Secondary school pupils' experiences of managed moves: An interpretative phenomenological analysis

Katherine Hoyle

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Tavistock and Portman NHS Foundation Trust/ University of Essex

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Abstract

Managed moves were conceived of as a means of giving a pupil a 'fresh start' in another school, often when the pupil is deemed to be at risk of permanent exclusion. Little research on managed moves has been published to date in spite of their prevalence in English and Welsh schools over the past decade. Existing research has largely focused on the views of professionals involved and there has been no published research focusing solely on the perspectives of the pupils who have had managed moves.

The aim of this study was to add to the body of psychological research on managed moves through an exploration of pupil experience. Semi-structured interviews were carried out with six Year 10 and 11 pupils who had recently undergone a managed move between mainstream comprehensive schools. Interview transcripts were analysed using interpretative phenomenological analysis (IPA). From the interview data, themes for each participant emerged. These led to the identification of four overarching themes occurring across the participant group: the self as vulnerable; the impact of support on the self; identity as a learner; and the need to belong. The findings were discussed in the context of existing literature. Implications for practice for educational psychology services and local authorities were considered, particularly to consider how schools can be supported in understanding factors that may impact on pupils experiencing managed moves and helped to support pupils throughout the process.

Acknowledgements

Table of contents

List of Tables

1 Introduction

1.1 Chapter overview

This research focuses on managed moves for secondary school pupils. This introductory chapter will define managed moves and the linked phenomena of school exclusion and pupil mobility. It will then describe the national and local context for managed moves before outlining the purpose and aims of the current research. Finally, the structure of this thesis will be summarised.

1.2 Terminology

1.2.1 Managed move

Managed moves were introduced in both England and Wales to enable pupils at risk of exclusion to move to a new school: "The head teacher may ask another head teacher to admit the pupil. This should only be done with the full knowledge and co-operation of all parties involved, including parents, governors and the local authority, and in circumstances where it is in the best interests of the pupil concerned" (DCSF, 2008). In spite of government guidance that the threat of exclusion should never be used to pressurise parents into removing their child from the school (DCSF, 2008; DfE, 2012a), Abdelnoor (2007) notes that the voluntary nature of a managed move is framed within the context of a school retaining the right to permanently exclude a pupil if the managed move is refused.

A managed move does not appear on the pupil's records as an exclusion, a factor which appeals to schools as well as families; schools are required to

provide analysis of exclusion rates for Ofsted during inspection (Ofsted, 2015) as well as making data available to the local authority (Centre for Social Justice, 2011). In a minority of cases a managed move is initiated by the pupil's family rather than the school due to the pupil being unhappy in their current school (Hofkins, 2007), sometimes due to extreme cases of bullying (DfE, 2014). Managed moves should be mediated by the local authority, acting impartially between the pupil and family and the schools involved (Parsons, 2009).

1.2.2 Exclusion from school

Permanent exclusion involves a head teacher taking a pupil off the school roll, so that the school has no further involvement with the pupil's education (H.M. Government, 2011). Parents have the right to appeal a permanent exclusion, however, and until any appeal is resolved, the pupil will remain on roll. In England, the school is responsible for setting and marking work for the pupil for the first five school days following the decision to permanently exclude, and after this time, the local authority is responsible for finding a placement for the pupil (DfE, 2012a). Following a permanent exclusion, therefore, pupils may be out of mainstream school for some time, attending an alternative provision or being tutored at home until another school accepts them. Some permanently excluded pupils may not re-engage with formal education at all (OCC, 2011).

Like permanent exclusions, fixed period exclusions are entered on schools' and pupils' records. A fixed period exclusion involves the pupil being asked to

stay off the school premises for a fixed number of days before returning (DfE, 2012a). A pupil may be excluded for up to 45 days per year. As with permanent exclusion, the school is responsible for setting and marking work for the pupil for the first five days of the exclusion in England. The school must arrange for the pupil to be educated elsewhere after five days if the exclusion is longer than this (DfE, 2012a).

1.2.3 Pupil mobility

Pupil mobility refers to moves between schools at non-standard times. Typically, pupil mobility occurs through migration or when a family moves into the catchment area of a different school; however, managed moves and reintegration following exclusions are other means by which pupils move schools at a non-typical time (Rodda, Hallgarten and Freeman, 2013). Pupils sometimes suffer adverse effects, such as lower attainment, due to the academic and social disruption which can result from a move (Rodda *et al.*, 2013); however, because higher rates of mobility are found in the most deprived areas and the lowest attaining schools, it can be difficult to extrapolate the extent of the impact of the move on pupils as there are often other factors involved (Demie, 2002).

<u>1.3 National context</u>

When elected in 1997, the New Labour government put inclusion at the heart of the education agenda. This included a commitment to reduce school exclusions (Centre for Social Justice, 2011). The situation in the UK is at odds with the rest of Europe, where permanent exclusion from school is very rare

(OCC, 2011). In England, exclusion rates remain consistently higher than in the other countries in the UK (Parsons, 2007). The Special Educational Needs and Disabilities Act (H.M. Government, 2001) legislated for children's rights to be included in mainstream education and the subsequent Special Educational Needs (SEN) Code of Practice (DfES, 2001) also addressed these rights as well as for steps to be taken to avoid exclusion where disaffection was a risk. The "Every Child Matters" agenda (DfE, 2003) emphasised the importance of collaboration between schools to prevent exclusion, highlighting the long term damage that exclusion can bring.

There was a year on year reduction in both permanent and fixed period exclusions in England in the academic years from 1995/6 to 2012/3 at which point there was a small rise in permanent exclusions in secondary schools (DfE, 2015). In 2013/4, 81% of permanent exclusions were in mainstream secondary schools, with persistent disruptive behaviour the most common given reason, accounting for 32.7% of them. A quarter of all permanently excluded pupils were 14 year olds and 60% were 12 to 14 year olds (DfE, 2015). Some ethnic groups are more likely to be excluded than others; Gypsy Roma and Irish traveller populations had the highest rates of exclusion (although these are very small populations, so the statistics should be interpreted cautiously), followed by Black Caribbean and mixed Black Caribbean/ White pupils who are three times more likely to be permanently excluded than the population as a whole (DfE, 2015).

Other factors also contributed; boys and children from poorer families continue to be more likely than girls and children from more affluent families to be permanently excluded. The strongest predictor of exclusion, however, is whether a child has a SEN (OCC, 2011).

Exclusion rates per school type indicated that in 2009/10, academies[1] were four times more likely to permanently exclude compared to all schools, although it should be acknowledged that at this point these were the original sponsor-led academies which had replaced failing schools. When the academies were compared with schools with similar intakes, the difference was considerably reduced (DfE, 2012b).

Government guidance (DfE, 2012c) requires all English local authorities to have in place a fair access protocol applying to all mainstream maintained schools, free schools and academies. Its purpose is to ensure that unplaced children, particularly those deemed to be the most vulnerable, are placed quickly when necessary, outside of the normal admission time. This is in light of concerns that pupils who have been excluded often remain out of education and have no access to full-time provision (OCC, 2011), in

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[1] The first academies were established in England in September 2002 by the Labour Government. They were set up to replace schools deemed by Ofsted (The Office for Standards in Education, Children's Services and Skills) to be failing. These original academies were run by private sponsors. Academies were funded directly by the Department for Education rather than local authorities (Long, 2015). The Academies Act (H.M. Government, 2010) resulted from a bill put forward by the Conservative-Liberal Democrat coalition government. It states that any state school may become an academy. In 2016, 2075 out of 3381 English secondary schools are academies (BBC, 2016). Schools remaining under local authority control are widely known as community schools.

contravention of the United Nations Convention on the Rights of the Child (United Nations, 1989).

In spite of the legal positions of schools (DfE, 2012a), there are reports of widespread illegal activity such as informal exclusions and schools coercing parents to move their children, often with parents unaware that their child's rights have been breached (OCC, 2011). These practices should be contrasted with good managed move practice which involves collaborative decision-making, accountability to the fair access protocol and space for the voice of the pupil in the process (OCC, 2011).

Over the past decade, the government has advocated managed moves as an alternative to exclusion (DCSF, 2008); however, managed moves reportedly vary between local authorities. In some areas, for example, moves are carried out informally between head teachers, whereas others adopt a more formal monitored process (OCC, 2011). The OCC (2011) found that good practice involved cooperation rather than competition between schools and head teachers, and involved the pupil concerned in decision-making. Transitions were well-monitored with schools sharing responsibility for the pupil until they were settled; however, since there is no formal regulation of managed moves, they are not safeguarded against abuse, nor is there a right to appeal. (OCC, 2011)

The Centre for Social Justice (2011) also argues in favour of regulation and guidance for schools around managed moves, claiming that in some cases head teachers are using them as a means of avoiding exclusions whilst

making implicit threats to permanently exclude if a move is not accepted by parents (Centre for Social Justice, 2011). The fact that the government does not collect data on managed moves means that it is impossible to ascertain how many pupils are moved and why. Moreover, it can be argued that this encourages abuse as there are no consequences for schools who request managed moves. This is in contrast with the incentives for schools to avoid exclusion such as scrutiny from the local authority and Ofsted and the risk of financial penalties (Centre for Social Justice, 2011). The Centre for Social Justice (2011) also highlights the benefits of a joined-up approach within local authorities whereby schools are encouraged to take a proportionate number of pupils rather than unpopular, undersubscribed schools having to take pupils that other schools do not want.

Managed moves can provide a positive option for pupils and schools (OCC, 2011; Centre for Social Justice, 2011), offering a restorative approach for those involved and a fresh start for pupils (Abdelnoor, 2007; Parsons, 2009); however, it has been shown that the system is currently at risk of abuse, and recommendations for clear guidance on and regulation of managed moves would be in the best interests of the pupils and families concerned.

1.4 Local context

I am currently training as an Educational Psychologist in one of several teams based within a countywide Educational Psychology Service (EPS), which is where this research took place. Throughout my two-year placement I have been aware of a number of managed moves within secondary schools in the

area, largely for pupils who have had previous fixed period exclusions or who have committed a serious one-off offence, but also for pupils who are school refusers and, sometimes at the request of families, for pupils who are severely socially isolated.

The EPS has a service priority to ensure that all school-aged pupils are in full-time education. The managed move process aims to support this locally, both by ensuring that permanent exclusions are reduced, and also by facilitating an alternative for those pupils who are not attending or not achieving due to profound anxiety or unhappiness in school.

The area in which the research took place centres on a large town outside London. There are 12 secondary schools in the area, within relatively close proximity of each other. The area is well-served by public transport, so most schools are reasonably accessible to most pupils. The town's population is 80% White British and the largest ethnic minority group is Pakistani. There are pockets of deprivation within the town, which is otherwise relatively prosperous.

Within the area, the secondary schools are all academies. From my meetings with both parents and teachers in my role as a trainee educational psychologist (TEP), it is clear that certain secondary schools are perceived to be more prestigious than others. These schools tend to be those with academic specialisms for which they select a percentage of their pupils. My perception is that the schools which do not engage in this selection process are viewed by many families to be of lower social and academic status. This

local contextual detail may impact on how pupils may experience a change in school, depending on the relative perceived status of the original school in relation to that of the receiving school.

1.5 Research rationale and aims

This research was carried out because there is little published research on managed moves. Existing research on the phenomenon has largely used data gained from the adults involved in the process rather than the pupils. In carrying out this research, I hope to add to the psychological understanding of the experience of managed moves from the perspective of the pupils involved. I expect the research to inform the practice of schools and local authorities through dissemination of the findings to EPs who will be able to offer support to schools and other educational professionals in line with the recommendations generated.

A further aim of the research is to give a voice to the group of pupils concerned. Having previously worked as a secondary school teacher, I am interested in the perceptions and experiences of this age group in school. In my current role as a TEP, I have further developed my skills in relating to and advocating for children and young people, and I wanted to conduct research that would enable a group of pupils to be heard where they otherwise may feel that they are not.

It has been argued (OCC, 2012) that UK schools do not always comply with the United Nations Convention on the Rights of the Child (United Nations, 1989) in practice relating to exclusions and managed moves:

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters relating to the child, their views of the child being given due weight in accordance with the age and maturity of the child." (Article 12, p5)

My hope is that this research will encourage school and local authority staff to think about the voice of the pupil within the managed move process. Schools are increasingly involving pupils in decision-making to various degrees, but pupils at risk of exclusion are less likely than other pupils to be involved in this process (Lown, 2005). Systemically, excluded pupils' voices can "illuminate the taken-for-granted about the way the schools system operates" (Munn and Lloyd, 2005), providing a new way of looking at a problem. Gersch and Nolan (1994) argued that excluded pupils' voices have an important role to play in the development of exclusion policy both at a school and a local authority level, and that listening to the pupil is pragmatic as well as moral, as incorporating their views will support the success of the new placement. It has also been argued that listening to the voices of pupils who move schools can help adults to understand how pupils experience the process (Messiou and Jones, 2013). Given the overlap between excluded pupils and those who have moved schools at non-typical times with pupils who have had managed moves, it is hoped that this research will be similarly helpful to those working with this group of pupils.

1.6 Summary of the current research

This chapter has provided a context and a rationale for the current research. In the following chapter, I will review the existing literature on managed

moves and pupil mobility in England as well as recent relevant literature focusing on the voices of secondary school pupils. In chapter three the methodology of the present research is outlined in detail. The results are presented in chapter four and discussed in chapter five in the context of existing research and psychological theory.

2 Literature review

2.1 Chapter overview

The purpose of this chapter is to describe and provide a rationale for the literature searches conducted in my area of research, to review the most relevant literature and to discuss its implications for my own research. Systematic searches were carried out, and publications included in the references of selected papers were also considered.

All of the published peer reviewed research evaluating managed moves in England has been critically reviewed below. I also conducted searches on pupil mobility to ascertain what research says about the impact of changes of school outside of usual transfer times for secondary school pupils. Given my participant group and my desire to focus on their voice, I searched for research focusing on pupil experiences of support for social and emotional needs, exclusion and reintegration. Articles meeting the inclusion criteria have been reviewed below.

The questions to be answered by the literature review are as follows:

- What does research tell us about managed moves in secondary schools?

- What does research tell us about the impact of secondary school pupil mobility?

- What does research tell us about how secondary school pupils experience teacher support and disruptive behaviour at school?

- What does recent research tell us about how secondary school pupils experience exclusion and reintegration?

2.2 Inclusion and exclusion criteria

Databases and search engines used were Psycinfo, British Library, Education Resources Information Center (ERIC) and Google Scholar. The searches were carried out in November 2015 and rerun in May 2016. All of the searches were limited to peer reviewed research published since 2001. This start date marks the publication of the previous Code of Practice for Special Educational Needs (DfES, 2001) in which inclusion was emphasised as a right for all children.

Young people's experiences in schools are context dependent; school systems and disciplinary procedures vary considerably between countries. I chose to limit the searches to UK research because managed moves are a British phenomenon and exclusion from school is much higher in the UK than in other European countries (OCC, 2011). Research from Scotland, Wales and Northern Ireland was excluded only if it was specifically related to local policy not applicable to England.

Because of the limited literature available on managed moves and pupil mobility and the considerably greater amount available on behavioural issues and pupil exclusion, the inclusion and exclusion criteria were different for each search.

Included	Excluded
Peer reviewed	Unpublished theses
Published since 2001	Guidance documents
UK context	Published before 2001
Pertaining to secondary schools	Non-UK or specific to Wales/ Scotland
Managed moves/ pupil mobility are discussed in the research	Not pertaining to secondary schools
	No discussion of managed moves/ pupil mobility

Table 1: Inclusion and exclusion criteria for literature on managed moves and pupil mobility

Included	Excluded
Peer reviewed	Unpublished theses
Published since 2001	Guidance documents
UK context	Published before 2001
Pertaining to secondary schools	Non-UK or specific to Wales/Scotland
Mainstream focus	Not pertaining to secondary schools
Focus on pupil perspectives	Non-mainstream focus
	Focus on specific SEN/ disability
	Focus on a specific ethnicity, gender or socioeconomic group
	Focus on adult perspectives

Table 2: Inclusion and exclusion criteria for literature on pupils' experiences of disruption, discipline, exclusion and reintegration

The Critical Appraisals and Skills Programme (CASP) Qualitative Checklist

(CASP, 2013) was used as a framework for evaluating the research on

managed moves (See appendix A).

2.3 Managed moves

Literature searches for the term "managed moves" were carried out using

PsycInfo, British Library, Google Scholar and ERIC (see Appendix B, Search 1).

Nine results had managed moves in UK secondary schools as focus of the

research. One study was excluded due to being specific to Welsh legislation

(Reid, 2009). Abdelnoor (2007) was not included as, although relevant to the

context, it was commissioned as a guide to the process for school and local authority professionals rather than a piece of evidence-based research on the phenomenon. Of the seven papers selected, two groups of researchers each authored two studies on different aspects of the same piece of research.

2.3.1 Vincent, Harris, Thomson and Toalster (2007); Harris, Vincent, Thomson and Toalster (2006)

Vincent and colleagues (Vincent *et al.*, 2007; Harris *et al.*, 2006) evaluated a local authority scheme to reduce exclusions in the early 2000s. The scheme, Coalfields Alternatives to Exclusion (CATE), facilitated managed moves and engaged schools in work to prevent exclusion.

Vincent *et al.*'s (2007) evaluation incorporated data from interviews and focus groups with pupils, parents and school staff as well as data held by the schools. The themes that emerged included the importance of individualised support for the pupil and trust between those involved with the move. The multi-perspective approach to the evaluation lends it validity and an acknowledgement that the whole system is responsible for the success of the process; however, the research process is not outlined and the reader is directed to Harris *et al.* (2006) for clarification.

It is clear that managed moves were not always found to be successful. Further discussion on whether additional support could have been put in place in the pupil's existing school might have been included; the notion of a "fresh start" is mentioned, but there was little exploration of why some

situations led to managed moves rather than putting additional support in the pupil's existing school

The focus of Harris *et al.*'s (2006) earlier paper is on the views of the pupils involved in the programme. Where the child's voice is cited, however, it is usually supported by the consensual voice of an adult, which creates a sense that the child's voice alone is not sufficient.

The research methods are described in more detail than Vincent *et al.* (2007). A mixed methods approach was used to analyse several types of data, such as surveys, data held by the schools, observations and interviews. The interviews and observations were analysed thematically and the results triangulated with the quantitative data from the other sources strengthening the themes. Some of the themes lack definition; for example, the theme "key strengths" is illustrated by two pupils saying that they are happy in their new school (it is not clear what was said by the pupils about their previous school). The pupils' statements are supported by a quote from a teacher, again seemingly suggesting that the pupils' views are not adequate alone.

In the "new relationships" theme, the authors cite Bowlby (1969), stating that insecure attachments often emerge in adolescence and lead to a fragile sense of self and that "a more proactive and constructive approach enables pupils' needs for security, safety, self-esteem and belonging to be recognised and met in school" (p31); however, this does not easily correlate with the interview extracts, nor is it clarified how the approach can be linked to the peer group. Pupils' comments, however, suggest that the warmth of the

welcome from teachers made them feel valued. Again the authors refer to attachment theory and a change in the pupils' internal working model; however, the three brief extracts provide little evidence of this, possibly due to a lack of space within the journal. Because of the different perspectives, it is not always clear whether themes, such as that of "learning environment", come directly from the pupils or adults.

There is substantial discussion of senior managers' views that curriculum requirements and inspections lead to stressed teachers and vulnerable pupils. In a paper focusing on pupils' views, this is only indirectly linked to pupils' experience: the only child who is cited is one who has had a positive experience of behaviour management. Similarly, the use of learning support units, differentiation and out of school programmes are mentioned as successful; however, these are not specific to the programme and there is little evidence given which indicates that pupils found them to be beneficial.

Phrases such as "not surprisingly", "clearly" and "inevitably" are used, but not supported by cited research, suggesting an unacknowledged lack of objectivity from the authors. The issues raised about the scheme (lack of certainty about placement, extended periods out of school between placements, issues of reintegration into the mainstream) are valid, but again little evidence is presented from the perspective of the child at the centre of the process. The authors' ultimate claim, therefore, to have shown that managed moves have enabled some learners to develop a new sense of self as a learner and as a person seems rather overblown in the context of the

evidence presented; the emphasis on the adults' views of the pupil's success rather than those of the pupil is less likely to be able to legitimately demonstrate that a child has developed a "new sense of self" (p35) than had the emphasis been on the pupil's views.

In spite of the adult perspective overwhelming the research, a significant amount of data from multiple sources has been collated by the authors and organised into clear themes, supporting their choice of research methodology. The findings are valuable in highlighting some of the issues relevant to the different parties involved; however, there is a sense that the researchers may have overlooked some of the negative aspects of the programme.

2.3.2 Bagley and Hallam (2015a; 2015b)

Bagley and Hallam (2015a; 2015b) also published two papers on managed moves within the same local authority. Both papers use thematic analysis to gain an overview of the process from different perspectives within the local authority. The first (Bagley and Hallam, 2015a) focuses on schools and local authority staff and the second (Bagley and Hallam, 2015b) on pupils' and parents' perceptions.

Bagley and Hallam (2015a) conducted interviews with school and local authority staff about the effectiveness of managed moves. The research aim, to increase understanding of the process and to explore successes and challenges from the perspective of the school and local authority staff, was clearly stated, and the research methods and researcher's epistemological

position were clear and appropriate to the research. The thematic analysis drew out factors felt to contribute to success and factors felt to be challenges to the managed move.

The authors chose to consider a theme's importance by counting the number of times it was mentioned rather than the number of people who mentioned it. The stated rationale for this was that if it was mentioned more than once it is more important to the participant. This means, however, that if a participant makes reference several times to something not mentioned by other participants at all, it appears to be an important theme. The table in which frequencies of themes is presented is misleadingly titled: "number of participants responding to each subtheme" rather than "number of times theme referred to" as stated in the caption beneath the table. The authors' analysis of themes which emerge frequently suggests that the majority of the participants mentioned them; however, there is no means of seeing how many participants did mention them. Use of phrases such as "general recognition" and "general agreement" add to this lack of clarity and this detracts from the validity of the findings.

The results are collated under two superordinate themes, the first of which is "factors contributing to success". This comprises "fresh start/ clean slate", "home-school communication", "early intervention", "pastoral support" and "involvement of the young person". This last theme provides the most interesting results, since it was mentioned only four times by the 11 school staff and 13 times by the five local authority staff. Although the recording of

themes means that the number of participants mentioning this issue is not clear, the contrast is such that we can deduce that the local authority staff prioritise pupil involvement in the process to a much greater degree than school staff.

The second superordinate theme is "challenges". This comprises inter-school tensions, narratives around young people, objectifying language and accurate diagnosis. Inter-school tensions are the most commonly cited theme by teachers, suggesting that there is a large degree of mistrust between schools. Local authority professionals, however, were much more likely to refer to the importance of an accurate diagnosis for the young person. It was emphasised by local authority staff (including educational psychologists) that learning needs might be overlooked by schools when dealing with behaviour deemed to be challenging.

The authors cite the lack of generalisability of the study due to small sample size as a limitation; however, given the constructivist epistemology of the researchers, the authors may have taken the research's focus within a single borough as an opportunity to look at the data systemically, particularly given the apparent mistrust between schools that emerged in the data. The political climate and pressure on schools is discussed as is the power imbalance between schools and families which, it is suggested, would benefit from being tackled at a borough-wide level.

Bagley and Hallam (2015b) published a similar paper from data gathered in the same local authority, to develop understanding of pupils' and parents'

perceptions of managed moves. Five young people and their mothers took part in separate semi-structured interviews which were analysed thematically. Again the authors recorded the number of times a theme was referred to rather than the number of people who referred to it. In addition to the interviews, the young people took part in an "exploratory conversation… adopting a personal construct psychology approach" (p4), which included asking pupils to generate constructs around how they saw themselves in their previous and current school and how others saw them in their previous and current school.

Each of the young people's background is summarised at the start of the findings section. These contextualising paragraphs highlight the individuals' experience of the managed move. They also cite the constructs that the participants generated to support the conclusion that there has been positive change. It is arguable, however, that the degree to which this data can provide evidence of positive change in identity, as is claimed, is compromised, since the constructs around the previous school were generated retrospectively and in the context of positivity in their current experience. In addition, there is no exploration of the opposite constructs, so the purpose of eliciting these is not clear.

The constructs are raised again in the discussion section as evidence that young people's self-constructs change significantly following a managed move. However, as has been discussed, the way that the constructs were gained does not necessarily support the authors' claim that pupils' self-

perception has changed, since personal constructs were not generated prior to the move, but retrospectively, when participants were actively being asked to think about the difference between past and current schools.

Five superordinate themes were drawn from the interview data; "initial process", "reasons for the move", "conceptions of success", "factors contributing to long-term success" and "problems arising". Subthemes are summarised within each superordinate theme. Perhaps due to adults being more verbal in the interviews, many of the quotes are from parents alongside smaller quotes from the young people. The discussion section links the findings to previous research, including that of Vincent *et al* (2007). The exploratory conversations generating personal constructs are presented in the discussion section as quantifiable evidence of change, supporting the data from interviews, however overall there seems to be greater voice from the interviews given to the parents, who were undoubtedly greatly affected by the managed move, but who did not live the experience in the same way as their children.

2.3.3 Parsons (2009)

Parsons (2009) conducted an extensive action research project into alternatives to exclusion in eight local authorities from 2006 – 2008. The stated aim of the research was to support five high excluding local authorities in reducing exclusions "by local effort and commitment rather than reactively" (p9). The research was split into three phases: examining national data and working in three low-excluding local authorities; working in five

high-excluding local authorities; consolidating and reporting. Both quantitative and qualitative data were collected in the first two phases of the research. The final phase of the research involved disseminating findings and bringing the two groups of LAs together to plan for the future.

The first phase of the research indicated that managed moves were used to reduce exclusion in all three low excluding local authorities. In some, however, it was generally used in response to one-off serious incidents rather than for persistent disruptive behaviour, the latter being more likely to be tackled by in-school intervention.

The second phase of the research consisted of case studies of five high excluding local authorities. This incorporated quantitative demographic data as well as data from schools and educational services. Analyses of the local authorities comprised trends in their exclusion data, contributory economic and systemic factors and reasons for exclusions, but also an audit of the resources available to schools. This approach fits with the solution-focused underpinning of the research. Follow-up work was carried out with each authority to support them in reducing exclusions. Also included in this phase were interviews with 32 permanently excluded pupils and 12 parents. Participants came from across the five local authorities and it is not specified which views come from where. This omission suggests that the researchers do not consider the impact of exclusion on young people and families to be context-dependent on the local authority. The themes cited from the interviews with the young people concern their behaviour and desire to be in

school; however, there is little exploration of how they experienced the exclusion. Without data from pupils from low excluding schools, this data could not be compared with that of pupils who had avoided permanent exclusion. Indeed, the positioning of the pupils' perspective outside of the case studies section makes them appear as external to the main body of the research and implies that the pupils are not perceived to be a part of the system.

Parsons (2009) concludes that reducing exclusion can be achieved by focusing on six main areas, one of which is "school cluster responsibilities" (p111) which consists of "building bridges" between schools and emphasises the frequent difficulties around collaboration where "hard to place" young people are concerned. In spite of the lack of pupil voice within the paper, the research is persuasive and rigorous, and provides strategies for positive change. It is a valuable paper for local authorities and schools who may feel powerless to change.

2.3.4 Gazeley, Marrable, Brown and Boddy (2015)

Gazeley *et al.* (2015), commissioned by the Office of the Children's Commissioner for England, suggest that the systemic challenges for schools in working collaboratively to avoid exclusion continue in the present climate. They acknowledge, however, that the rate of permanent exclusions has decreased significantly over recent years and that managed moves have played a role in this decrease. They also raise concerns about the prevalence of informal exclusions that do not appear on the official statistics.

The research aim is not made clear until it is mentioned in the discussion section as "to explore how *inequalities* in rates of recorded exclusion might be reduced" (p495). The research was carried out in four stages, the first three of which consisted of focus groups with teacher training tutors, interviews with local authority exclusion staff and data collected from school literature. These stages contributed to the selection of schools in which semi-structured interviews with 55 staff and 53 young people took place. Although the staff interviewed are described as senior pastoral staff, all that is said about the young people was that the majority "had first-hand experience of these issues" ("these issues" are not further defined). It is not otherwise clear how or why these particular pupils were selected. Given the stated aim of the research, is it unclear what the rationale for interviewing young people was, as there is only one reference to an interview with young person in the discussion.

The results of the data analysis are incorporated into the discussion. There is no description of the method of data analysis, rather a discussion of the findings under some policy-driven headings: "the need to contextualise data on rates of school exclusion"; "implementing an agenda to reduce inequalities in rates of school exclusion" and "the social construction of school exclusion rates". Given the number of pupil interviews conducted it is striking that every quotation comes from an adult with the exception of one young person who attributed the success of his managed move to the sense

that his new school "made me see I could do something" (p12). Again the lack of pupil voice is felt in this research.

2.3.5 Flitcroft and Kelly (2016)

Flitcroft and Kelly carried out an appreciative enquiry into how a local authority supported pupils who had had a managed move between secondary schools. In particular, their research focuses on linking the notion of a "fresh start" associated with a managed move with the promotion of belongingness for pupils. Its stated aim was to see how the participants conceptualised and created a sense of belonging in pupils who were managed moved into schools. The research employed a case study design which involved thematic analysis of focus groups and interviews with school pastoral staff and local authority staff involved with managed moves. The research questions considered how schools judge their current practice in creating a sense of belonging for pupils generally and those who have managed moves in particular as well as how schools could further develop their practice in this area.

The data generated organising and basic themes for each of the four research questions. The themes focused on relationships, community and use of inclusive language in school. It was stressed that newly arrived pupils need additional monitoring from staff and collaboration with families and between schools was also emphasised.

Although the research helpfully links the concept of belonging to the phenomenon of managed moves, the fact that no pupils, nor indeed parents,

participated in this research in spite of its multi-perspective design detracts from the validity of the findings for some of the research questions, particularly given the case study methodology. Although the study effectively answers the research questions about the current practice in schools, the research question about improving schools' practice in creating a sense of belonging could be better answered by asking the pupils involved.

2.3.6 Summary of previous research on managed moves

With the exception of Flitcroft and Kelly (2016) and Bagley and Hallam (2015a), all of the studies reviewed in this section included interviews with young people who had experienced managed moves; however, in most of the research these views were peripheral to the findings. Even research aiming to develop an understanding of managed moves from the perspective of the young person (Harris *et al.*, 2006; Bagley and Hallam, 2015a) relies heavily on triangulating data from adult sources, implying that the young person's view is not enough. It would appear, therefore, that there is a lack of published research on managed moves which has a genuine focus on pupils' experience and which accepts their views on their own terms.

2.4 Pupil mobility

Pupil mobility is the movement of pupils between schools outside of normal transition times. This may be due to moving house, parental or child choice, or school closure as well as managed moves. Literature searches found seven peer reviewed papers discussing pupil mobility in UK secondary schools (See Appendix B, Search 2). Of these, two were not reviewed, since their primary

focus was on the type of statistical methodology employed. The other five pieces of research are discussed below. All except Messiou and Jones (2013) have a quantitative element and are focused on a particular local context.

Dobson (2008) conducted extensive research into pupil mobility in secondary schools in three English local authorities collecting data from interviews and demographic and academic data held by schools and local authorities. The author focuses on the notion of parental choice prevalent in political discourse around education, arguing that for pupils who are moving schools at non-standard times, the choice is often limited and that parents are not always well-informed about their options. The research found that the group of pupils with the least choice was those who had been "excluded from a previous school or with known behavioural problems". Disproportionate numbers of such pupils were taken by the schools with the most space, often those which already have difficulties. It was noted that schools managing their own admissions were less likely to take such pupils than community schools.

Demie and colleagues (Demie, 2002; Demie, Lewis and Taplin, 2005; Strand and Demie, 2007) have published a number of studies of pupil mobility in an Inner London borough. Demie's (2002) exploration of the impact of pupil mobility on academic attainment in the borough consisted of analysis of academic results along with background measures (including socioeconomic, language and cultural factors) and questionnaires. The findings indicate that mobile pupils are less academically successful than those who stay in the

same secondary school from 11 - 16. The author acknowledges, however, that the results are not generalisable to other areas given the high level of mobility, deprivation and immigration within the borough.

Demie, Lewis and Taplin (2005) carried out further research into mobility in the same borough, this time reviewing existing literature, surveying head teachers and analysing documentary evidence. The authors placed much emphasis on their survey of head teachers which was completed by two thirds of head teachers; however, they do not acknowledge that the data pertaining to the views of secondary school head teachers might be less conclusive than that of primary schools given that only five of the ten secondary schools responded. For example, the statement that 66.7% of secondary head teachers felt that the issue of mobility is very important, actually only means that three did and two did not. Given the 50% response rate, this does not necessarily mean that a majority of head teachers locally consider the issue to be important. It was noted that in this local authority, most pupil mobility was due to immigration rather than movement within the UK.

Strand and Demie's (2006) previous research on mobility in primary schools suggested that although mobile pupils performed less well academically as a cohort, that if baseline attainment, economic factors and English skills were accounted for, there was no effect. However, this was not the case in secondary schools where their similar study (Strand and Demie, 2007)

indicated a much greater negative impact even when these other factors were taken into consideration.

Strand and Demie (2007) question whether there is an association between pupil mobility and performance at GCSE and if so, whether it would remain significant after controlling for other socioeconomic cultural or educational factors. Quantitative data including primary school results was taken from all pupils sitting GCSEs in the borough's mainstream schools. The large difference in mobility between schools and the fact that overall only 79% of pupils remained in the same school from Year 7 to Year 11 (representing a mobility rate 2.5 times greater than the national average) was highlighted as a limitation and a caution against generalisability.

The authors' analysis found there to be a statistically significant negative effect of mobility on attainment even when other factors are considered. It was noted, however, that the lack of primary school data for three quarters of the mobile pupils implied that this group had arrived from outside of the UK during secondary age and, therefore, that they may not be representative of the wider mobile population. This was considered to be especially problematic for new pupils arriving with no previous knowledge of English.

The authors concluded that the change of school in itself was not necessarily a factor so much as the circumstances necessitating it. They found little evidence for a negative impact of moves on professional and military families, and state that the mobile families within the borough are more likely to come from immigrant families or low socio-economic status families.

