences of the individuals participating in the research in order to prepare indexical accounts of their lives. This approach can be traced back to Aristotle who believed that knowledge came from the sensory experience, empiricism (Bendassolli, 2013), the focus being that of experience and evidence. However, the utility of an inductive approach has come under much scrutiny over the years. In 1739 David Hume first proposed that we cannot justify our opinions on what we have not observed (Lange, 2008). This has come to be known as 'Hume's problem of induction' (Lange, 2008). This means that if we have not observed what we are researching then we cannot assume total certainty that it occurred or that it exists. However, we each have a set of beliefs which can be based upon what we have not observed, for example a data set suggests an area is deprived so we would infer that a certain class of person lived there without actually observing this. This research focuses on the context of what circumstances have taken place in an individual's life and how these have impacted on their lives, which validates the subjectivity of the research. It is difficult to quantify and to measure human behaviour as the occurrences being observed are a product of human interpretation.

3.3.4 Research Design

The next phase of the research design is concerned with methodology and the two research paradigms that exist, which are quantitative and qualitative. There has been, and continues to be, much debate about both methodologies and whether an integration of the two is possible and desirable (Ostlund et al, 2011). Research methodology should demonstrate how it is inextricably linked with the chosen philosophy and how this link is weaved all the way through

the research design (Saunders et al, 2012). Different epistemological and ontological assumptions and paradigms (Ostlund et al, 2011) can influence whether qualitative and/or quantitative paradigms are used. Research conducted by Sherrod (2006), focused on the historical nature of family issues that had taken place over successive generations and established that 'one design could not answer the research question or capture the richness of the data' (p.22). However, because this research is focused on how humans create their knowledge a qualitative design was chosen. Paradigms that intentionally compete with each other are able to provide a different and challenging perspective to the research in terms of questioning arguments and being able to oppose different ideas (Cresswell et al, 2005). Utilising an exploratory qualitative research design, for example, has a number of advantages. The main one being that it enables the researcher to focus on events that have occurred naturally in the lives of the social actors providing them with the ability to interpret what life is actually like (Guercini, 2014), thus providing a greater insight and understanding. Qualitative research allows the focus on descriptions and narratives of a person's life within a given context, unlike quantitative research that would focus on statistical and inferential methods.

Humans create meaning of life through their social environment and the social interaction that takes place within it, and each meaning is subject to individual interpretation which indicates that reality is different for each of us (Sherrod, 2006). This type of paradigm is used when there is little known about the topic and the phenomenon under investigation is not quantifiable (Klopper, 2008), as in the case of this research. There are many misconceptions regarding the use of qualitative research methods such as assumptions that it cannot be impartial when recording experiences of those being studied, however, can it be said that any method used would be completely objective (Harper and Kuh, 2007). Qualitative research design involves the collection of empirical data with the aim of capturing as much information as possible in order to provide a comprehensive evaluation of the findings (Sandelowski, 2000). This research will focus on the collection of rich qualitative data that will capture information about the subject's life histories and how they have been constructed and influenced by their environment. Therefore, the relationship between the researcher and the subjects being researched is an important one because individual constructions can only be attained through the interaction that they have with one another (Guba and Lincoln, 1994).

3.3.5 Research Method and Strategy

This research adopted a mono-method qualitative approach that allowed the researcher flexibility to adapt the research to ensure that all the dimensions of the phenomenon was

understood. The prison community were selected as the focus of the research because locally there had been a number of different approaches taken in order to reduce deprivation and crime which were focused on reactive responses that did not provide the outcomes required. The researcher has a genuine interest in deprivation and crime and wanted to explore the root cause as to why individuals had committed the crime and as a result, lacked the opportunity to interact effectively in society and participate in a normal life. This allowed the researcher to study the participant's narrative in terms of feelings and constructions. The research strategy that has been adopted is a constructivist grounded theory approach. Social constructivism is concerned with how individuals construct their own reality and as such, is primarily focused on the 'how'. Burr (2003) suggests that social constructivism challenges the conventional theory that knowledge and interpretation are based on an objective view of the world, stating that they are in fact subjective, '*individually humans take the world as it is for granted*' (p.2); it is never questioned. This subjective view is constructed of what we as humans have experienced both historically and culturally and this is dependent upon what socio-economic situation we find ourselves in (Burr, 2003). Social constructivists cogitate that human beings are responsible for constructing their own realities and this is because reality is different for all of us, it is dependent upon individual interpretation (Berger and Luckmann, 1967). Burr (2003) suggests that as an individual, we are participating and actively in control of our own life and that our experiences are shaped from the social environment and that this is influenced by interaction with other social actors. If every construct an individual experiences corresponds to something real in the world, then this would suggest that social experiences and interactions play a critical role in the assimilation of an individual's cognitive knowledge (Berger and Luckman, 1995) However, everything that is experienced in life is subject to interpretation and it is because of this that we are able to take a critical look at the world. Social constructivists emphasise the role of the human as important because they have evolved over time and as an evolved species, cultural, historical and political experiences are embedded with us (Owen, 1995).

Grounded theory broadens this and seeks to address the how and what (Charmaz, 2006) so adopting a constructivist grounded theory approach, allows the research to address the 'why', 'how' and 'what'. The intent of this is to generate theory (Creswell, 2006) in relation to the root cause of social deprivation by generating data from the participants that have experienced it. Grounded theory is principally an iterative process because it enables the researcher to continually interact with their data, by analysis and then comparing and contrasting themes and sub themes (Denzin and Lincoln, 2012). In doing so, enhances data analysis, allows for the testing of ideas (Cresswell, 2006) and supports the development of more innovative

studies that introduce new theoretical concepts Charmaz (2006). This approach differs from more classical approaches introduced by Glaser and Strauss (1967) and Strauss and Corbin (1998) who all shared similar perspectives in relation to external reality and the discovery of truths in that reality. Glaser and Strauss (1967) held objectivist assumptions in terms of the world having a single reality as opposed to a constructivist assumption of multiple realities existing (Charmaz, 2006). Grounded theory allows an emergent and robust research process that evolves through the scrutiny and re-scrutinisation of the data which will facilitate a deeper understanding of social deprivation.

3.3.6 Dismissed options

Consideration was given to adopting a Narrative Inquiry approach. Narrative inquiry lends itself to the field of constructivism (Clandinin and Huber, 1998) and allows subjects to '*shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories* (p.2). Because of the focus on human experience and its holistic nature (Connelly and Clandinin, 1990), the use of narrative inquiry can be useful in determining socially constructed relationships of life events through the process of storytelling over a period of time. Narrative interviews are designed to motivate participants to tell the researcher the stories of their lives (Bauer, 1996). The purpose is to try and elicit information through an informal unstructured and in-depth interview session (Bauer, 1996) and also the use of other artefacts. These artefacts could be in the form of photographs, letters and other information provided by family members. This approach was dismissed because of a number of reasons. Firstly, it was felt that because of the time constraints associated with the research and the fact that the researchers time with the subjects would be limited, therefore there would not be the time to uncover the multi-layered life story from the subjects. Secondly, as this approach is mainly concerned with storytelling and re-telling, it was felt that it would not provide the analytical rigour required for this research because of the '*intersubjectivity of the inquiry'* (Connelly and Clandinin, 1990: p10), so in other words, whose story would it end up being? This was the main rationale for utilising a grounded theory method because this approach collects the data through interviews and then analyses it through open, axial and selective coding in order to generate a conceptual framework which addresses and supports the research objectives outlined in this thesis (Charmaz, 2006).

Further consideration was given to the adoption of an action research approach. Adopting an action research strategy can provide a number of advantages and limitations to research (Haan and Ridder, 2006). The main advantage of utilising this type of strategy is that it enables

the researcher to diagnose, plan, address and evaluate the issues that are being identified during the research as a continual learning loop over a longer period of time. Because of this it was felt that this was not appropriate to utilise given that this research is seeking to provide a deeper understanding of the root cause of social deprivation. However, once that understanding has been expanded then this type of approach may be appropriate, especially when deciding what solutions could be implemented to manage it.

3.3.7 Methods of data collection

a) Primary Methods – Semi-structured Interviews

The interview is when the relationship between the researcher and research subjects begins, and semi structured interviews allow for flexibility in terms of the dialogue that is shared (Charmaz, 2006). Utilising this type of interview allows the researcher to pre-determine a list of themes and key questions that they would like to ask the research subjects in order to address the research question (Saunders and Lewis, 2012). This type of interview is utilised as part of exploratory research, is non-standardised and allows the flexibility of adding additional questions should they be required. Charmaz (2006) suggests that it allows a researcher to go '*beneath the surface of the described experiences, request more detail or explanation, request more detail, slow or quicken the pace and validate the subjects humanity, perspective or action'* (p:26). This approach allows the researcher to explore feelings and thoughts and enables the subjects being interviewed the opportunity to talk in detail about their lives, recapture experiences and reflections. In doing so, this method of data collection will allow the researcher to gain a more detailed understanding of the phenomenon identified as part of the research process. This type of interview is not designed to reproduce the lived experience but to provide an account from a particular point of view at a particular point in time (Charmaz, 2006), which enables the interviewer to take control of the data. Subjects that are being interviewed will undoubtedly use words, describe feelings that will form part of the grounded theory thematic analysis. Having a set of predetermined questions prepared prior to the interview taking place will provide focus which will be particularly beneficial because the research subjects are all in prison custody. Because of this interviews will have time constraints and will not be allowed to be electronically recorded. The researcher will be required to take notes and need to be escorted to each interview by a prison officer who will assist with note taking if required and as directed by the researcher. An outline of the themes and key questions used can be found on page 79 of this thesis.

b) Primary Methods – Prison Offender Assessment System (OASys) Profile of offenders

A profile of offenders will be extracted from the Prison (OASys) which provides information about their offence; previous convictions; family history; health information. OASys is utilised by prisons and probation throughout the country to manage and assess the risks and needs of the offender throughout their sentence. It is used to assess the likelihood of an offender reoffending and also looks at causal factors that may be associated with the offending behaviour (Moore, 2015). The system can also be used to re-assess offenders at various points during their sentence and to measure how they might have changed. This information will be used to cross reference, triangulate and corroborate the information that the subjects have provided as part of the semi-structured interviews, which will be important in terms of the authenticity of the data extracted from the research subjects (Guba and Lincoln, 1994). The researcher did have access to these prior to the interviews taking place but chose not to look at them. The rationale being that perspectives and opinions of the subjects could have been formed and preconceived judgements made about the type of person they are which would not position itself positively within the framework of grounded theory.

3.3.8 Secondary Sources

The researcher has utilised one source of secondary data which is contained in section 4.3 and relates to a section titled 'Theory into Practice'. This section provides information regarding a programme of intervention that has been introduced in the Shire Borough. Whilst the researcher was conducting the primary research, some of the analysis and learnings from the research were incorporated into a pilot programme of intervention targeted at schools in the area. Following a successful evaluation of the pilot, the programme has now been expanded and rolled out into all schools in the Shire Borough.

3.3.9 Time Horizon

The research is seeking to understand the root cause of social deprivation and was conducted at a given point in time when the research participants made the researcher aware of their thoughts and feelings. This is referred to as a 'snap shot' in time or cross-sectional study (Saunders and Lewis, 2012) whereby the data has been collected only once over a short period of time. This is different to phenomenological studies, whereby, researchers conduct a number of in depth interviews and collect a range of additional data such as journals, photographs, artefacts, poetry and music (Guba and Lincoln, 1994). This type of research would lend itself to the primary research in this thesis because social deprivation could be

considered to be a particular type of phenomenon. This type of longitudinal study would facilitate a richer source of data and support the formulation of a composite description of the impact of social deprivation. However, it was considered to be an unrealistic option given that the research subjects were in prison custody. This type of primary research would also lend itself to ethnographic research as it is concerned with understanding patterns of behaviour within a social group experiencing social deprivation. Because this type of research is conducted primarily through participant observation, again it was considered to be an impractical option because the research subjects were in prison custody.

3.3.10 Methods of Sampling

For the purpose of the research a non-probability purposive homogeneous sampling strategy was implemented. Prisoners were selected by their release date, those that had less than 12 months left to serve before being released on licence were asked if they wanted to participate in the research. The initial research sample consisted of eight male and four female offenders, similar in characteristics with an age range of 22 years to 64 years. However, one male in the sample took the decision that he did not want to participate any further following his interview, so this information has not been utilised. The researcher facilitated semi structured interviews which were focused on capturing information appertaining to their lives in respect of childhood, school, family and adult life. This allowed the researcher to explore past experiences with the subjects in order to generate data when investigating the root causes of social deprivation experienced by them. Although this sample is not considered representative of the wider population (Sanders and Lewis, 2012), utilising this type of sampling strategy provides the researcher with access to subjects that will provide an in-depth focus '*about issues of central importance to the purpose of the research*' (Patton, 2002:169). In particular, the pathway that had led to offending behaviour and the issues of social deprivation that have and are being experienced. In terms of saturation, although Cresswell (2013) determined five approaches that would assist with rigour, Merriam (2009) suggests that there is no right or wrong answer for sample sizes in qualitative research, it is solely dependent upon the research question, data collected and analysed and the resources available. Gutterman (2015) suggests that sampling in qualitative research is not a matter of representative options, the intent is not to generalise from a sample to a certain population. On the contrary, it is to explain and interpret opinions, beliefs, thoughts and experiences. As the research adopted a Grounded Theory approach, data will be analysed until saturation has been reached.

3.3.11 Reliability and Validity

This research is seeking to understand the socially constructed realities of individuals and to gain rich information and the human perspective of their life journey thus far. Investigating socially constructed realities relies on the collection of rich qualitative data collection methods Charmaz, 2006). As the analysis of qualitative data is subject to individual interpretation, therefore, it is important for the researcher to demonstrate reliability and validity in their research. However, because this research follows a constructivist paradigm it has utilised a parallel criterion to demonstrate the quality of the inquiry (Guba and Lincoln, 1994). This research has followed the principles of the parallel criteria as determined by Guba (1981):

- Credibility – Internal validity
- Transferability – External validity
- Dependability - Reliability
- Confirmability – Objectivity

Credibility:

Shenton (2004; 67-69) identified a number of quality criterion that could assist in being able to demonstrate credibility within qualitative research, some of which are encompassed below:

i. The adoption of research methods that are well established in qualitative investigations which in the case of this research is a grounded theory method.
ii. Background, Qualifications and experience of the researcher: The researcher is a senior manager educated to Masters Level and responsible for strategic partnerships in the Shire Borough. This role involves the strategic commissioning of interventions to ensure communities are safe and resilient. This encompasses responsibilities for crime, anti-social behaviour, substance misuse, reoffending and safeguarding children and vulnerable adults.
iii. The development of an early familiarity with the culture of the participating organisation: This research was conducted in two prisons in the Shire Borough. The researcher met with the Prison Governors and some of the Integrated Offender Management staff in order to understand the culture and ways of working, including any constraints.
iv. Iterative questioning was incorporated into the data collection.
v. Tactics to help ensure honesty: Respondents were given the choice of whether they wanted to participate in the research and provided with the assurance of

anonymity, which is one of the reasons as to why the name of the area has been omitted. They were also told that they could withdraw from the research at any point.

vi. Peer scrutiny: The research has been subject to peer scrutiny by academic staff based at the University via supervisor meetings and also by an emeritus professor.

vii. Triangulation: Research findings have been subject to triangulation via the cross referencing of information from the prison OASys system with additional documentation and discussions with prison staff.

viii. Thick description of the phenomenon under scrutiny which has been detailed in the literature review.

ix. Examination of previous research studies which have been encompassed as part of the literature review.

Transferability:

It is the responsibility of the researcher to ensure that sufficient context has been provided about the research taking place in order to ensure transferability (Guba and Lincoln 1994). This can relate to the following:

- Organisations participating
- Details of the individuals participating in the research
- Research methods and data collection

i. As stated in point iii. above, the research has taken place in two prisons based in the Shire borough. There were eleven individuals who participated in the research who were in prison custody. Semi-structured interviews were held at the prisons over a period of six months and each individual was interviewed once and the interview took approximately one hour. The timescale was specifically related to timing and access and not associated with assuming a longitudinal approach to the research.

Dependability:

i. To assess dependability, the researcher conducted semi-structured interviews with each individual. Questions were structured around their life growing up and life experience and specific questions were included and asked in each interview. These questions were designed to try and gain as much information from the respondents, whilst providing the flexibility for supplementary questions to be asked.

ii. The researcher was not permitted to take any sort of technology into the interviews so all responses to questions were recorded on paper in pencil. The data was then transcribed and transferred into NVivo, the computer assisted qualitative data analysis software, and was thematically coded and analysed. This process was completed after the interview had taken place to ensure that the researcher was able to recall the information that was shared. In terms of credibility and transferability the importance was placed on the verisimilitude of statements obtained in the interviews. Respondents participating in the research were all in prison custody and it is assumed that the time that they have been in custody has provided each of the research subjects to reflect on their situation (Newman, 1958). Consideration was given to the following:

- Respondents' reflection or recall of a specific experience may not be accurate;
- Events may be sensationalised or exaggerated;
- as part of them trying to make sense of the situation they may have convinced themselves that specific recalls of events are true
- Respondents may say what they think the interviewer wants to hear so that they are seen in a more favourable light, which is why it is necessary to triangulate the information with the individual prison records kept on the Prison OASys system.

