

**“It helped me when...” A Q methodological study exploring pupil views
regarding the factors that support a successful reintegration into
mainstream education following permanent exclusion.**

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Abstract

Existing literature surrounding the topic of 'school exclusion' and 'reintegration' has predominantly focused on the views of professionals with regard to secondary school-aged pupils. The present study was emancipatory in nature and aimed at enabling Children and Young People (CYP) to express their views and ultimately, to 'be heard'.

An eco-systemic perspective was embraced to explore the views of pupils, who had experienced permanent exclusion and placement in alternative provision, regarding the factors that had supported their successful reintegration into mainstream education. Q methodology was employed to highlight some of the strategies that pupils may have experienced as helpful during the reintegration process. Nine pupils (aged 10-16) were asked to express their viewpoint through engaging in a Q sorting exercise, which involved ranking 37 statements (representing different strategies that may support reintegration) according to personal significance (from 'most helpful' to 'most unhelpful'). The overall configuration of statements was subjected to factor analysis, from which a two-factor solution was identified. This highlighted two distinct viewpoints that existed within the participant sample regarding the factors that supported successful reintegration. Aided by the use of quantitative and qualitative data, the emergent viewpoints were interpreted and a descriptive account of each was written to 'bring the viewpoint to life'.

The findings were discussed in relation to existing literature and theoretical frameworks, and the implications for practice were considered. It is hoped that the research will address the need within the literature to listen to the views of CYP

regarding 'what works' and to employ creative and innovative research methods to encourage their active participation in research projects. Limitations of the study were acknowledged and recommendations for future research suggested.

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Chapter One: Introduction

“No matter how hard the past, you can always begin again.”

~ Buddha ~

1.1. Introduction to the Research

The present research embraces an eco-systemic perspective on human behaviour (Bronfenbrenner, 1979) and is based on a model of positive psychology, which is concerned with the scientific study of optimal human functioning that aims to discover and promote the factors that enable individuals to thrive (Seligman & Csikszentmihalyi, 2000).

The purpose of the research is to explore, with Children and Young People (CYP) who have experienced school exclusion and placement in alternative educational provision, the factors that they perceive to have supported their successful and sustained reintegration into mainstream schools. The research aims to add to previous literature in this area by enabling the key stakeholders (CYP) to express their views regarding ‘what works’. It is thus exploratory and emancipatory in nature and aims to facilitate the increased participation and empowerment of both primary and secondary-aged pupils who have successfully closed the ‘revolving door effect’ (Pillay, Dunbar-Krige & Mostert, 2013) of multiple exclusions and transitions between mainstream and Alternative Provision (AP). The research incorporates a solution-focused paradigm and aims to promote educational inclusion and positive outcomes for CYP.

1.2. Defining 'Inclusion' and 'Exclusion'

1.2.1 Inclusion

There has been a growth of interest in the ideology of 'inclusive education' in recent years (Hick, Kershner & Farrell, 2009) and the concept has been embraced by many countries as a key educational policy (Lambert & Frederickson, 2015). Following the Salamanca Statement, which called on governments to "adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise" (UNESCO, 1994, p.9), the principle of inclusion has become a hallmark of the development of policy and practice for the education of all pupils (Hick et al., 2009). In England, this is evidenced in various government initiatives, including the Statutory Inclusion Guidance (DfES, 2001), the Special Educational Needs and Disability Act (2001), and the 'Removing Barriers to Achievement' Strategy (DfES, 2004a).

The broadest definition of inclusion is that it involves maximising the participation of all learners in mainstream schools (Lambert & Frederickson, 2015). This is regardless of ability, gender, language, ethnicity, social class, care status, religion, disability, or sexual orientation. It is based on the premise that inclusion and participation are "essential to human dignity and to the enjoyment and exercise of human rights" (UNESCO, 1994, p18). It is argued that, "effective schools are educationally inclusive schools. This shows...in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties" (Ofsted, 2000, p7).

Although inclusive education was established as the main policy imperative with respect to children with Special Educational Needs and Disabilities (SEND), and was championed as a means to remove barriers and reduce discrimination, it has remained a contested concept (Thomas, 2015). McSherry (2012) asserted that inclusion is especially contested with pupils displaying Social, Emotional and or Mental Health (SEMH) needs (formerly referred to as Social, Emotional and Behavioural Difficulties (SEBD)), and for pupils attending alternative educational provisions, such as Pupil Referral Units (PRUs). It was argued that for such pupils, some schools operate an assimilationist stance whereby there is an unwillingness to adapt policies that would increase the likelihood of positive outcomes (McSherry, 2012).

1.2.2 Exclusion

For many, mainstream education offers a positive experience, one in which pupils are able to thrive and fulfil their potential (Hart, 2013). For others, however, this is far from the case and an increasing number of CYP have experienced exclusion from such settings (DfE, 2016).

School exclusions were initially introduced under the Education Act (1944) as a measure that could be invoked by the head teacher in response to inappropriate or challenging pupil behaviour. In the UK, school exclusion is defined as a “disciplinary sanction that prevents pupils from attending school either for a fixed period or permanently” (Gazeley, 2010). Fixed period exclusions involve the temporary removal of a pupil from school for a predetermined period of time before resuming

their studies at the same school on a given date, whereas permanent exclusions involve the permanent removal of a pupil from a school's roll (Gordon, 2001).

1.3. Exclusion in Context

1.3.1. Prevalence and Trends

There appears to be a growing concern documented in research (Daniels, 2011; Hart, 2013), the media (Richardson, 2015), and evidenced in national data (DfE, 2016) regarding the increase in both numbers and rates of permanent *and* fixed-period exclusions in England. Recent statistics indicate that the number of exclusions across all state-funded primary, secondary and special schools has increased; the majority of which occur in mainstream secondary provisions (DfE, 2016).

Historically, figures suggest that primary school exclusions form a small proportion of the overall exclusion data. This trend, according to Parsons (1999), is arguably a result of the pastoral quality of early education settings (for example, greater levels of home-school interactions and positive pupil-teacher relationships) resulting in greater opportunity for intervention and containment of needs. However more recent trends indicate that there has been a 'considerable rise' in the number of both permanent and fixed period exclusions in such settings (DfE, 2015a).

1.3.2. The 'Who', 'Why' and 'With What Consequences' of School Exclusion

The sudden nature of the rise in exclusion has led to enhanced interest and research in this area, particularly surrounding questions of 'who', 'why' and 'with what consequences' (Brodie & Berridge, 1996).

National data indicates that certain groups of children tend to be disproportionately represented within exclusion statistics. The Statistical First Release (DfE, 2016) identified specific pupil characteristics that increase the likelihood of both permanent and fixed period exclusions. These include: age (secondary-aged pupils), gender (males), free school meal eligibility, pupils with identified SEND (including those with an Education, Health and Care Plan (EHCP)), and ethnicity (Black Caribbean and pupils of Gypsy/Roma and Traveller heritage). This data is supported by a body of research, which also identifies the following groups as having an increased chance of exclusion: Looked After Children (LAC) (DfE, 2010), children of low socio-economic status (Brodie & Berridge, 1996), children who have experienced family breakdown (Hayden & Martin, 1998), and children who have experienced more ill health, trauma and bereavement than the norm (McCluskey, 2008). The evidence concerning 'who' is excluded highlights the inherent vulnerability of such children (Parsons, Godfrey, Howlett, Hayden & Martin, 2001).

With regard to *why* pupils are excluded, 'persistent disruptive behaviour' remained the most common reason for exclusions in 2014/15. Physical assaults, verbal abuse, threatening behaviour, and drug and alcohol related incidents all featured highly in the 'common reasons for exclusion' data during the same academic year (DfE, 2016).

However, Rustique-Forrester (2005, p. 10) theorised exclusion as a "complex, systemic phenomenon, reflective of local school decisions and influenced by external factors, such as national policies." Rather than viewing exclusion within a behaviourist framework, which places emphasis upon a pupil's behaviour and the individual causes of exclusion, it has been argued that the context of exclusion is

much wider. Indeed, there are a number of factors which may influence a school's decision to exclude. These include: pressures from national assessments and performance targets, the effects of school ranking and monitoring systems (for example, league tables and Ofsted inspections), and Ofsted's requirement to report exclusion statistics. As such, schools may be increasingly inclined to exploit 'zero-tolerance' policies to exclude difficult pupils, whose low attendance and achievement may affect Key Performance Indicators (KPIs), such as attendance data and examination results (Rustique-Forrester, 2005).

The exclusion of pupils from schools has significant social, emotional, academic, and economic consequences. At the individual level, excluded pupils are reported to face some of the worst outcomes (DCSF, 2008a). Documented effects from exclusion in the UK have been negative, and include: educational underachievement (Gresham, Cook, Crews, & Kern, 2004), reduced employment prospects (Hayden, 1997), isolation and social exclusion (Wright, Weeks, & McGlaughlin, 2000), depression, substance abuse and involvement in crime (Lane, Little, Menzies, Lambert, & Wehby, 2010), and in the shorter-term, feelings of rejection, stigmatisation and shame (Harris, Vincent, Thompson, & Toalster, 2006). At the societal level, school exclusions often require the use of additional resources, provisions and professional involvement. The consequence is an increase in financial costs to society when compared to pupils who have remained in mainstream education (Parsons, 1999). The prevalence of school exclusions is therefore a significant concern, both in light of the economic costs (Parsons, 1999)

and the impact upon pupils' physical and psychological wellbeing (Social Exclusion Unit, 1998).

1.3.3. Where Are Excluded Pupils Educated?

Section 19 of the 1996 Education Act gave Local Authorities (LAs) responsibility for providing suitable education for excluded pupils. PRUs remain the most frequently used educational provision for such pupils (DfE, 2015b). According to the DfES (2007), PRUs are short-stay, educational centres for those excluded (or at risk of exclusion) and for pupils who have been identified as vulnerable because of their SEMH needs (Ofsted, 2007). PRUs are a form of AP. These are organisations where pupils engage in timetabled educational activities away from mainstream school and school staff (Taylor, 2012). The fundamental aims of such organisations are to provide alternative education for a short period, to support CYP in achieving their potential, and to help pupils prepare for mandatory reintegration into mainstream education (Pillay et al., 2013).

Concern has long been expressed about the quality of the educational provision provided in PRUs to pupils excluded from mainstream schools (Ofsted, 1995). Recent reports suggest that many such settings continue to face barriers in providing high quality education, and individualised programmes that are necessary to meet the needs of vulnerable CYP (Ofsted, 2007; Taylor, 2012). Although there is variation amongst PRUs, a report on 'establishing successful practice in PRUs' (Ofsted, 2007) highlighted that many face similar challenges in terms of: inadequate accommodation, meeting the needs of pupils of diverse ages and needs, limited

numbers of specialist staff to provide a broad curriculum, and reintegrating pupils into mainstream schools.

When considering the broader picture of 'exclusion' (the long-term effects; the financial costs; and the challenges associated with AP), the government's priority to reduce the number of exclusions of pupils from school and to ensure their effective reintegration to mainstream education (Lawrence, 2011), appears both logical and essential.

1.4. Reintegration

1.4.1. Defining 'Reintegration'

'By definition, 'reintegration' means "to amalgamate or to help amalgamate (a group) with an existing community" (Collins English Dictionary, 2016). In the context of this research, 'reintegration' refers to the efforts made by schools, LAs and other agencies to return pupils who are absent, excluded or otherwise missing from mainstream education (Thomas, 2015). For pupils who have been excluded for a fixed period, this involves planning their return to the existing school community, whereas for those permanently excluded, other suitable full-time provision is sought (DCSF, 2008a).

1.4.2. The Benefits and Challenges Associated with Reintegration

Existing research (Lawrence, 2011) and educational policy (Warnock, 1978) present a strong case, educationally, socially and morally for integrating learners into mainstream environments (Pillay et al., 2013). Booth and Potts (1983) asserted that

arguments for integration largely rest on the rights of all people to participate in their communities, and on experiences of the negative effects of exclusion. Hall-Lande, Eisenberg, Christenson and Neumark-Sztainerm (2007) also suggested that the successful reintegration of pupils into mainstream education counteracts the risk factors associated with negative outcomes for excluded pupils.

There do however, appear to be considerable challenges associated with reintegration and for many, the journey does not constitute a smooth and clear path from A to B. This is supported by figures presented by the Evangelical Alliance (a UK-based Christian organisation) estimating that a child excluded from school has only a 27% chance of re-joining peers in mainstream education (Baker, Hallett, & Knox, 1999). The DfES report on reintegration practices sheds light on common generic barriers to effective reintegration. These include: school-based barriers (including schools' reluctance to accept pupils and insufficient resources), contact and communication barriers (such as ineffective communication between key agencies), and external barriers (for example poor reintegration planning and lack of parental support) (DfES, 2004b). Reintegration into mainstream secondary schools in particular, appears to have posed the greatest challenges where placements have reportedly broken down following the withdrawal of support (Parsons & Howlett, 2000). This has led to a 'revolving door effect' (Pillay et al., 2013) of referrals back to PRUs, which has arguably been the driving force for an increased interest in discovering the factors that impede and facilitate reintegration.

1.4.3. Research Regarding Reintegration Practices

Within the literature surrounding reintegration practices, a number of studies have sought to elicit the views of adults (for example educational practitioners) towards the process of reintegrating pupils from PRUs to mainstream schools (Thomas, 2015; Lawrence, 2011; DfES, 2004b). However, the voices of the CYP concerned appear to be less heard. Similarly, there appears to be a distinct focus on 'deficit' and risk factors - what may be going wrong for excluded pupils (Hart, 2013) - with less attention paid to those who have demonstrated resilience and those who have proceeded to secure successful and sustained placements in mainstream education.

1.5. The Importance of Pupil Voice

1.5.1. The Rights of the Child

Pupil voice is defined as the "views and perceptions of pupils" (Michael & Frederickson, 2013, p.408). Since the United Nations Convention on the Rights of the Child (UN, 1989), giving young people a voice has become an integral component of a large amount of legislation, policy and literature in the UK. The Every Child Matters agenda (DfES, 2003) demonstrated an explicit commitment to hearing and valuing the views of CYP, and more recently, the Special Educational Needs and Disabilities Code of Practice stated that "...children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years..." (DfE, 2014, p.20). Similarly, the Children and Families Act (2014) emphasised the need to adopt a

'person-centred' approach, ensuring that CYP are fully involved in decision-making related to their future.

Despite a growth in research aiming to elicit the views of CYP, it has been argued that the voices of those with SEMH needs (Michael & Frederickson, 2013) and those who have experienced exclusion or attend AP (Davies, 2005) are among the least heard.

1.5.2. The Pros of Pupil Participation

Norwich and Kelly (2004) advocate that eliciting children's own perspectives on their educational needs are fundamental to inclusive principles and practice. Gersch and Nolan (1994) also argue that there are "Good moral, pragmatic and legally supported reasons for listening to pupils if plans are to be successful for them" (p.37).

Research has demonstrated the benefits of pupil involvement. These have included: improved academic, communication and civic skills amongst pupils; increased sense of agency, motivation and engagement; insight for educational practitioners, which improves practice; and important feedback for schools, which facilitates teaching and learning (Fielding & Bragg, 2003). Perhaps the key to understanding how the reintegration of pupils from AP to mainstream education can be successful therefore, is to consult with the pupils themselves. Indeed, Gordon (2001) presented a case for asking the right questions and "listening to the children's voices before imposing adult solutions" (p.83).

1.6. Researcher's Position

This research has been undertaken with consideration of: existing literature regarding exclusion and reintegration; its relevance at the local level; and the researcher's professional experiences and beliefs. Existing literature in this area will be critically reviewed in Chapter Two. The researcher's position within the LA context, and professional experiences and beliefs will therefore be explored.

1.6.1. The Researcher's Position and the Local Authority Context

The researcher is a Trainee Educational Psychologist (TEP) in a LA where exclusion rates are among the highest in the country. National statistics outline that the total number of exclusions amongst state-funded primary, secondary and special schools within the county has risen, with numbers exceeding 50 for permanent exclusions and 6,500 for fixed period exclusions in the year 2014/15 (DfE, 2016). This has led to enhanced concern regarding the AP that is available for such pupils, with PRUs and AP academies reaching maximum capacity. One of the Educational Psychology Service's (EPS's) key priorities is to address the problem of exclusion and to develop targeted programmes to support pupils during their return to mainstream education.

1.6.2. The Researcher's Professional Experiences and Beliefs

Prior professional and personal experiences, (including working in various PRUs; with LAC in specialist educational provision; and in orphanages overseas), evoked a personal interest in the ideology of 'inclusion'. The inherent vulnerability of many of the CYP was evident, and it was clear that a number had encountered numerous difficulties and challenges in their lives.

Over the past year, professional experiences in APs have included working directly with individual pupils, and working at the systemic level with staff (for example facilitating work discussion groups). Through engaging with both pupils who have experienced exclusion, and educational practitioners who are dedicated to supporting such pupils, my belief that CYP do not enter the school system as 'tabulae rasae' has been reinforced. Often, their 'slates have been scratched' by a wealth of negative experiences, and such experiences can present significant risk factors in relation to their exclusion from school. I have met some extremely articulate, reflective CYP who have demonstrated a commitment to changing their trajectory and following the path to positive outcomes. I believe in second chances and that every second chance begins with a first step. Although it is acknowledged that mainstream education may not be appropriate in meeting the needs of *all* pupils, for many CYP who have experienced exclusion, a successful reintegration into mainstream education may provide this first step to a new beginning.

My training and practice in Educational Psychology has been underpinned by systemic, solution-focused, and positive models of psychology. In moving away from 'within-child' explanations of difficulties and deficits, I have become interested in the multiplicity of factors that contribute to child development, with an enhanced focus on the factors that enable individuals to thrive. As such, this research embraces an eco-systemic perspective of human behaviour (Bronfenbrenner, 1979), and is underpinned by positive, solution-focused psychology, in order to explore the factors that support a successful reintegration from AP to mainstream education for pupils who have experienced exclusion.

1.7. Chapter Summary

The purpose of this chapter was to provide key background and contextual information with regard to exclusion and reintegration. It has outlined the historical, political and legislative context in which these processes are situated, and has presented recent figures and trends. Issues surrounding 'who' is excluded, 'why', and 'with what consequences' have been explored, along with the benefits and challenges associated with the reintegration of pupils into mainstream education. A key facet of the present research is the empowerment of CYP and therefore the importance of eliciting 'pupil voice' has been reinforced.

Chapter Two will explore the literature on reintegration, with a primary focus on the factors that facilitate this process. Literature incorporating methodology that seeks to elicit the voices of 'excluded' and 'vulnerable' pupils will also be reviewed.

Chapter Two: Literature Review

2.1. Introduction

The aim of this chapter is to explore existing research surrounding the topic of school exclusion and reintegration and to orient the present research in the wider literature in this area (Creswell, 2009). Studies that have explored the perspectives of those who have experienced exclusion and reintegration (educational practitioners, parents, and pupils) are critically reviewed (2.2) and discussed in relation to relevant theoretical frameworks (2.3). Research projects that have included the views of excluded pupils and/or pupils who have been identified as displaying Social, Emotional and/or Mental Health (SEMH) needs are examined, along with the benefits and challenges associated with researching vulnerable Children and Young People (CYP) (2.4). Further studies that have sought to elicit the voices of CYP (specifically in relation to school exclusion/reintegration) are critically reviewed with a particular emphasis on the research design and methodologies utilised (2.5). This is followed by a chapter summary (2.6) and a proposed framework explaining the aims and rationale for the present research.

Four questions were devised, which the subsequent literature review was conducted to address. These were as follows:

1. What is the existing literature surrounding factors affecting reintegration?
2. What theoretical frameworks underpin research focussing on reintegration?
3. What research projects have focused on excluded pupils' views or pupil views on exclusion and/or reintegration?

4. What methodologies have been used to elicit the views of pupils who have experienced school exclusion and/or pupils who have identified SEMH needs?

A systematic approach to reviewing the available literature was conducted to identify relevant publications specific to the areas of exclusion and reintegration. Online searches of EBSCO Host databases (including: PsychINFO, PsychArticles, and Education Source) were carried out in June and July 2016 using Boolean Search Logic. The most recent editions of relevant journals were accessed, including 'Educational Psychology in Practice', 'Educational and Child Psychology' and 'Emotional and Behavioural Difficulties'. Internet search engines were also used to locate relevant articles, websites and central government publications. A combination of search terms, descriptors and key words were used, including: 'exclusion', 'reintegration', 'transition', 'mainstream school', 'Pupil Referral Unit (PRU)', 'Alternative Provision (AP)', 'excluded pupils', and 'pupil voice' (see Appendix A for a complete list of search terms, combinations and dates).

Following identification of the most relevant literature in relation to the review questions, abstracts were read and selected or discarded using colour coding and specific inclusion and exclusion criteria (Appendix B). Full texts of those abstracts selected were obtained, studied in depth and critically reviewed using the Critical Appraisal Skills Programme (CASP). Further references relating to school exclusion and/or reintegration were located and explored through references identified within key texts. A manual search of relevant books was subsequently completed to enhance the coverage of the relevant literature.

On completion of the systematic literature search and the in-depth review of articles fulfilling the inclusion criteria, findings from the selected literature were synthesised and a 'literature map' (Creswell, 2009) was created, which detailed key themes that emerged from the studies. The literature map (Appendix C) was then used to facilitate the structure and organisation of this chapter.

2.2. Existing Literature Surrounding the Perspectives of Those Who Have Experienced School Exclusion and Reintegration

2.2.1. Reintegration in Context

The DfE's most recent guidance regarding exclusion from maintained schools, academies and PRUs in England, asserts that the government supports head teachers in using exclusion as a sanction where it is warranted. However, it is acknowledged that permanent exclusion should only be used as a last resort, in response to a breach (or persistent breaches) of the school's behaviour policy (DfE, 2012). Following the lawful, reasonable and fair use of exclusion, Local Authorities (LAs) are committed to reintegrating all pupils who have been permanently excluded to the most appropriate provision for them, be that into mainstream and special schools, permanent PRU provision, Further Education (FE) colleges, work-based training or work and placement options (DfES, 2004b).

In the context of this research, 'reintegration' will refer to the attempts made to support pupils in re-joining *mainstream* education following *permanent* exclusion.

2.2.2. Educational Practitioner and Professionals' Views

A thorough search of the literature revealed that a number of studies have sought to elicit the views of educational practitioners and other professionals regarding the process of reintegrating excluded pupils into mainstream educational provision. In 2001, Parsons et al. carried out longitudinal research, utilising case information and interviews with key professionals in order to explore ten child case studies of permanent exclusion. The ten cases were selected from a sample of 726 children excluded from primary schools in 1993/4 from ten LAs, and were chosen on the basis of having 'successful' educational outcomes. Of the ten young people, two boys were successfully reintegrated into mainstream secondary schools from PRUs. It was believed that the success of one of the boys was due to the receiving school offering school counselling, and their willingness to seek specialist service support when the pupil's needs exceeded their expertise. For the second boy, the involvement of his previous school in the reintegration process was felt to contribute to his effective reintegration. The study concluded that successful reintegration is supported by early intervention through a joined up approach between the parents, PRU and LA.

Although the research provided an important insight into educational outcomes for children excluded from primary schools through employing a retrospective longitudinal research design, little information is provided with regards to the methodology and data analysis, which questions the credibility of the findings. It may also be argued that the overall findings, which were based on examination of case files and interviews with 'key professionals' are somewhat impersonal and do

not take into account the lived experience of exclusion and reintegration. How accurate are case files? And are professionals (who assumingly do not have daily contact with the children concerned) best placed to identify 'what works' for excluded pupils? The authors acknowledge this issue and propose that there is a need for carefully constructed research designs to answer questions regarding 'what works' for children who have experienced exclusion.

Thomas (2015) explored the perspectives of educational practitioners regarding the process of reintegrating pupils (many of whom displayed Social Emotional and Behavioural Difficulties (SEBD)) from a PRU to mainstream education. More specifically, the research aimed to examine the perceived barriers and facilitators of reintegration and inclusion. Applying a mixed-method approach, the data was gathered via postal questionnaire (administered to a landscape sample) and individual semi-structured interviews conducted with an expert sample that had experience of reintegration transitions.

Analysis of the questionnaire data revealed a general consensus from educational practitioners, concerning factors that they believed to exert the greatest influence upon reintegration success. These included: parental support, an inclusive school ethos, the length of time the pupil had been away from mainstream school (the shorter the better), appropriately trained staff, support from the PRU, pupils' positive attitude towards reintegration, and a one-to-one keyworker. Following initial analysis, variables were grouped into four categories ('within-pupil', 'at home', 'environmental' and 'within-school'). It was found that 'within-pupil' factors (such as a desire to reintegrate; a positive attitude; and acceptance of support) were

ascribed most important in affecting successful reintegration, followed by 'at home' factors (such as parental attitude towards reintegration). However, it could be argued that these findings convey a biased perspective, where the responsibility for successful reintegration is assumed to rest within the pupil and their family.

Interviews were also conducted with an expert sample (however no information is provided with regards to who and how many comprised this sample, nor how they were recruited) to gather in-depth information regarding the influence of specific barriers and facilitators that had previously been identified. These factors were grouped into three broad themes: school factors, parental/home factors, and pupil factors.

The research was deemed important in light of evidence suggesting that significant numbers of pupils remain at PRUs in the long-term rather than placements offering a fixed short-term respite from mainstream education (Wilkin, Gulliver & Kinder, 2005). The author also highlights the tendency for research to focus upon a pupil's individual characteristics in relation to the success of reintegration and therefore the study shifted the focus away from the individual *per se*, towards the *situation* of the individual, thus highlighting systemic factors that exert an influence.

Despite the acknowledged limitations of the study, namely that the research findings were drawn from one rural bilingual Welsh authority, and thus many of the factors identified may be inherent to the county relating to geography, language, culture and socio-economic issues (Thomas, 2015), many of the findings were supported by Lawrence (2011) in a qualitative research project exploring the views of PRU and mainstream staff regarding the reintegration of secondary-aged pupils.

Using focus group methodology, participants' perspectives regarding what makes reintegration successful or unsuccessful and what may need to change to improve the process were obtained.

Thematic analysis of the data revealed that the factors supporting effective reintegration of pupils from the PRU to mainstream education fell within three broad categories. These were: 'child factors' (for example, understanding the reintegration process, positive self-esteem and a desire to be successful); 'parent factors' (for example, sharing responsibility for their child's actions, having realistic hopes for the future and parental support); and 'systemic factors' (such as timely and individualised reintegration, clear channels of regular communication and an inclusive ethos at mainstream). The absence of these factors were found to present barriers to successful reintegration, along with additional 'child factors' (such as identified SEMH needs and lack of peer relationships) and 'systemic factors' (such as intimidating reintegration meetings and difficult relationships between the PRU and mainstream schools). The findings support those of earlier research studies (Parsons, 2011; DfES, 2004b), which have found a multi-agency approach (involving the child and family) to develop an individualised programme of reintegration into an inclusive school to be crucial for effective reintegration.

The findings have important practical implications in terms of the anticipated development of guidance for school and PRU staff regarding reintegration practices. However, as with many small-scale qualitative research projects, the generalisability of the findings may be questioned and the identified factors supporting and creating barriers to effective reintegration may be specific to the local context. In addition,

the studies presented so far have elicited the views of only one system surrounding the child (school) and therefore further studies canvassing perspectives of other groups (parents and children) are required to produce a fuller inclusive picture.

It can be inferred from the literature surrounding educational practitioner and professionals' views on reintegration, that a child-centred, holistic, multi-agency approach is essential in promoting the successful reintegration of excluded pupils into mainstream education. According to this stakeholder group, there appears to be common facilitators of (and barriers to) reintegration, located within the child, the school, the family and the wider community. The implicit assumption throughout this discourse is that reintegration should always be the aim.

Levinson and Thompson (2016) explored the views of students and staff at a school for excluded youngsters about reasons for being in AP, the difference in culture between such contexts and those provided by mainstream schools, and feelings about reintegration. Although many of the factors identified as facilitating or creating barriers to successful reintegration were consistent with previous research findings (for example, the family, the systems in place, and the timing of transitions), the authors question the suitability of mainstream school structures and processes for all students.

A critical emphasis was placed upon the cultural climate of mainstream (secondary) schools, namely the size, the impersonal nature of the environment and the intensity of social relationships. Drawing upon interview data with pupils and staff regarding the difference in culture between mainstream school and 'the centre' where the pupils were currently educated, the positive aspects of AP were

highlighted. Staff and pupils identified: positive relationships, a flexible curriculum, space, pupils feeling valued, and the centre resembling a 'miniature family' as particularly helpful for excluded pupils. As such, in the absence of cultural change within mainstream schools, the authors question the conviction that the ultimate aim of PRUs should be to prepare all children for the quickest possible reintegration. This study suggests that factors pertaining to an effective reintegration for excluded pupils largely rest within mainstream school systems. These include: a staged reintegration, emotional support from key staff, flexibility and tolerance on the part of mainstream schools, and an integrated approach involving the school, the PRU and the family. It was therefore concluded that attention should be focused on changing the cultural climate of mainstream schools.

Although insightful in offering a unique perspective, drawing upon the lived experiences of pupils and staff in AP, the research does not acknowledge the potential bias that may result from the position of one of the authors as a member of staff at 'the centre' where the research took place. It is possible that this may have led to an emphasis on the dichotomy between the positive aspects of AP and the negative aspects of mainstream schools. Input from the parents/carers of the CYP is also absent and there is little mention of how the family system can contribute to supporting the needs of excluded pupils.

2.2.3. Parent Perspectives

The experiences of the parents/caregivers of excluded pupils are often unheard (McDonald & Thomas, 2003). Indeed, qualitative research on experiences of exclusion and reintegration has largely focused on secondary-aged children and staff

in educational establishments. The literature surrounding school exclusion clearly indicates that precipitating or causal factors extend well beyond the individual and involve a complex interplay of family, social and environmental influences. Such influences could also be applied with regard to supporting excluded pupils in achieving desirable outcomes. Parental engagement in children's education has a well-established positive impact upon pupils' achievements, behaviour and relationships (DCSF, 2008a). Understanding parents' views and their influence upon reintegration is therefore of vital importance.

To understand fully parents' experiences and in order to inform support for children at risk of exclusion, Parker, Paget, Ford and Gwernan-Jones (2016) employed a qualitative approach to explore the influences that parents believed were important, particularly in relation to the exclusion of primary school-aged children. Semi-structured interviews with 35 parents of children (aged 5-12) led to the development of a conceptual model depicting parents' views and experiences. Parents experienced the child's exclusion from school occurring on a complex journey of difficulties, where exclusion was not experienced as a discrete one-off event, but as a crisis point during fluctuating levels of difficulties. The study also highlighted the wider implications of exclusion, which included the emotional and functional impacts on the parent and child (for example experiences of stigma, feelings of failure and guilt, job loss resulting in financial difficulties, and pupils missing out on academic and social aspects of school).

This research addressed the gap in the literature concerning the experiences of parents in relation to school exclusion and highlighted the importance of parental

voice in the identification and support of a child's needs. Current guidance suggests that exclusion may highlight unmet needs that should trigger an integrated assessment for the pupil (DfE, 2012) and therefore the perspective of the parents, as 'experts on their child', is key. Although views regarding reintegration were not primarily addressed, the research sheds light on some of the factors that parents view as essential in supporting the needs of excluded pupils. Examples include the support of keyworkers in mainstream schools and the need for open and honest communication between parents and staff.

Limitations of the study included that the parent sample predominantly reflected the views of the mothers of excluded boys (27 of the 35 participants were identified as the child's biological mother and of the excluded children discussed, only two were female). The voices of fathers of excluded children appear to be absent. Perhaps the reason that so few studies have sought to elicit the views of parents is due to the inherent difficulties associated with reaching this particular group. This view is supported by research reporting a low response rate of parental questionnaires (Pillay et al., 2013) and studies that have encountered difficulty in accessing parents to seek their involvement (Lown, 2005).

2.2.4. Pupil Perspectives

As part of a small-scale, qualitative study, aimed at gaining insight into pupils' experiences of exclusion and feelings about reintegration, Gersch and Nolan (1994) concluded that more studies are required to elicit the views of pupils themselves about the experience and effects of exclusion and reintegration. Utilising pupil voice as a data collection method highlighted that CYP have a lot to offer researchers in

terms of providing insights into their experiences and the study powerfully demonstrated that pupils who have experienced exclusion can effectively engage in research projects and can convey 'very important messages' (O'Connor, Hodkinson, Burton, & Torstensson, 2011).

Pillay et al. (2013) investigated the reintegration experiences of learners with 'SEBD' within an interpretivist-constructivist paradigm. Thirteen learners (aged 11-14), who had reintegrated into mainstream education from either a PRU or a Learning Support Unit (LSU) during the previous 12 months, completed a series of incomplete sentences and wrote life essays about their reintegration. Based upon the richness of their response, four learners were selected to participate in unstructured interviews.

Triangulation of multiple data sources (pupil interviews, parental and teacher questionnaires and interviews with three professionals) resulted in a rich description of learners' experiences of reintegration and three main themes were identified, each of which diverged into two categories: promotive experiences and risk experiences. Although risk factors were identified as having the most significant impact upon reintegration experiences, pupils' views on the factors that facilitate the reintegration process were of central importance in addressing reintegration failure and the 'revolving door effect' (Pillay et al., 2013). These factors, contained within the three identified themes included: emotional factors (feelings of pride/optimism, academic/social competence, positive future vision, and positive reinforcement from teachers); relationship factors (positive relationships with family, peers and school staff); and processual factors relating to reintegration

(gradual reintegration, good communication between home and school, positive reintegration meeting and parental support/encouragement).

A strength of the research was in utilising qualitative methodology to gain insight into the lived experiences of CYP who have reintegrated into mainstream education from PRUs and LSUs. However it is unclear as to which provision each of the participants had attended (PRU or LSU), which may have significantly impacted upon their reintegration experiences. Despite the primary aim of the research being to explore the experiences of learners, only four pupil participants were included in the study and it is questionable as to whether the sampling method only allowed particular 'types' of pupils to express their views (namely those of higher intellectual ability and those who were able to engage in the lengthy interview process).

Lown (2005) also sought to discover the perceptions of participants (pupils, families, school staff and LEA support staff) concerning their experiences of permanently excluded pupils' return to mainstream schools. The research explored, through individual and focus group interviews, the factors deemed important in facilitating long-term success. Of the 27 pupils identified as meeting the criteria for participation (pupils were required to have sustained a placement in mainstream schools for three terms), the research focused on five pupil case studies. Semi-structured interviews were carried out with the pupils themselves as well as others involved in their reintegration. Following the individual interviews, a focus group was held with eight members of the behaviour support team to enable a more general discussion regarding the factors deemed to be important in sustained successful reintegration.

Analysis of the data identified three core dimensions that played a critical role in facilitating reintegration success: relationships, support, and pupil characteristics. Factors contained within the dimension of 'relationships' included: positive relationships between parents and mainstream school staff (information-sharing and close communication), positive relationships between adults and pupils (pupils feeling supported and 'liked' by adults), and positive relationships between pupils and peers (good peer network and friendships). With regard to 'support', it was found that academic support for pupils in school, as well as parental support at home, facilitated effective reintegration. Finally, pupil characteristics, such as academic ability and motivation, were also deemed important.

This study counteracted a key limitation of previous studies in that it canvassed the perspectives of all of the key stakeholders involved in the process of reintegration (pupils, parents and school staff) and highlighted the importance of including children and listening to their views. Contrariwise, this could also describe a limitation of the research as the triangulation of data from multiple participant groups resulted in a lack of clarity regarding whose views dominated and whose views were presented in the research. There is also a lack of clarity regarding pupil demographics, which poses the question: are factors that support a successful reintegration into mainstream education the same for primary and secondary-aged pupils?

Despite both studies (Pillay et al., 2013; Lown, 2005) acknowledging limitations, such as small sample sizes and difficulty engaging parents, similar themes were identified with regard to factors that support a successful reintegration into mainstream

education. In particular, a strong emphasis was placed on the importance of relationships and support. In addition, both studies carry practical implications at several levels for schools, families, LAs and professionals in terms of policy development and reintegration planning. Pillay et al. (2013) for example, proposed a resilience-based reintegration programme that includes interventions to facilitate the development of emotional and social competence.

2.2.5. Triangulation of Research Literature

In triangulating the findings from research that has sought to elicit the views of educational practitioners, parents, and pupils regarding factors affecting reintegration, it is clear that consistent themes emerge throughout the literature. More specifically, the factors supporting a successful reintegration into mainstream schools fall within four main categories: pupil factors; parent factors; systemic/environmental factors; and relationship factors. Figure 1 displays a diagrammatic summary of the research findings in this area (see Appendix D for a detailed diagrammatic summary).

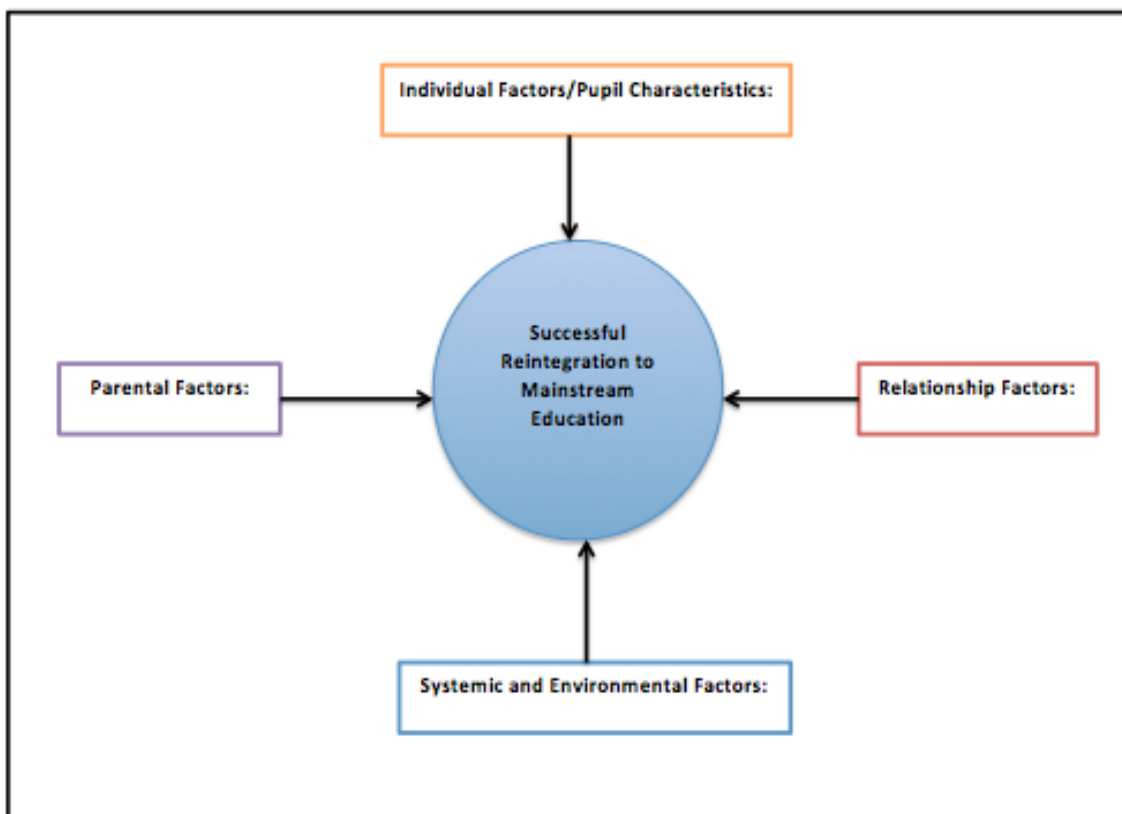


Figure 1. Diagrammatic summary of research findings canvassing educational practitioner, parental and pupil perspectives regarding factors supporting successful reintegration.

2.3. Theoretical Frameworks Underpinning Research Exploring School Exclusion and Reintegration

2.3.1. A Bioecological Framework

The literature surrounding school exclusion alludes to a multiplicity of factors that contribute to the behaviours exhibited by children that result in exclusion. Rendall and Stuart (2005) propose that children do not exist in a vacuum, but within complex interrelating systems, and therefore behaviours and actions can only be fully understood when considered in context. Similarly, the literature surrounding reintegration clearly implies that the success of the process is determined by a number of factors, located within the child, the family, the school and the wider

community (Thomas, 2015; Lawrence, 2011; Lown, 2005; Pillay et al., 2013). Michael and Frederickson (2013) outline that following an increase in research focusing on improving educational outcomes for CYP with SEMH needs, improvements in systemic approaches to supporting such pupils have been apparent, for example in the development of behaviour policies, staff training and differentiation of the curriculum.

The theoretical foundation underpinning much of the literature in this area is built upon the bioecological theory of human development (Bronfenbrenner, 1979), which postulates that interactions between humans and the environment form the foundation of human behaviour (Bronfenbrenner, 1979).

Bronfenbrenner's (1979) bioecological model contains four principal components and is concerned with the dynamic, interactive relationship among them. *Proximal processes* constitute the core of the model and encompass particular forms of interaction between the child and their environment, which are the major driving forces for development. However, the power of such processes in influencing the developmental path varies significantly according to the individual characteristics of the *person* (for example genetic composition and personality); the immediate and more remote environmental *contexts*; and the *time* periods in which the proximal processes take place (Bronfenbrenner & Morris, 2007).

From a bioecological theoretical perspective, the child is nestled in the centre of five socially organised subsystems (*contexts*) that help and guide human growth (Bronfenbrenner, 1994):

- The *Micro-System* encompasses the immediate settings that the child inhabits and has the most direct impact upon the child's development. Included within this system are parents, family, peers, school and the local community. Interactions within the microsystem are bi-directional, for example parental/teacher behaviours can impact upon the child and vice versa.
- The *Meso-System* is the term used to describe relationships within the micro-system. For example, connections between the family and the school, or the family and the local community.
- The *Exo-System* refers to the wider social systems that may influence the child indirectly. For example, characteristics of a parent's workplace may in turn affect parental views and expectancies of child self-directedness.
- The *Macro-System* refers to the most distal contextual layer, which incorporates the larger cultural, economic and political contexts in which the child is situated. This comprises socio-economic status and ethnicity, as well as wider influences such as the laws and the mass media.
- The *Chrono-System* encompasses the dimension of time, either through external events, such as socio-political change, or through internal aspects, such as physiological changes within the individual.