They argue for the need for time and resources to support pupils in settling after a move into another secondary school, stating that secondary schools are much more complex institutions than primary schools, so teachers are less likely to be able to develop a comprehensive understanding of pupils' needs without information and support.

Only one piece of qualitative research was found in the searches for pupil mobility. Messiou and Jones (2015) looked at secondary pupils' experiences of mobility and explored how their views can "facilitate" the process of mobility by encouraging a better understanding of the individual child and helping schools to think about issues that may be present in a young person's mind when starting a new school. A questionnaire and semi-structured interviews were analysed thematically in terms of challenges around friendships and school work. Messiou and Jones (2015) highlight the lack of research prioritising pupil views in this and related areas. The importance of listening to pupils is illustrated by contrasting a teacher's comment about the lack of bullying in the school, and a feeling that a new pupil has been effectively supported, with the views of several pupils describing bullying in the school and the pupil concerned reporting that he does not feel heard in school.

The main findings from the research suggest that the most common factors preoccupying pupils on moving to a new school are social. Other issues raised relate to learning, in particular having to learn completely new subjects or being taught things already covered in their previous school. These issues are

pertinent to managed moves, and pupil comments about "making a fresh start" and being able to access their learning more easily in a new environment are particularly salient to the managed move context.

Although the researchers have chosen to analyse their body of data thematically, they emphasise their hope that "voices" rather than "a voice" emerge from the data. They stress that schools' ability to see new pupils as individuals rather than as a homogenous group will support them more effectively, as they will have different needs.

The research on secondary school pupil mobility has suggested that moving schools is one factor that can impact on academic achievement to a varying degree, but other factors appear to account for at least some of the difference. Qualitative data suggests that the social as well as the academic impact of pupil mobility can be anxiety-provoking for pupils, who may feel that neither is adequately considered by schools.

2.5 Experiences of young people previously excluded or at risk of exclusion and reintegration.

Much research has been carried out on school exclusion and pupils at risk of exclusion in recent decades. There have been many evaluations of interventions (Hardman, 2001; Preece and Timmins, 2004; Mowat, 2010) and policies (Gordon, 2001; Gross and McChrystal, 2001; Swinson, 2010) and a number of studies featuring the views of "proxy informants" (McCluskey, 2008): professionals who work with pupils with such issues in schools

(Swinson, 2010; Lawrence, 2011; Thomas, 2015). Published research on pupils' perspectives is somewhat more limited, and again most of what exists is bolstered by teachers' or parents' perspectives, notionally to emphasise the consensus of feeling around the child, but implicitly suggesting that pupils' perspectives alone are not reliable. My literature searches on exclusion, risk of exclusion and reintegration generated numerous results, but only five in which pupils' views and experiences were central to the research (See Appendix B, Searches 3 and 4).

McCluskey (2008) explored secondary school pupils' views on disruptive behaviour and exclusion. She argues that it is essential to address the lack of pupil input in educational research and policy and to see pupils as "young citizens rather than citizens of the future" (p. 450). Her findings are based on data from the general pupil population of four secondary schools rather than only those who had directly experienced exclusion, and the research aims to challenge the ambivalence towards consulting young people that she feels is prevalent in education. McCluskey (2008) used group discussions and questionnaires to elicit pupil views. The findings give a general consensus among pupils across different settings, highlighting an apparently paradoxical perception of exclusion as both severe and generally ineffective. The topic of classroom disruption was met with a feeling across school settings that teachers were not strict or consistent enough. McCluskey (2008) also notes that her findings show pupil views on discipline to be more closely aligned

with nurture, respect and consistency than teachers' views on discipline reported elsewhere.

McCluskey (2008) demonstrates the extent of overlap between "disruptive" and "disrupted" pupils; most pupils identified as both involved in and affected by disruption. By illustrating that there are not two distinct groups, the complexity of the situation is acknowledged, and pupils who have traditionally been labelled as disruptive can begin to be seen as also suffering through being disrupted.

Tucker (2013) conducted ethnographic research into the pastoral support available for young people at risk of exclusion in secondary schools in a relatively deprived area of England. This process involved thematic analysis of interview data from young people, behaviour coordinators and managers within the school context. As with McCluskey (2008), a series of positive characteristics of teachers emerged from the data from the young people's interviews, which again included being good listeners, tolerant and respectful. Staff comments showing an understanding of mental health issues and the emotional function of behaviours seemed more present in Tucker's (2013) research than in McCluskey's (2008), possibly due to an increased recent focus on emotional wellbeing in schools over recent years, or the pastoral interests of the staff in this research. Pupils expressed a need to feel connected with others who may be going through similar difficulties and felt that they benefitted from group interventions. The author argues for a more

preventative approach to pastoral intervention, citing high levels of exclusion and increasing feelings of vulnerability on the part of young people.

Tucker was also involved in research (Trotman, Tucker and Martyn, 2015) involving Year 9 pupils and behaviour coordinators across a consortium of inner-city schools concerned about the increasing instances of negative behaviour among Key Stage 3 pupils. This ethnographic research involved thematic analysis of interviews. The theme of transition from primary school and the feeling of being lost and adapting to the new environment emerged strongly in the voices of the young people interviewed. These comments around transition into a new system are also pertinent to managed moves. Some pupils commented that they felt a need to be noticed and that behaving badly was one way of achieving this, adding that once begun it is hard to stop. Another pertinent theme was the transition between Key Stages 3 and 4, with many pupils expressing a feeling that moving into Year 10 would be the point at which they would begin to work hard. Staff views indicated, however, that the pupils' behaviour patterns were embedded and that it may be more difficult than anticipated for them to change. The notion that pupils find it hard to change behaviour patterns may also resonate with teachers of pupils who have had managed moves who may expect them to behave negatively. Some teachers also spoke of the impact of puberty, introducing a further factor impacting on pupils of this age group.

The need for "enduring 'human' connections between teachers and pupils" (p. 247) was stressed by pupils. In addition, a lack of communication between

school and home was highlighted as a possible factor confounding issues around behaviour. In line with McCluskey (2008), Trotman *et al.* (2015) note that both excluded and non-excluded pupils across the schools shared similar views on behaviour management, again suggesting the dichotomy between disruptors and disrupted pupils to be false. The authors feel that the voices of the young people affected are central to the discussion and that by failing to listen to these voices, school staff and researchers are missing key insights.

Lown (2005) describes an initiative to ensure the return of permanently excluded pupils to new mainstream schools. In common with much of the research reviewed here, the author laments the underrepresentation of children's voices in educational research. She feels that although within schools, pupils are increasingly consulted around systems and policy, this may not extend to the children who are the most vulnerable and those at risk of exclusion. Lown (2005) employed a solution-focused approach through grounded theory generated through interviews with pupils, parents and school staff. Three core themes were identified: relationships, support and pupil characteristics. The author highlights the importance of positive relationships between parents and school as well as those between pupil and teachers and pupil and peers. The feeling of being liked by teachers was important to pupils, but Lown (2005) concludes that peer relationships are the most fundamental determinant of a placement's success. It is argued that although communication between home and school and staff support of the pupil on arrival are important, schools could also support pupils in integrating

positively into their new peer group. Support was mentioned in different ways by groups of participants; the most commonly recognised form of support for pupils was parental desire for the placement to work. "Pupil characteristics" such as intelligence and aspects of self-efficacy are mentioned by adults as potentially supportive of a successful reintegration.

Pillay, Dunbar-Krige and Mostert (2013) also considered pupils' experiences of reintegration into mainstream education. Their research is underpinned by bioecological and resilience theories and positioned within an interpretivist-constructivist paradigm which they feel enables a phenomenological approach. They identified three themes: emotions, relationships and reintegration. Emotions such as pride were identified by pupil participants; however, anxiety and anger were identified by the adult interviewees. Relationships were found to be complex, with those between parents and their children, pupils and peers, and teachers and pupils being either promotive or risk relationships. Family relationships are cited as central to the child's moral development, whereas peer relationships are highly significant in the pupil's social and emotional life. Promotional and risk relationships with staff were identified by all of the pupils involved in the research. Risk relationships with school staff involved a perceived lack of respect or an assumption that the pupil would be problematic in class. Such perceptions became central to pupils' school experience and impacted on how their responses to situations. Additionally, issues in which pupils were placed in the wrong sets were noted. Overall, Pillay *et al* (2013) found that

promotive aspects of reintegration were outweighed by risk factors and argued that pupils would benefit from support from a resilience-based reintegration programme incorporating development of emotional competence, promotive relationships and an effective reintegration plan.

The research considered in this section has emphasised the importance of gaining pupils' view on events concerning their future. McCluskey's (2008) notion of "young citizens" rather than "citizens of the future" is central to this democratic idea. It has been shown that pupils value personal relationships in school and that relationships with teachers need to be built on trust, nurture and respect for vulnerable pupils to feel valued. Consistency and fairness are felt to be fundamental to discipline. Peer relationships are also felt to be central to the success of school placements; in terms of resilience, positive peer relationships provide a strong protective factor, as does parental support and strong home-school communication. Significantly the research indicates that much work can and should be done preventatively in schools; transition times are key to establishing pupils' engagement in school, with the entry into Year 7 and the transition into Year 10 being key points at which school staff need to be aware of pupils' social and emotional well-being. The focus on pupils' voices within these pieces of research highlights their need to be heard and the benefits of listening to them; the dominance of their desire for positive relationships with others and the impact of negative relationships within their narratives indicates that there is much to be gained from listening to them, both morally and pragmatically.

2.6 Conclusion

This literature review has considered managed moves, secondary school pupil mobility and the views of young people around school discipline, behaviour support, exclusion and reintegration. Research has indicated largely positive outcomes for managed moves, particularly from schools' perspectives (Vincent *et al,* 2007; Bagley and Hallam, 2015a; Parsons, 2009) although this is, to date, limited. Research on pupil mobility has been largely quantitative, with some evidence of mobility having a negative impact on academic performance in secondary schools (Demie, 2002, Strand and Demie, 2007), although this is variable and context dependent. Qualitative data from pupils who move schools indicates that moves can cause some anxiety socially and that pupils are not always adequately supported in settling into new subjects and settings (Messiou and Jones, 2015).

Research exploring the experiences and perceptions of pupils around discipline, exclusion and reintegration emphasises what they value in school, particularly in terms of the relationships that they are able to make with school staff (Munn and Lloyd, 2005; Tucker, 2013; Trotman *et al.*, 2015) and increased support during times of transition (Trotman *et al.*, 2015).

Although some research in each of these areas takes account of pupil views, much research which purports to explore pupils' perceptions and experiences does so either superficially or in relation to the views of adults (Harris *et al.*, 2006; Bagley and Hallam, 2015b; Parsons, 2009). It has also been noted that adults' perceptions of how a pupil feels about school may be at odds with the

pupil's own view (Messiou and Jones, 2015). These points raise questions about including children's views in research and whether they are considered equal to those of adults.

The qualitative literature reviewed has largely been based on a thematic analysis of interview data and as such has sought to look for themes between cases and to extrapolate ideas from the research findings. However, my research question has an idiographic and phenomenological focus on individuals' experience and meaning-making. None of the existing research on managed moves explores the experience solely from the perspective of the pupils involved, nor does it sufficiently consider the individual context of each move. Some of the reviewed research exploring the perceptions and experiences of pupils argues for the presence of pupils' voices in the body of research which has school practice and policy at its centre. This is what I hope to address in this research, given its absence from the literature on managed moves.

3 Methodology

3.1 Chapter overview

This chapter outlines the research design for this study. It gives a description of, and rationale for, interpretative phenomenological analysis in the context of my ontological and epistemological position. It goes on to describe the recruitment of participants, data collection and data analysis process. Finally issues of validity and ethics are discussed.

3.2 Research aims

The purpose of this research is to add to the body of psychological research on managed moves by carrying out an in-depth analysis of pupil experience. Additionally, the research aims to support the EPS in its stated priority to reduce the number of school exclusions. By exploring the voices of pupils who have been through the managed move process, it is hoped that local authority and school professionals involved in the managed move process might be able to better appreciate the intensity and impact of the experience on the young people at the centre of the process.

3.3 Research question

The overarching research question is "How do pupils make sense of their experiences of managed moves between secondary schools?" In order to gain a full understanding of the whole managed move process and its impact, it draws on the pupils' experiences before, during and after the move.

3.4 Ontology and epistemology

Ontology considers the individual's view of the world and existence in it. A person's ontological stance can be positioned on a scale between realist and relativist (Robson, 2011). A realist ontology assumes that there are essential truths which can be observed in the world, and that events have a knowable cause and effect (Willig, 2012). A relativist ontology maintains that there are multiple truths and recognises that individuals have differing perspectives on events according to their own perceptions and that each interpretation is valid (Robson, 2011).

My position as a researcher lies towards the relativist end of the scale; I believe that people's views of the world form their realities and that these are dependent on their context and experiences. However, I also accept that experiences have physiological, psychological and cognitive effects on the person involved, so I would not place myself at the extreme relativist end of the continuum (Robson, 2011).

Epistemology is the theory of gaining knowledge. I believe that individuals construct their own meanings from their contexts and experiences and that each person has their own unique perspective on the world. The notion that an individual's past experience and social context shapes their current experience and informs their meaning-making fits with a constructivist epistemology. This assumes that individuals seek understanding within the context of their own experience. This position led me towards an exploratory

study, which allows participants' individual experience to be at the fore of the research (Creswell, 2014).

A constructivist approach demands an acknowledgement of the need for consideration to be given to the researcher's engagement with the data and the impact of their experience and preconceptions on the analysis. The researcher's own experiences, social position and cultural context impact on their relationship with both their data and their participants (Robson, 2011). The notion of an objective researcher is not applicable since data is co-constructed by the participant and the researcher (Larkin, Watts and Clifton, 2006). Reflexivity on the part of the researcher is, therefore, essential for research from this perspective to be valid (Willig, 2013). This involves researchers acknowledging their position in, and influence on, the data production and analysis, and an attempt to understand how the social and cultural context of the research might impact on the data (Ashworth, 2015).

3.5 Research design

3.5.1 Interpretative phenomenological analysis (IPA)

Interpretative phenomenological analysis (IPA) was employed as the approach to the data collection and analysis. IPA is a qualitative research methodology which "aims to explore in detail participants' personal lived experience and how participants make sense of that personal experience" (Smith, 2004, p40). It is underpinned by phenomenological philosophy, hermeneutics and idiographic approaches and has been developed in the field of experiential psychology over the past two decades (Smith, 1996).

An IPA study may be an individual case study of one participant's experience, or it may involve several participants who have experienced the same or a similar phenomenon (Smith, Flowers and Larkin, 2009). It does not seek to generalise about a phenomenon, rather to illuminate people's meaning-making of the experience through a close and detailed analysis of the participant's description. It "sees the person as an experiencing, meaning making, embodied and discursive agent" (Eatough and Smith, 2006b, p486). This focus on participants' experience or going "back to things themselves" (Husserl, 1900, cited in Smith and Osborn, 2015), rather than on social discourse means that it is a specifically psychological experiential research methodology (Smith and Osborn, 2015), and, as such, its use has predominantly been in applied psychology (Smith *et al.*, 2009) rather than in other social sciences.

IPA acknowledges that a participant's "lifeworld", Husserl's term encompassing lived experience (Smith *et al.*, 2009), cannot be accessed by the researcher; language is imperfect in representing experience, and participants' choice of what to reveal and the limitation of language as a means of communicating it will impact on what is conveyed (Eatough and Smith, 2006b). It also assumes that exploration of the experience during an interview and in the process of analysis is influenced by the researcher's own context and experience. The researcher is, therefore, interpreting the experience, and all analysis will be an interpretation rather than a factually correct description of the experience (Willig, 2013). This level of

interpretation means that "there is no one true meaning produced by any interpretative study, but the meanings that are stated in the research findings must be logical and plausible within the study framework, and they must reflect the realities of the study participants" (Lopez and Willis, 2004, p730). This interpretative element of IPA is grounded in hermeneutic theory, which is discussed in more detail below.

Smith (2004) describes the characteristic features of IPA as idiographic (see 3.5.4 below), inductive and interrogative. Inductive research aims to avoid pre-existing theoretical frameworks when collecting and analysing data, and does not test hypotheses (Reid, Flowers and Larkin, 2005). However, the interpretative element of IPA acknowledges that it is not possible for researchers to avoid the generation of hypotheses about events on the basis of their ideas and experiences, thus there is some level of deduction as well as induction; the reflexive element of IPA enabling researchers to consider their own interpretations openly. Finally, the interrogative element of the research refers to looking deeply into a phenomenon and discussing it in relation to existing research, enabling it to enter into dialogue with other psychological findings (Smith, 2004).

3.5.2 Phenomenology

Phenomenology is a philosophical movement focusing on human experience (Smith *et al.*, 2009). Husserl, the founder of the phenomenological movement, held the belief that there are "universal essences" of experience which everyone living a particular experience will feel (Langdridge, 2007).

However, Lopez and Willis (2004) argue that the "belief that essences can be abstracted from lived experience without a consideration of context is reflective of the values of traditional science" (p728). Husserl formulated the notion of *epoché* (bracketing) which involves attempting to remove our suppositions or conscious thoughts about an experience in order to attend to it objectively as we live it (Smith *et al.*, 2009).

Heidegger, a pupil of Husserl, took a more existentialist approach to phenomenology, placing individuals firmly in the context in which they live and arguing that it was not possible to separate people's way of seeing from their context. Heidegger called this inextricable link between the individual and their context *dasein* or being-in-the-world (Langdridge, 2007). This approach led to a more interpretative phenomenology; Heidegger acknowledged that people can only use the tools they have (including language) to give meaning to their experiences (Smith *et al.*, 2009). Heidegger (1962) also placed an emphasis on time in the sense that one's understanding of the present is always linked to one's experience of the past and ideas of the future. Being-in-the-world is social and Heidegger stressed that everything we do has some relationship to others. Language or discourse is the way in which being is disclosed, to others and to the self (Smith *et al.*, 2009).

3.5.3 Hermeneutics

Hermeneutics is defined as "the theory of the operations of understanding in their relation to the interpretation of texts" (Ricoeur, 1981) and has its roots

in textual interpretations originally conceived as an approach to biblical texts (Smith *et al.*, 2009). Heidegger's approach to phenomenology was hermeneutic; his notion of *dasein* implying an interpretation of experience. Heidegger's phenomenology involves the examination of an experience whilst acknowledging the impact of the context of our prior experience (Smith *et al.*, 2009).

Smith (2004) describes IPA as phenomenological in its concern with individuals' perceptions, but also acknowledges the subjectivity of the researcher, so IPA is also strongly connected to the hermeneutic or interpretative tradition. There are, therefore, two levels of interpretation to consider; that of the individual interpreting their own experience and that of the researcher interpreting what the individual says. This is known as a double hermeneutic: a making sense of participant's way of making sense (Smith *et al.*, 2009).

Ricoeur makes the distinction between two different kinds of interpretation: empathic and suspicious (Willig, 2012). For Ricoeur, suspicious interpretation is that which aims to find the truth, to explain a phenomenon. Psychoanalysis is cited as a suspicious approach as it looks for latent meaning behind what is said. Suspicious interpretation is often theory-driven and deductive, meaning that the researcher openly approaches the data from a given perspective. It assumes that what is said is not what is meant and that the interpreter's role is to bring the real meaning to the surface, enabling a more profound understanding of the phenomenon to emerge (Willig, 2012).

Empathic interpretation, however, is more in line with the IPA approach as the interpreter is required to stay with the information presented and the way that it is conveyed, minimising direction from the researcher, making it an inductive approach (Willig, 2012). Empathic interpretation focuses on an exploration of meaning-making and people's interpretation of their experiences, moving analysis in this direction from the descriptive to the interpretative (Smith, 2011).

In IPA, there is an assumption that researchers will inevitably bring their own experiences and contexts to the research and that this impacts on the analysis and the nature of the interview. Heidegger's "fore-conceptions", or "fore-structures", which are preconceptions about a phenomenon or an experience, are always present (Smith, 2007), meaning that the concept of *epoché* is considered by some to be inconsistent within a hermeneutic approach (Lopez and Willis, 2004) and something that can be only partly achieved (Smith *et al.*, 2009). Smith (2007) argues, however, that fore-structures can be identified within an attempt at *epoché* as part of a cyclical process involving analysis of relevance of the preconception in the light of engagement with the text. Through reflexivity, researchers respond to and record their own feelings and explore these preconceptions, accepting their role in the inquiry as part of this tradition (Lopez and Willis, 2004).

3.5.4 Idiographic research

Traditional experimental psychology adopts a nomothetic approach, seeking to generalise about larger populations from a participant sample or "things-

in-general" (Larkin *et al.*, 2006). Idiographic approaches, however, focus on the uniqueness of each human's experience (Ashworth, 2015). Generalisations may sometimes be cautiously made, as the phenomenon exists within a social and cultural context shared by participants; however, participants' unique embodied experience of a given phenomenon is the main focus of idiographic approaches (Smith *et al.*, 2009).

Since phenomenology focuses on individual experience, phenomenological psychology is idiographic; it considers each experience as unique and valid, assuming that reality is different for each person according to their individual experiences, context and way of seeing the world (Langdridge, 2007). IPA's idiographic approach can be linked back to Heidegger's notion of being-in-the-world, which is relational in that similar phenomena might happen to individuals; however, due to their individual circumstances and perceptions, the way that they are experienced is unique. Eatough and Smith (2006b) describe the approach as "[bringing] to the fore the complexity of human meaning-making and understanding" (p485) and "committed to the detailed examination of a phenomenon as it is experienced and given meaning in the lifeworld of a person." (p485).

Smith (2011) asserts that good IPA analysis "should be pointing to both convergence and divergence" (p. 24), encompassing both the unique individual experience as well as looking for patterns across cases. Although IPA research often involves interviewing several participants and looking for patterns and differences across the data, this stage happens after an in-depth

analysis of each individual participant's experience (see section 3.8.6, below), so that individuals' experiences are not lost (Smith *et al.*, 2009).

3.5.5 Rationale for IPA

Smith *et al.* (2009) state that the reason for choosing IPA as an approach should be its fit with the research question; an IPA approach assumes that our data "can tell us something about people's involvement in and orientation towards the world, and/or about how they make sense of this" (p46). My participants are young people who have experienced the same phenomenon; IPA provides a means of gaining an understanding of what it is like to have lived this experience. IPA assumes that data serves an exploratory rather than an explanatory function (Smith and Osborn, 2015); its interest is in how people understand their experiences rather than their quantifiable outcomes.

The detail required for IPA research is such that it looks in detail at a phenomenon rather than giving an overview. IPA research goes beyond the descriptive and thematic and considers how participants interpret and communicate their experiences (Larkin *et al.*, 2006). Given the significance of the experience within my participants' lives, IPA was felt to be appropriate as it works best with experiences which are of heightened importance to those who live them (Larkin *et al.*, 2006).

I expected the participants to have had a range of experiences due to diverse family and social contexts, previous and current school environments and different reasons for the managed move. The idiographic nature of IPA was,

therefore a suitable choice for allowing the exploration of each individual's experience.

3.5.6 Limitations of IPA

Given the depth of analysis required for an IPA study, the number of participants is very few (Smith *et al.*, 2009), so findings are not generalisable. As has already been established, though, generalisability is not an aim of IPA; its idiographic focus means that it considers individual experience as unique (Smith, 2011). I would hope that this research might inform the EP profession nationally and local authority and school professionals locally; it does not aim to provide any definitive answers to the challenges faced by young people who experience this phenomenon. Other professionals will, however, be made aware of the range and depth of pupil experience and see how the managed move has impacted on the young people. They will also gain insights into what pupils found to be helpful or otherwise about the experience.

Smith (2004) cites the critique that middle class or educated groups are likely to be over-represented in qualitative research as they may be felt to be more articulate about their experiences and therefore able to produce richer data. Smith (2004) argues, however, that there is no correlation between the educational level of the participant and the richness of the data, and that richness is more likely to come from the intensity of the experience if the IPA research is conducted well.

Smith (2004) acknowledges that some groups such as children, adults with learning disabilities, and those who are being interviewed in a non-native language may need more guidance from the researcher than is usual in IPA interviews. As a researcher with many years' experience of working with secondary school pupils; however, I felt equipped to engage with them in interviews by supporting them in feeling comfortable and phrasing the questions in a way that was accessible to them (see section 3.7 below). It was noted in some interviews that the participants expressed frustration at not being able to put their experience into words and were at times unable to articulate full responses. This may, however, reflect an inability to make sense of the experience. This meant that at times my interpretations came from pauses and what participants struggled to say rather than the words that were used.

Given the participants' identities as school pupils and the fact that they are used to formal relationships with adults in school, there is a likelihood that being interviewed by an adult professional may have impacted on what they felt able to say. Participants may have said things that they felt were the "correct" response due to the dynamic within the room. To minimise the risk of this, I spent time before the interview reassuring them of their anonymity and positioning myself as an ally from outside of the school system who was genuinely interested in hearing what they had to say.

3.5.7 Consideration of other methods

Other research methods were considered to answer the research question. Given my ontological position, and the exploratory nature of the research questions, only qualitative methods were considered.

3.5.7.1 Grounded theory

Grounded theory aims to develop a theory of a phenomenon through accumulating knowledge and understanding, making it an emergent method (Charmaz, 2015). In common with IPA, it assumes that people construct their selves and their worlds through interaction. Like IPA it is inductive, though to a greater degree than IPA which foregrounds the researcher's influence over the data production and interpretation. Grounded theory studies aim to explain phenomena to some degree (Brocki and Wearden, 2006) and this does not fit with the idiographic position of this study. The idiographic focus and the exploratory aims of this research were not a good fit with grounded theory in spite of some aspects being consistent with the research question.

3.5.7.2 Discourse analysis

Discourse analysis is a social constructionist methodology which assumes that reality is constructed through language and that language is dependent on social and cultural context. It puts the researcher firmly within the research, as the approach assumes that the researcher co-constructs the data with the participant (Willig, 2012). Whilst discourse analysis, like IPA, deals with participants' meaning making and their subjective experience, its position at the far end of the relativist spectrum means that it assumes that reality is

created by language (Willig, 2015). IPA, however, acknowledges that some aspects of human experience are beyond language and that although language is a means of making sense of it, the experience itself is also worthy of study (Eatough and Smith, 2006a). Whilst acknowledging that social, cultural and linguistic practices affect our lifeworld, IPA also focuses on feelings beyond and preceding language. Smith (2011) makes the distinction between IPA as learning about how participants make sense of experiences, and discourse analysis as focusing on how they construct accounts of it. IPA was therefore considered to be more appropriate for the current study which aims to explore participants' feelings about phenomenon to a greater degree than the way they structure their account.

3.5.7.3 Narrative analysis

Narrative approaches are closely linked to IPA and may be used to answer similar research questions (Smith *et al.*, 2009). A narrative approach functions in "trying to organize the disorganized and give it meaning" (Murray, 2015, p. 88); it analyses the ways in which language is used and structured to make sense of experiences. Like IPA it can often deal with individuals' meaning-making around their experience of a phenomenon; however, it is often more concerned with the linguistic and cultural devices that the participant employs to structure their account of the experience than in finding out how the experience felt (Smith *et al.*, 2009). Given my priority to focus on how participants experienced the process at the time, IPA was felt to be more appropriate for this research question.

3.5.7.4 Thematic analysis

Thematic analysis has been described as a method rather than a methodology (Braun, Clarke and Hayfield, 2015). It can be used either inductively or deductively (Braun and Clarke, 2006), but is typically used on a larger number of participants or in combination with other data, in a mixed methods or case study methodology (Robson, 2011). As such it is often either explanatory or seeking to explore a phenomenon itself rather than individuals' experience of it. This research sees managed moves as a phenomenon which is likely to be unique for each participant to the extent that it may be a very positive experience for some but not for others. A more idiographic approach, such as IPA is, therefore, more appropriate.

3.6 Participants

Smith *et al.* (2009) suggest recruiting a small group of participants for IPA studies so that the researcher is not swamped with data. They suggest four to ten interviews to be appropriate for a professional doctoral thesis. Although data could be gained through interviewing the same person more than once, for the purposes of this research one interview will be adequate given its focus on an experience of a phenomenon in participants' past. Their ongoing experience, whilst relevant, is not central to the research question. I chose to interview six participants in line with this.

Smith *et al*. (2009) state that the IPA sample should be as homogenous as possible. This attempt at homogeneity is not to try to generate a theory of

sameness, but to examine individuality within the group and how experience

of the same phenomenon can differ between individuals (Smith *et al.,* 2009).

The research participants were six Year 10 and 11 secondary school pupils

who had a managed move from one mainstream comprehensive school to

another. The participants were selected at the beginning of the autumn term

2015. Potential participants were approached by the deputy head of the local

Pupil Referral Unit[2] (PRU) after I met with her to discuss the research before

the start of the autumn term. She was asked to approach pupils according to

the following criteria:

1) Pupils who moved directly from one mainstream school to another

    (without having spent time between schools studying at the PRU).

2) Pupils who were managed-moved one to three terms prior to the

    interview.

3) Pupils on roll at their new school (as opposed to "on trial")

4) Pupils in Year 10 or 11 at the time of interview.

The deputy head of the PRU managed to contact the parents of five pupils

who had undergone a managed move who met all of these criteria. A sixth

pupil who had had his managed move just over three terms prior to the

interview was also contacted. With the permission of parents, I was given

their phone numbers so that I could seek permission for their children to take

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[2] The Pupil Referral Unit [PRU] is a temporary alternative provision for pupils who are not currently attending school, often due to permanent or temporary exclusion. This particular PRU also offers outreach support for pupils with social and emotional needs and for staff in mainstream primary and secondary schools. The PRU works closely with the local authority integration team to support schools and families with the managed move process.

part. One of these parents was not contactable, so the parent of a seventh

pupil, whose managed move was due to social isolation, rather than being at

risk of exclusion, was contacted.

The rationale for these criteria was that at the time of interview, the pupils

had each experienced the managed move recently enough to remember in

detail, but had had enough time to settle in. It was felt that Year 10 and 11

pupils would be more likely than younger pupils to be able to articulate their

experiences.

INCLUDED	NOT INCLUDED
• Year 10 or 11 • On roll and attending mainstream secondary school. • Managed move occurred one to four terms before interview.	• Year 9 or younger • Time spent between schools in the PRU. • 'On trial' at new school.

Table 3: Inclusion and exclusion criteria for selection of participants

The participants were five boys and one girl. This is in line with the national

data on exclusions which states that boys are four times more likely to be

excluded than girls. There are no data on the gender divide of managed

moves nationally.

Five of the participants were white British and one was mixed white British-

African. The area in which the research took place is approximately 80%

white British. The participant group reflected this proportion of white British

pupils; however, by far the largest ethnic minority group in the area is

Pakistani, and there was not such a participant available.

Five of the participants told me that they were ultimately managed moved because of disciplinary incidents involving having forbidden items in school (knives, toy guns, cannabis). The sixth said that he was moved at his own request, supported by the school, due to extreme social isolation.

3.7 Data collection

Names and telephone numbers of potential participants' parents who had given consent for me to contact them were provided by the deputy head teacher of the PRU. My initial contact involved outlining details of the research for parents and answering questions for them. I then sent out consent forms (to be signed by participants and their parents) along with letters and information sheets in both child and adult formats (See Appendices C, D and E). Once written consent had been received, I contacted their schools' Special Educational Needs Coordinators (SENCos) by email to arrange interviews. I then spoke to participants' parents again by telephone to confirm that the proposed interview time would be suitable.

The interviews were conducted individually with pupils within their school. Each participant was interviewed once for 30 – 40 minutes. Interviews were audio-recorded and then transcribed using an online international professional transcription service which guarantees confidentiality. I confirmed with the transcriber via email that she would delete the audio files as soon as I had received and paid for the transcriptions.

The interviews were semi-structured in line with the recommendations for IPA methodology (Smith *et al.*, 2009). Semi-structured interviews allow

participants to talk about their experiences and perceptions in their own way, and for the researcher the development a rapport with the participant and enable an in-depth discussion that can be led by the participant (Reid *et al.*, 2005). Although the researcher comes to a semi-structured interview with a series of questions (See Appendix F) to ensure that the research questions are addressed, the structure of the interview is not rigid and the participant is encouraged and prompted to elaborate on that they see as relevant. In contrast with structured interviews, a rapport is sought between researcher and participant, the order of questions is less important, and the researcher can probe interesting areas that arise and follow the participant's interests (Smith and Osborn, 2015).

The aim of the IPA researcher is to enter as far as possible the lifeworld of the participants, so questions are open-ended and not directive (Willig, 2013). The questioning style is exploratory and curious in order to encourage participants to elaborate on their experience. In line with Smith *et al.*, (2009) I aimed to use open questions as far as possible in order to encourage participants to engage with their experience in their own words. However, as Smith (2004) acknowledges, "the largely noninterventionist stance of IPA interviewing … will need to become more interventionist with other groups" (p49). Smith (2004) includes children as one group who "may need the researcher to take a stronger role in guiding them than is usual in IPA interviews" (p49). In my interviews this involved asking more questions than I would have ideally liked, some of them closed, where clarification was

needed. In addition, given the importance of creating a rapport with the young people around potentially sensitive experiences, I felt that it was helpful and ethical to express empathy at times to assist in building trust and encouraging participants to continue to explore the experience. Smith (2004) notes that researchers whose interviews are based in an area of their professional expertise may draw on this in interviews; my experience of being empathic towards young people as a trainee educational psychologist, and previously as a secondary school teacher, was helpful.

Whilst focus groups can be used as a data collection method for IPA research (Smith *et al.*, 2009), individual interviews were felt to be the best way to capture the participants' experiences in this study given the unique circumstances of each managed move. In addition, whereas semi-structured interviews allow participants to tell a story in their own time and in the sequence that it emerges, participants in focus groups may be affected by the contributions of others and may moderate their own responses accordingly. Stories are likely to be less complete and coherent in a focus group, with participants' stories being told in response to others' experiences rather than in the way that they may have chosen. In addition, the interpretative aspect of analysis may be more challenging with focus groups as the relationship that the researcher establishes with the participant is less intimate than in a one-to-one interview (Smith *et al.*, 2009).

