Self-harm in primary school children: the voices of the educational professionals, parents and children
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Background
The overarching aim of the research is to gain insight into self-harming behaviours in primary aged school children, by exploring the following question:
‘In what ways are self-harming behaviours in primary aged school children conceptualised and experienced?’

Methods
The limited literature on younger children self-harming behaviours and the absence of their voices in the literature necessitate an exploratory qualitative design which captures the perspectives of range of purposively sampled participants from three principal groups: Educational Professionals, Parents and Children

Data are being collated in two stages.

Stage 1: Focus Groups
Focus Groups are being conducted with each principal participant group to elicit their conceptual understanding of self-harm in primary age school children. These perspectives will inform the development and conduct on individual interviews.

Stage 2: Individual Interviews
Individual semi-structured interviews will be conducted with each principal participant group who have direct experience of the self-harming behaviours of children.

Expected results.
The research aims to support participants to articulate their conceptual understanding of self-harm in primary school age children and report how they believe these behaviours emerge. The approaches will capture perspectives of children, parents and educational professionals all having equal opportunity to contribute their understanding and experiences.

Current stage of work:
Stage 1 of the research and initial analysis of the findings will be reported.

Discussion:
It is envisaged that the research will raise awareness of younger children engaging in self-harming behaviours and recommendations of policy and practice in education are likely to follow.