Pillay et al. (2013) drew upon bioecological theory in explaining risk and resilience factors associated with the reintegration of learners from PRUs and LSUs into mainstream provision. Micro-systemic factors that could exert influence on reintegration experiences included: the family, peer relationships, the neighbourhood, the community and the influence of significant adults. Each of

these factors was thought to pose both promotive and risk factors during reintegration. Similarly, meso-systemic factors enable an understanding of the interconnectivity of risk and promotive factors within the relationships in the learner's micro-systems, for example the relationships between the family, school staff, and peers contribute to the balance between risk and resilience. With regard to exo-systemic factors, parents' workplaces, economic status, community-based resources, healthcare systems and quality schooling indirectly influence the developing resilience of CYP. Finally, at the macro-systemic level, resilience encapsulates the ideology, cultural values, customs and laws of the greater community within which the learner develops. Government policies, initiatives and legislation, (for example the Every Child Matters Agenda, DfES, 2003) all impact upon the experience of exclusion and reintegration.

Pillay et al. (2013) found that exo-systemic and chrono-systemic resilience provided the theoretical foundation for understanding how learners experienced the reintegration process. For example, promotive factors included the gradual reintegration of pupils into mainstream settings (in the form of a part-time timetable) and positive communication between home and school (for example, written and oral communication, and attendance at reintegration meetings).

2.3.2. Risk and Resilience

Pillay et al. (2013) also drew upon resilience theory as it was asserted that neither bioecological theory nor resilience theory alone provided a sufficient basis for understanding the phenomenon of 'reintegration regression'. Both risk and resiliency factors were therefore discussed in relation to excluded pupils'

experiences of reintegration. Hart (2013) also incorporated a resiliency perspective in a qualitative study exploring the potential protective factors of a PRU. It was recognised that despite an enhanced focus on 'deficit', many children who experience disadvantage and 'risk' proceed to achieve positive outcomes. In this context, resilience was defined as:

“The capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress...” (Henderson & Milstein, 2003, p.7).

Hart (2013) found that the protective factors of the PRU, as identified by children and staff, fell within the main themes of: relationships (positive relationships with teachers, peers and family members), teaching and learning (highly personalised learning experiences), expectations (high expectations and consistency in staff approach), and the environment (small, safe and secure). It was therefore argued that adopting a resilience perspective based around principles of positive psychology and systemic thinking may help to promote more positive viewpoints of what may be working well for excluded pupils and what could enable them to thrive. Consistent with Hart's (2013) findings, Cefai (2008) suggested that resilience is the result of a dynamic interaction between an individual and his/her environment. Understanding the multiplicity of resiliency factors (both within and external to the individual) would therefore seem crucial in supporting pupils' successful and sustained reintegration into mainstream education.

2.3.3. Positive and Solution-Focused Psychology

Following coherently from research that is underpinned by a resiliency perspective, a small number of studies have incorporated positive models of psychology with a solution-focused view of exclusion and reintegration.

A solution-focused model was adopted by Lown (2005), in exploring the enabling factors for pupils who had sustained placements in mainstream education following reintegration. This was viewed as productive in preparing mainstream schools for the arrival of such pupils and in ensuring that measures were in place to sustain their success. Solution-focused practice is based on the assumption that change and development is always achieved by people drawing upon their individual and collective resources. The premise being to reinforce 'what works' and to change approaches that have been deemed ineffective. This model of psychology therefore underpins research focusing on 'what works' for excluded pupils.

Both positive and solution-focused models of psychology are inextricably linked to the psychological perspective of humanism, which emphasises choice, growth and constructive fulfilment (Rogers, 1951) and principles of equality, empowerment and collaboration (Sanderson, 2000). This perspective was employed by Corrigan (2014) in a study exploring the use of person-centred planning in supporting CYP's transition to mainstream education following exclusion. A person-centred approach places the individual at the centre of planning and decision-making and identifying individual strengths and support needs (Corrigan, 2014). In this respect, studies that have sought to elicit the voices of CYP, placing them at the heart of the research process and viewing them as 'experts in their own lives' (Sanderson, 2000), are

essentially humanistic in nature. Such studies will be reviewed in Section 2.4, with an enhanced focus on the methodologies that have been utilised to enable CYP to express their views and experiences (2.5).

2.3.4. Attachment Theory Informed by Psychoanalytic Thinking

A large proportion of the literature has emphasised the importance of 'relationships' as a key determinant of successful reintegration for pupils who have experienced exclusion. Within this theme, research has identified multiple facilitating 'relational factors', including pupils' personal relationships with family, peers, and school staff (Pillay et al., 2013; Lown, 2005), as well as systemic-level relationships between parents and school staff, and mainstream schools and APs (Levinson & Thompson, 2016).

The findings from research highlighting the importance of relationships alludes to the idea that interpersonal relationships lie at the heart of the school community and determine the extent to which schools are inclusive in their practice (Mowat, 2010). Levinson and Thompson (2016) drew upon Attachment Theory (Bowlby, 1958) and highlighted the importance of student-adult interactions and reciprocal conversations in supporting pupils to cope with the anxiety and uncertainty that surround transitions. From an attachment perspective, the teacher-child relationship may be viewed as an extension of the parent-child relationship. Davis (2010) argued that through their nurturing and responsiveness to children's needs, school staff provide a foundation from which children learn about their academic and social surroundings.

This was supported by Solomon and Thomas (2013) in an article outlining an approach, informed by the psychoanalytic ideas of containment, emotional holding and attachment, in supporting the needs of excluded pupils. Containment is defined as the process by which experience and difficult feelings are felt, processed and fed back in a more digestible form (Bion, 1967). Solomon and Thomas (2013) argue that school staff have an important role in containing, thinking about and understanding pupils' and families' needs, anxieties and preoccupations, and can create a 'holding environment' (Winnicott, 1987) that would enable pupils to feel sufficiently supported to remain resilient. Such an environment in mainstream provision would provide a 'secure base' (Bowlby, 1988) that is reliable and adaptive for pupils who have experienced exclusion and multiple transitions.

Bowlby (1951) likened the importance of attachments for psychological development to that of protein and vitamins for physical development. Secure attachment is concomitant with greater emotional regulation, social competence, willingness to take on challenges and with lower levels of delinquency, each of which is associated with positive psychological wellbeing (Thompson, 2008). This was reiterated by the DoH (2015) in their assertion that 'relationships with others' are at the heart of CYPs' health and wellbeing. It can therefore be inferred that research highlighting the importance of pupils developing positive relationships (with staff, peers and families) during reintegration, are embedded within an attachment framework, which incorporate psychoanalytic ideas of 'containment' and 'emotional holding'.

2.3.5. Summary of Theoretical Frameworks

The literature surrounding reintegration predominantly draws upon four psychological paradigms (see Figure 2). However, specific findings regarding the factors that facilitate successful reintegration tend to be embedded within multiple paradigms and therefore the theoretical foundations of such research are intertwined.

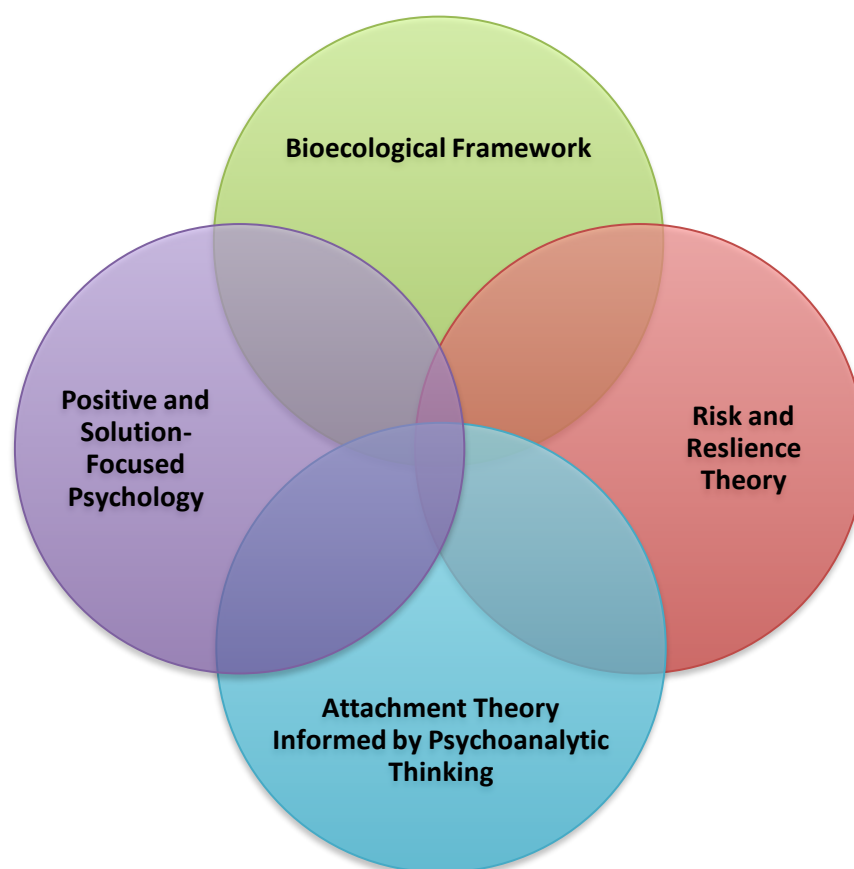


Figure 2. Venn diagram of theoretical frameworks underpinning research exploring reintegration.

2.4. Literature Surrounding Child Participation in Research Focusing on School

Exclusion and/or Reintegration

2.4.1. Pupil Voice and Participation

Norwich and Kelly (2004) advocate a need for 'more realism and effort' in finding ways to elicit young people's perspectives and enabling this to contribute towards educational planning and decision-making. Cooper (1993, 2006) also asserts that all CYP, particularly those identified with SEMH needs should have their voices heard, both as an issue of entitlement and also because they have very important things to say. However, a number of authors have claimed that these CYP, many of whom have experienced school exclusion, seldom have the opportunity to be heard (Thomas, 2007; Michael & Frederickson, 2013). The following sections (2.4 and 2.5) describe the efforts that have been made, and the methodologies that have been utilised, to elicit and understand the views and experiences of excluded pupils and those identified with SEMH needs.

2.4.2. Eliciting Pupil Voice through Qualitative Methodology

Advocates of qualitative methodology assert that this approach gives possible meaning to phenomena in a specific context, provides a richer, deeper description of occurrences, and can help to identify unnamed protective processes that have relevance to the lived experiences of individuals (Hart, 2013). Ungar (2003) also argued that such an approach can give voices to minority and marginalised groups and give data credibility. It is unsurprising therefore, that the literature advocating the views of excluded pupils and those with SEMH needs, has predominantly utilised qualitative research methods. Sellman (2009) highlighted the importance

of qualitative methodology as a means of eliciting pupil voice and emphasised the necessary shift from viewing children as the objects of research to becoming partners in the process.

2.4.3. Research Incorporating Pupil Views on Exclusion and/or Reintegration

Munn and Lloyd (2005) provided an overview of the views of a small sample of pupils, gathered over three separate projects, with regard to school exclusion. The aim was to contribute to the continuing debate over disciplinary exclusion from school; to incorporate the views of excluded pupils; and to give a glimpse of some of the lives behind the exclusion statistics. In this respect, drawing upon studies that had utilised qualitative methodology was deemed appropriate and advantageous. In combining the findings from the studies, each of which used semi-structured interviews to obtain pupils' views, three themes emerged in relation to pupils' views on school exclusion. These were: relativity (issues concerning the fairness of exclusion); agency (pupil views concerning who and what cause exclusion); and dynamics (pupils' perspectives of the influences of the family, environment, and issues such as deprivation on their exclusion).

The research by Munn and Lloyd (2005) is useful in providing a framework for thinking about the practice of exclusion and the contributing forces, from the perspective of CYP. The framework bears resemblance to systemic models, which emphasise the complex interrelationship between the individual (agency), the school (relativity) and the family/environment (dynamics) in the context of school exclusion.

Trotman, Tucker and Martyn (2015) aimed to create a better understanding of the factors affecting exclusion from the perspectives of pupils and of behaviour coordinators. This was in response to a specific consortium of schools' concerns regarding increasing referrals of negative pupil behaviour amongst secondary-aged pupils, resulting in temporary and permanent exclusions. Individual schools within the consortium assumed responsibility for selecting a representative sample of pupils who were either currently excluded, previously excluded or attending AP. A total of 49 pupils participated in the research, along with eight behaviour coordinators and two head teachers from APs.

The research data highlighted the impact that poor pupil behaviour, inadequate teaching practices, insufficient resources, and poorly thought-out management practices can have on the lives of young people. In particular, the theme of 'transition' emerged as a significant issue and it was inferred that the development of negative behaviour, and exclusions, was often punctuated by a series of failed transitions. Pupils spoke of: school size, the availability of support mechanisms, curriculum relevance, peer pressure, and personal confidence as problematic during periods of transition. This has important implications, specifically when considering how to support pupils' reintegration into mainstream education. However, as the research was conducted in one school consortium, the generalisability of findings may be questioned.

Two studies were located, which aimed to elicit the views of 'included' pupils on issues associated with school exclusion. McCluskey (2008) conducted a small-scale qualitative study, involving 46 pupils from four mainstream secondary schools. The

research questions focused on pupils' experiences of disruptive behaviour, understandings of official exclusions and views regarding alternatives to exclusion. Of interest, were pupils' restrained responses regarding ideas for change in school and confusion about official exclusion processes. Pupils paradoxically spoke of exclusion as 'significant' yet 'ineffective', which led the authors to conclude that there is a need for a measured reappraisal of the aims and use of this sanction as a last resort.

Knipe, Reynolds, and Milner (2007) reported the views of a random sample of 114 CYP towards the proposed changes in procedures for 'suspending' and 'expelling' pupils from schools in Northern Ireland. The findings indicated that children have a valid role to play in consultation regarding educational issues such as exclusion, and highlighted that CYP can provide a great insight into the life of a school. Participants in the research were keen to convey their opinions and were able to demonstrate maturity in thinking about issues, such as length of exclusions and the appeals process.

Both McCluskey (2008) and Knipe et al. (2007) demonstrated that capturing the voice of pupils is a legitimate and pragmatically valuable process that adds to the understanding of the effects of the school system on CYP. Indeed, pupil voice has an important role to play in increasing authentic forms of agency and generating insights into young people's experiences from the perspective of 'reliable witnesses' (Trotman et al., 2015). Although it is of great importance to include the views of the 'included' (the majority of pupils who have not experienced exclusion), both of these studies consequently exclude the voices of those who have direct

experience of exclusion, which confirms the assertion made by a number of authors that “the voices of young people with SEBD are among the least heard” (Michael & Frederickson, 2013, p.408).

Two studies combatted this issue by exploring the views of excluded pupils attending PRUs. Hart (2013) aimed to identify the potential protective factors of a PRU through the valuable voices of children and staff. Similarly, Michael and Frederickson (2013) sought to elicit the views of pupils (aged 12-16) from PRUs in two LAs, regarding the enablers and barriers to positive outcomes. This was deemed significant in light of national concerns regarding the quality of AP for excluded pupils (Ofsted, 1995, 2007). Analysis of the data identified five themes that represented enabling factors in the achievement of positive outcomes: relationships, the curriculum, discipline, the learning environment, and the self. On the contrary, three themes emerged, which, according to CYP, presented barriers to the achievement of positive outcomes: disruptive behaviour, unfair treatment, and failure to individualise the learning environment.

The findings from both studies (Hart, 2013; Michael & Frederickson, 2013) are consistent with research discussed previously, regarding the factors that support or impede the process of reintegration into mainstream education. Indeed, the themes of ‘relationships’, ‘the environment’, ‘the curriculum’, and ‘individual characteristics’ recur frequently throughout the literature with respect to supporting the needs of excluded pupils.

2.4.4. Issues Associated with Pupil Participation

The studies presented so far have powerfully illustrated numerous challenges that are inherent in including CYP in research surrounding exclusion and reintegration. It is possible that this provides one explanation as to why the voices of excluded pupils are 'seldom heard' (Thomas, 2007).

Michael and Frederickson (2013) acknowledged a limitation of their research involving pupils attending PRUs in terms of the recruitment of participants. While almost all of the pupils invited to participate in the study agreed to do so, invitations could only be elicited to those for whom parental consent to their participation could be obtained. It was therefore recognised that the sample may have been drawn from those experiencing "better ordered home circumstances" (p.420). This links to the previously discussed issue concerning the difficulties in accessing and engaging parents in the research process. O'Connor et al. (2011) offered a number of possible explanations for such difficulties, including parental disengagement from educational providers, and low levels of adult literacy.

The issue of consent leads coherently to that of ethics and the standards that must be adhered to with regard to child participation in psychological research. There are numerous ethical dilemmas associated with researching CYP, and even more so in researching excluded pupils, many of whom may be described as 'vulnerable'. Issues such as obtaining consent, participants' understanding of the research process, confidentiality and anonymity, and the risk of psychological harm must be carefully addressed.

Additional challenges that researchers have encountered include: school structures and 'gatekeepers' preventing access to the field of research (O'Connor et al., 2011), lack of pupil engagement (Munn & Lloyd, 2005), and younger children's limited understanding of the research process (Knipe et al., 2007). Again, this may explain why the majority of research in this area primarily focuses on secondary-aged pupils.

2.5. Methodologies That Have Been Used in Research Aimed at Eliciting Pupil Voice

O'Connor et al. (2011) asserted that methods employed to ascertain young people's perspectives have largely focussed on an adult agenda and it was noted that CYP are rarely consulted about which methods they feel would be most appropriate to gather their views on the educational journey that they have experienced.

2.5.1. Focus Group Methodology

Knipe et al. (2007) provide three key justifications for using focus groups in their research with child participants. Firstly, since a focus group provides the opportunity for verbal interaction and an exchange of ideas and opinions, it can be a powerful tool for opening the minds of CYP. Secondly, focus groups are interactive in nature and stimulate open and honest discussion. A focus group can therefore generate new ideas and offer cues, which arguably extract better quality information from participants than questionnaires or individual interviews. Thirdly, focus groups create a 'friendly atmosphere', offering participants the opportunity to listen to, and be respectful towards, each other.

However, in a group situation, it is questionable as to whether all pupils feel able to discuss their personal views and experiences in the presence of peers. A key criticism of this methodology is that extreme views may predominate and the views of reserved or less articulate group members could remain unheard. Similarly, conflicts may arise between personalities and power struggles may detract from the interview. Additional concerns include: confidentiality between participants in the group, the generalisability of findings to the wider population, and challenges associated with facilitating groups and managing group dynamics (Robson, 2011).

2.5.2. Interview Methods

The majority of studies aiming to elicit the views of CYP have used semi-structured interviews as the primary method of data collection. Michael and Frederickson (2013) highlighted the advantages of such an approach. Semi-structured interviews include pre-determined questions and themes to be covered whilst also offering the interviewer the possibility of following up interesting responses, probing for more detail, and changing the order and form of questions as appropriate. Interviews therefore offer a flexible and adaptable way of eliciting views about a particular topic. In addition, the human use of language opens a unique window into the views of individuals and provides insight into what lies behind actions. Asking people directly about their experiences is therefore a coherent way of seeking answers to research questions (Robson, 2011).

However, Hart (2013) touched upon some of the difficulties associated with interviewing children, and aimed to combat such issues by supplementing interviews with other approaches to validate the meaning of the data. 'Scaling' and picture

sheets were used to provide a visual point of reference for children, and to prompt discussions. The timing of interviews was also highlighted as a point to consider, as well as the length of time that CYP are able to engage in such an approach. Further limitations of interviews include: the lack of standardisation that inevitably raises concerns about reliability, researcher bias, and the varying skills of interviewers (Robson, 2011).

2.5.3. Innovative Methods

O'Connor et al. (2011) aimed to develop innovative, exploratory research strategies for harnessing the voice of pupils identified with 'SEBD'. The purpose of the research was to locate the pupil at the heart of data collection and to examine how specific 'critical moments' impact upon young people's educational experiences. A combination of 'activity sessions' (with three child participants) and a semi-structured interview (with one young person) were used, along with 'life grid' templates to provide a visual tool for exploring significant life events.

The research methods were viewed advantageously and highlighted the importance of researchers moving away from data-gathering processes that treat CYP as 'objects', to methods that focus on empowerment and facilitation (O'Connor et al., 2011). However, it was acknowledged that using novel methods (such as activity sessions) alone, risk mono-method delimitation and thus methodological triangulation was viewed essential in reflecting the diversity of CYP's experiences and in enhancing the validity of the study.

Sellman (2009) offered pupils the opportunity to form a 'Students as Researchers' group at a special school specifically catering for CYP with 'SEBD'. Six pupils (aged

13-16) volunteered to participate in the research and took part in seven 'meetings' throughout the research. An agenda was set for the first meeting and then co-planned with participants for all subsequent sessions. A group contract was also devised and participants were invited to share their views about how they would like the group to run. This addresses a key critique of research with child participants, regarding the lack of consultation in terms of how they would like to express their views. Indeed, the fundamental aim of the research was to empower CYP and to ensure that they were 'partners' in the research process.

The advantages of the methodology utilised in Sellman's (2009) research resemble those of focus group methodology, in that the research environment enabled a 'forum' whereby pupils were able to share their views. However, similar limitations could also be present, particularly in relation to group dynamics. There are also issues to be addressed concerning the researcher's position and how their presence impacted upon the 'flow' of group discussion, as well as considering the 'voluntary' sampling procedure, which arguably resulted in specific voices being heard (those who were more articulate). Nevertheless, Sellman (2009) asserted that a key point to take away from the study is that pupils who perhaps would not ordinarily be given the opportunity to engage in student voice projects have demonstrated their capability to engage with such processes and when asked, 'have extremely important messages'.

2.6. Chapter Summary

The majority of the literature concerning school exclusion and reintegration has predominantly focused on the views of professionals and educational practitioners regarding secondary-aged pupils. Research specifically focusing on factors affecting the reintegration process has explored facilitators and barriers to successful reintegration and findings have indicated that such factors generally fall within four broad themes; the individual, the family, relationships, and the environment. This fits coherently with systemic models of psychology, which divert attention towards the interrelating systems and contexts that impact upon CYP and their experiences of exclusion and reintegration.

There is limited research canvassing parental perspectives on the process of reintegrating pupils into mainstream education. It is hypothesised that this is a result of the inherent challenges in engaging this specific population in psychological research. Studies that have aimed to explore the views of parents have done so alongside other groups, such as pupils and staff, and have encountered difficulties including: recruitment, obtaining consent, and low response rates.

The relatively small quantity of research that has incorporated pupil voice in exploring factors affecting successful reintegration has primarily used qualitative methodology to gain insight into the lived experiences of young people in secondary education. Recurring themes have been identified within the research, with the importance of positive relationships and support being emphasised as key facilitators to successful reintegration. However, there are a number of acknowledged limitations surrounding the literature in this area. The small sample

sizes used within qualitative research projects limit the reliability and generalisability of the findings; interview techniques when used with child participants can result in a biased sample with regard to age and intellectual ability; ethical considerations can affect the recruitment of participants and the nature of the study; and other challenges, such as pupil engagement, pupils' understanding of the research and power relations, can all influence the findings. In addition, the research has generally triangulated the perspectives of pupils, parents and staff, which arguably contradicts the original aim of many of the projects: to hear pupils' voices. The views of primary-aged pupils who have experienced school exclusion and reintegration also remain largely unheard, which is of great significance in light of recent exclusion statistics (DfE, 2016).

Cooper (1993) asserted that eliciting young people's authentic voice is fundamental to inclusive principles and practice, and proposed that we have a moral obligation to enable pupils to articulate their views as effectively as possible. Indeed, there exists a number of studies that aim to incorporate the views of CYP regarding issues associated with exclusion (Trotman et al., 2015; Michael & Frederickson, 2013), however, the majority of the research in this field focuses on secondary-aged pupils and a number of studies were conducted with samples of pupils who had not directly experienced exclusion (McCluskey, 2008; Knipe et al., 2007).

Norwich and Kelly (2004) advocated a need for more 'realism and effort' in finding ways to elicit CYP's perspectives and enabling these to contribute towards educational planning and decision-making. There appears to have been a rise in the number of research projects focusing on 'pupil voice' and a number of methods

have been used to facilitate this, including interviews and focus groups. These have highlighted the importance of employing qualitative research methods to gain a rich insight into the lived experiences of CYP. However, there are also inherent difficulties in using such an approach. The present study will address such issues by utilising an approach that is qualiquantillogical in nature, thus maintaining the benefits of a qualitative approach (exploring subjective viewpoints) whilst counteracting the challenges (restricted samples of participants, and engaging children in a lengthy interview process).

2.7. Aims and Rationale

The literature reviewed in this chapter has led to the orientation of this research. In order to build upon the existing literature concerning school exclusion and reintegration, the present study will explore the views of pupils, who have experienced exclusion and successful reintegration into mainstream education, regarding the factors that they perceive to have supported their success. The research will consider a range of viewpoints and will incorporate those of primary-aged children.

The rationale behind the study is to employ positive and solution-focused psychology to explore 'what works', as well as to embrace an eco-systemic perspective of human behaviour in order to identify the multiplicity of factors that may be deemed effective in supporting reintegration. A humanistic approach will be adopted, with the primary emphasis being on the empowerment of CYP.

The challenges associated with qualitative methodology in research involving child participants have been well documented and such challenges are intensified when researching children who may be described as 'vulnerable'. As such, the present study aims to use creative and innovative research methods to enable pupils to express their views and essentially, to be 'heard'.

It is anticipated that the research will have important implications for policy and practice, both at the local and national level, as well as for professionals, such as school staff and Educational Psychologists (EPs), who need to be aware of the key stakeholders' accounts of what supports a successful reintegration into mainstream education. (Appendix E displays the conceptual framework that underpins the present research).

The following research aims and research question will be addressed:

Research Aims:

- To *enable* CYP, who have experienced school exclusion and successful reintegration, to express their views through utilising research methods that will engage both primary and secondary-aged pupils.
- To *explore* with CYP the factors that they perceive to have supported their successful reintegration from AP to mainstream education.

Research Question:

- What are the viewpoints of CYP, who have experienced school exclusion and placement in AP, regarding the factors that supported their successful reintegration into mainstream education?

Chapter Three: Methodology

3.1. Introduction

Chapter Two illustrated the journey from the conception of an area of inquiry to the formulation of a specific research question. The present chapter will describe the methodology that was utilised in the present study and the rationale for employing this particular approach in order to address the research question.

3.1.1. Defining 'Methodology'

Robson (2011, p. 528) defined 'methodology' as, "the theoretical, political and philosophical backgrounds to social research and their implications for research practice and for the use of particular research methods." In the context of the present research, the term 'methodology' will be understood as the "analysis of the assumptions, principles, and procedures in a particular approach to inquiry" (Schwandt, 2001, p. 71). This definition has been chosen as 'methodology' is viewed as a broad term that encompasses the beliefs and theoretical underpinnings, which determine the method chosen to explore the research question. A research 'method' can therefore be distinguished from 'methodology' and may be defined as "a specific research technique" (Silverman, 2000, p. 300) that is used for data collection, for example interviews or questionnaires.

3.1.2. Chapter Overview

The chapter will begin with a general overview of Q methodology (3.2) in order to provide a sound context and platform for the succeeding sections and the specific methodological descriptions that follow. My philosophical position as a researcher

will be outlined, along with the theoretical, ontological and epistemological assumptions underpinning the research (3.3). A justification for the use of Q methodology as the most appropriate vehicle for addressing the research question will be provided, which will include an outline of other methods that were considered, evaluated and subsequently rejected (3.4). Specific strengths and limitations of the chosen methodology will be considered (3.5) and a detailed description of the stages and procedures involved in the present research will be outlined (3.6). This chapter will also outline how ethical research issues were addressed (3.7) and how the quality of the study has been upheld (3.8).

3.2. A Synopsis of Q Methodology

The research methodology used in the present study is Q methodology; a self-contained 'qualiquantilogical' methodology (Stenner & Stainton-Rogers, 2004) that aims to explore human subjectivity (McKeown & Thomas, 1988) or "the communication of an individual's views based on personal opinions and constructs" (Baker, Thompson, & Mannion, 2006, p. 8). It is therefore used to address questions about personal experience and "matters of taste, values and beliefs" (Stainton-Rogers, 1995, p.180). Q methodology has previously been used within the field of Educational Psychology to research participants' beliefs and understandings regarding the concept of 'dyslexia' (Paradice, 2001), and more recently, to explore the views of Year 6 children in relation to the transition to secondary education (Hughes, 2016).

Many variants of Q methodology have been utilised, however the following summarises the processes that are common to all uses:

- The researcher generates an appropriate set of items (the Q set), which are derived from the concourse (the overall field of shared knowledge surrounding the research topic). Each item corresponds to an opinion about the topic under consideration and the aim is to create a Q set that is broadly representative of the concourse at issue (Watts & Stenner, 2012). The items are usually statements, which are rateable by individuals in terms of the extent to which they agree with each one.
- Once the Q set has been created and refined, the statements are placed on cards for participants (the P set) to sort on to a Q grid. Participants are asked actively to sort the statements, according to specified criteria, (for example, 'most agree' to 'most disagree') within a fixed distribution. Through sorting the items, participants provide a model of their viewpoint on the issue under study (Watts & Stenner, 2012).
- Each column on the grid (see Figure 1) represents a discrete numerical rating and therefore, through engaging in the sorting process, participants assign a numerical value to each item. The gestalt array of statements produced by participants is then analysed using statistical techniques of correlation and factor analysis to reveal patterns and commonalities in participants' responses. Q methodology therefore identifies correlations between personal profiles, which indicate similar viewpoints and participants are 'grouped' according to this criteria. This process can be termed 'by subject'

analysis as persons (as opposed to tests, as is the case in conventional 'by variable' analysis or 'R methodology'), become the variables.

- The patterns and correlations are interpreted to create profiles, and textual descriptions, of the range of views identified by the P set in relation to the research question. The Q methodological approach is thereby considered to provide a robust way for researchers objectively to study subjectivity, through combining elements of quantitative and qualitative research paradigms.

Section 3.6. describes the methodology in greater detail and outlines the specific procedures that were undertaken in the present research.

3.3. Philosophical Position

3.3.1. The Research Paradigm and Theoretical Position

A research paradigm is defined as "...a complex belief system, world view or framework that guides research and practice within a field" (Willis, 2007, p. 9). Understanding the researcher's 'philosophical world view' in conceptualising the research is deemed to be essential as it is recognised that one's "basic set of beliefs...guide action" (Guba, 1990, p. 17). The theoretical philosophical position underpinning this research, which has ultimately guided and influenced the resultant methodological decisions outlined in this chapter, is critical realism within a social constructionist paradigm.

3.3.2. Ontology

The term 'ontology' has been defined as the "theory about the type of fundamental entities that exist" (Robson, 2011, p. 529). It is thus concerned with questions about the nature of social reality and whether an external reality exists beyond our understandings of it. The question, 'what is there to know?' is applicable in discussions concerning ontology (Willig, 2007).

With regard to the present research, the philosophical assumptions held about the nature and orientations of the world are consistent with a critical realist ontological position. Critical realism offers a middle ground between the more extreme positions of naïve realism and radical relativism (Maxwell, 2012), and advocates that there is an underlying reality which can remain the same even when constructed differently by different individuals, or by the same individual at different times. Maxwell (2012) argues that critical realists retain an ontological realism (there is a real world that exists independently of our perceptions and constructions) while also accepting a form of epistemological relativism (our understanding of the world is inevitably a construction from our own perspective or standpoint).

Naïve realism's ontological position is that entities exist as we sense them and thus there is a 'real' material world independent of human thought (Blaikie, 2007). This view contrasts with the radical relativist beliefs that there can be no truth; that personal constructions constitute 'reality'; and that "there exists only numerous versions of events, all of which must theoretically be accorded equal status and value" (Burr, 1995, p.55).

A critical realist position affords the researcher an opportunity critically to reflect upon the society they are investigating and incorporates features highlighted by an emancipatory approach, such as taking note of the perspectives of participants (Robson, 2011). This was an essential prerequisite of the present research, which aims to elicit and understand the views of a traditionally marginalised population (Children and Young People (CYP) who have experienced school exclusion).

Critical realism, applied in the context of the present research, allows for the acknowledgement that the factors supporting a successful reintegration into mainstream education may be interpreted (and experienced) differently by different individuals. Although the strategies that support such individuals are 'real' and exist external of thought (for example the allocation of a Learning Support Assistant (LSA) in the mainstream setting), the discourse surrounding these strategies is made up of interpreted constructions of reality (for example pupils may differ in the extent to which they find the LSA helpful). Such constructions, from a critical realist stance, depend upon prevailing personal and social factors. In contrast, a relativist position would advocate that we have access to the discourse that surrounds the topic of 'factors supporting successful reintegration' but not to a reality underlying the discourse. The discourse would be determined by power relations and group interests, as opposed to a correspondence to an objective reality. At the opposing extreme, naïve realism would assume that the statements about factors that support successful reintegration represent accurate descriptions of reality.

3.3.3. Epistemology

The term 'epistemology' has been defined as the "theory of how things can be known" (Robson, 2011, p. 525) and is thus concerned with questions relating to how social reality can be transformed into knowledge and more specifically, 'on what basis can we say we know something?'

With regard to the present research, the theory of knowledge that is embedded within the theoretical perspective is that of social constructionism. While there are many versions, a common assertion of social constructionist theories is that all that can be known about the world are the shared understandings, constructed through language, within a historically and culturally specific social sphere (Burr, 2015). Reality and 'knowledge' are constructed through social interactions and 'truth' can therefore be understood as the current socially accepted ways of viewing the world, as opposed to an objective account of reality. Consequently, the aim of the researcher is to use research methods that are interpretivist in nature and that seek to understand the socially constructed meanings ascribed by people to situations (Blaikie, 2007).

Social constructionism offers an alternative perspective to the opposing epistemological positions of positivism and constructivism. From a positivist stance, entities exist independently of humans and have objective meaning. Knowledge can be gained from direct experience or observations (Robson, 2011) and therefore researchers tend to adopt scientific approaches to inquiry and use quantitative methods to gather data and evidence (Creswell, 2009). The constructivist doctrine on the other hand, asserts that knowledge is merely subjective and thus there is no

external or objective truth. Individuals develop subjective meanings of their experiences and such meanings are varied and multiple (Creswell, 2009). The aim of research from this perspective is to rely as much as possible on individuals' views of the situation being studied and therefore researchers tend to espouse qualitative methods in order to obtain rich data representing the complexity of views.

The present study aims to explore the views of multiple participants regarding the factors that supported their successful reintegration into mainstream education. More specifically, the research aims to identify 'what works' for this particular cohort of CYP and therefore identifying common factors and similar viewpoints is deemed to be critical in addressing the research question. Social constructionism provides a framework for understanding the range of individual views within a group as it is assumed that CYP would construct different accounts of the factors that supported their reintegration. Social constructionism does however, provide an explanation as to why similar viewpoints may be held by participants, as ways of talking and thinking about the world are shared and developed socially.

3.3.4. Ontological and Epistemological Assumptions of Q Methodology

Q methodology was initially advocated as a means of studying self-referent viewpoints or opinions. Thus, it may be considered to be constructivist in nature as it focuses on the personal aspects of meaning-construction, and the ways in which individuals interpret and make sense of the external world (Watts & Stenner, 2012). Constructivism is therefore associated with Q methodological studies involving a single-participant design where individual viewpoints are the primary research target (Watts & Stenner, 2012).

In line with the present research, Q methodology can also be affiliated to a social constructionist paradigm. Watts and Stenner (2012) highlight that Q methodology was identified as a research method capable of identifying the currently predominant social viewpoints and knowledge-structures that are relevant to a chosen subject matter. Multiple-participant designs are therefore consistent with social constructionism as the focus diverts from personal meanings, towards shared viewpoints and discourses that represent 'social facts' (Dewey, 1985). Indeed, Q methodology provides a means of understanding and mapping the current predominant viewpoints relative to a particular context or object of inquiry (Watts & Stenner, 2012).

3.4. Justification for the Use of Q Methodology

3.4.1. The Methodological 'Checklist': What Was Required

When initially designing research on the topic of exclusion and reintegration, a number of potential questions and methodologies were considered. A thorough review of the literature led to the development of a 'checklist', which aimed to ensure that the chosen methodology was the most appropriate vehicle for addressing the research question. This 'methodological checklist' outlined that the chosen method would be required to:

- Be exploratory in nature so as to avoid a priori assumptions/hypotheses.
- Be consistent with a social constructionist philosophical position.
- Explore a range of views about a complex issue.
- Be consistent with the emancipatory aim of the research.

- Be accessible to CYP so that their views could be accurately 'heard'.
- Address ethical considerations in working with CYP who may be considered 'vulnerable'.
- Minimise the potential power differential between participants and the researcher.

3.4.2. Qualitative Methods

In Chapter Two, qualitative approaches were identified as the predominant methods used to advocate pupil views. Although such methods were viewed advantageously in providing rich data that offered an insight into the lived experiences of individuals, a purely qualitative approach was deemed inappropriate in the context of this research.

The present study aimed to include the views of multiple pupils of varying ages. Qualitative methods, such as interviews, were therefore ruled out due to their lengthy nature (I questioned whether primary-aged pupils would be able to engage in the formal interview process) and due to questions concerning whether the pupil participants would be able to verbally articulate their views and provide the rich data required for qualitative analysis. This method was therefore deemed inaccessible to the current sample of participants.

Focus group methodology was consistent with many of the items contained in the 'methodological checklist'. However, due to practicalities (participants being located in different schools across the county), this approach would have proved extremely difficult to coordinate. Issues such as group dynamics were also taken into account when justifying the rejection of this method.

3.4.3. Quantitative Methods

The review of the literature highlighted a dearth of research that has incorporated pupil voice in exploring the factors affecting reintegration. Those that have canvassed pupil perspectives have suffered limitations, such as small, biased samples of participants and limited reliability in terms of the findings. Quantitative approaches would have combatted such issues and methods such as questionnaires would have met the aim of eliciting many voices. However such methods can reduce participants' views to nominal data, which essentially loses the essence of the 'view'. This did not integrate with a social constructionist philosophical stance. In addition, quantitative methods can be impersonal and inaccessible to CYP (I questioned the validity of data gathered via postal questionnaire for example). In a similar vein, a key aim of the research was to 'listen to' CYP and to move away from viewing child participants as 'objects' of research to becoming fully included in the process. The extent to which quantitative methods would allow this is questionable.

3.4.4. A Qualiquantilogical Approach

The 'methodological checklist' along with a thorough consideration of qualitative and quantitative research methods informed the decision to conduct a Q methodological study. Norwich and Kelly (2004) advocated a need for 'more realism and effort' in finding ways to elicit the views of CYP. It was therefore deemed essential to ensure that the methodology was accessible to CYP and it was desirable to employ methods that were innovative and engaging for participants. The technique of Q sorting has been described as an 'ethical' and 'respectful' method (Hughes, 2016), which allows participants to express their views on potentially

sensitive issues. It is also considered to be a 'participant-friendly' (Dudley, Siitarinen, James & Dodgson, 2009) tool that enables participants to use a novel 'hands on' method to express a view about a topic without relying on spoken language skills (Hughes, 2016).

Q methodology ticked each criterion outlined in the 'methodological checklist' and being 'qualiquantilogical' in nature, combatted issues associated with purely qualitative or quantitative research methods. Akhtar-Danesh, Baumann and Cordingley (2008) asserted that Q methodology contains the strengths of both qualitative and quantitative approaches, and could possibly act as a bridge between the two. A further appeal was that Q methodology has an exploratory heritage (Watts & Stenner, 2012) and is compatible with a critical realist and social constructionist philosophical position.

3.5. Strengths and Limitations of Q Methodology

3.5.1. Strengths

Q methodology is deemed to be appropriate in addressing research questions that involve "many potentially complex and contested answers" (Watts & Stenner, 2005, p. 75). In relation to the present study, the factors affecting a successful reintegration into mainstream education are multiple and multifaceted and are likely to be determined by individual circumstances. As such, Q methodology would provide a suitable approach for studies aiming to explore a range of views regarding 'what works'.

Hughes (2016) described Q as a 'person-centred' methodology, which challenges a 'one size fits all' solution by hearing a range of voices, including the marginalised. Q methodology actively involves participants in the research process, which counteracts criticisms of studies where participants may perceive research as something that is 'done to them', as opposed to 'with them'. In this respect, Q methodology allows researchers to remain close to the participants and to "interpret and 'raise' their voices with integrity" (Hughes, 2016, p. 65). The involvement of participants also helps to create a more balanced relationship between the participants and the researcher, which addresses issues associated with power differentiation.

Watts and Stenner (2012) highlight 'flexibility' as a major advantage of the procedure involved in Q methodological studies, as the method can be used to explore views on a wide range of topics. It has increasingly been employed to explore a range of issues relevant to education and according to Hughes (2016), has included child-participants as young as five years old. The Q sort technique itself is flexible in the sense that items in the Q set may be composed of objects, statements, words and pictures (Watts & Stenner, 2012). It is thus adaptable to the requirements of the investigation and to suit the specific sample of participants.

In addition, the abductive nature of Q methodology reduces the imposition of the researcher's views on those being researched. In contrast to deduction (top-down logic) and induction (bottom-up logic), abductive approaches use the data obtained to create possible hypotheses from which the most plausible theory is selected to explain the data. Abduction is a logic designed for discovery and theory generation

(as opposed to testing and theory verification) and therefore hypotheses do not need to be derived from formalised or pre-existent theories. Watts and Stenner (2012) highlight the prominence of abduction at two substages of the Q methodological procedure; firstly, in exploratory factor analysis and secondly, during factor interpretation, where the aim is to provide a plausible hypothesis or 'best possible theoretical explanation' of the relevant data.

In summary, Q methodology offers a unique, innovative tool that is empowering for participants and which gives a voice to the marginal (Hughes, 2016). It is deemed advantageous in researching socially complex issues and allows participants to give a view that reflects their subjectivity. Coogan and Herrington (2011, p. 27) argue that "no other methods capture the essence of that the participants feel about a topic from collective voices, while at the same time identifying subtle differences between some of these voices." Q methodology was therefore viewed as the most appropriate vehicle for exploring a range of views regarding the factors that support a successful reintegration into mainstream education, and for identifying similarities and divergences in the viewpoints of a specific group of participants.

3.5.2. Limitations

As with all methodological approaches, Q methodology does have a number of shortcomings. van Exel and de Graaf (2005) highlighted that it is still an innovative, and therefore sometimes suspect, methodology. This could result in misunderstandings or the dismissal of important findings and may lead to a requirement on the part of the researcher to spend time explaining the methodology and the results. It has been acknowledged that Q methodology has

increasingly been employed to explore a range of issues in relation to education, however it has generally been underused with CYP in this area (Hughes, 2016) and continues to be less understood than its purely qualitative or quantitative research counterparts. Although this may be viewed as a criticism, Hughes (2016) advocates that the person-centred approach to research has practical implications for Educational Psychologists (EPs) wishing to incorporate such approaches into their practice and van Exel and de Graaf (2005, p. 17) argue that “Q methodology is a valuable addition to any researcher’s toolbox.”