Written testimonies or diary entries can also be analysed using IPA (Smith *et al.*, 2009); however, given the prevalence of literacy difficulties in young

people who present with behavioural difficulties and exclusion from school, it was felt that written data would not be appropriate or ethical for the participant group; interviews would be more likely to be accessible to participants who may struggle to express themselves in writing. Additionally, the interactive nature of semi-structured interviews allowed me to prompt and encourage participants as they spoke, enabling a rapport to be created and encouraging further elaboration of participants' experiences when appropriate.

3.8 Data analysis

Data analysis involved a number of stages and repeated reading of transcripts. Eatough and Smith (2006b) note that "With each reading, the researcher should expect to feel more "wrapped up" in the data". Data was analysed in line with Smith *et al.* (2009), who suggest an iterative and reiterative cycle using the following steps.

3.8.1 Stage 1: Reading and rereading

Smith *et al.* (2009) suggest the initial analysis of data in IPA occurs with the reading and rereading of the transcript. This was initially done whilst listening to the recording of the interview, enabling me to internalise the sound of the participant's voice within the interview. This process also enabled me to pick up any hesitations, emphases or changes in tone which were not evident in the transcription.

Smith *et al.* (2009) suggest that researchers should make notes of their initial emotional responses to the transcript. A research diary was used partly for

this purpose. This allowed me to consider my personal responses, encouraged me to reflect on them and, having done so, enabled me then to thereafter put them aside to focus on the content of the interview. (See Appendix G for an example of such an entry). Rereading the transcript enabled me to gain an overview of the shape of the interview and an idea of how the participant structured the experience. At this stage some repetitions or contradictions were also noted.

3.8.2 Stage 2: Initial noting of themes

Smith *et al.* (2009) describe this stage as "the most detailed and time consuming" (p. 83). I made notes on the transcript whilst reading and added to these in subsequent readings as themes started to emerge (See Appendix H for an example). This stage of the analysis involves close engagement with the transcript in order to avoid a superficial reading of the text. It includes both a focus on descriptive elements of the participant's experience and the researcher's interpretative comments based on the participant's choice of language.

Smith *et al.* (2009) identify three discrete processes that occur at this stage. By commenting on them all on the same transcript I could then identify the links between them, and in doing so gain a deeper understanding of the experience of the participant. The three processes are:

- Descriptive comments: highlighting the key things that matter to the participant to gain a sense of their relationships to them.

- Linguistic comments: use of metaphor and idiom as well as linguistic effects such as emphasis, laughter, pauses to illustrate how the participant is processing and presenting the experience.

- Conceptual comments: interpretative comments which may also be interrogative (Smith *et al.*, 2009). This aspect of the coding may involve researcher reflexivity and consider the researcher's own experiences. The process may lead to further questions being asked for a later stage of analysis.

As recommended by Smith *et al.* (2009), the transcript was pasted into a column of a table for this stage of analysis. Exploratory comments were typed into the adjacent column, with descriptive comments in ordinary text, linguistic comments in italics and conceptual comments underlined.

3.8.3 Stage 3: Developing emergent themes

This step involved the reduction of the volume of data whilst trying to maintain depth. The process involved using the notes made in Stage 2 as the main source of data (See Appendix H which shows the flow from transcript to Stage 3). This stage is interpretative as it involves the researcher organising their notes into themes. Smith *et al.* (2009) state that emerging themes should contain an 'essence' that is relevant to the piece as a whole and has a conceptual aspect to it whilst being grounded in the text.

3.8.4 Stage 4: Developing subordinate and superordinate themes.

At this stage the emergent themes drawn up in Stage 3 were categorised and grouped together to make subordinate themes. In line with Smith *et al.*

(2009) contextualisation and consideration of the function of participants'
language and tone was helpful here. By using the technique of abstraction
(Smith *et al.*, 2009), making conceptual connections between subordinate
themes, I was able to group themes into broader superordinate themes (See
Appendix I for an example of how themes were grouped, and Appendix J for
tables of superordinate themes).

3.8.5 Stage 5: The next case

Once Stages 1 – 4 were completed with the first transcript, they were
repeated with the next one. This stage involved allowing new themes to
emerge whilst acknowledging the influence of the previous data; having
already completed analysis of previous transcripts, it meant that my "fore-
structures" changed (Smith *et al.*, 2009). Adherence to the stages and an
awareness of the influence of previous analysis ensured that each new
transcript was analysed as rigorously as the previous ones.

3.8.6 Stage 6: Looking for patterns across cases

In the final stage, connections were made across different cases (See
Appendix K). This involved making links and noticing differences between the
themes of each case. This does not undermine the idiographic qualities of the
analysis, as participants' experiences were still seen as individual and unique;
however, four overarching themes were identified linking the research
together as a whole.

3.9 Reliability and validity

Yardley (2000) has developed a series of criteria for establishing the validity

of a qualitative study. She argues that the criteria used for quantitative

research are inappropriate as they come from a positivist view of knowledge,

whereas most qualitative research assumes that people have different,

equally valid, perspectives on reality. This relativism has implications for

interpretations and conclusions drawn by researchers from qualitative data,

as they bring their experiences and worldviews to the research.

Validity criteria used in quantitative studies, such as objectivity, reliability and

generalisability are demonstrated by Yardley to be irrelevant to qualitative

research, which generally seeks to explore individuals' experiences rather

than to explain phenomena through recruiting the largest feasible number of

participants (Yardley, 2000). Quantitative research takes steps to eliminate

researcher influence or bias, whereas qualitative research involves

researcher reflexivity in which they acknowledge their influence on the

production of data and in the data analysis stage. At the same time,

qualitative research generally aims to give participants some control over the

content of the data (through, for example, open-ended questioning) as the

underlying premise is that their experience is unique and that the

researcher's hypotheses should not lead the questioning. The idiographic

and interpretative aspects of IPA make the criteria of objectivity and

generalisability particularly irrelevant. Yardley's (2000) framework for

demonstrating validity in qualitative research is summarised below in relation to the current research.

3.9.1 Sensitivity to context

Sensitivity to context (Yardley, 2000) applies to the academic context of the research as well as the individual context of participants. For the current research a systematic review of relevant recent literature was carried out as well as a review of other relevant qualitative research focusing on the views of secondary school pupils. A thorough understanding of IPA and an awareness of its philosophical and psychological underpinnings was considered necessary to demonstrate that the research was grounded within the IPA paradigm.

The political context is also relevant to the research. As there is no official data on managed moves, trends in pupil exclusions and the impact of pupil mobility were examined. This included statistics on ethnicity and gender of pupils who experience exclusion as well socioeconomic factors and prevalence of special educational needs in this group.

IPA assumes that the individual's context is inseparable from their experience. I therefore considered the impact on each participant of being interviewed about their move. All of the moves had been due to a difficult experience in the previous school and some participants had also had the involvement of other professionals. I had to be mindful of participants' potential previous experience of professional women of my age, class or

ethnicity, and ensure that I allocated time to emphasising to participants and their parents that the research aimed to allow their experiences to be heard.

Having worked as a trainee educational psychologist in the area in which the pupils live and go to school, I have a good understanding of the socioeconomic and cultural context of the research. I have also gained insights through professional discussions and informal conversations about the political and systemic factors present within and between the schools involved. In order to maximise the understanding of context, interviews were conducted in the participants' schools so that it was familiar for the participant and to enable me to engage with and experience participants' settings.

3.9.2 Commitment and Rigour

Validity can be demonstrated by rigorous selection of participants; this is outlined in section 3.3 above. A commitment to the IPA process involved following the steps outlined by Smith *et al.* (2009).

Accurate recording and transcription of interviews is essential for rigorous research. Once interviews were transcribed, I listened to them twice whilst reading. This reassured me that the transcript was accurate.

Given that the IPA methodology assumes that researchers' interpretations will be dependent on their own lifeworld, inter-rater agreement is not deemed to be appropriate (Smith *et al.*, 2009). Validity can be enhanced by actively considering alternative interpretations of the data during interviews,

by checking what is being said by interviewees when it is ambiguous, and by researcher reflexivity throughout the process. A research diary was used to assist with reflexivity, to log the stages of the research process and to support the development of ideas (Fox, Martin and Green, 2007). I used the diary throughout the recruitment process, after all interaction with participants and their families and on engaging with the data. The diary supported reflexivity by making me think about my relationship with and impact on participants and my responses to the data, so that I was constantly checking and noting my active role in the research process. Research supervision throughout the process facilitated discussion on my interpretations. Extracts from interviews were discussed during supervision sessions to explore the coding process.

3.9.3 Transparency and coherence

Transparency ensures that the research is open and clear to follow. Yardley (2015) stresses the importance of a "paper trail" which would enable an auditor, other researchers or those reading the completed thesis to see how conclusions about the data were reached. Transparency also provides clarity on how data was collected and how participants were recruited, as outlined above (see sections 3.6; 3.7).

Coherence refers to how the research works as a whole: the fit between the research question, ontological position, methodology and the conclusions drawn from the results. For this research, for example, a procedure such as triangulation of data or using inter-rater reliability does not fit with the IPA

approach which accepts the validity of the individual account and the researcher's interpretation. Similarly, an IPA approach will not draw generalisations from the results of data analysis as it assumes that all cases will have different contexts.

3.9.4 Impact and importance

Yardley (2000) argues that research is ultimately judged by its impact, that it should have some practical or theoretical influence. This research addresses a gap in the literature on managed moves and gives a voice to a group of individuals who are rarely heard in spite of being at the centre of a life-changing process. Given the interest in my research from the EPS and the PRU, I hope that the research will have some impact locally among professionals working with pupils involved in managed moves, and potentially within the wider UK context, should the research be published.

3.9.5 Reflexivity

Reflexivity involves researchers acknowledging their role throughout the process (Yardley, 2015). It is linked to transparency as it requires researchers to declare their position in the research process and acknowledge where they and their experience may have impacted on the interview process and interpretations of the data.

With IPA research, reflexivity is particularly important given its belief in the double hermeneutic; although the notion of *epoché* is central to phenomenological philosophy, IPA acknowledges that it is not possible to suspend all of our prior understanding and beliefs (Smith *et al.*, 2009).

Reflexivity throughout the research process enables researchers to interpret and question their own position in relation to the data. Although the analysis is largely inductive, this is not wholly possible since researchers cannot come from a position of neutrality; however, this should be acknowledged through the reflexive process. As Larkin, Eatough and Osborn (2011) point out, in IPA to 'bracket' one's preconceptions is to suspend them, and to allow them to be examined, not to eradicate them.

Reflexivity involves considering how the researcher's position will impact on the data collection as well as the interpretation. For example, my identity as a professional white woman will impact on the relationship that I am likely to be able to forge with my participants, depending on their experience of people that they may perceive to be like me. This aspect of reflexivity is particularly important when dealing with vulnerable groups as the implications for power relationships are significant (Langdridge, 2007). In this current research participants are not only vulnerable due to their age, but also due to the experience that they have been through (Kirk, 2007). Use of a research diary was helpful in encouraging this process in that it ensured that I considered my emotional responses and verbal input within the interviews as well as considering how who I am may have impacted on how they felt and the responses that they may have given as well as what they may not have felt able to say.

3.10 Ethical considerations

Ethical clearance for the research was given by the Tavistock Centre's Trust

Research Ethics Committee (See Appendix L) before participants were

contacted. Kirk (2007) identifies power relations, informed consent and

confidentiality as the key ethical issues to bear in mind when conducting

qualitative research with children and young people. These issues are present

in all research; however, with children and young people their increased

vulnerability means that they need to be considered more explicitly. In

addition, because of the potentially sensitive nature of the subject,

participant well-being was considered throughout the process.

3.10.1 Informed consent

Given that all of the participants were children, parents were initially

approached for verbal consent by a member of the integration team from the

PRU. In the initial conversation with parents, the research was presented to

them and permission was sought for me to contact them. I then contacted

the parents by phone, giving further details of the research and inviting

questions. I sent out parent and child versions of introductory letters,

information sheets and consent forms (See Appendices C, D and E).

Participants and their parents signed and returned the consent form

indicating that they were willing to participate. I then contacted schools to

arrange interviews.

A further phone call was made to families once I had arranged the interview with the school. This was primarily to inform participants of the date of the interview, so that they would be prepared and so that parents could offer support to their child if they had any concerns. At this stage parents and participants were also given a further opportunity to ask questions about the process.

The right to withdraw at any point up to the end of 2015 was made clear in the information sheet. Participants were reminded of this, and of the interview process, before the interview began.

3.10.2 Confidentiality

Data protection issues were conveyed to participants and their parents on the information sheet. I also verbally reminded participants that the recordings of the interviews would be kept securely and destroyed once the research period had ended. It was made clear in the information sheets that the data would be anonymised in the write-up and that confidentiality would be maintained throughout the research process.

The interviews were transcribed by a transcription service guaranteeing confidentiality and with an assurance from the transcriber that the files would be deleted after I had received the transcripts.

Given the gender balance of the participants (five boys and one girl), the female participant was deemed to be potentially identifiable in the write-up. To prevent this, I opted to give all participants unisex names and to use

masculine pronouns throughout so that she could not be identified. Teachers' names were changed to Mr/ Ms [random initial]. All other names of people and names of schools were changed. Place names were removed.

3.10.3 Participants' well-being

Given the subject matter of the research and the potential distress that talking about the events surrounding the managed move may cause to the participants, I was mindful of participants' well-being throughout the research process.

Within the interviews it was essential for participants to feel at ease and that their contribution to the process was being valued. It was likely that participants would not have experienced being interviewed before, so time before the start of the interview was set aside for me to explain that I hoped that their voice would be heard and that there were no right or wrong answers to questions. It was also explained to participants that although the answers to some of the questions asked may appear obvious, I would like to know exactly how they felt during the process. This was necessary so that participants knew as far as possible what to expect during the interview.

Participants were interviewed in a quiet undisturbed room in school at a time of their convenience. Before starting the interview, I advised participants that I could stop recording if they became upset, and was prepared to comfort them if necessary. In the event of this happening, I would discuss with them whether they felt able to continue or whether they would rather reschedule another interview or withdraw. The right to withdraw from the research prior

to data analysis was reiterated in the debrief following participation, for which time was allocated. This also gave participants an opportunity to ask questions about the process and to explore with me any part of the interview. Participants were reminded that they had my contact number on the information sheet in case of any further questions about the research process or if they wished to withdraw.

Contingency measures were considered in the event that a child participant may remain upset after the end of the allocated time. This involved a trusted adult being available to look after the young person after I left, and me being aware of the whereabouts of the appropriate member of staff. Consideration was also given to the possibility that a child may continue to be upset after the interview, in which case I would consider informing CAMHS or another educational psychologist to support the young person.

3.10.4 Issues of power

I considered my role as a trainee educational psychologist as well as a researcher and reflected on the connotations that this may have for the interviewees who may have encountered professionals in this field. I also considered my identity and appearance as a professional white woman and how this may impact on participants' perception of me. I considered it essential for participants and their parents to feel that I was on their side and would not be judging them. This was emphasised in my preliminary phone calls with parents and face-to-face with pupils before the interviews. This aimed to make participants feel more comfortable and, as a result, able to

talk more openly. In ensuring that these steps were carried out in a positive

and supportive way, I hoped to be able to convey my desire for participants

to be heard, and in doing so, to give them a greater sense of power than they

might have experienced in other meetings with professional adults in school.

3.11 Conclusion

This chapter has outlined my position as a researcher and described the

research process and participants. It has been shown why IPA is appropriate

to the research. Issues of validity and ethics have also been addressed. The

following chapter will summarise the findings of my research.

4 Results

4.1 Chapter overview

This chapter summarises the results of the data analysis under the headings of the overarching themes identified as relevant to all participants. The overarching themes were "self as vulnerable", "impact of support on the self", "identity as a learner" and "the need to belong". Differences between participants' experiences are considered as well as similarities between them. The chapter begins with an overview of the results for each participant with a contextualising paragraph.

4.2 Summary of individual participants' results

This section comprises the themes and context of each interview. It also includes tables showing the subordinate and superordinate themes for each participant, and how the subordinate themes were grouped to form superordinate themes.

The contextualisation paragraph for each participant highlights their different experiences of the managed move and their unique response to being interviewed.

Participants are listed in the order in which they were interviewed.

4.2.1 Alex

Subordinate theme	Superordinate theme
Need for knowledge/ understanding of place	Self as vulnerable
Need to flee	
Vulnerability	
Containment	Need for containment
Family: support vs. conflict	
Impact of power and authority on self	Powerlessness
Oppression	
Lack of voice/ agency	
Good vs. bad	Self as binary good/ bad.

Table 4: Alex subordinate to superordinate themes

Alex was managed moved after bringing a knife into school. He was quiet and reticent in the interview and seemed to struggle to express feelings. At times he appeared to misunderstand questions, even when they were repeated in a different way. Alex described being misunderstood at times, and unsure of rules and expectations. He used the word "*apparently*" *(15:24; 16:33)*, when talking about the self, using the views of adults to back up his views, suggesting a lack of self-confidence in his ability to make judgments. Alex also appeared to tire quickly and I sensed that he was not used to, or at ease with, holding lengthy conversations with adults in school.

4.2.2. Sam

Subordinate theme	Superordinate theme
Lack of agency/ voice	Vulnerability
Idealisation of previous school	
Fear	
Teachers cannot be relied on to support	Importance of support
School's relationship with family	
Centrality of peer relationships	Need to fit in
Loss of 'good' self	Loss of learning identity
Loss of education	
Environment controls learning	

Table 5: Sam subordinate to superordinate themes

Sam was managed moved after bringing cannabis into school and stated that this was the first time he had been in serious trouble. Sam was articulate but was clearly frustrated at how things had worked out. His delivery, when talking about sensitive issues, was hesitant and he stammered slightly describing times when he had felt particularly vulnerable. Sam referred frequently to his previous school in the present tense, suggesting to me that he has not emotionally left it behind. His narratives around his two schools seemed to be inconsistent and polarising due to an idealisation of his previous school.

4.2.3 Frankie

Subordinate theme	Superordinate theme
Impact of adult support	Importance of adult support
Family support containing	
Control over events	Lack of agency
Power imbalance	
Impact of anger: fight/ flight	
Importance of peer relationships	Need to belong
Need to be accepted	
'A fresh start'	
Good vs. bad identities	Shift in good/ bad identity through changed context.
Impact of negative label	

Table 6: Frankie subordinate to superordinate themes

Frankie's managed move was initiated after he carried a toy gun for another pupil who had brought it into school, but he spoke of having had behavioural problems throughout his time at the school. Frankie spoke often of feeling angry, and there was a sense that he had not considered any other emotions. Frankie was not able to articulate how anger felt although he was clear that strategies to control it had not been effective in the past. Frankie's manner

was outwardly confident during the interview, although he spoke very little and did not elaborate on many of his answers, and I had the sense that he struggled to think and talk about difficult emotions.

4.2.4. Rowan

Subordinate theme	Superordinate theme
Parental support	Impact of support in developing learning identity
Gaining control of learning	
Importance of social relationships	Importance of peer group in school
Need to belong	
Fear	Vulnerability
Humiliation	
Lack of agency/ voice	
Seeking direction/ place	No place to belong
Lack of adult support	
Isolation	

Table 7: Rowan subordinate to superordinate themes

Rowan had a managed move after holding a knife for a friend who had brought it into school. Rowan spoke quietly during the interview, and was reluctant to elaborate on answers at times. I sensed that the one-off incident leading to the managed move was a source of shame for Rowan. Rowan's repeated use of "*obviously*" (*1:14; 2:30; 4:*24) communicated that a feeling the situation had evolved in the only way that it could have and that this had been accepted by Rowan who was now doing well. Rowan appeared reflective and balanced in his interpretation of the events.

4.2.5. Nicky

Subordinate theme	Superordinate theme
Desire to learn	Self-belief
Gaining of control	
Lack of control/ power/ voice	Vulnerability
Need to protect self	
Importance of peer group	Impact of peer group on self and wellbeing
Impact of positive welcome on self	
Containment	Containment
Support of family/ school staff	
Confidence in the system	

Table 8: Nicky subordinate to superordinate themes

Nicky was very verbal and spoke enthusiastically about the managed move, which he and his family had initiated as a result of social isolation in his previous school. Nicky tended to use "*so*" emphatically before positive adjectives (*5:24; 6:01; 8:05)* and repeatedly asserted that things have completely turned around since the move. His voice was animated when describing the move and he frequently laughed (*5:31; 6:11; 9:24)*, emphasising this happiness and relief.

4.2.6 Casey

Subordinate theme	Superordinate theme
Previous identity as 'bad'	Shift in identity
Shift in self-perception as learner	
Impact of family on self	Shift in perception of personal relationships
Changed perception of friendship	
Lack of control	Powerlessness
Confusion and danger	
Exclusion from process	
Shift in relationships with adults	Impact of support on self
'A fresh start'	
Support from adults	

Table 9: Casey subordinate to superordinate themes

Casey had a managed move after bringing a toy gun into school, but spoke of consistent problems in his previous school. Casey spoke in a balanced way about his behaviour in his previous school and the way in which he was supported through the process. He was positive about the managed move process, saying it was *"the best thing that's ever happened really" (11: 20).* Casey's older brother had previously been permanently excluded from school and the impact that the managed move had on Casey's family in this context was alluded to by him.

4.3 Summary of overarching themes

Overarching themes were generated from the superordinate themes present in individual interviews. Appendix J shows the process of grouping the participants' superordinate themes into overarching themes. Overarching themes, superordinate themes, and their occurrence in each participant's interview are shown in Table 10 below.

Superordinate themes are indicated by a large "**X**". Subordinate themes which overlapped with others' superordinate themes, or which fit within overarching themes are indicated by a "o".

Over-arching theme	Superordinate theme	Participant					
		Alex	Sam	Frankie	Rowan	Nicky	Casey
Self as vulnerable	Vulnerability	X	X		X	X	
	Powerlessness	X		o		o	X
	Lack of agency		o	X	o	o	o
Impact of support on the self	Containment	X		o		X	
	Support from staff/ family	o	X	X	X	o	X
Identity as a learner	Fixed identity	X	o	o			o
	Desire to learn	o	o			X	o
	Impact of environment on self		o	X	o	o	X
	Loss of identity as a learner		X				
The need to belong	Peer relationships		o	o	X	X	o
	Need to belong/ fit in		X	X	X		
	Need for place	o			o		

Table 10: Overarching themes

The overarching themes of "Self as vulnerable" and "Impact of support on the self" were generated from superordinate themes for all participants. The themes of "Identity as a learner" and "The need to belong" were generated from superordinate themes occurring in a majority of participants' data but occurred as subordinate themes for one or two of the participants, implying that these two themes were more relevant for some participants than others. Each of the overarching themes will be discussed in relation to each of the participants as indicated in the table. The only superordinate theme which did not clearly fit within the overarching themes was Casey's theme of "Shift in perception of personal relationships"; however, since Casey's view of

friendship was a significant element of this theme, it has been noted under "Peer relationships".

Overarching themes are not unconnected or discrete. For example, support and belonging are very closely linked and there is considerable overlap between them.

Throughout this chapter the following typographic features are used within quotations:

- Participants' words are italicised; Interviewer's words are non-italicised.

- Quotations are referenced in the format *(page number: line number).* Participants' names are given within the parentheses where they have not previously been identified.

- Where quotations have been cut, "*[…]*" is used.

- A pause or hesitation within a quotation is denoted by "…".

- Emphases within a quotation are denoted by ***bold type.***

- Non-linguistic sounds are denoted within parentheses, e.g. "*(laughs)*".

4.4 The self as vulnerable

All of the participants expressed some form of vulnerability either before, during or following the managed move process. This was expressed in a number of ways:

- Through behaviours or emotional responses to difficult situations,

- Through a sense of powerlessness or lack of agency,

- Through a feeling of being unheard or without voice

4.4.1 Behaviours and emotional responses

Participants' emotional responses to situations which they found difficult varied, indicating that vulnerability is expressed in different ways. Some participants spoke of feeling vulnerable in school prior to the managed move. These experiences serve as a point of comparison for the participants between their previous and current situations, as a means of seeing patterns in behaviour and participants' understanding of them. In some cases, they link directly to the managed move.

Alex's response to difficult situations was to flee:

> *"I'd always get in trouble and every time I got in trouble I walked out the class and teachers were chasing me and I was walking away" (6: 8 – 11).*

Fleeing is a recurring theme for Alex, and this extract suggests that his response is calm in comparison with the more frenetic response of the teachers. Alex's vulnerability extends beyond school and into home life:

> *"My mum's always getting angry with me and she always says "Get out the house I'm really annoyed". Normally she says "Get out before I actually do something" so that's what got stuck into my head so every time we have argument I just go" (5: 23)*

Alex's mother's words are "stuck into my head", an intrusive and oppressive image that makes Alex appear impressionable and fearful, so that no place is

seen as safe for him. On occasions when he is in difficult situations in school, his vulnerability appears to generate confusion:

> *"And sometimes say if I done this and this they would take that mood out and put it onto that mood and then it would go onto me and then it would just go more and more in trouble" (1:13 – 15)*

In Alex's description of difficult situations, his vulnerability is highlighted by a sense that he can not only not control the impact of others on his state of mind, but also that he does not understand what or how it is happening. Here, the experience of conflict with teachers leads to a feeling that his teachers are twisting and dissecting the situation before imposing their mood on Alex. This description is overwhelming and invasive as well as confused; Alex's understanding appears to be that he cannot improve the situation by staying in it. There is also the sense that Alex is passive and voiceless in the situation, which will be discussed further below.

Alex's description of being physically attacked by pupils in his previous school shows awareness of his vulnerability at this moment:

> *"They were all chasing me and they all had me in like in a horseshoe against the wall sort of thing and I didn't know what to do so I just tried running out. Some guy pushed me back in and then I pushed him and then we started punching each other and that." (6: 22 – 26)*

Following his unsuccessful strategy to flee, Alex's response was to bring a knife into school:

> *"I wasn't going to hurt anyone with it, obviously not. But I was just like… it was there for my safety" (7: 7 – 8)*

Alex felt safer and less vulnerable having a knife in school. The fact that it was "*A Stanley, my grandad's*" (*6: 33*) seems to add a legitimacy to it. Alex's words can be interpreted psychodynamically here, with the reference to his grandfather as symbolic of his need for additional support from an adult from outside of the system to whom he has an attachment. Ultimately, however, the knife resulted in Alex's managed move to another school.

Nicky also felt that protection from others was needed. For him, the protection was psychological rather than physical:

> *"I think that this Nicky was here but wasn't able to come out because everyone was suppressing me really. So I sort of mentally built up a shell to protect myself really" (15: 13 - 14).*

Nicky sees the suppression by the peer group as preventing him from presenting his real self to the world. Furthermore, this hidden self needed protection; the shell image suggesting a place of retreat, implying that the person underneath the shell was not strong enough to cope with the world or survive it at that stage without a reinforced barrier. It is also an image of isolation, however, involving a separation from others, a recurring theme in Nicky's account.

For Casey, his previous school was a precarious place and the incident leading to the managed move *"was the end of the rope really" (9: 26).* This image of school experience as struggling to climb a rope and sliding back down suggests a frustrating and unrewarding challenge. This echoes the experience described earlier in the interview:

"Madam gave me that word after that the next day I'd be really good and then I'd totally forget about that and go and be naughty. Then Madam would speak to me again and I'd be good for that day and then it was… wouldn't work out" (3: 9 - 11).

In spite of consistent support being offered, Casey struggled to sustain efforts in school, and therefore cling to the rope. Eventually he slipped to the end of the rope and arrangements were made for a managed move.

4.4.2 Powerlessness or lack of agency

Vulnerability was alluded to by participants in terms of feeling disempowered or lacking agency. For some participants this was primarily an issue before the managed move. Frankie was given some support to help with anger issues, but this was not effective:

"I didn't really take it because like when I get angry I don't really think I just do whatever comes to the top of my head. So I wouldn't think oh yes she's told me to do this I'll do that". (6: 26 - 27)

The lack of control that Frankie describes here indicates that, although when calm he could rationalise what he needed to do, if anger "*comes to the top of my head*", he was powerless to use strategies. This phrase evokes both the physiological rush of blood to the head, and the loss of reason that accompanies anger. Frankie therefore felt incapable of preventing his involvement in fights. He also reported feeling angry with teachers:

"I don't know it just felt worse because obviously you can't do anything to teachers." (2: 31)

Frankie seems to suggest that his anger felt worse when the situation involved a teacher as he was not able to act on it. This suggests that hitting out at other pupils offers a release for Frankie because of their lesser status within the system.

Casey also describes his inability to control his emotions and a feeling that it was exploited by the teachers, highlighting the power imbalance between them:

> *"Yes I never used to be able like control my anger in some ways. I never used to hit anyone unless I was in a fight but if I lost my aggression I would just start shouting back or I'd hit a wall and I'd just be like nah I can't deal with it and I'll just start shouting. At the slightest little thing like, Casey stop talking, I weren't talking like I wasn't talking, I'd jump back, I'd be like I wasn't talking. They'd be like stop arguing with me you've got a break det and I'd be like but I haven't done nothing, keep shouting back, keep shouting back and I just wouldn't stop until I get me own way in Brookhill. It was just… then I realised as soon as I come here that wasn't good." (17: 12 – 21)*

Casey is now able to put some distance between the anger he felt in these situations in his previous school; however, his animated description gathers pace and momentum as he speaks, echoing the loss of control felt at the time. The repetition of "*shouting back*" indicating the intensity and the hostility of the situation. Casey's account quietens down as he reflects at the end that this was not good. As soon as he is physically in a different environment he could step back from the way he was in his first school, suggesting that his vulnerability, in the form of his anger, was left behind.

For Casey and Frankie, anger is representative of their powerlessness; however, participants' lack of agency is also expressed in their inability to generate responses from others. Nicky's lack of agency in his previous school is reported in relation to his peer group:

> "Most of the time it was that I wasn't involved… that I wasn't wanted to be involved. I did isolate myself when I got home, after the first month or so of school I realised no one really wanted to be my friend so I stopped trying really." (3: 11 - 14)

The correction from "*I wasn't involved*" to "*I wasn't wanted to be involved*" is significant, the function of the phase indicating a more deliberate exclusion on the part of others making Nicky less powerful and legitimising his decision to stop trying to socialise.

For Rowan, the managed move process seemed to engender powerlessness; the feeling of being excluded from it generated not only a lack of knowledge but also an unpredictability:

> "They had a meeting, I was… I didn't know it was like 50/50." (5: 21)

The sense of randomness suggests Rowan's feeling that it was not only out of his control, but also that it was out of the school's control. Later, when his father returns from an exclusion meeting to which Rowan has not been invited, he also appears to lack knowledge:

> "Um… I don't know like I was just like what's going to happen now? He didn't know what was going to happen, no one really explained anything to me." (6: 2 - 3)

Rowan earlier indicated that his father's calmness helped to lessen his anxiety (*4: 29)*. Here his lack of knowledge after this meeting heightens the sense of vulnerability in Rowan, as he realises that his father also lacks agency within the situation, so cannot contain his anxiety. The emotions described by Rowan can be linked to the psychodynamic concept of containment (Bion, 1962), in which a person's anxiety is absorbed and made tolerable by another. Here the lack of anyone who is able to or aware of the need to contain Rowan's anxiety account means that it is heightened unnecessarily.

Further examples of participants' lack of agency come under the theme of "identity as a learner" under the heading "impact of the environment on the self (4.6.2). In this section participants' feelings of powerlessness to change their learning identity within a particular system is discussed.

4.4.3 Lack of voice or not being heard

Rowan's experience of the integration meeting following the incident leading to the managed move is also disempowering. In spite of being invited to participate, the meeting felt to Rowan like a telling-off rather than a seeking of his views.

> *"I felt a bit intimidated by everyone. Like… it's like they weren't trying to help me, it was just another group of people like looking down on me trying to tell me off […] I did want to respond but I chose not to […] I did something stupid and there's no point in trying to like… make it seem better so I just let them do it." (7: 19 - 23)*

Although there was officially space for Rowan to express his views, the feeling of being unsupported by the adults in the room meant that it would have been worse had he chosen to speak. By presenting his silence as a conscious decision to not speak, Rowan's language serves to convey an attempt to take control within a disempowering situation. Similarly, the decision to "*just let them do it*" (7: 23) indicates Rowan acquiescing to the situation and passively accepting something done to him but also suggests that he has given permission, again retaining some control.

Whereas Rowan's silence in the process is portrayed as a conscious choice, Alex, who attended a similar meeting, described it in more frustrated terms:

> "*They were asking me loads of questions and it was getting really annoying because they kept asking and asking and asking and I didn't really get a chance to talk… And then we had to go outside and wait for them to say yes come back in.*" (10: 6 – 10)

The emphasis on "*asking and asking and asking*" evokes pressure, and suggests the panel's desire to hear his views; however, the opposite was experienced by Alex, with the feeling that there seemed to be no space left for his words. The family's exclusion from the room whilst the panel discussed Alex's case represents a further loss of voice and another experience of exclusion for Alex.

Alex's experience in school mirrors that of Rowan in the integration meeting. His response is to accept punishment as there is no option to put his point of view across.

> *"I felt a bit like getting fed up of it because like every time I was like even if it was good I'd still get in trouble and I'd be like oh okay then I'll just deal with it, get into the trouble, I know what I done. It's just a case of whether they can be bothered to do anything about it." (2:28)*

Alex's lack of voice runs through his account and there is a feeling that he is somewhat accepting of the order of things; he generally reports responding with "*oh ok then*", giving a sense of resignation and powerlessness to challenge with words.

Sam also spoke of a loss of voice at the time of his managed move. For him this was a physical inability to speak through anxiety:

> *"I was a bit scared to say that I brought in weed like I was stuttering when I was saying it." (5: 31 - 32)*

Sam's stuttering was also evident at times in the interview when speaking about difficult situations. Sam spoke of losing his ability to express himself when upset, which prevented him from both speaking and writing.

> *"A woman was there helping me write because I couldn't write because I was crying, I was struggling to say my words and then I just kept on crying saying I'm going to get kicked out, I'm going to get kicked out. She said I weren't which started making me calm and then I find out that I am… that's what's really annoying me" (6: 9 – 14).*

That his tears are met with reassurance from the teacher is viewed by Sam as manipulative as it is not honoured. This sense of exploitation of Sam's vulnerability is what stands out for him as he recalls the situation, and it appears to have perpetuated his resentment and mistrust of teachers.