Confirmability:

In this section there is a need to emphasise triangulation (Shenton, 2004). Information attained from the interviews was cross referenced with the individual prison records kept on the [11]national prison OASys system. The OASys records are initially completed by a trained professional, such as a Probation Officer, to assess the level of risk with regards to reoffending, causing harm to others and how to tackle their offending behaviour. The system

[11] All prisons in England are requied to use this system as part of their offender management.

is designed to assist professionals in their decision making. The researcher has access to the subjects OASys records which were utilised to assess the truthfulness of and also to triangulate the information attained during the interviews. In addition to this, informal discussions were also held with Prison staff after the interviews took place in order to corroborate information provided, although this was not part of the methodology. As this research is not a scientific study but relates to the interpretation and construction of lived experiences it was important to talk to those individuals who were most affected by certain issues. In the past different approaches have been tried and because issues of social deprivation still remain, it was felt an alternative approach was required. Due to the fact that the OASys records were not accessed until after the interviews, the researcher was able to remain objective and did not have any preconceived ideas, remained impartial and also un-biased.

3.3.12 Methodological Limitations and Researcher Challenges

Methodological limitations:

- The sample is not a representative sample of all the people in the Borough who are experiencing issues of social deprivation and although it could be deemed to be a limitation, in the case of this research it was a benefit. The theoretical sample highlights the ability to understand the root cause of social deprivation.
- The questions asked during interview were only relevant to the research subjects so can only be replicated with subjects who have the same characteristics
- Although issues of dependability have been discussed in the previous section and strategies for triangulation have been implemented, information attained from the interviews has to be taken at face value and self-reported data can contain certain biases. These can include the respondents' inaccurate recollection of experiences and events and sensationalising the event and/or experiences (Shenton, 2004).

Researcher challenges:

- This was the first time that the researcher had utilised computer assisted qualitative data analysis software called NVivo so therefore, was self-taught in its processes.
- Although the researcher is an experienced interviewer, it was the first time they had conducted interviews with individuals who were in prison custody which also dismissed the option of the use of an electronic recording device being utilised.

- The researcher is a novice in grounded theory techniques with this being the first time they had utilised this approach in a research project.

3.4 Ethics and Permissions

Ethical considerations are an important facet of any research project and need to be understood from the outset. In today's society there is a large focus on the preservation of human rights, especially in special, hard to reach and vulnerable populations (Millikin, 1993). It is important to ensure that the wellbeing of everyone involved in the research is provided for and that any special considerations have been met. The research should not humiliate, disadvantage or be of any detriment to the subjects involved (Saunders and Lewisl, 2012).

3.4.1 Ethics Approval

For the reasons highlighted in the paragraph above, ethical approval was required prior to the research study being conducted. Staffordshire University publishes 'An introduction and guidance to the research ethics and approval process' on their website. The guidance suggests that when developing a robust research design and methodology, consideration must be given to ethics. The first question that the researcher needs to ask is whether the research is necessary (Levine et al, (2004)). The justification for the research needs to be included and summised in the research design. Once this has been established the methodology will need to identify any potential issues relating to the research and will need to explicitly state how these are going to be addressed. Generally, the first consideration that needs to be given is whether the research implicates the involvement of others and/or is likely to have an effect on their lives. If the research does then it is deemed that ethical approval is required. Following discussions with course tutors regarding this research, it was agreed that the completion of a full ethical form was required. The justification for this is because the research project involves special groups that require some additional justification or permission. The subjects involved are identified as being especially vulnerable because they are currently in prison custody and some of which also have children. The researcher completed a full ethical form which was submitted to the University and gained full approval in January 2014. This is contained in appendix one.

3.4.2 Ethical treatment of the subjects

An important consideration in this research is the ethical treatment of the subjects while the research is being conducted (Phillips and Pugh, 2010). Confidentiality and consent are

important facets of any research design and methodology so consideration needs to be given to whether the intended subjects are able to provide consent (Levine et al (2004)). As previously stated, the research cohort included a homogenous purposeful sample of eleven individuals who were in prison custody and experiencing a number of social deprivation issues. Involvement in the research was voluntary and by consent only. All subjects were provided with an Information Sheet and Consent Form, (appendix two), prior to participating in the research activity. All subjects were notified that their participation was voluntary, that there was no inducement to participate in the study, that it was by signed consent at the time of the interview and that they could withdraw at any time. They were also notified that they were free to discontinue the interviews at any point should they wish to do so. Subjects were informed of their rights, the purpose and time-scale of the research, at the beginning of the interview. The data that was collected during the semi-structured interviews was input into a microsoft word document and password protected.

3.4.3 Permission and access to conduct the research

The ability to ensure that the research can take place is dependent upon the researcher attaining appropriate access to attain the data (Saunders and Lewis, 2012). The research that was being conducted was part of a work related project which simplified the issue of negotiating access to obtain both primary and secondary data. The research was conducted at three different organisations. Primary data collection was accessed at two [12]prison establishments, and secondary data collection at the researcher's place of work. To enable this to happen, consideration was given to attaining permissions to conduct the research and have access to secondary data information. In the first instance approvals to conduct the research were sought from:

- Governors at both Prison establishments involved in the research
- Chief Executive of the researcher's workplace
- Line Manager of the researcher

Further consideration was given to whether adequate facilities were in place enabling the research to be properly carried out. This included where the interviews would take place in both of the prison establishments and whether access would be provided to enable the researcher to attend the establishments. It was agreed that interviews being conducted with

[12] One category B and one category C

the individuals in the male prison would take place on the Prison wings and attended by an officer who acted as an escort. The escort was briefed and was familiar with confidentiality issues and was also there to assist with note taking if required by the researcher. In addition to this it was agreed that the interviews being conducted with the individuals in the female prison would take place in the Integrated Offender Management suite and would be unescorted. Because the interviews were held in the prison establishments the researcher was unable to take any recording equipment into them to assist with recording the interviews which had implications for the quality of the note taking and also the length of time taken to transcribe and type them up.

3.4.4 Additional approvals

As the interviews were being conducted within prison establishments, additional approval had to be sought from the National Offender Management Service. External agencies who are visiting the prison are only permitted to have three continuous visits and because this research was being conducted over a longer period of time it was necessary to attain this approval. In addition to this the researcher holds an enhanced disclosure and barring service check as part of their requirements for their designated lead role in safeguarding children and vulnerable adults.

3.5 Methods of Data Analysis

When completing the research design, it is important that thought is given to what methods of data analysis are going to be used. As this research is qualitative in nature importance has been placed upon the analysis and synthesis of text that has been amassed from semi-structured interviews. Careful consideration was given to being able to demonstrate rigour (Welsh, 2002) and credibility (Rodik and Primorac, 2015) in the research. The researcher purchased a computer assisted qualitative data analysis software (CAQDAS) called NVivo for this purpose. CAQDAS systems allow for the facilitation of the interrogation of data which can sometimes be time consuming if completed on a manual basis (Welsh, 2002). Once all of the interview notes were transcribed into Microsoft word they were imported into NVivo for analysis using coding structures called Nodes. Nodes allow for segments of data to be categorised by meaning and it provides an at a glance summary of the analysis. This is also an important element of grounded theory analysis as it helps to define what is happening from the data so that as a researcher you can start to understand what it means. The researcher has followed the data analysis process for grounded theory outlined by Charmaz (2006):

1. Initial phase – which is concerned with naming each word or line. This enables the researcher to remain open to everything
2. Focused selective phase – where significant and frequent codes are utilised to enable the synthesis and organisation of the data. This phase assists with the detailed understanding of the actions, sentiments and feelings contained within the data. This level of scrutiny enables different codes to emerge and in doing so allows for the development of theoretical concepts to begin.

Charmaz (2006) also suggests that the process of grounded theory analysis should be kept simple, be open and flexible as this enables for new ideas to develop. The primary data analysis was concerned with data that was collected from twelve subjects via semi-structured interviews. Each subject was asked a number of open-ended questions that were designed to extrapolate information relating to life experiences, social environments and feelings and emotions. The rationale for this was that it would assist with being able to identify the root cause of social deprivation and determine whether there was an interplay of socially constructed realities. The main questions that were asked are contained in the table below:

Type of question	Main Question	Rationale
Initial open ended		
	What was life like for you growing up?	Identification of root cause
	What was your experience at school like?	Identification of root cause and any behavioural response
	Did you have a mentor or anyone you could look up to?	Identification of root cause and any behavioural response
Intermediate		
	How many times have you been in prison/what for?	Reflection Impact of response
	How old were you when you were first sentenced?	Impact of response
	What was the trigger that led you to being in prison this time?	Identification of root cause Behavioural response
	What is your family life like now?	Reflection
Before you came to prison:	Did you claim benefits? Have any health issues? Have somewhere to live Did you work?	Identification of root cause
When you are released will you need any support with the following?	Claiming benefits? Finding somewhere to live? Support for health issues? Finding a job	Identification of further support and interplay of root cause

Ending		
	If there was anything that you could change in your life what would it be?	Reflection

Table 8: Open Ended Questions

The main questions were determined prior to the interviews taking place to provide the researcher with the flexibility of asking supplementary questions if required and to retain focus and control of the interviewing process (Charmaz, 2006). It was also beneficial from a confidence perspective because it was the first time the researcher had come into face to face contact with the prison community so having a predetermined structure was beneficial. The aim of the questioning was to keep the process as simplistic as possible and to ensure that the participants were as comfortable as they could be during the process.

Some of the advantages of utilising NVivo for this research included:

- Once the project was set up the researcher was able to store a plethora of information in one place (Hilal and Alabri, 2013) including: Interview transcripts, published documents, excel spreadsheets and academic journals.
- When all of the information and documents were imported into NVivo, the researcher was able to manage ideas; query data; report findings and utilise graphs for pictorial representations of the data. As this research was seeking to attain information appertaining to life experience the analysis of reoccurring themes is important. In accordance with Grounded Theory the architecture of the coding system is an important one. The researcher was able to code the data into smaller segments prior to the main themes emerging (Charmaz, 2006; Zamawe, 2015). The coding was based upon the responses that were provided by the interviewees. These were then broken down into sub-themes allowing for a much deeper analysis of the issues being researched. In doing so, it ensured the dependability of the research findings and the visibility of coding segments provide an aura of credibility to the research (Rodik and Primorac, 2015). This type of coding methodology has been of particular importance in being able to provide an audit trail of data analysis in order to determine the root causes of an individual experiencing issues of social deprivation.

In terms of the disadvantages, this was the first time that the researcher had used NVivo and consequently the initial stages of the data analysis was incredibly time consuming. There was a naivety that the software would provide more of the analysis than it actually did which was

frustrating at the time. There has been a realisation that software packages such as NVivo are only designed to aid the research process and not to analyse the research itself and that the analysis is only as efficient as the researcher's ability to utilise it. Because of this the researcher input the main themes onto an excel spreadsheet which provided a useful 'at a glance' summary of the initial research findings. However, this was discounted during the second phase of coding. This was because the initial stage of coding did not highlight any new findings that contributed towards the research and it was heavily influenced by the researcher's current knowledge of deprivation. As this was found to be the case, the researcher undertook further research into grounded theory methodology and conducted a further analysis of the data, coding directly into NVivo 12 Pro. This enabled the researcher to look at the data from a different perspective and allowed for a deeper understanding of the interdeterminants that were actually contained in the narrative (Charmaz, 2006) and of the complexities associated with social deprivation. In addition to this, the researcher also employed the 'auto coding' function in NVivo to see if any new themes would emerge, but they did not.

3.5.1 Grounded theory coding process and structure

All of the transcribed interviews were imported into NVivo and text was initially coded into small segments as demonstrated below:

Examples of Initial Codes	**Narrative to be coded**
Doesn't remember Started taking drugs at 14 Fully addicted at 15 Never happy at home Happy with mates Childhood happy at first Mums relationship was violent Dad used to hit mum Victim of domestic abuse Step father perpetrator	R: What was life like for you growing up? S: "I can't really remember." …. started taking drugs at the age of about 14 and was fully addicted by the age of 15. .. never happy at home but happy when he was out with his mates. .. one point his childhood was 'happy at first', but the problem as a child was that his mum's relationship was violent because his dad used to hit his mum, she was a victim of domestic abuse. … it was the father of his younger half-brother and half-sister.

Table 9: Example of NVivo coding

Coding in this way preserves the integrity of the text and allows for a deeper understanding, identification of themes and subthemes (Denzin and Lincoln, 2012). Coding in NVivo allows for data to be coded under several different node structures that are reflective of the text that is being analysed. Charmaz (2006:49) suggests a number of considerations when initially coding your data:

- Pick up general terms
- Making codes fit the data
- Remain open
- Keep codes simple and precise
- Construct short codes
- Preserve actions
- Compare data with data
- Move quickly through the data

As part of the initial coding a line by line coding process was adopted and this enabled the data to be segmented into component parts, and provided the researcher with additional lines of enquiry to pursue which allowed for a more focused coding (Charmaz, 2006).

Examples of Focused Coding	**Narrative to be coded**
Avoidance of subject Does not want to disclose Managing emotions	S: "I can't really remember." …. started taking drugs at the age of about 14 and was fully addicted by the age of 15. .. never happy at home but happy when he was out with his mates. .. one point his childhood was 'happy at first', but the problem as a child was that his mum's relationship was violent because his dad used to hit his mum, she was a victim of domestic abuse. … it was the father of his younger half-brother and half-sister.

Table 10: Example of focused coding NVivo

This type of coding assisted the researcher with the comparison of data between each of the subjects, and in doing so facilitated a refinement process (Charmaz, 2006). Adopting a constructivist grounded theory approach in this way allowed for an element of innovation to be incorporated into the research process. It enabled the researcher to, not only encapsulate the views of the subjects, but to have a rich understanding about their lives. A full set of the coding structures has been submitted as a separate file to support this thesis. The following chapter will provide a detailed analysis of the primary data.

Chapter Four Research Findings and Analysis

4. Introduction

The previous chapter provided a detailed description of the constructivist grounded theory research methodology employed for the primary research, as interpreted by Charmaz (2006). It detailed the approach utilised in the data analysis, the initial and focused coding structure adopted and the issues experienced as part of this process. This chapter is structured in a way that takes account of the findings that emerged as part of the primary research and takes into account the additional research that then took place in respect of the literature. It has been set out in this way for a particular reason and this is to demonstrate the evolving, inductive nature of the research and the construction of new theory.

The literature review highlighted that social deprivation is a complex, multi-dimensional issue (Payne and Abel, 2012) and that it can affect individuals across the life course. The focus of research in relation to poverty, deprivation has tended to concentrate on explanations of dysfunction and inequality. The aim of the primary research was to try and attain a greater understanding of social deprivation by establishing and identifying the root cause. The primary data analysis was taken from a non-probability purposive homogenous sample of subjects via semi-structured interviews. Each participant was asked a number of open-ended questions that were designed to extrapolate information relating to life experiences, social environments and feelings and emotions. All of the interviews were analysed on a case by case basis. The initial tranche of coding identified in excess of 600 individual nodes which were then categorised into main themes. Unfortunately, because this initial coding was heavily influenced by the researcher's prior knowledge and preconceptions (Charmaz, 2006) of deprivation. The data was coded into segments and categories based upon the researchers existing knowledge which resulted in the data analysis not being able to highlight anything unique. This is depicted below in figures one and two:

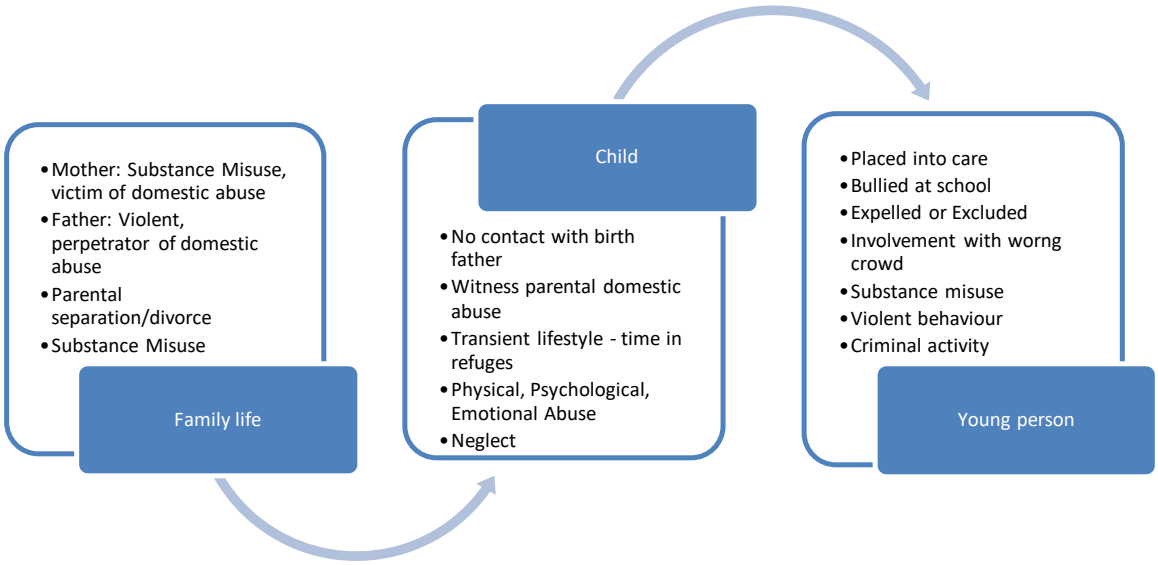

Figure 1: Circumstances associated with childhood social deprivation

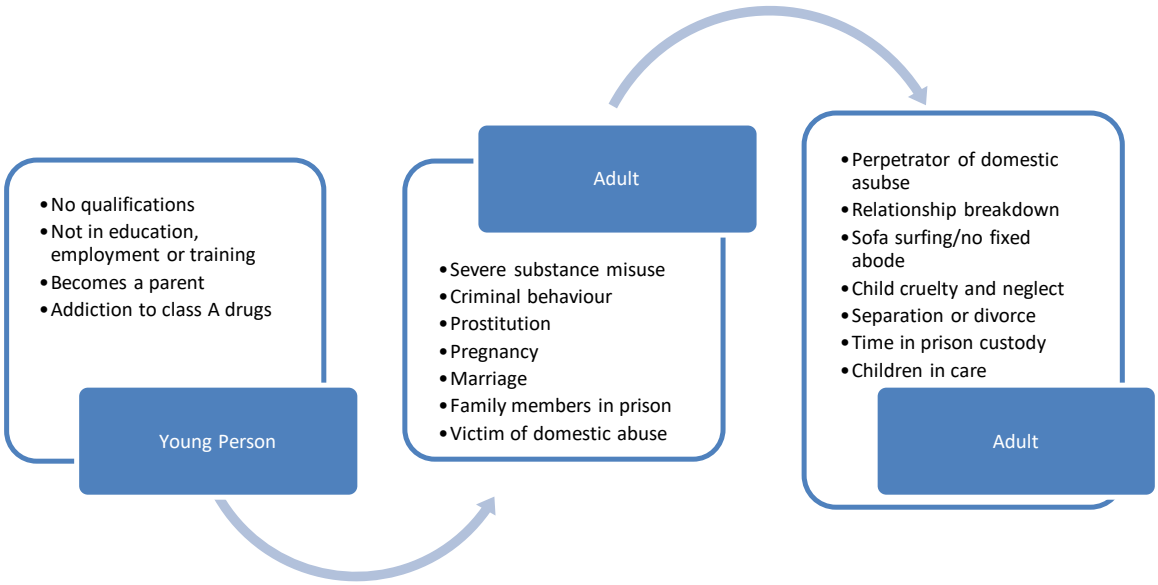

Figure 2: Circumstances associated with adult social deprivation

The analysis was beneficial to identify the range of circumstances that the subjects had experienced but it did not delve deep enough into the actual narrative and its meaning. This is the reason that this analysis has not been utilised and why the researcher conducted further

research and data analysis. In the second tranche of data analysis the data was carefully coded line by line into 369 individual nodes and then recoded into 49 focused codes that enabled the data to be organised and categorised into statements and acts that were easy to understand (Charmaz, 2006). This provided the researcher with a unique perspective and insight into the data that had not existed before.

4.1 Generating new theory

It transpired from the focused coding that each of the 11 cases were different, albeit there were some commonalities that were identified. Most of the subjects are living in what can be categorised as a conflicting social reality. Although there is evidence of the majority of subjects reconstructing themselves in later life, the journey that they have been on to reach that point has encompassed a range of negative sentiments, emotional despondency and detachment. The subjects have lived experiences of disruption and loss, normalisation of violent behaviours, abuse and substance misuse. What transpired from the literature review was that the majority of the theoretical concepts associated with social deprivation have previously focused upon structural and behavioural explanations, as identified in table 6 at the end of chapter two. However, this research proposes that there is an emotional facet associated with the root cause of social deprivation. The primary research found that in most cases it is indeed an inability to regulate the emotional response caused by certain circumstances that occur in life, such as parental separation and witnessing domestic abuse as a child. This inability to regulate the emotional response is due to a lack of appropriate support provided by the main care giver or an appropriate professional. In addition to this the primary research also found evidence of socially constructed realities.

This could be the reason as to why Brown and Madge (1982) highlighted that there were many exceptions as to why some people were able to lift themselves out of the cycle of deprivation. This research identified certain circumstances triggered emotional responses and feelings that subjects were unable to deal with and then regulate. In the majority of all cases, the subjects would have developed their coping strategies from their primary care givers and have received support which would have provided them with some resilience to be able to respond and deal with any emotions that they were experiencing. However, this was not the case and because of this, caused the subjects to experience social deprivation which then exhibited itself in a behavioural response that permeated further social deprivation in their lives. Therefore, in order to manage issues of social deprivation, the focus should be in providing awareness of circumstances and the different emotions and feelings that they can trigger. Then the right

support can be put in place to ensure that individuals are able to cope and deal with strong emotions. This in turn will enable individuals to become more resilient, become economically active and make a positive contribution to society.

4.2 Constructing concepts

A large part of the analysis was concerned with identifying emergent themes within the data. This was achieved by taking an in depth look at the data and the narrative that had been shared by the subjects. During the whole process the researcher continually reviewed and added to the literature review as new themes started to emerge, which identified some of the complexities associated with social deprivation. Employing a constructivist grounded theory approach completely challenged how the researcher would normally conduct data analysis. However, in doing so, it allowed for a different perspective to be taken which resulted in different narrative being told. Once the process of initial coding had been completed it emerged that there was a strong emphasis upon feelings and emotions that was evolving from the data. This enabled the researcher to conduct a second phase of coding that was more focused (Charmaz, 2006). From this there were a number of main themes that started to emerge which will be discussed in the next paragraph.

These following themes have been created by exploring the how and why the subjects have constructed the meanings associated with the experiences that they have had in life. Mills, Bonner and Frances (2006:7) suggest that:

'researchers need to go beyond the surface in seeking meaning in the data, searching for and questioning tacit meanings about values, beliefs, and ideologies.'

It is important to bring the narrative to life, to provide the subjects with a voice and determine how concepts interlink with one another with the purpose of generating and conceptualising new theory. Each of the subjects had a different narrative to tell about their lived experience, which culminated in the following theoretical descriptions and concepts being developed, as depicted in the radial diagram below:

Figure 3: Thematic descriptors identified through primary research

It is important to note at this stage that some of the subjects' experiences could appear to be very similar, however, there are subtle differences that were contained in the narrative that were highlighted. The number of theoretical descriptors that have been identified highlights the complexities associated with social deprivation, which is one of the main reason as to why it is considered to be so difficult to manage. There were certain descriptors that were attributable to more than one subject, for example, Constructing Self, The Social Environment and Reconstructing Self. The results in the analysis were not quite what was expected as discussed in the first part of this chapter and because of this further research was conducted in relation to the literature which is discussed in the next section.

4.3 Constructing theory

The literature review suggested that although there has been a considerable amount of research conducted into the discourse of social deprivation, there is a need to try and understand it in more detail. Booth (1892) and Rowntree (1901) identified contributory factors such as income, family size and health as causes of poverty and deprivation and these explanations have been included in discourse to date. It has been necessary to provide these explanations and to understand how circumstances such as socioeconomic status (Joseph, 1972), inadequate housing (Townsend, 1979), behavioural factors (SEU, 1998) and unemployment (Troubled Families, 2011) contribute to poverty and deprivation. However, this research has highlighted that there is a much deeper psychological facet encompassed within the discourse of social deprivation that needs to be understood and explored further. The impact of which resulted in further research being conducted into the relevant literature. This additional literature will form part of the next discussion in conjunction with the identified theoretical descriptors below. The discussion will accentuate the concept of feelings and emotions associated with the subject's concomitant narrative.

Theme 1: Feeling loved

For the most part, individuals want to feel loved, it is part of a basic human need that helps us to flourish psychologically, physically, emotionally and keeps us motivated (Nikitin and Freund, 2018). Attachment and parental bonding are critical to a child's development, the central core of which culminates in love (deCock, 2015). It is recognised by the child's relationship with the primary care giver, which influences and has an impact upon, their constructed development (Dykas and Cassidy, 2011). Attachment is characterised as an emotional response that emulates itself in a feeling of being closely connected to someone (McLeod, 2009) and is an important part of primary socialisation (Berger and Luckmann, 1967). Theories associated with attachment suggest that by seven months, babies will be able to recognise when interaction ceases with them and by nine months they are able to associate that interaction as being with a significant person, such as the primary care giver (Dykas and Cassidy, 2011).

This suggests that experiences of a positive start in life and being born into a secure and safe environment is extremely important, it is part of that initial nurturing that helps a person to feel loved. This is the beginning of the primary socialisation process (Berger and Luckmann, 1967) which is the basis for the formation of an individual's social reality. There was only one case where it was evident that there was a feeling of being loved in life encompassed within a strong family unit. J reiterates the notion of a stable family life, suggesting that there was a lot of love in the family home '*growing up with his parents and brother was all right* ***they were spoilt and loved****, and* ***had everything***.'

Others attribute being part of a family with a mother and father as a positive start, however, it is a little more than that. A positive start is feeling loved and spoilt by your parents, or care givers, as suggested by J and it is also feeling safe and secure in the environment that you grow up in.

Theme 2: Feeling abandoned

By nine months' young babies have developed attachments with their primary care givers and are now able to associate feelings of safety, comfort and love with them (Dykas and Cassidy, 2011) and this is how they learn to develop emotional resilience (Brumariu, 2015). If this security does not exist then this construct of attachment is internalised and can have significant effects upon a child's wellbeing and how they socially interact (Brumariu, 2015). This is quite significant because an individual who lacks the opportunity to interact effectively in society is categorised as experiencing social deprivation (Myck et al, 2015) and children who are affected by negative attachments will experience this also.

Feelings of abandonment can occur when parents split up or get divorced and one or both leave the family home. This can trigger feelings of being overwhelmed, a feeling of loss and unable to cope with emotions because that attachment is no longer there. The relationship with the primary care giver, especially the mother daughter relationship is particularly important as it shapes the daughter's future emotional and psychological wellbeing (Onayli and Erdur-Baker, 2013). Therefore, feelings of abandonment by your mother would have an effect on your emotional wellbeing, confidence, self-worth and self-esteem. S1 suggests that although she had a positive start in life and was born into a family home with a mother, father and siblings, her mother leaving with her sister has had the most significant effect on her life.

'S1 said that when she was at Infant and junior school things were fine. When she was about 13 or 14 she went "off the rails"; this happened when ***her mother left the family home taking her older sister with her****. She was* ***left*** *with her father and her four brothers, three of which were older. Her older brothers bullied her and made her do housework; she said she was* ***very unhappy*** *at home.'*

S1 utilises the word 'taking' to describe the action of her mother leaving with her sister and the word 'left', being 'left' with her father and brothers. This must have been very difficult to try to deal with at the age of 13 or 14 years and to try and make sense of, especially as the mother took her sister and not her. This feeling of being 'left' has had an impact on the subject psychologically in that she finds it very difficult to cope with emotions, she has concentration difficulties and generally suggests that she felt unhappy. It is these feelings and emotions that have been identified as the initial root cause of social deprivation in this case, in the fact that she does not have the emotional resilience to be able to deal with, and process them.

S2's parents split up when she was a child and the trauma of this caused feelings of being overwhelmed and unable to cope with emotions (Kalmijn, 2010).

'S2 said that her parents split up when she was young and she went to live with her gran. This happened when she was about 7 or 8 years old, and ***things went wrong from that point****.'*

Parental breakdown can result in children feeling anxious and distressed (Leon, 2003), in addition to this it can cause feelings of anger and of being powerless, as in the case of S2. The language used to describe this, 'things went wrong from that point' suggests that S2 was unable to deal with the emotions and feelings associated with the parental split and unable to adapt to this situation. When she went to live with her gran she had to move schools and ended up being bullied. This is a significant amount of unexplained change that affected S2 at a young age. This has had a substantial effect on her emotional wellbeing which has caused issues of anxiety and self-esteem which became apparent in her adult life. Self-esteem is important because it is an indicator of how a person feels about themselves and whether they consider themselves to be worthy of positive support and love (Onayli and Erdur-Baker, 2013). If this is affected then it can culminate in a range of psychological and emotional issues in later life (Onayli and Erdur-Baker, 2013), as in this case.

Theme 3: Unhappy and pressured

The importance of positive attachments as a child has been discussed in the previous paragraphs and it has been suggested that negative attachments can significantly affect an individual's psychological and emotional wellbeing and resilience (Brumariu, 2015). Negative attachment can culminate in experiences of dysfunction in family life that has been caused by disruption and/or traumatic events that occur such as domestic abuse and child abuse. This kind of primary socialisation for a child would have a detrimental effect on their lives and often causes issues with mental health and wellbeing throughout life (Norman et al, 2012). This kind of start in life is the cause of a very unhappy, unloved and pressured experiences of childhood as in the case of L. L states that:

*'growing up was **horrible** and she was **always unhappy**. Her mum was an alcoholic, and because she was the oldest of six children, she often had to look after her younger siblings. Her mum was **not the best of mums**, and would **hit her** and **neglect her**, and as a result L and her siblings all ended up in the care system.'*

This family consists of a mother who has six children, is an alcoholic and physically abuses and neglects the children. There are quite a number of negative sentiments that are utilised in this paragraph by the subject for example, 'horrible', 'always unhappy', 'not the best of mums', 'hit her' and 'neglect her'.

This negative sentiment is continued when describing the father leaving the family home and the effect that this had:

*'Her father left her mother when she was about 18 months old and she said that **she still blamed him**'.*

This circumstance is something that has had quite a considerable effect on L's whole life and is something that she still has not come to terms with in her adult life. Again the word 'left' has been used to describe the action, indicating feelings of being abandoned. Feelings of abandonment can trigger feelings of being overwhelmed, a feeling of loss and unable to cope with emotions. If left unsupported, this can affect a person's confidence, self-esteem and overall wellbeing (Onayli and Erdur-Baker, 2013). It is evident in this case that L attributes the father leaving the family home with the experience of being unhappy and pressured in her life and this has continued to affect her right through to adulthood.

Theme 4: Feeling pressured and missing out

Missing out in this context relates to missing out on all aspects of what should be a safe, healthy and positive experience growing up. Feeling pressured relates to feeling pressured to do something that you would not normally do, or have to do. All children should have a stable and safe environment to live in and be looked after by a parent or carer who spends time nurturing, caring and providing for them. The parent or carer should support the child to develop self-esteem, social skills, and to learn about respect and values. Jacobs and Cleveland (1999) suggest that awareness, aspiration, attitudes and values are all an important part of human development. They suggest that values such as hard work, sense of responsibility, integrity in human relations, tolerance and respect for others are not just noble ideas or ideals they are pragmatic principles for accomplishment which society has learned and transmitted into successive generations as psychological foundations for further advancement.

T missed out on her childhood, missing out on all aspects of what should have been a safe, healthy and positive experience. She has grown up in an environment whereby there is only one parent who lives a promiscuous life and is addicted to alcohol.

*'T said that she lived with her mum and **she was happy**. Her mum "**drank a bit**" and that they would have a laugh. T also said that **she would look after her mum**.*

There is evidence of normalising this kind of behaviour when L states that 'she was happy', 'they would have a laugh' which could be part of the subject trying to come to terms with, and make sense, of why the situation was as it was.

*'T then said that looking back **it was not the way it should have been**. She said that her mum should have looked after her in a different way. Her mum was with **a number of different blokes**. Sometimes T would **go down the pub looking for her mum**. She also said that she **often had to look after herself by stealing food** from Kwik Save etc.'*

There is no evidence of a stable environment or that the parent, who should be the main care giver, has spent time nurturing, caring and providing for the child. This is the time when the child should be developing self-esteem, respect, learning about values and social skills, this does not seem to be evident here. There is a role reversal in that the child is looking out for

the parent, going to find out where she was, which was normally the pub, and stealing food just to feed herself. There is a notion of reflexivity in the narrative when L states 'it was not the way it should have been' which suggests that the subject is more self-aware of, and has/is coming to terms with that experience. The NSPCC (2018) suggests that there are a number of symptoms associated with a child being neglected which include: poor appearance and hygiene, health and development issues and family and housing issues, it is this latter one that we are aware of the subject sharing in terms of being left alone and being the main carer for her parent.

Associated with T's missing childhood are feelings of being trapped. There has been a willingness to want to lead a normal life and go to school by the subject but she has felt pressured and trapped by the situation at home. By the time she is at high school her mother is ill and she feels pressured by the mother to look after her. There are conflicting feelings associated with this because of the want to go to school and the living up to the expectations of the mother that she will look after her. She ends up doing the latter and consequently misses out on all of her schooling and education.

Theme 5: The social environment

The social environment is important as it is where parents and carers construct the social environment in which children grow up. This is important because it enables the child to form emotional attachments to others whereby they learn about roles, how to communicate, attitudes and values, and then take these on as their own (Berger and Luckmann, 1967). Parents and carers provide their children with a '*blue print for life'* teaching them about moral standards and acceptable behaviours which they then adhere to in their adult life (Layder, 2006:23). Mead (1934) suggests that we are all born into a social structure that is already formed and one that we emerge from, therefore, we are already an intricately interwoven part of that structure. As human being, some are capable of adapting to situations and to manage the emotional and behavioural responses associated with them (Layder, 2006), however this research highlights that there are those that just cannot.