On a practical note, the statements in a Q set must represent a diverse range of views without making the Q sorting procedure too long or tedious (Watts & Stenner, 2005). This can mean that Q methodological research is time intensive (Barry & Proops, 1999) and can result in concern over whether the prescriptive statements are overly restrictive (Brown, 1980). The importance of peer reviews and pilot studies as a means of gaining feedback on the items contained within the Q set is recognised and has been utilised in the present study.

With regard to the task of Q sorting, ten Klooster, Visser and de Jong (2008) state that this can be time consuming and demanding for participants. This is an issue that must be addressed when using child-participants and can be mediated through creating a Q set with fewer statements and a Q grid with a steeper distribution (Watts & Stenner, 2012). There is also a risk of social desirability bias when participants complete the task of Q sorting, if they attempt to sort the items according to what they think the researcher expects or wants (Cross, 2005). In addition, Watts and Stenner (2005) highlight that some participants may feel

discomfort in relation to the ambiguity of the items in the Q set. There is a requirement for participants to interpret the statements and attribute their own meaning to each, which may lead to some participants feeling insecure about their ability. However, this limitation can be mediated by addressing the issue directly with participants and by providing assurance that there is no 'right or wrong' way to sort the items.

A further limitation of Q methodology concerns whether results are constant over time. However, from a social constructionist perspective, views and attributed meanings are context specific and capable of change and therefore 'fixed' views and constant results would not be expected.

3.6. Procedural Stages in the Present Q Methodological Study

3.6.1. Overview of the Current Study

In this section, the procedural stages of conducting a Q methodological study will be outlined and I will illustrate how these stages were applied in the present research (see Appendix F for a diagram of the research design). The account is sequential and the structure is influenced by the model of Q methodology proposed by Watts and Stenner (2012). The stages of the research process will be discussed in the following order:

- Identifying a Concourse on a Topic of Interest
- Q Set Design and Content
- Participants (P Set)

- Data Collection (Q Sort)
- Analysing and Interpreting the Data

3.6.2. Identifying a Concourse on a Topic of Interest

Within Q methodology, a 'concourse' refers to the "flow of communicability surrounding any topic" in the "ordinary conversation, commentary and discourse of everyday life" (Brown, 1993, p. 94). It is the first stage of a Q study and involves collecting a population of items from which a final Q set is sampled (Watts & Stenner, 2012). The concourse typically consists of self-referent statements (that is, opinions), which can be gathered from a variety of sources, including reference to the academic literature, literary and popular texts, formal interviews, and informal discussions with a participant sample or experts in the field (Watts & Stenner, 2012).

In the present study, the statements derived from the concourse were gathered from the following sources:

- A comprehensive literature review surrounding the topic of 'reintegration' (see Appendix G).
- Internet search engines, where additional literature, articles and government advice were located.
- Informal discussions with informed colleagues and staff working in local mainstream schools and Alternative Provisions (APs), who had extensive experience of working with excluded pupils. Some staff were also involved in supporting pupils during reintegration.

- Questionnaire data gathered from five participants, their parent/carer, and a member of staff in the mainstream provision where the participant was currently attending.

3.6.3. Q Set Design and Content

3.6.3.1. Sampling methods in the current study

A hybrid-sampling technique was employed in the current study to generate items for the Q Set. This involved incorporating aspects of naturalistic and ready-made samples. The naturalistic items were derived from questionnaire data and the 'ready-made' items were derived from other discourse surrounding the topic of 'reintegration'.

3.6.3.2. The generation of items

The primary method of finding items for the Q set was through analysing questionnaire data. I considered this sampling technique to be the most important as it incorporated the views of CYP themselves, which was consistent with the emancipatory nature of the research. It was also deemed important to canvass the perspectives of the key systems surrounding the CYP (family and school), which fit coherently with the bioecological theoretical framework (Bronfenbrenner, 1979) underpinning the research.

Questionnaires were distributed to five participants, their parent/carer, and a member of school staff who knew the young person well and who had been involved to some extent with their reintegration. Three questionnaires were therefore returned in relation to each participant. The questionnaires were

qualitative in nature and used one open-ended question. Specifically, participants, parents and staff were asked to describe three factors they believe had supported the young person's successful reintegration into mainstream education. (The questionnaire data is displayed in Appendix H and the three questionnaire templates are contained in Appendix I).

According to Watts and Stenner (2012), one of the main criteria for an effective Q set is the coverage of the topic area. If this criterion is not met successfully, participants' viewpoints can be restricted and certain aspects of their viewpoints may not be able to be expressed as a result of statements not being included. To ensure that the Q set was suitably balanced and to improve coverage, I compared the questionnaire data with a literature review until a 'saturation point' was established where the population of potential statements had been fully sampled. Using McKeown and Thomas' (1988) terminology, this resulted in the 'ready-made' aspect of my hybrid sample. In addition, I consulted professionals within the field (colleagues in the EPS and staff in APs/mainstream schools) in an attempt to gain professional views and perspectives.

A 'structured Q set' was created, which involved employing a technique to identify themes emerging from the questionnaire data and literature. This 'thematic analysis' involved colour coding the data obtained from the questionnaires and literature in order to identify overarching themes. From the questionnaire data, ten themes were identified in relation to the factors that pupils, parents and school staff believed supported the pupils' successful reintegration. Ten themes were also identified from the literature review, however there was significant overlap with

those derived from questionnaire data and therefore similar themes were grouped together. Items (statements) were then generated relative to each theme and the final Q set contained a representative number of items covering aspects of each demarcated area. This was deemed advantageous in ensuring that a clear sense of system and rigidity was brought to the sampling process, resulting in a balanced, representative and non-biased Q set. At this stage of process, the Q set consisted of 90 items. (Appendix J and K display the colour-coded literature review and questionnaire data respectively. Appendix L contains a table of the themes and statements derived from each source).

My original intention was to use direct quotes from the questionnaire data and literature to form statements for the Q set. This would have followed the advice of Brown (1980), who advocated changing the source of each item as little as possible. However, this proved to be unattainable as many of the responses contained within the questionnaires were personal and specific, and the language contained within the academic literature was often technical or deemed inaccessible to children. It was also important to be mindful of attaining coverage of the topic area while limiting the statements to a suitable number. Furthermore, I followed the advice of Watts and Stenner (2012) for generating suitable items for the Q set. These authors suggest that each item should contain a single idea, avoid negative and complex terminology, and begin with the same prefix where possible. Taking direct quotes from questionnaires and academic literature would have deviated from these guidelines. The items in the Q set were therefore based as much as possible on statements from the concourse, however all had to be adapted.

3.6.3.3. Refining the Q set

Once a set of 90 items had been identified from the concourse, duplicate items were removed and those that were similar were combined and revised. This resulted in a Q set comprising 50 items. Watts and Stenner (2012) note that the exact size of the final Q set is largely dictated by the subject matter, however a Q set of somewhere between 40 and 80 items is typical. There is debate in this area, with some authors suggesting a wider range of between 10 and 100 items (Cross, 2005) and others demonstrating that as few as 25 are satisfactory (Watts & Stenner, 2005). Indeed, Watts and Stenner (2012) argue that in some circumstances it is sensible to employ a more limited number of items, for example when there is a requirement to make the sorting task less taxing. This informed my decision to reduce and refine the Q set further to ensure that it was not too demanding for CYP.

In order to refine the sample of 50 items, a member of staff at the Tavistock and Portman NHS Trust (who was familiar with Q methodology) and a colleague within the EPS (who had experience working with excluded pupils as well as conducting psychological research) were consulted, and each provided comments and suggested refinements to the Q set. From these consultations, items that were deemed to be too ambiguous, poorly worded or incomprehensible to children were removed or adapted and all statements were standardised so that they began with the pre-fix "it helped me when..." Following refinement, the Q set consisted of 36 statements, which was deemed to be more manageable for the current participant sample, whilst also maintaining a broad coverage of the topic area.

The final stage of finalising the Q set involved conducting a pilot study with a participant in a mainstream secondary school who had experience of transition. The aim was to trial the statements; obtain feedback regarding the number of items and terminology used; and to identify any potential issues in terms of practicalities when completing the Q sort. The pilot participant reported that the number of items was adequate and that the wording of the statements was comprehensible. In addition, it was reported that the activity of Q sorting was enjoyable and a *“cool way to say what you think”* about an issue. From the pilot study, one item was added to the Q set, which the participant felt was particularly important in supporting a successful reintegration into mainstream education. This particular statement had previously been removed due to its potential ambiguity, however I felt that it was essential to listen to the view of an expert in the field (the participant) and the statement was subsequently re-included. This resulted in a final Q set comprising 37 statements (see Appendix M).

3.6.4. Participants (P Set)

The P set is the term used to refer to the group of participants who actively sort the statements. In contrast to R methodological studies, large numbers of participants are not required in Q methodology as the aim is to identify the different social viewpoints on a topic as opposed to finding proportions of participants with such views (Watts & Stenner, 2012). As suggested by Brown (1980), Q methodology only requires enough participants to establish the existence of particular viewpoints and thereafter to understand and compare them. Watts and Stenner (2012) argue that

this is something that can be achieved through the engagement of very few participants, or even a single individual.

With regards to the selection of participants, a purposive sampling method was utilised. This involved selecting participants with particular characteristics because some aspect connected with those characteristics was considered essential in addressing the research question. Watts and Stenner (2012) used the similar term 'strategic sampling' and advise Q researchers to choose participants who will have something important to say about the topic in hand. A sample of participants who had experienced school exclusion, placement in AP, and (successful) reintegration into mainstream education was therefore sought. However, in order to ensure that the research question was adequately addressed, it was essential to define exactly what constituted a "successful" reintegration. Through informal discussions with staff involved in the reintegration of pupils into mainstream schools and a review of relevant literature (DfES, 2004b) a decision was made to set the criterion of a "successful" reintegration as maintaining a placement in a mainstream setting for twelve or more weeks (it is acknowledged that this definition may be contested). As such, pupils who had not completed a twelve-week period in a mainstream setting were excluded from the study, as their reintegration could not yet be deemed successful. As a key aim of the study was to elicit a variety of viewpoints present in the population of pupils, it was desirable that the sample was as varied as possible in relation to factors such as age and gender. However, the criteria for participation (resulting in fewer numbers of pupils able to take part) constrained this desire. In

addition, the Q sorting exercise required a certain level of reading comprehension and therefore pupils under the age of nine were also excluded from the study.

In order to recruit participants, Special Educational Needs Coordinators (SENCOs) in local APs were contacted to elicit details regarding the number of pupils who had transitioned to mainstream schools within the last two years. Mainstream schools (primary and secondary) within the Local Authority (LA) were then contacted with the aim of recruiting the desired participants.

No firm decision on the number of participants was made prior to data collection, however my aim was to recruit approximately ten participants. This number was selected firstly, as it was deemed sufficient to establish the existence of particular viewpoints, and secondly, as it was anticipated that participants would be located in numerous schools throughout the county, practicalities and feasibility were key issues.

Five participants were initially recruited and each engaged in stage one of the research process (completing questionnaires that were used in the development of the Q set). A further five participants were subsequently recruited. One participant was unable to participate at the time of data collection and therefore the final number of participants involved in the Q sorting exercise (stage two of the research process) was nine. Further information regarding the composition of the P set is provided in Chapter Four.

3.6.5. Data Collection (Q Sort)

3.6.5.1. The Q sort

The 'Q sort' refers to the process by which participants rank-order items in the Q set from their individual point of view, according to some preference or judgement (van Exel & de Graaf, 2005).

There are a number of aspects of this process that warrant further explanation. These are: the condition of instruction; the fixed distribution grid; the instructions provided for participants; and the information obtained upon completion of the Q sorting exercise. Each will be defined in turn with reference to the materials and procedures utilised in the present study.

3.6.5.2. The condition of instruction

The 'condition of instruction' is informed by the research question and is presented to participants during the Q sorting process to ensure that they are all answering the same question (Watts & Stenner, 2012). Brown (1993) describes the condition of instruction as a rule according to which the participants are asked to consider the statements. In the present study, the condition of instruction was:

"What helped you to settle in to your current school after being somewhere else for a while?"

The terminology was considered carefully to ensure that the instruction was child-friendly and inoffensive. For example, the word 'reintegration' was not included as it was deemed to be incomprehensible to younger children and the word 'excluded'

was avoided as this arguably contains negative connotations, which was inconsistent with the positive psychological underpinning of the research.

3.6.5.3. The fixed distribution grid

Participants engaging in a Q sort are provided with an appropriate sorting distribution in which they sort the items in a Q set (Watts & Stenner, 2012). A fixed normal distribution grid (Figure 3) was used to facilitate a more simple analytic process. Watts and Stenner (2012) assert that the choice of distribution is irrelevant to the factors that emerge from the study as it is the pattern within the distribution that matters and thus any standardised distribution can appropriately capture participants' views.

A grid containing nine columns was created for the present study, in accordance with Brown's (1980) advice that a nine-point distribution is appropriate for Q sets of 40 items or less. Column headings were numbered from -4 to +4 and the numbers were printed on laminated cards and placed above the corresponding columns of the grid during the Q sort. The kurtosis (the degree of flatness or steepness) of the distribution was also considered. Brown (1980) recommended a steeper distribution for topics of greater complexity. A steeper distribution is also said to involve fewer decisions and less potential anxiety for participants (Watts & Stenner, 2012). This motivated the decision to create a slightly steeper distribution (where only two items could be placed in the most extreme columns, as displayed in Figure 3).

Participants in a Q study are asked to sort the items along a face-valid dimension. In the present study, this was 'most helpful' to 'most unhelpful', which was selected in

conjunction with the research question and condition of instruction. These dimensions were placed at the opposing poles of the Q grid (i.e. most helpful above the +4 column and most unhelpful above the -4 column). Watts and Stenner (2012) highlight the importance of representing both poles with the prefix 'most' as the two ends of the grid are designed to capture strong feelings, whether positive or negative.

Participants place the items into the columns on the grid to display their relative rating of the items according to the condition of instruction. The prefix of each statement ("it helped me when") was displayed on a laminated card at the top of the Q grid to remind participants of the purpose of the sorting process. The ratings are relative to other items in the Q set, for example an item placed in the furthest right column (+4) is being ranked as more helpful than one in the adjacent column (+3). It is important to clarify that this is a relevant judgement between the items and participants may view both as helpful or unhelpful. Watts and Stenner (2012) emphasise the holistic nature of the Q sorting procedure and state that the whole viewpoint (as opposed to the specific position of single items) is the primary concern. To expand upon this point further, assigning an item a negative ranking does not necessarily indicate that the participant perceives this item to be 'unhelpful'. Rather, this is an indication that they find the item slightly less helpful than the ones ranked immediately above it and slightly more helpful than the items ranked immediately below it. Consequently, the Q sort must be interpreted holistically as a total response and must be treated as a "single, holistic and gestalt entity" (Watts & Stenner, 2012, p. 16).

It is also important to note that where in a column an item is placed is unimportant, but moving an item to the left or right exemplifies the degree to which the participant perceives the item to be more helpful/unhelpful (Hughes, 2016). Thus, the items are arranged on the grid so that they spread out from the middle column to the left and right outermost columns with increasing salience.

Name: _____
Date: _____

It helped me when...

most unhelpful	←	Not helpful, not unhelpful	→	Most helpful				
-4	-3	-2	-1	0	1	2	3	4

Figure 3. The fixed normal distribution grid used in the present study.

3.6.5.4. Q sorting instructions

Participants were provided with written, step-by-step instructions (see Appendix N), however these were clarified verbally with each participant during Q sorting, which was completed individually. Participants were assured that there were no right or wrong ways to complete the Q sort, and were asked to consult the researcher if there were any words contained within the statements that they could not read or understand. In addition, the researcher was mindful that some of the statements

concerning factors that support a successful reintegration might not have been applicable to all participants. Participants were therefore instructed to imagine how helpful the strategy would have been, if they had not directly experienced it.

The 37 statements were presented to participants in the form of a deck of cards (one statement per card). The statements (Appendix O) were typed in bold black ink, randomly numbered, printed onto thick white card, and laminated. The size of the cards was approximately 5x2cm, as recommended by Watts and Stenner (2012) to ensure sufficient space to complete the Q sort.

Participants were firstly instructed to read through all of the statements to gain an impression of the range of opinion at issue (Brown, 1993). Participants were then asked to begin the sorting process by initially dividing the statements into three piles according to whether they perceived them to be 'helpful', 'unhelpful' or 'not helpful, not unhelpful'. Participants were made aware that the number of statements in each pile did not have to be equal. A laminated sheet containing three boxes in which participants could place the cards was provided to aid this process (Appendix P).

After sorting the statements into three piles, participants were presented with the Q grid (Figure 4) and were asked to sort the cards according to personal significance based on their experience. At this point, participants were reminded of the shape of the distribution and it was reiterated that each card must be allocated a place in the distribution relative to one another (only two cards could be ranked +4, three could be ranked +3 and so forth).

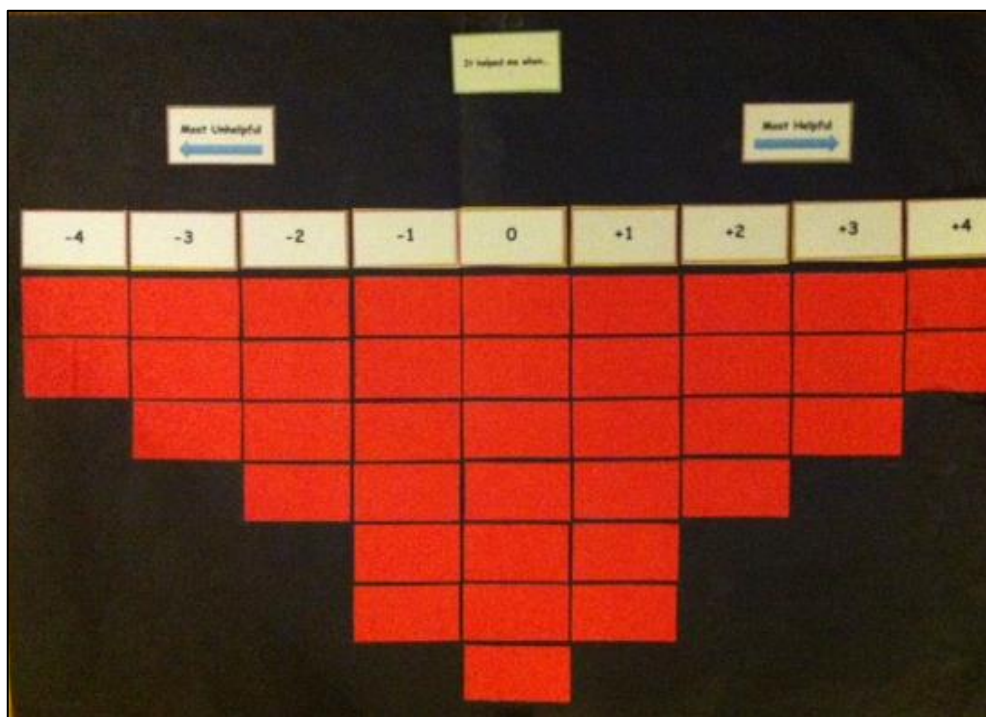


Figure 4. Image of the Q grid used in the present study.

Beginning with the 'helpful' pile, participants were asked to spread out the cards so that they could see them all at once, and to select the number of statements required to complete the most extreme column (i.e. two of the cards in the +4 column). Participants were asked to continue placing the statements on the grid according to the 'helpfulness' of the statement, working towards the other end of the grid until all of the 'helpful' statements were depleted. The same principle was then applied to those that they regarded 'unhelpful', and participants placed these items at the opposite end of the grid, beginning with 'most unhelpful' under the column -4. The spaces that remained were those in which the neutral statements ('not helpful, not unhelpful') were placed. A note was made of where each category of items ended on the grid, in order to aid the interpretation process at a later stage. An illustration of a participant completing a Q sort is displayed in Figure 5.



Figure 5. Illustration of a participant completing a Q sort.

Participants were given the opportunity to look over their configuration and change any items before declaring it final. Once all statements had been placed on the Q grid and participants reported that they were happy with their sorting, this became known as their 'Q sort', which reflected their perspective on the topic. The researcher recorded the numbers of the Q set statements on a blank distribution grid for each participant, in order to impose some quality control (Watts & Stenner, 2012). An image of a completed Q sort is displayed in Figure 6.

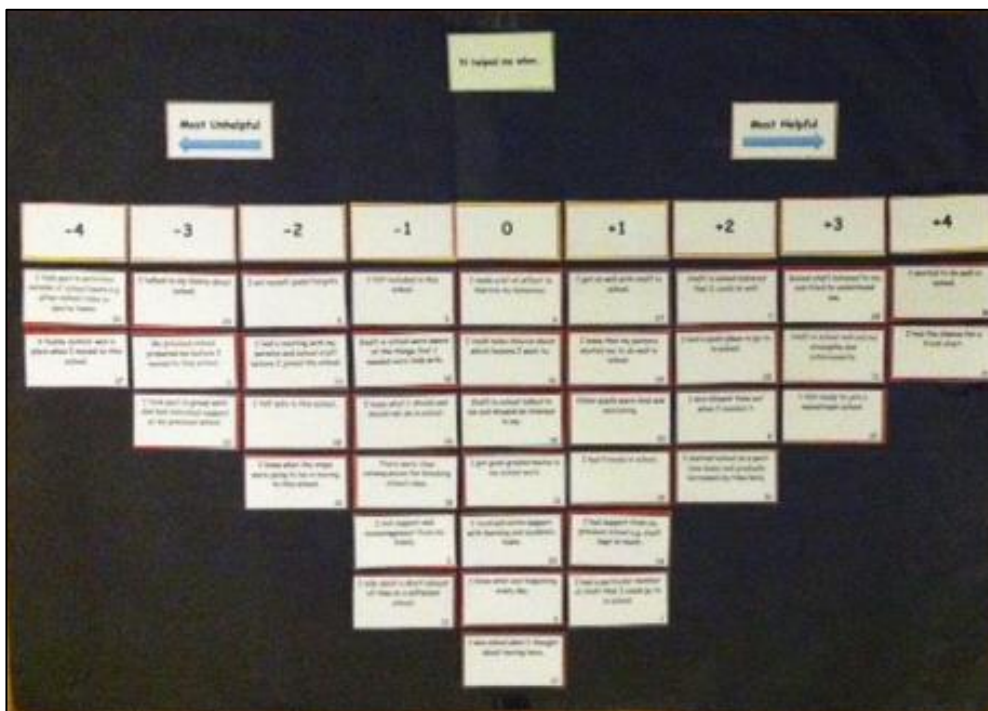


Figure 6. Image of a completed Q sort.

3.6.5.5. Post-sort information

Following completion of the Q sort, each participant was provided with a short questionnaire containing five questions (Appendix Q). This enabled participants to give feedback on the Q sort, as well as to provide further qualitative information to help clarify the findings. In addition, participants were asked verbally to provide information regarding the statements they had placed at the extreme left and right hand side of the Q grid (i.e. why these items were viewed most helpful or unhelpful). Participants' responses to these questions were recorded in note form and field notes were taken throughout the Q sort. This information was used when interpreting the accounts shared by participants.

3.6.6. Analysing and Interpreting the Data

The data obtained from the Q sorts were subjected to Q factor analysis, which was completed using the software package PQMethod (Schmolck, 2002). In summary, this involved Q sorts being compared with each other so that similarities and differences could be used to identify factors (Hughes, 2016). This comparison process aided the identification of sorting patterns that were similar enough to each other to establish that the participants sorting the items into the pattern shared a particular viewpoint. The factors (or 'social viewpoints') were interpreted at the qualitative level to 'bring each viewpoint to life' (Hughes, 2016). Further details of the analysis and interpretation process are provided in Chapter Four.

3.7. Ethical Considerations

3.7.1. Ethical Approval

The research was approved by the Tavistock and Portman Trust Research Ethics Committee (TREC) (Appendix R) and is compliant with the British Psychological Society's 'Code of Human Research Ethics' (BPS, 2010) and 'Code of Ethics and Conduct' (BPS, 2009). It was undertaken with the aim of avoiding potential risks to the participants' psychological wellbeing, mental health, personal values and dignity (BPS, 2009). The research also addressed ethical issues and obligations regarding child participation and vulnerable groups. Indeed, some of the participants were of primary-age and a number were identified as having a history of SEMH needs. Care was therefore taken to ensure that they understood the nature of the study and exactly what participation would entail.

3.7.2. Informed Consent

Participants, parents and school staff were informed about the nature and purpose of the research through a letter (parents and staff) or an information sheet (participants) (see Appendix S, T and U). Informed consent was obtained from participants and a parent/carer through the use of consent forms (Appendix V and W). The forms contained the researcher's contact details, should parents have questions or concerns, and also included instructions on how participants could withdraw from the research.

3.7.3. Confidentiality and Anonymity

Participants were assigned a unique code once they had completed the consent form and could therefore only be identified by the researcher. All participants and parents were assured that data would be anonymised and would be kept securely throughout the research.

3.7.4. Protecting Participants' Interests

It was not anticipated that that participation in the research would lead to any discomfort, distress or risk. Underpinned by positive psychology, the research aimed to empower participants and allow them to share views about positive aspects of their educational journey (successfully reintegrating into mainstream education). However, it was acknowledged that some participants may have voluntarily raised issues associated with their exclusion from school. In the instance of unexpected or adverse outcomes, the participant would have been signposted to a key person in school (SENCo) and parents would have been informed (this was not an issue in the present study).

In protecting the interests of participants, the researcher also ensured that a suitable, private room was available in school to complete the Q sort and that no key learning opportunities were missed through participation in the research.

3.7.5. Debriefing

Following their participation in the study, all participants were debriefed, thanked for their efforts, and reminded of the aims and uses of the research. All participants were given the opportunity to ask questions, discuss their experience and to express any concerns that they may have.

3.8. Research Quality Criteria

As stated previously, Q methodology is a unique ‘qualiquantilogical’ approach to research and thus combines qualitative and quantitative methods to investigate the subjective views of participants (Coogan & Herrington, 2011). It was therefore deemed necessary to uphold the quality of the research by considering both quantitative and qualitative research criteria.

3.8.1. Quantitative Research Criteria

Traditional scientific, quantitative research uses criteria such as generalisability, validity and reliability to assess the quality of research. However, as Q methodology is not an experimental method, and openly embraces interpretation, the relevance of traditional evaluative criteria has been questioned (Elliott, Fischer & Rennie, 1999).

Generalisability typically refers to the extent to which the research findings can be applied to a wider population of people (Watts & Stenner, 2012). However, generalisability is not an aim, nor in the nature, of Q methodology. Rather than making claims about the number of people expressing a particular view, Q methodology aims only to establish the existence of particular viewpoints (Watts & Stenner, 2012). Thus, no claim is made about the prevalence of particular viewpoints in the general population based on the prevalence in the participant sample. Instead, it is assumed that if a viewpoint exists within a sample of participants, it is also possible that it exists in the wider population.

In most quantitative methods (including R methodology), reliability and validity are central concepts, however, it has been observed that Q methodologists discuss these concepts far less frequently (Watts & Stenner, 2012). Reliability generally refers to the consistency of a measure/instrument across time, or when used by different people. Within Q methodology, it is argued that the repeated administration of a Q sort to a single participant “tells you more about the reliability of the participant’s viewpoint...than it does about the reliability of the method” (Watts & Stenner, 2012, p. 51). The social constructionist perspective underpinning this research accepts that views and opinions evolve and develop within a dynamic social sphere and thus, there is no presumption that the views of participants are fixed over time.

With regards to validity, a scale or instrument is deemed to be ‘valid’ if it can successfully measure what it claims to be measuring (Watts & Stenner, 2012). For example, a measure designed to assess depression must be capable of identifying

people who genuinely exhibit high levels of depressive symptoms. However, relative to Q methodology, Brown (1980, p.174-175) contends that, “the concept of validity has very little status since there is no outside criterion for a person’s own point of view.”

However, when ‘validity’ is interpreted as “the extent to which an account accurately represents the social phenomena to which it refers” (Hammersley, 1990, p.57), it is possible to assess the validity of the present research in terms of whether the Q sort accurately identifies the viewpoints that exist within the participant sample. For example, participants could have sorted items in numerical order based on the numbers on the cards or according to which items they saw first. To account for this issue, participants were reminded of the importance of their views and were asked clarifying questions during the Q sort to ensure that their views were accurately represented. The post-sort questionnaire also provided information regarding participants’ understanding of the statements and their applicability. An additional point with regards to the validity of the present study relates to whether the statements enabled participants to clearly express their view on reintegration. The Q set was developed thoughtfully and every effort was made to ensure that the statements were representative of the area under study.

3.8.2. Qualitative Research Criteria

Lincoln and Guba (1985) posit that the trustworthiness of qualitative research is important in evaluating its worth. This involves establishing: credibility, transferability, dependability and confirmability. Table 1 outlines the strategies that were implemented within the present research in order to address these criteria.

Evaluative Criteria	Strategies Employed
<p>Credibility: Confidence in the 'truth' of the findings.</p>	<p>Triangulation - Multiple data sources (questionnaires, Q sort data, post-sort questionnaires, and field notes) were used to ensure that accounts of participants' viewpoints were rich, robust, comprehensive and well-developed. Theoretical triangulation was also utilised and the findings were interpreted a posteriori through a number of theoretical lenses.</p> <p>Peer Debriefing - A research supervisor reviewed and questioned the research process to ensure that the account resonated with people other than the researcher (Creswell, 2009).</p> <p>Negative Case Analysis - The aim of the research was to explore the views of participants and it was therefore anticipated that a variety of perspectives would emerge. Each 'viewpoint' will be presented in Chapter Four and participants who did not share a 'common viewpoint' will be discussed.</p>
<p>Transferability: Applicability in other contexts.</p>	<p>Thick Description - Each 'viewpoint' emerging from the Q analysis will be described and interpreted in sufficient detail so that the results become richer. No claims about generalisability are made in the present study.</p>
<p>Dependability: Consistency in findings.</p>	<p>External Audits - A member of the EPS reviewed the research process and examined the adequacy of the factor interpretations to ensure that these were supported by the data. In addition, the full results of the Q sort are available to the reader and so the stages of interpretation are transparent.</p>
<p>Confirmability: Degree of neutrality.</p>	<p>Audit Trail - A full record of activities carried out throughout the research process was kept, which included raw data, field notes, a research diary and details of data analysis. The aim of the audit trail was to demonstrate transparency and to trace the origins of interpretations and conclusions drawn throughout the study.</p> <p>Reflexivity - To minimise researcher bias, the researcher engaged in self-reflection throughout the study and was mindful of how previous experiences and personal views could potentially impact upon the interpretation of the data. Reflexivity was also demonstrated through the use of a research diary and supervision.</p> <p>Data Collection and Interpretation - The data</p>

	collection procedures minimised researcher bias (participants were free to sort the items in the Q sort according to their own views). With regard to interpreting the viewpoints that emerged, this was constrained to some extent by quantitative data.
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Table 1. Evaluative criteria (adapted from Lincoln & Guba, 1985) and the strategies employed within the current research.

3.9. Chapter Summary

The purpose of this chapter was to describe the methodology that was utilised in the present study and the rationale for employing this particular approach. A brief description of Q methodology was provided prior to highlighting the critical realist and social constructionist underpinning of the research, and discussing how this is compatible with the chosen methodology. A detailed justification for the use of Q methodology has been outlined along with the associated strengths and limitations of the methodology. The procedural stages of the research have been detailed and ethical considerations and quality criteria have been addressed. Chapter Four will provide further details of the analysis and interpretation stages of the research process and will outline the findings from the study.

Chapter Four: Analysis and Results

4.1 Introduction

Chapter Three provided information regarding the methodology used in the present study and the methods that were employed in the process of data collection. This chapter will describe the results of Q analysis, where an abductive, interpretative logic was used in order to respect and preserve the integrity of the data. The chapter begins with a general overview of Q analysis, followed by a specific description of the process of factor extraction and factor interpretation in the present study.

4.2 Q Analysis in Context

To recap, Q methodology utilises an inverted form of R methodology, whereby persons (as opposed to tests or traits) are inter-correlated and factored (Stainton-Rogers, 1995). Q factor analysis therefore involves comparing each participant's gestalt configuration of statements (Q sort) with other participants, to identify similarities and differences that will ultimately lead to the generation of 'factors'. This comparison process identifies sorting patterns that are similar enough to one another, in order to conclude that the participants sorting the items into the pattern share a particular viewpoint (Hughes, 2016).

Watts and Stenner (2012) describe three methodological transitions that are unique to data analysis within Q methodological studies. These are summarised as follows:

1. **The transition from Q sorts to factors** - Each individual Q sort is entered into a dedicated computer programme, which ascribes a numerical value to each statement (for example, -4 to +4) depending upon its position within the grid. Each completed Q sort is inter-correlated, and the resulting correlation matrix demonstrates the relationship (the level of agreement or disagreement) between them. The data is then reduced by use of factor analysis, which involves the identification of patterns of similarity in the Q sort configurations. The Q sorts that cluster together can be seen to belong to a similar 'family' or 'factor' and thus represent a shared social viewpoint.
2. **The transition from factors to factor arrays** - The participants within a group are said to 'load' on to a factor. The Q sorts for each of the participants loading on to a particular factor are then averaged to create a 'best estimate' of that factor, which essentially demonstrates what a perfectly loading Q sort would look like. The 'best estimate' configuration is known as a 'factor array' (Watts & Stenner, 2012).
3. **The transition from factor arrays to factor interpretations** - The factor arrays are used to facilitate the interpretation of each of the factors identified from the data. This involves examining and interpreting the configuration of statements within the grid at a qualitative level. A number of stages are followed to ensure that throughout the interpretative process, each factor array is considered in its entirety and that the integrity of the viewpoint that it represents is preserved. A descriptive account of each factor is written to 'bring the viewpoint to life' and this is aided by the use of qualitative data (such as information from participants' feedback questionnaires and field notes).

4.3. Information on the Size and Composition of the P-Set

A total of 9 participants completed the Q sorting procedure. Unfortunately, the original sample of ten participants was reduced to nine, due to the individual circumstances of one participant meaning that participation would have been inappropriate and insensitive at the time of data collection. Although a greater number of participants would have been advantageous in ensuring that a broad range of viewpoints were represented in the data, the recruitment process proved difficult in that a number of potential participants did not meet all of the criteria required for participation.

Table 2 displays the composition of the P set in terms of age, year group, gender, details of any Special Educational Need and/or Disability (SEND), exclusion period (length of time spent in Alternative Provision (AP)), and the date of their reintegration into mainstream education.

Participant Code	Age	Year Group	Gender	Details of SEND	Exclusion Period	Reintegration Date
01M11	11	7	Male	SEMH	3 months	January 2015
02M11	11	6	Male	N/A	36 months	September 2015
03F10	10	5	Female	SEMH	12 months	September 2015
04M14	14	10	Male	SEMH	9 months	November 2015
05M16	16	11	Male	SEMH	8 months	December 2014
06M13	13	9	Male	SEMH	3 months	September 2016
07M16	16	11	Male	SEMH	18 months	June 2014
08M15	15	10	Male	SEMH	4 months	June 2016
09F15	15	11	Female	N/A	3 months	November 2015

Table 2. Composition of the P set.

4.4. Overview of Data Analysis Procedures

Figure 7 displays a 'road map' for the reader, which summarises the key stages of data analysis in the present study.

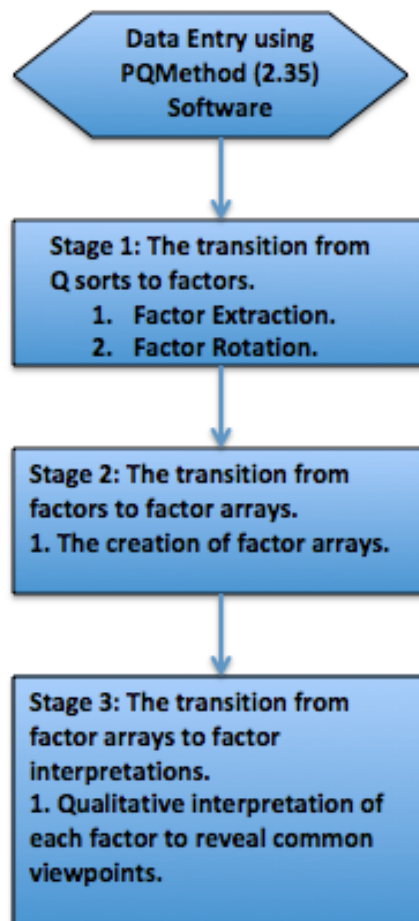


Figure 7. Flowchart summarising the stages of data analysis.

4.5. Quantitative Data Analysis Procedures in the Present Q Methodological Study

4.5.1. Software

PQMethod Version 2.35 (Schmolck, 2002) was the software package used for data analysis in the present study. This software was chosen as it was purpose-built to

perform Q analysis and was available as a free download from <http://schmolck.userweb.mwn.de/qmethod/downpqwin.htm>.

4.5.2. Data Entry

The first stage of the data entry process involved inputting the 37 statements comprising the Q set. The kurtosis of the fixed distribution grid was established and PQMethod attributed values of -4 to +4 to the grid, where +4 represented 'most helpful' and -4 represented 'least helpful'. The final stage of the process involved entering each participant's Q sort into the programme.

As every Q sort contains equivalent values on the same scale, it was possible to calculate correlations between sorts (the correlation matrix is displayed in Appendix X). This shows the extent and nature of the relationships that pertain between all of the Q sorts in the study, and allows the interrelatedness of Q sorts to be examined systematically.

4.5.3. Factor Extraction

PQMethod was used to extract a number of factors from the data. The term 'factor extraction' refers to the way in which factors emerge from the correlation matrix through the identification of 'shared meaning' that is present in the data (Watts & Stenner, 2012). To reiterate, each factor represents the similar viewpoints of 'groups' of participants in relation to the subject matter being studied (in the present study, this was in relation to the things that helped pupils reintegrate into mainstream education).

Two factor extraction options are available in PQMethod: Centroid Factor Analysis (CFA) and Principal Component Analysis (PCA). Watts and Stenner (2012) state that the two methods will ordinarily produce very similar results, however there are key differences between them. PCA provides the “best mathematical solution” (Watts & Stenner, 2012, p. 99) whereas CFA leaves all possible solutions open and is thus flexible and indeterminate in nature. Unlike PCA, CFA allows for factors to be rotated, which enables exploration of the data until a solution can be decided upon that is both mathematically sound and informative. This interpretative and abductive approach was consistent with the critical realist philosophy underpinning the present research, as it is acknowledged that there are many interpretations of reality. CFA was therefore the chosen method for factor extraction in this study.

Two factors were extracted using CFA (Horst 5.5. option). This option allowed the programme to determine when to stop extracting factors according to what Horst suggested as the limiting level of residual correlations (Schmolck, 2015). However, Watts and Stenner (2012) note that factor analyses have a potentially infinite number of possible solutions and therefore data can be ‘grouped’ in a number of different ways. This process can be likened to slicing a cake into multiple pieces, which can be done in a variety of acceptable ways, so long as they lead to the cake’s division into “sensible and easily digested portions” (Watts & Stenner, 2012, p. 95).

Objective criteria can be used to guide decisions regarding the number of factors that are extracted and retained in the final solution. The decision to extract and retain two factors was based upon the following statistical and theoretical guidelines

(these are explained in greater detail in Appendix Y with reference to data from the present study):

- The Kaiser-Guttman criterion stating that factors with an eigenvalue of 1.00 or above should be retained.
- Watts and Stenner's (2012) advice to extract one or two factors in studies consisting of less than twelve Q sorts.
- Criterion outlining that factors containing two or more significant factor loadings following extraction can be accepted (Watts & Stenner, 2012). In the present study, a significant factor loading was calculated as 0.42 (see Appendix Y).
- 'Humphrey's Rule', stating that a factor is significant if the cross-product of its two highest loadings exceeds twice the standard error (Watts & Stenner, 2012).

The unrotated factor matrix (Table 3) displays the factor loadings for a two-factor solution and highlights that the above criteria have been satisfied. For example, three Q sorts load significantly on to each factor (these are highlighted in bold), and each factor has an eigenvalue greater than 1.00. The two factors could therefore be legitimately extracted and rotated. However, to ensure that the extraction of two factors was the 'best solution' and to explore the possibility of a three-factor solution, three factors were extracted from the data to check the effect that this had on the factor loadings. Only one Q sort loaded significantly on to a third factor, which provided further justification for the retention of a two-factor solution.

Participant	Factor 1	Factor 2	h^2	h^2 (%)
01M11	-0.09255	0.5245	0.3	30%
02M11	0.45089	-0.43727	0.4	40%
03F10	0.33861	-0.34176	0.23	23%
04M14	0.33694	0.11907	0.13	13%
05M16	0.49835	0.02941	0.25	25%
06M13	0.3764	0.61459	0.51	51%
07M16	0.55547	0.00176	0.31	31%
08M15	0.31738	0.28579	0.18	18%
09F15	0.2338	0.25291	0.11	11%
Eigenvalue	1.3	1.11		
Variance (%)	14%	12%		

* h^2 = communality estimates for each Q sort, indicating the percentage of the variance that has been accounted for by the study factors (for example 30% of the variance in Q sort 1 is common variance).

*Eigenvalue = an indication of a factor's statistical strength and explanatory power.

*Variance = the proportion of common or shared meaning that are present in the data.

Table 3. The unrotated factor matrix displaying factor loadings, communality estimates (h^2), eigenvalues and variances for a two-factor solution.

4.5.4. Factor Rotation

Following factor extraction, the next stage of analysis involved rotating the factors.

In factor rotation, the factor loadings (displayed in Table 3), which indicate the extent to which each Q sort is associated with each extracted factor, take on a spatial or geometric function (Watts & Stenner, 2012). They are used as coordinates and therefore as a way of mapping the relative positions (or viewpoints) of each Q sort. Watts and Stenner (2012) introduced the idea of 'conceptual space' whereby each position within the space represents a unique viewpoint that may be adopted by an individual Q sort. This has been explained by use of an analogy, where the 'conceptual space' is likened to a lecture theatre. From every seat in the theatre, it is possible to see the speaker, however "each and every position in the space reflects a unique position or perspective" (Watts & Stenner, 2012, p. 115).