4.5 The impact of support on the self

All participants experienced a degree of support at some point before, during or after the managed move process and this impacted on their experience. This section consists of

- Support in school

- Support at home

The theme of containment, a psychodynamic concept describing the way in which anxiety or distress is absorbed by another person and passed back in a tolerable form (Bion, 1962), is referred to in the context of each source of support.

4.5.1 Impact of support at school

Four participants described one or more members of staff who would be there for them when there were difficulties. For some this was before the move; Alex spoke of a teacher whom he could rely on to understand his problems:

> *"She was always there for me like when I was in trouble or anything she was always… I wouldn't say on my side but she was always… so say if this happened and I asked someone else and they wouldn't do anything I was like 'oh okay then'. Then I went to ma'am, she'd be helping me… She was sort of on my side." (2:11)*

Alex is initially reluctant to say that the teacher was on his side, although it seems that compared with other members of staff who were not able or willing to meet his needs, this one member of staff was able to help him

when he needed it. The idea of being "*on my side*" has an adversarial tone that runs throughout Alex's transcript. School is a site of conflict for Alex and it often feels as if Alex is fighting alone. So having a teacher on his side lessened his sense of isolation.

For Nicky, the fact that he had the support of adults in his first school helped to alleviate his distress:

> *"The head of year was really nice… really friendly. He knew what was going on [...]. The SENCO [...] I knew that teacher the most… so spoke to her more. Then [...] I felt like safer that I could tell my form tutor without it getting around the school. So that's why I told those three [...] It got it off my chest, it didn't really stop the students from being nasty to me but it sort of made everything lighter if you know what I mean? [...] I wasn't as depressed or as sad as when it happened because it just felt like I was getting rid of weight, I was making everything easier" (4: 17 - 30)*

The lightness experienced by Nicky when he told staff about his difficulties was not a result of the situation physically changing; however, it was made "*lighter*" by telling others. The feeling of getting rid of a weight stresses the burden of unhappiness felt. Once the move was discussed, Nicky felt further supported and the assurance that things were being managed increased his happiness:

> *"It was like I say knowing I was going to move no matter what was just… it made me happier [...] Yeah my head had said to me yes we will, we are moving you, you will be moved." (7: 16 - 21)*

This emphatic assurance provides containment for Nicky in that his anxiety has been heard and acknowledged and the headteacher is taking on the responsibility for changing the situation.

For Casey, the support of the deputy head teacher in his new school was significant:

> *"He said yeah teachers are saying you're doing pretty good in your lessons and that so he sort of always give me a pat on the back and say well done and that […] but he kept just like little things that he used to praise me and I used to just think right I want praise even more now. So it was alright. If he just seen me on the corridor he would be like Casey, how's it going? And I'd explain or sometimes like even if… one time he come up to me and like pull me outside and be like how has today gone?" (6: 30 - 7: 8)*

Casey's teacher's support motivated him to gain more praise. Being recognised for positive achievement was new for Casey and it became a motivator to do even better. The feeling that the teachers were discussing him in a positive way also supported him in feeling that he was gaining a positive reputation. By frequently commenting on his behaviour and by taking him out of class to find out how he was, Casey felt thought about by the teacher, encouraging a sense of belonging in the system.

Frankie has also had a positive experience compared to his previous school in which he felt disliked by the staff:

> *"I feel like I've got people to actually go to like my head of year he likes me. The deputy head likes me. I don't know about the head*

> *teacher because I don't really speak to him and it just seems like I've*
>
> *got more support here than I did at Holy Trinity." (13: 14 – 17)*

Frankie feels not only supported but liked by teachers in positions of authority, suggesting that the relationship has an element of humanity. These examples from participants suggest an attachment towards staff members that is encouraged by them and which fosters a sense of wellbeing and belongingness for pupils.

Frankie's sense that pupils are thought about by staff is considered:

> *"They just like have more respect for people here than they did at Holy*
>
> *Trinity." (18: 14)*

Here, therefore, pupils are seen as people rather than just pupils, suggesting Frankie has a greater experience of humanity within the system. Frankie senses that teachers see pupils as individuals, so their needs can be met effectively and they feel heard.

For Nicky, the support in school comes from the other pupils as well as the teachers:

> *"It lifts me up when I come to school […] It makes me a thousand times*
>
> *happier to just come in and seeing my friends in the morning. When*
>
> *they're smiling I know it's going to be absolutely fine, I'm not going to*
>
> *have a bad day it's going to be an amazing day as it always is." (11: 2 -*
>
> *7)*

The idea of school lifting Nicky up suggests a physical support, that he is being raised up into a happier state of mind. He elaborates by talking about his friends, suggesting that it is now their support, more than that of his

teachers, which is reassuring him that everything will be alright. For Nicky this shift is considerable, having been previously completely socially isolated in school.

4.5.2 Impact of support at home

All of the participants spoke of support from their parents. For some this took the form of quoting their parents' responses to their situation, which functions to add weight to the participants' own views:

> *"And then my mum was trying to make a complaint because she wanted to get the other boys kicked out as well because they had it as well. So she was like why aren't the other boys getting kicked out for having it, why is it only him?" (Sam, 6: 21 – 24)*

> *"I was in isolation every break and lunch ... for about four weeks, what I thought was a bit too harsh... Because my mum said you shouldn't be in isolation for that long, it's been a long time, it's been nearly like four weeks now." (Alex, 3: 25)*

> *"I just felt like why'd you do it then? Why couldn't you just give me another punishment for it but then... only my mum was quite angry over it as well because it was like pathetic." (Frankie, 5: 26)*

These extracts all suggest that the participants' anger and frustration was shared by the parents, giving participants a sense of legitimacy in their own emotional response. These parental views highlight the desire for justice for their children; however, when the conflicts between the family and the school were not resolved, the resentment appears to remain for the pupils. Participants' sense of parental support is blended with their own feelings of anger to the extent that it is not always clear whether the voice is that of the

parent or the pupil. This suggests that the incident may not yet been
processed in a way that makes it easy for these pupils to move forward.

Participants' experience of their parents' calmness at the time of the move
was felt to be helpful, as Rowan describes:

> *"I remember them being quite calm about it which I was surprised
> about. Um…Yes they just took the letter and just dealt with it quite
> calmly."*

> "How did you feel when they were calm?"
> *"Relieved […] they obviously said like why did you do that and like they
> obviously talked to me about it but like I expected them to like be
> shouting at me and things like that but no they didn't." (4: 29 – 5: 4)*

The concept of containment (Bion, 1962) is helpful in thinking about Rowan's
recollection of this incident compared to the accounts of other participants
above, whose parents responded with anger. Rowan's anxiety was relieved
by their calmness at this point. Nicky also recounts his sense that his anxiety
is absorbed and acknowledged by his family, enabling them to support him
through the move, again suggesting a containing role for his parents:

> *"But yeah once my parents knew I felt relieved that I wasn't hiding it
> anymore. I felt calmer that I wasn't supressing stuff, that I wasn't
> bottling everything up" (8: 1 - 4)*

Some participants spoke of the improved relationships at home since the
move; the reduction of stress at home promoting a shift towards a more
positive identity and providing support. Casey recalls the impact that his
previous behaviour had on his mother:

> *"I used to get sent home from school and then my mum had to come in for meetings all the time… It just made my mum's life harder."*
>
> *"And how did you feel about all of that?"*
> *"When I was doing it and all of that I didn't realise until after when I started coming here I started realising she was much happier than she was when I was there mucking around and misbehaving." (5: 7 – 12)*

It is only now that Casey is more settled in himself and in a new school that he can see how hard it was for his mother to support him when he was misbehaving. What he perceived previously as normal for both of them, he now can appreciate as hard for her. The impact has extended to her being able to support him in taking steps towards independence through an increase in mutual trust and respect, such as being allowed to stay out later at weekends:

> *"My mum gave me a bit more space and I respect that. I come in at that time, sometimes… say I'm going to be like five minutes late I'll ring her about five to, I'll be like mum sorry running late, I've left but I'm running late and she's like, she'll understand." (17: 7 – 12)*

For Casey, the increased trust that his mother has placed in him has enabled communication between them and reduced his need to push boundaries. This echoes the mutual respect that Casey now experiences in his school environment and supports his internalisation of a new identity as responsible son and pupil.

For Nicky, who isolated himself at home as well as at school, the positive change has been felt throughout the family:

"I'm coming downstairs a lot, talking to my parents every day now, telling them what's happened at school, so many more conversations […] I felt so much happier at home now since I moved. My parents… look happier knowing that I'm happier […] I've noticed less stress as well."

"[…] Do you feel like there was stress while you were at Bankside?"
"Yes there was a lot of stress […] I think that may have been… because I was isolating myself… and brother and sister were getting agitated because my little brother always tries to get involved." (14: 3 – 21)

Nicky's realisation that conversations about troubling issues can make them more bearable has extended into the home and the relief is perceived by Nicky to work both ways. He is now in a position to be able to see the difference that his less isolated mindset is having on his siblings as well as his parents. This ability to seek support at home has, he feels, helped to create a calmer environment that is, in itself, more supportive and able to contain any potential anxiety. The two aspects of this theme illustrate the importance of a joint systems approach to working with young people; good relationships between families and schools, as well as young people's need for the support of both, are beneficial to young people when they are vulnerable and at risk of disengagement.

4.6 Identity as a learner

All of the participants had a sense of their identity as a learner. The following areas are discussed in this section:

- The notion of a fixed binary identity (good versus bad self)

- The impact of the school system on the self

- The self as a learner

4.6.1 A fixed identity

The managed move impacted on all participants to some extent in terms of how they see themselves. Sam presents the move as having had a negative impact on his sense of self:

> *"Because it used to be trying to be naughty, like trying to impress people but now it's me trying to be good. I'm always... like I'm trying to be good […] I have to try and be good but I'm naturally naughty now, I can't change it." (12: 29 – 13: 2)*

> *"I just think the way I act now is changed in a bad way. I used to be quite a nice kid I reckon in Holy Trinity but now I just backchat all the time, just get demerits for silly things" (16: 21 - 23)*

Sam's shift from being a "*nice kid*" in the first school to "*naturally naughty*" in the current school illustrates his feeling that something essential has changed in him. The perception that the "*good*" self has been lost in the process of the move is a source of upset and frustration for Sam who feels that the system around him has not supported the maintenance of this goodness. Sam evokes his father's opinion on how the move has changed him:

> *"My dad even said it as well. He was like... because er... he was saying that transfer move has fucked you up, fucked you up. He was saying... what was it? ...cos the way... Like he knows I'm misbehaving now and he knows I used to be good in the other school." (17: 2 – 5)*

The strength and repetition of the language used is powerful and there is the sense that Sam has the same feeling as his father. The sense of being "fucked up" by the move implies a harsh and violent shift in his identity and a loss of the innocence within him in the previous school. By bringing his father's view into it, he validates his own perception.

Frankie, who had a more positive experience with his managed move, spoke of a shift in the other direction from "bad" to "good":

> "How were you at your last school?"
> *"Bad."*
>
> "You were bad, what does that mean?"
> *"Like not behaved and yes that's pretty much it, just not behaved" (1: 2 - 5)*

Frankie repeatedly conveys the idea that he was simply "*bad*" in his last school and is unable to give much further description, as if he has written off this period of his life and can no longer access it. It is not clear whether he was able to think of positive aspects of school life during this period. He can feel that he has changed since the move, but is unable to pin it to something concrete in him, instead talking about a response to a situation:

> "What do you think has changed in you?"
> *"Just like… personality."*
>
> "In what way?"
> *"I don't know just like more sensible […] Like if there's like a bad situation I'll probably end up just walking away rather than joining in."*
> *(18: 18 – 26)*

Frankie now sees himself as separate from what is *"bad"*, and where he would previously be drawn to it, he now appears repelled by it, suggesting that he is no longer *"bad"*.

Casey also described his previous self as *"bad"*, accepting that this was why teachers did not have an interest in him.

> *"Because in Brookhill I always used to be bad and teachers just kind of walked past and they wouldn't take no notice" (6: 32 – 7: 1)*

Like Frankie and Alex, he speaks of *being* bad as if it is an identity rather than a description of behaviour, *"always"* emphasising this. Casey expressed frustration at not being seen positively by staff in his previous school:

> *"I think it was the people I was around and I couldn't give myself a fresh start because the teachers knew me for what I was… yes what I **was**… like mucking around and that." (3: 13 - 15)*

Initially Casey blames those around him but then comments on teachers seeing him for *"what I **was**"*, a phrase repeated and emphasised, indicating the extent to which negativity had impacted on his sense of self. When Casey moved, teachers' perceptions changed:

> *"I got on with my work and then teachers thought I was good at working." (9: 14)*

Casey's description suggests that rather than *being* good at working, he was enabling teachers in his new school to *think* that he was good at working. This was part of a transition from being bad to being good. Now he can talk about himself as a *"good"* pupil:

> *"Yes because like at first when I come here I was really good and then just… I don't know what… nothing really happened but he was like you're a good student and that I just want to see if you can improve even more." (13: 5 – 7)*

The impact of somebody else joining his year group from his previous school impacted in a negative way on Casey and was disorienting in that it detracted from the *"fresh start" (3: 13)* that he had been experiencing. Casey describes his feelings when the pupil arrives:

> *"Bit gutted really because… like I got out of there and it was a good thing getting out of there but now someone else has come here from there and it was a mate of mine from there and I thought it's going to make me slip, I knew something bad was going to happen." (12: 23 - 26)*

Although a common colloquialism, the use of *"gutted"* can be interpreted as a violent image, particularly given its context in relation to Casey's newly internalised *"good"* identity being taken from within him. *"make me slip"* evokes his previous description of the managed move representing *"the end of the rope" (Casey, 9: 26).* Fortunately, Casey's support from his Head of Year ensured that the two pupils were kept apart in school, so Casey did not slip.

Alex also saw himself as *"bad"* in the previous school:

> *"Yes and I turned really bad then … I started like… I think I used to like bunk lessons I think and I'd always get in trouble." (6: 7 – 9)*

The idea of *"turning"* bad implies a process that is one way and transformative, that it is not possible to have bad and good within the same

person. Alex appears unsure, however, about what it was that was *"bad"* even though he is willing to label himself as such. He is less certain than some of the other participants about how the move has changed him:

> *"Well apparently I'm being more polite to the teachers" (17: 1)*

The use of *"apparently"* suggests that this is not something that he feels within himself, but something that he has been told.

4.6.2 The impact of the environment on the self

Some participants spoke of their learning identity being shaped by their environment, suggesting an awareness of the impact of teacher support and peer behaviour on their learning identity. For Rowan, although he did not identify as *"bad"*, his peer group in the previous school were:

> *"My friendship group were like the bad people [...] Like their behaviour wasn't good, like they didn't put effort in so like... they dragged me down... as well [...] My form it seemed like the like worst form like in Year 9, was like the worse form in the year. So most people in our form like half of it were badly behaved and we had a reputation being like... (tails off)" (1: 16 - 25)*

Being *"dragged down"* by others suggests a desire to do well thwarted by being in the "*worst form*" in the year. Rowan repeatedly uses *"they"* to describe the *"bad"* people in the class, but *"we"* with their reputation suggesting that he felt labelled alongside the others in the class who were "*the bad people*" and that this collective identity impacted negatively on him.

Sam felt that the environment was to blame for his transformation from "*nice kid*" to "*naturally naughty*". He frequently contrasted his previous school, which he presented as firm but consistent and a place in which he learnt effectively, with his current school in which he is not encouraged to work:

> "*Well I just… in my mind I was thinking yes it was better off to work but I didn't really want to work. Now that I've got a chance to mess around in this school I take that and I can't really stop*" (3:27 - 29)

> "*If I went to a school that was stricter I definitely would change; I'd go back to the old way. It's this school. I would change if I could but I can't now.*" (18: 2 - 3)

Sam is feeling powerless to change; the school's leniency, contrasted with the strictness of the idealised previous school, is presented as the disempowering factor. There are, however, contradictions in Sam's account:

> "*Because like if you get five demerits that's an automatic 15 minute det and I'm always getting more than one demerit a day. That's like an hour or an hour and half after school which I can't stop.*" (18: 9 - 11)

Here, Sam's powerlessness refers to his inability to avoid punishment; however, this is contradictory to the view expressed throughout the interview that the school is too lenient and that he is getting away with misbehaving.

> "*I don't think I can change because it's the people I hang around with but I don't really want to be friends with anyone else. I don't want to change friends. But the people I hang round with mess around as well.*" (17: 9 – 12)

Sam is conflicted between wanting to learn and wanting to fit in with his peer group, and it is as if by blaming the school for the shift in himself, he can avoid thinking about the negative impact of his friendships on his learning, which is something within his power to change.

Frankie acknowledges that he still has occasions when he feels angry, but that these are dealt with differently within his new environment. Practical solutions are put in place for him:

> *"The person who works up in inclusion he's like obviously I don't want you kicking off in class so if you feel like you are just come up here."* *(18: 32)*

This is in contrast with his previous school where Frankie was asked to leave class following confrontations with staff. In his new school Frankie's needs are met through being encouraged to leave a situation to avoid conflict, rather than to be removed having had a conflict. Here the system is working to meet Frankie's needs and to prevent him from behaviours which previously led him to identify as "*bad*".

4.6.3 The self as learner

Sam expresses a desire to learn, and his frustration is again with teachers neither teaching as effectively as in his previous school nor enforcing discipline in the classroom:

> *"Yes, I think I learnt a bit more because they teach a bit better whereas this school they say something but they don't tell you how to do it, they just write it down and tell you to write it down."* *(3: 10 - 12)*

> *"I wouldn't like to do it but I would, and I'd be learning more. Because I'm messing around, I'm not learning nothing." (10: 22 - 24)*

Sam's sense that it does not matter that he would not enjoy learning is central; school is for learning not for fun. Unfortunately, Sam now feels incapable of abandoning fun for learning.

For Rowan, by contrast, the shift away from "*bad influences*" has been more successful in his new school:

> *"I take school more seriously and I try not to let people influence me to do bad things, like I don't make mistakes like I would at Holy Trinity." (13: 18 - 19)*

The more serious self that Rowan has become is less drawn towards bad decisions. The desire to do well appears to be central to this:

> *"I don't know I seem to try harder here which has benefited me more. Yes, it's just a better learning environment." (3: 29 - 30)*

Casey links his learning identity to his wider self and the way he is outside of school:

> *"I don't know, er… my attitude's changed as well. A proper er… attitude, the way I am at school, my academic learning now. The way I talk like talk and the way I act in front of my mum and that has changed." (15: 18 - 20)*

Casey is focused on making progress in his learning so that he can achieve what he needs to move forwards beyond school:

> *"I'll do college but I don't know about sixth form. I think I'll do college and then go straight into work. That's what I'd like to do." (14: 23 - 24)*

By saying *"I'll do"*, moderating this to *"I think I'll do"* and finally *"I'd like to"*, Casey's use of language functions to show his awareness that he has still some work to do before achieving his aim.

Alex is keen to ensure that he has practical skills beyond the classroom. In school he speaks of opportunities beyond the classroom and in particular the chance to learn by teaching others.

> "How does it feel when you're teaching younger kids?"
> *"Feels good, I used to do it anyway… In the summer holiday I helped a friend of mine… It's because like what skills you can do and how you do it you can teach them how to do it." (14: 10)*

Alex suggests that he enjoys teaching younger children for the sense that it gives of him reinforcing his own learning for himself; it boosts his own self-identification as a learner by showing others, but also himself, that he is competent.

Nicky indicated his frustration in his previous school due to the impact of others disrupting his learning:

> *"The school wasn't that bad but it was mainly the people that were there and the lack of education because of the disruption in lessons so I didn't get much work done and decided I wanted to change really." (1: 14)*

He is grateful for the challenge in the new school with more difficult work being given:

> "And has there been anything that's been more challenging for you since you've been here?"

> *"The work […] Which I enjoy because I'm actually learning. I'm not just doing work I'm given, I'm learning here." (10: 4 - 9)*

Nicky stresses the difference between *"doing"* work and learning; he is now engaged in an active process rather than passively receiving information. This reinforces his identification both as a learner and as an individual with agency, boosting his sense of achievement.

4.7 The need to belong

For all participants there was a desire to belong in their new school. This is closely linked to the overarching theme of support and the concept of attachment (Bowlby, 1969). The following aspects of belonging are discussed in this section:

- Establishing peer relationships

- A feeling of belonging

- A need for place and direction

4.7.1 Establishing peer relationships

Most participants spoke of being accepted by their peer group as a major factor in changing schools. Sam's description of his first day includes feeling nervous. As with most of the other participants, the worry about making friends was dominant:

> *"It was alright like in maths, no science sorry, this boy come up and started talking to me saying what's your name? So I was speaking to him and then I started hanging around with him in school and then I met his mates and started making friends like pretty quick" (8: 7 - 12)*

The pivotal moment of his first day in school for Sam was the first time another pupil spoke to him, indicating recognition by his peers. The pupil who spoke to him was a way into the peer group for Sam. Peer approval is dominant within Sam's narrative and, as discussed above, causes difficulties for him in terms of his learning:

> *"Just like say if you're back-chatting, teacher says do something and you say no and then everyone just goes 'Ooh' and then yeah you want to show off." (12: 33)*

Sam associates settling into school with social acceptance:

> *"Yeah I reckon like I reckon because yeah… not being big-headed but everyone knows me like, I'm known in school so I'm settling in." (14: 20 – 21)*

For Sam, being known by his peers means that he is settling in; however, in terms of his learning, he is unhappy in school. It feels that being settled, for Sam, is not the same as being happy, rather that he has adapted to his new environment socially.

Although Nicky was looking forward to his move, concerns about the peer group prior to the first day in school were also dominant in his mind:

> *"It felt … exciting but nervous at the same time because I didn't know how people were going to react to me being the new person. […], if they were going to be friendly, if they were going to be the opposite but luckily everyone was friendly. Everyone was saying hello to me, it was really overwhelming (laughs)." (9: 12 – 23)*

Nicky's previous social issues meant that his excitement about leaving a place in which he was unhappy was mixed with social anxiety about his new school.

Casey has experienced a shift in his understanding of friendship since the move. His new identity as a *"good"* pupil seems to have enabled him to establish friendships with a group who are not just friends by default, but with whom he has positive things in common:

> *"Yes because in Brookhill it was more as... there was about 30 of us in a group at break and lunch and that and it was always the same that 30 people you used to kicked out of lessons at the same time. […] Here they're friends, like help each other out and that, we get along with each other in the playground, we don't get up to nothing like no good. Go and do lessons, do normal things and that." (14: 29 - 15: 2)*

Losing his negative identity seems to have enabled Casey to form real friendships. By not referring to his previous peer group as "*friends*", Casey emphasises how his experience of peer relationships has changed. Casey now feels accepted by his peers and can now considers this to be normality. This is in contrast his description of his previous peer group:

> *"I always used to get excluded from there because I... well I used to smoke... so on the field we always used to go down the back of the field and have a fag and then go back up. That was all we used to do... I've seen that happening a lot. I can see how much I've changed... by far so it's a good thing." (15: 11 – 15)*

Casey is able to consider the shift in how he interacts with others. He seems to see his previous behaviour as pointless and unproductive (*"that was all we*

used to do"), and uses it to illustrate the positive change that he has seen in himself.

4.7.2 A feeling of belonging

Leaving one system and entering another can be a significant transition. For Alex the change of school system caused some anxiety:

> *I felt a bit nervous because I didn't know anyone, I only knew like three/four people and it was a bit scary … not being able to do things like the way we do it in Cornhill and the way we do it here (12: 6 – 10)*

The fear of getting things wrong is current throughout Alex's interview, for example being punished for chewing gum, which he did not know was not allowed in his new school *(13:9)*. Without this knowledge of the system, Alex cannot really feel as if it is "his" school, as the lack of understanding positions him as an outsider it.

For Nicky and Rowan, the feeling of belonging is expressed in terms of how long they feel that they have been in the school.

> *"I feel so much happier after moving… It's weird, it doesn't feel like it was only last year I moved either, it feels like I've been here since Year 7 because I know a load of people and it does honestly feel like I've been here for years (laughs)." (Nicky, 6: 13 – 17)*

> *"Yes I feel like I've been here like for ages, like since the start of Year 7" (Rowan, 12: 19)*

Nicky and Rowan feel that they have achieved parity with the other pupils in their year, that they know as many pupils and are as settled as they are. For Rowan, the concept of belonging is associated with a welcome:

"Yes like I belong here."

"You feel like you belong, that's good. What does it mean to belong here?"

"Makes you feel welcomed by everyone." (12: 23 - 26)

Nicky also spoke of the impact of a welcome on his sense of being in the right place:

"My head of year as soon as I came here gave two of my form members as buddies to show me round the school and everything, they were really nice to me. Everyone in my form was really nice too (laughs), everyone in the school was really nice to me (laughs) because I was the new kid. Yes, and everyone was just so much nicer to me here, so much better than my old school… and I feel so much happier for moving." (5: 27 – 6: 1)

Nicky now socialises with a wide circle of friends and emphasises again how happy he is. For the first time he sees friends outside of school:

"I'm going out with friends a lot now, just last week went into town, at Bankside I never would have done that, never in my life would have done that. First week… I went up town with a load of my friends, the first week I was here." (13: 23 - 26)

Casey describes losing his feeling of belonging in his first school when his behaviour became an issue, implying that "*mucking about*" involves forfeiting the right to belong:

"Did you feel part of the school?"
"Yes a little bit but then I started just being… started mucking about so…" (2:26 - 28)

By contrast, Casey now feels included and respected in school:

> *"I feel like I'm in school, everyone respects me for being in school and that so it's good." (14: 17 -18)*

Casey's relationships with peers and teachers have changed greatly since being in his previous school and there is a sense that this has enabled him to respect himself as well.

4.7.3 A need for place and direction

The feeling of having a school place was mentioned by a number of the participants in the period between schools. Frankie summarises his feeling of nervousness:

> *"Just like nervous, yes just pretty much that because I didn't know if they were going to take me or not. Because they might think oh yes it's a serious situation we're not going to take him… I think my mum was feeling the same as well. […] I think any parent would to be honest because obviously they'd want their child to be in a normal mainstream school." (16: 7 - 14)*

Frankie's nervousness was compounded by the seriousness of the incident and a concern for what his mother was going through. He feared no longer being able to attend mainstream school, which he equates with normality and considers to be something that any parent would *"obviously"* want. The fear of being not normal is present for Frankie here, suggesting some vulnerability. On finding out that he had a school place, there was a sense of relief:

"Yes because they told me I did have a place, not a permanent place yet just like on trial and then just felt relieved just to think that I did get my place in another school." (16: 22 - 23)

The words "*my place*" indicate Frankie's feeling that a place is his right. Even though it was not yet permanent, he felt relief and a sense of justice.

For Nicky, the sense of not being in the right place was present through much of his time in his previous school:

"I felt like I was exiled from everything, that I didn't belong with anyone… anyone specifically." (2: 11)

The idea of exile is stark, implying feeling totally ostracised and cut off from everything and everyone and powerless to engage with them.

"I really just floated around trying to join in conversations that I thought I knew about but didn't really work." (2: 12)

Nicky was not only exiled from other people in the school, he also seemed unable to physically engage with the place. *"Floating"* suggests an inability to connect with and be a part of the school. It also implies a ghostliness and a sense that Nicky was invisible to the other pupils.

For Rowan, the feeling when he was between schools was disorientating:

"I'd have felt like I knew what was happening like I could have moved on. Right this has happened, right now I have somewhere to go but I just felt like I've been abandoned and I don't know what's going to happen now. I felt like left out." (6: 10 - 14)

The feeling of abandonment experienced by Rowan in this period was stressful and isolating. This continued when he began at his new school. Rowan spoke of the lack of support available on his first day and then not being given a timetable, or listed on class registers.

> *"I felt really out of place, like I wasn't meant to be there like. It was just awkward." (9: 26 - 27)*

> *"I just felt like really awkward like… I'd just be in like the wrong classes like and people would be looking at me like why's he here like… Just felt like… embarrassed." (10: 7 - 9)*

Not having a place meant that Rowan felt embarrassed and awkward. His self-consciousness was compounded by the feeling that he was not known either by the other pupils or by the teachers. Rowan felt that no one knew why he was there, and without acknowledgement from others, he also felt unsure of whether or not he should be there. Like Nicky, Rowan appeared to float around:

> *"I knew one boy and I followed him to all his sets but… they obviously weren't the right ones […] they just… they didn't tell me where I had to go so I just followed him around and no one said anything." (10: 13 - 24)*

The fact that *"no one said anything"* makes Rowan feel even less that he belonged. There is a sense of his invisibility; that teachers did not know that he existed.

It was not until Rowan had been in the school for a month that someone from the integration team took Rowan's issues to the school staff and things improved:

> *"I got put into the right sets and like I got made like a proper seat in each class so I wasn't just sitting in like a spare chair." (11: 17)*

Finally, Rowan had gained a place, an allocated seat in his lessons. His name was on the seating plans and registers and he was put in classes appropriate to his ability. No longer being placed wherever there was a "*spare chair*" meant that Rowan was literally no longer out of place; the "*proper seat*" enabling him to be acknowledged by others and to feel that he had a place.

Direction is an important component of belonging in school given the sense of progression and purpose inherent in the education system; having to move schools at a non-standard time risks imposing a lack of direction on the pupils concerned. Casey's description is typical:

> *"First day when I come in, I felt kind of lost, I didn't know where to go, what to do, who to go with." (8: 17 - 8)*

However, he was given the support needed to find his way in the first days in the new school. Rowan was given less support, in addition to having a much longer and more complex journey to school, the loss of direction continued within the school building:

> *"I had to get the bus to school on my own I'd never done that before [...] and I didn't know like what bus I was meant to get or like anything like that but then when I got to school like I didn't know where to go either." (8: 12 - 17)*

Rowan conveys his anxiety in not knowing where to go, but more significant is the sense that the lack of direction continued on arrival at the school:

> *"Yes, and when I got to school I didn't know where to go… so I just went to the office and they got my head of year to come and get me and then I did the tests. Then afterwards like no one told me like where I was meant to go, like to what lesson. I didn't know my way around the school properly, like no one was there to like guide me around." (8: 29 - 33)*

What Rowan had thought was his destination was less secure and more confusing than the journey. The guidance that Rowan had been expecting was lacking.

Sam's recollection of managing the first day is stoical. Thinking back, he can see that the event was more significant than it felt at the time:

> *"Now that I think of it like going to school on my own for the very first day not knowing any of the teachers, just went up and asked them. At the time I was just thinking I've got to find out where I'm going." (9: 12 – 15)*

Finding out where he is going is more than a practical task for a first day at school; for Sam the journey has been more difficult than for the others within the participant group.

4.8 Conclusion

The results have shown that although the young peoples' experiences have been diverse, the concerns and preoccupations which dominated in the interviews were, to a large extent, common across participants. Elements of

all of the overarching themes were present for all of the participants, and are

experienced in a range of different ways for them. In the following section

the results will be discussed in the light of previous research and relevant

theory.

5 Discussion

5.1 Chapter overview

The previous chapter reported on four overarching themes: the self as vulnerable, the impact of support, identity as a learner and the need to belong. This chapter will discuss each of these themes individually in the context of existing research and theory which illuminate the themes. In particular, the concepts of agency and belongingness are considered in relation to the findings as they emerged as particularly prominent ideas within the data. Some aspects of themes are discussed in the context of self-determination theory (Deci and Ryan, 2000), a theory of motivation which assumes that individuals need to experience competence, autonomy and connectedness for psychological well-being and development. It was felt that these components of self-determination theory were closely linked to the themes that emerged in this research.

This chapter will go on to consider methodological issues including the use of IPA and implications of my findings both for EP practice and for future research. Finally, some reflections on the research process are considered.

5.2 The self as vulnerable

In this study, participants expressed vulnerability in several ways, through externalising behaviours, such as fighting and fleeing, through a feeling of powerlessness or lack of agency or control, and through a lack of voice. The existing literature on managed moves does not directly address pupils'

feelings of vulnerability, although it is implied through the emphasis on the amount of support that is felt by school staff to be needed (e.g. in Flitcroft and Kelly, 2016; Bagley and Hallam, 2015a). The lack of exploration of pupil vulnerability in previous research may be due to their research methodologies or to having an evaluative or explanatory, rather than exploratory, focus

The notion that pupils with social or emotional difficulties are unlikely to be heard in the research process has been an ongoing concern of researchers seeking to give voice to this group (Gersch and Nolan, 1994; Lown, 2005). Munn and Lloyd (2005) emphasise the need for the voices of young people who are excluded from school to be heard. In line with my findings, some existing literature exploring pupil voice has found that pupils express feelings of vulnerability when at risk of exclusion or having been already excluded from school (Michael and Frederickson, 2013; Pillay *et al.*, 2013). Feeling unheard was a recurrent theme in my participants' accounts, such as within the integration meeting. Rowan spoke of his desire to speak in the meeting within a context of feeling that his voice was not valued:

> *"I did want to respond but I chose not to"*

> "You chose not to, why was that?"

> *"Just to make myself look even more silly [...] I did something stupid and there's no point in trying to like make it seem better so I just let them do it. I didn't really care and they weren't helping me so..." (7:20 - 24).*

Alex's experience suggested a lack of space for his voice in the meeting:

"They were asking me loads of questions and it was getting really annoying because they kept asking and asking and asking and I didn't really get a chance to talk" (10:11 – 13)

These experiences occurred at times when pupils were specifically asked for their views within a meeting which, according to recommendations, should incorporate the pupil's voice by being collaborative (OCC, 2011) and restorative (Parsons, 2009). This was not how these participants experienced it, with Rowan describing the integration panel as *"another group of people like looking down on me trying to tell me off"* (7:13 – 14). Gersch and Nolan's (1994) notion of the pragmatism of hearing pupils' voices is salient here; consulting pupils within this process can help the adults involved to gain a sense of what will work for the pupil and, therefore, support successful integration into a new school. The changes need to be made systemically so that these meetings and the schools who move and receive pupils in such circumstances show a substantial and genuine move towards a desire to hear the voice and to integrate their views and those of their family into the process.