The research found that social environment is a significant influence throughout a person's life and that anyone can be affected by what occurs within it. There are a number of cases whereby the social environment has been an important part of shaping a person's life and who

they have become. There are four cases that will be discussed in total. The first two narratives relate to the social environment and childhood, and the remaining two relate to the social environment and peer pressure and the social environment and stigmatisation.

When asked about his childhood D responded ***'Not very good.***'

*'His dad worked in a pub because **'he could drink there'**. His **dad drank a lot and was often drunk**; his mum "**ruled the roost**", his dad would "**get kicked out on a regular basis**" by his mum because of his involvement with other women, **his mum would hit his father**.'*

*'D spent a lot of time with his gran (father's mother) across the road, stated that **he felt loved by his gran but not his mum and dad**. He and his 2 brothers were "**in the way**"'*

There are a number of negative sentiments in this paragraph. D states that his dad drank a lot and was often drunk so alcohol is prevalent in this life and so is infidelity by the father. D utilises the words 'ruled the roost' when talking about his mother, indicating that she is the dominant person in the household and seen as the person who is in control. D describes 'his mum would hit his father' so indicating that she is also a perpetrator of domestic abuse, although it was not explained in this context during the interview.

This is quite a complex social environment whereby the children are not only witness to the mother being violent and angry towards the father, they also have to deal with feelings of 'being in the way'. There is evidence of a positive role model, this being the gran and it is from the gran that there starts to form those important feelings of love that were not felt from the parents. The social environment is important in this case and has been influential in the individual forming constructions of self. D later shared that his first marriage was also violent describing that:

*'**his ex-wife would hit him around the head** with a cast iron frying pan when he was asleep, **his ex-wife tried to kill him** four times'*

This is particularly interesting as it demonstrates how the social environment has shaped D's perceptions of the standards that are acceptable of how people should behave and act (Layder, 2006).

W said that *'Things were okay up until the age of about 9, "after that **things got worse and worse"**. At the age of 9 his mother moved to E. There were 4 kids in the family; W was the second oldest, but **his older brother went to live with his grandparents**, **so W was the oldest kid in the house**. His mum was essentially on her own, and **life was difficult** for her with 4 kids; she was out of work, bringing up 3 kids (oldest with her parents) and **she didn't cope very well**. He said that at the age of about 11 **he started rebelling**.'*

There are some strong sentiments that are utilised by W in the first sentence, he describes his childhood as being ok but then 'things got worse and worse'. The fact that he states that his mother moved indicates that there may have been some sort of parental break up. It is apparent that because the older sibling goes to live with grandparents and W then becomes the eldest sibling in the house, it was quite a lot to cope with emotionally. He describes his mother as 'she didn't cope very well' which indicates that there would have been a considerable amount of pressure on W being the oldest sibling in the house. It is evident that W was unable to deal with all of the emotion associated with the family situation, the absent father and trying to live up to the expectations of being the eldest sibling in the household.

*'Regarding his father, he said that **he hated him** and was **not at all interested in him**.'*

It is apparent that there are strong feelings associated to the fact that his father was not around and the word 'hated' is utilised when describing him. Boys that grow up without a father figure can end up having emotional difficulties that can affect their behaviour and mental health, and can also affect their ability to form and maintain relationships as they get older (McLanahan, Tach, Schneider, 2013) which is apparent in this case. W later discloses that he had a relationship with someone and they had a child but, *'he has never had a family life with his daughter.'*

W suggests that they tried to work on a relationship when the baby was born but it did not work out. This suggests that there may well be attachment issues and an inability to maintain relationships, as described in the paragraph above. There is no construct of what a stable, secure and safe family life should be like, no role model, so no example to follow.

The social environment and peer pressure is an interesting concept. Subjects that have

experience of a positive start in life, describing their upbringing as 'perfect' would not normally experience any significant dysfunction in life. However, the social environment and peer pressure can have an enormous effect on a person's life and completely change the direction that you had set out on. At school individuals tend to identify with social groups that are recognised as having some social status and will tend to adopt the attitudes and beliefs of that social group (Paluck, 2010; Ryan, 2001). Socialisation within a peer group can have both negative and positive effects on a young person. For example, if they display behaviours and attitudes that are perceived negatively by the peer group then they will cease to display them in order to conform (Ryan, 2001). Peer pressure is associated with a perception of behaviours and actions that are considered to be socially acceptable and normal, for example drinking alcohol and smoking (Ryan, 2001). Young people have a tendency to either under or overestimate their friend's behaviour and social norming techniques are a useful tool in being able to change that perception. Evidence suggests that peer pressure contributes to individuals committing acts of antisocial behaviour and offending and those individuals who are involved with this type of peer group are most likely to commit these acts than those who are not (Monahan, Cauffman and Steinberg, 2009) J2 is a really good example of this and how peer pressure has impacted on his whole life.

'At about the age of 14 or 15 he started to misbehave, ***mixing with the wrong people****, and* ***started stealing****. He said he stole motorcycles, cars, and started causing trouble at school. He said that he and his brother would get into trouble together.'*

J2 is a person that describes life growing up as 'perfect', 'being spoilt and loved', never wanting for anything. However, when he was 14 or 15 he starting getting involved with a negative peer group during school which he suggested was due to '*peer pressure*'. This then led to subject causing trouble at school and also issues of petty theft being committed and recreational drug use. Boredom is one of two main reasons that children state they experiment with drugs (McIntosh et al, 2005), the first one is enjoyment. The recreational drug use became a habitualised construction in his life by the age of 20 as did the criminal activity. This habitualisation has continued for a further 20 years although there is some evidence that the subject is able to break this cycle and has done for a period of five years. The criminal activity is driven by the need for drugs.

The social environment and stigmatisation in this case refers to being picked on or bullied because of your social circumstances. Thornberg et al (2013) suggests:

'Identity is a social process, not a fixed entity, constructed and reconstructed in interpersonal negotiations and interactions. People see and judge themselves from the standpoints of their groups and by interpreting others' reactions upon their actions.'

Young people can be bullied for a number of reasons such as their ethnicity, appearance – being overweight, having a disability, their sexuality (Earnshaw et al, 2017) or just because they are different.

L talks of a situation that occurred during her time at high school where this stigmatisation took place.

'She was regularly bullied by other kids. This made her have to fight back and she said it made her violent. She said it was partly because ***she arrived in a special vehicle from the care home*** *(a yellow van) and* ***she was picked on by other kids about this****.'*

L had been constructed as being 'different' just because she was taken to school in the vehicle from the care home. The research conducted by Thornberg et al (2013) found that in cases of bullying, the difference manifested itself as a person who was judged as not fitting into a social group that was considered to be 'normal'. Other children have judged this situation and caused the subject a great deal of distress and upset because of this. This constant bullying can cause unnecessary anxiety and stress, make you feel isolated and excluded and cause mental health issues and behavioural responses (Thornberg et al, 2013). The behavioural response in the case of L was violence in the form of fighting. Although there is evidence of L receiving some support from a cousin during this time, this was short lived due to subject being expelled.

Theme 6: Feeling Unloved

As previously suggested a positive start is being born into a family unit consisting of a mother and father who provide their children with everything that they need with a safe and secure environment. When D was asked about childhood experience, he described it as:

'Not very good, ***he felt loved by his gran but not his mum and dad****, he and his 2 brothers were* ***in the way****'*

The Children's Society (2012) suggest that subjective wellbeing is related to feelings and it is

important for a child's development and in them growing up to positively contribute to society. If a child has a low level of subjective well-being it can result in them experiencing a range of issues such as anxiety, depression, isolation and victimisation.

'Children want and need positive, loving relationships with the people closest to them. Overall, the strongest driver of low subjective well-being is where children experience weak and uncaring relationships with their family or carer. The structure of the family itself has only a small effect on a child's well-being' (The Children's Society, 2012:7).

In the case of D there is evidence of feeling unloved by his parents and he suggests that he and his brothers felt in the way. This must have been very difficult for D to cope with emotionally, however, he did suggest that he spent a lot of time with his gran as a child, she looked after him.

Theme 7: Constructing self

Constructing self is closely related to the effects that the social environment had had on the subject as a child and/or young person. There are three significant cases whereby there is a distinct interrelated relationship of the two concepts.

A describes that his *'**Real dad was violent towards mum**, and that at the age of 5 years he moved in with step dad – call him dad.'*

It was apparent from A that although there is acceptance of the step-father there are still difficulties associated with the emotions associated with the real dad that have not been addressed or dealt with. Although the family unit has been reconstructed and continues to form the social reality in terms of thoughts and feelings of family, family values and protecting family, there is a conflict that has already formed in the social process because of the constructs of reality that had already been made before A was 5. A indicates that he abhors violence but then is arrested for inflicting bodily harm on another person.

Another similar case is related to D whereby the social environment in relation to the childhood home, the environment and school have had a significant effect on the individual forming constructs of self. This is evident from the displays of peer pressure at school; mother being violent and also very dominant. The constructions of violence in the home have become normalised so the perception of self is that they are not a violent person, although they display

violent behaviour and demonstrate no remorse. The constructs of the mother being the dominant female has also impacted on the constructs of self which emulated in the person choosing a partner who was also a dominant and violent female towards them.

For L constructing self has been very difficult. As a child she was not able to construct a reality of what life should be like. Primary socialisation normally commences with positive role models who are parents who provide the nurturing required for normal development (Berger and Luckmann, 1967).

*L states that '**her dad leaving when she was 18 months old** was the trigger to her being in prison now. She said that **this still hurts and was horrible**, she said that **she blamed him**, the care system and the fact that she and her brothers and sisters ended up in care. She said that **she also blamed her mum for being an alcoholic** (her mum is deceased now).'*

There is a distinct lack of nurturing by the mother and also inability to be able to cope with emotions, which are primarily associated with the father leaving. This has resulted in a negative attachment experience within the initial primary socialisation. Evidence suggests that mothers and fathers have different attachment roles, mothers are associated with safety and security and fathers are associated with interactive play (Newland and Coyl, 2010). The negative constructs of attachment associated with the mother being an alcoholic and treating the children in the way she did has had a huge impact on the subject's psychological and emotional wellbeing. Although she does get married, she herself then becomes addicted to alcohol and is violent towards her husband, therefore, the marriage then breaks down and the husband ends up with custody of the daughter. The constructs of primary socialisation associated with the negative attachments and the social environment has constructed a reality that encompasses the habitualisation of alcohol and violent behaviour for L and this is the only way she knows how to live her life. There has been no role model to teach the subject any life skills so there is nothing to transfer onto her own family.

Primary socialisation is really important as it is something that is not just associated with cognitive development, it also encompasses emotional attachment (Berger and Luckmann, 1967). C describes that:

*'as a child was that **he was always moving from place to place**, different refuges and that – **we were always moving'**.*

This has had a huge effect upon C as an adult and it is almost as though he has been unable to develop meaningful constructions of life. There is evidence of an inability to make positive attachments, a nonchalance about life, and an inability to accept responsibility. There is also evidence that this social reality has affected cognitive development as during his school years he experiences literacy difficulties and starts to feel trapped.

Theme 8: Despondency

Despondency was identified as a concept in the primary research and was strongly linked with gratification and also detachment.

Despondency and gratification

A's experience of life culminated in feelings and emotions of being trapped. He suggests that there is an undiagnosed condition (ADHD) that was never picked up at school which resulted in an inability to concentrate. He describes this as:

*'**gets bored easy** and **messes about to amuse himself**, set school bins on fire and put in isolation a lot which didn't help – just wanted to escape'*

As a child A witnessed domestic abuse in the home and Taylor et al (2012) state that there are a number of emotions that can be experienced by children who have witnessed domestic abuse and these include being withdrawn, moody, irritable, aggressive and risk-taking behaviour. They also propose that children can experience feelings of confusion and insecurity. Although A suggested that he might have ADHD, it is the view of the researcher that the boredom and risk taking behaviour were probably associated with the fact that he witnessed domestic abuse as a child and did not receive any support to help him deal with the range of emotions and feelings associated with it. Feelings of despondency are substantial and lead to the exploration of activities that can provide perceived gratification and satisfaction in life. When this is challenged, it triggered a range of subconscious emotions associated with witnessing domestic abuse, which then leads to further despondency and changes in behaviour. These subconscious emotions are difficult for A to deal with, so negative influences

are sought as a means to 'forget' them or 'numb' how much they hurt.

Despondency and detachment in this instance is associated with someone being unable to make attachments because of living a transient lifestyle because of domestic abuse. C describes:

*'as a child his **mum's relationship was violent because his dad used to hit his mum**, she was a victim of domestic abuse, it was the father of his younger half-brother and half-sister.*

*As a child was that **he was always moving from place to place**: "**different refuges and that – we were always moving**". in domestic abuse refuges'*

It was evident when C was talking about his life that he has tried to blot out this experience from his life. There is a considerable amount of despondency about most things he describes in life, for example he started taking drugs at the age of 14, he said '***it just happened'***.

Throughout his life C has been unable to make appropriate attachments and form relationships with people. He has had difficulty coping with life and dealing with emotions associated with his constructed reality in childhood and utilises drugs as a means of coping with life. This habitual taking of drugs has now become a socially constructed reality.

Theme 9: Feeling trapped

This relates to feelings of being trapped and life being decided for you. Not having the autonomy to make decisions for yourself and having decisions made for you and forced upon you. Discordant conventionality would transpire when a person either disagrees with, or has conflicting thoughts about a situation or a role that they are expected to undertake, such as an arranged marriage. Feeling trapped and pressured would spark feelings of resistance and of wanting to rebel, especially at this age. This would have been quite significant at this time as adolescent years are quite important in terms of personal development. During teenage years a young person is just starting to form emotional independence and develop more

mature emotional connections with adults including notions of how to behave with others, forming a wider understanding of the world in their developing belief system. Autonomy is a big part of this process.

J1 states that '*his family upbringing with his father* ***was fairly strict***.'

J1 is a Muslim and faith based social environments normally instil strong family values that are focused upon faith, spirituality, community, gender and perceptions (Graham, Bradshaw and Trew, 2010). In the case of J1 there is significant factor whereby there is a strong traditional family culture and also a strict faith based culture which the parents abide by and instil in their children.

*'**His father showed him a picture of a girl when he was 15yrs stating that he was engaged and that he would have an arranged marriage in Pakistan.** His father was strict and wanted him to leave school at 15 for marriage and to work at family taxi firm for cash in hand. J1 wanted to rebel and did rebel.'*

In this case it relates to an arranged marriage which the subject did not want. The father showed the subject a photograph of the girl he was to marry at 15.

Samad (2010:195:202) suggests '*the majority of cases of forced marriage involve emotional pressure'*, m*en who have experienced a forced marriage themselves do not want their children to have to go through the same experience. Attitudes are changing as the consequences of forced marriages become evident and accumulate in the consciousness of communities. Rising numbers of failed marriages and psychological and emotional difficulties are all having an impact*'.

Feeling like you are trapped and having life decided for you would culminate in a negative response both behaviourally and emotionally - as in this case. In addition to this a decision had also been made by the father as to what type of work, place of work the subject would engage in.

Theme 10: Detachment and dependency

The narrative from J1 is continued when discussing detachment and dependency. Detachment relates to not being attached to something and distancing yourself. The detachment occurs if some kind of disruption of event has occurred that has had a negative effect and caused hurt, pain and anger as in the case of J1. The subject detached himself from the family unit because of the arranged marriage and this culminated in a negative response, both emotionally and behaviourally. Feelings and emotions associated with being trapped are quite significant in this case which result in behaviours changing at school. Dependency upon drugs has occurred by the age of 16 and this is now a habitualised process and a newly constructed reality.

Theme 11: Feeling controlled

There are two cases that are associated with feeling controlled and they are both females. S1has experienced a number of relationships that have been abusive, controlling and coercive.

*'she suffered **domestic abuse** that led her into **prostitution**, she would never go back into this but at times would like to see someone to talk over issues that she still carries around with her'.*

*'**she felt manipulated / forced** into committing crime by her ex-partner'.*

S1 describes suffering domestic abuse and this leading her into prostitution. This has had a profound effect on her life and she indicates that she still has outstanding issues that she needs to deal with. S1's mother left her when she was in her early teens which caused a sense of abandonment as she left with her sister and not her. These feelings of abandonment could be the reason as to why she has stayed in relationships that have been harmful to her. The feelings of loss that would have been felt would culminate in the fear of losing something again, which could be why S1 remained in situations that were harmful to her physical, psychological and emotional wellbeing. S1 was 'bullied' and 'controlled' by her siblings and consequently would have very low self-esteem and confidence and potentially an easy target for others to control and to coerce into doing things that they would not normally do.

S2 has had a similar experience in that she has had previous partners that have caused her significant physical and emotional harm. She married someone and suffered a considerable

amount of trauma through physical and sexual abuse that was caused by him. As in the case of S1, S2 also remained with the partner for a time. The trauma experienced by victims of domestic and sexual abuse can trigger symptoms of post-traumatic stress syndrome (PTSD) and can have significant effects on an individual's life, affecting their whole wellbeing, confidence, self-esteem and identity (Taylor et al, 2012). This is something that the subject sought help with later on in her life.