Figure 8 displays this ‘conceptual space’ and contains data from the present study. The dimensions of the space are defined by Factor 1 via the y-axis, and Factor 2 via the x-axis, and by the full range of possible factor loadings in each case (from +1 to -1). The Q sorts have therefore been placed according to their loading on each factor.

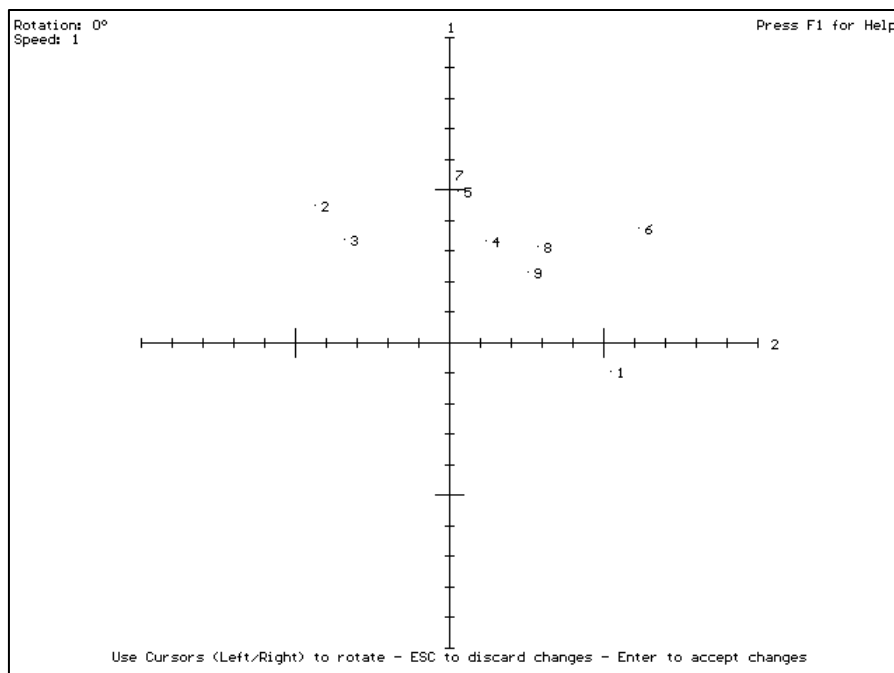


Figure 8. The conceptual space defined by the two factors, displaying the unrotated factor loadings for each Q sort in the present study.

‘Factor rotation’ refers to the relative movement between the factors (axes) and the Q sorts. It does not change the data per se, but can be seen to change the angle (or perspective) from which the factors are observed (van Exel & de Graaf, 2005). This process can be thought of as moving the axes so that they point towards clusters of Q sorts, resulting in factors that correspond to ‘shared viewpoints’. Watts and Stenner (2012) state that the aim of factor rotation is to get the viewpoints of the various factors suitably focused in relation to the data that has been collected. This

can be achieved by repositioning the two factors so that the viewpoints of particular groups of Q sorts are captured.

4.5.4.1. Varimax rotation

Two techniques for factor rotation are available within PQMethod: varimax (computer generated) rotation and manual (by-hand) rotation. Varimax rotation was the primary method used in the present analysis. This technique is considered appropriate for studies seeking to understand the majority of the viewpoints from participants, as it automatically rotates and positions the factors according to statistical criteria so that the factors account for the maximum amount of study variance (Watts & Stenner, 2012). Manual rotation on the other hand, involves the researcher deciding where each factor should be positioned and is thus considered to be driven by pre-conceived theoretical concerns and influenced by a priori ideas and assumptions (Watts & Stenner, 2012). Varimax rotation was considered preferable in the context of the present study, as it is consistent with exploratory (as opposed to confirmatory) factor analysis (Brown, 1993). It was also deemed important to minimise the potential for the researcher to impose their own subjectivity on the findings in terms of 'looking for' particular patterns within the data.

The data was rotated using QVarimax (Option 6) on the PQMethod software. The effect of this rotation on the data and thus on the factor loadings for each Q sort are displayed graphically in Figure 9.

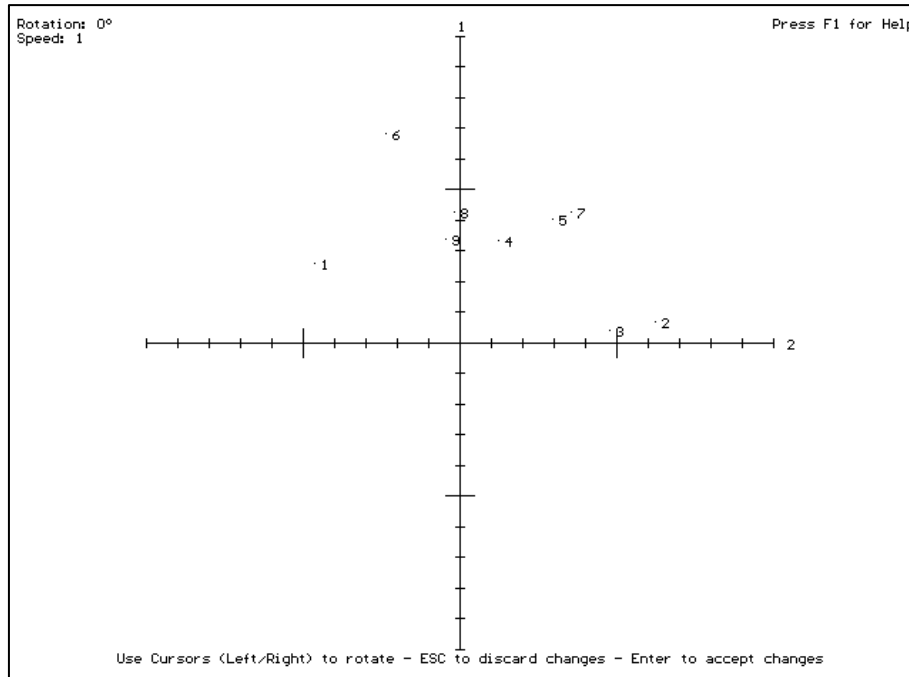


Figure 9. Factors 1 and 2 following varimax rotation.

4.5.4.2. Manual rotation

Following the advice of Watts and Stenner (2012), minor judgemental manual rotation was subsequently undertaken to fine-tune the rotations. This was achieved using QROTATE (Option 5) on the PQMethod software, where the factors were further rotated by 10°. The purpose of the hand rotation was to maximise the number of participants who loaded significantly onto each factor and thus to ‘include’ as many participants’ views as possible. This was in keeping with the theme of ‘inclusion’ that is embedded within the research. Indeed, these secondary rotations resulted in an increased number of participants associated with the two study factors (an additional Q sort loaded significantly onto Factor 1, which meant that the total number of participants loading on to any one factor was raised to seven). The final rotation of Factor 1 and Factor 2 is displayed graphically in Figure

10. The rotated factor matrix, highlighting Q sorts that load significantly onto each factor, is displayed in Table 4.

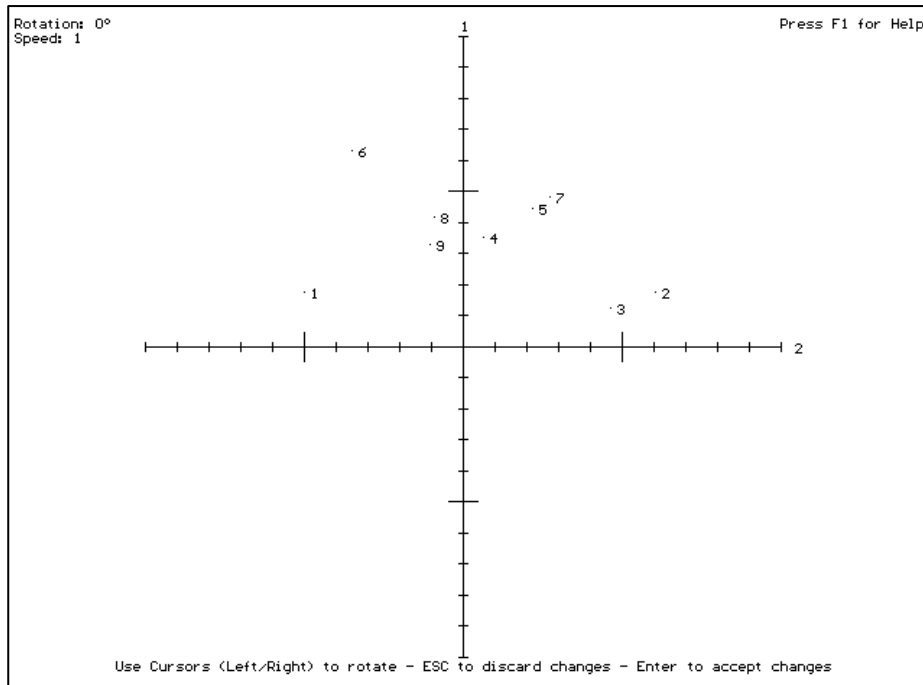


Figure 10. Factors 1 and 2 following manual rotation.

Participant	Factor 1	Factor 2
01M11	0.18	-0.5*
02M11	0.18	0.6*
03F10	0.13	0.46*
04M14	0.35	0.06
05M16	0.45*	0.22
06M13	0.63*	-0.35
07M16	0.48*	0.27
08M15	0.42*	-0.09
09F15	0.33	-0.1
Eigenvalue	1.33	1.08
Variance (%)	15	12

* $p < 0.01$

Red* = a Q sort with a significant loading onto the factor.
Blue = a Q sort which is non-significant (does not load onto any factor).

Table 4. Rotated factor matrix with an asterisks indicating a defining sort at ± 0.42 critical value of significance (at the $p < 0.01$ significance level).

4.5.5. The Creation of Factor Arrays

Table 4 indicates that Factor 1 contains four defining sorts and Factor 2 contains three defining sorts, which in total account for 27% of the study variance¹. However, Factor 2 comprises both positively and negatively loading Q sorts and is thus defined as 'bipolar' (an explanation of the implications of this is presented in section 4.7). Two Q sorts (participants 04M14 and 09F15) were idiosyncratic as they did not load significantly onto any of the study factors and may be seen as representing unique

¹ It is important to note that this is a lower percentage than is typical of Q methodological studies, where factors tend to account for 35-40% of the total study variance (Watts & Stenner, 2012).

viewpoints. As shown in Table 4, however, the two idiosyncratic Q sorts are more strongly affiliated with Factor 1.

All of the Q sorts that were not idiosyncratic were included in the next stage of the analysis: the creation of factor arrays. A 'factor array' is an exemplifying Q sort that is configured to represent the viewpoint of a particular factor (Watts & Stenner, 2012). In other words, it is a 'best possible estimate' of the factor (Watts & Stenner, 2012) and represents how "a hypothetical respondent with a 100% loading on that factor would have ordered the statements of the Q set" (van Exel & de Graaf, 2005, p. 9). Factor arrays are produced via a weighted averaging of all of the Q sorts that load significantly onto a given factor, with participants who correlate more strongly with a factor having a greater influence on the factor array. This was calculated automatically in PQMethod, whereby each Q sort's factor weight was applied to its own item rankings to create the final factor estimate.

Whilst the two idiosyncratic Q sorts were not included within the factor arrays, they were still considered at the interpretative stage of the analysis to ensure that the views of these participants were included in the study. This was in keeping with a key aim of the research: to hear the voices of children and young people (CYP).

The factor arrays, outlining the positions of each item in the Q set for the two factors are displayed in Appendix Z.

4.6. Qualitative Data Analysis: Factor Interpretation

The final stage of data analysis involved the transition from factor arrays to factor interpretations. This process formed the qualitative aspect of the 'qualiquantilogical' approach that was utilised in the present research. The process involved examining the statistical data provided by factor extraction and rotation, as well as qualitative data (further information is provided in section 4.6.4) in order to interpret the configuration of Q sorts and to construct the viewpoint being expressed.

It is acknowledged that the process of factor interpretation brings the researcher's subjective experiences, pre-conceived notions and potential biases into focus, as both the quantitative and qualitative data provide clues that are open to interpretation. In order to remain as objective as possible and to minimise the researcher's influence on the outcome of factor interpretation, a number of measures were implemented. Specifically, the following information was used to aid the interpretation of each of the factor arrays:

- The entire gestalt Q sort configuration.
- Crib sheets (Watts & Stenner, 2012).
- Consensus and distinguishing statements.
- Demographic information.
- Additional qualitative information.

4.6.1. The Entire Gestalt Q Sort Configuration and Crib Sheets

Watts and Stenner (2012) provide a preliminary rationale for factor interpretation and remind the reader of the key purpose of Q methodological procedures: to

reduce multiple items (statements) to a single, gestalt configuration (Q sort) that represents a particular viewpoint. Watts and Stenner (2012) outline a thorough and rigorous system for delivering sound and holistic factor interpretations. This involves the use of 'crib sheets', which provide a system of organisation for the interpretative process. The crib sheets that were created during the interpretation of the two factors in the present study are displayed in Appendix AA and BB.

4.6.2. Consensus and Distinguishing Statements

The identification of consensus and distinguishing statements allows for the factors to be compared and contrasted and are therefore useful for purposes of factor interpretation. The distinguishing statements show which items a factor has ranked in a significantly ($p < 0.01$) different position to other factors and therefore demonstrate how the factor is unique. A table of such statements can be found in the PQMethod output file (Appendix CC).

4.6.3. Demographic Information

The demographic information of each participant who loads significantly onto each of the study factors can reveal patterns that are worthy of consideration when developing a full account of the viewpoints portrayed by the study factors. Each factor interpretation therefore includes basic demographic information for the participants who load onto that factor.

4.6.4. Additional Qualitative Information

In order to "express what was impressed into the array" (Watts & Stenner, 2012, p. 163), additional qualitative information gathered during the data collection process was used in the factor interpretations. This included qualitative comments made by

significantly-loading participants for each factor (which were recorded by the researcher during the Q sorting exercise in the form of field notes and are included in Appendix DD), as well as information gathered via the post-sort questionnaires that were completed by participants. Of particular importance, participants were asked to provide reasons for sorting the two 'most helpful' and two 'most unhelpful' statements at the extremes of the grid and all participants consented to the researcher transcribing their responses and possibly including these quotes in the research. The purpose of including this information in the interpretations of each factor was to enhance the first-person nature and passion of the final account (Watts & Stenner, 2012) and to reinforce the accuracy and efficacy of the interpretations.

In addition, when each participant completed the Q sorting exercise, the researcher made note of where each category of statements ('helpful', 'not helpful, not unhelpful' and 'unhelpful') ended on the Q grid. As advised by Watts and Stenner (2012), this strategy facilitated a better understanding of each Q sort configuration and helped to ensure an appropriate tone for factor interpretation. For example, a participant may have only perceived two of the items in the Q set to be 'unhelpful' and therefore items ranked at -3 may have represented 'neutral' as opposed to 'unhelpful' items. Similarly, another participant may have perceived all items to be 'helpful' and therefore the interpretation of the items ranked at -4 would be that such items were helpful, but less so than the items ranked at -3. This information for each significantly-loading participant on the two factors was used when interpreting the factor arrays.

Table 5 displays the aggregated results of the post-sort questionnaire and includes the responses from all nine participants.

Question:	Responses:
1. How did you feel about doing the activity?	a) Awful (0 participants) b) Not very good (0 participants) c) Good (3 participants) d) Really good (4 participants) e) Brilliant (2 participants)
2. Did you think about the things that were helpful during <i>your</i> transition to mainstream school or did you think about the things that would be helpful for other pupils who may be moving to a mainstream school?	a) I thought about the things that helped me (4 participants) b) I thought about the things that might help others (0 participants) c) Both (5 participants)
3. What other ideas should there have been?	<i>"Mum having a meeting."</i> (01M11) <i>"Maybe seeing friends."</i> (04M14)
4. Which sentences did you not understand?	Item 37 – A 'buddy system' was in place when I moved to this school (01M11) Item 12 – I got good grades/marks in my school work (03F10)
5. Which sentences did not apply to your experience of moving to your current school?	01M11 – Items 5, 16, 37 02M11 – Item 20 04M14 – Item 37 06M13 – Item 16 07M16 – Item 16 08M15 – Item 30 09F15 – Item 31

Table 5. Results of the post-sort questionnaire.

4.7. Interpretations for Each Factor

In the following sections (4.7.1, 4.7.2 and 4.7.3), the factor array is presented visually for each factor, and a narrative description is provided from the first-person perspective of a pupil expressing this viewpoint.

A narrative style was adopted, as opposed to a commentary style (Watts & Stenner, 2012), as this approach was deemed advantageous in maintaining the holistic quality of the viewpoints. It also allowed the viewpoint to be portrayed from a first-person perspective, which was coherent with the child-centred nature of the research. The factor interpretations therefore retain a sense of humanity that enable the reader to share and experience the viewpoint being expressed.

For each factor, a title is provided which captures the essence of the viewpoint, followed by a brief summary of that factor and an image of the 'factor array'. Demographic information collected for the participants exemplifying that factor is shown along with the statistical information that defined it. In the narrative factor descriptions, the statements discussed are followed by numbers in brackets. The first of these refers to the number of the statement being highlighted (the full statement can be found in the visual factor array and in Appendix M) and the second refers to the position of that statement within the factor array (from -4 to +4). Quotes from participants are also included and these are followed by the participants' unique codes to respect anonymity and confidentiality.

It is important to note that two interpretations of Factor 2 are presented in the following section. This is because the factor is 'bipolar' - defined by both positively and negatively loading Q sorts, and thus has exemplar Q sorts positioned near to

both the positive and negative poles (see Figure 10). Q sorts positioned at the negative end of the pole capture a viewpoint that is almost the polar opposite of the viewpoint captured by Q sorts positioned at the positive end of the pole (Watts & Stenner, 2012). An interpretation of the viewpoint from the positive pole is therefore provided, followed by a second interpretation from the viewpoint of the negative pole. An explanation of the 'negative' viewpoint was achieved through interpretation of the factor array that is the 'mirror image' of that created for the positive viewpoint (Watts & Stenner, 2012).

4.7.1. Factor 1 Interpretation

Title:

It helped me when...strategies were different but not too different: I just wanted a fresh start, to feel normal, and to feel like I belong. I needed people to believe in me!

Summary of Factor:

The young people who shared this narrative acknowledged that they did need additional strategies to be implemented in order to support their successful reintegration into mainstream education, however a strong theme in their responses was that they did not want to stand out or appear 'too different'.

These pupils wanted a 'fresh start', a second chance, and to feel included in the mainstream school community. Parental support and encouragement was a key factor in supporting their successful reintegration, as was having a specific member of staff whom they could go to in school.

These pupils appreciated environmental considerations, such as opportunities for 'time out', and also perceived a gradual reintegration to be extremely helpful.

Factor 1 Array:

-4	-3	-2	-1	0	+1	+2	+3	+4
16. I could make choices about which lessons I went to.	12. I got good grades/marks in my schoolwork.	08. I set myself goals/targets.	09. I made a lot of effort to improve my behaviour.	04. I knew what was happening every day.	06. My previous school prepared me before I moved to this school.	07. Staff in school believed that I could do well.	03. I felt included in this school.	01. I had a particular member of staff that I could go to in school.
30. I took part in activities outside of school hours e.g. after-school clubs or sports teams.	20. I took part in group work and had individual support at my previous school.	13. I only spent a short amount of time at a different school.	11. Staff in school noticed my strengths and achievements.	10. Staff in school were aware of the things that I needed more help with.	18. There were clear consequences for breaking the rules.	21. I had the chance for a fresh start.	05. I was allowed time out when I needed it.	02. I had support and encouragement from my family.
	22. I had a quiet place to go to in school.	26. I knew what I should and should not do in school.	14. Staff in school talked to me and showed an interest in me.	15. I knew what the steps were going to be in moving to this school.	19. I had friends in school.	25. I knew that my parents wanted me to do well in school.	31. I started school on a part-time basis and gradually increased my time here.	
		37. A 'buddy system' was in place when I moved to this school.	32. I received extra support with learning and academic tasks.	17. I was asked what I thought about moving here.	23. I had a meeting with my parents and school staff before I joined the school.	36. I wanted to do well in school.		
			33. Other pupils were kind and welcoming.	24. I talked to my family about school.	27. I got on well with staff in school.			
			34. I had support from my previous school e.g. staff kept in touch.	28. I felt safe in this school.	29. School staff listened to me and tried to understand me.			
				35. I felt ready to join a mainstream school.				

Figure 11. Factor 1 array. (The crib sheet for this factor can be found in Appendix AA).

Statistical and Demographic Information:

Factor 1 has an eigenvalue of 1.33 and explains 15% of the study variance. Four participants (05M16, 06M13, 07M16 and 08M15) are significantly associated with this factor. All participants are male with an average age of 15 years. All now attend a mainstream secondary school and have a Statement of Special Educational Needs (SEN) or an Education Health and Care Plan (EHCP) with key objectives relating to Social, Emotional and Mental Health (SEMH) needs. The length of time that these pupils spent in AP following permanent exclusion ranged from 3 months to 18 months, with an average of 8.25 months. Two participants have successfully maintained placements in mainstream provision since the year 2014, whereas two participants' reintegration occurred more recently in 2016.

Full First-Person Viewpoint:

School Staff Support

It really helped having a particular member of staff that I could go to in school (01, +4). *"This was important for consistency and for developing a relationship that was based on trust"* (05M16). *"A key person was allocated straight away and it was helpful to just have one person"* (07M16). School staff listened to me and tried to understand me (29, +1) and this was helpful because *"it makes you feel wanted and supported. It's good to have people behind you...people showing they care"* (05M16). It also helped that I got on well with staff in school (27, +1) *"because I really didn't get on with staff at my old school and I think that kind of contributed to my exclusion in the first place"* (06M13). I also had support from my previous school (AP) (34, -1), which was kind of helpful. *"They kept in touch a lot at first and it was nice to see a familiar face"* (05M16) but at the same time *"I wanted a clean start"* (07M16).

Family Support/Parental Involvement

"My family was the most important" (07M16) factor in supporting my successful reintegration. I had support and encouragement from my family (02, +4). *"They really wanted me to go back to a mainstream school" (07M16)* and my parents wanted me to do well (25, +2). *"They wanted me to get back on track" (05M16)* and it was helpful having their support. *"That's easier than doing it yourself" (05M16)*. But it wasn't always helpful talking to my family about school (24, 0). Even though family is key, *"I don't always want to talk about school stuff" (08M15)*.

Peer Relationships and Friendships

With regard to peer relationships and friendships, it is helpful having friends in school (19, +1). *"I suppose it's less nerve-wracking having people there who are familiar" (05M16)* and *"you don't have to worry about making new ones" (07M16)*. But peer relationships weren't the most helpful factor in supporting my successful reintegration into a mainstream school as *"knowing people actually might have made it worse...I wanted a fresh start" (08M15)*. I wasn't particularly bothered about other pupils being kind and welcoming (33, -1), as *"I wanted to keep myself to myself and keep a low profile at first" (06M13)*. Which brings me on to the idea of having a 'buddy system' in place in school (37, -2). *"I didn't need a buddy" (05M16)*. *"I got one but I didn't want one...a choice would have been nice" (06M13)*. *"I just didn't want to be different" (07M16)*.

Individual Factors/Pupil Characteristics

When reintegrating back into a mainstream school, it helped that I wanted to do well (36, +2). *"You have to want to move and want to succeed" (05M16)*. *"I have*

ambitions and I know I have to stick in" (06M13). "I want grades and I want to go to college" (08M15). But I didn't really set myself goals or targets (08, -2) and I wasn't particularly bothered about getting good grades/marks in my schoolwork (12, -3). Similarly, making a lot of effort to improve my behaviour (09, -1) didn't really help the reintegration process because "being in a different school made me improve anyway" (07M16).

Timings

I wasn't sure if I was ready to join a mainstream school (35, 0) so it was really helpful that I could start on a part-time basis and gradually increase my time here (31, +3).

"A reduced timetable was helpful because PRUs are very different...they're smaller and there are less people so when you move to a bigger school, it's good to start slow. There's less pressure" (05M16).

"It helped me that I could start coming on mornings first because then I knew what to expect before moving to full-time" (06M13).

I don't think it helped my reintegration that I only spent a short amount of time at a different school (13, -2) though, as *"it would have meant more changes and more messing around" (06M13).*

Environmental Factors

It helped me when I was allowed 'time out' when I needed it (05, +3). *"I could go and speak to people and get stuff off my chest" (05M16)* and it was reassuring to know that I could *"go to the LSU whenever I needed to" (07M16).* But I didn't necessarily need a quiet place to go to in school (22, -3) because *"I would prefer to*

talk to someone than to sit and dwell on my own" (05M16). So having adults available when I needed someone to talk to was really important. I don't want loads of extra things to be put in place just for me. Some different treatment is good...but not too different. It helped that I felt included in this school (03, +3). *"I just want to feel normal and like I belong" (08M15).* *"I feel part of school now" (06M13)* and it helped to feel safe (28, 0). Routine and structure are also helpful, for example knowing what was happening every day (04, 0). *"I got a timetable and was given time to understand routines" (06M13).*

Reintegration Factors

Ultimately, it helped that I had the chance for a fresh start (21, +2). This made reintegration easier because *"there was no judgement" (05M16).* In fact, *"this was the most helpful" (08M15).* *"Nobody knew my past or what I used to be like" (06M13)* and *"there were no labels" (07M16).* I could wipe the slate clean and start fresh. I just needed a second chance and for staff in school to believe that I could do well (07, +2). It was also good to be involved in decision-making and to be asked what I thought about moving to this school (17, 0). For example, *"I said I wanted to move so it was my decision" (07M16).* It did help to know what the steps were going to be in moving to this school too (15, 0). But what helped more than that was having a meeting with my parents and school staff before I joined the school (23, +1). That was good because *"everyone gets together and you learn what happens next" (06M13).* It was helpful because *"I got to know staff" (07M16)* and *"I got told about my reintegration plan and my reduced timetable..." (08M15).*

Support from Alternative Provision

On a similar note, it helped that my previous school (AP) prepared me before I moved to this school (06, +1). The staff *“visited my new school with me and talked to me about moving”* (07M16). *“I had quite a lot of preparation”* (05M16). But I didn't find participating in group work and having individual support at my previous school all that helpful (20, -3). Some one-to-one support is good but *“groups can be daunting”* (06M13).

Staff Approach/Praise

As previously mentioned, I'm not bothered about having special treatment and *“I don't like too much praise”* (07M16). It didn't really help when staff noticed my strengths and achievements (11, -1) and it's not always helpful when staff in school talk to me and show an interest in me (14, -1). Some of them do, *“like my key person and that's helpful”* (07M16), but *“sometimes I prefer to keep myself to myself...I don't want to be singled out”* (08M15). It does help when staff in school are aware of the things that I need more help with though (10, 0). *“Particularly in relation to learning”* (07M16) but again, I don't really want to stand out so subtlety would be appreciated.

Strategies in Mainstream School

That's why it's not always helpful to receive extra support with learning and academic tasks (32, -1). *“I prefer no fuss”* (08M15) but I am aware that there are some lessons that I do need more support with - *“definitely Maths and English”* (06M13). *“I think it depends on the pupil”* (05M16). I don't think it would have helped to have been able to make choices about which lessons I went to (16, -4)

because *“you kind of have to do English and Maths don’t you?”* (07M16). Plus *“I don’t think it’s even possible to choose”* (05M16). Where choice is key though, is in taking part in activities outside of school hours, for example after-school clubs or sports teams (30, -4). *“This would be really unhelpful for me because I’d just want to go home”* (06M13). *“I’m not really bothered about doing extra stuff”* (07M16) so I wouldn’t want to be pressured into joining anything like this.

With regard to boundaries, it does help when there are clear consequences for breaking the rules (18, +1) because sometimes *“I need to know when I’m doing something wrong”* (06M13) and *“I do need boundaries”* (08M16). But *“every school has rules”* (05M16) so knowing what I should and should not do in school (26, -2) wasn’t the most helpful factor in supporting my successful reintegration.

4.7.2. Factor 2 Interpretation from the Viewpoint of the Positive Pole

Title:

It helped me when... I felt ready to reintegrate. I just needed social and emotional support.

Summary of Factor:

The young people who shared this narrative felt ready to reintegrate into a mainstream school and believed that they deserved some credit for their own success. Peer relationships and friendships were central factors in supporting their successful reintegration and of vital importance, was their desire to be included in the social aspects of school.

Unlike the viewpoint portrayed by Factor 1, family support was not a key feature of the Factor 2 viewpoint, and although adult support in school was important, relationships with staff were not viewed as helpful as relationships with peers in supporting successful reintegration. These pupils valued environmental considerations and specific strategies being in place to support them, however such strategies mainly related to enhancing their social and emotional (as opposed to academic) potential.

Factor 2 Array:

-4	-3	-2	-1	0	+1	+2	+3	+4
18. There were clear consequences for breaking the rules.	04. I knew what was happening every day.	06. My previous school prepared me before I moved to this school.	02. I had support and encouragement from my family.	07. Staff in school believed that I could do well.	01. I had a particular member of staff that I could go to in school.	13. I only spent a short amount of time at a different school.	05. I was allowed time out when I needed it.	19. I had friends in school.
23. I had a meeting with my parents and school staff before I joined the school.	26. I knew what I should and should not do in school.	21. I had the chance for a fresh start.	16. I could make choices about which lessons I went to.	09. I made a lot of effort to improve my behaviour.	03. I felt included in this school.	27. I got on well with staff in school.	33. Other pupils were kind and welcoming.	37. A 'buddy system' was in place when I moved to this school.
	32. I received extra support with learning and academic tasks.	29. School staff listened to me and tried to understand me.	17. I was asked what I thought about moving here.	10. Staff in school were aware of the things that I needed more help with.	08. I set myself goals/targets.	30. I took part in activities outside of school hours e.g. after-school clubs or sports teams.	35. I felt ready to join a mainstream school.	
		34. I had support from my previous school e.g. staff kept in touch.	20. I took part in group work and had individual support at my previous school.	11. Staff in school noticed my strengths and achievements.	12. I got good grades/marks in my schoolwork.	31. I started school on a part-time basis and gradually increased my time here.		
			25. I knew that my parents wanted me to do well in school.	14. Staff in school talked to me and showed an interest in me.	22. I had a quiet place to go to in school.			
			28. I felt safe in this school.	15. I knew what the steps were going to be in moving to this school.	24. I talked to my family about school.			
				36. I wanted to do well in school.				

Figure 12. Factor 2 array. (The crib sheet for this factor can be found in Appendix BB).

Statistical and Demographic Information:

Factor 2 has an eigenvalue of 1.08 and explains 12% of the study variance. Three participants (01M11, 02M11 and 03F10) are significantly associated with this factor. However, as previously stated, the factor is 'bipolar' as it is defined by both positively and negatively loading Q sorts (see Table 4). This means that the participant who loaded negatively onto this factor essentially expressed a viewpoint that was a 'mirror image', or in direct opposition, to the viewpoint expressed by the positively loading participants. As such, the viewpoints of the two participants who are associated positively with Factor 2 are presented in this interpretation.

The two participants who are associated with the positive viewpoint captured by Factor 2 both attend a mainstream primary school. One is male and one is female, with an average age of 10.5 years. One participant has an EHCP with key objectives relating to SEMH needs and one participant has no identified SEND. The length of time that these pupils spent in AP following permanent exclusion ranged from 12 months to 3 years, with an average of 24 months. Both participants reintegrated into a mainstream primary school in September 2015.

Full First-Person Viewpoint from the Positive Pole of Factor 2:

Peer Relationships and Friendships

The most important factors in supporting my successful reintegration into a mainstream school were definitely peer relationships and friendships. I wanted to fit in socially so it helped that other pupils were kind and welcoming (33, +3). It really helped that I had friends in school (19, +4) too. *"I knew some people already and they were kind to me and helped me to settle in"* (03F10). *"My friends understood me"* (02M11). I very much valued a 'buddy system' being in place when I moved to this school (37, +4). *"It helped to have someone who knew everyone in school so that they could tell you what everyone was like...and everyone wanted to be my buddy so it was good to feel wanted"* (02M11). *"I really liked my buddy...I'm still friends with them now"* (03F10).

Strategies in Mainstream School/Environmental Factors

I enjoyed taking part in activities outside of school hours, for example after-school clubs and sports teams (30, +2). That was because *"I got to know other pupils"* (02M11) and *"I met lots of different people"* (03F10). Anything that will help me to integrate socially is really beneficial. I felt included in this school (03, +1) mainly because of other pupils, for example *"they let me play and join in"* (03F10). I think feeling included is more helpful than feeling safe (28, -1) when it comes to reintegrating.

Staff Approach/School Staff Support

I liked it when staff in school talked to me and showed an interest in me (14, 0) and it *"made me more confident in myself"* (02M11) when staff noticed my strengths and achievements (11, 0). It helped that I got on well with school staff (27, +2), especially *"my keyworker...she was really helpful"* (02M11). So I guess it was good that I had a particular member of staff that I could go to in school (01, +1). But I don't think it's always that helpful when school staff want to listen to me and try to understand me (29, -2) because *"it's hard to talk about how you feel about things"* (02M11). Similarly, it wasn't particularly helpful to have continued support from my previous school (AP), such as staff keeping in touch (34, -2) because *"I think my keyworker at this school was the one who helped me to settle in"* (02M11).

Family Support/Parental Involvement

It helped me when I talked to my family about school (24, +1). *"We talk about my friends and the things I've done...like what I did well and what was hard"* (03F10). I did have support and encouragement from my family (02, -1) and I knew that my

parents wanted me to do well in school (17, -1) but my family weren't as important as my friends and peers in supporting my successful reintegration.

Individual Factors/Pupil Characteristics

I am happy to take some credit for my own success. I made a lot of effort to improve my behavior (09, 0) and I set myself goals and targets (08, +1). *"This helped me to stay on track and remember what I wanted to do" (02M11). "I wanted to make nice friends...ones that make good choices...that was my target" (03F10).* I wanted to do well in school too (36, 0), for example *"I wanted to get all of my spellings right" (03F10)* so it was motivating when I got good grades/marks in my schoolwork (12, +1). *"I like doing well in my work" (02M11)* and *"I feel good when I get things right" (03F10).*

Timings

I definitely felt ready to join a mainstream school (35, +3) so I guess timing is everything. In fact, *"I wanted to move" (03F10)* and it definitely would have helped if I'd only spent a short amount of time at a different school (13, +2). But I did appreciate starting this school on a part-time basis and gradually increasing my time here (31, +2). That was really helpful because *"you get used to the school. I kept asking to come for a whole day but I think it was better to do it slowly" (02M11). "It helped to start coming on mornings and then build up time so you could settle in properly" (03F10).*

Environmental Factors/Strategies in Mainstream School

There were certain things in place in school that helped me to settle in. I had a quiet place that I could go to (22, +1) and this was good because *"I needed somewhere to*

go when I got stressed out” (02M11). A quiet, calm environment is really helpful. I particularly appreciated being allowed ‘time out’ when I needed it (05, +3) because sometimes *“it helped me to calm down” (03F10),* for example, *“when I got angry” (02M11).* That’s why it was quite good that staff in school were aware of the things that I needed more help with (10, 0). For example, *“they were aware of my anger issues” (02M11).*

This kind of emotional support was more helpful than receiving extra support with learning and academic tasks (32, -3). I think it would have been good to have some choice over which lessons I went to (16, -1) but this wasn’t a big factor in helping me to settle in because *“I wanted to do them all anyway” (02M11).* Plus, if things got too much, I knew I was allowed ‘time out’ when I needed it (05, +3). I also don’t think that knowing what was happening everyday (04, -3) was a key factor, nor knowing what I should and should not do at school (26, -3). The idea of having clear consequences for breaking the rules (18, -4) is really unhelpful. *“It would have been too stressful and I think I would have rebelled” (02M11).* I need nurture and support, not punishment!

Reintegration Factors /Support from Alternative Provision

I did have a meeting with my parents and staff before I joined the school (23, -4) but *“I don’t think it was that helpful” (02M11).* *“It was a bit boring” (03F10).* I suppose taking part in group work and having individual support at my previous school (AP) was quite helpful (20, -1) and they did prepare me before I moved to this school (06, -2), for example *“they showed me how to do my tie” (02M11).* However, this wasn’t the most helpful thing during my reintegration. Staff and pupils at my new school,

as well as the strategies that were put in place for me, were much more important. I don't think I necessarily needed a chance for a fresh start (21, -2). I preferred knowing people in school and I just wanted to join in and be a part of the social group.

4.7.3. Factor 2 Interpretation from the Viewpoint of the Negative Pole

Title:

It helped me when...I had routine, structure, boundaries and a 'secure base'. I needed preparation and support from my previous school (AP) during reintegration.

Summary of Factor:

The viewpoint expressed by this pupil indicated that peer relationships, friendships, and participating in social activities were not significant factors in supporting successful reintegration. The pupil valued the support available in AP and felt that it was important for similar strategies to be implemented in the mainstream setting. This pupil found routine, structure and boundaries particularly helpful and benefitted from additional support with learning and academic tasks. This pupil did not initially feel ready to join a mainstream school and therefore appreciated a lot of preparation prior to reintegration. The desire for a 'safe and secure base' was evident. The meeting with parents and school staff before the transition took place was also deemed helpful in order to facilitate an understanding of the reintegration process.

Factor 2 Array (Mirror Image):

-4	-3	-2	-1	0	+1	+2	+3	+4
19. I had friends in school.	05. I was allowed time out when I needed it.	13. I only spent a short amount of time at a different school.	01. I had a particular member of staff that I could go to in school.	07. Staff in school believed that I could do well.	02. I had support and encouragement from my family.	06. My previous school prepared me before I moved to this school.	04. I knew what was happening every day.	18. There were clear consequences for breaking the rules.
37. A 'buddy system' was in place when I moved to this school.	33. Other pupils were kind and welcoming.	27. I got on well with staff in school.	03. I felt included in this school.	09. I made a lot of effort to improve my behaviour.	16. I could make choices about which lessons I went to.	21. I had the chance for a fresh start.	26. I knew what I should and should not do in school.	23. I had a meeting with my parents and school staff before I joined the school.
	35. I felt ready to join a mainstream school.	30. I took part in activities outside of school hours e.g. after-school clubs or sports teams.	08. I set myself goals/targets.	10. Staff in school were aware of the things that I needed more help with.	17. I was asked what I thought about moving here.	29. School staff listened to me and tried to understand me.	32. I received extra support with learning and academic tasks.	
		31. I started school on a part-time basis and gradually increased my time here.	12. I got good grades/marks in my schoolwork.	11. Staff in school noticed my strengths and achievements.	20. I took part in group work and had individual support at my previous school.	34. I had support from my previous school e.g. staff kept in touch.		
			22. I had a quiet place to go to in school.	14. Staff in school talked to me and showed an interest in me.	25. I knew that my parents wanted me to do well in school.			
			24. I talked to my family about school.	15. I knew what the steps were going to be in moving to this school.	28. I felt safe in this school.			
				36. I wanted to do well in school.				

Figure 13. Mirror image of Factor 2 array (representing the polar opposite viewpoint).

Demographic Information:

The participant who is associated with the negative viewpoint captured by Factor 2, and thus whose viewpoint was in direct opposition, now attends a mainstream secondary school. The participant is male, aged 11, and has an EHCP relating to SEMH needs. The participant spent three months in AP following permanent exclusion and reintegrated into a mainstream primary school in January 2015.

Full First-Person Viewpoint from the Negative Pole of Factor 2:

Support from Alternative Provision/Reintegration Factors

It was helpful that my previous school (AP) prepared me before I moved to this school (06, +2) and I enjoyed taking part in group work and having individual support there (20, +1). I think that helped me. I also really valued the meeting that took place with my parents and school staff before I joined the (mainstream) school (23, +4). *“This helped because then I knew what was going to be in place for me, for example I had a support worker” (01M11).* Plus, they told me that this was a chance for a fresh start (21, +2) so that helped to change my view of reintegration. I suppose that knowing what the steps were going to be in moving to this school (15, 0) was kind of helpful too. I like structure. And I guess that’s why I didn’t find it helpful to start school on a part-time basis and gradually increase my time here (31, -2). I’d rather just settle in and get used to normal school routines. I did like that I was asked what I thought about moving to this school (17, +1) but this was *“mainly by my Mum” (01M11).*

Peer Relationships and Friendships

For me, peers weren't a helpful factor in supporting my reintegration into mainstream education. It didn't help that I had friends in school (19, -4) and I didn't need other pupils to be kind and welcoming (33, -3). So it wouldn't have helped if a 'buddy system' were in place when I moved to this school (37, -4). I'm not really interested in the social aspect of school and being 'included' with peers is not my main priority because *"I have friends outside of school"* (01M11). I wouldn't have wanted to take part in activities outside of school hours, such as after-school clubs or sports teams (30, -2).

Timings/Strategies in Mainstream School

It didn't help that I felt ready to join a mainstream school (33, -3). In fact, *"I didn't...I quite liked the PRU"* (01M11). So it was important that I had support from my previous school (AP) and that staff kept in touch (34, +2). I liked that school staff listened to me and tried to understand me (²29, +2) *"in the PRU"* (01M11). I felt supported there so I wanted similar strategies to be implemented when I moved to a mainstream school. For example, having structure, routines and boundaries. It helped that there were clear consequences for breaking the rules (18, +4) because things like *"detentions help me know what I'm doing wrong...I think rules and boundaries help me"* (01M11). So it was good that I knew what I should and should not do in this school (26, +3).

² This participant interpreted statement 29 ('school staff listened to me and tried to understand me') in terms of staff in AP as opposed to staff in mainstream school. This is reflected in the first-person viewpoint.

School Staff Support/Staff Approach

With regard to support from staff in the mainstream environment, I valued receiving extra support with learning and academic tasks (32, +3) but I didn't need a particular member of staff that I could go to in school (01, -1). *"I don't think I really get on with many adults"* (01M11) so it wouldn't have helped if I got on well with school staff (27, -2). I wasn't all that bothered about staff talking to me and showing an interest in me (14, 0) and I don't know if it was helpful that staff were aware of the things that I needed more help with (10, 0). I'm not sure how helpful it was that staff in school believed that I could do well (07, 0) or that they noticed my strengths and achievements (11, 0).

Individual Factors/Pupil Characteristics

I suppose I wanted to do well in school (36, 0) and I did make some effort to improve my behaviour (09, 0) when I moved schools. But I wouldn't say that I set myself goals/targets (08, -1) and the idea of getting good grades/marks in my schoolwork (12, -1) didn't help the reintegration process as such.