A lack of agency or control was a theme for all of the participants. In some situations, it was expressed as frustration at the lack of equity or power within participants' relationships with other pupils and staff. Some participants felt that they were targeted by staff, either in their previous or their current school:

"They didn't like me so they would do anything to try to get me out of class" (Casey, 3:23 – 24)

"I was thinking it was a bit unfair even though I'd done like the littlest thing"
(Alex 1: 19 – 20)

"He would just find anything to get me into trouble for" (Frankie: 10 – 8)

Tillery, Varjas, Roach, Kuperminc and Meyers (2013) argue that when discipline policies are inconsistent, and unfairness is perceived by pupils, they may become unsettled and unable to feel that they belong. McCluskey (2008) found that pupil views on discipline were more closely aligned with nurture, respect and consistency than teachers' views on discipline were. These findings fit with the concerns raised above. Pupils' perceptions that teachers did not want them and that there was no clear and consistent way of behaving was disempowering and meant that they perceived their agency to be thwarted by an abuse of power. Pillay *et al.* (2015) argue that negative relationships with staff can impact adversely on pupils' sense of self; here this occurs through the perceived inconsistency of the teacher response. This lessens pupils' agency and, with this, their motivation to change. Again, the challenge is systemic, with a need for clear two-way communication between staff and pupils around expectations.

Some participants felt unable to break out of a negative cycle of behaviour due to negative influences from the peer group, either in their current or previous school. Using Fergus and Zimmerman's (2005) framework for adolescent resilience, which analyses an individual's capacity to counter negative experiences and to avoid negative outcomes, Pillay *et al.* (2015) also found that harmful peer relationships are particularly influential in frustrating a sense of agency in adolescents.

"I don't think I can change because it's the people I hang around with but I don't really want to be friends with anyone else" (Sam, 17: 9 – 10)

"If it wasn't for him then I probably wouldn't have got excluded because it wouldn't have happened. Just in general like... my friendship group were like the bad people" (Rowan, 1: 14 – 17)

Rowan's previous experience and Sam's current experience illustrate the impact of the peer group on their sense of agency; in spite of a desire to change, Sam feels powerless because of a loyalty to a peer group whom he accepts to be a bad influence. His perception that there is no alternative group of friends means that he feels trapped in this situation. These issues are discussed further below under the heading of Identity as a Learner (5.4).

Sharp (2014) argues that agency is an important stage of development supporting personal growth, its acquisition enabling a young person to cope with challenge and to prevent the entrenchment of a negative fixed identity. Feelings of agency are also linked to ensuring the development and maintenance of well-being (Welzel and Inglehart, 2010). A sense of personal agency is also a component of secure attachment, with attachment difficulties hindering its development (Geddes, 2006). Agency has been conceptualised in several alternative ways and there is no one definition (Sharp, 2014). Hitlin and Elder's (2007) model of agency, which identities four distinct types of agency: existential, pragmatic, identity and life course, is helpful for understanding the experiences of these participants as it considers temporality, a factor with significant bearing on the adolescent age group

and, in this research, within the theme of "identity as a learner". The transformation within Rowan's account, from feeling vulnerable and powerless during the managed move process to his current situation:

> *"Well like instead of rushing into things, I think about them like Mr K said, there's always going to be distractions but you have to like not let them distract you"* (13: 21 – 23)

shows a growth in Rowan's sense of pragmatic agency (Hitlin and Elder, 2007) which has emerged since gaining a sense of belonging in his new school and leaving behind an association with a negative peer group.

This lack of agency expressed by participants is closely linked to a thwarting of the autonomy required for personal well-being within self-determination theory (Deci and Ryan, 2000). Competence, another of the psychological needs expressed within self-determination theory was shown to be lacking for Alex, increasing his vulnerability. Alex was struggling academically, having been placed with a buddy who was in much higher sets than he was. In school, this impacted negatively on his behaviour (Alex, 13:17). It may have contributed to his difficulties in communicating his experiences to me; he frequently expressed frustration at his lack of words. It is likely that when feeling vulnerable, this inability to verbalise difficulties may diminish his options for solving problems or communicating his needs to adults in school. "Pupil characteristics" was one of three factors identified by Lown (2005) as facilitating reintegration for pupils following exclusion. Academic ability was one such characteristic identified, implying that pupils with lower academic ability may be more vulnerable.

The act of starting a new school is, in itself, likely to raise feelings of vulnerability through not having ready-made relationships. Times of transition have been demonstrated to be periods when pupils are especially prone to vulnerability and disengagement (Trotman *et al.*, 2015). Unlike with the transition to secondary school, the participants in the current study went through this transition alone, so the support of existing peer relationships was not present. This was at the forefront of most participants' minds:

> *"A bit nervous as I didn't know anyone"* (Sam, 7: 27)
>
> *"That was the only thing I was nervous about"* (Nicky, 9: 15)
>
> *"I felt kind of lost, didn't know where to go […], who to go with"* (Casey, 8: 17 – 18)

Previous qualitative research on non-standard transitions concurs with my findings, revealing that feelings of loneliness and isolation following a move were common amongst pupils and that anxiety about the new peer group was common (Messiou and Jones, 2015). Here, the element of connectedness within self-determination theory is pertinent and will be further alluded to in the context of the importance of relationships, both with adults and peers, in relation to support and belonging in sections 5.3 and 5.5 below.

5.3 Impact of support on the self

All of the participants in this current study spoke of support from others at some point in the managed move process. All but one of the pupils spoke of experiencing at least some interpersonal support in school, either from

teachers or from other pupils. Parental support was also mentioned by most participants as a factor that helped to relieve some anxiety around the process.

Previous research (Pillay *et al.*, 2013; Mowat, 2010; McLaughlin and Clarke, 2010) has stressed the importance of relationships in enabling successful outcomes for vulnerable young people and those with behavioural or emotional difficulties. Much of the existing research in this area emphasises the importance of supportive relationships with staff. Rendell and Stuart (2005) found that excluded pupils perceived there to be less support available for them from adults both in and out of school than non-excluded pupils, a factor that is likely to impact on their ability to make attachments within school and, therefore, affect their belongingness, motivation and sense of agency. Some participants in this present study, however, spoke of their appreciation for teachers in their previous school who could be relied on and who seemed to understand their needs when the other teachers did not.

> *"She was always there for me like when I was in trouble of anything, she was always… I wouldn't say on my side but she was always […] she'd be helping me"* Alex, 2: 11 – 15

> *"Madam always used to like give me a word and that, and then I'd be really good and then once Madam gave me the word after that the next day I'd be really good"* Casey 3: 7 – 9.

Fletcher-Campbell (2001) discussed the importance of an adult in school being be available to listen to and talk with a pupil who was at risk of

exclusion or isolation. The importance of the teacher showing a belief in the pupil and a tendency to praise them was seen as important in helping them to develop trust in the system. For Nicky, being able to talk to some teachers about his social isolation and unhappiness gave a sense of containment (Bion, 1962). He concedes that:

> "*it didn't really change anything, it just sort of made it feel lighter*"
> (Nicky, 4:26)

Nicky's acknowledgement that the support didn't change the situation, only how he saw it, shows the value of being helped to see a problem differently and suggests that support may take the form of listening as well as the offer of practical solutions. This point is echoed by McLaughlin and Clarke (2010), who argue that is important that the pupils perceive that they are being supported, regardless of the level of actual support that is being put in place.

Pupils' expressed need for a reliable and supportive adult in an unfamiliar environment is common to much of the literature reviewed in the area of managed moves and school exclusion (Lown, 2005; Vincent *et al.*, 2007; McCluskey, 2008; Tucker, 2013; Bagley and Hallam, 2015b). Tillery *et al.* (2013) raise the point that school transition can be a potential barrier to pupils developing connections with adults. If transition is not carefully managed, there are clear implications around transition for young people who may already have attachment difficulties, or who have struggled to form positive attachments in previous school settings. Frankie and Alex, who have continued to have some difficulties in school, although to a lesser degree

than in their previous schools, identified staff who provided support after the
transition into the new school:

> *"The person who works up in inclusion he's like obviously I don't want*
> *you kicking off in class so if you feel like you are just come up here."*
> *(Frankie, 18:32)*

> *"We've got something called the DEN […] and my mum knows the*
> *person, so if I'm in any trouble I just go see him. (Alex, 18:10 – 13)*

The support described here is a safe place and an opportunity for Frankie and
Alex to avoid conflict with staff or other pupils. In terms of their agency, this
is helping them to make a positive choice and, therefore develop their
pragmatic agency (Hitlin and Elder, 2007). Additionally, this support
contributes to Frankie's sense that *"I get on with most teachers here"* (18:
10), by reducing conflict and giving him the autonomy and agency to make a
choice. For Alex, the fact that the person there is known to his mother seems
to add authority and a further level of support to it; Alex feels that his mother
and the school are united in wanting him to use this safe space.

In the period immediately following the move, a welcome from staff was
described by some participants:

> *"The Head and everyone they were really really helpful. My Head of*
> *Year as soon as I came here gave me two of my form members as*
> *buddies" (Nicky, 5: 27 – 29)*

> *"[Mum] like brought me to the gate and then Sir was outside waiting*
> *for me to bring me my buddy […] and then he walked me in and he*
> *linked me up with Elliott" (Casey, 8:23 – 29)*

Concurrent with these findings are Harris *et al.* (2006), whose pupil participants valued a warm welcome from teachers on entering a new school following a managed move and felt that it helped them to integrate more quickly. Conversely when Rowan felt unsupported by school staff after his managed move, it contributed to his feeling that he did not and could not belong there:

> *"No one like told me where I was meant to go, like to what lesson. I didn't know my way round the school properly, like no one was there to like guide me round"*
>
> *"[…] How did you feel?"*
>
> *"Quite embarrassed and lonely" (8:31 – 9:3)*
>
> *"I don't know like my Head of Year didn't seem approachable and neither did the Head Teachers." (11: 7 – 8)*

Gazeley *et al.* (2015) argued that managed moves require considerable support and investment in the pupil from staff in the schools for them to be successful. This is also articulated by Lown (2005) who states that it is not enough for adults in schools to realise the importance of adult relationships but that they also need to be active in initiating and developing the relationship and to nurture the pupil. For Casey, who experienced consistent nurturing support from his Head of Year since transition, this has impacted on his sense of belonging and his identity as a learner as well as giving him the motivation to succeed and a disincentive to let down the adult who had invested in him:

> *"He sort of always give me a pat on the back and say well done and
> that […] and he used to praise me and I used to think right I want
> praise even more now." (6: 31 – 7: 2)*

The need to belong is discussed at length below (5.5); however, Baumeister
and Leary's belongingness hypothesis (1995) is equally relevant to
participants' experiences of support. The hypothesis states that
belongingness is a fundamental human need that requires both relatedness
and interaction. In other words, it requires the individual to feel thought
about and cared about and to have regular contact with the person who
cares about them, linking it closely with attachment theory (Bowlby, 1969).
For a pupil starting at a new school at a non-typical time, this needs to be
nurtured as the pupil is likely to lack pre-existing relationships.

Frankie, who had experienced ongoing conflict with staff at his previous
school, now experiences a feeling of being liked:

> *"I feel like I've got people to actually go to like my Head of Year, he
> likes me. The Deputy Head likes me […] it just seems like I've got more
> support here than I did at Holy Trinity" (13: 14 – 17)*

This coexists with a sense of the humanity of teachers in his new school:

> *"They just have more respect for people here than they did at Holy
> Trinity" (18:14 – 15)*

Frankie has experienced more positive relationships with adults in his new
school, but is here expressing this respect as an intrinsic difference in
character of the teachers in his new school rather than a reflection on his
changed behaviour in school. Niemiec and Ryan (2009) link the feelings of

being liked and respected to the concept of relatedness or connectedness within self-determination theory, stating that "In the classroom, relatedness is deeply associated with a student feeling that the teacher genuinely likes, respects and values him or her" (p139).

The impact of peer support was alluded to by some of my participants. Some spoke of having a 'buddy' put in place by staff to help to support them through the integration process. As Flitcroft and Kelly (2016) mention, however, the buddy should be both someone who can be a potential role model and someone who is likely to become a friend. Casey's buddy was a pupil who was working well whom he already knew. Nicky also had a positive experience. However, Alex's buddy's academic ability was at the other end of the scale to him. Given that he was expected to attend his buddy's lessons, Alex was in sets in which the work was inaccessible to him, a factor which caused difficulties in his relationships with teachers and impacted on his sense of competence in school.

Participants spoke of support from parents in the managed move process. There is less existing literature on this relationship from the child's perspective; however, research involving parents' views has indicated the value that they place on good communication with school (Bagley and Hallam, 2015b; Trotman *et al.,*2015). Whilst support from home and at school were both mentioned as important factors by the participants in this study, there was little sense of participants' experience of a conscious effort on the part of the schools to liaise with parents about the move. For Sam, the

move from his previous school, which his parents knew well through his older siblings and links with the community, and his current school, where his parents have very little communication with his teachers, coincides with him feeling unsupported by adults in school and hopeless about his situation. Dowling and Pound (1994) advocate for a joint systems approach within schools, linking families and schools collaboratively to strengthen the pupil's motivation to succeed in school. They state that pupils

> "need to see parents and teachers engaged in a co-operative enterprise on their behalf [...] if they are to develop the capacity for impulse control, sustained attention to a task and tolerance of stress such as will confront them daily in the school setting." (p69)

In some instances, it was clear that some participants had sensed a conflict between home and school around the time of the move. Miller's (2003) research on different groups' attributions for "difficult behaviour" in school noted that parents and pupils both considered "unfairness of teacher's actions" (p150) to be a major factor. The results of this current study have demonstrated that Sam (6:21 – 24), Alex (3:25) and Frankie (5:26) all use parental voice to support their narrative around a sense of injustice (see p103 above), ostensibly indicating that they have found this to be supportive. However, there may be deeper implications for the participants' sense of autonomy; placing the blame for the move on the school may prevent pupils from taking responsibility for their decisions and understanding the events. In contrast, for Rowan, who had dreaded telling his parents about the incident

that would lead to the managed move, his parents' calmness about the incident appeared to contain his anxieties about what would happen:

> *"I remember them being quite calm about it which I was surprised about. Um… yes they just took the letter and just dealt with it quite calmly"*

> "How did you feel when they were calm?"

> *"Relieved" (4: 29 – 32)*

Rowan was able to speak calmly about the incident and accept that although he had not expected to be excluded for what he did, and that others initiated it, that he did "*something stupid*" (7:23). This is indicative of a capacity to process the event in a way which suggests a secure attachment (Geddes, 2006) as well as showing the impact of the containing function of the calm response of his parents. Parental support, therefore appeared to be most helpful to children in processing events by containing their anxiety rather than heightening it through fostering an increased sense of injustice.

5.4 Identity as a learner

Erikson (1968) felt that adolescence was critical to the formation of identity due to the increasing focus beyond family and into independence in adulthood. As such it depends on positive relationships with peers and adults from outside of the family. It is, therefore, perhaps unsurprising that identity as a learner should have been so central to participants' experiences given the change in relationships and the prospect of a "fresh start" implying an opportunity for personal reinvention. The theme of learning identity was

explored in some participants' accounts through their sense of having a fixed identity in school as either a good or bad pupil. This was evident in the accounts of Alex, Casey and Frankie who identified as previously "bad" and for Sam who, conversely, said that he used to be a "nice kid" (16:22) but is now "naturally naughty" (13:2).

Previous research highlights the overlap between pupils who are disruptive and those who are disrupted; most secondary school pupils feel that their behaviour is sometimes good and sometimes not (McCluskey, 2008). Participants in this research, however, seemed to see themselves as either good or bad. The different findings may be due to McCluskey (2008) focusing on a general secondary school population. Her participants may have had less experience of negative relationships with staff in schools and, hence, be less likely to have been labelled as "bad".

Unlike other participants, Sam described himself as good in his previous school and bad in his new school. This was curious given his similar language to describe his behaviour in each school. In his previous school, in which Sam described himself as a "nice kid" he talks of not being in serious trouble:

> *"Er… nothing major just talking and maybe a bit of back-chatting but that was it really."* (1: 16)

In his current school, Sam feels that he has lost his identity as a "nice kid"; however, his description of his behaviour is very similar:

> "Okay so what's messing around for you, what sort of things?"
>
> *"Talking, maybe a bit of back-chatting, probably throwing a rubber across the class or something like that."* (10: 23 – 27)

This suggests that the real difference in Sam is the environment that he is in. Sam's perception may stem from the difference in the response to the behaviours from others in each setting or it may come from feeling less happy with his behaviour because of his standards for himself having changed, possibly through a sense of disappointment in himself associated with the move. Sam's feelings of vulnerability, powerlessness and a lack of agency accompany a feeling of change within himself:

> *"It used to be trying to be naughty, like trying to impress people, but now it's me trying to be good […] I have to try and be good but I'm naturally naughty now I can't change it"* (12:29 – 13:2)

This links with the concept of identity agency (Hitlin and Elder, 2007), which refers to a habitual patterning of behaviour within a given situation. This is limiting to individuals whose desire is to change or to break free from a given relationship. It provides the agency to act in a given role, but stifles individuals' ability to break out of it as it serves a reinforcing function within a given context. The contrasting by participants of their identities in their previous and current schools is pertinent here as they describe the bind of behaving in a particular way in a given situation.

 Bagley and Hallam (2015b) found that negative discourses around a child, when schools did not perceive the child as capable of change, impacted on the success of a managed move. They highlight negative self-concept and the

breakdown in relationships with staff as a barrier to changing identity within a system when they have experienced difficulties. It is likely that Sam's internalisation of labels that others have ascribed to him, because of the process that he has been through, have impacted negatively on his identity.

The other participants who described a shift in their identity as learners in school changed from "bad" to "good". The literature on managed moves refers to a "fresh start" for pupils (Abdelnoor, 2007). This phrase is prevalent in discourses around managed moves locally in my experience as well as in the discourses of Frankie and Casey, who had had persistent difficulties in their previous schools. It assumes that the managed move can enable pupils to "form new positive relationships, escape previous reputations and experiment with new behaviours" (Flitcroft and Kelly, 2016, p11). Vincent *et al.* (2006) found that some young people who had had managed moves felt positively about them as there was no perceived need to maintain their negative image from the previous school.

Some participants felt that negative labels attached to them in their previous school had adversely affected the interactions that they had with teachers and their capacity to change:

> *"I started… trying to improve but that didn't work because all of the teachers knew me from misbehaviour and that" (Casey, 1:10 – 12)*
>
> *"I felt a bit like getting fed up because like every time I was like even if it was good I'd still get into trouble" (Alex, 2:28 – 29)*

These examples mirror the extract from Sam's account of his current school. For Casey and Alex, however, the managed move was an opportunity to escape teachers' low expectations of them.

Casey explicitly links his previous behaviour to a fixed identity

> *"I couldn't give myself a fresh start because the teachers knew me for what I was… yes what I **was**… like mucking around." (3: 13 - 15)*

He goes on to articulately describe the process of changing his learning identity following the move, incorporating the notion of experimentation with new behaviours referred to by Flitcroft and Kelly (2016):

> *"I got on with my work and then teachers thought I was good at working." (9: 14)*

The first stage of Casey's identity shift is achieved, therefore, by encouraging teachers to see him differently, thus generating a different response from them than that in his previous school. Once he has gained recognition as a "good" pupil he is able to able to internalise this identity:

For Rowan, the fact that his peer group had a reputation as bad meant that he extended this to himself – using *'we'* because of the group identity as bad and emphasising the impact of environment on the self, and suggesting that this group identity impacted on teachers' view of the pupils within the group as individuals (1: 25). The sense of the change in learning environment impacting on changes in the self suggests internal and external factors interacting with each other to promote change.

In line with my findings, Messiou and Jones (2015) found that pupils who move schools were able to talk about how they were different as a learner in the new school environment as well as having a shift towards the learning self being forward-thinking and able to plan to move ahead in learning. Casey spoke of his feeling that the classroom is now a place for learning, contributing to his identity when within this space. He continues to see friends from his old school, but his identity in his new school is that of a learner; he has ambitions that he knows can only be achieved by maintaining this identity:

> *"I feel like I'm in school, everyone respects me for being in school and that so it's good […] I'll do college but I don't know about sixth form. I think I'll do college and then go straight into work. That's what I'd like to do."* (10: 17 – 24)

Nicky seemed to sense a shift in the way he was learning; seeing learning as an active process rather than a passive one:

> *"I'm actually learning. I'm not just doing work I'm given I'm learning here."* (10: 8 - 9)

Nicky's comment suggests an intrinsic rather than an extrinsic motivation. Intrinsic motivation involves a desire to complete a task on its own terms, for personal enjoyment or satisfaction, rather than out of obligation (Niemiec and Ryan, 2009). Within self-determination theory intrinsic motivation is linked to competence and autonomy in the sense that it involves an autonomous decision to engage in a behaviour, and then allows for competence through this engagement (Ryan and Deci, 2000). Nicky's

heightened level of engagement with his learning also occurred alongside a greater sense of belonging in the new school environment in comparison with his isolation in his previous school. Similarly, Alex briefly appears confident in the context of talking about previously helping younger children with sports skills outside of school:

> "And how does it feel when you're teaching younger kids?"
>
> *"Feels good […] It's because like what skills you can do and how you do it you can teach them how to do it"* (14:12 – 18)

This is the only point within Alex's transcript where he appears confident and genuinely positive about a learning context, albeit outside of school. Within a self-determination framework he is experiencing this through a sense of competence and autonomy. Were a similar opportunity to arise in school, as Alex is hoping, it may support him in developing his feeling of competence within the school setting, which as yet he appears to be lacking, as well as generating a sense of connectedness to school, further promoting his well-being.

For Nicky, who is unique in the study for having initiated his own managed move, the theme of identity as a learner is somewhat different than for the other participants; he has never been, or been associated with, a pupil who has been described as "bad". Nicky's identity appears to have been consistent throughout the experience:

> "So do you feel like coming here has changed you?"

"I think it is that this Nicky was here but just wasn't able to come out because everyone was suppressing me really. So I sort of mentally built up a shell to protect myself really and since I've been here I haven't needed it, so happy Nicky's come out (laughs)" (15:11 – 16)

It is more the case that his social isolation prevented him from imposing his identity on others; it also appears that only by engaging with others can he also be in a position to engage with his learning.

5.5 The need to belong

According to Baumeister and Leary (1995) the need to belong is a fundamental and universal human need, the achievement of which promotes resilience and enables personal growth. They cite Maslow (1943), who placed belonging in the middle of his motivational hierarchy, and Bowlby (1969), whose attachment theory is centred on the fundamental human need to emotionally connect with another figure, to emphasise the centrality of the concept of belonging to seminal psychological thought.

Rowan spoke of belonging as a feeling of being "*welcomed by everyone*" (12:26). This is echoed in the definition of connectedness as pupils' belief that both peers and adults in the school care about them and their learning (Roffey, 2013). Roffey argues that this is critical for resilience-building and well-being in young people.

The participants in this research spoke of their priority to establish peer relationships, a need to have a place and a sense of direction, and sometimes explicitly spoke of feeling a sense of belonging. In particular, some

participants in the present study compared their feeling of not belonging in their previous school with their present situation; for Nicky who spoke of feeling "*exiled from everything*" (2: 11), this lack of belonging stemmed from feeling ostracised from his peer group. For Casey "*mucking around*" (2: 28) prevented him from feeling that he belonged in his previous school, whereas now that he feels respected he feels that he belongs. These aspects of the theme all link to the notion of school as a secure base, linking belongingness to attachment theory. Further ideas about what would reflect a secure base for pupils include predictability, fairness, respect and good relationships between adults (Geddes, 2006), all of which have been discussed above.

Van Ryzin, Gravely and Roseth (2009) argue that belongingness is particularly important during adolescence and that the ability to maintain positive peer relationships is linked to higher levels of self-esteem and reduced anxiety. The preoccupation amongst most of the participants in this present study around belonging to a peer group in their new school is in line with this. Messiou and Jones (2015) also found that making friends was the top of the list of worries felt by young people when moving schools at non-typical times. Like the participants in the current study, they cited embarrassment at feeling isolated, and the non-typical time of transition increased their sense of isolation due to going through this experience alone.

When participants were asked about their first day in their new school, they primarily made references to other pupils. Participants appeared to measure

the success of the day according to their interactions with other pupils rather than their lessons:

> *"It was just I didn't know how the students were going to react, if they were going to be friendly, if they were going to be the opposite but luckily everyone was friendly. Everyone was saying hello to me, it was really overwhelming"* Nicky (9: 19 – 23)

> *"It was alright, like in maths, no science sorry this boy come up and started talking to me saying what's your name? […] Then I started hanging round with him in school and then I met his mates and started making friends pretty quick."* Sam (8: 8 – 11)

These extracts show the extent of the relief for Nicky and Sam at being accepted. For Nicky this was a concern that could have been anticipated due to his previous social isolation, and his new school took steps to ensure that he was welcomed in his new environment. For Sam, in spite of having moved a year previously he can clearly remember the exact circumstances of his first interaction with another pupil, emphasising the significance of this moment for him.

Casey's belongingness is expressed in terms of his new peer group which is contrasted with that in his previous school. He states that he now has *"friends"* (14:32) as opposed to his previous experience of socialising within a group of pupils who *"used to get kicked out of lessons"* (14: 31) by default. Belongingness seems to have increased Casey's agency around friendship through an experience of a mutual engagement and investment in social relationships.

Anderman (2003) argues that both peers and adults are important in supporting pupils' sense of belonging in school during adolescence. Although adolescence involves a break with parental figures, there is a need for adult support in school if belongingness is to be achieved. This is supported by the views of participants in this study who needed to have an adult in school whom they felt to be on their side and approachable when there were problems, as discussed in section 5.3 above. When such an adult was not available, this tended to coincide with a sense of not belonging.

Trotman *et al.*'s (2015) participants conveyed a fear of feeling lost in the new school environment. Such feelings were also present in the experiences of my participants along with a feeling of being out of place, which can be linked to not belonging. Nicky referred to *"floating around"* (2: 12) his previous school, giving a sense of not being physically or emotionally attached to his environment. Fletcher-Campbell (2001) described the difficulties that often appeared to arise when reintegrating a pupil who is returning to school after an exclusion; the need for the pupil to feel that they have a place and for this to be a welcoming process is emphasised. In the present study, Sam spoke of a need to *"find out where I'm going"* (9: 14 – 15), implying a sense of disorientation, confusion and lack of direction, and emphasising the need to have a place.

Pillay *et al.* (2013) found that learners were adversely affected by being put in the wrong sets and not feeling thought about in school. This concurs with the findings of my research in which participants were very grateful for smooth

transitions where they occurred and found the converse to be distressing and anxiety-provoking, such as Alex, who was put in the highest set for maths instead of the lowest and then being punished for not working hard enough (Alex, 13: 15 – 20). Rowan did not experience either the relatedness or the interaction required for belongingness:

> *"Like I felt **really** out of place, like I wasn't meant to be there like. It was just awkward."* (9: 26 – 27)

Not having a buddy contributed to Rowan feeling out of place for longer:

> *"I knew one boy and I followed him to all his sets, but… they obviously weren't the right ones"* (10:13 – 14)

As Rowan was not given a buddy or a timetable, he resorted to following the only other pupil he knew, again ending up in inappropriate classes, in which the work was too easy, reinforcing his feeling of being out of place.

Alex also encountered problems when he unwittingly broke a school rule shortly after his move. His lack of understanding of the system resulted in him being punished, further lessening his sense of belonging and hindering the development of a positive learning identity. In relation to self-determination theory, these examples of feeling lost, ill-equipped and ill-informed impact on pupils' feelings of connectedness (through feeling out of place), autonomy (by not having the tools they need to do what they need to do) and their competence (by denying them the knowledge they need to function successfully as a member of the school community).

Flitcroft and Kelly (2016) explored the extent to which schools create a sense of belonging around managed moves and found that good practice for schools should include the pupil being prepared by making them aware of school rules and expectations and giving them all the information they need before they arrive in the school. This is echoed by the young participants in Bagley and Hallam's (2015b) study, who are reported as wanting to succeed in the new placement, leading to a recommendation that the new school's expectations of them are made clear.

From Rowan's experience, the information-giving process had not been extended to teachers being made aware of his arrival, so that he could have been welcomed into classes rather than having people "*looking at me like why's he here?*" (10:8). The issues were only resolved when an external professional from the integration team checked how he was a month after the move:

> "*I got put into the right sets and like I got made like a proper seat in each class so I wasn't just sitting in like a spare chair […] I got put on the registers and like got a school login […] Got the timetable*". (11: 17 – 20)

Significantly Rowan's lack of belongingness was such that he waited for another outsider to raise the issue with him, as there was no one within school that he felt was approachable to deal with the problems. The image of the *"spare chair"* highlights the reality of Rowan feeling literally like he had no place in the school. Rowan's experience here was atypical; all of these

things could have been in place for Rowan's first day, as they were for other participants.

Sam's use of language when talking about his previous and his current schools gave an indication that his sense of belonging remained in his previous school:

> *"Yeah, Holy Trinity we've got stricter teaching so the kids in there learn more" (9:25)*

His use of *"we"* and the present tense suggests that he continues to have an emotional tie with his previous school. This is reinforced by family connections with this school in contrast with their lack of knowledge of his current school, further reducing the likelihood that Sam will be able to gain a sense of belonging in his current school. Flitcroft and Kelly (2016) stress that inclusive language is important around a managed move; as well as ensuring that new pupils have all the information they need, teachers need to present it in an inclusive way, using "we" and presenting the move as a "fresh start" rather than a "trial". This is likely to help pupils to internalise a sense of belonging more quickly.

Pillay *et al*. (2013) demonstrated that pupils felt pride at reintegrating following a period of exclusion. This also came across in the current participants' accounts, some of whom seemed to feel proud at their achievement in settling into a new school and were able to talk realistically about the future they have through a sense of direction. Their sense of belonging in their current school, giving them a sense of success, has helped

them to feel like they are in control of their future to some extent. Osterman (2000) highlights her finding that whilst parental and peer support influence student perception and behaviour, teacher relationships have the most direct impact on engagement, and states that this in turn impacts positively on competence and autonomy. This is evident in those participants who expressed a feeling of belonging as also being able to talk about their competence and autonomy in school:

> *"I enjoy learning now, I enjoy coming in […] it's not making me feel isolated, it's the complete opposite"* Nicky (11: 32 – 12: 02)

Here Nicky is linking an engagement with learning with a sense of belonging in his new school, in line with Osterman's (2000) findings linking belongingness with motivation to learn in school.

5.6 Summary of overarching themes in the context of previous literature

The overarching themes have been shown to be supported by much of the existing literature; however, the diversity between pupils within themes shows that even within one area of a local authority pupils' experiences vary enormously, partly due to individual differences, but also due to the processes and staff responses to these pupils in schools.

The themes which emerged within this study are closely linked, and impact on each other to give a holistic view of the pupil experience of managed moves. Support from school staff, parents and peers, for example, serves to

reduce feelings of vulnerability, increase a sense of belongingness and promote a positive learning identity.

Looking at the themes through a theoretical lens, the concept of agency is highly relevant to the themes of "vulnerability" and "identity as a learner". In particular, the version proposed by Hitlin and Elder (2007) which is salient to an adolescent population given its inclusion of temporality and a focus on identity which is particularly relevant to this period of development generally and to my participants in this context specifically, with its focus on both the immediate and the long-term implications of actions that adolescents are starting to appreciate.

 The concept of belongingness is central to the theme of "impact of support" as well as "the need to belong". Baumeister and Leary (1995) argue that belongingness requires relatedness and interaction. As such it is closely linked to the concept of attachment. This was demonstrated to fit with participants' experiences; where these elements were present, such as for Casey and Nicky, they felt a sense of belongingness and an appreciation of the support they received. Where they were lacking, such as for Sam in his current school and Rowan directly after the move, there was no sense of belongingness.

Osterman (2000) links belongingness to motivation within an educational context. She cites self-determination theory and argues that the three elements of the model are interdependent; as well as connectedness impacting positively on autonomy, for example, autonomy also supports the

development of connectedness. Niemiec and Ryan (2009) showed that satisfaction of these elements has been linked to higher levels of academic engagement and better learning outcomes in school (Niemiec and Ryan, 2009). The fact that these elements fit closely with my overarching themes and are similarly interdependent make this a helpful way of looking at the results of this research, both by considering the relationship between themes, as shown by Osterman (2000), and by considering them within a framework of motivation and personal growth, both of which are highly relevant factors for in the secondary school context.

5.7 Methodological issues

5.7.1 Strengths of IPA

My literature review revealed that there was little published research to date either in the area of managed moves or in related areas focusing solely on young people's experiences. Using IPA as an approach enabled me to conduct in-depth exploratory research with a small sample and focus on the individual pupils' experiences whilst acknowledging their unique perspectives. I felt vindicated in my desire to give a voice to this group of young people by the fact that participants spontaneously articulated their experience of not feeling heard within the system when they are at their most vulnerable. The use of semi-structured interviews, in line with Smith *et al.* (2009), enabled participants to feel that they could speak about what they felt to be important and tell their story in a way that made sense to them, whilst I was still able to maintain some influence over the content of the interview in

order to ensure that the research questions were addressed. For pupils such as my participants, who have all felt unheard at some point in the managed move process, I felt that this data collection method was the most ethically appropriate as well as the most effective.

IPA is idiographic and, in line with my constructivist epistemology, I sought to examine each account in the social and cultural context of the individual rather than to generalise. This approach encourages the researcher to focus on the individual and to gain an in-depth account of their experience. It allows for the individual voice of each participant to be heard whilst also exploring commonalities between accounts. It is also inductive, allowing each account to be considered, as far as possible, on its own terms and without preconceived ideas about the experience.

5.7.2 Generalisability

IPA studies are not intended to be generalisable and, given the idiographic nature of human experience that is assumed by the approach, I would not consider this to be a limitation of the study. However, it is to be acknowledged that the participants all came from within one local authority, in which the population is largely white; five of the participants were white British and the sixth (whose father was African) lived alone with his white British mother. It is possible that a more diverse or culturally different sample, or one from a different socio-economic environment, may have generated different overarching themes. It should be noted that although it is predominantly white working class boys who tend to face permanent or fixed

period in the local authority in which the research was carried out, nationally there are other ethnic groups who are also likely to experience exclusion. It may be assumed, therefore that such groups are also likely to have managed moves given that previous research and my own experience from liaising with the integration team suggest that most managed moves between mainstream schools occur following an incident which may otherwise have resulted in a permanent exclusion.