Theme 12: Reconstructing self

Reconstructing self is having the opportunity for self-reflection and in doing so reconstruct yourself and your reality. Reconstructing self occurs when there has been a long enough period for self-reflection as in this case. Reconstructing self is related to wanting to be a better version of yourself, wanting to be a different person and not having unrealistic expectations of yourself, knowing when to accept help and support and knowing when to ask for help and support. This is achieved through reflection, which is an important human activity whereby people recapture their experience, and in simplistic terms, think about it, mull it over and evaluate it. Being able to reflect on all different kinds of situations allows a person to grow and develop as part of a continuous process in their life. Tremmel, (1993) describes this as a journey that includes '*a backward step into the self, and a journey that is its own destination*' (p.456). It is not surprising, given the circumstances, that the majority of subjects have taken a journey of self-reflection and have a willingness to reconstruct themselves. There are a number of examples that can be shared as evidence of this below.

He said he could see what impact he was having on people's lives. He mentioned also being given the opportunity to say sorry for what he had done. He said that one of the victims of his crime had since died, but he still wanted to say sorry'.

When asked if he could change anything in his life C responded to say, '*Time – turn back time.'*

Whilst being in prison C has had the opportunity to reflect on life and has faced up to what has happened in his life. He describes that he was now able to see the impact he was having on people's lives which indicates that he has been on a journey of growth. He has now reached the stage that he is willing to accept help and support and has the motivation to want to change and be a different person.

'the () course has ***helped him to learn a great deal about relationships****, what he and his partner wants and needs,* ***best style of parenting****,* ***importance of being responsible for his***

***family**. For the future he wants **his family to be happy and healthy**. He mentioned his drug use and what if he had never been exposed to drugs, but at the same time he did not want to speculate what if because he was focused on getting clean before coming out.'*

J2 experienced a positive start in life and it is apparent that this construction of family has impacted upon his moral standing and sense of family. It is not only family that is important but also being a protector of family and not wanting the children to be stigmatised by the social environment. Parenting is an important aspect of this reconstructed self and knowing how to look after the children properly. There are aspirations for a healthy happy family life and a happier life although concerns about being drug free and coming to terms with this are apparent. The journey to reconstructing self has begun with a willingness to assess future help and support.

L's narrative is a little different. Anxieties have existed in her life and she has received help and support with depression, which is associated with the childhood abuse that she suffered. There is evidence of a positive self-perception and assessment of future needs when she is released from prison, especially in relation to abstaining from alcohol.

*L said that she wanted to go home to her husband and be a **proper family** again. She said that it might be possible for them **to get back together**, and perhaps in the future live together again **as a family**. She understands that there are implications with this as currently contact with her daughter has to be supervised. She stated that the relationship with her husband broke **down due to her drinking and her being violent**, and **she understands** that **she needs to rebuild trust**. But she also stated that she does not need any help in doing this. She stated that **she has changed** all that and is **making efforts** to avoid negative influences and avoid drugs and alcohol. She **doesn't want to be a concern** to social services and that she needed someone to back her up. She ended by stating that she **hoped she could get to where she needed to be, to be a mum, a proper mum.'***

There are quite a few positive sentiments in this paragraph and L uses words such as, '*proper family', 'get back together' 'understands' 'needs to rebuild trust', 'making efforts'* to describe her aspirations for a reconstructed self. An important aspect of reconstructing self is change,

identifying the need to change and defining the change (Oakland and Tanner, 2007) and L has already achieved this.

Another similar example is that of S2.

'She said that ***there's no one who could feel any worse about the decisions she has made*** *in the past and there's no graver lesson. She knows that being involved in crime and with others has led to her being inside but she feels* ***she has learnt her lesson****. Her* ***relationship with her daughter is very important****. She feels apprehensive but* ***wants a fresh start*** *for her daughter,* ***wants to live in a decent area*** *not a rough one. She said that* ***she was confident*** *that she would be able to find a job.'*

There are some positive sentiments contained in this narrative from S2. Part of her reconstructed self is learning from her past mistakes and she mentions that 'no-one could feel any worse about the decisions she has made'. This demonstrates that she has also been on a journey of growth. It appears that trust is important to her and her relationship with her daughter is critical to her being able to rebuild a safe and happy life. She mentions on more than one occasion that being housed in the right kind of area, as she would be able to stay out of trouble, so again feelings of safety, trust and no negative influences are important here. Although it is apparent that the subject wants to reconstruct her life with her daughter, there is a considerable amount of anxiety about her future which she will need support for.

'he ***wished he'd been more driven and more ambitious****. He talked about setting goals for himself and trying to hit that target. He mentioned* ***his daughter****. He said that* ***he wanted to be in a position to be there for her****. At some point she might want to get married and he would want to play a significant role in that, and help her financially. I asked if he thought he* ***had let his daughter down and he replied yes****. He said that* ***he was fairly positive about the future****'.*

There is evidence that there has been some reflection whilst being in prison and W does reflect on his youth, suggesting that he wishes he would have had more ambition and drive. He suggests that he wants to be a positive role model for his daughter and to be in a position to be there for her because he felt that he had let her down. His reconstructed self was all about

being positive about the future, moving forward, moving on, making amends, and putting things right.

The reconstructed version of S1 *'**would stay drug free**. Also, **stay relationship free** until she is at a good stage in her life and able to have a better relationship. S1 said that **in the past she would bury her head in the sand**, but **now she is addressing things**. She also said that **there are times when she isn't strong enough**, and having someone to talk to from time to time would help her a great deal, especially when she is having a bad day'.*

S1's reconstructed self understands how her decisions have impacted upon others and is generally more self-aware. Although, S1 appears to be more self-aware, she also recognises that she is not emotionally resilient and suggests that 'there are times when she isn't strong enough' and it is this that she would need help and support for. However, the concern is that S1 will not receive the support required to cope with her life to build some resilience and stability which will lead her back to reoffending.

The Anomaly

There was one case that appeared to be a bit of a conundrum compared to the rest of the cases, it did not fit into any of the themes discussed above. This subject suggested a normal perception of childhood. Normal perception of childhood is interesting and is usually associated with a life that has been without significant trauma. Normal perception of childhood in this case was associated with life in a single parent family, although there is a father around he does not live in the family home. There are other siblings but they do not live in the family home either. The mother works from home and the subject does not work.

There is evidence of profligacy in that crime is committed because of 'lifestyle' and lifestyle only, as the subject does not appear to be involved with, or taking any substances. The profligacy is not connected with having to fund a substance habit. The subject has a total equivocal nature, lacking in any commitment with regards to all responses and demonstrated vagueness about everything. It is almost as though something was being blocked from memory and that by doing so it made the subject nonchalant. These are subjective

assumptions but perhaps this nonchalance is a learnt behaviour from childhood and the parental situation. The importance of boys having a father figure when they are growing up has already been discussed so perhaps O fits into that and is experiencing feelings of abandonment. The profligacy could be a way of making him feel better, a substitute for abandonment.

4.4 Identification of the emotional impact of social deprivation

The research findings have identified that there is a huge emotional impact associated with issues of social deprivation that if left unsupported can have a detrimental effect on an individual's life. Everyone has to deal with different stresses and strains that occur over the life course. As demonstrated from this research these stresses and strains can be associated with socially constructed realities, arranged marriage, parental separation and divorce, and witnessing domestic abuse. The findings have indicated that some individuals did not have the resilience to deal with the emotional impact of certain circumstances and this was primarily associated with attachment issues during childhood. Emotional resilience is important because it enables individuals to be able to deal with life. Although there is no definitive definition of resilience (Knight, 2007), Stewart and McWhirter (2007) suggest that resilience is conceptualised as a life event that impacts on an individual's ability to cope and to deal with the stress associated with it. Resilience is not something that an individual has, it is something that one develops and constructs throughout life, it is the ability to use socio-emotional skills to overcome and bounce back from life's stresses and strains. (Ridicki, Plantak, Bouillet, 2017).

Child wellbeing is complex and multi-faceted research conducted by Sixsmith et al (2007) indicated that children s conceptualisation of wellbeing is complex and encompasses family, friends, security, and the ability to undertake a number of activities associated with enjoyment and fun. Knight (2007) suggests that a person who has emotional intelligence has the self-awareness to be able to understand how social situations and circumstances impact on emotional wellbeing and in doing so are able to manage their own emotions. Knight (2007) advocates the need for developing resilience education in schools as a preventative measure for issues associated with social deprivation and promote a three dimensional programme that encompasses emotional, social and future orientated competence. This is summised as:

- Emotional competence: Having a well-developed identity (positive self-concept) and the ability of self-control (internal locus of control) and being able to deal with emotions (autonomous and sense of humour).
- Social competence: Being able to form stable relationships (communication, empathy, benevolence).
- Futures-oriented: Having a clear sense of purpose and meaning for life (Optimism, Problem solving, Spiritual, Critical thinking, Sense of purpose, Flexible and Adaptive, Proactive)

This suggests that there is a need for the emphasis to be focused upon positive growth under adversity in order to support an individual to adapt to situations and to maintain their emotional and mental health in developing their resilience (Herbert, 2005). This is particularly important as social deprivation is concerned with individuals being unable to interact effectively in society and participate in normal life (Myck et al, 2015; Brownlee, 2013) because of certain circumstances that have occurred in their lives. This primary research and additional literature review has highlighted that social deprivation is a multi-faceted, complex issue (Action for Children, 2010). The complexity is associated with discourse and that this does not sit within one academic discipline, the discourse of social deprivation is inextricably linked with a plethora of disciplines, which is the main reason as to why it is challenging to understand. The primary research and additional literature review has explored and utilised academic references related to attachment theories, psychology, child development, family studies in order to facilitate a greater understanding of the root cause of social deprivation. A recommendation that will be taken forward as part of the final conclusion will be that greater consideration must be provided to health and psychology disciplines if the understanding of the root cause of social deprivation is to evolve further.

4.5 Theory into practice

Whilst the researcher was conducting the analysis in respect of the primary research some of the learnings were incorporated into a pilot programme of intervention targeted at schools in the area. The constructivist grounded theory approach (Charmaz, 2006) utilised in the data analysis identified that the root cause of social deprivation in most cases as being associated with an emotional response and feelings related to a particular circumstance that occurred in someone's life, in particular, the inability to deal with the emotions and feelings effectively. The research findings have been utilised to inform the design of a pilot programme of support

designed to provide information and awareness of particular circumstances and the emotions and feelings associated with them, in order to promote resilience in young people. The pilot programme was aligned with the core themes contained in the Physical, Social, Healthy, Emotional (PSHE) framework. These themes are:

- Health and Wellbeing
- Relationships
- Living in the wider world

This research identified a number of circumstances that triggered emotional responses such as:

- Domestic and sexual abuse
- Support with parental divorce or separation
- Relationships
- Hate crime, homophobia and bullying
- Offending behaviour

The researcher worked with a number of partners and schools to formulate some aims of the programme which were translated as:

1. Reduce the prevalence of crime and victimisation amongst young people; reduce numbers of incidents and crimes in school and wider community.
2. Improve the health and wellbeing of children and young people, including issues of substance misuse, mental health, healthy relationships and lifestyles
3. Provide a safe and secure school community which enhances the learning environment by working in partnership to support them to improve physical and personal safety by reducing incidents of bullying and violent behaviour and developing prevention and early intervention strategies
4. Ensure that young people remain in education actively learning and achieving their full potential by working in partnership to support schools with transition activities.
5. Engage with young people support them to identify issues they or their friends are experiencing, support them to develop respect for themselves and the wider community and to challenge unacceptable behaviour.

It was anticipated that agency experts could provide age appropriate information based upon the outcomes contained in the PSHE framework to provide support to schools in a co-ordinated approach. Working in partnership in this way could provide the investment in children's futures to tackle the causes of the problems rather than them escalating to social, health and environmental problems in the future. A pictorial demonstration of the programme is contained below:

Model of Support for Schools

Figure 4: Supporting Schools Programme

This model of prevention and early intervention was designed with flexibility in mind to enable schools to access support for children whose issues are of most concern to them. The framework also allows public, private and voluntary sector organisations to broker relationships and engage with schools and to also share information. Public and voluntary sector organisations can support schools by delivering information and awareness sessions in the school environment across years six to eleven.

Adopting this model of support to schools has implications in the public sector as it will assist them to provide the much needed support to children whilst at the same time ensuring that public finances are spent efficiently and effectively. It is flexible enough to enable local authority areas to utilise, adapt and implement in their respective areas. As a needs based model of support, different sessions can be included or removed from the model which makes it an attractive proposal to other local authorities. The model will require further evaluation as time goes on and issues of longer term sustainability will need to be addressed.

This model of support was piloted in five schools in the Borough during September 2015 to March 2016. A number of different organsations delivered awareness sessions relating to healthy relationships, personal safety, bullying, hate crime and homophobia to year 6, 7, 8, 9, 10 and 11 children. Initial feedback indicated that school attendance and behaviour had improved and that those attending the sessions felt they were very informative. Schools also stated that children and young people were more engaged with visitors and the sessions offered, some of the comments from the healthy relationships sessions are contained below:

- *It's interesting and really discusses things that are important.*
- *It has helped me see new ideas and concepts on healthy and unhealthy relationships.*
- *It really opened my eyes to the truth about domestic violence.*
- *It made me more aware of the problems in our society.*
- *It has given me a different view about relationships.*

A report by Radford et al (2018) on behalf of the NSPCC and the University of Bristol reported that 77% of young people feel they do not have enough information and support to deal with physical or sexual violence. Schools can provide this in a safe environment. The report also showed that experiencing relationship abuse can impact on a young person's ability to thrive at school. Some of the problems that have been highlighted are:

- Being late for school/not attending.
- Disturbed sleep affecting concentration.
- Not focussed in lessons as he/she is preoccupied and worried.
- Very gendered expectations of career and achievement.

- Appearing isolated or removed.

The study also found that:

- 25% of girls and 18% boys reported some form of physical relationship abuse.
- Around 75% of girls and 50% boys reported some form of emotional abuse.
- Girls were more likely than boys to say the abuse was repeated and that it either remained at the same level of severity, or worsened, especially after the end of the relationship.
- Teen relationship abuse can have serious outcomes including depression and suicide.
- 98% of young people feedback that they enjoyed the workshops and found them informative.

In addition to that:

- 99.4% of young people were able to identify behaviour that could be seen as abusive within a relationship.
- 98.6% of young people were able to name 3 things that contribute to a healthy relationship.

Following a successful pilot, the programme has been extended further and all of the high schools and primary schools have benefited from different sessions. Considerations have been given to the long term sustainability of the programme, with two of the high schools suggesting that it should be developed into a web based application. This concept has been developed further and working in conjunction with the schools, the web based application is being piloted in the two high schools during September 2018.

The next chapter will provide a detailed discussion in relation to the research findings, analysis and the literature.

Chapter 5 - Discussion and Conclusions

5.1 Discussion

The previous chapter identified some of the complexities associated with social deprivation and the fact that it does not sit within one academic discipline, it is actually inextricably linked across a number of academic and disciplinary boundaries. Social deprivation is concerned with individuals being unable to interact effectively in society and participate in normal life (Myck et al, 2015; Brownlee, 2013) because of certain circumstances that have occurred in their lives. This primary research has identified the concept of feelings and emotions as being associated with the root cause of social deprivation and the inability to deal with those emotions and feelings. This is depicted below.