Family Support and Parental Involvement

I did have support and encouragement from my family (02, +1). In fact, *"my family were really supportive"* (01M11) and that was helpful. *"My Mum and Dad believed in me"* (01M11) and I knew that my parents wanted me to do well in school (25, +1). That was important. But I don't think that talking to my family about school (24, -1) helped with my reintegration.

Environmental Factors/Strategies in Mainstream School

Even though some of the strategies in mainstream school really helped me during reintegration, for example routines, structure and boundaries being put into place, I didn't find being allowed 'time out' when I needed it (05, -3) very helpful and I don't think I needed a quiet place to go to in school (22, -1). *"It might have been helpful...I don't know"* (01M11). As previously mentioned, I wasn't bothered about feeling included in school (03, -1) but it did help that I felt safe (28, +1) so having a 'secure base' is really important. I also think that it would have been helpful if I could make choices about which lessons I went to (16, +1) because *"I'd like more PE"* (01M11).

4.8. Idiosyncratic Q Sorts

Two participants' Q sorts were idiosyncratic as they did not load upon any individual factor at a statistical level (0.42). Thus, the personal viewpoints of these two participants were not consistent with either of the two viewpoints expressed by the other seven participants. However, as displayed in Table 6, the two Q sorts were more strongly affiliated with Factor 1.

In accordance with the inclusive theme that is embedded within this research, it was deemed important to also listen to the voices of these participants and to include their views in the results.

Participant	Factor 1	Factor 2
04M14	0.35	0.06
09F15	0.33	-0.1

Table 6. Extract from participants' data (rotated factor matrix).

4.8.1. The Viewpoint Expressed by Participant 04M14

This participant is male, aged 14, and currently attends a mainstream secondary school. He spent nine months in AP following permanent exclusion and reintegrated into the mainstream environment in November 2015. This participant has an EHCP with key objectives relating to SEMH needs.

The two 'items' that he perceived as most helpful (+4) in supporting his successful reintegration into mainstream education were:

- 36. I wanted to do well in school.
- 21. I had the chance for a fresh start.

The two 'items' that he viewed as most unhelpful (-4) were:

- 30. I took part in activities outside of school hours e.g. after-school clubs or sports teams.
- 37. A 'buddy system' was in place when I moved to this school.

4.8.2. The Viewpoint Expressed by Participant 09F15

This participant is female and is 15 years of age. She reintegrated into a mainstream secondary school in November 2015, having spent three months in AP. This participant has no identified SEND.

The two statements that this participant ranked 'most helpful' (+4) were:

- 01. I had a particular member of staff that I could go to in school.
- 28. I felt safe in this school.

The two statements that this participant ranked 'most unhelpful' (-4) were:

- 06. My previous school prepared me before I moved to this school.
- 34. I had support from my previous school e.g. staff kept in touch.

4.9. Factor Comparison

Comparisons between factors help to bring the analysis together into a coherent whole. Included in the output file from the PQMethod software, is an analysis of the differences between factors ('descending array of differences between factors') and a table displaying which items a factor has ranked in a significantly different position when compared with other factors ('distinguishing statements for Factor 1'). This

data can be found in Appendix CC and was used to compute the following factor comparison.

4.9.1. Comparisons Between Factor 1 and Factor 2

There is no correlation (0.0068) between factors 1 and 2, which reflects the distinctness of these viewpoints. The viewpoints portrayed by the two factors essentially have almost nothing in common and this is reflected in the factor interpretations.

The items that Factor 1 rated more highly tended to relate to family support and parental involvement during the reintegration process. Of significance, was the importance of reintegration offering a 'fresh start' and thus a second chance. Other items ranked higher in Factor 1 than in Factor 2 related to the desire to feel 'included' and 'listened to' in the mainstream setting and therefore to not stand out or have additional strategies in place that make pupils feel 'different'. This factor also rated support strategies available in AP (for example preparation prior to reintegration) and a 'reintegration meeting' significantly more highly than Factor 2.

In contrast, the items that Factor 2 rated more highly tended to be associated with peer relationships, friendships and the desire to integrate socially into the mainstream community. This factor also ranked items relating to individual factors/pupil characteristics more highly (for example, setting individual goals and targets), and the importance of timings was emphasised as 'helpful' (for example feeling ready to join a mainstream school). Other items ranked more highly in Factor 2 than in Factor 1 related to environmental considerations and support

strategies that were in place in mainstream schools, such as having a quiet place to go to.

Items that did not distinguish the two factors, and thus which were viewed similarly by both Factor 1 and Factor 2 included: the importance of school staff (particularly having a specified 'key person', having positive relationships with staff, and staff believing that the pupils could succeed); the importance of feeling included in mainstream schools; and environmental factors/specific strategies in the mainstream setting (such as opportunities for 'time out' and starting school on a part-time basis). These strategies were all viewed as 'helpful' in supporting a successful reintegration into mainstream education for pupils who had experienced exclusion and placement in AP.

4.10. Chapter Summary

This chapter has outlined the process of data analysis within Q methodology in general, and has provided a systematic description of the way in which the data was analysed and interpreted in the present study. More specifically, the 'factors' that emerged from the statistical analysis were interpreted qualitatively to 'bring to life' the viewpoints of participants regarding the factors that supported their successful reintegration into mainstream education. Chapter Five will bring these results into focus, by placing them into context, and by examining and discussing the implications of what has been reported.

Chapter Five: Discussion

5.1. Introduction

Chapter Four documented the analytic and interpretative stages of the research and the results outlined participants' viewpoints regarding the factors that they perceived to have supported their successful reintegration into mainstream education.

The quantitative analysis of the data (obtained via the Q sorting procedure) identified two 'factors', which were also interpreted at the qualitative level to reveal the dominant viewpoints that existed in the participant sample. However to recap, Factor 2 was defined by both positively and negatively loading Q sorts and therefore a third viewpoint was interpreted, which was essentially the 'polar opposite' of the viewpoint portrayed by participants who were positively associated with Factor 2.

The three viewpoints are summarised as follows:

1. Factor 1 viewpoint: It helped when...strategies were different but not too different: I just wanted a fresh start, to feel normal and to feel like I belong. I needed people to believe in me!
2. Factor 2 viewpoint (positive): It helped when...I felt ready to reintegrate. I just needed social and emotional support.
3. Factor 2 viewpoint (negative): It helped when...I had routine, structure, boundaries and a 'secure base'. I needed preparation and support from my previous school (Alternative Provision (AP)) during reintegration.

The present chapter will discuss these findings in relation to the existing body of literature surrounding the topic of reintegration (5.3), and with reference to psychological models and theoretical frameworks (5.4). Implications for schools (mainstream and AP) and Educational Psychologists (EPs) will be explored (5.5), and the strengths and limitations of the research will be discussed (5.6). Some personal reflections will be shared (5.7), along with recommendations for future research in this area (5.8). Finally, the conclusion will summarise the aims of this research, the methodological procedures, and the key findings that have been drawn.

5.2. Aims and Research Question Revisited

In Chapter Two, the aims and purpose of the present study were outlined and can be summarised as follows:

- To *enable* Children and Young People (CYP), who have experienced school exclusion and successful reintegration, to express their views through utilising research methods that will engage both primary and secondary-aged pupils.
- To *explore* with CYP the factors that they perceive to have supported their successful reintegration from AP to mainstream education.

Based upon these aims, the following research question was devised:

- What are the viewpoints of CYP, who have experienced school exclusion and placement in AP, regarding the factors that supported their successful reintegration into mainstream education?

5.3. How the Findings Relate to Existing Literature

In this section, the key findings from the present study will be discussed in relation to the existing literature in this area. The three viewpoints that emerged from the data will be discussed in turn, with a primary emphasis on ‘what works’ for pupils who identified with each viewpoint. The common factors that were revealed as ‘helpful’ in supporting a successful reintegration by the majority of participants will also be outlined.

As summarised in Chapter Two (2.2.5), consistent themes emerge throughout the existing literature. More specifically, the factors supporting a successful reintegration into mainstream schools for pupils who have experienced exclusion generally fall within four main categories: individual factors; parental factors; systemic/environmental factors; and relationship factors. These themes are embedded in the present research (for example the themes were used in the generation of the Q set) and will therefore be discussed in relation to each viewpoint.

5.3.1. What Can Be Learned From the Three Distinct Viewpoints and How This Relates to Previous Research

To reiterate, there was a non-significant correlation between Factor 1 and Factor 2, which indicated a high level of disparity in the emergent viewpoints. This suggests that the pupils who expressed each viewpoint differed in their views regarding the factors that supported their successful reintegration into mainstream education.

The next section examines the three distinct viewpoints and how each one relates to previous research surrounding reintegration.

5.3.1.1. Factor 1 viewpoint

The pupils who expressed the Factor 1 viewpoint were all male, secondary-aged, and had identified Social, Emotional and/or Mental Health (SEMH) needs. This contextual information is of significance when considering and interpreting their views regarding the factors that supported their successful reintegration into mainstream education.

As discussed in Chapter Two, existing literature surrounding the reintegration of excluded pupils into mainstream education has primarily focused on secondary-aged pupils. It is therefore possible to locate the Factor 1 viewpoint (which reflects the views of four teenage boys) within the wider literature in this area.

Figure 14 summarises the key themes that were central to the Factor 1 viewpoint.

These are discussed in the subsequent text.

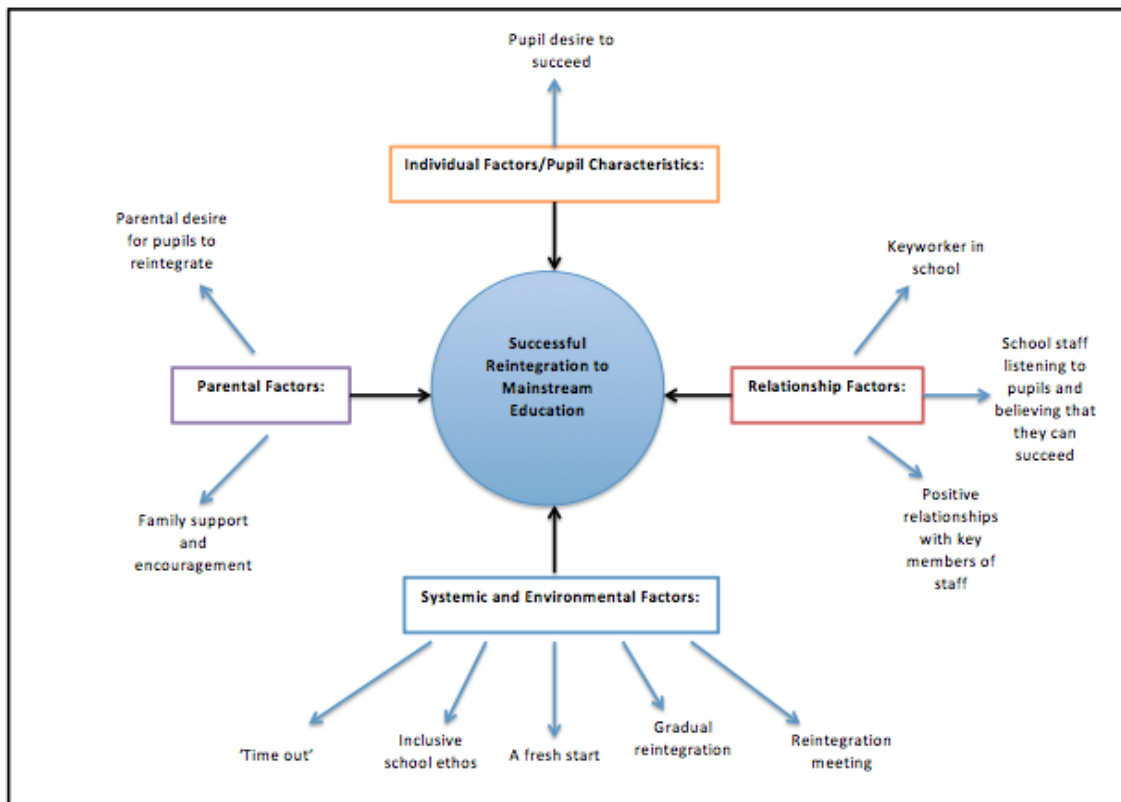


Figure 14. Diagrammatic summary of the Factor 1 viewpoint displaying key themes and strategies that pupils found helpful during reintegration.

Parental Factors

A key feature of the Factor 1 viewpoint was the importance of parental support and encouragement in supporting pupils' transition to mainstream education. This is congruent with previous research findings, which emphasise family relationships as a central factor in supporting reintegration (Thomas, 2015; Pillay et al., 2013; Lown, 2005). The pupils who expressed this viewpoint highlighted that their parents *wanted* them to attend a mainstream school and *wanted* them to succeed. This relates to the ideas of parents having a positive attitude towards their child and their education (Lawrence, 2011; Lown, 2005), and parents having realistic hopes for the future (Lawrence, 2011).

However, the pupils who expressed this viewpoint did not view 'talking to family members about school' as helpful in supporting their successful reintegration. It appeared that the pupils who were affiliated with the Factor 1 viewpoint valued the support of parents and needed parents to believe in them, but were less willing to speak about school-related issues at home.

Relationship Factors

Existing literature concerning educational practitioner, pupil, and parental views regarding reintegration has emphasised the importance of 'relationships' as a key facilitator. For example, Lown (2005) found that positive relationships between: parents and school staff; adults and pupils; and pupils and peers played a critical role in facilitating successful reintegration. The Factor 1 viewpoint highlights the importance of pupils being allocated a key member of staff in the mainstream environment upon reintegration. A consistent person with whom they could build a trusting relationship: someone who would listen and try to understand. However, the pupils found it less helpful when adults in school noticed their strengths and achievements, and talked to them about school-related issues. The pupils valued feeling 'wanted' and 'supported', which links to Lown's (2005) assertion that pupils need to feel 'liked' by adults and that adults should be proactive in building relationships, however a strong narrative was that they did not want to 'stand out' and sometimes preferred 'to keep themselves to themselves'.

With regard to peer relationships, the Factor 1 viewpoint highlighted that having friends in school was helpful for the pupils who reintegrated into mainstream secondary schools. This is consistent with previous research findings, which suggest

that having positive peer networks and friendships are important for successful reintegration (Lown, 2005; Pillay et al., 2013; Hart, 2013). However, peers were not viewed as being as 'helpful' as parents and key members of staff for pupils who expressed this viewpoint. All pupils perceived a 'buddy system' negatively and believed that having a peer assigned to act as a 'buddy' when starting mainstream school was (or would be) unhelpful. This was interpreted from the perspective of a teenage boy, who did not want to 'stand out' or appear 'different'. As quoted by one of the participants expressing this viewpoint, *"I just want to feel normal..."* (08M15).

Systemic/Environmental Factors

Pillay et al. (2013) investigated the reintegration experiences of learners with 'Social, Emotional and Behavioural Difficulties (SEBD)' and found that 'processual factors' (such as gradual reintegration and a positive reintegration meeting) had a significant impact upon reintegration. Indeed, pupils who expressed the Factor 1 viewpoint believed starting mainstream school on a part-time basis was helpful in order to adjust to a larger school, and new rules and routines. Similarly, pupils expressed that a reintegration meeting was helpful in terms of getting to know staff in the mainstream setting, learning more about the reintegration process, and ensuring an integrated approach between the pupil, parent and staff. This is consistent with research by Harris et al. (2006) which suggested that initiatives seeking to build a community between schools, parents and professionals are promotive for vulnerable pupils, an approach which is also advocated by significant legislation (Children and Families Act, 2014; Every Child Matters Green Paper, DfES, 2003).

Consistent with the research literature (Thomas, 2015; Lawrence, 2011; DfES, 2004b), a nurturing and inclusive school ethos was essential in supporting pupils when reintegrating. The pupils felt 'included' in the mainstream environment and this was helpful in facilitating a sense of 'belonging'. A central theme in the Factor 1 viewpoint was the value of reintegration offering a 'fresh start' for pupils who had experienced exclusion. The pupils reflected upon the power of 'labelling' and 'judgement' and wanted to wipe the slate clean and be offered a second chance. Indeed, all four of the pupils had a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP) relating to SEMH needs and all had previously been excluded from mainstream schools as a result of behavioural issues. It was therefore important for these pupils to avoid labels and to avoid focusing on past difficulties.

With regard to specific strategies that may be implemented in mainstream schools to support reintegration, the Factor 1 viewpoint highlights that pupils prefer strategies not to be 'too different' from those available to the majority. Although some strategies and environmental considerations (such as opportunities for 'time out') were appreciated, a flexible curriculum and extra-curricular activities were not deemed to be helpful. Similarly, pupils did not value additional support with learning because they did not want 'special treatment'. However, some of the pupils articulated that they do find certain aspects of academia challenging and therefore the key may be to support such pupils' learning needs subtly. This viewpoint contrasts to the literature in this area, which suggests that academic support (Lown, 2005; Michael & Frederickson, 2013) and highly personalised

learning experiences (Hart, 2013; Michael & Frederickson, 2013; DfES, 2004b) are essential in supporting pupils who have experienced exclusion. It is hypothesised that the findings in the present study link to the idea of pupils in mainstream secondary schools wanting to feel 'normal' and thus not wanting to 'stand out'.

Individual Factors

Research by Pillay et al. (2013) and Lown (2005), which included the voice of pupils regarding reintegration practices, highlighted individual factors and pupil characteristics, such as feelings of optimism, motivation, and a positive future vision, as contributing to reintegration success. Indeed, the teenagers who were associated with the Factor 1 viewpoint articulated that they *wanted* to succeed and to achieve positive outcomes. The pupils spoke about future ambitions and recognised the importance of education in enabling them to secure further education, employment or training. This may be interpreted as a sophisticated viewpoint expressed by pupils who are transitioning into adulthood and thinking about long-term plans.

5.3.1.2. Factor 2 (positive) viewpoint

In contrast to Factor 1, pupils who expressed the Factor 2 viewpoint had all reintegrated into mainstream primary schools. The viewpoint discussed in this section therefore reflects that of a younger child, which may explain the divergence from the Factor 1 viewpoint. There was also greater diversity in terms of gender, identified SEND, and the length of time that they had spent in AP.

Figure 15 summarises the key themes that were central to the Factor 2 viewpoint.

These are discussed in the subsequent text.

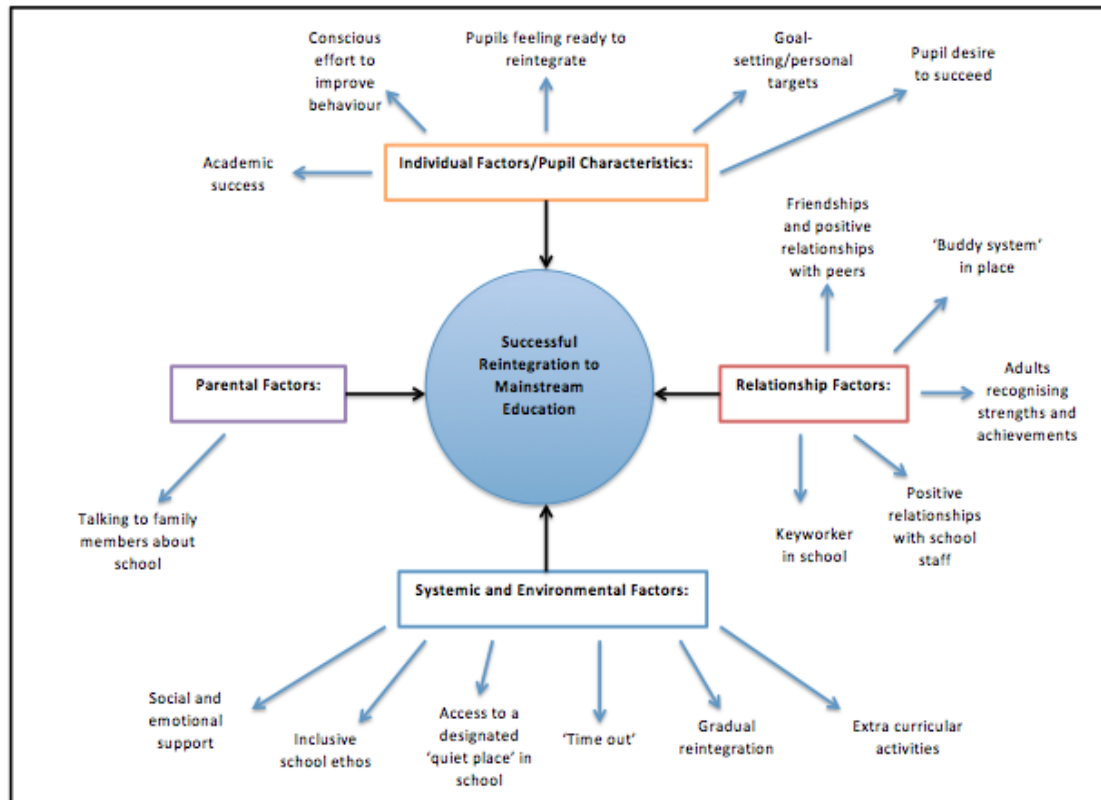


Figure 15. Diagrammatic summary of the Factor 2 viewpoint displaying key themes and related strategies that pupils found helpful during reintegration.

Relationship Factors:

Peer relationships and friendships were critical in supporting a successful reintegration into mainstream education for pupils who expressed the Factor 2 viewpoint. Their narrative centred around a desire to integrate socially into the mainstream school community and therefore having friends in school, a 'buddy system' in place upon arrival, and the support of other pupils were particularly helpful. This differs significantly from the Factor 1 viewpoint.

Lown (2005) highlighted the powerful and constructive elements of peer networks and found that such networks were a major element in the success of reintegrated placements for pupils. This was certainly true for the primary school pupils who

were associated with the Factor 2 viewpoint, however Lown (2005) also acknowledged that developing and existing friendships can sometimes jeopardise new placements and can thus be destructive. It is possible to interpret the two contrasting viewpoints in relation to the age of the pupils and the nature of the primary versus the secondary school environment. One hypothesis is that primary schools foster positive and supportive peer relationships more so than secondary schools. Indeed, one participant (whose Q sort was idiosyncratic and thus not associated with any of the dominant viewpoints) raised concerns about 'mocking' and 'bullying' in mainstream secondary provision, which gives some indication of why secondary school pupils may not view peer relationships and 'buddies' as helpful during reintegration.

In addition to peer relationships and friendships, the Factor 2 viewpoint highlighted the importance of school staff during reintegration, particularly in terms of providing social and emotional support. This is coherent with the proposition that relationships with adults have a direct impact upon feelings of belongingness and comfort within the school environment (Lown, 2005). Indeed, pupils expressing this viewpoint spoke of positive relationships with school staff; having a 'key person' in school; and adults recognising their strengths and achievements as facilitators of their success. This links to previous research findings, which suggest that positive reinforcement from teachers, and 'free access to a significant adult', in the mainstream school is a source of resilience during the reintegration process (Pillay et al., 2013).

Parental Factors

In contrast to the teenage boys who were associated with the Factor 1 viewpoint, the primary-aged pupils who expressed the Factor 2 viewpoint believed that talking to their family about school helped during reintegration. One pupil quoted, “*We talk about my friends and the things I’ve done...like what I did well and what was hard*” (03F10). This quote acknowledges the wish to speak about both positive experiences and challenges that may be encountered in school. This is consistent with research highlighting that pupils tend to talk more to parents during reintegration (Tootill & Spalding, 2000). However, the Factor 2 viewpoint places less emphasis on parental factors such as ‘family support and encouragement’ than the Factor 1 viewpoint, as the support of peers predominates.

Individual Factors

Individual factors and pupil characteristics, such as: feeling ready to reintegrate, goal-setting, and achieving academically, were viewed ‘more helpful’ by pupils who were affiliated with the Factor 2 viewpoint.

Lown (2005) found that ‘within-child’ characteristics, such as academic ability, played an important part in facilitating successful and sustained transfer to new schools. Although this finding cannot be confirmed in the present study (no information was gathered with regard to the pupils’ academic potential), the Factor 2 viewpoint infers that achieving academically is motivating for these pupils. On a similar note, the pupils spoke about setting themselves targets (educational *and* social) and this was viewed as ‘helpful’ in supporting their success. This is in line with Lown’s (2005) concept of ‘goal motivation’, which is arguably linked to self-

efficacy and educational performance (Lown, 2005). The pupils who expressed this viewpoint were also more willing to accept credit for their success and emphasised a strong desire to attend a mainstream school. This relates to research that has highlighted the importance of positive self-esteem and self-worth in supporting successful and sustained reintegration (Lawrence, 2011).

Systemic/Environmental Factors

There was some convergence in the Factor 1 and Factor 2 viewpoints regarding environmental and systemic factors that were helpful during reintegration. For example, 'a gradual reintegration', 'an inclusive school ethos', and 'time out' were all considered to be important. However, the Factor 2 viewpoint placed more emphasis on strategies that were in place to support their social and emotional needs. For example, having a quiet place to go to in school and opportunities to attend 'clubs' and extra-curricular activities. These findings support those of Michael and Frederickson (2013), who sought to identify the potential protective factors of PRUs. Factors, such as small class sizes, a calm environment, and extra-curricular activities were associated with improving PRU outcomes. Although this research was completed in relation to AP, an interesting question relates to whether the nature of primary schools (smaller and more nurturing with a higher level of adult support) in some ways resembles that of AP. It is possible that the pupils associated with Factor 2 valued these 'environmental factors' in AP and thus appreciated their familiarity when transitioning into mainstream primary schools. In summary, this viewpoint emphasised the importance of a nurturing environment,

with strategies in place to support social and emotional needs, as opposed to strategies relating to boundaries and discipline.

5.3.1.3. Factor 2 (negative) viewpoint

As stated in section 5.1, Factor 2 contained two 'polar opposite' viewpoints, as there were participants who were both positively and negatively associated with the factor (see Chapter Four for a full explanation of why a third viewpoint was interpreted). This section discusses the viewpoint of the participant whose Q sort was negatively associated with Factor 2. It should be acknowledged that this does not reflect a 'negative' viewpoint by strict definition of the word. Rather, it reflects the 'reverse' of the previously discussed 'positive' Factor 2 viewpoint.

The pupil who expressed this viewpoint reintegrated into a mainstream primary school following a three-month placement in AP, however has now transitioned to secondary education. This contextual information is of significance when interpreting the uniqueness of this viewpoint. For example, it is possible that multiple transitions have impacted upon the pupil's views regarding 'what works'.

Figure 16 summarises the key themes that were central to the Factor 2 (negative) viewpoint. These are discussed in the subsequent text.

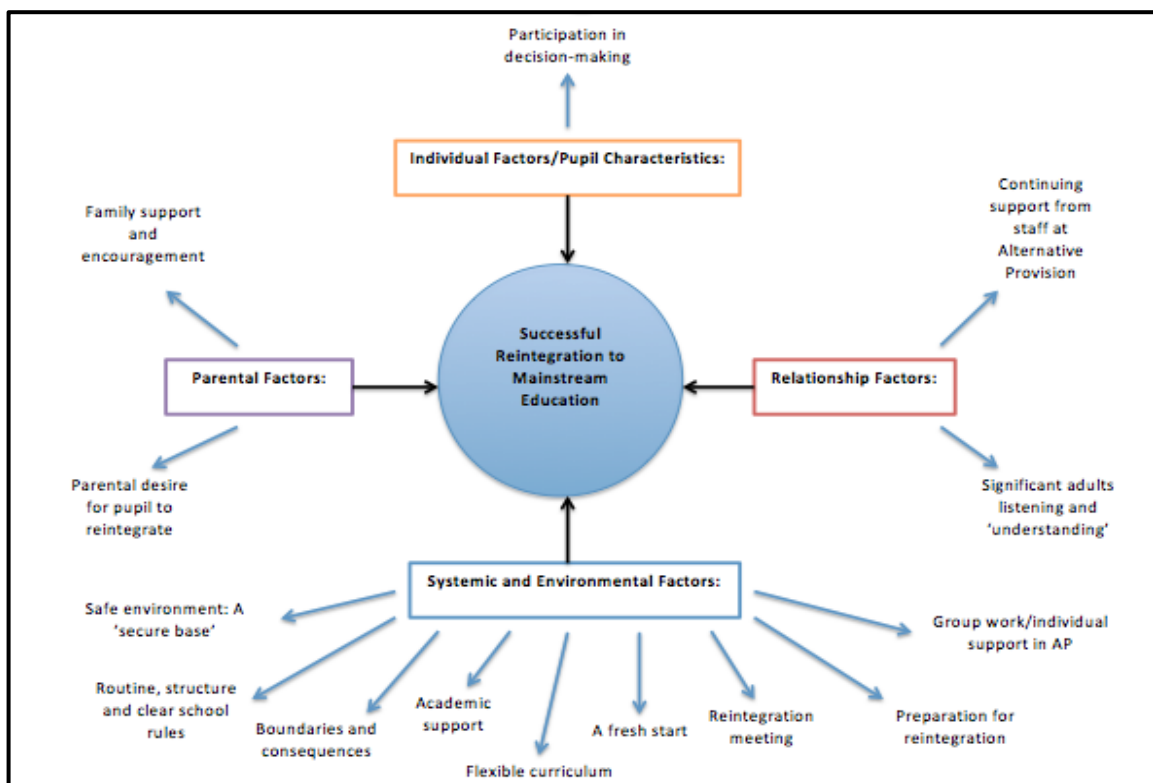


Figure 16. Diagrammatic summary of the Factor 2 (negative) viewpoint displaying key themes and related strategies that the pupil found helpful during reintegration.

Systemic/Environmental Factors

Figure 16 highlights the importance of systemic/environmental factors in supporting a successful reintegration into mainstream education for the pupil who expressed the Factor 2 (negative) viewpoint. The majority of strategies that the pupil viewed as 'helpful' could be categorised within this theme.

The narrative surrounding this viewpoint related to the help and support that was offered in AP. In particular, the pupil found that strategies that were in place in AP (such as group work and individual support) facilitated his successful reintegration into mainstream education. The pupil also valued preparation and continuing support from members of staff in AP. This is consistent with research conducted by

Parsons et al. (2001), where it was found that the involvement of the previous school contributed to one pupil's effective reintegration into a mainstream primary school. However, this view is unique in relation to the other viewpoints that have been presented in this research. Pupils associated with Factor 1 articulated a wish for a 'fresh start', and those associated with the Factor 2 (positive) viewpoint perceived support in their current school to be more helpful upon reintegration. Thus, factors associated with support in AP were not a key feature of either of the previous viewpoints. It is possible that each of the pupils had very different experiences of AP (the majority of participants had attended different settings) and this could have influenced their views.

The pupil who was associated with the Factor 2 (negative) viewpoint perceived the reintegration meeting to be particularly helpful. It can therefore be inferred that a coordinated approach (involving parents, the pupil, mainstream staff, and AP staff) is helpful in ensuring that a plan is in place for pupils transitioning from AP to mainstream education. Indeed, the pupil quoted, "*this helped because then I knew what was going to be in place for me, for example I had a support worker (01M11).*" This quote suggests that the pupil valued being included in decision-making and found it helpful to know what would happen following transition.

This links to the emphasis that was placed upon routines, structure and boundaries in facilitating reintegration success. The pupil found these factors helpful, which perhaps related to a sense of safety and the need for a 'secure base' (Bowlby, 1988). Existing literature concerning the potential protective factors of PRUs (Michael & Frederickson, 2013; Hart, 2013) highlighted that effective and consistent sanctions

and consequences, as well as clear rules and boundaries, contributed to positive outcomes for pupils who had experienced exclusion. A key narrative of the pupil who expressed the Factor 2 (negative) viewpoint was that he appreciated the support that was offered in AP. Thus, similar factors were perceived to be helpful in the mainstream environment. For example, the pupil expressed that he would appreciate choice regarding lessons and spoke positively about the 'personalised curriculum' that was offered in the PRU.

Relationship Factors

The Factor 2 (negative) viewpoint was unique in that 'relationship' factors were not viewed as facilitators to successful reintegration. The pupil who expressed this viewpoint articulated that he was not concerned with the social aspects of school, as his 'social life' existed outside of the school gates. As quoted by the participant, "*I have friends outside of school*" (01M11). The pupil also implied that he had experienced negative relationships with adults in the past and thus did not value support from school staff. It is possible that this pupil was less trusting of adults and needed more time to develop meaningful relationships. This is supported by the pupil's perception of staff in his previous school (AP) as helpful, as he possibly had more individual support in the smaller environment and more time to develop trusting relationships. Indeed, the pupil found it helpful when adults 'listened and tried to understand' and therefore when adults displayed empathy.

The overall impression of 'relationships' represented in the Factor 2 (negative) viewpoint contrasts with the body of literature surrounding reintegration practices, as well as the two viewpoints that were put forth in the previous sections. However,

the majority of pupils who participated in the research did find 'relationships' to be a key factor in supporting reintegration success, and it is therefore questionable as to whether the pupil expressing a negative view of relationships had personal reasons for doing so, for example based on past experiences and attachments.

Parental Factors:

The pupil associated with this viewpoint valued family support and encouragement during reintegration: *"My Mum and Dad believed in me"* (01M11). Similar to the Factor 1 viewpoint, this quote suggests that support and belief from parents was an important protective factor for sustained reintegration. This was reiterated by Bynner (2001) and Pilling (1990), who outlined how parental aspirations, encouragement, and commitment to pupil achievement could mitigate the effects of disadvantage. In addition, the Factor 2 (negative) viewpoint highlighted the importance of a 'reintegration meeting' (attended by parents, the pupil and school staff) prior to transitioning into the mainstream environment. This suggests that parental involvement and positive home-school engagement was a facilitator of successful reintegration, a finding supported by Lown (2005).

Individual Factors

As displayed in Figure 3, very few 'individual factors' were deemed important in supporting reintegration according to the Factor 2 (negative) viewpoint. This suggests that the pupil did not feel responsible for his success, which is essentially the opposite of that which was portrayed by the Factor 2 (positive) viewpoint. The pupil articulated that he did not feel ready to return to mainstream school and actually *"quite liked the PRU"* (01M11). Thus, he may have been less motivated at

the outset. The viewpoint did, however, emphasise the importance of pupil participation in decision-making and the pupil who expressed this viewpoint liked the fact that he was asked what he thought about moving to a mainstream school. This is in line with the SEND Code of Practice (DfE, 2014), which places greater emphasis on empowering CYP and ensuring their active participation in decision-making relating to their future.

5.3.2. Common Factors That Pupils View as Helpful in Supporting Reintegration

Although three very different and distinct viewpoints were identified regarding the factors that supported successful reintegration, there were specific strategies that the majority of participants found 'helpful'. Such strategies were mainly contained within the themes of 'environmental/systemic factors' (for example, an inclusive school ethos; a gradual reintegration; and opportunities for 'time out'), 'relationship factors' (for example, having a specified 'keyworker' and developing positive relationships with school staff), and parental factors (for example, family support and encouragement). These will be discussed in section 5.4 with reference to theoretical frameworks, and a 'reintegration model' will be presented, which reflects the majority of pupils' views regarding 'what works'.

5.4. How the Findings Relate to Psychological Models and Theoretical Frameworks

As stated in Chapter 1, the present research embraced an eco-systemic perspective of human behaviour (Bronfenbrenner, 1979) and was based upon a model of positive and solution-focused psychology in its aim to evolve current understandings

of 'what works' for pupils who have experienced a successful reintegration into mainstream education following exclusion and placement in AP.

5.4.1. Summarising the Findings Through a Bioecological Framework

From an eco-systemic perspective, "human behaviour is the product of on-going interaction between environmental influences and internal motivations..." (Cooper & Upton, 1990, p.3). This relates directly to the findings from the present research, which alludes to a multiplicity of factors that contribute to reintegration success. More specifically, section 5.3 outlined that, according to CYP, the success of reintegration is determined by numerous factors, located within: the pupil, the family, relationships, and the environment. Although the findings suggest that there are individual differences in pupil views regarding 'what helped', (which emphasises the importance of adopting a person-centred approach when considering support strategies for such pupils), the common themes that emerged from the three viewpoints can be conceptualised within Bronfenbrenner's (1979) bioecological framework (see Chapter Two for an overview of the theory). These are displayed diagrammatically in Figure 17 and are discussed below through a 'bioecological theoretical lens'.

- **Individual Factors** - There were varying 'within-child' factors portrayed in the three viewpoints as contributing towards successful reintegration and the findings suggested that younger pupils viewed such factors as more salient in supporting their success. However, the majority of pupils expressed that an individual desire to succeed was helpful during reintegration. As quoted by one

participant, “you have to want to move (to mainstream school) and want to succeed” (05M16).

- **Micro-Systemic Factors** – The micro-system encompasses the immediate settings that the pupil inhabits and is conceptualised as having the most direct and immediate impact upon development. In terms of reintegration, common, promotive, micro-systemic factors were identified within three overarching themes: parental factors (family support and encouragement); relationship factors (specified key person in school, positive relationships with staff, peer relationships and friendships); and environmental factors (inclusive school ethos, time out). There was some divergence in the three viewpoints identified within the present study, (for example with older pupils placing a greater emphasis upon parental factors and younger pupils valuing the support of peers), however the findings support the idea that the key systems surrounding CYP have the most direct impact upon reintegration success.
- **Meso-Systemic Factors** – The meso-system refers to relationships within the micro-system, represented in this study by connections between the pupil, the family and the school. Indeed, an integrated approach, involving pupils, parents, staff in the mainstream environment, and staff in AP (for example through conducting a ‘reintegration meeting’) was deemed to be helpful by the majority of pupils. This is consistent with research that has emphasised the importance of: parental engagement and involvement with school in supporting pupils during reintegration (DfES, 2004b; Lawrence, 2011; Levinson & Thompson, 2016), and having clear channels of regular communication between parents, mainstream schools and AP (Thomas, 2015; Lawrence, 2011; Pillay et al., 2013).

- **Exo-Systemic Factors** - The exo-system refers to the wider social systems that may influence the pupil indirectly. Such factors in relation to reintegration would include government policy and legislation and the corresponding impact upon educational practices. Pupils' views on such factors were not directly elicited in the present research, however it can be inferred that certain factors that were deemed to be helpful in supporting reintegration (for example an inclusive school ethos) have been directed by guidelines concerning 'best practice' (DfES, 2004b). Similarly, some pupils valued their active participation in decision-making and the importance of 'pupil voice' is advocated in both The Children and Families Act (2014) and the SEND Code of Practice (DfE, 2014).
- **Macro-Systemic Factors** – The macro-system refers to the most distal contextual layer and represents the social and cultural context within which the pupil lives, comprising socioeconomic status and ethnicity. These areas were not represented in the Q set and were therefore not communicated in the pupils' viewpoints. However, pupil demographic information (for example, the majority of the sample were male, secondary-aged, and had an identified SEND) is consistent with research and national statistics highlighting that certain groups of pupils are disproportionately represented in exclusion statistics (Munn & Lloyd, 2005; DfE, 2016). An interesting topic for future research would be to explore how such factors impact upon the reintegration process.
- **Chrono-Systemic Factors** – The chrono-system encompasses the dimension of time. Chrono-systemic factors, such as a gradual reintegration into mainstream education, provided the theoretical foundation for pupil views regarding the reintegration process. The theme of 'timely reintegration' was also expressed by

younger pupils, who felt 'ready' to transition into mainstream schools. In addition, chrono-systemic factors could help to explain the difference in viewpoints between primary and secondary pupils in terms of their age and stage of development. For example, the adolescents expressed a desire to feel 'normal' and thus did not want support strategies to appear 'too different' from those available to the majority of pupils.

Exploring the factors that contribute to successful and sustained reintegration through a biocological perspective is advantageous in maintaining a holistic view of reintegration and in recognising that success is largely determined by a range of factors located within the pupil, the family, the school and the wider social and cultural context. This highlights that each system surrounding the child has an invaluable part to play in supporting pupils' reintegration into mainstream education, and that success is not solely dependent upon the individual.

The bioecological perspective is consistent with a resiliency perspective and Cefai's (2008) assertion that resilience is the result of a dynamic interaction between an individual and his/her environment. Resilience was defined in Chapter 2 (2.3.2) as, "the capacity to spring back, rebound and successfully adapt in the face of adversity..." (Henderson & Milstein, 2003). It is argued that the pupils who participated in the present research have each demonstrated resilience in adapting to the mainstream environment, and are committed to achieving positive outcomes despite previous challenges and difficulties (such as school exclusion). The findings have shed light on some of the resiliency factors (both within and external to the individual) that pupils believe have supported their successful reintegration into

mainstream schools. These are contained within Figure 17's bioecological model of reintegration.

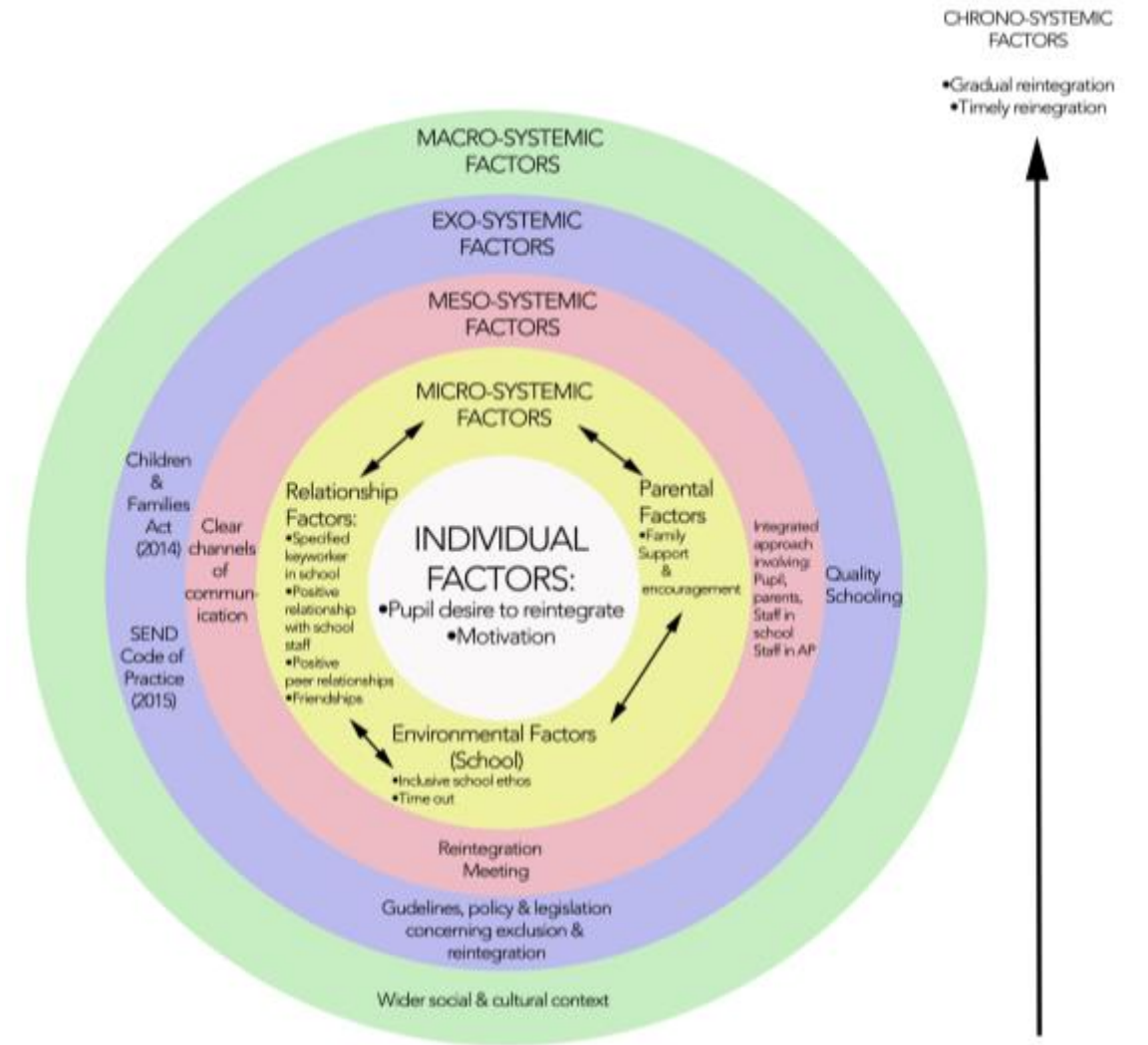


Figure 17. A bioecological model of reintegration (adapted from Bronfenbrenner, 1979) displaying the factors that pupils viewed helpful in supporting success.