The participants' gender split was five boys and one girl. As stated above, there is no way of knowing whether this is representative of the national picture regarding managed moves; however, it is similar to the ratio of boys and girls who are currently permanently excluded. This gender divide caused a dilemma in terms of maintaining participant anonymity. I chose to give all participants unisex names so that the female participant could not be identified, and used masculine pronouns throughout. Analysis of the interviews revealed that gender was not a significant theme in any of the participants' accounts, so I did not feel that it was necessary for the girl's voice to be identified as female or the boys' as male. My decision to protect anonymity by using masculine pronouns for all participants raised the possibility of potentially causing the reader to forget that one of the participants is female. By stressing this in the methodology section (3.6) and again here, I hope that the risk of losing the female voice in the process will be avoided.

Although gender was not explicitly referred to by the participants, it is possible that had the gender balance been different, the overarching themes may have also been different; my reading for this chapter indicated gender differences in some areas that I have considered, for example that boys tend to have less of a sense of belongingness than girls in school (Osterman, 2000).

5.7.3 Using IPA with young people

IPA should be carried out with as little prompting from the researcher as possible, so that their influence on what the participant says is minimised and does not lead the narrative through assumptions or expressions of empathy (Smith *et al.*, 2009). It has been noted in Chapter 3 that children and young people may need more prompting than adults when being interviewed. In addition, most of the participants that I was interviewing had previously had negative experiences of professionals in the education system. I was expecting, and found, that some participants needed more prompting than I was hoping for and, on reading the transcripts, I reflected that my questions were less open than I would have liked and that I had shown empathy at various points in the interviews. Within the interviews, however, I felt that the need to emphasise that I was "on their side" was critical to enabling participants to feel willing to engage with the process. Given the participants' experiences of not being heard by adults in the process, I was able to reassure myself that using my training as an educational psychologist, which involves active listening and empathy was in line with the suggestions of Smith *et al.* (2009) who advise that researchers use their professional training

and judgment to ensure an that child participants or those with learning difficulties are able to engage fully in the interviews.

5.8 Implications

5.8.1 Dissemination of findings

The research findings will be disseminated in several ways. I will write a short and simple summary of the findings and implications to be sent to the participants and their families. This will include an invitation for them to contact me with any questions about the research.

In June 2016 I will present my findings at the local authority's EPS Research Day. The aim of this day is to enable EPs working within the service to hear about the research carried out by trainees placed within the service. I would hope that this opportunity will provide EPs with a greater understanding of the managed move process and to help to guide them towards potential recommendations to their secondary schools in light of these findings.

I am also hoping to have the opportunity to present my research during a meeting of the integration team who oversee the managed move process within the local authority. This team will be able to support schools in delivering the recommendations made, even in cases where an EP may not be involved in the managed move.

A similar presentation summarising the research is planned for tutors and TEPs at my training institution in July 2016.

5.8.2 Implications for schools, EPs and local authorities

Analysis of the data and the discussion in the context of existing research and theory suggests that there are a number of implications here for EP practice. This and other research pertaining to managed moves and school mobility have indicated that successful moves are dependent on support from adults within both schools. The positive effects of being supportively monitored and encouraged by an adult were felt to be considerable by participants who had this experience. In contrast, when the support was lacking, and there was no practical help, for example through pupils not having been issued a timetable or not placed in the appropriate set, it became more difficult for the pupil to begin to integrate into the new system. There is an important role, therefore, for EPs in ensuring that secondary schools and integration professionals are aware of the importance of information and preparation for pupils so that they can have as a positive a start to their new school as possible, increasing their likelihood of successfully integrating quickly and enjoying the engagement with their learning that a feeling of belonging is likely to bring.

In the local authority in which the research took place, there is currently place for an EP on the integration panel who hear the cases for schools and families involved in potential exclusions and managed moves. It was evident from pupils' accounts, however, that not all pupils who have managed moves attend a panel, and that of those who do, the experience can be intimidating and unhelpful. It will be important to communicate to professionals that the pupil and their family should have the opportunity to genuinely feel heard in

such panels and for the pupil to feel that they have some agency in the process. The role of the EP on such a panel might be to advocate for the pupil's needs and where necessary facilitate a restorative approach to the process to help ensure that pupils' experience of the meeting is one in which their voice is heard rather than one in which they feel embarrassed and belittled.

This research has added to the evidence base by providing insights into the experiences of some pupils who have had a managed move. EPs will have a role in advising schools and other services in adequately supporting pupils through the process. EPs are uniquely placed as educational professionals who have an understanding of individual, group and organisational psychology. EPs' understanding of systemic theory equips them to consider the implications on pupils of relationships within and between schools and between school and family systems. EPs are ideally qualified to navigate these systems and should be instrumental in facilitating change and easing the transition. EPs will benefit from drawing on their understanding of agency and its development in young people as well as theories of attachment and belongingness. Encompassing these is an understanding of the components of motivation and of its importance in ensuring engagement for a young person in school. In practical terms, the following recommendations could be made.

- EPs will need to raise awareness amongst school and integration professionals that pupils are very likely to be feeling vulnerable at the

time of the move. Therefore, if pupils are invited to attend a meeting about the move – and guidelines suggest that this is helpful (Abdelnoor, 2007) – this should be on the understanding that they are there to be heard through their contribution to the process, and not to be told off. A managed move involves, by definition, a consensual decision, and the pupil should not be made to feel as if there is no other option. Agency and autonomy are key factors for the young person here.

- EPs will need to support new schools in developing the young person's sense of belongingness. There should be support from a key adult within the new school system and an appropriate buddy (who is of a similar academic ability as the young person). Timetables, a computer log-in, a copy of the school rules and a map of the school where available, are essential to the young person's feeling of integration into the school and should be provided in advance of the pupil's first day where possible or, at the latest, on arrival on their first day.

- The language used by the key adult should be inclusive and nurturing, using "we", "our" and "us" to state how things are done rather than using negative language. Use of the phrase "fresh start" helped some pupils to see the move positively. This language allows the pupil feel like a part of the school and lets them see that staff assume that the move will be successful.

- The key adult in school will need to be responsible for giving the young person the sense that they are being thought about, by regularly informally meeting the young person to see how they are every day in the first instance until they are settled. The key adult should liaise with subject teachers so that they can communicate positive feedback and increase the pupil's feeling of competence.

- The pupil should be encouraged to become involved in school activities to encourage a sense of membership of the school community. This will enhance connectedness and belongingness, leading to greater engagement. Parents should be involved in regular dialogue with the school so that the pupil can talk about school at home and so that parents are aware of how the pupil is getting on, so that successes can be shared and concerns thought about together before they become serious.

5.8.3 Future research

The literature review highlighted how little has been written about managed moves and that there is little in-depth analysis of pupil experience. Further research in this area would be helpful. There is no official data on the backgrounds of children and young people who experience managed moves; however, given the predominance of school exclusions amongst certain ethnic and socio-economic groups within the population, a similar study in a more culturally diverse area may be helpful to establish whether similar

themes emerge or whether there may be additional concerns within certain groups of pupils.

Given time and space restrictions on this research, it was not possible to include discussion of all of the theories and ideas that came to mind after analysing the data. Concepts such as attachment, resilience, social capital and adolescent identity were all relevant to the data to a greater or lesser degree, and I believe, therefore, that there is scope for researchers interested in these areas to explore them within the context of young people who have had managed moves in research based on a more deductive approach than this IPA study.

One parent expressed frustration that I did not want to interview him about the parental experience of the process. This demonstrated to me that parents as well as pupils may feel that they lack a voice in the process. It also suggested the impact of the move on the young people's families, a fact that was reinforced by participants' accounts of the change in their relationships with parents, and sometimes siblings, connected to the move. Future research could consider how a managed move impacts on pupils' families so that schools and professionals working with them be made aware of the potential issues involved.

It would also be helpful to carry out research on younger pupils; there does not appear to be any published research on how managed moves impact on primary aged children. Research focusing on the perspectives of the children and families involved would be helpful to primary schools, as the themes that

emerge may be somewhat different for a pre-adolescent group of children due to developmental differences and the contrast between primary and secondary school systems.

5.9 Reflections

The research process has been extremely rewarding for me as a trainee EP with an interest in, and extensive experience of, this age group, having previously taught for many years in secondary schools. I was aware that advocating for and giving voice to young people is something that I continue to aim to do in my work as a TEP and this seemed to be a piece of research that would allow me to do this whilst supporting the EPS in its aims to keep potentially disengaged young people in education.

I have become aware of the sometimes frustrating nature of real world research, having experienced some false starts and dead ends; however, ultimately I was very fortunate that the schools and families, whose support I relied on to complete the research, were very helpful and encouraging of the research. It was not until I had finally met my participants and carried out the interviews that the research seemed 'real' to me, and hearing and reflecting on their experiences suddenly made the process seem so much more important as I felt a responsibility to these young people who had been so thoughtful, trusting and open in their interviews.

I was aware that my identity as a professional white woman might have impacted on how pupils engaged with me, given that some of the participants had had negative relationships with adults in school. After the

interviews, I reflected that I may have overcompensated for my anticipation of participants' wariness of me by using empathy within the interview so that they felt able to be open with me. It was necessary to reflect on this, both in the context of my role and in light of the recommendations on conducting IPA research.

My final two participants, Nicky and Casey, were much more verbal than the previous participants. This may have been their natural demeanour, but I reflected that it could have been due to the success of their moves, and therefore their confidence in their new settings. Alternatively, it could have been due to my own increased confidence, having developed better interview techniques in the course of the interviews which, in turn, could have instilled confidence in them, making them more relaxed and open.

My use of a reflective research diary throughout proved to be a valuable support when collecting and analysing data. It aided the processing of my emotions around the research and the data, ensuring that I was reflexive and able to recognise my role in and response to data and its impact on it. it was also a helpful record to look back on at the writing-up stage. I used the diary to record reflections at each stage of the study and to note my ideas as they emerged. I found this to be helpful in terms of logging my changing expectations and preconceptions about the research process as well as thoughts on interviews and analysis. As a trainee EP, I recognise and prioritise reflective practice, and by incorporating the regular and frequent use of a

research diary, I believe that this research journey further developed my

reflective and reflexive skills.

6 Concluding comments

This study has aimed to explore the experiences of young people who have been through the process of a managed move, filling a gap in the current published literature on the subject. In conducting the research, I became aware that, in spite of substantial differences in the experiences of the young people who participated, it was possible to distil their diverse experiences into four overarching themes: the self as vulnerable, the impact of support on the self, identity as a learner and the need to belong.

It was notable that all of the participants spoke of their experience of vulnerability at at least some point during the managed move process. Whilst for some this was a feeling that they had left in their previous school, for others it arose during the process, and for one participant it was ongoing. The likelihood of pupils feeling vulnerable before, during and after such a transition is high and consideration of these feelings by schools and other professionals is key. The impact of support is the other side of this coin; schools, professionals and families need to be aware that support from adults will facilitate integration and again the implications of this have been discussed. The pupils' learning identity was identified as a further overarching theme. By being aware of how pupils are likely to see themselves, adults involved in a managed move are better able to support the pupils through the transition to a new school environment and to capitalise on supporting them in positively shaping their identity as a learner and their self-image. Finally, the theme of needing to belong has been discussed. This too, has

implications for the way in which managed moves are implemented and organised and how relationships for the pupil can be facilitated. The four overarching themes are interlinked and have been related to the concepts of agency and belonging and to self-determination theory.

The aims of this research have been to add to the psychological literature on managed moves and to raise awareness of the voices of the pupils affected. My findings have illuminated their experience to some degree, albeit with a small sample of participants. In addition, the research supports an EPS in its aim to reduce permanent exclusions in school and to ensure that young people at risk of disengagement stay in education. Furthermore, I hope that my research will also be considered a valuable addition to the literature base which has at its heart the voices of young people. By using an interpretative phenomenological approach to analysis, and by discussing the themes arising in the context of existing research, I hope that I have managed to capture something about their experiences that may have otherwise gone unheard and to place their voices within a wider psychological context.

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Tucker, S. (2013). Pupil vulnerability and school exclusion: developing responsive pastoral policies and practices in secondary education in the UK. *Pastoral Care in Education 31: 4*, 279 – 291.

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Yardley, L. (2015). Demonstrating Validity in Qualitative Psychology. In J. Smith (ed.) *Qualitative Psychology: A practical guide to research methods.* London: Sage.

Appendices

Appendix A: CASP Checklist for Qualitative Research

1) Was there a clear statement of the aims of the research?

2) Is a qualitative methodology appropriate?

3) Was the research design appropriate to address the aims of the research?

4) Was the recruitment strategy appropriate to the aims of the research?

5) Was the data collected in a way that addressed the research issue?

6) Has the relationship between researcher and participants been adequately considered?

7) Have ethical issues been taken into consideration?

8) Was the data analysis sufficiently rigorous?

9) Is there a clear statement of findings?

10) How valuable is the research?

Appendix B: Literature searches

Search 1: Managed moves

PsycInfo search for 'managed moves' (5th November 2015), 4 results:

Authors	date	Title and Journal	Y/N	Reasons
Campbell et al	2011	Creating social spaces to tackle AIDS-related stigma: Reviewing the role of church groups in sub-Saharan Africa. *AIDS and behaviour 15 (6)*	N	Not related to managed moves; non-UK context.
Cole	2011	Review of 'Strategic alternatives to exclusion from school'. *Emotional and Behavioural Difficulties 15 (4).*	N	Book Review not included, but the book reviewed was included instead.
Reid	2009	The National Behaviour and Attendance Review (NBAR) in Wales: findings on Exclusion set in context. *Emotional and behavioural difficulties 14 (1).*	N	Highly specific to the Welsh context and to Welsh legislation.
Vincent et al	2007	Managed moves: Schools collaborating for collective gain. *Emotional and behavioural difficulties, 12 (4)*	Y	An evaluation of managed moves protocol in English LA.

Search rerun 9th May 2016. No new results found.

British Library catalogue search for 'managed moves' and 'school' under the heading 'education' (10th November 2015), 5 results:

Authors	date	Title and Journal	Y/N	Reasons
Dong et al	2009	Concurrent Student-managed discussions in a large class. *International journal of educational research 48 (5)*	N	Not relevant to managed moves
Reid	2009	The National Behaviour and Attendance Review (NBAR) in Wales: findings on Exclusion set in context. *Emotional and behavioural difficulties 14 (1).*	N	Highly specific to the Welsh context and to Welsh legislation.
Al-Taneiji & McLeod	2008	Towards decentralized management in United Arab Emirates schools. *School effectiveness and school improvement 19 (3)*	N	Not relevant to British context or to managed moves.
Vincent et al	2007	Managed moves: Schools collaborating for collective gain. *Emotional and behavioural difficulties, 12 (4)*	Y	An evaluation of managed moves protocol in English LA.
Harris et al	2006	Does every child know they matter? Pupils views of one alternative to exclusion. *Pastoral care in education 24 (2)*	Y	Pupils' views of managed move process.

Search rerun 9th May 2016. No new results found.

Google Scholar search for exact phrase 'managed move' and 'secondary school' (5th November 2015), 134 results.

Non-educational:	24	Legal/ financial:	6
Not peer reviewed (unpublished theses, speeches etc.):	23	Non mainstream or non-secondary school:	8
Broken links/ citations:	2	Focus on ethnicity/ gender:	12
Not UK (or specific to Welsh/ Northern Irish context):	11	Science/ medical issues:	5
Passing mention of managed moves only:	24	Focus on children looked after:	2
Policy/ Local authority:	16		

Authors	date	Title and Journal	Y/N	Reasons
Bagley & Hallam	2015	Young people's and parents' perceptions of managed moves. *Emotional and behavioural difficulties 20(3)*	Y	Focus on perceptions of managed move from child and parents' perspective.
Bagley & Hallam	2015	Managed moves: school and local authority staff perceptions of processes, successes and challenges. *Emotional and behavioural difficulties 20(2)*	Y	Peer reviewed study of managed move process
Abdelnoor	2007	Managed moves: a complete guide to managed moves as an alternative to permanent exclusion.	N	Guidance publication for school professionals – discussed in the introduction
Vincent et al	2007	Managed moves: Schools collaborating for collective gain. *Emotional and behavioural difficulties, 12 (4)*	Y	An evaluation of managed moves protocol in English LA.
Harris et al	2006	Does every child know they matter? Pupils views of one alternative to exclusion. *Pastoral care in education 24 (2)*	Y	Pupils' views of managed move process.
Gazeley et al	2015	Contextualising inequalities in rates of school exclusion in English schools: Beneath the tip of the iceberg. *British Journal of Educational Studies.*	Y	Includes discussion of managed moves from family perspective.

Google scholar search rerun with articles published since 2015 on 9th May 2016: New result found:

Flitcroft and Kelly	2016	An appreciative exploration of how schools create a sense of belonging to facilitate the successful transition to a new school for pupils involved in a managed move. *Emotional and behavioural difficulties.*	Y	Focus on schools' work with managed moved pupils.

ERIC search for 'managed moves' (13th November 2015), 30 results.

Non UK context:	15	Not relating to managed moves:	7
Specific Welsh/ Scottish context:	3	Neuroscience:	2
Early Years focus:	2		

Authors	date	Title and Journal	Y/N	Reasons
Vincent et al	2007	Managed moves: Schools collaborating for collective gain. *Emotional and behavioural difficulties, 12 (4)*	Y	An evaluation of managed moves protocol in English LA.

Search rerun 9th May 2016. No new results found.

Total papers focusing on managed moves in English secondary schools to be included in literature review:

Authors	date	Title and Journal
Flitcroft and Kelly	2016	An appreciative exploration of how schools create a sense of belonging to facilitate the successful transition to a new school for pupils involved in a managed move. *Emotional and behavioural difficulties.*
Bagley & Hallam	2015	Young people's and parents' perceptions of managed moves. *Emotional and behavioural difficulties 20(3)*
Bagley & Hallam	2015	Managed moves: school and local authority staff perceptions of processes, successes and challenges. *Emotional and behavioural difficulties 20(2)*
Parsons	2009	*Strategic Alternatives to Exclusion from School.* London, Institute of Education.
Vincent et al	2007	Managed moves: Schools collaborating for collective gain. *Emotional and behavioural difficulties, 12 (4)*
Harris et al	2006	Does every child know they matter? Pupils views of one alternative to exclusion. *Pastoral care in education 24 (2)*
Gazeley et al	2015	Contextualising inequalities in rates of school exclusion in English schools: Beneath the tip of the iceberg. *British Journal of Educational Studies.*

Search 2: Pupil mobility

PsycInfo search for Key word 'pupil mobility' (18th November 2015), 5 results:

Author	Date	Title and journal	Y/N	Reason
Strand & Demie	2007	Pupil mobility, attainment and progress in secondary school. *Educational Studies 33: 3*	Y	Impact of mobility
Strand & Demie	2006	Pupil mobility, attainment and progress in primary school. *British Educational Research Journal 32: 4*	N	Primary age
Demie, Lewis & Taplin	2005	Pupil mobility in schools and implications for raising achievement. *Educational Studies 31: 2*	Y	Impact of mobility
Demie	2002	Pupil mobility and educational achievement in schools: An empirical analysis. *Educational Research 44: 2*	Y	Impact of mobility
Strand	2002	Pupil mobility, attainment and progress during Key Stage 1: A study in cautious interpretation. *British Educational Research Journal 28: 1*	N	Key Stage 1 focus

Search rerun 9th May 2016. No new results found.

Psycinfo search for 'pupil mobility' and 'secondary school' (18th November 2015), 3 results:

Author	Date	Title and journal	Y/N	Reason
Eodanable & Lauchlan	2012	Promoting positive emotional health of children of transient armed forces families. *School Psychology international 33: 1*	N	Specific to mobility of armed forces families.
Dobson	2008	Pupil mobility, choice and the secondary school market: Assumptions and realities. *Educational review 60: 3*	Y	Analysis of mobility process and parental choice.
Strand & Demie	2007	Pupil mobility, attainment and progress in secondary school. *Educational Studies 33: 3*	Y	Impact of mobility

Search rerun 9th May 2016. No new results found.

British library search for 'pupil mobility' and 'secondary school' in 'education' section (18th November 2015), 5 Results:

Author	Date	Title and journal	Y/N	Reason
Feinstein	2004	Mobility in pupils' cognitive attainment during school life. *Oxford review of economic policy, 20: 2.*	N	Not relevant to pupil mobility.
Strand & Demie	2007	Pupil mobility, attainment and progress in secondary school. *Educational Studies 33: 3*	Y	Impact of mobility
Dobson	2008	Pupil mobility, choice and the secondary school market: Assumptions and realities. *Educational review 60: 3*	Y	Analysis of mobility process and parental choice.
Leckie	2009	The complexity of school and neighbourhood effects and movements on school differences in models of educational achievement. *Journal of the Royal Statistical Society. Series A: Statistic in Society 172: 3*	N	Focuses on statistical method not subject matter
Messiou & Jones	2013	Pupil mobility: Using students' voices to explore their experiences of changing schools. *Children and Society 29: 4*	Y	Pupil accounts of mobility

Search rerun 9th May 2016. No new results found.

ERIC search for 'pupil mobility' and 'secondary school', 3 results:

Author	Date	Title and journal	Y/N	Reason
Eodanable & Lauchlan	2012	Promoting positive emotional health of children of transient armed forces families. *School Psychology international 33: 1*	N	Forces families are a very specific community.
Dobson	2008	Pupil mobility, choice and the secondary school market: Assumptions and realities. *Educational review 60: 3*	Y	Analysis of mobility process and parental choice.
Strand & Demie	2007	Pupil mobility, attainment and progress in secondary school. *Educational Studies 33: 3*	Y	Impact of mobility

Search rerun 9th May 2016. No new results found.

Google scholar search for articles with 'pupil mobility' in the title (19th November 2015), 23 results:

Primary school:	6	Not relevant to pupil mobility:	1
Optical research (pupils):	3	Non UK:	2
Unpublished theses:	3	Census data:	1

Author	Date	Title and journal		Reason
Demie	2002	Pupil mobility and educational achievement in schools: An empirical analysis. *Educational Research 44: 2*	Y	Impact of mobility
Goldstein et al	2007	Modelling the effect of pupil mobility on school differences in educational achievement. *Journal of the Royal Statistical Society. Series A: Statistic in Society 170: 4*	N	Focus on use of statistics in education.
Strand & Demie	2007	Pupil mobility, attainment and progress in secondary school. *Educational Studies 33: 3*	Y	Impact of mobility
Demie, Lewis & Taplin	2005	Pupil mobility in schools and implications for raising achievement. *Educational Studies 31:2*	Y	Impact of mobility
Dobson	2008	Pupil mobility, choice and the secondary school market: Assumptions and realities. *Educational review 60: 3*	Y	Analysis of process/ parental choice.
Leckie	2009	The complexity of school and neighbourhood effects and movements on school differences in models of educational achievement. *Journal of the Royal Statistical Society. Series A: Statistic in Society 172: 3*	N	Focus on use of statistics in education.
Messiou & Jones	2013	Pupil mobility: Using students' voices to explore their experiences of changing schools. *Children and Society 29: 4*	Y	Pupil accounts of mobility

Search rerun with articles published since 2015 on 9th May 2016. No new relevant results found.

Total papers focusing on pupil mobility to be included in literature review:

Authors	date	Title and Journal
Messiou & Jones	2013	Pupil mobility: Using students' voices to explore their experiences of changing schools. *Children and Society 29: 4*
Dobson	2008	Pupil mobility, choice and the secondary school market: Assumptions and realities. *Educational review 60: 3*
Strand & Demie	2007	Pupil mobility, attainment and progress in secondary school. *Educational Studies 33: 3*
Demie, Lewis & Taplin	2005	Pupil mobility in schools and implications for raising achievement. *Educational Studies 31: 2*
Demie	2002	Pupil mobility and educational achievement in schools: An empirical analysis. *Educational Research 44: 2*

Search 3: Pupils' experiences of exclusion or of being at risk of exclusion.

Psycinfo search for Keyword 'Exclu*' AND Abstract (pupil OR student OR young person) AND Abstract (experience OR perception OR view OR voice) published in English (13ᵗʰ November 2015), 66 results:

Non-UK (or specific to Welsh context):	31	Pedagogical focus:	3
Medical:	6	Parents'/ teachers' views:	3
Social exclusion:	3	Review of school teaching resource:	2
Non-secondary (primary or university):	7	Minority ethnic focus:	1

Author	Date	Title and journal	Y/N	Reason
Trotman et al	2015	Understanding problematic pupil behaviour: Perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. *Educational Research 57: 3*, 237 – 253.	Y	Includes analysis of pupil perceptions
Cole	2010	Review of 'Strategic alternatives to exclusion from school'. *Emotional and Behavioural Difficulties 15: 4*, 374 – 375.	N	Book review. See managed moves.
McCluskey	2008	Exclusion from school: What can 'included' pupils tell us? *British Educational Research Journal 34: 4*, 447 – 466.	Y	Pupils' general views on behaviour issues
Hartas	2006	Review of 'Excluded from school – Systemic practice for mental health and education professionals'. *British Journal of Educational Psychology 76: 2*, 424 – 425.	N	Book reviewed instead
Lown	2005	Including the excluded: Participant perceptions. *Educational and Child Psychology 22: 3*, 45 – 57.	Y	Pupil views on new school post exclusion
Preece & Timmins	2004	Consulting with students: Evaluating a mainstream inclusion centre. *Support for Learning 19: 1*, 24 – 30.	N	Specific to inclusion unit
Gross & McChrystal	2001	The protection of a statement? Permanent exclusions and the SEN Code of Practice. *Educational Psychology in Practice 17:4*, 347 – 359.	N	No pupil views
Fletcher-Campbell	2001	Issues of inclusion: Evidence from three recent research studies. *Emotional and Behavioural Difficulties 6: 2*, 69 – 89.	N	Meta-analysis of research from 1990s
Gordon	2001	School exclusions in England: Children's voices and adult solutions? *Educational Studies 27: 1*, 69 – 85.	N	Examination of exclusion in 1990s

Hardman	2001	Using personal construct psychology to reduce the risk of exclusion. *Educational Psychology in Practice, 17: 1*, 41 – 51.	N	Summary of intervention with one young person

Search rerun 9th May 2016. No new relevant results found (+3 results: 1 x review; 2 x non-UK)

Psycinfo search for Keyword 'behaviour' AND Abstract 'Secondary school' AND Abstract (pupil OR student) AND Abstract (experience OR perception OR view OR voice) published in English (13th November 2015), 7 results:

Focus on staff views: 1
Non-UK: 5

Author	Date	Title and journal	Y/N	Reason
Trotman et al	2015	Understanding problematic pupil behaviour: Perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. *Educational Research 57: 3*, 237 – 253.	Y	Includes analysis of pupil perceptions

Search rerun 9th May 2016. No new results found.

British Library catalogue search for articles containing 'exclusion', 'secondary school' and 'pupil' under the heading 'education' (18th November 2015), 6 results:

Scottish teacher training: 1   Ethnicity: 1
Focus on violence: 1   Out of school learning: 1

Author	Date	Title and journal	Y/N	Reason
Tucker	2013	Pupil vulnerability and school exclusion: developing responsive pastoral policies and practices in secondary education in the UK. *Pastoral Care in Education 31: 4*	Y	Pupil perspectives as well as adults
Carlile	2011	Docile bodies or contested space? Working under the shadow of permanent exclusion. *International Journal of Inclusive Education 15: 3*	N	Account of political implications of exclusion – not pupil perspective.

Search rerun 9th May 2016. No new results found.

British Library catalogue search for articles containing 'behaviour', 'secondary school' and 'pupil' under the heading 'education' (18th November 2015), 14 results:

Evaluations of interventions: 2
Non-UK/ Scotland specific: 4
Bullying/ school safety: 3
Peer questionnaires: 1
Staff views: 2
PE: 1

Author	Date	Title and journal	Y/N	Reason
Swinson	2010	Working with a secondary school to improve social relationships, pupil behaviour, motivation and learning. *Pastoral care in education*	N	Pupil involvement in decision-making in a school but not in the research process.

Search rerun 9th May 2016. No new results found.

ERIC search for 'exclusion' and 'secondary school' and 'pupil' (19th November 2015), 44 results:

Non UK (or specific Scotland/ NI context):	8	Evaluation of intervention:	7
Language impairment/ ASD:	4	Bullying/ violence:	6
Class/ gender/ ethnicity:	9	Truancy/ social exclusion:	1
Primary school:	2	Historical research:	1

Author	Date	Title and journal	Y/N	Reason
Trotman et al	2015	Understanding problematic pupil behaviour: Perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. *Educational Research 57: 3*, 237 – 253.	Y	Includes analysis of pupil perceptions
McCluskey et al	2015	Children's rights, school exclusion and alternative educational provision. *International Journal of Inclusive Education 19: 6.*	N	Evaluation in response to Welsh-specific legislation
Carlile	2011	Docile bodies or contested space? Working under the shadow of permanent exclusion. *International Journal of Inclusive Education 15: 3*	N	Account of political implications of exclusion.
Mowat	2010	"He comes to me to talk about things": supporting pupils experiencing social and emotional behavioural difficulties – a focus on interpersonal relationships. *Pastoral Care in Education 28: 3*	N	Reviews specific intervention devised by the author.
Swinson	2010	Working with a secondary school to improve social relationships, pupil behaviour, motivation and learning. *Pastoral care in education*	N	No pupil involvement in the research process.
Vincent et al	2007	Managed Moves: Schools collaborating for collective gain. *Emotional and Behavioural Difficulties 12: 4*	N	Reviewed with managed moves

Search rerun 9th May 2016. No new results found.

Google Scholar: Search for 'exclusion' and 'pupils' <u>in the title</u>* (19th November 2015), 41 results Primary school: 2

SEN/ASD/disabilities:	4	Council policy:	3
Evaluation of intervention:	12	Unpublished thesis:	6
Non-UK (or specific to NI):	3	Self-exclusion:	2
Internal exclusion:	1	Staff views:	1
Ethnicity/ gender:	2		

Author	Date	Title and journal	Y/N	Reason
Trotman et al	2015	Understanding problematic pupil behaviour: Perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. *Educational Research 57: 3*, 237 – 253.	Y	Includes analysis of pupil perceptions
McCluskey	2008	Exclusion from school: What can 'included' pupils tell us? *British Educational Research Journal 34: 4*, 447 – 466.	Y	Pupils' general views on behaviour issues
Harris, B. et al	2006	Does every child know they matter? Pupils views of one alternative to exclusion. *Pastoral care in education 24 (2)*	Y	Reviewed under managed moves.
Howarth	2006	School Exclusion: when pupils do not feel part of the school community. *Journal of school leadership*	N	Specific BME focus
Munn & Lloyd	2005	Exclusion and excluded pupils. *British Educational Research Journal 31: 2*	N	Scottish context dominant.

*search for exclusion and pupil <u>anywhere in article</u> gave 18000 results.

Search rerun with articles published since 2015 on 9th May 2016. No new relevant results found.

Search 4: Pupils' experiences of reintegration into mainstream education.

Psycinfo search for reintegration AND pupil AND mainstream published in English (19th November 2015), 3 results:

Author	Date	Title and journal	Y/N	Reason
Thomas	2015	Factors affecting successful reintegration. *Educational studies 41: 1-2*	N	Staff perceptions
Pillay et al	2013	Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education. *Emotional and Behavioural difficulties 18: 3*	Y	Includes pupil perceptions
Solomon	2011	Integrating reintegration: The role of child and adolescent mental health professionals in supporting the inclusion of excluded pupils. In Rendall & Nashat (eds.) *Engaging with complexity,* London, Karnac	N	Psychodynamic analysis of case studies of excluded pupils

Search rerun 9th May 2016. No new results found.

British library searches for articles including 'reintegration' and 'mainstream' produced 10 results; however, none were related to education.
Google scholar search for 'Reintegration' AND (secondary OR mainstream OR pupil) in the <u>title</u>*, 11 results:
Unpublished theses: 6
Health/ economics research: 3
Professional guidebook: 1

Author	Date	Title and journal	Y/N	Reason
Pillay et al	2013	Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education. *Emotional and Behavioural difficulties 18: 3*	Y	Includes pupil perceptions

*(Search for 'Reintegration' AND (pupil OR secondary OR mainstream) <u>anywhere in the article</u> produced 16000 results)
Search rerun with articles published since 2015 on 9th May 2016. No new relevant results found

ERIC search for 'Reintegration' AND 'mainstream' AND 'pupil' (21st November 2015), 5 results:

Author	Date	Title and journal	Y/N	Reason
Thomas	2015	Factors affecting successful reintegration. *Educational studies 41: 1-2*	N	Staff perceptions
Pillay et al	2013	Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education. *Emotional and Behavioural difficulties 18: 3*	Y	Includes pupil perceptions
Lawrence	2011	What makes for a successful reintegration from a pupil referral unit to mainstream education? An applied research project. *Educational Psychology in practice 27: 3*	N	Only adult views sought.
Meo & Parker	2004	Teachers, teaching and educational exclusion: Pupil referral units and pedagogic practice. *International Journal of Inclusive Education*	N	Staff perceptions
Doyle	2001	Using a readiness scale for reintegrating pupils with social, emotional and behavioural difficulties from a nurture group into their mainstream classroom: A pilot study. *British Journal of Special Education*	N	Evaluative study. Focus on nurture groups

Search rerun 9th May 2016. No new results found.

Total papers focusing on pupil experience of exclusion/ being at risk of exclusion/ reintegration in UK secondary schools to be included in literature review:

Authors	date	Title and Journal
Trotman et al	2015	Understanding problematic pupil behaviour: Perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. *Educational Research 57: 3*, 237 – 253.
Pillay et al	2013	Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education. *Emotional and Behavioural difficulties 18: 3*
Tucker	2013	Pupil vulnerability and school exclusion: developing responsive pastoral policies and practices in secondary education in the UK. *Pastoral Care in Education 31: 4*
McCluskey	2008	Exclusion from school: What can 'included' pupils tell us? *British Educational Research Journal 34: 4*, 447 – 466.
Lown	2005	Including the excluded: Participant perceptions. *Educational and Child Psychology 22: 3*, 45 – 57.