Figure 5: Thematical concepts associated with the root cause of social deprivation

The primary research was concerned with developing a deeper understanding of social deprivation and its root cause, with particular emphasis being understanding the social environment, how individual realities were constructed and feelings and emotions associated with the constructed realities. Figure 5 above depicts a total of twelve theoretical descriptors that culminate into a concept of feelings and emotions that have been associated with the root cause of social deprivation. Titmuss (1944) had the notion that issues such as poverty were socially constructed and that individuals were influenced by the social environment in which they live (Burr, 2003). This research did establish that social experiences and interactions have played a critical role in the assimilation of knowledge (Burr, 2003) and the construction of individual realities. It was evidenced that the theoretical descriptor Constructing Self was inextricably linked with The Social Environment in the context of primary socialisation (Berger and Luckmann, 1967). This is depicted below:

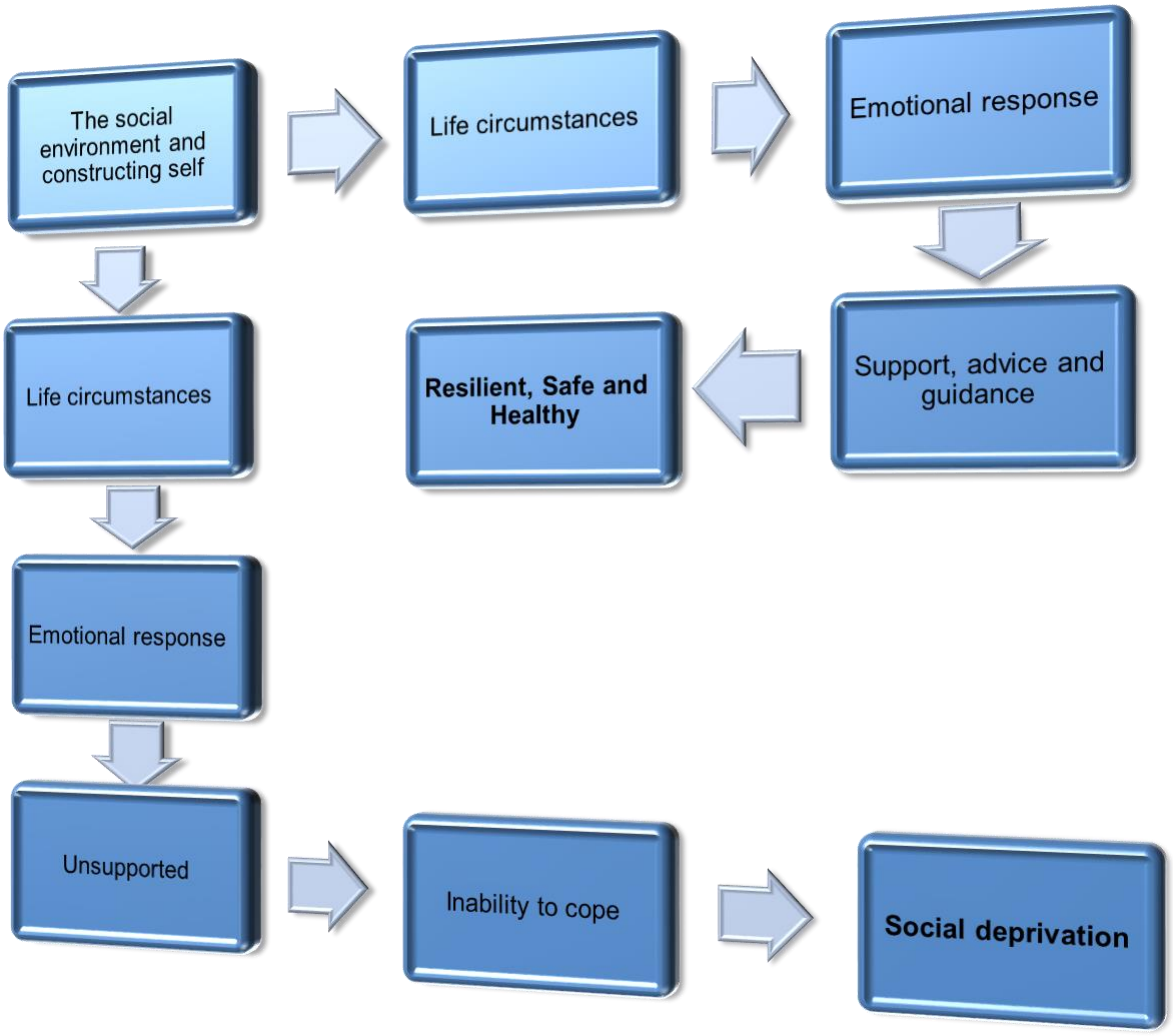

Figure 6:Construction of social deprivation

5.2 Constructing social deprivation theory

For a number of years efforts have been focused upon structural and behavioural arguments when discussing discourse related to poverty and deprivation. The research conducted by Booth (1892) and Rowntree (1901) was a catalyst in postulating explanations of poverty which provided an insight into the phenomenon that was not previously known. Since this research a number of distinguished individuals such as Tittmus (1945), Lewis (1965), Gans (1971), Blumer (1971), Joseph (1972) and Townsend (1979) have sought to build upon this in order to provide further explanations which have then developed into theory. What has been demonstrated is that knowledge has been constructed and has evolved over time and it is something that has been fundamentally necessary. The reason for this is that there is a need to understand the inter-determinants of each theory that has been proposed because this allows researchers to deconstruct the different facets associated with it, conduct further research and then reconstruct it. Each time this process occurs it is extending the theoretical gravitas when constructing new theory (Charmaz, 2006) and this is important because it helps to facilitate a greater understanding of the phenomenon being researched, as demonstrated by the literature review. Each of the theoretical concepts identified in the literature review recognised different contributory factors associated with poverty and deprivation. Each concept served as a building block to the next, perceived through the eyes of a different researcher and each bearing the imprint of the individual researchers interests (Charmaz, 2006).

Adverse childhood circumstances have been recognised by many (Hobcraft and Kiernan, 2001; Menshah and Hobcraft, 2007) as being the rationale as to why there is disadvantage in adult life, which is evidential from this research. The concepts of primary socialisation and attachment are important facets of The Social Environment, as identified in section 4.3. The social environment in which we are born is where we initially learn about life, it is where our parents and carers provide us with, what Layder (2006) suggests as, a '*blue print for life*' (p:23). The social environment is where constructs of life begin and how constructs continue to be made throughout the life course. The social environment can encompass many different facets that can influence how our realities are constructed, for example the school environment and peer pressure and stigmatisation. The perception that we have of ourselves and of one another is constructed and reconstructed by the different interactions and relationships that we have with others (Thornberg et al, 2013). At school young people tend to identify with social groups that are perceived to have the same attitudes and beliefs as themselves or how they perceive themselves to be (Ryan, 2001). They will conform to all of the behaviours,

attitudes and actions of that social group (Paluck, 2010) in order to feel part of something and accepted, so therefore are continually reconstructing themselves. Adverse peer groups have been evidenced as having negative effects on a young person's behaviour, for example, they will tend to be involved in antisocial and risk taking behaviours more so than those who are involved with positive peer groups (Monahan, Cauffman and Steinberg, 2009). There is a definite need to understand more about the different facets encompassed within the social environment and the effects that it can have on experiences of social deprivation.

The social environment and constructing self are theoretical concepts that are intricately weaved and interrelated to one another. Attachment and parental bonding are a critical part of constructing self, it is when a child starts to learn emotional attachments (Berger and Luckmann, 1967). The relationship between a child and the primary care giver has an enormous impact on how those initial constructs of self start to develop (Dykas and Cassidy, 2011). A child can experience positive or negative attachments and it is these experiences that will trigger a range of positive and negative emotions associated with childhood, as in the cases of A, D, L and C. In all these cases there is evidence of negative attachments with a significant care giver and also evidence of how the social environment has impacted upon the socially constructed reality in adulthood. Joseph (1972) suggested that the primary cause of the cycle of deprivation was attributed to poor parenting and it was partly this that caused issues of generational deprivation. There is a recognition that parenting does play a significant part but it has to be understood in the context of attachment as explained above. Parents and carers play a significant role in a child's life, instilling values and morals that help to set the standards of how they should behave and act and this then sets the boundary of what is expected from them in adult life (Layder, 2006). If this is absent in a child's life, there is no guide as to what kind of behaviour is socially acceptable.

5.3 Understanding the emotional impact of social deprivation

What has transpired from the research is that there is an enormous emotional impact that has been identified as being associated with the root cause of deprivation. Although this subject area predominately sits within a different discipline, primarily psychology, this research identifies the importance of how working across a number of different disciplines contributes to a greater understanding of the phenomenon of social deprivation. The research has

highlighted a broad range of circumstances such as parental separation, domestic abuse, arranged marriages, peer pressure and stigmatisation that can occur over an individual's life course and each of these circumstances has triggered an emotional response as a result of it. It is this emotional response and the inability to regulate the response, that if left unsupported, can result in a range of behavioural issues and dysfunction in later life. A child needs to feel loved, safe and supported (The Children's Society, 2012; deCock, 2006) and have positive attachments as part of their primary socialisation as this enables them to develop into resilient young people (Brumariu, 2015). If this does not exist, it can have an enormous impact on their lives, their wellbeing, self-esteem and how they interact and survive in life (Brumariu, 2015). Negative attachments can result in the inability to forge positive relationships in later life (McLanahan, Tach, Schneider, 2013) and if a person considers themselves unworthy of love and positive support because of low self-esteem (Onayli and Erdur-Baker, 2013) it will cause issues of social deprivation in later life (Myck et al, 2015). Positive attachments with both parents are critical and each plays an important role in shaping a child's emotional and psychological wellbeing (Onayli and Erdur-Baker, 2013). This is particularly important to understand as children who experience positive attachments are able to employ positive emotional regulation strategies throughout life and have greater interpersonal skills and social competence (Brumariu, 2015). The primary research has identified that those subjects who experienced negative attachments as part of their primary socialisation have been unable to develop emotional regulation strategies and therefore have little or no resilience to support them through their life course. It is for this reason that the conclusion that subjects have a lack of resilience.

Being able to understand the emotional impact of social deprivation is important and this is because it will enable appropriate support to be provided to individuals to help them to deal with life. Understanding the emotional impact of social deprivation means that there is an understanding of emotional resilience, the two go hand in hand. Understanding how life events and circumstances impact on an individual will enable preventative approaches to be developed that will support individuals in being able to develop and construct resilience techniques (Ridicki, Plantak, Bouillet, 2017). Preventative approaches should be focused upon promoting positive growth, awareness of circumstances and their impact so that individuals are supported to adapt to situations and to maintain their emotional and mental health in developing their resilience (Herbert, 2005).

This research has highlighted a broad range of feeling and emotions associated with a range of different circumstances such as abandonment, loss, distress, anxiousness, unloved, unhappy, pressured, despondent, detached, controlled and trapped. These feelings and emotions have strong sentiments associated with them and the majority of them were negative. It was apparent that the negativity came from the subject's experience of life and the circumstances that have occurred within it. It has been suggested that as individuals, we all want to feel loved by our parents or carers so being able to bond with them is a critical part of all our development (deCock, 2015). Positive bonding and attachment for children enables them to become psychologically, physically and emotionally stable adults (Nikitin and Freund, 2018). This is important because this resilience and stability will enable young people and adults to contribute to, and interact in society in a positive way and this is the outcome that we want for all individuals. Therefore, feelings and emotions caused by circumstances that occur across the life course need to be understood in the context of that circumstance and also in the context of the social environment. In doing so, it will facilitate a greater understanding of the complexities associated with social deprivation which will enable the development of appropriate interventions. Therefore, understanding the emotional impact of social deprivation is imperative if we want young people to grow up to be resilient, healthy and economically active adults and if our understanding is to evolve further.

The need to understand the emotional impact of social deprivation is encompassed within the following:

- Preventing social deprivation from occurring by promoting and supporting resilience
- Early help support for individuals who experience social deprivation in order to improve outcomes for them

The need to improve outcomes for individuals and to prevent issues from occurring in the first place has been detailed in the narrative on the previous page. All individuals should have the opportunity to interact effectively in society (Myck et al, 2015) as this will enable them to make a positive contribution to society. This research has highlighted that there needs to be a significant amount of resource available to deal with issues of social deprivation. This indicates that it is costly and therefore if issues of social deprivation can be prevented, then this could reduce the long term impact of dealing with them on the public purse. The cost to society of public sector organisations having to deal with a wide range of circumstances

related to social deprivation is quite significant. Some of these costs attributed to the Shire Borough are depicted in the table below:

Circumstances and behavioural responses associated with social deprivation	**Estimated cost per annum**
Number of Children and Young People accessing specialist CAMHS) 2012/13	£980,822.00
Alcohol related crime[13]	£4,692,492.00
Domestic violence[14]	£3,840,183.00
Sexual offences	£1,588,936.00
Serious sexual offences	£2,660,544.00
Theft, robbery and burglary	£1,556,523.85
Criminal Damage	£ 912,951.00

Table 11: Cost to society of dealing with issues associated with social deprivation

(Source: Revisions made to the multipliers and unit costs of crime used in the Integrated Offender Management Value for Money Toolkit September 2011)

In addition to this:

- It is estimated that the annual costs of local authorities responding to antisocial behaviour is £3.4 billion. This excludes the personal and social costs suffered by victims and communities[15]
- Key findings based on maintaining current access levels of contraceptive and sexual health services show that, between 2013 and 2020, unintended pregnancy and STIs could cost the UK between £84.4 billion and £127 billion comprising[16]: NHS cost of £11.4 billion (cumulative costs) as a result of unintended pregnancy and STI costs between £73 billion and £115.3 billion (cumulative costs) of wider public sector costs

This indicates that the current level of public expenditure associated with dealing with issues associated with social deprivation is significant and supports the notion of attaining a greater understanding of the emotional impact of social deprivation.

[13] Alcohol related violence (costs taken from Staffordshire Police alcohol related costs 2010)
[14] Domestic Violence (cost taken from Violence against the person 2003 figures)
[15] Source: The Police Foundation Briefing, Series 1, Edition 9, February 2010
[16] Source: Unprotected Nation, The Financial and Economic Impacts of Restricted Contraceptive and Sexual Health Services, January 2013

5.4 What is the impact of this research?

It is recognised that social deprivation theories can provide a useful framework to afford some context and clarity as to why individuals, families and communities might experience certain issues and why. This thesis has identified the importance of being able to understand how society works and how all of the different elements interlink and affect one another. Only when this understanding has been attained can research take place to investigate why certain issues are prevalent in society and this is apparent from the research that was conducted by Booth (1892) and Rowntree (1901). Different theories such as the concept of poverty posited by Titmuss (1944) have been particularly useful in the identification of socially constructed realities and that individuals are influenced by their social environment. The literature review demonstrated that theories in respect of poverty and deprivation have continued to develop over time especially in relation to circumstances, behavioural explanations (Titmuss, 1944), intergenerational explanations (Joseph, 1972; SEU, 1998) and the relationships between childhood antecedents and adverse outcomes in adulthood (Hobcraft and Kiernan, 2001). Each of the theoretical concepts have acted as building blocks for the next, each providing relevant explanations. It is these explanations that have been utilised by local authorities in their strategies for dealing with, and managing issues associated with social deprivation. The role of the smaller local authority in supporting issues of social deprivation has increased considerably since 1998. Local authorities now have a number of statutory functions relating to safeguarding, community safety, anti-social behaviour, homelessness and benefits that they are required to fulfil. Today, in these times of austerity and the budget reductions faced by the public sector, the pressure of being able to support issues of social deprivation in terms of physical and financial resource, is only set to increase. This is why there is a need to understand the discourse of social deprivation in greater detail, which is why this research is critical.

Joseph (1972) suggested that there was a ‘cycle of deprivation’ that was caused by certain issues of deprivation being transmitted from generation to generation and people who were born into deprivation should be provided with adequate birth control as an attempt to halt this cycle. However, this research suggests that social deprivation is not as simplistic as that, lives are quite complex and issues need to be understood and addressed in more detail if we are to identify some of the root causes, as suggested from the Think Family Programme (2007).

This programme was introduced to support individuals experiencing economic disadvantage and deprivation. The programme adopted the perspective of Joseph (1972) describing issues of deprivation as being intergenerational and because of the investment and focus on a whole family approach, it was able to achieve some real successes and supported a reduction in the inequalities gap (Lupton, 2013).

This research highlights the fact that you cannot deal with cases of social deprivation in a generic way, they have to be dealt with on a case by case approach. The focus needs to remain on the root cause of why the social deprivation has occurred because only then can researchers and organisations understand the emotional impact and behavioural response attributed to it. Once organisations have acquired this understanding then they can work together to plan future interventions that will either prevent the issues from occurring or support individuals experiencing similar issues in the future. This approach to support, if implemented effectively, can only lead to cost savings in the longer term which is particularly important, especially in these times of austerity and public sector funding reductions.

Brown and Madge (1982) suggested that there is a need to gain more in depth qualitative data in order to try and understand the issue of social deprivation in more detail and that quantitative data was sufficient in being able to demonstrate the full picture of what was actually occuring. It is only through having this detailed understanding that interventions can be planned effectively and achieve some success, for example, the Think Family programme, as previously mentioned. In the past, successive governments have adopted a reactionary response when implementing initiatives as a result of locality based quantitative data sets that have indicated red rated indicators, for example, Total Place (2010). These initiatives have been broadly based upon what government and organisations have deemed to be the need and not necessarily what is needed, as demonstrated in the research findings.

Authorities have had to implement Government funded projects that came with rigid guidelines and set of criteria including timescales for budget spends and achievement of outcomes, like the Total Place (2010) initiative. Empirical evidence from a project implemented by the Shire Borough, based upon the Total Place initiative, suggested that this was the case. This initiative was funded by central government for a specified time and was required to deliver outcomes relating to changes in behaviour and lifestyle that would improve social deprivation

within a 12 to 24-month period. The project was successful in improving the engagement with the community but indicators of social deprivation did not improve.

This research is quite significant as it provides a greater understanding of the discourse of social deprivation. It has deconstructed the main theories associated with social deprivation in order to highlight the difference between the circumstances and behavioural responses. The findings of this research contributed further to this discourse by identifying the emotional impact associated with social deprivation. Being exposed to certain life events such as divorce, abuse, domestic violence, unemployment has the potential to lead anyone towards a path that they would not normally follow, resulting in experiences of social deprivation. These types of issues have a detrimental effect on an individual's life and can lead to a wide range of problems in later life such as the inability to engage with others, lower level mental health issues and behavioural responses such as substance misuse. This can lead to devastating outcomes such as children being victims of child sexual exploitation, teenage pregnancy and becoming involved in anti-social behaviour and criminal activity. This demonstrates that there is a need to provide additional support to individuals across the life course to provide help and support to them to be able to develop and construct resilience techniques (Ridicki, Plantak, Bouillet, 2017). Therefore, being able to understand the impact of feelings and emotions in the context of the social environment is important if young people are to become resilient, healthy and economically active adults.