5.4.2. Summarising the Findings from an Attachment and Psychoanalytic

Theoretical Perspective

Triangulation of the findings from the three viewpoints highlights that pupils perceive relationships (whether these be with parents, staff in mainstream

provision, staff in AP, and/or peers) to be a key determinant of successful reintegration. Relationships are central to attachment theory, which stresses the instinctive need for emotional and physical containment (Bowlby, 1969). Attachment has been defined as 'a deep and enduring affectionate bond that connects one person to another across time and space' (Ainsworth, 1973; Bowlby, 1969). Although attachments are primarily established in the family context, it has been recognised that as children develop, attachment behaviour becomes increasingly directed "towards peers and other persons and institutions outside of the family" (Bowlby, 1987, p. 209). In the context of the present discussion, this includes staff in mainstream and AP, as well as the school itself.

According to the Factor 1 viewpoint, parental support and encouragement was viewed helpful in supporting the reintegration of secondary-aged pupils', and the importance of an allocated 'keyworker' in school was emphasised. Similarly, pupils who expressed the Factor 2 (positive) viewpoint articulated that friendships and positive relationships with key members of staff were important. This highlights the value of relationships with 'emotionally significant others' (Geddes, 2003) during reintegration. Pupils particularly valued adults in school who would listen and try to understand. As quoted by one participant, *"it makes you feel wanted and supported. It's good having people behind you...people showing they care"* (05M16). Regardless of age (primary or secondary) and gender, relationships were found to be a key factor in supporting a successful reintegration into mainstream education.

Central to the Factor 1 viewpoint was also the desire to feel 'included' in the mainstream environment and thus to experience a sense of 'belonging'.

Belongingness converges with positive attachment and the majority of the pupils in the study viewed an 'inclusive school ethos' as helpful. Indeed, schools can "promote or not a sense of belonging" (Munn & Lloyd, 2005, p. 214) and 'school bonding' is akin to attachment in that it can make young people feel secure and valued (Bergin & Bergin, 2009).

The Factor 2 (negative) viewpoint was unique in that 'relationships' were not deemed to be a key facilitator of reintegration success. The pupil who expressed this viewpoint did value family support, and implied that positive relationships with staff in AP were helpful. However, of more significance, were the systemic factors that enhanced the pupil's perception of school as a 'secure base'. For example: routine, structure, clear and consistent rules, and consequences. This relates to the psychoanalytic concept of 'containment' (Solomon & Thomas, 2013) and the need for school to be experienced as a safe place that is reliable and adaptive for pupils who have experienced exclusion and multiple transitions. Geddes (2005) introduced the notion of 'physical containment' and argued that,

"Pupils need to experience regular and predictable structures and routines, be able to predict reliable responses and behaviours of others, and develop expectations of rules which protect and where changes can be planned and anticipated" (Geddes, 2005, p. 90).

Indeed, the pupil who was associated with the Factor 2 (negative) viewpoint articulated that it was helpful to 'know what was happening everyday' and alluded to the importance of having systems, structures and boundaries clearly and firmly in place. This form of containment, through systems and structures, was endorsed by Solomon and Thomas' (2013) outline of an approach (informed by psychoanalytic

ideas of containment, holding and attachment) aimed at supporting the needs of excluded pupils in AP.

5.4.3. Summary of the Theoretical Frameworks Underpinning the Research

The present research embraced an eco-systemic perspective of human behaviour (Bronfenbrenner, 1979) and was based upon a model of positive psychology, which is concerned with the scientific study of optimal human functioning that aims to discover and promote the factors that enable individuals to thrive (Seligman & Csikszentimihalyi, 2000). Indeed, the research aimed to explore pupils' viewpoints regarding the factors that helped them to reintegrate into mainstream education and thus to achieve positive outcomes. It was acknowledged that such factors extended beyond the individual and the findings indicated that parents, relationships (which were discussed in relation to attachment theory), and environmental factors all had a significant impact upon reintegration. Thus, it is argued that reintegration success must be considered in context, with reference to the systems surrounding the individual.

The research also incorporated a solution-focused view of reintegration in exploring the enabling factors for pupils who had sustained placements in mainstream education. Attention was diverted away from past difficulties (for example pupils' exclusions) towards a focus on 'what works'. This approach is related to the psychological perspective of humanism, which emphasises principles of equality, empowerment and collaboration (Sanderson, 2000). These principles underpinned the aim of the research (to *enable* CYP to express their views), and were evident

throughout the research process. The benefits and implications of 'pupil participation' are discussed further in the following sections (5.5/5.6).

5.5. Implications of the Findings

5.5.1 Implications for Mainstream Schools and Alternative Provisions

The research findings highlight three strands to the implications for adults working with CYP who have experienced permanent exclusion and reintegration into mainstream education.

- 1. *Understanding and considering reintegration in context*** - The first of these strands is that adults need to acknowledge and understand that reintegration success is not solely determined by the pupil. Although individual factors (such as motivation and pupils' desire to reintegrate) are important, the individual is surrounded by complex interrelating systems and therefore reintegration success can only be understood when considered in context. This involves an understanding and consideration of how factors contained within the family, relationships, the school, and the wider environment can affect reintegration and thus an acknowledgement of the roles and responsibilities that each system has in supporting pupils during this process.
- 2. *Listening to the voices of CYP and ensuring that they are active participants in decision-making*** - The present research was emancipatory in nature in its aim to empower CYP, and encourage their active participation in research

projects. The methods employed during data collection enabled pupils to express their views and the findings highlighted the value of hearing pupil voice. Indeed, a clearer focus on the participation of CYP and the importance of finding effective ways to elicit their views was emphasised in the SEND Code of Practice (DfE, 2014).

The implication for staff in schools (both mainstream and AP) relates to the importance of *including* CYP in the reintegration process and eliciting their views regarding support strategies. Trotman et al. (2015) argued that eliciting 'pupil voice' increases authentic forms of agency and provides an insight into the experiences of CYP. Adults involved in the reintegration process can learn a great deal from pupils, and the information provided can be used to tailor support to individual needs and circumstances. The findings from the present research highlighted individual differences regarding the factors that pupils believed supported reintegration success, which emphasises that a 'one size fits all' approach is inappropriate and inadequate.

- 3. *Strategies in mainstream schools that support pupils' successful and sustained reintegration*** - Although the viewpoints of pupils varied in terms of the strategies that they perceived to be helpful in supporting their successful reintegration, common factors were identified that the majority of pupils viewed positively. These are displayed in Figure 17 and include: a gradual reintegration, opportunities for 'time out', an inclusive school ethos, and a keyworker in school. However, a key finding that emerged from the

data was that primary and secondary pupils generally had very different viewpoints. This has important implications for staff when considering reintegration plans and support packages for pupils. Primary-aged pupils highlighted the importance of peer relationships and social and emotional support from key adults, whereas pupils in secondary education emphasised the importance of feeling 'included' in the mainstream environment (and thus for strategies not to be 'too different' from those available to the majority of pupils), and being offered the chance for a fresh start. The findings also have implications for staff in AP, who have an active role to play in preparing pupils for reintegration and in ensuring that they make a positive transition (for example the majority of pupils valued staff at AP attending their reintegration meeting, and some pupils appreciated continued support from staff at AP).

5.5.2. Implications for Educational Psychologists

The research findings also have implications for EPs, whose role can include supporting schools, parents, groups and individuals. By conceptualising reintegration success within an eco-systemic framework, EPs can seek to promote positive outcomes for CYP by working at multiple levels and by facilitating an understanding of "...what works best for whom under what circumstances" (Robson, 2002, p. 39). Examples of how EPs can support the successful reintegration of pupils into mainstream education are detailed as follows:

- ***Working at the individual level*** - A large proportion of participants had an identified SEND and a number had Statements of SEN or EHCPs with key

objectives relating to SEMH needs. It is therefore likely that EP advice would be sought at the individual level for many pupils who have experienced exclusion and reintegration. This could include both statutory advice, and non-statutory advice that supports schools in making provision for such pupils. The present research highlights the importance of adopting a person-centred approach (Murray & Sanderson, 2007) and listening to pupil voice, and therefore any assessment/intervention practices should place CYP at the heart of the process. A significant proportion of the work of EPs involves formulating hypotheses surrounding CYP's difficulties in school, and recommending evidence-based interventions that will enable pupils to achieve positive outcomes. The viewpoints presented in this research highlight factors that could have a positive or negative impact upon CYP's experiences of education. These factors are all hypotheses to be explored when working to improve the outcomes of CYP and this could be achieved through discussion with the pupils themselves. Involving CYP would help them to feel empowered and would ensure that interventions reflected personal constructions of 'what helps'. The Q sort task developed through this research would provide a stimulus for discussions about the support that pupils would value in mainstream schools.

- ***Working at the group level*** - At the group level, EPs could help to set up peer mentoring programmes (DCSF, 2008b) or other groups aimed at enhancing pupils' social and emotional skills in mainstream primary schools. The research findings highlighted the importance of peer

relationships and social and emotional support for younger pupils who had experienced reintegration, and EPs are arguably well placed to support schools in ensuring that such pupils are supported and included.

- ***Working at the systemic/organisational Level*** - EPs are also well placed to support schools in understanding pupils' experiences through processes of consultation and training. Knowledge of psychological models and theoretical frameworks (such as those discussed in section 5.4) can be useful in supporting staff in thinking about the support and strategies that can be offered in school for pupils who have experienced exclusion and reintegration. Using such frameworks can positively shift conceptualisations of pupil behaviour from 'within-child' to 'within-system', and can raise awareness of the actions that can be taken by school to facilitate feelings of belonging and safety. An 'inclusive school ethos' was deemed critical by the majority of pupils and EPs could help schools to think about the systems and structures that are in place to ensure that pupils experience school as a 'secure base'. This would involve emphasising the importance of relationships within educational settings and raising awareness of the vital therapeutic nature and difference 'attachments' can make to sustained reintegration. Findings from the present study (as well as those in the wider literature), highlighting that the majority of pupils respond well to: a keyworker in school, staff believing that they can succeed, and staff listening to them and trying to understand, could be shared during consultation and training.

In addition, EPs could play a critical role in encouraging multi-agency, collaborative working and in bridging the gap between home and school. Findings from the present study showed the impact of parental support upon reintegration success and it is hypothesised that a joined-up approach (involving home, school and other professionals) would promote positive outcomes for pupils. EPs could support schools to present as 'open systems', where parents are perceived as partners, and could employ a joint-systems approach to consultation (Dowling, 1994) in order to promote holistic conceptualisations of provision for CYP undergoing reintegration.

5.6. Strengths and Limitations of the Research

5.6.1. Strengths

Pupil Voice

The literature surrounding exclusion and reintegration highlighted that pupils who have experienced school exclusion, and those with SEMH needs, seldom have the opportunity to be heard (Thomas, 2007; Michael & Frederickson, 2013). The present study embraced the principles of humanism (equality, empowerment and collaboration) and aimed to place the voices of these CYP at the heart of the research. The results powerfully authenticated Sellman's (2009) assertion that pupils (who may not ordinarily be given the opportunity to express their views) can successfully engage in research projects and can convey extremely important

messages. The present research was advantageous in including the voices of primary-aged pupils, whose views are largely absent in the existing literature.

Q Methodology

Norwich and Kelly (2004) advocated a need for 'more realism and effort' in finding ways to elicit young people's perspectives, and Sellman (2009) emphasised the necessary shift from viewing children as the objects of research to becoming partners in the process. The present study therefore aimed to use novel and innovative research methods that would enable pupils (of both primary and secondary-age and including those who may be described as 'vulnerable') to express their views, and to ultimately 'be heard'. As such, Q methodology was chosen as the most appropriate vehicle for addressing the research question (see Chapter Three for a full justification for the use of Q methodology).

Overall, the researcher believes that Q methodology was effective in meeting the intended aims of the methodology, which were outlined in Chapter Three (3.4.1). Being 'qualiquantilogical' in nature, Q methodology combatted key limitations associated with purely qualitative or quantitative research methods in that it avoided reducing participants' views to nominal data (which was deemed impersonal), and enabled CYP to express their views without engaging in a lengthy, formal interview process (which was deemed inaccessible).

Q methodology was consistent with the emancipatory and exploratory nature of the research and was accessible to a range of CYP, including those with SEND. Indeed, the feedback questionnaire completed by participants indicated that all nine participants felt that the research experience was 'good', 'really good' or 'brilliant'

(the data from this questionnaire can be found in Chapter Four, section 4.6.4). The card-sorting activity provided a novel means for pupils to express their views about a complex issue and was perceived to be less anxiety-provoking than alternative methods (for example interviews).

Hughes (2016) described Q as an 'ethical', 'respectful' and person-centred' methodology, which actively involves participants in the research process. It is believed that this helped to create a more balanced relationship between the researcher and participants in the present study and thus reduced the power differential. In addition, every effort was made to ensure that the views and voices of pupils were interpreted and raised with integrity (Hughes, 2016). This was achieved through employing a number of strategies to address the qualitative research criteria (which is outlined in section 3.8.2 of Chapter Three) and by including quotes from participants at the interpretative stage of the analysis in order to 'bring their views to life'.

5.6.2. Limitations

Sampling

Owing to the nature of this study, gaining access to participants proved challenging and the relatively small sample size may reflect the limited numbers of pupils who have successfully reintegrated into mainstream education following permanent exclusion. The criteria for participation (indicating that pupils must have sustained a placement in a mainstream setting for twelve or more weeks, and that pupils must be over the age of nine) meant that a number of potential participants were excluded from the study. In addition, the participants were located in various

schools across the county, and therefore practicalities (including time and travel) also impacted upon participant numbers. It is acknowledged that a larger sample would have enhanced the credibility of the findings and may have resulted in more 'viewpoints' being represented in the research. Nevertheless, the data obtained from the nine participants provided a unique and important insight into the viewpoints that existed within the current sample.

In relation to sampling, an additional critique related to the diversity of the participant population. The researcher aimed to include participants of varying age, gender and SEND. However the majority of participants were male; secondary school-aged; and had identified SEMH needs. Although the views of all CYP are important and insightful, a more diverse sample may have resulted in additional viewpoints that would have provided a deeper insight into the factors that support successful reintegration. However, the participant sample (who were recruited via a purposive sampling method) was felt to reflect some of the characteristics of pupils often included in exclusion statistics (DfE, 2016).

Q Methodology and Quantitative Research Criteria

A frequently cited limitation of Q methodology is that the results obtained cannot be generalised to the wider population. However, as discussed in Chapter Three (3.8.1), generalisability was not an aim of the present research as the social constructionist view of Q methodology is that it does not seek to determine how many people hold a particular view, but rather attempts to identify what views exist on a given topic. Similarly, reliability was not deemed to be an issue as the social constructionist perspective underpinning this research acknowledges that views and

opinions are dynamic, and thus it was not assumed that participants would give the same viewpoint if the Q sort were re-administered at a different point in time.

Regarding quantitative research criteria, the validity of the data obtained from the participants is worthy of consideration. One threat to validity related to whether participants fully understood the items in the Q set. This was of particular relevance to participants where specific items did not apply to their own experiences of reintegration. In such instances, participants were asked to place the items according to how helpful the strategy *would* have been in supporting their reintegration and it is believed that all participants understood this instruction. Nonetheless, the feedback questionnaire indicated that a proportion of participants had not understood a small number of items, which raises questions as to whether their responses truly reflected their viewpoint. However, the literature on Q methodology states that a participant's response to an item is based on their personal interpretations (Wolf, 2009) and so it would be undesirable for participants to understand each item in the same way.

It is also questionable as to whether all participants considered fully every item that they placed on the Q grid. Indeed, the time taken to complete the Q sorting exercise varied amongst participants and it was observed that older pupils took more pride in their viewpoint and rearranged the cards carefully so that the relative positions of the items correctly reflected their views. However, all participants were asked to check adjacent columns upon completion of the Q sort, were reminded of the importance of their views, and were asked clarifying questions throughout to ensure that their views were accurately portrayed.

An additional point regarding validity related to whether the items in the Q set (pre-written statements), and the process of Q sorting (which involved a fixed distribution) enabled participants to fully express their view on reintegration. In accounting for this issue, every effort was made to ensure that the Q set was 'broadly representative' of the topic (Watts & Stenner, 2005) and this was achieved through incorporating a diverse range of mediums including questionnaire data and a thorough literature review surrounding reintegration practices. It would have been unattainable to include every possible factor that could potentially support successful reintegration within the Q set and a decision was made to limit the number of items so that the task was achievable (and non-exhaustive) for participants. In addition, participants were asked whether they thought any items were 'missing' from the Q set and only two participants recommended adding an additional item.

A final limitation with regard to the methodology concerned 'minority viewpoints'. Because Q methodology aims to identify 'shared viewpoints' that exist in a particular population, there is an inherent focus on participants who are included in the factor solutions. Thus, the views of those participants whose Q sorts were idiosyncratic (and therefore differed from the majority viewpoints) were largely unrepresented. This caused a moral dilemma for the researcher in that the aim of the research was to 'include' CYP and to utilise innovative methodology that would enable them to be heard. In keeping with the inclusive and person-centred nature of the research, attention was purposefully given to interpreting the viewpoints provided by

participants whose data was idiosyncratic and these were included in section 4.8 of the Analysis and Results Chapter.

Q Methodology and Qualitative Research Criteria

The research conducted sought to satisfy the evaluative criteria for qualitative quality outlined by Lincoln and Guba (1985), and the strategies that were implemented to address these criteria were outlined in detail in Chapter Three (3.8.2). Every effort was made to establish the credibility, transferability, dependability and confirmability of the research, however a few limitations must be acknowledged with regard to reflexivity and data interpretation.

Although the potential for researcher bias was constrained by the systematic approach to the development of the Q set; through minimal involvement at the data collection stage; and by the data itself at the analytic and interpretative stages, it is acknowledged that “research cannot be value free” (Bryman, 2004, p.22). Indeed, the researcher had influence upon the statements that were included in the Q set, the themes that were generated, and the interpretations of the viewpoints that emerged from the data. This raised some concerns regarding ‘researcher bias’. However, a number of measures were undertaken to ensure a degree of researcher neutrality. These included: keeping a full audit trail; adopting a reflexive approach; utilising external audits and peer debriefing; and triangulation of multiple data sources to ensure that the accounts of participants’ viewpoints were rich, robust and well-developed. In addition, all of the data (quantitative and qualitative) and all methods that were employed at the interpretative stage of the analysis (for example crib sheets and participants’ comments) are included in the Appendix to

demonstrate transparency. Thus the interpretations of the data (and viewpoints) are open to public scrutiny and readers can challenge any interpretations provided.

5.7. Personal Reflections

The research was undertaken from a critical realist ontological position and was informed by social constructionism, which acknowledges that the researcher will undoubtedly influence the research process. However, through adopting principles of transparency and reflexivity, and through a commitment to advocating the voices of CYP the researcher truly believes that the viewpoints of participants are accurately portrayed and that the findings have important implications for those involved in exclusion and reintegration practices (including schools and EPs).

5.8. Directions for Future Research

Throughout the research process, a number of decisions were made, which gave shape and form to the present study. With an inherent focus on 'pupil voice', it was logical to explore the views of CYP and to centre their viewpoints at the heart of the research. Although the views of parents and mainstream school staff were elicited at an earlier stage in the research process through questionnaires (which led to the development of the Q set), it would be interesting to explore how the views of these stakeholders compared to the pupil sample. Thus a different application of the methodology could be utilised which involves a comparison between groups.

Q methodology provided a means for pupils to express their viewpoint, and could in the future be used to address more specific questions. The current study aimed to explore the multiplicity of factors that contributed to successful reintegration and a number of key themes were identified in participants' responses. These could be explored in more depth, for example by focusing on the specific dimensions of 'relationships' or 'environmental factors'. This would help to fine-tune provision for pupils reintegrating into mainstream education.

It has been acknowledged that there were divergences in the viewpoints expressed by primary versus secondary-aged pupils. A study designed to compare the views of primary and secondary-aged pupils, for example using quantitative methodology and a larger sample would be necessary to confirm whether such a generalisation holds across the wider population of pupils who have experienced exclusion and reintegration. In addition, it was not within the context of the present research to identify socio-economic status, however this is clearly an important variable, based on literature which indicates that many families of excluded pupils are situated within lower socio-economic groups. Future research may therefore seek to identify how this impacts upon reintegration practices.

Finally, the present study involved pupils who had experienced permanent exclusion and a key finding (particularly represented in older pupils' viewpoints) was that 'a fresh start' in a new school supported reintegration success. The present study could be extended by exploring the views of pupils who have experienced fixed-term exclusions regarding the factors that would support their reintegration back

into the same mainstream environment. This would further address the 'revolving door effect' (Pillay et al., 2013) of exclusion and reintegration.

Chapter Six: Conclusion

The present research endeavoured to contribute to gaps identified in the literature surrounding exclusion and reintegration by empowering CYP and placing their views at the heart of the research process. Specifically, the research aimed to employ positive and solution-focused psychology to explore the viewpoints of pupils, who had experienced permanent exclusion and placement in AP, regarding the factors that were believed to have supported their successful reintegration into mainstream education. This followed from research highlighting the necessary shift from viewing children as objects of research to becoming partners in the process (Sellman, 2009).

Q methodology was used to enable pupils (of both primary and secondary-age) to express their views, and essentially, to be 'heard'. Through embracing an eco-systemic perspective (Bronfenbrenner, 1979), the factors that were deemed to be helpful in supporting successful reintegration could be categorised within four overarching themes: 'individual factors', 'parental factors', 'relationship factors' and 'systemic/environmental factors'. However, the results identified three distinct viewpoints in the participant sample, which highlights that pupils differ in their views regarding 'what works'. This emphasises the need to adopt a person-centred approach in supporting pupils' reintegration.

Nevertheless, common themes were identified in the viewpoints and these have been discussed in relation to existing literature and theoretical frameworks. This resulted in a 'reintegration model', which drew upon pupil views on 'best practice' regarding reintegration. The model highlights that there are a multiplicity of factors

that support successful reintegration, located within: the individual; the family; the school; relationships; and the wider environment. Thus, a key implication of the research is for adults who are involved in exclusion and reintegration practices to understand that reintegration success must be considered in context. This involves a consideration of how various systemic factors can affect reintegration, as well as an acknowledgment of the roles and responsibilities that each 'system' (for example the family and the school) has in supporting pupils.

Existing research (Lawrence, 2011) and educational policy (Warnock, 1978) present a strong case, educationally, socially and morally for integrating learners into mainstream environments. However, there appears to exist a 'revolving door effect' (Pillay et al., 2013) of multiple exclusions and transitions between mainstream and AP. The factors that have been identified as 'helpful' in supporting reintegration success by pupils in the present study are worthy of consideration if we are committed to tackling the problem of exclusion and closing this 'revolving door'. It is acknowledged that mainstream education may not be appropriate in meeting the needs of *all* pupils, however for a number of CYP who have experienced exclusion, a successful reintegration into mainstream education may offer the 'fresh start' that is necessary in order to make the first steps towards achieving positive outcomes.

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Appendix A: Systematic Literature Search

EBSCO Host Databases Searched:

- PsycINFO
- PsycArticles
- PsycBOOKS
- Psychology and Behavioral Sciences Collection
- The Education Resource Information Center (ERIC)
- Education Source
- British Education Index

Search Date	Search Terms	Number of Articles Found (Inclusion and Exclusion Criteria Applied to Abstracts)	Number of Articles Selected for In-Depth Review
June 2016	*Exclusion* *Reintegration*	30	3
June 2016	*Exclusion* *Reintegration* *School*	4	2
June 2016	*Reintegration* *Mainstreaming*	65	6
June 2016	*Reintegration* *Mainstream School*	9	2
June 2016	*Reintegration* *Pupil Referral Unit(s)*/ *PRU(s)* *Mainstream*/*Mainstream School*/*Mainstream Education*	2	2
June 2016	*Reintegration* *Alternative Provision* *Mainstream School*	0	0
June 2016	*Excluded Pupils* *Reintegration*	2	2
June 2016	*Excluded Pupils* *Pupil Referral Unit(s)*	8	5
June 2016	*Transition* *Pupil Referral Unit(s)* /*PRUs* *Mainstream*/*Mainstream School*/*Mainstream Education*	1	1

July 2016	*Young People* *School Exclusion*	68	14
July 2016	*Children's Views*/*Pupil Views*/*Young Persons' Views* *Exclusion*/*School Exclusion*	38	3
July 2016	*Children's Views*/*Pupil Views*/*Young Persons' Views* *Reintegration*	6	1
July 2016	*Pupil Voice* *Exclusion *School*	32	4
July 2016	*Pupil Voice* *Pupil Referral Unit*/ *PRU*	0	0
July 2016	*Pupil Voice* *Reintegration*	0	0
July 2016	*Pupil Voice* *BESD*/*Behavioural Difficulties*/*SEMH*	2	2

Following identification of relevant literature from the database searches, abstracts were read and were either selected or discarded using specific inclusion and exclusion criteria. Full texts of those abstracts selected were obtained where possible. Those deemed to be relevant were studied in depth and critically reviewed using the Critical Appraisal Skills Programme (CASP).

Further Sources of Reference:

- Policy documents, legislative papers, and government guidance (for example DfE/DfES).
- Google Scholar.
- Further references relating to 'exclusion' and/or 'reintegration' were located and explored through references identified within key texts selected from literature reviews.
- Manual searches of relevant books and articles were also undertaken in the Tavistock and Portman NHS Trust library catalogue.

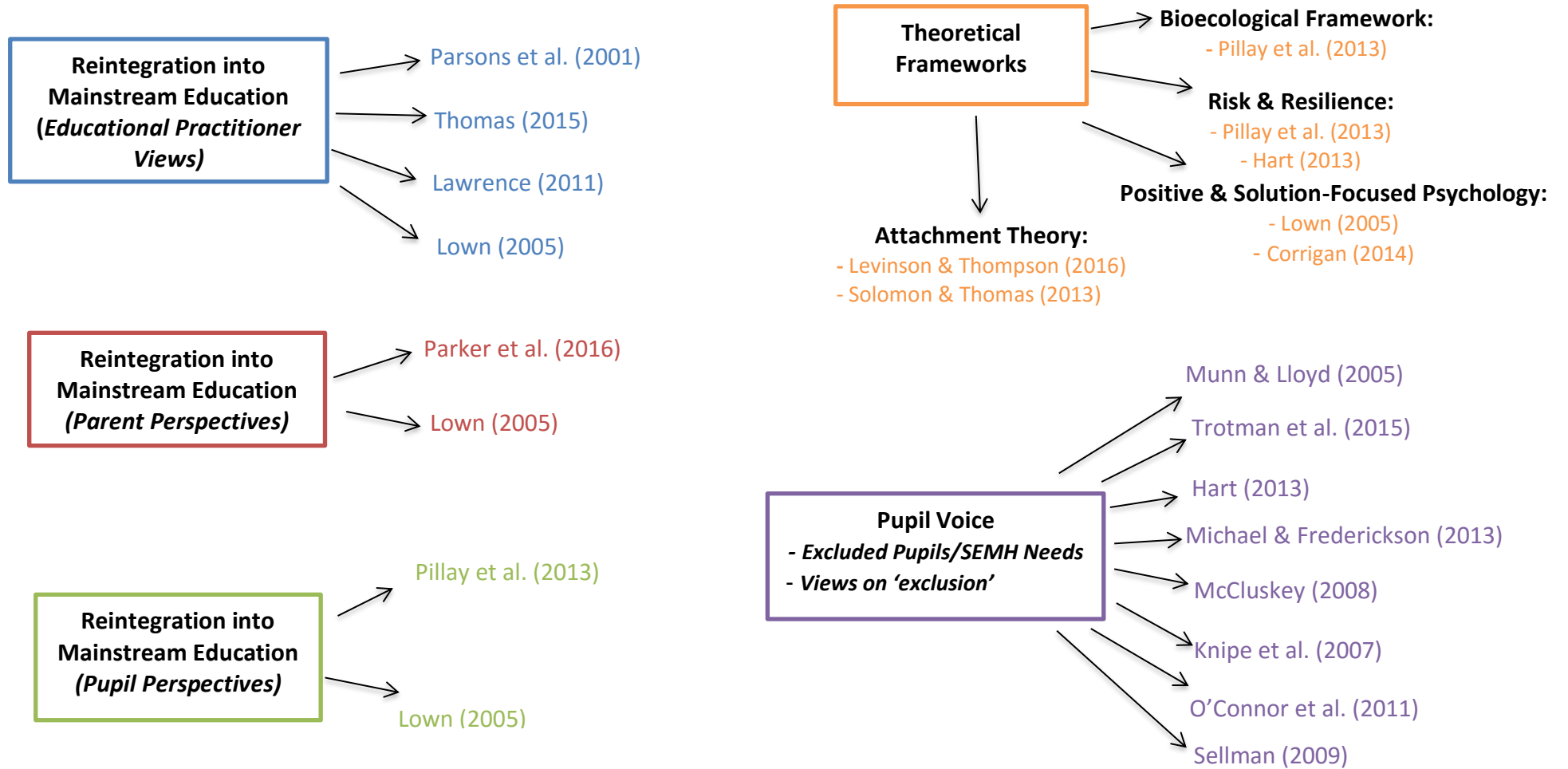
Appendix B: Systematic Literature Review - Inclusion and Exclusion Criteria

	Inclusion Criteria:	Exclusion Criteria:
Scope:	<ul style="list-style-type: none"> • Studies focusing on the process of school reintegration. • Studies seeking the views of children and young people, parents/carers, <i>and/or</i> school staff. • Studies of primary <i>and/or</i> secondary-aged pupils. • Studies seeking to elicit pupil voice in relation to school exclusion <i>and/or</i> reintegration (pupils with SEMH needs <i>and/or</i> pupils who have experienced school exclusion <i>and/or</i> reintegration). 	<ul style="list-style-type: none"> • Studies not focussing on the process of school reintegration. • Studies not seeking the views of children and young people, parents/carers, <i>and/or</i> school staff. • Studies seeking to elicit pupil voice not in relation to school exclusion <i>and/or</i> reintegration (pupils who have no identified SEMH needs <i>and/or</i> who have not experienced school exclusion <i>and/or</i> reintegration). • Studies specifically relating to the reintegration of pupils who have experienced long-term placements in specialist provision.
Time and Place:	<ul style="list-style-type: none"> • UK based studies/articles. • Written in English. • Studies published from the year 2000. 	<ul style="list-style-type: none"> • Non UK based studies/articles. • Not written in English. • Studies published prior to the year 2000.
Study Type:	<ul style="list-style-type: none"> • Qualitative and/or mixed methods studies seeking the views of children and young people, parents/carers, <i>and/or</i> school staff in relation to reintegration. • Relevance to Educational Psychology theory or practice. • Full text. 	<ul style="list-style-type: none"> • Quantitative studies not seeking the views of children and young people, parents/carers, <i>and/or</i> school staff in relation to reintegration. • Not of relevance to Educational Psychology theory or practice. • Not full text.

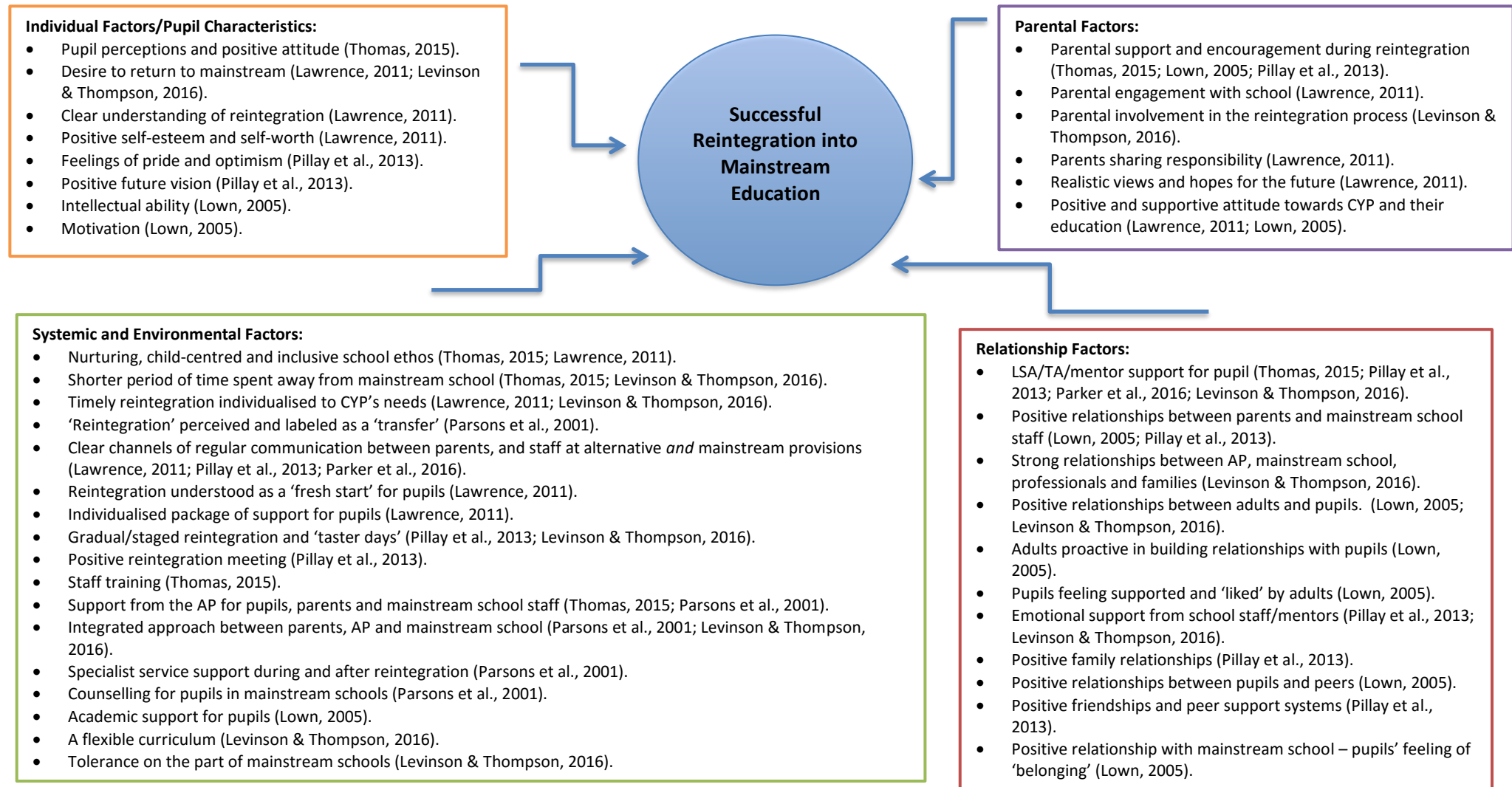
Stages of Literature Selection:

1. Systematic literature search completed.
2. Inclusion and exclusion criteria were applied to titles and abstracts.
3. If inclusion criteria were satisfied, full report was obtained.
4. If exclusion criteria were satisfied, article was discarded.
5. Inclusion and exclusion criteria were applied to full report.
6. If inclusion criteria were satisfied, the article was critically reviewed in depth using the Critical Appraisal Skills Programme (CASP, 2013).

Appendix C: Literature Map



Appendix D: Diagrammatic Summary of Key Themes and Research Findings Derived from the Literature Review



Appendix E: Conceptual Framework:

Existing Field of Knowledge:

- Government legislation and guidelines regarding exclusion and reintegration.
- Existing literature on factors that support a successful reintegration into mainstream education following exclusion (parent and school-staff views).
- Existing methodology used to elicit pupil voice (specifically those with SEMH needs).
- Theoretical underpinning of existing research/literature (Positive/Solution-Focused Psychology; Ecological Systems Theory; Psychoanalytic Theory; Attachment Theory; Risk and Resilience).
- Philosophical Underpinning (Social Constructionism).

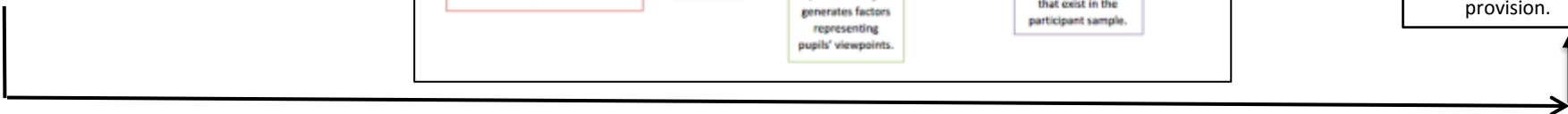
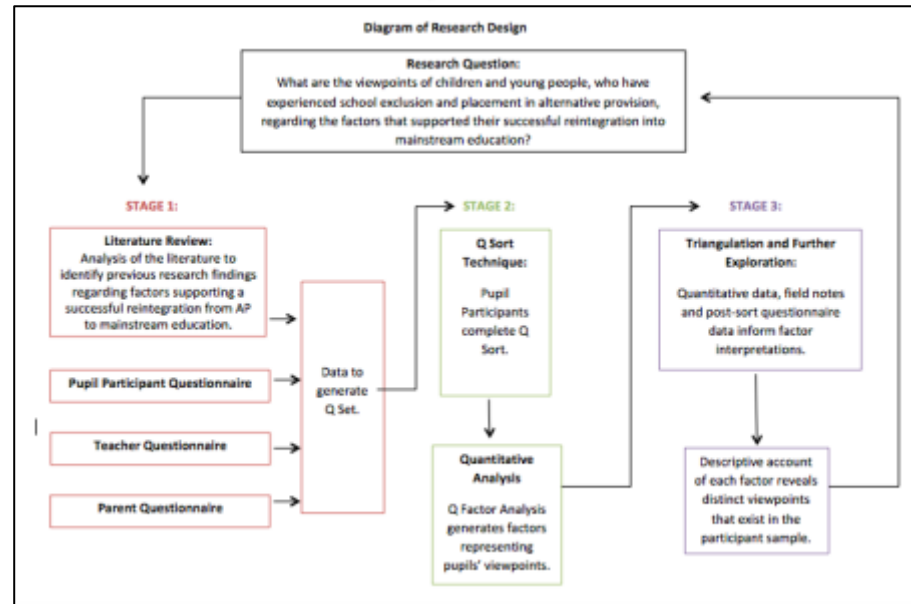
Contribution to the Existing Field of Knowledge.

Review of the Literature:
= Generation of a 'literature map'.

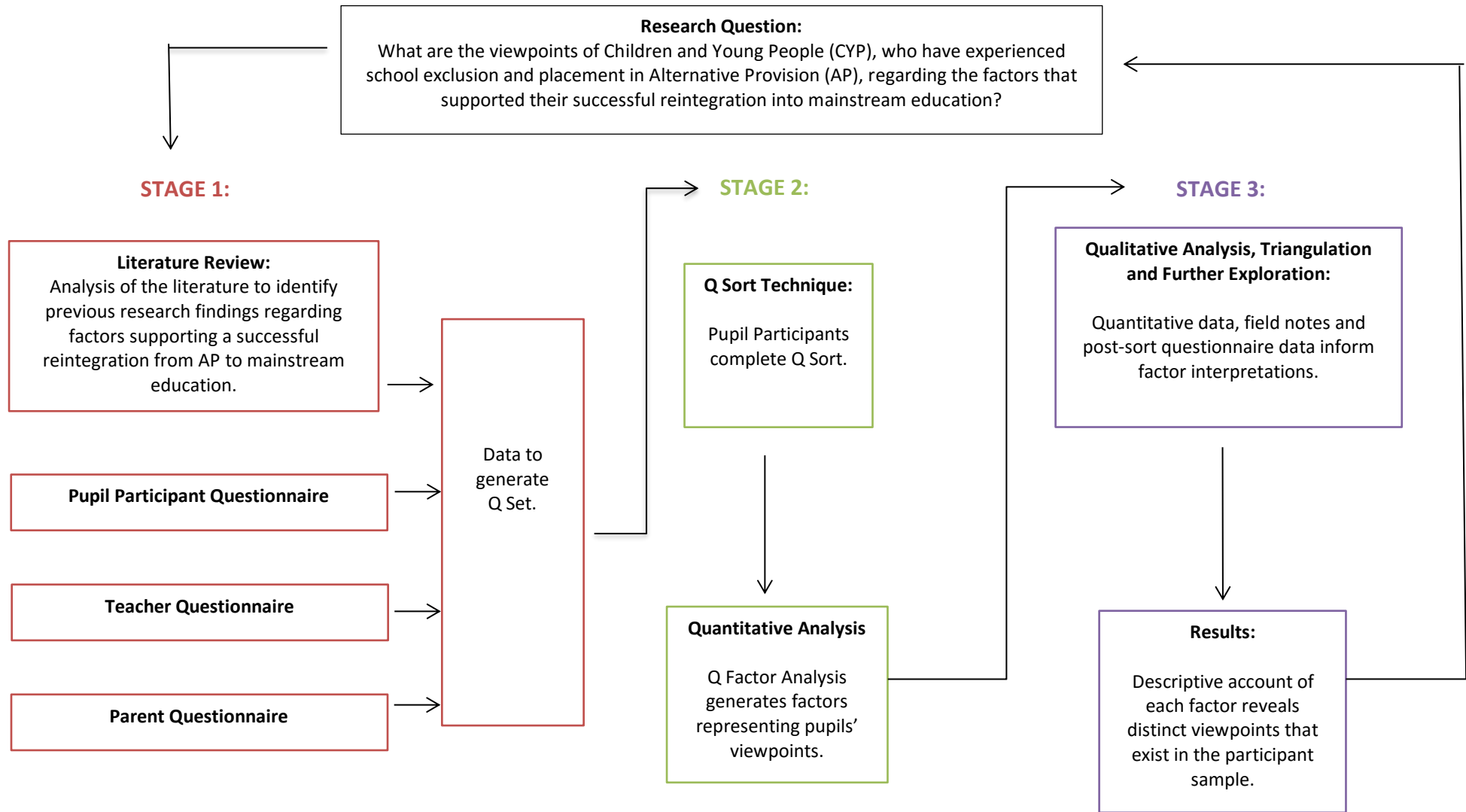
Proposed Research Aims:

- To enable pupils who have experienced school exclusion to express their views, through using research methods that will engage both primary and secondary - aged pupils.
- To explore the views of children and young people regarding the factors that support a successful reintegration from alternative to mainstream educational provision.