The Tavistock and Portman **NHS**
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Appendix C: Consent Form.

<u>Secondary school pupils' experiences of managed moves: Consent</u>

<u>Form.</u>

1) I have read and understood the attached information sheet which gives details of the research project.
2) I have been provided with a contact number to ask the researcher questions about the research and I understand what my role in it will be.
3) I understand that my decision to participate in the research is entirely voluntary and I am free to withdraw my participation and my data at any point prior to the end of 2015.
4) I understand that my role in the research will involve an interview with the researcher which will be audio-recorded.
5) I understand that the data will be included in a report or presentation and that parts of it may be published in the future.
6) I understand that the names of people, places and schools will be changed in the report and transcripts and the researcher will make every effort to protect confidentiality. However, if the researcher becomes concerned for my well-being or that of others, she may need to report this to other services.
7) I understand that the research is such that even though all names will be changed, the researcher cannot guarantee that others will not be able to deduce the identities of participants should they read the completed research thesis.

Participant's signature: Date:

Participant's name:

Parent's signature: Date:

Parent's name:

<u>PLEASE RETURN TO KATHERINE HOYLE IN THE STAMPED ADDRESSED</u>

<u>ENVELOPE ATTACHED.</u>

The Tavistock and Portman **NHS**

NHS Foundation Trust

Appendix D: Letters to parents and participants

16th September 2015

Dear Mr XXXX

I am a trainee educational psychologist working for XXXX County Council. My training involves carrying out a piece of research on an area of interest. I am interested in how young people experience managed moves and I want to be able to give them a voice. I hope that my research will be useful for school staff and other professionals by helping them to understand what it is like for young people so that they can support them as well as possible. I will be conducting six interviews with pupils in local mainstream secondary schools and analysing the transcripts.

I would like to interview XXXX; however, participation is entirely voluntary and requires written consent from both you and XXXX. I anticipate that the interview will take up to one hour and will take place at school. I have enclosed an information sheet with more details. This also contains my phone number should you wish to discuss anything with me.

If you and XXXX are happy for him to take part, please could you both sign the enclosed consent form and post it back to me in the stamped addressed envelope attached to it. I will then contact the school to arrange the interview.

I would also like to take the opportunity to thank you for considering this opportunity for XXXX; I hope that he enjoys talking about the experience and that other young people will benefit from the insights that he brings.

Yours sincerely

Katherine Hoyle (Trainee Educational Psychologist, XXXX County Council)

The Tavistock and Portman **NHS**
NHS Foundation Trust

15th September 2015

Dear XXXX

I am a trainee educational psychologist working for XXXX County Council. I am doing some research on the experience of pupils in the area who have gone to a new school after being excluded from their previous school. Your name was suggested to me by the staff at XXXX as you have now been in your new school for over a term. I am trying to find out how young people like you have found this experience to hear their views. I hope that this will help schools and other adults by showing them what kinds of things you think and feel while this is happening.

I will be interviewing pupils in local secondary schools. I would like to talk to you, but you do not have to take part. The interview will take up to one hour and will take place at school during lesson time. I have enclosed an information sheet with more details.

Please discuss this with your parents. If you are happy to take part, please sign the enclosed form along with your parent and return it to me. I will then contact your school to arrange a time convenient to you.

Thank you very much for considering taking part.

Yours sincerely

Katherine Hoyle (Trainee Educational Psychologist, XXXX County Council)

Appendix E(a): Information sheet for parents The Tavistock and Portman NHS
NHS Foundation Trust

<u>Secondary school pupils' experiences of managed moves</u>

<u>Researcher: Katherine Hoyle</u>

This research forms part of my training as an educational psychologist at the Tavistock Clinic. It has been formally approved by the Tavistock and Portman Trust Research and Ethics Committee (TREC). My research is concerned with secondary school pupils who have previously been excluded from school and who have had a 'managed move' to another school. I am interested in how they have experienced the process and what factors have helped or hindered the integration into the new school. My research will be presented to educational psychologists and other professionals working in local schools so that they can help pupils in similar situations, their families and their schools to be better supported. I hope to give a voice to this group of young people who are not often heard.

I will be conducting interviews with around six Key Stage 4 secondary school pupils who have had a managed move in the school year 2014 - 2015. Interviews will take place in autumn 2015. By this time, the pupils will have been in the new school for at least one full term so will have had time to settle in whilst be able to remember the experience clearly. Once I have conducted the interviews, they will be transcribed (with any names of people or places changed) and analysed for themes.

Each participant will be interviewed individually for no longer than one hour in school. The interviews will be recorded electronically. The recordings and transcripts will be kept securely and destroyed after the research is completed. Although every effort will be taken to ensure anonymity, given the small number of participants, complete anonymity cannot be guaranteed as participants may be able to identify themselves and others if they read the completed research. I will maintain confidentiality about the content of the interviews unless I am concerned about a participant's safety or the safety of

others (such as issues of child protection). Data will be protected under the terms of the trust's Data Protection Policy.

Participation is completely voluntary and, should you consent to your child's participation, you have the right to withdraw from the study at any point prior to the analysis of data and will not be disadvantaged in any way if you decide to do so. You may have questions after the interviews and I will be available to discuss these with you over the phone.

If you have any concerns about the conduct of the researcher or any other aspect of this research project, during or following your child's participation, you should contact XXXX XXXXXX, the Trust Quality Assurance Officer
XXXXXX@tavi-port.nhs.uk

Should you have any further questions about the research or your child's participation in it, please contact me, Katherine Hoyle, on XXXX XXXXXXX

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Appendix E(b): Information sheet for pupils The Tavistock and Portman **NHS**
NHS Foundation Trust

Secondary school pupils' experiences of managed moves

Researcher: Katherine Hoyle

I am a trainee educational psychologist working to help children and young people in local schools. I am carrying out some research with secondary school pupils who have had a managed move to another school. I am interested in finding out what this experience was like for you. My research will be useful for educational psychologists and other adults working in local schools so that they can understand what the experience is like for young people so they can support them better.

Your part of the research would involve meeting me to talk about the experience of being excluded and having a 'managed move'. I will also be interviewing similar pupils in the area who have who have also had a managed move in the last school year.

I will record the interview and then it will be typed up. I will change the names of people and places, although people you know may recognise you from what you say if you tell me about specific events. I will not talk to anyone else about what you say unless you tell me something that concerns me about your safety or the safety of others.

I will analyse all of the interviews to find out what the experience of having a managed move is like. The recordings will be kept safely and destroyed after the research is completed. This is in line with the Data Protection policy of my university.

You do not have to take part in this study and if you do not want to, that is absolutely ok. If you do decide to be involved, you may change your mind at any point up to the end of 2015 and your information would not be used in the research. You will also be able to ask me questions after the interviews or at a later date.

If you have any concerns during or following your participation, you should contact XXXX XXXXX, the Trust Quality Assurance Officer XXXXXXX@tavi-port.nhs.uk

If you have any further questions, please contact me, Katherine Hoyle, on XXXX XXX XXX.

Appendix F: Interview schedule

The interviews will be semi-structured, so these questions are a proposed schedule only and may not be asked in this order or in this way if participants lead the interview in a different direction.

1) Can you tell me a bit about what it was like being in [your last school]?

2) Can you tell me about how the managed move came about?

3) Did you go to any meetings? What was this like?

4) How did you feel when you were told about the move to [current school]?

5) What do you remember about your first day at [current school]?

6) What has been helpful in making you feel settled in [current school]?

7) Do you think you have changed since the move? How?

8) Is there anything else that you would like to tell me about the managed move?

Appendix G: Extracts from research diary

<u>September 17th 2015</u>

First telephone contact with two parents today, and left messages with the others. I spoke first to Alex's mum, who was keen for him to take part. She told me that Alex is quiet and that he takes a while to open up to adults. I am wondering how Alex is with his teachers in school and why he had the managed move, but felt that this was something I wanted to hear about from Alex in his own words. She seemed keen to tell me a bit about the move and said that generally the process had gone well, but she stressed that the process had taken a long time. I sensed that this was quite stressful for her as a parent.

Sam's dad was also keen for his son to take part. When I explained the purpose of the research and the fact that I wanted the pupil perspective on the process, he asked "Are you not interested in the parents' experience?" I felt slightly threatened and wondered if I was picking up on this from him – if he felt threatened by the process. I did feel that I could defend my research as focusing on pupils, but picked up on his sense of injustice as he spoke. He seemed quite angry and said that the move had gone badly for Sam. The conversation made me realise that this was too late to help with his son and I felt my role as a trainee EP coming in and hoping to help solve the problem. I wondered if this feeling of not being able to provide the kind of help I am used to being able to offer would be coming up again in the interviews with participants.

After the conversations I felt excited and a sense that the research was going to happen at last! The parents I had spoken to responded quite differently from each other which made me wonder what the other parents' responses would be.

Most of the parents did not pick up the phone call and I am also thinking about participant numbers – will they call back? I'm not sure if there are any more pupils who are potential participants if the others do not want to take part.

14th October 2015

I did two interviews today in XXXX school. It was the first time I had been to the school – it's an enormous new building, impressive but a bit intimidating – raised up from the side of the road so it looks even bigger. I wondered how it would feel to come there for the first time as a pupil joining the school alone. Also aware the school has a reputation locally as not being particularly academic compared to other schools.

Everything was well-organised and I felt a bit silly for worrying about inconveniencing the staff by coming in, as they were really helpful. I first met Alex. He was small and quiet – possibly nervous – and seemed to struggle with talking to me at times. I was conscious of my questioning and found it really hard to keep up the IPA researcher mode of interviewing with him as he needed a lot of prompting and encouragement and seemed to find it difficult to find words. I found myself asking clarifying questions just to get a

sense of events and chronology as Alex was not using consistent tenses and sentences.

His narrative was quite hard to follow and I wondered if Alex had difficulties with communication and language generally and whether he was used to talking to adults in school in this way. He seemed to struggle with being listened to. I had a sense that Alex might be a pupil who would struggle to explain himself or to seek help effectively in school and wondered how he communicated with his teachers. He seemed frustrated at his inability to express himself at times and I found it hard not to prompt him. Alex needed a lot of encouragement to continue at times and in the end I felt that he had had enough – he even yawned quite loudly at the end! I stopped the interview after 30 minutes. I wondered whether Alex was used to thinking about things for this length of time and again thought about how he might cope with the length of lessons where he might be expected to focus for long periods.

I had a half hour break and then met Sam and tried to put both my interview with Alex and the conversation I had had with Sam's dad to one side when speaking to him. Sam instantly seemed articulate and had a clear sense of a narrative around the event. Sam spoke of his unhappiness following the move and seemed to idealise his previous school. It was difficult to stay with such an uncomfortable experience without offering strategies for support during the interview and I felt quite helpless, I'm now thinking this may be in part Sam's sense of helplessness that I was picking up on. When Sam quoted

dad's frustration and disappointment, I wondered how much of the despondency came from within him and how much was a result of parental disappointment. Sam spoke more and was open about his emotional states at various points of the move. I noticed that his speech was affected when he spoke of getting into trouble and realised how terrifying and humiliating the experience of losing a school place is for a pupil who has not previously had any difficulties in school.

I spent some minutes with Sam after the interview talking about his feelings and was able to reassure myself that he was ok to go back to lessons. The feelings and memories brought up in the interview seemed to have been within him already. I spoke to Mrs XXXX about him and she assured me that she check in on him later.

I listened to the recordings of the interviews this evening and again felt a sense of frustration at how much I seemed to speak in the interviews to encourage participants to speak. I was also struck when listening to the interviews how different the content was in each. I thought about the analysis process and about how I would be able to find themes across cases if they were all going to be so different?

<u>26th November 2015</u>

Stage 1 of analysis of Sam's transcript:

Even before I started listening, knowing that the other participants had had a better experience of the move than Sam had, made me feel sad and helpless and I noticed that I felt a bit reluctant to listen to Sam again in the light of the really positive experiences that my final two participants had.

I was struck by how much he compared his previous school and his current school. There seems to be an enormous weight of regret and a sense that he could not go back and undo the incident that had led to the move. Sam seems paralysed by it. Almost sounds like he's asking for help - did he think that I was going to be able to help him to move back?

Sam's hesitations and stammering were really noticeable – these tend to be when he was talking about events that were anxiety-provoking for him. It feels like he is still not emotionally past these events – has he been able to talk about them before? Even though he is very articulate, everything seems a bit unprocessed. This feels very authentic to me.

Appendix H: Example of Initial notings and emerging themes: Casey

	Original transcript	Exploratory comments	Emerging themes
1:1	*Okay Casey so the first thing I want you tell me about please this*		
1:2	*morning is tell me a bit about how it was for you in your previous*		
1:3	*school, it was Brookhill wasn't it?*		
1:4	Yes well my brother was there and then when I went there I tried acting	Immediately refers to brother – brother's	Brother issues in
1:5	up to my brother's level which wasn't pretty good.	behaviour not good?	school –
1:6	*Right how old's your brother?*	*Acting up to my brother's level implies need to*	
1:7	My brother's now 18.	*compete with brother or ally with him* – not	
1:8	*So he's two or three years older?*	good.	
1:9	Yes and I tried acting up to his level and then it didn't get me nowhere	*Didn't get me nowhere – not moving forward.*	
1:10	and I started to like… he left and I started… trying to improve but it	Brother left – an opportunity to change	Not able to move
1:11	didn't work because all the teachers knew me from misbehaviour and	identity – too late as now has a reputation he	forward.
1:12	that.	can't shake off. Teachers not willing to accept	Not able to change
1:13	*So you were misbehaving in Year 7 were you?*	his attempts to change – did they notice?	teachers' perceptions
1:14	Well…. I started misbehaving … about middle of Year 7 and then…	Began misbehaving in middle of year 7.	of him – stuck.
1:15	*Okay and what sort of things were you doing?*	*Just – minimises extent of behaviour*	
1:16	Just mucking around, talking, joker of the class and just trying to get	*difficulties, harmless behaviour.* Trying to get	
1:17	attention. And then I got told I was on the edge of getting excluded and	attention – could not get attention for positive	Joker of the class
1:18	I… over the holiday with my mum and dad… I went out and bought a BB	behaviour.	Trying to gain
1:19	gun. I took it to school the next day and I shot a student with it and then	On the edge – dangerous position. Response	attention – why?
1:20	they found out. I got excluded and they asked what would you like to	was to do something that would get him	On the edge
1:21	do, obviously you don't like the school? They come up with the	excluded. Family with him when he bought	Simple solution to
1:22	management move system and I was like yes and I'd like never been to	the gun. This is extreme behaviour compared	move schools.
1:23	this school or anything or heard of it and I come to it and then I liked it	with previous. *Implies simple shift to change*	Liked the school.
1:24	here. They gave me a six week trial. I started being all good and that	*schools. They came up with it.* Implies his	Friend from previous
1:25	and then my mate came, Johnny from that school and I started slipping a	decision to take this option. Came and liked it	school – bad.
1:26	bit and then got myself back up. *(Okay)* And then it was like I'm offering	– simple. Friend from previous school –	Slipping – unstable
1:27	you another six week trial if you can prove that you can stay here then	declined again. Slipping - Got myself back up.	Responsible for getting
1:28	you're more than welcome to stay here. If you can't then… then I done	Sounds like a climb to get and stay on track.	back up by himself.
1:29	it and before Christmas I got into the school like permanently you know.	who says this? Onus on him to prove himself –	Takes responsibility to
1:30	I'm into the school, I like it here. *(Right).*	challenge set and he rose to it – got into it. His	prove himself.

2:1	My levels going up proper.	efforts paid off. He likes it here. Levels going up – experience of academic success as well as liking school. These seem to be linked for him. Much happier where he is now.	Academic success linked to enjoyment of school.
2:2	*You're happy now, you're happy in this school?*		
2:3	Yes much happier.		
2:4	*Were you happy when you were at Brookhill?*		Happier.
2:5	No.	Was not at all happy in previous school.	
2:6	*Not at all?*		
2:7	No I used to just go to school to muck around.	Nothing else – categorical denial that anything positive.	
2:8	*Did you?*		Unhappy in previous
2:9	That was it yes.		school.
2:10	*Was there lots of other friends that you were with that were mucking*		Nothing constructive
2:11	*about as well or was it just… were you the kind of ring leader or were*		or useful previously.
2:12	*you just getting…*		
2:13	No there was like a group of us used to muck around together.	All of the group involved in messing around.	Peer group involved in messing around.
2:14	*And before the incident with the BB gun did you have any other times*		
2:15	*when you were on the verge of exclusion?*		
2:16	Yes I was always fighting.	Fighting.	fighting
2:17	*Fighting?*		
2:18	Yes fighting was a big thing.	*Was a big thing*	
2:19	*Was it?*		
2:20	Yes I always used to fight at school.	Always used to fight.	frequent fighting.
2:21	*Right so how many sort of times did you get into trouble for fighting*		
2:22	*would you say?*		
2:23	I'd say ten or more.	Frequently got into trouble for fighting – this was not mentioned earlier when he talked about talking/ joking etc.	
2:24	*Okay and was that all in Year 7 or in Year 8?*		
2:25	Year 7 and Year 8 yeah.		
2:26	*Yes okay and did you feel like you belonged in Brookhill? Did you feel*		
2:27	*part of the school?*		
2:28	Yes a little bit but then I started just being… started mucking about so.	Mucking around prevented him from integrating fully into the school.	behaviour prevented him from belonging.
2:29	*Were there any teachers there that helped you?*		
2:30	Yes… two.		
2:31	*Two of them, you remember them?*	Two teachers were supportive of him.	
2:32	Yes Mr P and Miss P.		
2:33	*Okay were they married?*		

3:1	No just brother and sister.		
3:2	*They were brother and sister?*		
3:3	Yes.		
3:4	*Okay that's interesting.*		
3:5	And one was the deputy head there and then one was like… it was called	Deputy head and isolation teacher were	Importance of two
3:6	like isolation and I was always be in there fighting and that and then	supportive of him –*give me a word – implies*	teachers on his side.
3:7	Madam always used to like give me a word and that, and then once	*support, giving him something. Would impact*	Gave him some time
3:8	Madam gave me that word after that the next day I'd be really good and	*on his behaviour for the rest of the day.*	and words.
3:9	then I'd totally forget about that and go and be naughty. Then Madam	Would not last more than a day.	
3:10	would speak to me again and I'd be good for that day and then it was…	It wouldn't work out – implies not his fault?	Couldn't sustain it.
3:11	wouldn't work out.		
3:12	*Right so why do you think it didn't work?*		
3:13	I think it was the people I was around and I couldn't give myself a fresh	People around him – other pupils also messing	Fresh start – not
3:14	start because the teachers knew me for what I was… yes what I *was*…	about? Give myself a fresh start? Has this	possible with the
3:15	like mucking around and that.	phrase come from teachers? Managed move	friends around him.
3:16	*So did you feel that they expected you to do badly or that if there was a*	phrase?	Internalised what he
3:17	*problem they assumed you were involved in it?*	*What I was* – <u>emphasises this and repeats it –</u>	was – teachers knew
3:18	Yes.	<u>feels that this was what he actually was – part</u>	what this was.
3:19	*So like you say it's hard to get a fresh start.*	<u>of his identity.</u>	
3:20	Yeah I admit yeah, there were a few teachers in there that didn't like me	Teachers didn't like him.	Teachers did not like
3:21	so…		him.
3:22	*They didn't?*		
3:23	They didn't like me so they would do anything to try and get me out of	Felt that some teachers would want him out	Perceived extent of
3:24	class, like they knew how like to make me angry or something. Like a	of their lessons – *do anything – implies that*	teachers' wishes to get
3:25	teacher would be like Casey stop talking, I'd be like I weren't talking.	*they were desperate to be rid of him.* Trying to	rid of him.
3:26	She'd be like Casey stop arguing with me and I'm like well I'm going to	get him angry so that they could get rid of	Defensive – self-
3:27	argue with you. Like I… I get on the defensive side too quick and it was…	him? *Quick speech – implies it happened a lot*	awareness. Teachers
3:28	they knew how to do it (laughs) and every lesson she used to be like get	*– predictable, not thought about*. Trapped –	exploited this
3:29	out and then the teacher would have to come and get me from that	can't defend himself without being accused of	understanding of him.
3:30	lesson.	arguing. <u>Accepts his way of dealing with it did</u>	
3:31	*So is that every subject that happened?*	<u>not work.</u> *Laughs bitterly* – over it now.	
3:32	What here?		
3:33	*No.*	This happened in every subject.	

Line	Transcript	Exploratory comments	Emergent themes
4:1	No in Brookhill, probably yes near enough.		
4:2	*Yes, wow so...*		
4:3	They didn't used to say right that's it you're excluded, you've got	Managed move was presented as a positive option – as a reward as opposed to exclusion which would be if he could not show he could improve.	Managed move as a reward – if he can avoid further trouble.
4:4	managed move. They was like if you can be good here we can give you a		
4:5	managed move and I think… I don't know I think it was like a month they		
4:6	said I had to be good for and as soon as heard that I was good		
4:7	throughout the whole month. And new teachers, they gave me new	Had to work well and behave well for a month – this motivated him to work well. Given new teachers, no friends – improved.	New context to work in helped him to focus.
4:8	teachers in a classroom without all my mates, I improved.		
4:9	*This is in Brookhill?*		
4:10	Yes I still wanted to managed move because I knew that I would end up…	Felt that he would end up going back to old ways in the same environment with the same friends around. *Nothing to work towards* – lack of incentive.	Would be still involved with same group if he stayed. Lack of incentive to work towards would lead him back to them.
4:11	since I haven't got nothing to work towards I would just start going back		
4:12	around with the same people, doing the same thing.		
4:13	*Okay so they said you can have the managed move if you sort yourself*		
4:14	*out.*		
4:15	Yes.		
4:16	*And they helped you by giving you new… they put you in different sets*		
4:17	*did they?*		
4:18	Yes put me in different sets. *(Okay)* To help me do it. They always used	Acknowledges that school wanted to help him. School told him he was capable and clever. *Struggles to say 'you're clever' – was a shock to hear it? I just don't use it* – not working to capacity. Shift to first person. *Appalling* classwork – extreme. *It was all there* – repetition – emphasis.	School wanted to help him. Belief that he was capable. Does he believe he was clever? Did nothing in class.
4:19	to say Casey you're more than capable of doing everything, you're		
4:20	you're…. you're clever I just don't use it and they used to say my		
4:21	classwork used to be appalling, nothing written down. When it comes to		
4:22	the test it was all there, it was all there, all written down and that. It was		
4:23	just like but if you want your good grades your classwork has to go up.		
4:24	*Yes so what would have happened if you hadn't have made those*		
4:25	*changes?*		
4:26	I don't think I'd be at school now.		
4:27	*Would you have been just kicked out? You'd have been permanently*		
4:28	*excluded?*		
4:29	I would have been permanently excluded I reckon I would have ended	Would have been permanently excluded if he'd stayed there	Managed move prevented perm ex.
4:30	up staying at home or…		
4:31	*Right and did you talk to your parents about what was going on at the*		
4:32	*time?*		
4:33	Yes me and my mum, me and my mum and dad have got a much more	Mum is more in touch with what is going on in	Family closer now that

5:1	better relationship now than we did when I was in Brookhill.	school. Better relationship now.	he is in a new school
5:2	*Yes, what was it like at home when you were in Brookhill?*		and not in trouble.
5:3	It was just always shouting, mum getting phone calls from work, you	*Always* – frequency of conflict. <u>School</u>	Conflict at home.
5:4	need to go and collect your son, he's arguing with the teachers, he's not	<u>problems impacting on mum's work life</u>.	Impact on mum.
5:5	going into his lessons.	Having to collect him from school.	
5:6	*So you got sent home from school quite a few times?*		
5:7	I used to get sent home from school and then my mum had to come in	Mum had to come in for meetings - <u>Mum's life</u>	Mum's life harder.
5:8	for meetings all the time… It just made my mum's life harder.	<u>was harder because of his behaviour.</u>	
5:9	*And how did you feel about all of that?*		
5:10	When I was doing it and all of that I didn't realise until after when I	He didn't realise how much it was affecting	Lack of awareness at
5:11	started coming here I started realising she was much happier than she	her at the time. When he moved he noticed	the time.
5:12	was when I was there mucking around and misbehaving.	that she was much happier. <u>Attributes this to</u>	
5:13	*So you noticed a difference in your mum and your dad as well?*	<u>his change in behaviour.</u>	
5:14	Yeah		
5:15	*Was it mainly your mum who would do the picking up though?*		
5:16	Yeah because my dad was always at work but I'd always like… my dad…	Dad was always at work – mum's role to deal	Mum's role. Mum's
5:17	get my dad irate because he'd be work and then he'll feel stressed	with F's problems, although she is also	stress impacts on dad.
5:18	because my mum's got stressed and she's at work so she's stressed	working? *Struggles to say issues with Dad –*	
5:19	already so he would always get angry and that.	*hesitation.* Knock on effect of impact on mum	
5:20	*So it sounds like it was really stressful being in school and really*	affecting dad. Mum having to deal with his	
5:21	*stressful being at home but you said you didn't notice how bad it was*	problems as well as work issues. Dad getting	
5:22	*until you came here?*	angry in defence of mum.	
5:23	Yeah. It all started improving properly and that.	Noticed when things started to improve – not	Noticed when things
5:24	*Okay so when you… you did your month in different classes at Brookhill*	aware that anything was wrong until then –	started to improve.
5:25	*so how then… did they just say to you at the end of that month okay*	<u>sense that stress was normal, not aware that</u>	
5:26	*you can have your managed move?*	<u>things could be different?</u>	
5:27	They didn't just say okay you have your managed move. They was we	Needed to be invited – on the new school's	Gatekeepers – school
5:28	need to get in touch with the school see if they will invite you and then I	terms.	need to wait for
5:29	had like a little meeting with Mr L.	*Little meeting – non-threatening.*	invitation.
5:30	*Who's Mr L?*		Non-threatening.
5:31	My year leader.		
5:32	*Here?*		
5:33	Yes. *(Okay)* And he was like yes we'll try it with you, a six week trial and	We'll try it with you – collaboration.	Collaborative

6:1	that.	Six week trial.	language.
6:2	*Okay so how did you decide on Holy Trinity?*		
6:3	They chose it, they chose it, I didn't get…	He did not get to choose – was not offered a	Lack of involvement in
6:4	*Who's they, Brookhill?*	choice.	choice.
6:5	Yes I didn't pick any school they just chose it… and I like it here.	He is happy with their choice.	Happy with the choice
6:6	*You like it?*		they made for him.
6:7	Yes.		
6:8	*So you met Mr L did you meet anybody else? Did you meet anyone*		
6:9	*from Clifton or anything?*		
6:10	Yes I used to have a Clifton lady… once… once a week.	Person from C came to help.	
6:11	*Was that while you were still at Brookhill?*		
6:12	No I never used to have Clifton or anything at Brookhill. *(Okay)* But I	She came weekly to check on him for half an	Weekly help from C.
6:13	had… when I come here I had Clifton like once a week and then it would	hour.	
6:14	be like half a lesson. We'd go in there, she'd be like how is it going on	She would check he was going on ok.	
6:15	der der der? I used to tell her how it was going on and then it was… it	He would then go back to lesson as normal.	Checking in.
6:16	would be alright, I'd go back to my lesson.		
6:17	*And she would just basic check…*		
6:18	She would just double check.		
6:19	*She was just checking in on your make sure everything was alright.*		
6:20	Yes.		
6:21	*And where there any kind of problems? You said you met with Mr L*		
6:22	*your year lead before you started did he put everything in place for*		
6:23	*you?*		
6:24	Yes Mr L gave me a good start yes.	HoY gave him a good start.	Good start from HoY.
6:25	*Yes, so what sort of things was he doing to make sure you were okay?*		
6:26	Like I knew one person at this school at the time, Elliott and then… like I	Teacher puts him with the one person he	Buddied with one
6:27	didn't know anyone else and he put me with Elliott as a buddy and then	knows as a buddy. Told to go to lessons with	person he knows.
6:28	like for a couple of lessons I had to go to lessons with Elliott and he gave	him.	Gradual movement to
6:29	me my timetable and that. Then I started going into my own lessons and	<u>Given encouragement – feedback from</u>	going to lessons alone.
6:30	he said yeah teachers are saying you're doing pretty good in your lessons	<u>teachers. Given a *pat on the back.*</u>	Encouragement. HoY
6:31	and that so he sort of always give me a pat on the back and say well	*I always used to be bad – comparison with*	gets positive feedback
6:32	done and that. Because in Brookhill I always used to be bad and	*how teachers responded to him in the previous*	from other teachers.
6:33	teachers just kind of walked past and they wouldn't take no notice but	*school – 'just kind of walked past.* <u>As if he</u>	Used to be bad –

7:1	he kept just like little things that he used to praise me and I used to just	didn't exist or wasn't worth interacting with.	identity.
7:2	think right I want praise even more now. So it was alright.	*Wouldn't take no notice: not concerned about*	Did not exist as a
7:3	***So that made you feel…***	*him?*	person in previous
7:4	It made me feel better… to go do better at myself again	Praise made him motivated to get more praise	school.
7:5	***Yes and would that just be like in the corridor or would it be…?***	– virtuous circle.	Virtuous circle of
7:6	If he just seen me on the corridor he would be like Casey how's it going?	*So it was alright – this was what made it work.*	encouragement.
7:7	And I'd explain or sometimes like even if one time he come up to me and	Would approach him on the corridor. *And I'd*	Attributes praise to his
7:8	like pull me outside and be like how has today gone?	*explain – implies that he was genuinely*	success.
7:9	***That sounds like it was really helpful.***	*wanting to hear.* Also took him out of class to	HoY genuinely wants
7:10	Yes it was.	see how he was getting on.	to hear about him.
7:11	***So you felt like you were being looked out for?***	Agrees that this was helpful.	
7:12	Yes.		
7:13	***And what… was there anything that was difficult when you started?***		
7:14	Er…. no not really, not at all.	Can't think of anything that was difficult when	No problems when he
7:15	***No everything was in place. Can you describe like you said you were in***	he started.	started.
7:16	***Brookhill and then you were on a six week trial, was there a period***		
7:17	***where you weren't coming into school?***		
7:18	Yes because they done it like at the end of Year 8… and then we done	Moved at the end of Year 8. Started in Year 9.	Moved at the start of
7:19	the six weeks holidays and then I come back and then I had… came		the year.
7:20	straight into Year 9.		
7:21	***So you started at the start of the year?***		
7:22	Yes.		
7:23	***Okay so that's a bit easier then is it?***		
7:24	Yes.		
7:25	***And how was that summer holiday, knowing that you weren't going***		
7:26	***back to Brookhill and you were coming here? How was that, can you***		
7:27	***remember? I know it's over a year ago.***		
7:28	I can't even remember really… I was glad to come to this school so like I	Was thinking that he was happy to be coming	
7:29	was thinking to come to this school and how it would be and that… but I	to a new school. Wondering how it would be.	Does not miss old
7:30	don't miss Brookhill at all. ***(No)*** Not one bit.	Doesn't miss previous school – *not one bit:*	school at all.
7:31	***So when you knew you weren't going back was there anything that you***	*emphatic.*	
7:32	***felt sad about? So at the end of Year 8, anything?***	Not affected by not seeing friends as he can	
7:33	No not really.	see them out of school.	

8:1	*Leaving your friends?*		Still sees friends – so
8:2	No because like they all live local and that and I still see them now.		doesn't miss them in
8:3	*You still see them.*		school.
8:4	Yes.		
8:5	*And what about Elliott was he somebody you knew from primary*		
8:6	*school or…?*		
8:7	No he was someone I knew from football. *(Okay)* I used to play for his		
8:8	football team so I was just getting on with Elliott.		
8:9	*Right does he just sort of get on with things in school?*		
8:10	Yes he gets on with things in school, he don't get in trouble no.	Buddy works well in school.	Buddy good role
8:11	*Okay so did you know… before you came you knew that he was here?*		model.
8:12	Yes.		
8:13	*And were you able to see him before you started?*		
8:14	Yes.		
8:15	*Okay so can you remember your first day right at the start of Year 9,*		
8:16	*can you describe that a little bit for me?*		
8:17	First day? First day when I come in, I felt kind of lost, I didn't know where	*I felt kind of lost – list of question words –*	Felt lost when started.
8:18	to go, what to do, who to go with.	*where, what who, emphasises confusion. No*	Where/ what/ who.
8:19	*Did you come in by yourself?*	*familiarity.*	
8:20	No my mum dropped me in and that and then she spoke to the teacher	Mum came in with him to speak to teachers.	Mum dropped him,
8:21	and that and then…		had to speak to
8:22	*So she brought you in?*		teachers.
8:23	Yes, well she like brought me to the gate and then sir was outside	Mr L was waiting for him to meet his buddy.	
8:24	waiting for me to bring me my buddy.	<u>So was not alone at any point.</u>	Not left alone.
8:25	*Who?*		
8:26	Mr L.		
8:27	*He was waiting for you outside?*		
8:28	Yes and then he walked me in, walked me to the playground. Like all the	Linked up with his friend. *link – security.*	Makes links for him –
8:29	playground were in forms and he linked me up with Elliott		security.
8:30	*Okay are you in Elliott's form as well?*		
8:31	No I was… no I weren't in his form but after every form time I had to go	Given instructions to meet him after each	Frequent contact with
8:32	and meet him and after every lesson I had to go meet him but I was in	lesson.	buddy.
8:33	quite a few of his lessons then until I got my actual timetable and then I		

9:1	went on.		
9:2	*So how did it feel on that first day? You met Elliott and then you had to*		
9:3	*go off to your own form did you?*		
9:4	No I met up with Elliott and then I had about four/five lessons with him,	Had to sit next to E, there to explain what was	Staff feedback
9:5	had to sit next to him and that, understand what was going on. And	going on. Mr L got feedback from the	
9:6	then sir got feedback from the teachers and then gave me my own	teachers. Go own timetable for the next day.	
9:7	timetable for the last two lessons of the day and then I done that and		
9:8	then the next day I had a full timetable.		
9:9	*So he basically asked all the teachers how you were doing?*		
9:10	Yes.		
9:11	*How was it being in those lessons where you didn't know anybody?*	Was he surprised that it was ok? Not knowing	Teachers belief in him
9:12	It was actually alright because obviously I didn't know them so I weren't	them meant that he was able to get on with	precedes own belief in
9:13	going to speak to them straightaway so I got on with my work and then	his work and *teachers thought I was good at*	himself.
9:14	teachers thought I was good at working.	*working* – slight implication that he wasn't	
9:15	*Okay so you said the Clifton lady came in to see you did you have to go*	yet? *Thought* suggests that he managed to	Good not yet
9:16	*to any meetings or anything?*	convince them without it being his natural	internalised.
9:17	Yes… No like no meetings or nothing but she would come in and then a	state.	
9:18	teacher would come and get me from a lesson, and from my lesson I		
9:19	would go to a little room like this, it used to be in this room actually.		Communication
9:20	And we used to just talk how the week's gone and what's gone on and	Clifton teacher would interact with him and	between adults
9:21	that and then she used to sometimes get feedback from teachers about	the teachers to gain feedback.	supporting him helps
9:22	what's going on.		him to feel that they
9:23	*So it was just the incident with the gun was it, the BB gun that was the*		know him.
9:24	*thing that…*		
9:25	Nah that… nah that wasn't the thing that triggered it off but that… that	BB gun was the '*end of the rope*' struggling for	Was previously sliding
9:26	was more of the… it was the end of the rope really for like… that weren't	metaphor. <u>Image of him sliding down a rope</u>	down – not salvable
9:27	the only thing.	<u>with no way of climbing back up – end of rope</u>	
9:28	*Do you think if you hadn't have done that you would still be there?*	<u>means that he falls off</u>.	
9:29	Nah, nah I reckon they needed me out.	<u>Needed him out</u>	
9:30	*Do you think they wanted to move you?*		
9:31	Yes they wanted to get rid of me yes so that just fired it all up. That was	<u>*Fired it all up – gun image. Finality, no going*</u>	School needed him
9:32	it, done.	<u>*back from it*</u>	out.
9:33	*Can you remember why you did it, why you took it in?*		Violence, finality.