5.5 Challenges associated with the research

In terms of the challenges associated with this research, the main one was associated with trying to source an appropriate definition for social deprivation, there was an absence of extant literature which made this problematic. Two definitions were sourced from Myck et al (2015) and Brownlee (2013) and utilised in the research. Another challenge that was experienced was researcher bias which resulted in the data analysis having to be redone which lengthened the whole research process. In terms of the research sample, this was not representative of the population, it was representative of the homogenous purposive sample used. It is recognised that there is a need to conduct further research in the community with individuals who experience a broader range of issues such as isolation and mental health, as suggested in the literature review (Public Health England, 2015).

Other challenges are associated with conducting the research and the inability to utilise any recording devices to collect the primary data. This meant that the researcher had to rely on pencil written notes and memory. In terms of the data analysis, the researcher was a NVivo novice, with this being the first time that they had utilised the software for data analysis. However, after a number of attempts at initial coding, the software was found to be particularly robust in being able to demonstrate rigour in the methodology utilised.

5.6 Future proposals

In terms of future proposals, the researcher has been in discussions with schools to look at how the pilot of support that was formulated can be developed further. Schools have indicated that there is a need to raise awareness of the impact of certain circumstances that can occur throughout the life course and the need to focus on emotional resilience. Schools are under pressure because of curriculum delivery so have approached the researcher to ask for support in developing a web based version of the model of support. The researcher, in her work capacity has been able to work with a number of high schools and pupils to develop this and the product will be piloted in two high schools in September 2018. This will enable time for a robust evaluation to be conducted prior to it being rolled out in other high schools the following year.

In addition to this the research also influenced the researcher implementing a different approach to the governance arrangements for the local strategic partnership and commissioning arrangements relating to additional emotional support for young people at high school. All of this research has been influential in enabling partners to take a more holistic approach to tackling and addressing local issues of social deprivation and vulnerability.

5.7 Recommendations for policy and practice

This research has highlighted complexities associated with being able to understand the root cause and impact of social deprivation and not enough consideration being provided to other academic literature contained in health and psychology journals. It is felt that this is one of the main reasons as to why the phenomenon has not been understood fully. This is of particular relevance especially as public sector organisations are having to determine how they can deliver joint priorities in locality areas bringing together health practitioners, voluntary sector and blue light organisations. Initiatives and interventions that are planned to support

local issues have to be supported by robust evidence based data and if this was supported further by integrated academic research it would enable issues to be understood and supported in a more holistic way. This in turn could lead to more efficient ways of working and delivering services to individuals, reduce duplication and silo working.

The thesis identified that children who experience a positive attachment as part of their primary socialisation will start to develop emotional resilience at about 9 months old (Dykas and Cassidy, 2011), which highlights the importance of positive parenting in a safe environment. Negative attachments can result in the inability to forge positive relationships in later life and potential psychological issues resulting from feelings of low self-esteem and being unworthy of love (McLanahan, Tach, Schneider, 2013). Being able to understand how life events and circumstances impact on an individual will enable approaches to be developed that will support individuals in being able to develop and construct their resilience.

Therefore, the recommendations for policy and practice are:

a) Academic Research

- In order to evolve our understanding of social deprivation further, consideration needs to be provided to the disciplines of health and psychology
- Social deprivation studies need to be designed in a more holistic way that enables the lived or living experience to be captured in order to determine how different circumstances impact on the individual across the life course

b) Central Government

- Significant investments need to be made in mental health services and the provision of health and wellbeing services to schools, with a particular focus on improving mental health, emotional resilience and regulation
- Emotional wellbeing should be incorporated into the school curriculum and should be a statutory requirement for all schools
- Parenting programmes need to incorporate elements of emotional resilience and regulation throughout them and explicitly identify the important of positive attachments and the impact of negative attachments in childhood.
- More investment is required for domestic abuse refuge provision that accommodates children and young people and provides appropriate counselling for them.

c) Public Sector Organisations

- Traditional partnership structures such as Community Safety Partnerships and Health and Wellbeing Boards do not support agencies being able to deal with issues of vulnerability in a holistic way. Traditional partnerships structures should be refreshed and should take account of a broad range of partners that come together to improve community wellbeing. In doing so it will facilitate partners from community safety and health working closer together to deal with issues holistically and deliver better outcomes for people and place.
- All partners should have closer working relationships with all schools in their respective areas
- The web based version of the preventative and early help model that has been developed in the Shire Borough can be adopted and implemented in other local authority areas

5.8 Conclusion

This chapter concludes with a concise summary of the discussion and finding thus far. This thesis has successfully identified a number of theories associated with social deprivation and in doing so was able to recognise a number of contributory factors of poverty and deprivation. It has been able to demonstrate how each of the theories has been constructed and applied in practice and has recognised some of the shortfalls in that process. It has only been through the application of a constructivist grounded theory methodology that new theory has emerged in relation to the discourse of social deprivation. Because of the emergent nature of the research it has been a continuous process of conducting further research into the literature across a number of academic disciplines in order to construct new theoretical concepts.

Although the theoretical concepts discussed in the literature review are important and relevant, being able to understand the emotional impact of social deprivation has been identified as critical. Emotional impact and resilience have been discussed in detail and are regular research topics in the academic field of psychology and family and child studies. This research has demonstrated that there is a need to cross the academic boundaries in order to develop new theory and understanding of a social phenomenon. Charmaz (2006:126) proffers that *'interpretive theory calls for the imaginative understanding of the studied phenomenon and*

that this type of theory assumes emergent, multiple realities, interdeterminacy, facts and values as inextricably linked, truth as provisional and social life as processual'. It is the view of the researcher that this research contributes to the rhetorical and imaginative understanding of social deprivation.

Although it has been recognised that there is a need to conduct further research into the emotional impact of life's circumstances, the research findings have supported the development of theory into practice model of support in schools. This model of support has been positively evaluated and is heralded as a success by the schools. Because of the interest that this has generated from the schools and the pupils, the researcher has continued to work with them to develop and advance this further. A more sustainable web based model has been developed that will be piloted in two high schools in September 2018 and following a robust evaluation, it is envisaged that this will be rolled out to all high schools.

To summarise, the original contribution of this research is identified as:

1. The discourse of social deprivation theory and the:
    - identification that the inability to regulate the emotional response caused by certain circumstances that occur in life, causes individuals to experience issues of social deprivation
    - fact that a child's primary socialisation is influenced by their social environment and this is a catalyst for socially constructed realities to emerge

2. Praxis and management practice as this research has informed the development of a local model of support for young people, parent and carers and schools, as highlighted in chapter four

The researcher will continue to conduct further research in this area.

Chapter Six – Reflection on Research

This research was undertaken as part of a professional doctoral research degree and reflection was an important part of that process. Reflection is seen as both a practical and theoretical practice that uses an individual's day to day experience and integrates theoretical concepts within it (Thompson and Pascal, 2012). Being able to reflect on all different kinds of situations allows a person to grow and develop as part of a continuous process in their life. Tremmel, (1993) describes this as a journey that includes '*a backward step into the self, and a journey that is its own destination* (p.456). It is suggested that engaging in reflective practice will help a person gain a better insight into their life whether it be on a personal or on a professional level. Being able to integrate the two helps a person to develop their professional competence and it is this element that is important in learning (Boud et al 1985).

The process of writing this thesis has been a challenging journey that has taken place over a number of years and one that has explored a number of different research strategies and methodologies such as narrative inquiry, action research and symbolic interactionism. This research commenced with a genuine interest in social constructivism following the completion of an assignment relating to the application of the theory to the change management process. It was during this process that seminal works from Foucault (1972) and Galton (1878) were explored and generated further interest in social constructivism and inherited ability and dysfunction. It is the view of the researcher that realities are socially constructed because they are influenced by our social environment, the relationships that we have and the social environment that we live in. It is this process that occurs throughout life and individuals continually go through a process to construct, deconstruct and reconstruct their realities. This research supports the notion that:

- reality (ontology) is constructed through human activity and influenced by the social environment;
- knowledge (epistemology) is a human product whereby individuals create that knowledge through the interactions and relationships that take place with one another in the social environment and
- knowledge acquisition is then a continual process of construction and deconstruction as a result of this

It is only through this process that individuals are able to learn, grow and develop. The process of constructing knowledge occurs throughout the research journey and develops as the thesis is being written. The researcher did have an existent interest in social deprivation as discussed above, and although there had been many initiatives that had been introduced to try and manage it, it was something that was still seen as a local challenge. The ontological and epistemological beliefs that reality is constructed and created presented an opportunity for this to be applied as an approach to the issue of social deprivation. However, the inability to source an academic definition for social deprivation was one of the main issues that presented itself during the course of the research, which was problematic. This meant that the focus of the literature review was initially concentrated on deprivation studies but did not provide a sufficient framework for the research.

The review of extant literature was a really interesting part of the research process, acting as a foundation and the building block of the whole thesis and providing opportunities to identify areas for further research. Although there were problems in identifying theoretical frameworks because of the lack of a definition for social deprivation, these were rectified after sourcing literature written by Brownlee (2013) and Myck et al (2015). Having a strong definition that explained the research focus was able to provide an appropriate framework and structure for the review that was absent previously. This then enabled the narrative to be organised into a coherent story and although this was recognised by the supervisory team during a meeting held on 25th September 2017, there was still some refinement that was required.

Further conflicts arose when considering what research methodology should be adapted. Consideration was extended to adopting a Narrative Inquiry approach as this lends itself to the field of constructivism (Clandinin and Huber, 1998) and allows subject's to shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories (p.2). Because the research was focussed on the human experience and its holistic nature (Connelly and Clandinin, 1990), the use of narrative inquiry could have been useful in determining socially constructed relationships of life events through the process of storytelling over a period of time. This approach was dismissed after a long period of reflection and deliberation as to whether this was an appropriate strategy. The researcher had read books and literature and written copious notes in the journal, which were then translated and written into the thesis. However, the conceptualisation of this proved to be problematic for the following reasons:

- There were time constraints associated with the research in terms of the time that would be spent with the subjects
- This would not provide the time to uncover the multi-layered life story from the subjects.
- Subjects were in prison custody so it would be difficult to source artefacts of any sort
- This approach is mainly concerned with storytelling and re-telling, and it was felt that it would not provide the analytical rigour required for this research because of the 'intersubjectivity of the inquiry' (Connelly and Clandinin, 1990: p10), so in other words, who's story would it end up being?

One of the main issues that occurred during this research was researchers bias and the research findings being informed by the researcher's prior knowledge and preconceptions of deprivation. It was only after several iterations of the research findings chapter which demonstrated that the analysis had not highlighted anything unique, that the researcher decided to conduct further research and analysis. The work by Cathy Charmaz (2006) was influential in this process and was the catalyst for the researcher adopting a constructivist grounded theory methodology. This was probably the most frustrating part of the research process. A second tranche of data analysis was undertaken which enabled the data to be organised and categorised into statements and acts that were easy to understand (Charmaz, 2006). Although challenging, and incredibly time consuming, it provided the researcher with a unique perspective in terms of the data analysis that did not exist previously. It was during this process that the unique contribution to the research became apparent and as a result of this, the thesis was able to develop as new theory emerged. In doing so, it helped to facilitate a greater understanding of the discourse of social deprivation.

Reflection on the researcher's professional role in relation to the research

Kolb and Kolb (2005) suggest that 'learning is best facilitated by a process that draws out the student's beliefs and ideas about a topic, so that it can be examined, tested and integrated with new, more refined ideas' (p194). The researcher was responsible for delivering initiatives in communities that improved outcomes related to health, feeling safe and deprivation and was particularly driven by this. This made it quite an easy process when choosing a research topic for the thesis which was social deprivation. The researcher did have an existent interest

in social deprivation as discussed and although had led many initiatives locally to try and manage and eradicate it, this was something that was still seen as a local challenge. It was interesting to note that when first engaging in the DBA, that as a professional person the researcher was considered to be an expert in her current position. However, this did bias the researchers focus for the primary research and also heavily influenced the research findings in the initial stages of the analysis. The researcher had preconceived ideas of what social deprivation was before the research commenced but the emergent nature of the research has facilitated a greater understanding of the subject and also skills related to self-awareness and critical thinking. Kolb (1984) suggested that the will for gaining and developing knowledge is driven from a genuine self-motivation and willingness to learn and that this is then enhanced through reflection, conceptualisation and the generation of new ideas. It is indeed, these elements that are important in the researching and writing of a doctoral thesis. It is important to reflect on, and understand how you like to learn and what learning methods are best suited to you being able to enhance your learning when embarking on the DBA journey.

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Appendix One – Ethics Approval

Staffordshire University
Application for Ethical Approval of Research Project (Long Form)
Faculty of Business & Law

This form must be completed by the researcher, and submitted (in the case of undergraduate –and graduate projects) to the designated supervisor, who should consider it and if approved, then forward it to the Faculty Ethics Panel . The latter should keep it on file as an agreed record of the research being undertaken. Proposals for staff research projects that require ethical approval should also be considered by this Committee.

1. Researcher

Name: Tracy Redpath

Faculty: School of Business, Education and Law

Supervisor: Dr Jenny Gale; Professor Mike Dent

Academic state of applicant: Doctor of Business Administration student

Commencement and expected duration of the project: July 2013 for two years

2. Research Project

Title: Managing the reduction of Social Deprivation – A social constructivist approach

Please offer a brief paragraph indicating answers to the following questions where relevant:

1. Where the research is to be carried out?

The research is a work related study that is being conducted at my place of work () and at () prison's in (). It is a pilot project which is a work stream of the "…….project" for which I am lead officer.

2. Whether adequate facilities are in place enabling the project to be properly carried out;

Offender interviews will be conducted whilst in custody and attended by a named prison officer. Questionnaires will be completed by the families at the prison visitor/welfare centre where the researcher will conduct non-participant observation.

3. Whether procedures are in place given the occurrence of any adverse event;

Involvement in the pilot is voluntary and by consent. All participants will be notified that their participation is voluntary and that they can withdraw at any time. All participants will be free to discontinue the interviews at any point should they so wish.

4. Names of other individuals or organisations involved in the project;

() prison's in () are part of the project and permission has been sought from both Governors who are actively involved in the project. The researcher has also sought approval from the Chief Executive of () Council (the researchers workplace) and (the researchers line manager) to conduct the research.

5. Whether other approvals have been gained or are to be sought.

Approval has had to be sought from the National Offender Management Service to allow the researcher to conduct interviews with the offenders in the cohort. This has been received and is attached to this form.

3. Purpose of Research Project

Please offer a brief paragraph indicating:

1. The aims and objectives of the project;

The aim of the research is: 'Reducing elements of social deprivation using the concept of social constructivism theory to provide planned and targeted support and intervention to families'.

The research objectives are:

- To critically assess social constructivism theory and its applicability in exploring and managing the impact and perception of social deprivation;
- To critically analyse and review the literature pertaining to social deprivation policy and practice introduced by Government since 1969 and their applicability to a Shire Borough;
- To provide a comprehensive assessment of social deprivation in a Shire Borough – the local perspective on the national context.
- To provide a critical assessment, review and evaluation of interventions implemented to support families identified as being in most need in order to determine their effectiveness and impact in reducing elements of social deprivation in a Shire Borough.
- To develop a framework and policy guidance that will assist with future neighbourhood community development relating to the alleviation of social deprivation.

2. Its rationale

The issue of social deprivation has been apparent in society for a number of years and evidence suggests that the issues are generational in nature (Casey, 2012). There have been a myriad of policies and strategies that have been introduced by various Governments that have aimed to tackle the issue of social deprivation in our society but the reality is that it still remains an issue (see Index of Multiple Deprivation, 2010). The current Coalition Government's 'Troubled Family' initiative provides an opportunity for agencies to tackle the root cause of some of these generational socio-economic issues that exist in families. At this stage of the project it is too early to state whether or not this will be successful but part of this research will provide an evaluation into this over a two year timescale.

3. The research question or specific hypotheses to be tested;

This research will apply social constructivism theory as a concept in managing the reduction of social deprivation in a () focusing on a small cohort of families who are experiencing a number of socio-economic issues such as recidivism, unemployment and housing. The pilot will apply social constructivism theory in the deconstruction and reconstruction of the lives of the families. An action research strategy will then be applied and implemented which will

demonstrate the progress of the families, as agents of change, over a 12 month period of the research.

4. The background to the project.
As in (2) above

NB. It is not the job of the Faculty Research Ethics Committee to consider the methodology of the research project. However this Committee does need assurance that the appropriate methodology has been properly considered before it can consider whether the project is ethically justifiable.