Identified a Gap in Research and Knowledge:
Research that seeks to elicit the views of pupils (both primary and secondary aged), who have experienced school exclusion, regarding the factors that *they* believe have supported their successful reintegration into mainstream education.



Appendix F: Diagram of Research Design



Appendix G: Literature Review to Inform the Development of the Q Set

Journal Article	Age Range/ Population	Methodology	Key Factors Supporting Successful Reintegration	Limitations
Thomas (2015) – Factors affecting successful reintegration.	<ul style="list-style-type: none"> • KS1 – KS3. • Educational Practitioners' Views. 	Mixed Methods: Review of quantitative tracking data; postal questionnaires; semi-structured interviews.	<ul style="list-style-type: none"> • Parental support. • Nurturing and inclusive school ethos. • Shorter time spent away from mainstream school prior to reintegration. • Staff training - caring, skilled members of staff who develop positive relationship with pupils. • Support from the PRU (for pupils, parents and mainstream school). • Pupil perception – positive attitude and desire to reintegrate. • LSA support. 	<ul style="list-style-type: none"> • Generalisability of findings – factors inherent to the county relating to geography, language, culture, SES and deprivation. • Findings from one rural, bilingual Welsh LA. • Biased perspective – only considers educational practitioners' views.
Lawrence (2011) – What makes for a successful reintegration from a pupil referral unit to mainstream education? An applied research project.	<ul style="list-style-type: none"> • Secondary-aged pupils. • Staff views (PRU and mainstream). 	Qualitative: Focus groups using semi-structured interview method.	<ol style="list-style-type: none"> 1. Child Factors <ul style="list-style-type: none"> • YP wants to return to mainstream. • YP believes they can be successful. • Positive self-esteem and self-worth. • Clear understanding of reintegration. 2. Parent Factors <ul style="list-style-type: none"> • Parents share responsibility for child's actions. • Realistic views and hopes for the future. • Positive and supportive attitude towards child and their education. • Parental engagement/involvement with school. 3. Systemic Factors <ul style="list-style-type: none"> • Timely reintegration individualised to child's 	<ul style="list-style-type: none"> • Factors facilitating a successful reintegration may be context specific and inherent to the study area. • Considers only the views of one system surrounding the child (i.e. school).

			<p>needs.</p> <ul style="list-style-type: none"> • Clear channels of communication between parents, PRU and mainstream. • Clear, regular and honest communication. • Inclusive, child-centred ethos at mainstream. • Fresh start for pupils. • Individualised package of support for pupils (e.g. allocated mentor, offsite group-work focus on strengths/interests). • Ongoing support from PRU. 	
<p>Pasons, Godfrey, Howlett, Hayden, & Martin (2001) – Excluding Primary School Children – The Outcomes Six Years On.</p>	<ul style="list-style-type: none"> • Professionals' views. • Primary school-aged pupils. 	<p>Retrospective longitudinal study utilising case file data. Interviews conducted with key professionals.</p>	<ul style="list-style-type: none"> • Counselling available in mainstream school. • School seeking specialist service support when pupil needs exceeded their expertise. • 'Reintegration' labeled as a 'transfer'. • Joined-up approach between parents, PRU and LA. 	<ul style="list-style-type: none"> • Lack of information with regards to methodology and data analysis. • Impersonal nature of the study does not take into account the 'lived experience' of reintegration. • Accuracy of case-file data may be questioned.
<p>Levinson & Thompson (2016) – "I don't need pink hair here": Should we be seeking to 'reintegrate' youngsters without</p>	<ul style="list-style-type: none"> • Staff and pupil perspectives in AP. • Pupils aged 11-16. 	<p>Qualitative: Semi-structured interviews.</p>	<ul style="list-style-type: none"> • Integrated approach involving school, PRU and family. • Strong relationships between PRU, mainstream, professionals and family. • Staged Reintegration. • Shorter period of time spent away from mainstream. • Trusting and supportive TA. • Timing – Windows of opportunity. • Flexibility of mainstream school. 	<ul style="list-style-type: none"> • Bias resulting from researcher's position. • Absent voices of parents/carers. • Little mention of the family system.

challenging mainstream school cultures?			<ul style="list-style-type: none"> • Tolerance of teachers and staff in mainstream. • Parental involvement in the reintegration process. • Emotional support from staff. • Young person's desire to reintegrate. 	
Lown (2005) – Including the excluded: Participant perceptions.	<ul style="list-style-type: none"> • 5 pupil case-sets. • Pupil, parent, school staff and behaviour support team's views. 	Qualitative – Grounded Theory: Interviews and focus groups.	<ol style="list-style-type: none"> 1. Relationships <ul style="list-style-type: none"> • Adults with adults – positive relationship between parents and mainstream school staff (information sharing and close communication). • Adults with pupils – pupils feeling 'liked' by adults; feeling supported; feeling of belongingness; adults proactive in building relationships. • Pupils with peers – good peer network and friendships. 2. Support <ul style="list-style-type: none"> • Academic support for pupils. • Support from parents (key messages about valuing placement). 3. Pupil Characteristics <ul style="list-style-type: none"> • Intellectual ability. • Motivation related to task goals. • Self-efficacy. 	<ul style="list-style-type: none"> • Lack of information regarding pupil demographics e.g. age and ethnicity. • Combining a range of views from a range of participants makes it difficult to decipher whose views dominated and which factors were proposed by whom.
Pillay, Dunbar-Krige & Mostert (2013) – Learners with behavioural,	<ul style="list-style-type: none"> • 13 pupils (aged 11-14). • 4 pupils interviewed. • Pupil, parent 	Qualitative – Interpretivist-Constructivist Paradigm: Unstructured interviews with	<ol style="list-style-type: none"> 1. Emotional Experiences <ul style="list-style-type: none"> • Feelings of pride and optimism. • Peers recognising progress. • Academic and social competence. • Positive reinforcement from teachers. 	<ul style="list-style-type: none"> • A number of the factors were also considered to be 'risk factors'. • Small sample size. • Age of pupils unknown.

emotional and social difficulties' experiences of reintegration into mainstream education.	and professionals' views.	4 pupils; qualitative questionnaires for parents and teachers; interviews with 3 professionals.	<ul style="list-style-type: none"> • Positive future vision. <p>2. Relationships</p> <ul style="list-style-type: none"> • Family relationships – caring supportive family; positive relationship between family and school. • Peer relationships – peer support; motivation; positive friendships; buddy system/peer mentoring. • Relationships with adults in the educational setting – emotional support from adults; mentors. <p>3. The reintegration process</p> <ul style="list-style-type: none"> • Gradual reintegration – 3 days per week. • Good communication between home and school. • Parental support and encouragement. • Positive reintegration meeting. • Taster days. 	<ul style="list-style-type: none"> • Sampling method – potentially reflects the views of specific types of pupil e.g. those of higher ability/those able to engage in a lengthy interview process. • Views of primary-aged pupils not included in the research. • Low response rate of parental questionnaires.
Tootill & Spalding (2000) – How effective can reintegration be for children with emotional and behavioural difficulties?	<ul style="list-style-type: none"> • Pupils with statements of SEN relating to SEBD. • Pupils on full-time reintegration programmes. • 21 pupils. • Primary and secondary- 	Qualitative – Interviews with pupils, parents and staff.	<ul style="list-style-type: none"> • Expectations – raising expectations of pupils, parents and staff regarding the likelihood of reintegration. • Clean slate/fresh start for pupils in a new school (avoid labeling). • Smaller school/classroom environment. • Support of staff/mentor/reintegration teacher (positive relationships). • Individual behaviour plan – goal-setting. • Peer support, peer mentoring, and friendships. • Structure, routines and supervision. 	<ul style="list-style-type: none"> • Specific population – pupils with a statement of SEN. • Focuses on reintegration from specialist provision as opposed to a PRU. • Specific reintegration programme – questions whether the findings can be generalised. • Little information regarding research process/methodology/particip

	aged.		<ul style="list-style-type: none"> • Good organisational skills (pupil). • Positive self-esteem (linked to adults recognising strengths/achievements). • Talking to parents/staff about issues, concerns and positive experiences. • Participating in extra-curricular activities. • School ethos promoting security and feelings of acceptance. • Welcoming teachers. • In-class support. • Forging links between mainstream and special school. • Opportunities for flexible patterns of attendance within mainstream. 	ants.
Hart (2013) – What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff.	<ul style="list-style-type: none"> • 6 children (aged 9-13). • 5 male: 1 female. • 4 members of staff. 	Qualitative: Semi-structured interviews.	<ol style="list-style-type: none"> 1. Relationships <ul style="list-style-type: none"> • Staff-Pupil – kind, fair, fun and humorous staff who are understanding, trusting and supportive (high staff-pupil ratio). • Pupil-Pupil – peer support and friendships. • Staff-Parent – frequent communication. 2. Teaching and Learning <ul style="list-style-type: none"> • Highly personalised learning experiences. • Reinforcement through rewards. • Strong learning ethos. • Opportunities to succeed-manageable tasks. • Promoting self-esteem and self-efficacy. • Making learning relevant – life skills. • Enjoyable lessons – fun and creative. 3. Expectations 	<ul style="list-style-type: none"> • Small sample size • Population – predominantly male and ‘SEBD’. • Study focuses on protective factors of one PRU – can the findings be generalised to mainstream environment when considering reintegration? • Little consideration of external factors e.g. home. • Self-reports from pupils and staff at a certain time therefore little consideration of changes over time. • Semi-structured interview

			<ul style="list-style-type: none"> • High expectations and consistency in approach (communicated by staff). • Daily meetings. • Achievable targets. • Targets, rewards, rules and boundaries made clear. • Clear behavioural expectations. <p>4. Environment</p> <ul style="list-style-type: none"> • Small and intimate. • Safe and secure. • Calm, quiet and nurturing. • Nice appearance. • Fewer children/smaller groups. 	<p>method – framing of data into pre-existing themes.</p> <ul style="list-style-type: none"> • Scaling technique used with children – potential for desirability effect or leniency error.
Gersch & Nolan (1994) – Exclusions: What the Children Think.	<ul style="list-style-type: none"> • 6 pupils. • 4 male: 2 female. 	Qualitative: Examination of files. Interviews.	<ul style="list-style-type: none"> • Fresh start – pupil looking forward to going to a new school (as opposed to a previous school). • Having a named teacher to support/help settle in to mainstream. • Teacher/mentor having faith in the pupil. • Teacher/mentor who is supportive and understanding. • Teachers talking to pupil and showing an interest. • Key teachers informing all staff of pupil needs. • Starting mainstream school on a part-time basis – gradual reintegration. • Pupil choice regarding which lessons to attend. • Clear understanding of decision-making/reintegration process. 	<ul style="list-style-type: none"> • Sample size. • Age of children not specified. • Parental views absent. • Little consideration of external variables e.g. home environment.

<p>Michael & Frederickson (2013) – Improving pupil referral unit outcomes: pupil perspectives.</p>	<ul style="list-style-type: none"> • Age 12-16. • KS3 and KS4 (2 PRUs). • 16 pupils. 	<p>Qualitative: Semi-structured interviews.</p>	<ol style="list-style-type: none"> 1. Relationships <ul style="list-style-type: none"> • Positive relationship with teachers, peers and family members. • Teachers – help with academic work/learning; emotional support. • Peers – reducing anxiety; feeling secure. • Family – encouragement to attend setting. 2. Curriculum <ul style="list-style-type: none"> • Extra-curricular activities e.g. trips, football. • Relevance and engagement e.g. life-skills and career-focused. • Personalisation – tasks tailored to pupil needs/ability. 3. Discipline <ul style="list-style-type: none"> • Effective sanctions/consequences. • Consistency. 4. Learning Environment <ul style="list-style-type: none"> • Small class size. • Calm. 5. Self <ul style="list-style-type: none"> • Self-motivation and self-discipline. • Positive attitude. • Goal-setting. 	<ul style="list-style-type: none"> • Population – secondary views only. Can the findings be generalised to the primary population? • Factors relate to enabling factors in PRUs as opposed to mainstream therefore the generalisability may be questioned. • Some factors appear to be overlooked e.g. family and community factors. • Only involved those pupils whose parents consented. This may be an indication of better-ordered home circumstances. • Generalisability of findings – PRUs both in the same geographical location.
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<p>DfES (2004b) – The Reintegration of Children Absent, Excluded or Missing from School.</p>	<ul style="list-style-type: none"> • LEA, professional, pupil and parental views. 	<p>Mixed Methods: Postal survey (87 LEAs). Case studies (14 LEAs) – professionals, pupils and parents.</p>	<p>1. Environmental</p> <ul style="list-style-type: none"> • Inclusive and accepting school culture. • Commitment to meeting the needs of individual pupils. • Offering pupils a ‘fresh start’. • TAs supporting pupils’ reintegration e.g. dealing with any issues as they arise and reviewing progress. • Staff skills, attitude and awareness. • Accessibility of appropriate services. • Multi-Agency working. • Involvement of parents. • Involvement of pupils – in decision-making and the design of their own reintegration solutions (as well as the use of incentives). <p>2. Practical:</p> <ul style="list-style-type: none"> • Effective planning – pupil prepared for reintegration. • Monitoring e.g. progress and pupil needs. • Phased reintegration – staged approach including a trial placement. • Tailored support to meet individual needs (e.g. flexible timetable, choice in curriculum options, opportunity to follow vocational routes). • Key worker as a single point of contact. • Maintaining contact between school, pupils and parents. 	<ul style="list-style-type: none"> • Questionnaire response rate (87 responses from 150 LEAs contacted – 58%). • Case study approach – issues concerning generalisability. • Only 7 case studies (50%) concerning excluded pupils.
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Appendix H: Questionnaire Data

Pupil, parent and staff responses to the questionnaire, detailing three factors that each stakeholder believed supported the pupil's successful reintegration into mainstream education:

	Pupil Views	Parental Views	Staff Views
Participant 1:	<ol style="list-style-type: none"> 1. The people that you mix with – Making new friends who are supportive and don't lead you into trouble. 2. A place to go to calm down e.g. when you're feeling angry. 3. Teacher support – Having someone who understands what's going on and why you're angry. It helps when they talk to you rather than just punishing you straight away. 	<ol style="list-style-type: none"> 1. Staff support at the mainstream school – people who are understanding of the problems and who help X make good choices. 2. The pupil himself – X wants to succeed and makes a conscious effort to improve. 3. Parent support and encouragement – talking to X about school; asking if there is anything that is upsetting him; asking him what's working/not working. 	<ol style="list-style-type: none"> 1. Support with transition from the pupil referral unit. 2. A fresh start for the pupil. It's important to show respect and not judge them. Regular praise is key and the child needs to feel listened to. 3. A key person that they trust and can go to.
Participant 2:	<ol style="list-style-type: none"> 1. I wanted to go to a different school (when I was in PRU). I tried really hard (to improve behaviour). 2. I was really kind to other people (in mainstream school) and they were kind back. I made some new friends. 3. When I need help I ask a teacher and they help me (class teacher and keyworker). 	<ol style="list-style-type: none"> 1. The reintegration was at a pace that was suitable for X's needs. 2. The support that the school put in place for X. 3. The teachers building a bond with X and being understanding. 	<ol style="list-style-type: none"> 1. Work done in the PRU prior to reintegration (e.g. social skills and anger management) as well as support from the PRU during transition. 2. The child <i>wanted</i> to return to mainstream and <i>wants</i> to do well. The child's ability to self-regulate is also a key factor. 3. Relationships with adults in mainstream school – having a key person who checks that the child is okay, as well as having a positive relationship with the class teacher.
Participant 3:	<ol style="list-style-type: none"> 1. The support from my family and Miss W at the PRU. 2. I just grew up and thought I can do better in life than this. 3. Help and understanding of X school (mainstream) and their understanding. 	<ol style="list-style-type: none"> 1. Firstly, I believe that the help that X received from PRU was excellent. The teachers there were very supportive of X and listened to his problems and did not judge him or make him feel useless. 2. The mainstream school helped him and understood what X was going through. The 	<ol style="list-style-type: none"> 1. Re-entry meeting with student, parent and head of year/SLT. Issues discussed and targets set in meeting. Regular/weekly reviews of this for the first month. 2. Use of report card that student takes to all lessons so head of year/SLT can monitor in first few weeks of return.

		<p>teachers respect and listen to what X says.</p> <p>3. I believe that Miss W at the PRU helped X in a positive manner.</p>	<p>3. Positivity from the off. 'Positive' focussed e-mail sent to all staff about students asking them to praise everything they can to build the self-esteem of student.</p>
Participant 4:	<p>1. Starting on a part-time basis.</p> <p>2. The teachers helped me settle in – they were understanding and supportive.</p> <p>3. My friends (in mainstream school) helped me. I knew them already.</p>	<p>1. Frequent visits from members of staff at X (PRU) and also the support from his keyworker at X (mainstream school).</p> <p>2. The meeting in school so we could set expectations – keeping the family involved.</p> <p>3. Keyworker checking in with X for 5 minutes every day.</p>	<p>1. Assignment to a keyworker with strong links to parent. A report with strategies used by provision setting, which worked well.</p> <p>2. A gradual reintegration back into lessons with support and clear expectations of behaviour.</p> <p>3. Student given a sense of control over progress and monitoring.</p>
Participant 5:	<p>1. I knew a few people before I joined the school.</p> <p>2. Teachers listen to me.</p> <p>3. Allowed time out to calm down.</p>	<p>1. More one to one at the PRU – more personal.</p> <p>2. X was treated like a person and not a number. He was listened to and heard, and understood.</p> <p>3. X also liked the teachers and staff at the PRU and this was a great help.</p>	<p>1. A set 12-week reintegration programme.</p> <p>2. Support with PRU staff and mainstream staff before the student arrives i.e. 1:1 meeting, whole school CPD on student.</p> <p>3. Clear vision and plan for the student.</p>

Appendix I: Parent, Pupil and Staff Questionnaires

Parent Questionnaire

Thank you for providing consent for your child to participate in this research project. Your child's views are very important in informing our understanding of the factors that support a successful reintegration into mainstream education following exclusion, and will help schools and services tailor support to the needs of children and young people.

Your views are also important. Please complete this short questionnaire and return it either in the stamped addressed envelope provided or to your child's school, along with the consent form.

Please provide details of three factors that you believe have supported your child in successfully reintegrating into a mainstream school following their exclusion/placement in a pupil referral unit:

1.

2.

3.

I agree for the information that I have provided to be anonymised and used in a research project about the factors that support a successful reintegration into mainstream education for pupils who have experienced school exclusion. (Please tick the box).

Name

Date

Staff Questionnaire

Thank you for taking the time to complete this short questionnaire about the factors that support a successful reintegration into mainstream education for pupils who have experienced school exclusion. Your views are very important in informing our understanding of reintegration practices within schools.

Please complete the form and return it via post or e-mail (gatkinson@taviport.nhs.uk).

Please provide details of three factors that you believe support pupils in successfully reintegrating into mainstream schools following a period of exclusion/placement in a pupil referral unit:

1.

2.

3.

I agree for the information that I have provided to be anonymised and used in a research project about the factors that support a successful reintegration into mainstream education for pupils who have experienced school exclusion. (Please tick the box).

Name

Date

Participant Questionnaire

Thank you for agreeing to participate in this research study. Your views are very important! Please take your time to complete this short questionnaire about the things that you found helpful when you moved to your current school after your placement in a pupil referral unit.



Three things that helped me to settle into my current school were...

1.

2.

3.

I agree for my answers to be used in a research project about the factors that support a successful reintegration into mainstream education. (Please tick the box).

Name

Date

Appendix J: Colour-Coded Literature Review Displaying Key Themes

Journal Article	Age Range/ Population	Methodology	Key Factors Supporting Successful Reintegration	Limitations
Thomas (2015) – Factors affecting successful reintegration.	<ul style="list-style-type: none"> • KS1 – KS3. • Educational Practitioners' Views. 	Mixed Methods: Review of quantitative tracking data; postal questionnaires; semi-structured interviews.	<ul style="list-style-type: none"> • Parental support. • Nurturing and inclusive school ethos. • Shorter time spent away from mainstream school prior to reintegration. • Staff training - caring, skilled members of staff who develop positive relationship with pupils. • Support from the PRU (for pupils, parents and mainstream school). • Pupil perception – positive attitude and desire to reintegrate. • LSA support. 	<ul style="list-style-type: none"> • Generalisability of findings – factors inherent to the county relating to geography, language, culture, SES and deprivation. • Findings from one rural, bilingual Welsh LA. • Biased perspective – only considers educational practitioners' views.
Lawrence (2011) – What makes for a successful re-integration from a pupil referral unit to mainstream education? An applied research project.	<ul style="list-style-type: none"> • Secondary-aged pupils. • Staff views (PRU and mainstream). 	Qualitative: Focus groups using semi-structured interview method.	<ol style="list-style-type: none"> 1. Child Factors <ul style="list-style-type: none"> • YP wants to return to mainstream. • YP believes they can be successful. • Positive self-esteem and self-worth. • Clear understanding of reintegration. 2. Parent Factors <ul style="list-style-type: none"> • Parents share responsibility for child's actions. • Realistic views and hopes for the future. • Positive and supportive attitude towards child and their education. • Parental engagement/involvement with school. 3. Systemic Factors <ul style="list-style-type: none"> • Timely reintegration individualised to child's 	<ul style="list-style-type: none"> • Factors facilitating a successful reintegration may be context specific and inherent to the study area • Considers only the views of one system surrounding the child (i.e. school).

			<ul style="list-style-type: none"> needs. Clear channels of communication between parents, PRU and mainstream. Clear, regular and honest communication. Inclusive, child-centred ethos at mainstream. Fresh start for pupils. Individualised package of support for pupils (e.g. allocated mentor, offsite group-work focus on strengths/interests). Ongoing support from PRU. 	
<p>Pasons, Godfrey, Howlett, Hayden, & Martin (2001) – Excluding Primary School Children – The Outcomes Six Years On.</p>	<ul style="list-style-type: none"> Professionals' views. Primary school-aged pupils. 	<p>Retrospective longitudinal study utilising case file data. Interviews conducted with key professionals.</p>	<ul style="list-style-type: none"> Counselling available in mainstream school. School seeking specialist service support when pupil needs exceeded their expertise. 'Reintegration' labeled as a 'transfer' Joined-up approach between parents, PRU and LA. 	<ul style="list-style-type: none"> Lack of information with regards to methodology and data analysis. Impersonal nature of the study does not take into account the 'lived experience' of reintegration. Accuracy of case-file data may be questioned.
<p>Levinson & Thompson (2016) – "I don't need pink hair here": Should we be seeking to 'reintegrate' youngsters without challenging mainstream school cultures?</p>	<ul style="list-style-type: none"> Staff and pupil perspectives in AP. Pupils aged 11-16. 	<p>Qualitative: Semi-structured interviews.</p>	<ul style="list-style-type: none"> Integrated approach involving school, PRU and family. Strong relationships between PRU, mainstream, professionals and family. Staged Reintegration. Shorter period of time spent away from mainstream. Trusting and supportive TA. Timing – Windows of opportunity. 	<ul style="list-style-type: none"> Bias resulting from researcher's position. Absent voices of parents/carers. Little mention of the family system.

			<ul style="list-style-type: none"> • Flexibility of mainstream school. • Tolerance of teachers and staff in mainstream. • Parental involvement in the reintegration process. • Emotional support from staff. • Young person's desire to reintegrate. 	
Lown (2005) – Including the excluded: Participant perceptions.	<ul style="list-style-type: none"> • 5 pupil case-sets. • Pupil, parent, school staff and behaviour support team's views. 	Qualitative – Grounded Theory: Interviews and focus groups.	<ol style="list-style-type: none"> 1. Relationships <ul style="list-style-type: none"> • Adults with adults – positive relationship between parents and mainstream school staff (information sharing and close communication). • Adults with pupils – pupils feeling 'liked' by adults; feeling supported; feeling of belongingness; adults proactive in building relationships. • Pupils with peers – good peer network and friendships. 2. Support <ul style="list-style-type: none"> • Academic support for pupils. • Support from parents (key messages about valuing placement). 3. Pupil Characteristics <ul style="list-style-type: none"> • Intellectual ability. • Motivation related to task goals. • Self-efficacy. 	<ul style="list-style-type: none"> • Lack of information regarding pupil demographics e.g. age and ethnicity. • Combining a range of views from a range of participants makes it difficult to decipher whose views dominated and which factors were proposed by whom.
Pillay, Dunbar-Krige & Mostert (2013) – Learners with behavioural, emotional and social difficulties'	<ul style="list-style-type: none"> • 13 pupils (aged 11-14). • 4 pupils interviewed. • Pupil, parent 	Qualitative – Interpretivist-Constructivist Paradigm: Unstructured interviews with 4	<ol style="list-style-type: none"> 1. Emotional Experiences <ul style="list-style-type: none"> • Feelings of pride and optimism. • Peers recognising progress. • Academic and social competence. • Positive reinforcement from teachers. 	<ul style="list-style-type: none"> • A number of the factors were also considered to be 'risk factors'. • Small sample size. • Age of pupils unknown.

<p>experiences of reintegration into mainstream education.</p>	<p>and professionals' views.</p>	<p>pupils; qualitative questionnaires for parents and teachers; interviews with 3 professionals.</p>	<ul style="list-style-type: none"> • Positive future vision. 2. Relationships <ul style="list-style-type: none"> • Family relationships – caring supportive family; positive relationship between family and school. • Peer relationships – peer support; motivation; positive friendships; buddy system/peer mentoring. • Relationships with adults in the educational setting – emotional support from adults; mentors. 3. The reintegration process <ul style="list-style-type: none"> • Gradual reintegration – 3 days per week. • Good communication between home and school. • Parental support and encouragement. • Positive reintegration meeting. • Taster days. 	<ul style="list-style-type: none"> • Sampling method – potentially reflects the views of specific types of pupil e.g. those of higher ability/those able to engage in a lengthy interview process. • Views of primary-aged pupils not included in the research. • Low response rate of parental questionnaires.
<p>Tootill & Spalding (2000) – How effective can reintegration be for children with emotional and behavioural difficulties?</p>	<ul style="list-style-type: none"> • Pupils with statements of SEN relating to SEBD. • Pupils on full-time reintegration programmes. • 21 pupils. • Primary and secondary-aged. 	<p>Qualitative – Interviews with pupils, parents and staff.</p>	<ul style="list-style-type: none"> • Expectations – raising expectations of pupils, parents and staff regarding the likelihood of reintegration. • Clean slate/fresh start for pupils in a new school (avoid labeling). • Smaller school/classroom environment. • Support of staff/mentor/reintegration teacher (positive relationships). • Individual behaviour plan – goal-setting. • Peer support, peer mentoring, and friendships. • Structure, routines and supervision. • Good organisational skills (pupil). 	<ul style="list-style-type: none"> • Specific population – pupils with a statement of SEN. • Focuses on reintegration from specialist provision as opposed to a PRU. • Specific reintegration programme – questions whether the findings can be generalised. • Little information regarding research process/methodology/p

			<ul style="list-style-type: none"> • Positive self-esteem (linked to adults recognising strengths/achievements). • Talking to parents/staff about issues, concerns and positive experiences. • Participating in extra-curricular activities. • School ethos promoting security and feelings of acceptance. • Welcoming teachers. • In-class support. • Forging links between mainstream and special school. • Opportunities for flexible patterns of attendance within mainstream. 	<p>participants.</p>
<p>Hart (2013) – What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff.</p>	<ul style="list-style-type: none"> • 6 children (aged 9-13). • 5 male: 1 female. • 4 members of staff. 	<p>Qualitative: Semi-structured interviews.</p>	<ol style="list-style-type: none"> 1. Relationships <ul style="list-style-type: none"> • Staff-Pupil – kind, fair, fun and humorous staff who are understanding, trusting and supportive (high staff-pupil ratio). • Pupil-Pupil – peer support and friendships. • Staff-Parent – frequent communication. 2. Teaching and Learning <ul style="list-style-type: none"> • Highly personalised learning experiences. • Reinforcement through rewards. • Strong learning ethos. • Opportunities to succeed-manageable tasks. • Promoting self-esteem and self-efficacy. • Making learning relevant – life skills. • Enjoyable lessons – fun and creative. 3. Expectations <ul style="list-style-type: none"> • High expectations and consistency in approach 	<ul style="list-style-type: none"> • Small sample size • Population – predominantly male and ‘SEBD’. • Study focuses on protective factors of one PRU – can the findings be generalised to mainstream environment when considering reintegration? • Little consideration of external factors e.g. home. • Self-reports from pupils and staff at a certain

			<p>(communicated by staff).</p> <ul style="list-style-type: none"> • Daily meetings. • Achievable targets. • Targets, rewards, rules and boundaries made clear. • Clear behavioural expectations. <p>4. Environment</p> <ul style="list-style-type: none"> • Small and intimate. • Safe and secure. • Calm, quiet and nurturing. • Nice appearance. • Fewer children/smaller groups. 	<p>time therefore little consideration of changes over time.</p> <ul style="list-style-type: none"> • Semi-structured interview method – framing of data into pre-existing themes. • Scaling technique used with children – potential for desirability effect or leniency error.
<p>Gersch & Nolan (1994) – Exclusions: What the Children Think.</p>	<ul style="list-style-type: none"> • 6 pupils. • 4 male: 2 female. 	<p>Qualitative: Examination of files. Interviews.</p>	<ul style="list-style-type: none"> • Fresh start – pupil looking forward to going to a new school (as opposed to a previous school). • Having a named teacher to support/help settle in to mainstream. • Teacher/mentor having faith in the pupil. • Teacher/mentor who is supportive and understanding. • Teachers talking to pupil and showing an interest. • Key teachers informing all staff of pupil needs. • Starting mainstream school on a part-time basis – gradual reintegration. • Pupil choice regarding which lessons to attend. • Clear understanding of decision-making/reintegration process. 	<ul style="list-style-type: none"> • Sample size. • Age of children not specified. • Parental views absent. • Little consideration of external variables e.g. home environment.

<p>Michael & Frederickson (2013) – Improving pupil referral unit outcomes: pupil perspectives.</p>	<ul style="list-style-type: none"> • Age 12-16. • KS3 and KS4 (2 PRUs). • 16 pupils. 	<p>Qualitative: Semi-structured interviews.</p>	<ol style="list-style-type: none"> 1. Relationships <ul style="list-style-type: none"> • Positive relationship with teachers, peers and family members. • Teachers – help with academic work/learning; emotional support. • Peers – reducing anxiety; feeling secure. • Family – encouragement to attend setting. 2. Curriculum <ul style="list-style-type: none"> • Extra-curricular activities e.g. trips, football. • Relevance and engagement e.g. life-skills and career-focused. • Personalisation – tasks tailored to pupil needs/ability. 3. Discipline <ul style="list-style-type: none"> • Effective sanctions/consequences. • Consistency. 4. Learning Environment <ul style="list-style-type: none"> • Small class size. • Calm. 5. Self <ul style="list-style-type: none"> • Self-motivation and self-discipline. • Positive attitude. • Goal-setting. 	<ul style="list-style-type: none"> • Population – secondary views only. Can the findings be generalised to the primary population? • Factors relate to enabling factors in PRUs as opposed to mainstream therefore the generalisability may be questioned. • Some factors appear to be overlooked e.g. family and community factors. • Only involved those pupils whose parents consented. This may be an indication of better-ordered home circumstances. • Generalisability of findings – PRUs both in the same geographical location.
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<p>DfES (2004b) – The Reintegration of Children Absent, Excluded or Missing from School.</p>	<ul style="list-style-type: none"> • LEA, professional, pupil and parental views. 	<p>Mixed Methods: Postal survey (87 LEAs). Case studies (14 LEAs) – Professionals, pupils and parents.</p>	<p>1. Environmental</p> <ul style="list-style-type: none"> • Inclusive and accepting school culture. • Commitment to meeting the needs of individual pupils. • Offering pupils a 'fresh start'. • TAs supporting pupils' reintegration e.g. dealing with any issues as they arise and reviewing progress. • Staff skills, attitude and awareness. • Accessibility of appropriate services. • Multi-Agency working. • Involvement of parents. • Involvement of pupils – in decision-making and the design of their own reintegration solutions (as well as the use of incentives). <p>2. Practical:</p> <ul style="list-style-type: none"> • Effective planning – pupil prepared for reintegration. • Monitoring e.g. progress and pupil needs. • Phased reintegration – staged approach including a trial placement. • Tailored support to meet individual needs (e.g. flexible timetable, choice in curriculum options, opportunity to follow vocational routes). • Key worker as a single point of contact. • Maintaining contact between school, pupils and parents. 	<ul style="list-style-type: none"> • Questionnaire response rate (87 responses from 150 LEAs contacted – 58%). • Case study approach – issues concerning generalisability. • Only 7 case studies (50%) concerning excluded pupils.
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Key: Themes Derived from Literature Review:

1. Parental Involvement and Support (sharing responsibility; realistic views and hopes; positive and supportive attitude; engagement).
2. Individual Factors/Pupil Characteristics (motivation; intellectual ability; positive attitude; desire to return to mainstream; self-esteem).
3. Relationships (adult-adult; adults-pupils; pupils-peers; friendships).
4. Support (academic; emotional; support from PRU; parental support; TA/LSA support; keyworker/mentor; in-class support).
5. Environmental Factors (inclusive school ethos; smaller classes; structure and routines; safe and secure; calm, quiet and nurturing).
6. Timings (shorter time spent away from mainstream; timely reintegration; gradual reintegration).
7. Staff Approach (staff training; caring and skilled staff; high expectations; positive reinforcement; welcoming; non-judgmental).
8. Teaching/Learning/Curriculum (extra-curricular activities; life-skills; career-focused; personalisation; pupil choice; flexibility).
9. Reintegration Practices (fresh start; communication between home, school and AP; effective planning and monitoring; reintegration meeting; taster days; clear understanding of reintegration).
10. Boundaries/Discipline (goal/target setting; effective sanctions/consequences; clear targets; rewards; boundaries).

Appendix K: Colour-Coded Questionnaire Data Displaying Key Themes

	Pupil Views	Parental Views	Staff Views
Participant 1:	<ol style="list-style-type: none"> 1. The people that you mix with – Making new friends who are supportive and don't lead you into trouble. 2. A place to go to calm down e.g. when you're feeling angry. 3. Teacher support – Having someone who understands what's going on and why you're angry. It helps when they talk to you rather than just punishing you straight away. 	<ol style="list-style-type: none"> 1. Staff support at the mainstream school – people who are understanding of the problems and who help X make good choices. 2. The pupil himself – X wants to succeed and makes a conscious effort to improve. 3. Parent support and encouragement – talking to X about school; asking if there is anything that is upsetting him; asking him what's working/not working. 	<ol style="list-style-type: none"> 1. Support with transition from the pupil referral unit. 2. A fresh start for the pupil. It's important to show respect and not judge them. Regular praise is key and the child needs to feel listened to. 3. A key person that they trust and can go to.
Participant 2:	<ol style="list-style-type: none"> 1. I wanted to go to a different school (when I was in PRU). I tried really hard (to improve behaviour). 2. I was really kind to other people (in mainstream school) and they were kind back. I made some new friends. 3. When I need help I ask a teacher and they help me (Class teacher and keyworker). 	<ol style="list-style-type: none"> 1. The reintegration was at a pace that was suitable for X's needs. 2. The support that the school put in place for X. 3. The teachers building a bond with X and being understanding. 	<ol style="list-style-type: none"> 1. Work done in the PRU prior to reintegration (e.g. social skills and anger management) as well as support from the PRU during transition. 2. The child wanted to return to mainstream and wants to do well. The child's ability to self-regulate is also a key factor. 3. Relationships with adults in mainstream school – having a key person who checks that the child is okay, as well as having a positive relationship with the class teacher.
Participant 3	<ol style="list-style-type: none"> 1. The support from my family and Miss W at the PRU. 2. I just grew up and thought I can do better in life than this. 3. Help and understanding of X school (mainstream) and their understanding. 	<ol style="list-style-type: none"> 1. Firstly, I believe that the help that X received from PRU was excellent. The teachers there were very supportive of X and listened to his problems and did not judge him or make him feel useless. 2. The mainstream school helped him and understood what X was going through. The teachers respect and listen to what X says. 3. I believe that Miss W at the PRU helped X in a positive manner. 	<ol style="list-style-type: none"> 1. Re-entry meeting with student, parent and head of year/SLT. Issues discussed and targets set in meeting. Regular/weekly reviews of this for the first month. 2. Use of report card that student takes to all lessons so head of year/SLT can monitor in first few weeks of return. 3. Positivity from the off. 'Positive' focussed e-mail sent to all staff about students asking them to praise everything they can to build

			the self-esteem of student.
Participant 4	<ol style="list-style-type: none"> 1. Starting on a part-time basis. 2. The teachers helped me settle in – they were understanding and supportive. 3. My friends (in mainstream school) helped me. I knew them already. 	<ol style="list-style-type: none"> 1. Frequent visits from members of staff at X (PRU) and also the support from his keyworker at X (mainstream school). 2. The meeting in school so we could set expectations – keeping the family involved. 3. Keyworker checking in with X for 5 minutes every day. 	<ol style="list-style-type: none"> 1. Assignment to a keyworker with strong links to parent. A report with strategies used by provision setting, which worked well. 2. A gradual reintegration back into lessons with support and clear expectations of behaviour. 3. Student given a sense of control over progress and monitoring.
Participant 5	<ol style="list-style-type: none"> 1. I knew a few people before I joined the school. 2. Teachers listen to me. 3. Allowed time out to calm down. 	<ol style="list-style-type: none"> 1. More one to one at the PRU – More personal. 2. X was treated like a person and not a number. He was listened to and heard, and understood. 3. X also liked the teachers and staff at the PRU and this was a great help. 	<ol style="list-style-type: none"> 1. A set 12-week reintegration programme. 2. Support with PRU staff and mainstream staff before the student arrives i.e. 1:1 meeting, whole school CPD on student. 3. Clear vision and plan for the student.

Key: Themes Derived from Questionnaire Data:

1. Peer Relationships/Friendships (making new friends; peer support; knowing people at mainstream).
2. Teacher/School Staff Support (support from mainstream staff; support from AP staff; key adult; teachers listening and understanding; help to make good choices; teachers proactive in building relationships).
3. Family Support (parent support and encouragement/parents talking to pupil about school/parents asking questions/praise from parents).
4. Individual/Pupil Factors (desire to reintegrate; pupil wanting to attend mainstream; motivation; conscious decision of pupil to improve behaviour; pupil ability to self-regulate).
5. Space/Time Out (pupil allowed time out to calm down; having a space to go to).

6. Gradual Reintegration (starting on a part-time basis; reintegration at a suitable pace; gradual reintegration back in to lessons)
7. Fresh Start for Pupil (Fresh start; Non-judgemental; Respect shown to pupil).
8. Praise (regular praise; positivity from the beginning; staff praising pupil to raise self-esteem)
9. Support from AP (preparing pupil for reintegration; support and involvement during reintegration; work done prior to reintegration e.g. social skills groups; personal nature of AP).
10. Strategies in Mainstream School (report card; staff training and CPD; reintegration meeting; clear vision and plan in place for the pupil; setting expectations; pupil given a sense of control; monitoring progress in the first few weeks; 12 week reintegration programme; strong links between parents, AP, mainstream staff and other professionals).