10:1	No.	Can't remember why he brought it in.	
10:2	*Did you know that that would be the last straw?*		
10:3	No because it was a gas one. Like you put the gas bottle in there and	relevance of it being a gas one?	
10:4	you screw it up and then it's got a ten minute release on it and then		
10:5	once that ten minute goes off it will just shoot automatically. And the	<u>Not taking responsibility for this – gun shoots</u>	Doesn't take full
10:6	thing was already in there and then my mate asked to see it so I showed	<u>automatically, friend asked him to get it out.</u>	responsibility.
10:7	him it like that and then I put it away and then it came to break and we	<u>Gun doesn't fire straight.</u>	
10:8	went onto the field and soon as I pulled it out I shot it like that, and then		
10:9	I shot it. And then like it don't go straight it used to just curl round, it	Hit a girl on the back of the leg. She didn't	
10:10	kept curling round and I kept shooting it and hit a girl on the back of the	know what had happened.	
10:11	leg and then she… she didn't know what it was until a couple of my mate		
10:12	was like you gotta go say sorry and so I said sorry and she was like what		
10:13	was it? I showed her it and then she was like Oh it hurts so I went and	He went straight to teacher to show him.	Takes responsibility for
10:14	showed Mr P and that was it, it was all done.		injury caused straight
10:15	*Did you… you knew straight away?*		away – knows that this
10:16	I know I'd done bad yes straight away.	Knew that it was serious straight away even	is putting the end in
10:17	*But you apologised to the girl, you went to see Mr P but you knew that*	though he had apologised to the girl.	motion for him.
10:18	*that would mean that you would be out?*		Knew it was serious.
10:19	Kicked out yes but I didn't know I was going to get a managed move I	Thought he would be permanently excluded.	Did not know about
10:20	thought I'd just be out of school and that was it.		managed moves.
10:21	*So you must have been feeling quite worried?*		
10:22	Yes I was yes.	Was worried.	
10:23	*How was that?*		
10:24	Er…..I just knew I was just… my mum and dad would just think of me as	*Hesitant.* Worried that his parents would think	Worried about
10:25	nothing, thinking I wouldn't get nowhere. And then I would be kicked	of him as worthless. *Nothing, thinking I*	parents' view of him.
10:26	out of school so I wouldn't have nothing else to do so I was worried	*wouldn't get nowhere.* Letting parents down.	Him as nothing/
10:27	about what was going to happen really.	<u>Parents' perception of him as worthless. Lack</u>	worthless
10:28	*And did they say straightaway that they were going to give you a*	<u>of purpose.</u>	Letting parents down.
10:29	*chance to get a managed move?*		Having nothing to do.
10:30	Nah they was like we don't know what to do and that and then I can't	<u>School did not know how to respond at first.</u>	School's lack of ideas
10:31	remember who came up with it but someone came up with the	Mum suggested it to him – he wanted to do it.	for him.
10:32	managed move and then my mum offered it to me and I said yeah I'd	Offered it after a month of proving himself.	Communication with
10:33	like to do it. That's when they said you've got a month to prove yourself		him through mum.

11:1	in school… and I done it.		Desire to rise to
11:2	*Okay, did you have a few days out, were you excluded for a few days?*		challenge
11:3	*Can you remember?*		
11:4	Yes I was excluded for I think four days and then I went back for the	Excluded for 4 days. Then back in school until	
11:5	month.	move went through – I month.	
11:6	*And did you know… how long did it take before they said managed*		
11:7	*move? Was it straightaway?*		
11:8	What do you mean?		
11:9	*When you were off for four days did you know?*		
11:10	Yes I knew. The first… like after… that day after school, like after school		Offered this deal
11:11	time mum come into the school and that's when they offered it to me.		straightaway.
11:12	*Right and your parents were quite positive about doing that?*		
11:13	Yes like because all the teachers said that Casey can do it and that but…	Fresh start.	Fresh start.
11:14	he needs a fresh start, the teachers just don't see him as having a fresh	Faith in his ability but needs a change of peer	Peer group and
11:15	start if he's with the same people he's going to do the same thing… I	group and to start with new teachers.	relationships with
11:16	reckon a managed move would help, new teachers, new people. He'll	Can't break cycle currently.	teachers preventing
11:17	just get along better.		him from moving
11:18	*Had you heard about managed moves before?*		forwards.
11:19	No never. *(Okay)* Best thing that's ever happened really.	Best thing that's ever happened.	Best thing that's ever
11:20	*Really?*		happened.
11:21	It's good yes.		
11:22	*Yes so you're saying if you hadn't had it you would have just… you*		
11:23	*wouldn't be in school now?*		
11:24	I wouldn't be in school now no.	Believes he would otherwise have been out of	Would otherwise have
11:25	*And how… you say your brother's 18 now did you say?*	school.	been excluded.
11:26	Yes.		
11:27	*Did he finish school or did he…?*		
11:28	No it was a bit naughty of them. They kicked him out and they didn't	Naughty of the school.	Context within the
11:29	sign nothing, they didn't tell no one, they just said walk out the door	Brother was excluded and not allowed back to	family – fear of his
11:30	don't ever come back and that was it. Didn't sign him no GCSEs no	do exams. Is this partly his anxiety about being	exclusion.
11:31	nothing and… he's doing alright now, he's got a full-time job. He's	excluded himself and his parents' response to	
11:32	earning good wages a week, tax and that so it's good	it?	
11:33	*Ok so it's turned out alright for him in the end… Right so you came to*	He is now doing well.	

12:1	*Brookhill beginning of Year 9, you said you started off well and then*		
12:2	*you mentioned somebody came and you went downhill a little bit.*		
12:3	Yes Johnny. I didn't go downhill but because I knew him he used always	Impact of another pupil from previous school.	Impact of pupil from
12:4	bringing up like…	Denies that he went downhill after this pupil	previous school – can't
12:5	*Was he from Brookhill as well?*	joined the school.	make a clean break.
12:6	Yes he was always bringing up the old times, what used to happen in	<u>Reminded him of times in previous school and</u>	Reminded of past –
12:7	Brookhill and then like people would think he's done that, he's done that	<u>others would know about it – starting to let</u>	others perception of
12:8	and then like I started… not really slipping… cos I only started going	<u>others know about his previous problems.</u>	him changes.
12:9	down a little bit for about… I think it was for like a month and sir kept	Denies that there were serious problems –	Not a major setback –
12:10	pulling me up saying F come on, what's going on, what's going on?	just going downhill a little bit.	HoY keeps faith in him.
12:11	*This is your head of year?*	HoY concerned – what is going on?	
12:12	Yes and he was like what's going on? You're just being a bit… er like not	Able to talk to HoY about the impact of this	
12:13	as you used to be when you first came here…. I went there's a new kid	other pupil on him. Fact of bringing up this	
12:14	and he was who? I was like Johnny, you done a managed move for him	stuff meant that his previous identity was	
12:15	as well and there was like… he started speaking to me about it and I was	being revived?	
12:16	just like because I know him from there he was just bringing up all this	Stayed away from him – led to getting back on	HoY able to talk to him
12:17	stuff so I stayed away from him and I started improving again and now	track.	about this: support –
12:18	I'm doing really well.	*Now I'm doing really well.*	Now is doing really
12:19	*Okay so was it… when you found out that Johnny was here how did*		well.
12:20	*that feel knowing that there was someone from Brookhill here?*		
12:21	Bit gutted really because… like I got out of there and it was a good thing	Gutted – extreme language – taking	Gutted – taken out of
12:22	getting out of there but now someone else has come here from there	something from within him?	him.
12:23	and it was a mate of mine from there and I thought it's going to make	*I got out of there – sounds like an escape.*	Escape
12:24	me slip, I knew something bad was going to happen.	<u>Sense that he can't leave his past behind – this</u>	Can't leave past
12:25	*And was he in any of your lessons?*	<u>is anxiety provoking for him. Will make</u>	behind – past is bad
12:26	He was in a couple yes.	<u>something bad happen.</u>	and will create more
12:27	*Yes and how was that?*		bad.
12:28	Weren't particularly good because obviously because I knew him there	When he was in lessons with him was	Distraction – now
12:29	always something to chat about and so we always used to sit there and	distracting, sitting chatting.	avoided as taking
12:30	talk. And then when we got all our GCSEs and that through we both just	Now not in any lessons together.	different subjects.
12:31	took different GCSEs so it's a good thing.		
12:32	*Okay so was this like… did he start halfway through Year 9?*		
12:33	Yes halfway through Year 9.		

13:1	*And then by the end of Year 9… you say you were going to be given*		
13:2	*another trial period?*		
13:3	Yes because like at first when I come here I was really good and then	Started very positively. *Hesitant – Can't say*	Can't articulate what
13:4	just… I don't know what… nothing really happened but he was like	*what changed? Unclear about timeline here?*	changed in him.
13:5	you're a good student and that I just want to see if you can improve even	Identity as a good student being internalised	Identified as a 'good
13:6	more. He was like I'll put on six week trial, soon as you complete that six		student' by a teacher.
13:7	week trial if you…		Trial period.
13:8	*This was at the start?*		
13:9	Yes he was like if you're good in it you can stay and I done it and then I	Simple – HoY kept his side of the deal.	Fair and simple.
13:10	got to stay.		
13:11	*How did you feel being on trial, because it sounds like you were made*		
13:12	*welcome on one hand but then you were also told… you also knew that*		
13:13	*you were on trial as well so how was that?*		
13:14	On trial made me feel… good because like I knew people were watching	*Hesitation suggests reflection on this.* Felt that	Wanted to be noticed
13:15	to see how I was getting on and knowing that I wanted to do it… so	he was being watched. Knowing that he	and monitored.
13:16	knowing that I was on trial was a good thing because I was just like	wanted it to work. It was a good thing – on the	Challenge to succeed.
13:17	always on the ball.	ball = alert, at his best. Brought out the good	Brought out the best in
13:18	*Did you know that you could do it?*	in him.	him.
13:19	Yeah… but I was willing to do it and I wanted to show them that I could		Wanted to prove
13:20	pass and always trying for my best, and that so it was good.	Willing. Wanted to prove himself.	himself.
13:21	*Okay and then afterwards, after the six weeks what did they say to*	Trying to succeed.	
13:22	*you?*		
13:23	You've got a place at the school.		
13:24	*And how was that?*		
13:25	Yes it felt good.	Felt good to be accepted.	Good to be accepted.
13:26	*Was it a relief?*	Association with 'relief' is that mum is happy.	Relief = mum's
13:27	My mum was happy as anything.	Meant that he is accepted by parents?	happiness.
13:28	*Was she?*		Parents' acceptance of
13:29	Yes over the moon.	*Over the moon* – emphatic, suggests delight	him?
13:30	*Yes so did that change things at home?*	rather than just relief on her part.	Mum delighted.
13:31	Yes they were much better.	Better at home.	
13:32	*She was less stressed. Yes must have been quite a worrying time for*		Improved home
13:33	*her.*		

14:1	[Sounds agreement]		
14:2	*And then so when Johnny came did they give you another six week trial*		
14:3	*then?*		
14:4	No. I was in the school then.		
14:5	*You were alright, you were in the school, you belonged… you felt like*		
14:6	*you belonged in the school.*		
14:7	Yes.		
14:8	*Okay and so this was all in Year 9 so you've now started your GCSEs?*		
14:9	Yes.		
14:10	*And how's that?*		
14:11	Yes good.		
14:12	*All good? You don't see Johnny anymore?*		
14:13	Nah well, yes I see him in the playground and that…		
14:14	*You don't interact with him. Okay so how do you feel now in school?*		
14:15	I feel like I'm in school, everyone respects me for being in school and	Feels that others respect him for being in	Is now within system.
14:16	that so it's good.	school. Respect earned by conforming and	Respected by
14:17	*Okay so what GCSEs are you doing?*	adapting to an environment.	everyone.
14:18	I've took history, geography, product design.		Has successfully
14:19	*Do you want to stay in the sixth form and stuff?*		adapted to new
14:20	Well I don't know about sixth form. I'll do college but I don't know about	Is thinking about future positively and	environment.
14:21	sixth form. I think I'll do college and then go straight into work. *(Okay)*	realistically.	Thinking positively and
14:22	That's what I'd like to do.		realistically about the
14:23	*Alright and how is it with friends here, do you feel like you fit in with*		future.
14:24	*the other kids here?*		
14:25	Yes.		
14:26	*Would you say you're as close to friends here as you were in…?*		
14:27	Yes because in Brookhill it was more as… there was about 30 of us in a	Previously was part of a big group. This group	Previously identified
14:28	group at break and lunch and that and it was always the same that 30	was the same people who would always be in	with other pupils who
14:29	people you used to kicked out of lessons at the same time. We always	trouble in school. <u>Together in being rejected</u>	were behaving in a
14:30	used to walk around school and that. Yes here they're *friends*, like help	<u>or not adapting to environment.</u>	similar way – was this
14:31	each other out and that, we get along with each other in the playground,	*Emphasises the word 'friends' in relation to*	the thing that brought
14:32	we don't get up to nothing like no good. Go and do lessons, do normal	*people in new school.* <u>Is with them because he</u>	them together?
14:33	things and that.	<u>likes them not because they are lumped</u>	Gained a sense of what

	Transcript	Notes	Codes
15:1	*Okay what's normal things?*	together by others? Get along with each other.	friendship is – reciprocal helping each other. No conflict.
15:2	Like get on with your work and then if you done your work then have a	No bad things.	Normality.
15:3	chat. Like if you ain't done your work just carry on and keep your head	Do 'normal' things: he is now appreciative of	Conforming – appreciative of
15:4	down and that and at break just do… play a bit of football, go and get a	normal. Prioritises work and plays sport at	normality.
15:5	bit of food that's it.	break. *That's it – simplicity, easy to achieve.*	Simplicity and easy to
15:6	*Okay so has your idea of what a friend is has changed?*		do.
15:7	Yes.		
15:8	*How has it changed?*		
15:9	I always used to get excluded from there because I… well I used to	Does he answer the question? Friendship used	
15:10	smoke… so on the field we always used to go down the back of the field	to be going to smoke together – nothing	Previous friendships
15:11	and have a fag and then go back up. That was all we used to do… I've	more.	just consisted of
15:12	seen that happening a lot. I can see how much I've changed… by far so	He feels he has changed a lot and for the	people to smoke with.
15:13	it's a good thing.	better.	He can see changes in
15:14	*And what else… how else do you think you've changed since you've*		himself by seeing
15:15	*been here?*		others like he used to
15:16	I don't know, er… my attitude's changed as well. A proper er… attitude,	Attitude has changed. *The way I am – implies*	be.
15:17	the way I am at school, my academic learning now. The way I talk like	*shift in identity at school.* The way he talks -	Attitude changed.
15:18	talk and the way I act in front of my mum and that has changed.	Change at home in relationship with mum.	Learning, talking.
15:19	*How has the way you talk and act changed do you think?*	Learning.	Relationship with
15:20	In Brookhill because I'd been bad in school and that I'd just go home and		mum.
15:21	my mum used be like you're grounded and that and then I used… I used	Was previously 'bad'.	Previously 'bad'.
15:22	to get a bit, well I used to be angry about that and say why am I	Conflict with mum – portrayed as a vicious	Escalation of conflict at
15:23	grounded and I'd wind her up to a certain point and she'd be like go on	cycle of frustration and anger. Mum would	home due to school
15:24	then go out go on. And I used to go out, I used to come in and then	ground him then he would be angry, would let	experience.
15:25	wake up… like I wake up in the morning not bothering to get out of my	him go out and then 'not bothering' to get up	Out of the home.
15:26	bed and she had to be shouting and stressing because she was getting	in the morning.	Not getting up – lack of
15:27	my little sister ready.		motivation.
15:28	*Is your sister at Brookhill too?*		
15:29	No. I don't want her going to that school *at all*.	Wants to protect his little sister from going	Protective of little
15:30	*Okay how old is she?*	there.	sister.
15:31	She's nine but I'd rather her come here than go there.		
15:32	*Have you said that to your parents?*		
15:33	Yes. but er… do you reckon… well I think I'll be near enough leaving or	Wants advice from me about whether she can	

16:1	left Year 11 and she was going into Year 7 do you reckon they can still do	come to the school.	
16:2	it on siblings?		
16:3	*I don't know, possibly not. I don't know… I'm not sure if they do after*		
16:4	*Year 10. Are you quite far from here where you live?*		
16:5	No.		
16:6	*You live close?*		
16:7	Yes we live close, you know XXX?		
16:8	*Yes.*		
16:9	Just over there so.		
16:10	*Okay so you feel like it would be good for your sister to come here?*		
16:11	Yeah yeah yeah, but now I don't even go out after school now. I go out	Doesn't go out after school any more except	Is at home on school
16:12	on Friday after school, have to be in at 11:00 cos I've got work the next	Fridays.	nights.
16:13	day from 8:00 in the morning until 5:30. And then I'm allowed out from	Works Saturdays and goes out Saturday night	Out at the weekends.
16:14	5:30 to 12:00 on Saturday like if I'm really late I'm going to be grounded.	*I'm allowed out – accepting of parental rules.*	
16:15	Then on Sunday I have to be in at 10:00 to get a bit a homework done		
16:16	and then I've got school the next day.		
16:17	*Now if you were at Brookhill now do you think you would be happy*		
16:18	*with that or do you think you would want to be out for longer?*		
16:19	I'd probably end up staying out longer.		
16:20	*You feel like you wouldn't respect your parents' boundaries as much?*		
16:21	Er… End of Year 10, no end of Year 9 I started going round with Brookhill	Became involved with previous friends again	Involvement with
16:22	lot again like outside school not inside of school. My school was still	outside of school.	previous group of
16:23	good and that and then when I got outside of school my mum used to	Contrasts behaviour inside with that outside	friends.
16:24	say a time to be in and then I started strolling in the door at like 4:30 in	of school. Police bringing him home because it	Contrast between
16:25	the morning on the weekend and that but like in school I wouldn't. So	was so late.	behaviour inside and
16:26	like 4:30 in the morning I'd roll in or get taken home by the police	*Roll in – out of control.*	outside of school.
16:27	because I was out that late and mum was like what's going on? Have	Mum worried about drugs.	Out of control –
16:28	you been taking drugs is that why you don't want to come in and that?		unboundaried because
16:29	Then I got drugs tested, nothing came up and then they was like what's		restrictions too tight.
16:30	he like in school. They checked my school and that and they was like no		
16:31	he's alright, he's doing fine in school and they was like what is it? Why	He was doing well in school.	School was unaffected.
16:32	do you want to stay out so late and that? And I was like because they		Needs to have some
16:33	used to ask me to come in at like 9:00 and that's when like… not when	Strict rules meant that he did not feel that he	trust from parents.

	Transcript	Exploratory comments	Emergent themes
17:1	the night starts but that's when everyone starts coming out and we all	could enjoy time with friends. Oppressive.	Respect for mum's boundaries now
17:2	meet up and that and we all start doing something like good.		
17:3	Then I used to have to go in as soon as that started so I started going like		
17:4	that and now I've done that my mum gave me a bit more space and I	Resentful that he had to come home so early.	Communication with
17:5	respect that. I come in at that time, sometimes… say I'm going to be like		parents works well
17:6	five minutes late I'll ring her about five to, I'll be like mum sorry running	Was given more space.	now.
17:7	late, I've left but I'm running late and she's like, she'll understand.	Respect for having more space.	Understand each
17:8	*So you feel like you got the right balance and you've got a good*	Better communication with parents – they	other.
17:9	*relationship with your patents generally?*	know what is going on.	
17:10	Yeah, yeah.		
17:11	*Okay so it sounds like you take yourself a bit more seriously.*		
17:12	Yes I never used to be able like control my anger in some ways. I never	Previously became angry easily.	Previously anger
17:13	used to hit anyone unless I was in a fight but if l lost my aggression I	Would only hit whilst in a fight.	uncontrolled.
17:14	would just start shouting back or I'd hit a wall and I'd just be like nah I	Would shout a lot or hit wall.	Shouting back.
17:15	can't deal with it and I'll just start shouting. At the slightest little thing	Previously in school his emotional responses	Hitting out.
17:16	like, F stop talking, I weren't talking like I wasn't talking, I'd jump back,	were very quick. *I'd jump back – on edge,*	Quick to get into
17:17	I'd be like I wasn't talking. They'd by like stop arguing with me you've	*nervy and aggressive.*	conflicts previously.
17:18	got a break det and I'd be like but I haven't done nothing, keep shouting	*Repetition of 'keep shouting back'* emphasises	Relentless conflicts.
17:19	back, keep shouting back and I just wouldn't stop until I get me own way	it's relentless. Would he get his own way?	Change of
17:20	in Brookhill. It was just… then I realise as soon as I come here that wasn't	Change of environment made him see that	environment enables
17:21	good.	this was not good.	him to see this as a
17:22	*So if a teacher sort of says Casey stop talking here, what will you do?*		difficulty.
17:23	Stop talking.	*Said as if it's obvious – no other option.*	Simpler now.
17:24	*You just stop?*		
17:25	Yeah… or don't even really talk because like GCSE I have to get	Priority is to work and to get through GCSE	Focused on working.
17:26	everything down and that, all my notes and that but if I do sometimes	course.	
17:27	get caught talking then I'll turn round and be like yes sorry Madam, yeah.	Will apologise. Assumes that he is not	Apologises rather than
17:28	*And do you feel that that's a difference in the school or a difference in*	challenged if he isn't doing anything wrong.	denying he is at fault.
17:29	*you that's changed that situation?*		
17:30	I think it's a bit of both really, it's a better school, better teachers, better		
17:31	students. I've changed a lot big time, so it's a good thing.	Interactive factors – environment, pupils and	Interactive factors –
17:32	*Okay alright is there anything else you want to tell me about in terms*	teachers have interacted with a change in him.	partly him and partly
17:33	*of the managed move? Is there anything else we haven't talked about?*	*It's a good thing*	environment

18:1 18:2	*No okay alright thanks Casey, let's stop it there. Thank you.* [END OF TRANSCRIPT]		responsible for positive changes.

Appendix I: Example of grouping of themes - Casey

Shift in identity	Shift in idea of personal relationships	Powerlessness	Support
Stuck in identity as 'bad'	**Family context** Brother issues in school (1: 3 – 4)	**Who is in control?**	**Felt supported by adults**
Unable to move forward (1: 9 – 12)	Family closer now that he is in a new school and not in trouble (4: 33)	Gatekeepers – school need to wait for invitation (5: 27 – 28)	Non-threatening (5: 29)
Not able to change teachers' perceptions of him (1: 9 – 12)	Conflict at home (5: 3)	School's lack of ideas for him (10: 30)	Weekly help (6: 12)
Joker of the class (1: 16)	Impact on mum (5: 3 – 4)		Checking in (6: 14 – 15)
Friend from previous school – bad (1: 25)	Mum's life harder (5: 8)		Good start from HoY (6: 24)
Peer group involved in messing around (2: 13)	Lack of awareness at the time. (5: 10)	**No involvement in process**	Buddied with one person he knows. (6: 26)
Behaviour prevented him from feeling fully integrated (2:28)	Mum's role. (5:16 – 19)	Lack of involvement in choice (6: 3)	Encouragement. HoY gets positive feedback from other teachers (6: 30)
Internalised what he was – teachers knew what this was (3: 14)	Mum's stress impacts on dad (5: 17)	Happy with the choice they made for him (6: 5)	Virtuous circle of encouragement. Attributes praise to his success. (7: 2 - 4)
Teachers did not like him (3: 20)	Noticed when things started to improve (5: 23)	Did not know about managed moves (10: 19)	HoY genuinely wants to hear about him (7: 6 – 8)
Perceived extent of teachers' wishes to get rid of him (3: 23)	Worried about parents' view of him (10: 24)	Communication with him through mum (10: 32)	No problems when he started (7: 14)
Defensive – self-awareness. Teachers exploited this understanding of him (3: 27)	Him as nothing/ worthless (10: 25)		Moved at the start of the year - was easier (7: 18)
	Letting parents down. Having nothing to do (10: 26)	**Confusion**	Not left alone (8: 23)
	School did not adhere to the rules with brother	Felt lost when started (8: 17)	Makes links for him – security (8: 28)
	Context within the family – fear of his exclusion (11:29 – 32)	Where/ what/ who - confusion (8: 18)	Frequent contact with buddy (8: 31)
	Relief = mum's happiness (13: 29)	**In a dangerous place**	Staff feedback on how he was (9: 6)
	Parents' acceptance of him? (13: 29)	On the edge (1: 17)	Surprised at how smooth things were (9: 12)
	Mum delighted (13: 31)	Slipping – unstable (1: 26)	Teachers belief in him precedes own belief in himself (9: 14)
	Improved home (13: 33)	Unhappy in previous	Communication between adults helps him feel that they know him (9: 21)
	Protective of little sister (15: 32)		Not a major setback – HoY keeps faith in him (12: 11)
	Is at home on school nights. (16: 14)		HoY able to talk to him about this and helps him to stay away from him (12: 14 – 15)
	Needs to have some trust from parents		**Staff containing him**

Would be still with same group if stayed. (4: 9)	(17: 3 – 5)	school (2: 5)	Importance of two teachers on his side. (2:30 – 3: 10)
Did nothing in class (4: 22)	Respect for mum's boundaries now (17: 8)	Nothing constructive or useful previously (2: 7)	**Take control of what happens**
Would have been permanently excluded without managed move (4: 26 – 29)	Communication with parents works well now (17: 10 – 11)	Couldn't sustain change (3: 9)	Responsible for getting back up by himself (1: 26)
Used to be bad – identity (6: 32)	Understand each other (17: 11)	Previously sliding and unable to pull himself back. (9: 26)	Takes responsibility to prove himself (1: 29)
Did not exist as a person in previous school (6:33)	**Changed perception of what friendship is**	School needed him out (9: 29)	Managed move as a reward – if he can avoid further trouble (4: 3 – 4)
Good not yet internalized (9: 14)	Previously identified with pupils behaving in similar way – did this bring them together? (14: 29 – 32)	Gave him some time and words (3:7)	New context helped him to focus (4: 6 – 7)
Peer group and relationships with teachers preventing him moving forwards (11: 17)	Gained a sense of what friendship is – reciprocal helping each other. No conflict. (14: 32 – 15: 2)	School wanted to help him (4: 17)	Collaborative language – included in process (5: 33)
	Normality (15: 2)	Belief that he was capable (4: 18)	Doesn't take full responsibility (10: 6 – 7)
Would otherwise have been excluded (11: 25)	Conforming – appreciative of normality (15: 4 – 6)	**conflict**	Takes responsibility for injury straight away – putting end in motion for him (10: 14)
Can't articulate what changed in him.	Simplicity and easy to do (15: 4 – 7)	Fighting (2: 16), (2: 20)	Knew it was serious (10: 16)
Identified as a 'good student' by a teacher (13: 5 – 7)	Previous friendships just consisted of people to smoke with (15: 11 – 14)	Violence, finality (9: 31)	Month to prove himself – rose to the challenge (11: 1)
Previously 'bad' (15: 23)	He can see changes in himself by seeing others like he used to be (15: 14 – 15)	Previously anger uncontrolled (17: 17)	Wanted to be noticed and monitored. Challenge to succeed (13: 16 – 18)
		Shouting back (17: 19)	Brought out the best in him (13: 17 – 18)
		Hitting out (17: 19)	Wanted to prove himself (13: 21)
Shift in perceptions of self	**Fresh start**	Quick to get into conflicts previously (17: 21)	Thinking positively and realistically about the future (14: 22)
	Simple solution to move schools (1: 21)	Relentless conflicts (17: 23 – 24)	**Accepted within the system**
	Academic success linked to enjoyment of school (1: 30)	Change of environment enables him to see this as a difficulty (17: 25 – 26)	Good to be accepted (13: 27)
Own belief that he was clever (4: 21)	Happier (2: 3)	Simpler now – no arguments (17: 28)	Is now within the system (14: 17)
	Fresh start – not possible with the friends around him (3: 13)		Respected by everyone (14: 17)
	Buddy works well in school (8: 10)		Has successfully adapted to new environment (14: 17)
	Fresh start. School felt new school needed to help him succeed (11: 14)		**Change in behaviour in school and relationships with adults**
			Attitude has changed (15: 18)
			Learning, talking (15: 19)
			Relationship with mum (15: 20)
Now is doing really well	Best thing that's ever happened (11: 20)		Escalation of conflict at home due to school

(12: 20) Distraction – now avoided as taking different subjects (12: 30 – 32) Fair and simple boundaries (13: 7)	**Clean break** Wondering how it would be in new school (7: 29) Does not miss old school at all (7: 30) Still sees friends – so doesn't miss them in school (8: 2) Reminded of past – others' perception of him changes (12: 7 – 9) Gutted – taken out of him (12: 23) Impact of pupil from previous school – can't make a clean break (12: 4 – 5) Escape (12: 24) Can't leave past behind – past is bad and will create more bad (12: 24 – 26)		experience (15: 23 – 30) Out of the home (15: 27) Not getting up – lack of motivation (15: 28 – 29) Involvement with previous group of friends. (16: 24 – 25) Contrast between behaviour inside and outside of school. (16: 25) Out of control – unboundaried because restrictions too tight. (16: 27 – 30) School was unaffected (17: 1 – 2) Focused on working (17: 30) Apologises rather than denying fault (17: 32) Interactive factors – partly him, partly environment responsible for changes (18: 3 – 4)

Linguistic features: confident and articulate. Able to reflect on the past – suggests he is at peace with it and has moved on. Feels very mature.

Identity theme comes across strongly – talk of who "I am" and what "I was". Indicates seeing self as a different person?

Contextual features: Now in a more academic school. Family context: brother permanently excluded. Younger sister – seems protective eon her and also of mum now – awareness of stress he has caused her.

Appendix J: Grouping of superordinate themes into overarching themes

Self as vulnerable
Alex: Self as vulnerable
Alex: Powerlessness
Sam: vulnerability
Frankie: Lack of agency
Rowan: Vulnerability
Nicky: Self as vulnerable
Casey: powerlessness

Impact of support on the self
Alex: Need containment
Sam: Support/ Family
Frankie: Importance of adult support
Rowan: Impact of support in developing identity
Nicky: containment
Casey: Impact of support on self

Identity as a learner
Alex: Binary: good/ bad
Sam: loss of learning identity
Frankie: Shift in identity with changed context
Rowan: Impact of support in developing identity
Nicky: Self-belief
Casey: shift in identity

The need to belong
Sam: need to fit in
Frankie: need to belong
Rowan: Peer group
Rowan: No place to belong
Nicky: impact of peer group of self/ wellbeing
Casey: shift in perception of personal relationships

Appendix K: Table of overarching themes

OVERARCHING THEME	SUPERORDINATE THEME	A	S	F	R	N	C
Self as vulnerable	Vulnerability	X	X		X	X	
	Powerlessness	X		x		x	X
	Lack of agency		x	X	x	x	x
Support	Containment	X		x		X	
	Need for support	x	X	X	X	x	X
Learning identity	Fixed identity	X	x	x			x
	Desire to learn	x	x			x	x
	Impact of system on identity/ learning		x	X	x	x	X
	Loss of learning identity		X				
Belonging	Peer relationships		x	x	X	X	x
	Need to belong		X	X	X		
	Need for place	x			x		

Appendix L: Letter giving ethical approval

The Tavistock and Portman **NHS**
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: +44(0)20 938 2699
Email: AcademicQuality@Tavi-Port.nhs.uk
http://tavistockandportman.uk/research-and-innovation/doing-research

06.01.2016

Katherine Hoyle
27 Chandos Road
Harrow
HA1 4QX

By email

Dear Ms Hoyle,

Re: Research Ethics Application

Title: 'Secondary school pupils' experiences of managed moves: an interpretative phenomenological analysis

I am pleased to inform you that the Trust Research Ethics Committee formally approved your application on 24th November 2015.

If you have any further questions or require any clarification do not hesitate to contact me.

Please note that I am copying this communication to your supervisor for information.

May I take this opportunity of wishing you every success with your research.

Mrs Paru Jeram
Secretary to the Trust Research Ethics Committee

Cc.   Brian Davis