4. Brief Outline of the Project

Please offer a summary of the procedures it is proposed to follow in carrying out the project. Such descriptions might vary according to the nature of the project and the academic area involved, but they should normally include at least the following:

1. The design of the project (including, where appropriate, issues of statistical power);
The research design will be a mixed methods, inductive approach. The research is subjective and therefore assumes an interpretive philosophy. In order to assess the research question an action research strategy will be applied. The research is concerned with the provision of appropriate interventions for prisoners and their families in order to try and stop the generational cycle of deprivation that exists in the families. It has been evidenced from the literature review conducted thus far that whole family approaches are evidenced as being the most effective in being able to turn families around and to change their behaviour. The research will consist of the following:

a) Interviews
Interviews will take place with offenders to ascertain qualitative information data appertaining to subjects' thoughts, perception about their life including education pre-custody. It also collects information regarding what help and support subjects require in order for them to live their lives. Interviews will also gather information relating to the subject's life providing perceptions of their education; their family life; role models; pathway to custody and future life. The aim is to transform the lives of the cohort in order to determine if elements of social deprivation can be eradicated.

b) Questionnaire
A questionnaire will be administered to families of offenders pre-release. Questionnaire will collect quantitative and qualitative data and will be structured in two sections. First section collects quantitative date appertaining to subjects personal circumstances structured using the seven indicators of the index of multiple deprivation. The second section collects qualitative data appertaining to family thoughts, perception about their life including education pre-custody. It also collects information regarding what help and support subjects require in order for them to live their lives. Questionnaire will provide a profile of the family life providing perceptions of their education; their family life; role models; pathway to custody and future life. The aim is to transform the lives of the cohort in order to determine if elements of social deprivation can be eradicated. The information will be used to ascertain whether the family have different constructions to the offenders about their life, past and future.

c) OASys Profile of offenders

Profile of offenders will be extracted from the Prison OASys IT system providing information about their offence; previous convictions; family history; health information. This information will be used to cross reference and triangulate the information that the offenders have provided and will be used to demonstrate if there is a significant difference in constructions and perceptions.

d) Genogram

Families will be asked to complete a genogram and will plot generational crime; unemployment; housing; education activity. This information will be used to look at whether generational social deprivation exists

e) Family Relationship Map

Families will be asked to complete a family relationship map which portrays the relationships they have in the community on a daily basis and will plot the strength of these relationships. This information will be used to assist with the support and interventions that will be put in place post release for the family.

f) Family Activity Based Costing

Activity based costing to determine total cost of family to society. This information will be used as a comparator to determine:

- Cost of current intervention/s
- Cost of family to society if no further intervention/s
- Cost of family to society with intervention/s
- Total saving made

g) Family Map – Agency Intervention

A family map of agency intervention will be completed using the information ascertained from the questionnaire; genogram; relationship map to plot the level of intervention required by the family and which agency will be providing what. This information will be used to categorise the level of support required for each family using the categorisations in the B() project: superlight, light and intensive.

h) Family Plan

Family Plan will be completed to document requirements of the family in respect of interventions and agency support. Family plan will be used to determine progress of the family as part of the wider () project – this is a requirement of the project. Progress will be followed over a 12 month period using action research strategy to determine what change, if any, has been made.

2. The procedures to be followed;

Participants will be provided with an Information Sheet and Consent Form (copies attached) prior to participation.

Prior written consent will be sought to record interview data and narrative accounts as part of the non-participant observations. Interviewees will be informed of their rights, and the purpose and time-scale of the research, at the beginning of the interview. Hard data will be stored in locked files and soft data will be password protected, with raw data being available only to the researcher (i.e. transcripts will not be shared with the representatives of the agencies/organisations involved in developing new resources).

All participants will have the right to withdraw from the study at any point and will be informed of this in the information sheet (attached). Evaluation of the pilot will be made available to the wider ().

The researcher holds an enhanced CRB disclosure as part of their requirements for their role in children and adult safeguarding.
3. The participation of subjects in the project;
The pilot will consist of a cohort of 12 families each have a member of their family in custody either at (). There are eight male and four female offenders and the age range of subjects is from 22 years to 64 years each having varying issues.

The cohort of families have been chosen from the number of offenders that were being released from () with a custody release date of (); who were being released to either () and who have consented to wanting to have additional intervention and support on release.

4. How the design of the project and the procedures followed are likely to assess the research question or test the hypothesis in question or establish some significant result.
The information gathered from the families will be used to gain a better understanding of the root causes of some of the issues that families are experiencing so that the right kind of intervention and support to them can be provided. This will be then used to inform future policy and practice.

5. Recruitment of Subjects

This section should contain clear information indicating the basis on which the proposed participating subjects are appropriate to the project. Normally researchers should adequately answer the following questions:
NB Researchers must also ascertain from their Supervisor whether or not they need to obtain Criminal Records Bureau clearance to enable this project to proceed. If this is the case the application must make clear whether or not it has been obtained. Any data collection or other activities requiring this clearance must not begin until it has been obtained

1. The number of subjects involved in the study (including the adequacy of the sample size) and how it is proposed to recruit them;
Pilot research project being run as part of the () The pilot research cohort includes a purposeful sample of 12 families who have a member of their family in custody either at ()

2. Whether there are any inclusion or exclusion criteria, together with their justification;
The cohort of families have been chosen from the number of offenders that were being released from () with a custody release date of between (); who were being released to either () and who have consented to wanting to have additional intervention and support on release.

3. The age range of subjects; the gender balance of subjects; and the state of health of subjects;
There are eight male and four female offenders and the age range of subjects is from () each have varying issues.

4. Whether there is any inducement to participate in the study;
There is no inducement to participate in the study it is by consent only.

5. Whether the project involves any special groups requiring some additional justification or permission (e.g. whether subjects are especially vulnerable, i.e. children, students, the elderly, those with learning difficulties or mental health problems, those with some disadvantage or dependency, those in hospital or those in prison).
As previously stated the cohort includes 12 subjects who are in custody either (). Information sheets and consent forms have been completed ()

The researcher has enhanced CRB disclosure from her place of work.

6. Participation of Subjects

Please provide two documents. These are an Information Sheet and a Consent Form, and each should be attached to your application. The first must ensure that the subject has a proper understanding of their participation in the project, and the second that they have given informed and voluntary consent to their involvement in it. Some notes for guidance follow.

Information Sheet

This will be provided to the subject prior to taking consent, and must explain the broad purpose of the project, the basis on which the subject has been chosen, what is required of the subject in the project, whether there are any possible disadvantages or risks in taking part, the benefits gained by taking part (either to the subject, the researcher or the scientific community), what will happen if something goes wrong, what happens to any information obtained about the subject, the expected results of the study, who is responsible for it, and a contact name. The Information Sheet must be written in a clear, informative, and intelligible way.
The Information Sheet must include a description of how subjects are involved in each stage of the study. This should relate back to §4 above. Their participation will vary according to the nature of the project, but will explain what is required of each subject (i.e. what kinds of measurements or observations will be undertaken, and by what means) and especially those that involve some risk or discomfort or which have other ethical implications (i.e. administration of substances, sampling of bodily fluids or tissue, or placebo or control groups, or genetic information).

Consent Form

A properly designed Consent Form must also be attached to this application. It should include [a] the title of the research project as in Section 2 above, [b] opportunity for confirmation by the subject that they have read and understood the Information Sheet (see above) and have been able to ask questions, [c] that their involvement is voluntary and that they have the right to withdraw at any time without providing reasons and without their rights being affected, and [d] that they understand that personal information about them may be looked at by researchers or other responsible individuals.
The Consent Form should indicate how individual informed and voluntary consent will be obtained. Sometimes (as in the case of Question 5 in §5 above) it will be necessary to indicate how parental or guardian agreement will be obtained.

The Consent Form must include space for properly dated signatures of the subject that they agree to participate in the project, together with the names of the person taking consent and/or the researcher.

7. Information and Data

The application must contain a clear statement of what information will be collected about each subject, the data obtained as part of the procedures described in §4, how it is proposed the data will be stored, how the data contributes to the project, together with a statement of how long it will be stored and how eventually discarded.
Please offer answers to the following questions:

1. What information about the subject do you wish her or him to disclose to you in order for the project to commence?
Details required to enable the project to commence are: name, address, release date

2. What data will be gained about the subject in the various stages of the project?
The first part of the project will consists of profiling the offender and trying to extrapolate as much information from them about their lives as is possible. This will enable effective planning of interventions on release. This part of the data collection will include methods outlined in A; B; C; D and E below:

a) Interviews

Interviews will take place with offenders to ascertain qualitative information data appertaining to subjects thoughts, perception about their life including education pre-custody. It also collects information regarding what help and support subjects require in order for them to live their lives. Interviews will also gather information relating to the subject's life providing perceptions of their education; their family life; role models; pathway to custody and future life. The aim is to transform the lives of the cohort in order to determine if elements of social deprivation can be eradicated.

b) Questionnaire

A questionnaire will be administered to families of offenders pre-release. Questionnaire will collect quantitative and qualitative data and will be structured in two sections. First section collects quantitative date appertaining to subjects personal circumstances structured using the seven indicators of the index of multiple deprivation. The second section collects qualitative data appertaining to family thoughts, perception about their life including education pre-custody. It also collects information regarding what help and support subjects require in order for them to live their lives. Questionnaire will provide a profile of the family life providing perceptions of their education; their family life; role models; pathway to custody and future life. The aim is to transform the lives of the cohort in order to determine if elements of social deprivation can be eradicated. The information will be used to ascertain whether the family have different constructions to the offenders about their life, past and future.

c) OASys Profile of offenders

Profile of offenders will be extracted from the Prison OASys IT system providing information about their offence; previous convictions; family history; health information. This information will be used to cross reference and triangulate the information that the offenders have provided and will be used to demonstrate if there is a significant difference in constructions and perceptions.

d) Genogram

Families will be asked to complete a genogram and will plot generational crime; unemployment; housing; education activity. This information will be used to look at whether generational social deprivation exists

e) Family Relationship Map

Families will be asked to complete a family relationship map which portrays the relationships they have in the community on a daily basis and will plot the strength of these relationships. This information will be used to assist with the support and interventions that will be put in place post release for the family.

The next phase of the research will need to demonstrate whether this approach has not only been cost effective but has been an appropriate method in being able to plan interventions for the family and will be in the longer term if adopted in other areas. Data collection will include methods outlined in F; G; and H below:

f) Family Activity Based Costing

Activity based costing to determine total cost of family to society. This information will be used as a comparator to determine:

- Cost of current intervention/s
- Cost of family to society if no further intervention/s
- Cost of family to society with intervention/s
- Total saving made

g) Family Map – Agency Intervention

A family map of agency intervention will be completed using the information ascertained from the questionnaire; genogram; relationship map to plot the level of intervention required by the family and which agency will be providing what. This information will be used to categorise the level of support required for each family using the categorisations in the BRFC project: superlight, light and intensive.

h) Family Plan

Family Plan will be completed to document requirements of the family in respect of interventions and agency support. Family plan will be used to determine progress of the family as part of the wider () – this is a requirement of the project. Progress will be followed over a 12 month period using action research strategy to determine what change, if any, has been made.

3. What form does this data take (measurements, observations, audio/video tape recording)?
Data will be collected via the methods above and through non-participant observation.

4. How will this data be stored (manually or electronically)?
Data will be stored electronically using password protected documents. This assurance will be given to the families involved in the project.

5. How is protection given to the subject (e.g. by being made anonymous through coding and with a subject identifier code being kept separately and securely)?
Protection to subjects in respect of their anonymity will be through the use of a unique reference number on the questionnaire and will be documented as Family A, B, C, D and so on.

6. What assurance will be given to the subject about the confidentiality of this data and the security of its storage?

This will be given through the information sheet and consent forms.

7. Is assurance given to the subject that they cannot be identified from any publication or dissemination of the results of the project?
As above.

8. Who will have access to this data, and for what purposes?
There will be only the Prison staff and myself that will have access to this data. For the purpose of data analysis and evaluation.

9. How is the data relevant to the project and the determination of its results?
The data is important as it will be critical in determining if elements of social deprivation can be eradicated through the appropriate help and support.

10. How will the data be stored, for how long, and how will it be discarded?
The information will be kept secure up until 12 months after the thesis has been submitted, after which time it will be incinerated.

8. Risk, Harm and other Ethical Considerations

This final section invites an estimate by the researcher of the perceived benefits or outcomes of the project weighed against the possible harms caused to the participating subject. Please submit two brief paragraphs. The first should identify both [a] any potential risks or hazards that might be caused to subjects or the researcher, in addition to any discomfort, distress or inconvenience to them, together with any ethical problems or considerations that the researcher considers to be important or difficult in the proposed project; and [b] offer an explanation of how it is proposed to deal with them, along with any justificatory statements.

All participants involved in the research have consented to wanting additional help and support provided by agencies in order to help them live a positive and healthy life. Participants are willing to engage in order to try and live a crime free life and for their families to put an end to the generational social deprivation that they are experiencing. If successful it will provide a substantial evidence base which will be used to change future policy and practice. It has been recognised that some of the questions that relate to the subjects past life, including childhood may cause some distress and as such have been briefed by prison staff. There is a willingness from subjects to want to share the story of their lives.

The second paragraph provides an opportunity for the researcher to highlight any remaining ethical considerations and to respond to them in a way which may assist the Research Ethics Committee in arriving at some judgement upon the proposal. This second paragraph is not an invitation to take on the work of the Committee, but rather emphasises the expectation that both researcher and Committee share the responsibility for assuring that the proposed research will be carried out ethically and with full regard to ethical principles.

9. Signatures of Relevant Persons

I undertake to carry out the project described above in accordance with ethical principles. I have completed the application in good faith. I accept that providing false information constitutes scientific fraud and will be subject to appropriate disciplinary procedures.

Signature of Researcher **Tracy Redpath** Date: 10.06.13

I have examined this proposal, confirm that the rationale and methodology is appropriate and that it can proceed to the stage of ethical consideration.

Signature of Supervisor or relevant Head of Unit D Douglas Date

This research proposal has received ethical approval either by a supervisor on behalf of the Committee or has been considered by the Committee and received ethical approval.

Signature of Chair of Faculty Ethics Panel Date

Appendix Two – Consent Form and Information Sheet

Consent Form for people in Custody

Unique Family Number:

1.	I confirm that I have read and understand the information sheet dated () for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	Yes ☐ No ☐
2.	I understand that my participation is voluntary and that am free to withdraw at any time, without giving any reason.	Yes ☐ No ☐
3.	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	Yes ☐ No ☐
4.	I understand that my name will not appear in any reports, articles or presentations.	Yes ☐ No ☐
5.	I agree to take part in the above study and that my participation is voluntary.	Yes ☐ No ☐

_____	_____	_____
Name of Participant	**Date**	**Signature**

_____	_____	_____
Researcher	**Date**	**Signature**

Information Sheet for people in custody

What is the project about?

() pilot project is a partnership project that aims to provide help and support to prisoner families. () are working collaboratively with () and other public and voluntary organisations to try and understand the root causes of some of the issues that families are experiencing so that the right kind of intervention and support to them can be provided.

What will be the outcomes of the project?

The information that you provide will help to inform future policy and practice and this will be used to ensure that other families who are in a similar situation to yours receive the most appropriate help and support.

Why are you being invited to take part?

() have agreed to take part in the project. We are trying to get the views and life experiences of prisoner families in order to try and understand the root cause of some of the issues that they are facing. We also want to understand what kind of support that you feel you and your family need when you are released, so that organisations can work collaboratively together to ensure the right kind of help and support is put into place. The feedback we get from you will be an important factor in helping to develop policy and practice that will assist other families who are in a similar situation.

What would taking part in the project involve?

Participating in the project would involve taking part in an individual interview and family interview. The interview will take approximately 30 - 40 minutes and will be held at the prison where you are in custody. A consent form will be provided prior to the interviews which will, with your permission, be recorded and transcribed. All interviews will be anonymised.

If you agree to take part in an interview you will be free to withdraw at any point should you wish. You may also refuse to answer a question or questions if you wish.

What will happen to the information you provide?

All of the information you provide will be completely confidential and would only be accessed by the prison at where you are in custody and the researcher. None of the information you provide will be attributed to you directly in any papers or publications arising from the research. If at any time you decide to withdraw from the research then all information that you have provided will be destroyed.

Who is involved in the project team?

The project is being undertaken by () in collaboration with () and other public and voluntary organisations as part of the () Project.

Appendix Three – Annotated biography example

XX is a XX year old male who is married with two children. He has six previous convictions and his current offence relates to the Importation of a Class B Drug. XX does not have any employment and will be retired upon his release.

XX left school at 15 years of age and spent 10 years working on the railways, both as a fire man and a train driver. In the past he has also had a shared business with his brother. He describes his childhood as 'not very good'. His mother was the person who controlled the household and XX reports that she used to be violent towards his father on numerous occasions. He reports that his father used to drink quite heavily and that this was the cause of some of the violent episodes in the household. He states that he stayed with this grandma quite a lot when he was younger.

His school life is described as being 'terrible and fairly violent'. He reports that teachers were violent towards him and this was reciprocated and on one occasion when he had gotten into trouble, his mother came into the school and attached the head teacher. XX describes himself as having a reasonable level of intelligence but deliberately did not do well at school because children who did well went to grammar school and there was a stigma attached to this and also a culture of bullying. His violent behaviour at school resulted in him being banned from classrooms so would spend much of his time working with the woodwork teacher making items to sell.

XX has had two marriages; his first marriage broke down due to violent episodes towards him by his then wife. His present marriage is to XX They have been together for a number of years now. He does not have any contact with his two children, their relationship broke down when his first marriage ended.

XX does have some health issues which relate to partial hearing; he is unable to hear in one ear and has limited hearing in the other. XX live in rented accommodation and will continue to do so when he is released. XX stated that he will have not significant needs when he is released – there are no money issues and no history of substance misuse.