**Appendix L: Table of Themes and Statements Derived from Questionnaire Data
and Literature Review**

Theme	Statements Derived from Questionnaire Data and Literature Review	Refined Statements
1. Peer Relationships and Friendships (Questionnaire). Relationships (Literature Review). Support (Literature Review).	Questionnaire Data: 1. My peers/friends were supportive. 2. I made some new friends. 3. I knew people at my school before I joined. Literature Review: 1. My peers were supportive. 2. Having friends in school. 3. Peers recognising my progress.	1. My peers/friends were supportive. 2. I knew people at my school before I joined. 3. Having friends in school.
2. Teacher/School Staff Support (Questionnaire). Relationships (Literature Review). Support (Literature Review).	Questionnaire Data: 1. Having a keyworker/key person in school. 2. I formed positive relationships with staff in school. 3. Teachers in school were helpful and supportive. 4. Teachers showed me respect and didn't judge me. 5. School staff listened to me. 6. Teachers tried to understand me. 7. Support from staff at my previous school. 8. Staff at my previous school keeping in touch. Literature Review: 1. I formed good relationships with staff in school. 2. I felt that adults liked me. 3. Having a mentor or key adult that I could go to. 4. My previous school was supportive of my move. 5. On-going support from staff at my previous school e.g. they kept in touch. 6. Having a key adult in school (e.g. LSA/TA/mentor) that I could trust. 7. Staff in school helped me with my emotions.	1. Having a keyworker or key person that I could go to in school. 2. I formed good relationships with staff in school. 3. The teachers in school were helpful and supportive. 4. The teachers showed me respect and didn't judge me. 5. School staff listened to me and tried to understand me. 6. On-going support from staff at my previous school, for example, teachers keeping in touch.
3. Family Support (Questionnaire). Parental Involvement (Literature Review). Support (Literature Review).	Questionnaire Data: 1. Support from my family. 2. Encouragement from my family. 3. My parents talked to me about school. Literature Review: 1. Support from my family.	1. Support and encouragement from my family. 2. Talking to my family about school. 3. My parents had a positive attitude

Review).	<ol style="list-style-type: none"> 2. Encouragement from my family. 3. My parents had a positive attitude towards school and my education. 4. My parents were actively involved when I moved school. 5. Talking to my family about issues/concerns/positive experiences. 6. My parents had realistic hopes for my future. 	<p>towards school and my education.</p> <ol style="list-style-type: none"> 4. Knowing that my parents want me to do well in the future.
<p>4. Individual/Pupil Factors (Questionnaire). Individual Factors/Pupil Characteristics (Literature Review).</p>	<p>Questionnaire Data:</p> <ol style="list-style-type: none"> 1. I wanted to move to a different school. 2. I made a lot of effort to improve my behaviour. 3. I wanted to succeed. 4. I was able to control my behaviour and emotions. <p>Literature Review:</p> <ol style="list-style-type: none"> 1. I had a positive attitude. 2. I wanted to move to a different school. 3. I wanted to be successful. 4. My positive self-esteem. 5. Having a clear understanding of the reintegration process. 6. I wanted to do well in the future. 7. My intellectual ability. 8. I was organised. 9. I set myself goals. 	<ol style="list-style-type: none"> 1. I wanted to move to a different school. 2. I wanted to succeed. 3. I made a lot of effort to improve my behaviour. 4. I had a positive attitude towards school. 5. I wanted to do well in the future. 6. My intelligence. 7. I set myself goals.
<p>5. Gradual Reintegration (Questionnaire). Timings (Literature Review).</p>	<p>Questionnaire Data:</p> <ol style="list-style-type: none"> 1. Starting school on a part-time basis. 2. School staff supporting me to gradually go back into lessons. <p>Literature Review:</p> <ol style="list-style-type: none"> 1. Only spending a short amount of time at a different school when I was excluded. 2. I felt ready to join a mainstream school. 3. Starting school on a part-time basis and gradually increasing my time here. 	<ol style="list-style-type: none"> 1. Starting school on a part-time basis and gradually increasing my time here. 2. When I moved, I felt ready to join a mainstream school. 3. Only spending a short amount of time at a different school when I was excluded.
<p>6. Space/Time Out (Questionnaire). Environmental Factors (Literature Review).</p>	<p>Questionnaire Data:</p> <ol style="list-style-type: none"> 1. Having a calm place to go to in school. 2. Being allowed 'time out' when I needed it. <p>Literature Review:</p>	<ol style="list-style-type: none"> 1. Having a calm place to go to in school. 2. Being allowed 'time out' when I needed it. 3. I felt included and accepted in school. 4. I felt safe in this school.

	<ol style="list-style-type: none"> 1. I felt included and accepted when I joined the school. 2. My school is flexible and adapts to my needs. 3. I felt safe in this school. 4. Having structure and a routine. 	<ol style="list-style-type: none"> 5. Having structure and a clear routine in place.
<p>7. Reintegration as a 'Fresh Start' for Pupil (Questionnaire). Reintegration Practices (Literature Review).</p>	<p>Questionnaire Data:</p> <ol style="list-style-type: none"> 1. Joining a new school felt like a fresh start. <p>Literature Review:</p> <ol style="list-style-type: none"> 1. Regular communication between my parents and staff at my old and new school during my transition. 2. My move to the school felt like a fresh start. 3. Having a clear understanding of the reintegration process and why I was moving schools. 4. Being part of the decisions that were made for me. 5. I felt prepared to move schools. 6. Staff monitoring my progress and needs. 	<ol style="list-style-type: none"> 1. Moving to the school felt like a fresh start. 2. Having a clear understanding of what would happen during my transition. 3. Being part of the decisions that were made about me. 4. Regular communication between my parents and staff at my old and new schools during my transition. 5. Having someone in school to help me monitor my progress.
<p>8. Support from Alternative Provision (Questionnaire). Support (Literature Review).</p>	<p>Questionnaire Data:</p> <ol style="list-style-type: none"> 1. My previous school prepared me before I moved to this school. 2. My previous school was supportive of my move. 3. Group work and individual support at the previous school. <p>Literature Review:</p> <ol style="list-style-type: none"> 1. My previous school was supportive of my move. 2. On-going support from staff at my previous school e.g. keeping in touch. 	<ol style="list-style-type: none"> 1. My previous school prepared me before I moved to this school. 2. Teachers in my previous school were supportive of my move. 3. Group work and individual support at my previous school.
<p>9. Regular Praise (Questionnaire). Staff Approach (Literature Review).</p>	<p>Questionnaire Data:</p> <ol style="list-style-type: none"> 1. Praise from staff in school. <p>Literature Review:</p> <ol style="list-style-type: none"> 1. Praise and reinforcement from staff in school. 2. Teachers having high expectations that I would be successful. 3. Adults in school recognising my strengths and achievements. 4. Teachers made me feel welcome. 5. Teachers talking to me and showing an interest in me. 6. Teachers being aware of my needs. 7. I felt that the staff in school were 	<ol style="list-style-type: none"> 1. Praise from staff in school. 2. Teachers having high expectations of me. 3. Adults in school recognising my strengths and achievements. 4. Teachers talking to me and showing an interest in me. 5. Teachers being aware of my needs and the things that I need more help

	<p>skilled and good at their job.</p> <p>8. Staff in school being more tolerant.</p>	<p>with.</p> <p>6. I felt that the staff in school were skilled and good at their job.</p>
<p>10. Strategies in Mainstream School (Questionnaire). Teaching, Learning and the Curriculum (Literature Review). Boundaries and Discipline (Literature Review).</p>	<p>Questionnaire Data:</p> <ol style="list-style-type: none"> 1. The meeting that took place with parents and teachers before I joined the school. 2. Having a report card that I could take to lessons. 3. Having clear targets. 4. The support that was put in place for me in school. 5. Monitoring my own progress. <p>Literature Review:</p> <ol style="list-style-type: none"> 1. Receiving extra support with learning and academic tasks. 2. Participating in extra-curricular activities, such as clubs/sports after school. 3. Having a personalised curriculum where I was able to choose which lessons to attend. 4. I felt that my lessons were relevant. 5. Lessons being fun and enjoyable. 6. Setting targets that I thought were achievable. 7. Setting an individual behaviour plan. 8. Having clear rules and boundaries in place. 9. Having consistent sanctions and consequences for misbehaviour. 10. Knowing my targets. 	<ol style="list-style-type: none"> 1. Having a meeting with parents and teachers before I joined the school. 2. Having clear targets. 3. Monitoring my own progress. 4. Receiving extra support with learning and academic tasks. 5. Participating in extra-curricular activities, for example after-school clubs or sports teams. 6. Having a personalised curriculum where I could choose my lessons. 7. Having clear school rules and boundaries in place. 8. Being punished for breaking the rules or misbehaving.

Appendix M: Final List of Items for the Q Set

Theme:	Statements:
1. Peer Relationships and Friendships	(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.
2. School-Staff Support	(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.
3. Family Support and Parental Involvement	(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.
4. Individual Factors/Pupil Characteristics	(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.
5. Timings	(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.
6. Environmental Factors	(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.
7. Reintegration Factors	(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.
8. Support from Alternative Provision	(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.
9. Staff Approach/Praise	(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.
10. Strategies in Mainstream School.	(23) I had a meeting with my parents and school staff before I joined the school. (32) I received extra support with learning and academic tasks. (30) I took part in activities outside of school hours e.g. after-school clubs or sports teams. (16) I could make choices about which lessons I went to. (26) I knew what I should and should not do in school. (18) There were clear consequences for breaking school rules.

* Numbers in brackets indicate the randomised number assigned to each statement. These numbers were placed on the cards so that participant responses could be recorded following completion of the Q sort.

Appendix N: Q Sort Instructions

What helped you to settle in to your current school after being somewhere else for a while?

Instructions:

Please look at these cards. Each one contains an idea that may help pupils to settle in at a new school.

1. Put the ideas into 3 piles. You don't need the same number in each pile:

1. **Helpful**
2. **Not Helpful, Not Unhelpful**
3. **Unhelpful**



2. Please put the cards in columns to show which ones are most helpful and which ones are most unhelpful. Make sure they are the same shape as the red grid.

- Start with the 'helpful' pile and put the ideas that you think are most helpful in the '+4' column. Put the next 'most helpful' ideas in the '+3' column and so on until all of the cards are gone.
- Now pick up the 'unhelpful pile'. Put the ideas that you think are most unhelpful in the '-4' column. Put the next 'most unhelpful' ideas in the '-3' column and so on until all of the cards are gone.
- Now fill in the middle of the grid with the ideas that you think are 'not helpful or unhelpful'.

- ✚ If you can't remember an idea happening, try to imagine how helpful it would be.
- ✚ There are no right or wrong answers. Just show me what you think.
- ✚ Let me know if you do not understand any of the sentences.
- ✚ You can change your mind and move the cards around.
- ✚ Take your time!

Appendix O: Q Card Templates Displaying the 37 (numbered) Statements

I had a particular member of staff that I could go to in school.

1

I had friends in school.

19

Other pupils were kind and welcoming.

33

I got on well with staff in school.

27

School staff listened to me and tried to understand me.

29

I had support from my previous school e.g. staff kept in touch.

34

I had support and encouragement from my family.

2

I talked to my family about school.

24

I knew that my parents wanted me to do well in school.

25

I wanted to do well in school.

36

I made a lot of effort to improve my behaviour.

9

I got good grades/marks in my school work.

12

I set myself goals/targets.

8

I started school on a part-time basis and gradually increased my time here.

31

I felt ready to join a mainstream school.

35

I only spent a short amount of time at a different school.

13

I had a quiet place to go to in school.

22

I was allowed 'time out' when I needed it.

5

I felt included in this school.

3

I felt safe in this school.

28

I knew what was happening every day.

4

I had the chance for a fresh start.

21

I knew what the steps were going to be in moving to this school.

15

I was asked what I thought about moving here.

17

My previous school prepared me before I moved to this school.

6

Staff in school believed that I could do well.

7

Staff in school talked to me and showed an interest in me.

14

I had a meeting with my parents and school staff before I joined the school.

23

I took part in activities outside of school hours e.g. after-school clubs or sports teams.

30

I knew what I should and should not do in school.

26

A 'buddy system' was in place when I moved to this school.

37

I took part in group work and had individual support at my previous school.

20

Staff in school noticed my strengths and achievements.

11

Staff in school were aware of the things that I needed more help with.

10

I received extra support with learning and academic tasks.

32

I could make choices about which lessons I went to.

16

There were clear consequences for breaking school rules.

18

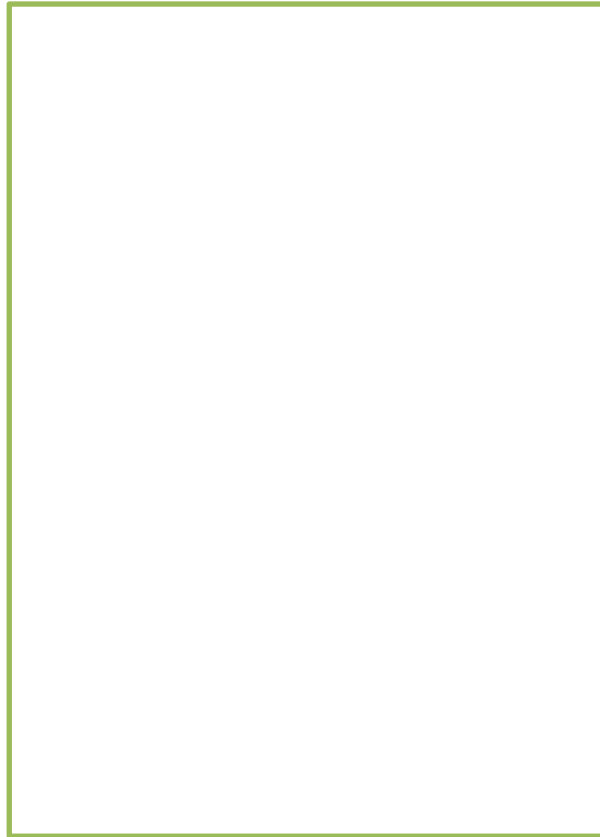
Appendix P: Sorting Template

Please put the cards into 3 piles:

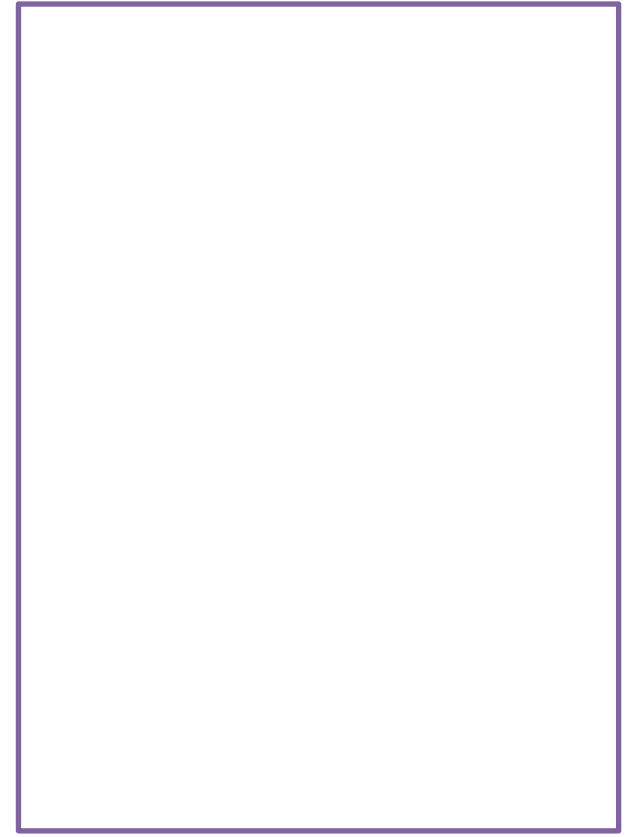
Unhelpful:

A large, empty rectangular box with a red border, intended for sorting cards into the 'Unhelpful' category.

Not Helpful, Not Unhelpful:

A large, empty rectangular box with a green border, intended for sorting cards into the 'Not Helpful, Not Unhelpful' category.

Helpful:

A large, empty rectangular box with a purple border, intended for sorting cards into the 'Helpful' category.

Appendix Q: Post-Sort Questionnaire

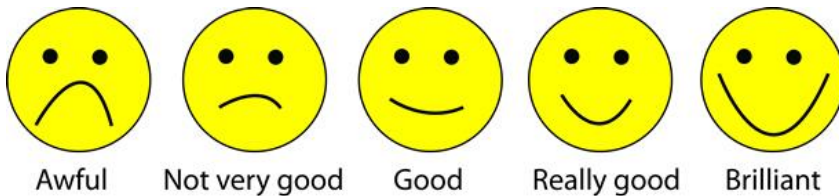
Questions



Thank you for taking part in the card-sorting activity. Your responses are very important in helping me learn more about the things that are helpful when pupils move to a different school.

Please tell me how you found the activity. There are no right or wrong answers.

1. How did you feel about doing the activity? (Please circle)



2. Did you think about the things that were helpful during **your** transition to mainstream school or did you think about the things that would be helpful for other pupils who may be moving to a mainstream school?
- a) I thought about the things that helped me
- b) I thought about the things that might help other pupils

3. What other ideas should there have been?

4. Which sentences did you not understand?

5. Which sentences did not apply to your experience of moving to your current school?

Appendix R: Ethics Approval Letter

Gemma Atkinson

By Email

10th June

Re: Research Ethics Application

Title: Constructing "What Works." Including Excluded Children's Views Regarding the Factors Supporting a Successful Reintegration to Mainstream Education: A Q Methodological Study.

Dear Gemma,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your research ethics application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me. I am copying this communication to your supervisor. May I take this opportunity of wishing you every success with your research.

Best regards,

A handwritten signature in black ink, appearing to be "Paru Jeram", with a horizontal line extending to the left.

Paru Jeram

Secretary to the Trust Research Degrees Subcommittee T: 020 938 2699 E: pjeram@tavi-Port.nhs.uk

cc. Brian Davis, Course Lead

Quality Assurance & Enhancement Directorate of Education & Training Tavistock Centre 120 Belsize Lane London NW3 5BA

Tel: 020 8938 2699

www.tavi-port.org

Appendix S: Letter to Schools**Xxxxx Educational Psychology Service****XXXXXXXX XXXXX****XXXXXXXX XXXXXXXX****XXXXXX****XXXXX****XXXX XXX****Telephone:****E-mail:****Date:**

Dear Sir or Madam,

I am a Trainee Educational Psychologist working for Xxxxx Local Authority and I will be conducting a research project within the county in the forthcoming months, which will contribute to my doctoral thesis at The Tavistock and Portman NHS Foundation Trust. I am writing to ask for your support in completing this research.

I am interested in the concept of 'exclusion' and in particular, how best to support pupils' reintegration into mainstream education following a placement in a Pupil Referral Unit (PRU). The aim of the research is to elicit the views of the pupils themselves regarding the factors that they believe have supported their reintegration into a mainstream school. I am therefore seeking to recruit participants between the ages of 9 and 16 who have experienced school exclusion/placement in a PRU and who have 'successfully' reintegrated into a mainstream setting for a period of 12 or more weeks.

The research will take place in school and the process will involve pupils completing a 'card-sorting' activity and a short questionnaire, which will take approximately 30 minutes. The requirements of school would be to provide a suitable room as well as the time of a member of staff who would be able to support pupils in reading the information sheet and signing the participant consent form. Later in the year, I may be asking to speak to a small number of pupils for the purpose of checking my interpretation of the results.

It is anticipated that the research will provide a valuable insight into the factors supporting a successful reintegration from alternative provision to mainstream schools, from the perspective of those who have experienced this process. With a primary focus on 'what works', it is anticipated that the findings will have important implications for organisational development; staff morale; tailoring

support/reintegration programmes to reflect pupil needs; and in enabling children and young people to achieve positive outcomes.

The research is of particular relevance at the local level, where exclusion rates in Xxxxx are among the highest in the country. One of the Educational Psychology Service's priorities is to address the problem of 'exclusion', and to develop targeted programmes to support pupils during their return to mainstream education. The research will advocate 'pupil voice' and will contribute to the development of such projects, which may also be useful for guiding practice within schools.

Your support in enabling the research to be completed is greatly appreciated. If you feel that you could identify pupils who meet the participation criteria and if you are happy with the requirements of school during the research process, I would be grateful if you could send a short e-mail, providing details of your school and the number of pupils who would be willing to participate.

If you have any questions about the research, please do not hesitate to contact me.

Yours Faithfully

Gemma Atkinson
Trainee Educational Psychologist.

Appendix T: Parent Letter

XXXXX Educational Psychology Service
 XXXXXXX XXXXX
 XXXXXX
 XXXX XXX



Telephone:

E-mail:

Date:

Dear Parent/Legal Guardian,

In the next few weeks, pupils at your child's school will be taking part in a research project about the best ways to support children who have experienced exclusion and who have reintegrated into mainstream education. The project will celebrate the success of children who have maintained their placement in mainstream educational provision, and aims to find out the factors that they believe have helped them during this process. The research will be beneficial for children as it will give them the opportunity to express their views, and the findings will contribute to supporting other children who may find themselves in a similar situation. This letter is to ask for your agreement for your child to take part in the research.

I am a Trainee Educational Psychologist, working for XXXX Local Authority, and I am conducting this research as part of my doctorate at The Tavistock and Portman NHS Foundation Trust. I will be coming into the school to work with a number of pupils, who will be invited to participate in a 'card-sorting' activity, in order to elicit their views about the factors that have been helpful/unhelpful during the reintegration process. Each pupil will be given 37 statements and will be asked how much they agree with each one. This will take approximately 30 minutes.

I will also be asking questions during the card-sorting activity in order to aid my understanding of the strategies that pupils have found helpful/unhelpful. I may record some of these answers in note form and include quotes in the research, however all information will remain anonymous.

If you have any questions about the research or this letter, please contact your child's school or myself on XXXXXXXXXXXX/gatkinson@tavi-port.nhs.uk.

If you are happy for your child to take part, please sign the form attached to this letter and bring it into the school or return it in the stamped addressed envelope provided.

Yours Faithfully,

Gemma Atkinson (Trainee Educational Psychologist)

Appendix U: Participant Information Sheet

Participant Information

Title of Project: “It helped me when...” What supports a successful reintegration into mainstream schools?

Name of Researcher: Gemma Atkinson (Trainee Educational Psychologist)

Thank you for your interest in this research project. Before you agree to take part, it is important that you find out a little more about the project and understand what you will be asked to do.

Please take your time to read the following information. If you have any questions or if you do not understand the information, please ask myself or another adult to help.

My name is Gemma Atkinson. I am a Trainee Educational Psychologist studying at The Tavistock Centre/University of Essex, and I work for XXXXX Local Authority.

I am doing a research project to find out about students who have been excluded from school and what they have found helpful when they have returned to mainstream education.

To help me find out about this, I will ask you to:

- 1. Complete a card sorting activity** – I will give you 37 cards with sentences on and will ask you to say how much you agree or disagree with each one. The sentences will be about things that you may or may not have found helpful during your return to school. You will then be asked to sort the cards on to a grid. This will take around 30 minutes.



- 2. Talk about the card sorting activity** – When you are completing the card-sorting activity, I may ask some questions about the things that you have found helpful and unhelpful. This will help me to understand more about what is important when pupils move to a new school. I may write down some of your answers.

Your views are important! If you would like to take part in the project, please sign the form attached to this paper.

If you change your mind, you don't have to participate.

Appendix V: Participant Consent Form**Participant Consent Form**

Title of Project: "It helped me when..." What supports a successful reintegration to mainstream schools?

Name of Researcher (person doing the project): Gemma Atkinson

Supervisor: Dr Xxxxx Xxxxxx

Please write your initials in the box

1. I confirm that I have read the information sheet.
I understand the sheet and I have had the opportunity to ask questions.
2. I understand that I do not have to take part in the project if I don't want to. I can leave the project at any time with no reason by speaking to a teacher in school.
3. I understand that the researcher will look carefully at the ideas and answers that I give. I understand that only the researcher will know which answers are mine. The project results may be published in an academic journal but my name will not be in the results.
4. I agree to take part in the sentence sorting activity described in the letter.
5. I agree to take part in the conversation about the activity described in the letter.

My Name

Date

Signed

Adult helping with the form

Date

Signed

Researcher

Date

Signed

Appendix W: Parent Consent Form**Parent/Legal Representative Consent Form**

Title of Project: What supports a successful reintegration into mainstream education following exclusion?

Name of Researcher: Gemma Atkinson

Supervisor: Dr Xxxxx Xxxxxxx

Please write your initials in the box

I confirm that I have read and understood the letter dated _____ for the above project and have had the opportunity to ask questions.

I understand that my child's participation is voluntary. I am free to withdraw my child at any time without giving any reason (by calling XXXXXXXXXXXX or e-mailing gatkinson@tavi-port.nhs.uk).

I understand that my child's information will be removed from their responses before analysis. I give permission for these anonymised responses to be used and possibly published in the research.

I agree for my child to take part in the card-sorting activity described in the letter.

I agree for my child to take part in the conversation about the activity as described in the letter.

Name of Child

Name of participant's parent/
legal representative

Date

Signature

Appendix X: The Correlation Matrix

The correlation matrix displayed in Figure 18 shows the extent and nature of the relationships that pertain between all of the Q sorts in the present study, and allows the interrelatedness of Q sorts to be examined systematically. Based on calculations described by Brown (1993), correlations within the range of 0.32 and 0.40 (and correlations exceeding this range) were considered to be important. As displayed in Figure 18, the relatively low correlations indicate that there is a high level of variability, and thus little commonality between the nine Q sorts (and thus the participants' views regarding the factors that support a successful reintegration into mainstream education). Statistically significant correlations (according to Brown's criteria) are highlighted.

	01M11	02M11	03F10	04M14	05M16	06M13	07M16	08M15	09F15
01M11	1	-0.27	-0.21	0.03	-0.08	0.21	-0.07	0.12	0.26
02M11	-0.27	1	0.3	0.17	0.11	0.01	0.13	-0.09	0.15
03F10	-0.21	0.3	1	0	0.21	-0.27	0.28	0.12	-0.01
04M14	0.03	0.17	0	1	0.17	0.32	0.1	0.23	-0.02
05M16	-0.08	0.11	0.21	0.17	1	0.28	0.2	0.23	0.07
06M13	-0.21	0.01	-0.27	0.32	0.28	1	0.14	0.18	0.24
07M16	-0.07	0.13	0.28	0.1	0.2	0.14	1	0.19	0.36
08M15	-0.12	-0.09	0.12	0.23	0.23	0.18	0.19	1	0.1
09F15	-0.26	0.15	-0.01	-0.02	0.07	0.24	0.36	0.1	1

Figure 18. Correlation matrix displaying the relationship between individual Q sorts

Appendix Y: Objective Criteria Used to Guide the Decision to Extract and Retain a Two-Factor Solution in the Present Study

1. The Kaiser-Guttman criterion

According to the Kaiser-Guttman criterion (cited in Watts & Stenner, 2012), factors with an eigenvalue (EV) of 1.00 or above should be retained. An EV is the ratio between the variance explained by a factor and the variance explained by a single sort and is thus an indication of a factor's statistical strength and explanatory power (Watts & Stenner, 2012). It follows that an EV greater than 1.00 indicates that the factor explains more variance than a single sort. Watts and Stenner (2012) highlight the fact that extracting factors with EVs of less than 1.00 would not constitute an effective reduction of the correlation matrix. As shown in Table 3, the two factors extracted from the correlation matrix both meet the Kaiser-Guttman criterion.

2. The 'magic number seven'

Brown (1980, p. 223) argued that "the magic number seven" is generally a suitable number of factors to extract from the data. This guideline, according to Watts and Stenner (2012), is largely based upon 'experience' as opposed to objective criteria and statistical considerations. This advice was not followed in the present study, as the P set only comprised 9 participants and therefore the extraction of seven factors would ultimately have resulted in the extraction of individual, as opposed to shared, viewpoints. In following Watts and Stenner's (2012, p. 197) advice to extract one or two factors in studies consisting of less than 12 Q sorts, two factors were initially extracted from the data.

3. Two or more significantly loading Q sorts

Factors that contain two or more significant factor loadings following extraction can be accepted (Watts & Stenner, 2012), as this system ensures the effective reduction of data from the initial correlation matrix. The calculation to determine the significance of a Q sort is:

$$\begin{aligned}
 &= 2.58 \times (1 \div \sqrt{\text{no. of items in Q set}}) \\
 &= 2.58 \times (1 \div \sqrt{37}) \\
 &= 2.58 \times (1 \div 6.08276) \\
 &= 2.58 \times 0.16439 \\
 &= 0.42
 \end{aligned}$$

The unrotated factor matrix (Table 3) highlights that three Q sorts load significantly on to each factor (these are highlighted in bold). This suggests that the two study factors

satisfy the criterion and could therefore be legitimately extracted and rotated. To ensure that the extraction of two factors was the 'best solution' and to explore the possibility of a three-factor solution, three factors were extracted from the data to check the effect that this had on the factor loadings. However only one Q sort loaded significantly on to a third factor, which provided further justification for the retention of a two-factor solution.

Participant	Factor 1	Factor 2	h ²	h ² (%)
01M11	-0.09255	0.5245	0.3	30%
02M11	0.45089	-0.43727	0.4	40%
03F10	0.33861	-0.34176	0.23	23%
04M14	0.33694	0.11907	0.13	13%
05M16	0.49835	0.02941	0.25	25%
06M13	0.3764	0.61459	0.51	51%
07M16	0.55547	0.00176	0.31	31%
08M15	0.31738	0.28579	0.18	18%
09F15	0.2338	0.25291	0.11	11%
Eigenvalue	1.3	1.11		
Variance (%)	14%	12%		

*h² = communality estimates for each Q sort, indicating the percentage of the variance that has been accounted for by the study factors (for example 30% of the variance in Q sort 1 is common variance).

*Eigenvalue = an indication of a factor's statistical strength and explanatory power.

*Variance = the proportion of common or shared meaning that are present in the data.

Table 3. The unrotated factor matrix displaying factor loadings, communality estimates (h²) for each Q sort, and factor eigenvalues and variances for a two-factor solution.

4. Humphrey's rule

A further parameter that was used to determine the number of factors in the present study was 'Humphrey's rule', which states that a factor is significant if the cross-product of its two highest loadings exceeds twice the standard error (Watts & Stenner, 2012).

The standard error was calculated as follows:

$$= 1 \div (\sqrt{\text{no. of items in Q set}})$$

$$= 1 \div (\sqrt{37})$$

$$= 1 \div 6.08$$

$$= 0.16$$

Twice the standard error in the present study was therefore calculated as 0.32. The two highest loadings on Factor 1 were 0.56 and 0.50 (rounded to 2 decimal places), which meant a cross-product for this factor of 0.28. This did not strictly satisfy 'Humphrey's rule', however Watts and Stenner (2012, p. 108) outline that the rule can be applied less strictly by "insisting that the cross-products simply exceed the standard error", which meant that this factor could still be retained. Factor 2 satisfied the criterion in a stricter fashion as the cross-product of the two highest loadings (0.61 and 0.52) equaled 0.32.

Appendix Z: The Factor Arrays

No.	Statement	Factor 1	Factor 2
1.	I had a particular member of staff that I could go to in school.	4	1
2.	I had support and encouragement from my family.	4	-1
3.	I felt included in this school.	3	1
4.	I knew what was happening every day.	0	-3
5.	I was allowed time out when I needed it.	3	3
6.	My previous school prepared me before I moved to this school.	1	-2
7.	Staff in school believed that I could do well.	2	0
8.	I set myself goals/targets.	-2	1
9.	I made a lot of effort to improve my behaviour.	-1	0
10.	Staff in school were aware of the things that I needed more help with.	0	0
11.	Staff in school noticed my strengths and achievements.	-1	0
12.	I got good grades/marks in my schoolwork.	-3	1
13.	I only spent a short amount of time at a different school.	-2	2
14.	Staff in school talked to me and showed an interest in me.	-1	0
15.	I knew what the steps were going to be in moving to this school.	0	0
16.	I could make choices about which lessons I went to.	-4	-1
17.	I was asked what I thought about moving here.	0	-1
18.	There were clear consequences for breaking the rules.	1	-4
19.	I had friends in school.	1	4

20.	I took part in group work and had individual support at my previous school.	-3	-1
21.	I had the chance for a fresh start.	2	-2
22.	I had a quiet place to go to in school.	-3	1
23.	I had a meeting with my parents and school staff before I joined the school.	1	-4
24.	I talked to my family about school.	0	1
25.	I knew that my parents wanted me to do well in school.	2	1
26.	I knew what I should and should not do in school.	-2	-3
27.	I got on well with school staff.	1	2
28.	I felt safe in this school.	0	-1
29.	School staff listened to me and tried to understand me.	1	-2
30.	I took part in activities outside of school hours e.g. after-school clubs or sports teams.	-4	2
31.	I started school on a part-time basis and gradually increased my time here.	3	2
32.	I received extra support with learning and academic tasks.	-1	-3
33.	Other pupils were kind and welcoming.	-1	3
34.	I had support from my previous school e.g. staff kept in touch.	-1	-2
35.	I felt ready to join a mainstream school.	0	3
36.	I wanted to do well in school.	2	0
37.	A 'buddy system' was in place when I moved to this school.	-2	4

Table 7. Factor arrays, displaying the position of each item in the Q set (from -4 to +4) for each of the two factors in the present Q methodological study.

Appendix AA: Factor Interpretation Crib Sheet for Factor 1

Items Ranked at +4:

- 01. I had a particular member of staff that I could go to in school.
- 02. I had support and encouragement from my family.

Items Ranked at +3:

- 03. I felt included in this school.
- 05. I was allowed time out when I needed it.
- 31. I started school on a part-time basis and gradually increased my time here.

Items Ranked Higher in Factor 1 Array than in Other Factor Arrays:

- 04. I knew what was happening every day. (0)
- 06. My previous school prepared me before I moved to this school. (1)
- 07. Staff in school believed that I could do well. (2)
- 17. I was asked what I thought about moving here. (0)
- 18. There were clear consequences for breaking the rules. (1)
- 21. I had the chance for a fresh start. (2)
- 23. I had a meeting with my parents and school staff before I joined the school. (1)
- 25. I knew that my parents wanted me to do well in school. (2)
- 26. I knew what I should and should not do in school. (-2)
- 28. I felt safe in this school. (0)
- 29. School staff listened to me and tried to understand me. (1)
- 32. I received extra support with learning and academic tasks. (-1)
- 34. I had support from my previous school e.g. staff kept in touch. (-1)
- 36. I wanted to do well in school. (2)

Items Ranked Lower in Factor 1 Array than in Other Factor Arrays:

- 08. I set myself goals/targets. (-2)
- 09. I made a lot of effort to improve my behaviour. (-1)
- 11. Staff in school noticed my strengths and achievements. (-1)
- 13. I only spent a short amount of time at a different school. (-2)
- 14. Staff in school talked to me and showed an interest in me. (-1)
- 19. I had friends in school. (1)
- 24. I talked to my family about school. (0)
- 27. I got on well with staff in school. (1)
- 33. Other pupils were kind and welcoming. (-1)
- 35. I felt ready to join a mainstream school. (0)
- 37. A 'buddy system' was in place when I moved to this school. (-2)

Items Ranked at -3:

- 12. I got good grades/marks in my schoolwork.
- 20. I took part in group work and had individual support at my previous school.

22. I had a quiet place to go to in school.

Items Ranked at -4:

16. I could make choices about which lessons I went to.

30. I took part in activities outside of school hours e.g. after-school clubs or sports teams.

Additional Items:

10. Staff in school were aware of the things that I needed more help with. (0)

15. I knew what the steps were going to be in moving to this school. (0)

Appendix BB: Factor Interpretation Crib Sheet for Factor 2

Items Ranked at +4:

- 37. A 'buddy system' was in place when I moved to this school.
- 19. I had friends in school.

Items Ranked at +3:

- 05. I was allowed time out when I needed it.
- 33. Other pupils were kind and welcoming.
- 35. I felt ready to join a mainstream school.

Items Ranked Higher in Factor 2 Array than in Other Factor Arrays:

- 08. I set myself goals/targets. (1)
- 09. I made a lot of effort to improve my behaviour. (0)
- 11. Staff in school noticed my strengths and achievements. (0)
- 12. I got good grades/marks in my schoolwork. (1)
- 13. I only spent a short amount of time at a different school. (2)
- 14. Staff in school talked to me and showed an interest in me. (0)
- 16. I could make choices about which lessons I went to. (-1)
- 20. I took part in group work and had individual support at my previous school. (-1)
- 22. I had a quiet place to go to in school. (1)
- 24. I talked to my family about school. (1)
- 27. I got on well with school staff. (2)
- 30. I took part in activities outside of school hours e.g. after-school clubs or sports teams. (2)

Items Ranked Lower in Factor 2 Array than in Other Factor Arrays:

- 01. I had a particular member of staff that I could go to in school. (1)
- 02. I had support and encouragement from my family. (-1)
- 03. I felt included in this school. (1)
- 06. My previous school prepared me before I moved to this school. (-2)
- 07. Staff in school believed that I could do well. (0)
- 17. I was asked what I thought about moving here. (-1)
- 21. I had the chance for a fresh start. (-2)
- 25. I knew that my parents wanted me to do well in school. (-1)
- 28. I felt safe in this school. (-1)
- 29. School staff listened to me and tried to understand me. (-2)
- 31. I started school on a part-time basis and gradually increased my time here. (2)
- 34. I had support from my previous school e.g. staff kept in touch. (-2)
- 36. I wanted to do well in school. (0)

Items Ranked at -3:

- 04. I knew what was happening every day.

- 26. I knew what I should and should not do in school.
- 32. I received extra support with learning and academic tasks.

Items Ranked at -4:

- 18. There were clear consequences for breaking the rules.
- 23. I had a meeting with my parents and school staff before I joined the school.

Additional Items:

- 10. Staff in school were aware of the things that I needed more help with. (0)
- 15. I knew what the steps were going to be in moving to this school. (0)

Appendix CC: PQMethod Output File (Q Analysis)

PQMethod2.35 What supports a successful reintegration to mainstream education? PAGE 1
 Path and Project Name: c:/pqmethod/projects/thesis Jan 28 17

Correlation Matrix Between Sorts

SORTS	1	2	3	4	5	6	7	8	9
1 01 M1	100	-27	-21	3	-8	21	-7	12	26
2 02 M1	-27	100	30	17	11	1	13	-9	15
3 03 F10	-21	30	100	0	21	-27	28	12	-1
4 04 M4	3	17	0	100	17	32	10	23	-2
5 05 M6	-8	11	21	17	100	28	20	23	7
6 06 M3	21	1	-27	32	28	100	14	18	24
7 07 M6	-7	13	28	10	20	14	100	19	36
8 08 M5	12	-9	12	23	23	18	19	100	10
9 09 F15	26	15	-1	-2	7	24	36	10	100

Unrotated Factor Matrix

SORTS	Factors	
	1	2
1 01 M1	-0.0926	0.5245
2 02 M1	0.4509	-0.4373
3 03 F10	0.3386	-0.3418
4 04 M4	0.3369	0.1191
5 05 M6	0.4983	0.0294
6 06 M3	0.3764	0.6146
7 07 M6	0.5555	0.0018
8 08 M5	0.3174	0.2858
9 09 F15	0.2338	0.2529
Eigenvalues	1.2940	1.1215
%expl. Var.	14	12

Cumulative Communalities Matrix

	Factors	
	1	2
SORTS		
1 01 M1	0.0086	0.2837
2 02 M1	0.2033	0.3945
3 03 F10	0.1147	0.2315
4 04 M4	0.1135	0.1277
5 05 M6	0.2484	0.2492
6 06 M3	0.1417	0.5194
7 07 M6	0.3085	0.3086
8 08 M5	0.1007	0.1824
9 09 F15	0.0547	0.1186

cum% expl. Var. 14 27

Factor Matrix with an X Indicating a Defining Sort

SORT	Loadings	
	1	2
1 01 M1	0.1782	-0.5019 X
2 02 M1	0.1766	0.6028 X
3 03 F10	0.1260	0.4643 X
4 04 M4	0.3518	0.0626
5 05 M6	0.4480 X	0.2202
6 06 M3	0.6305 X	-0.3490
7 07 M6	0.4841 X	0.2724
8 08 M5	0.4170 X	-0.0921
9 09 F15	0.3281	-0.1047

%expl. Var. 15 12

Free Distribution Data Results

OSORT	MEAN	ST. DEV.
1 01 M11	0.000	2.121
2 02 M11	0.000	2.121
3 03 F10	0.000	2.121
4 04 M14	0.000	2.121
5 05 M16	0.000	2.121
6 06 M13	0.000	2.121
7 07 M16	0.000	2.121
8 08 M15	0.000	2.121
9 09 F15	0.000	2.121

Factor Scores with Corresponding Ranks

No.	Statement	Factors	
		1	2
1	I had a particular member of staff that I could go to	1	1.59 2 0.80 10
2	I had support and encouragement from my family.	2	2.36 1 -0.44 23
3	I felt included in this school.	3	1.58 3 0.64 11
4	I knew what was happening every day.	4	0.09 18 -1.36 35
5	I was allowed time out when I needed it.	5	1.18 5 1.64 3
6	My previous school prepared me before I moved to this	6	0.46 10 -0.80 31
7	Staff in school believed that I could do well.	7	0.61 9 -0.19 20
8	I set myself goals/targets.	8	-0.62 30 0.45 14
9	I made a lot of effort to improve my behaviour.	9	-0.38 26 -0.02 19
10	Staff in school were aware of the things that I needed	10	0.15 16 -0.40 22
11	Staff in school noticed my strengths and achievements.	11	-0.36 24 0.01 17
12	I got good grades/ marks in my school work.	12	-1.25 33 0.26 15
13	I only spent a short amount of time at a different sch	13	-1.14 32 0.94 8
14	Staff in school talked to me and showed an interest in	14	-0.47 27 -0.31 21
15	I knew what the steps were going to be in moving to th	15	0.13 17 0.00 18

16	I could make choices about which lessons I went to.	16	-1.89	36	-0.62	27
17	I was asked what I thought about moving here.	17	-0.12	19	-0.54	24
18	There were clear consequences for breaking the rules.	18	0.22	15	-2.41	37
19	I had friends in school.	19	0.42	11	1.93	1
20	I took part in group work and had individual support at	20	-1.72	35	-0.64	28
21	I had the chance for a fresh start.	21	1.11	7	-0.71	29
22	I had a quiet place to go to in school.	22	-1.28	34	0.54	13
23	I had a meeting with my parents and school staff before	23	0.42	12	-1.53	36
24	I talked to my family about school.	24	-0.17	20	0.62	12
25	I knew what my parents wanted me to do well in school.	25	1.16	6	-0.59	25
26	I knew what I should and should not do in school.	26	-0.60	29	-1.29	34
27	I got on well with school staff.	27	0.35	14	1.07	6
28	I felt safe in this school.	28	-0.25	21	-0.61	26
29	School staff listened to me and tried to understand me	29	0.37	13	-0.85	32
30	I took part in activities outside of school hours.	30	-1.97	37	0.83	9
31	I started school on a part-time basis and gradually in	31	1.51	4	1.06	7
32	I received extra support with learning and academic ta	32	-0.30	23	-1.01	33
33	Other pupils were kind and welcoming.	33	-0.36	25	1.41	4
34	I had support from my previous school e.g. staff kept	34	-0.50	28	-0.78	30
35	I felt ready to join a mainstream school.	35	-0.29	22	1.14	5
36	I wanted to do well in school.	36	0.70	8	0.05	16
37	A buddy system was in place when I moved to this school	37	-0.76	31	1.71	2

Correlations Between Factor Scores

	1	2
1	1.0000	0.0068
2	0.0068	1.0000

Factor Scores -- For Factor 1

Nb.	Statement	Nb.	Z- SCORES
2	I had support and encouragement from my family.	2	2.356
1	I had a particular member of staff that I could go to in school.	1	1.593
3	I felt included in this school.	3	1.578
31	I started school on a part-time basis and gradually increase	31	1.507
5	I was allowed time out when I needed it.	5	1.181
25	I knew that my parents wanted me to do well in school.	25	1.165
21	I had the chance for a fresh start.	21	1.113
36	I wanted to do well in school.	36	0.700
7	Staff in school believed that I could do well.	7	0.614
6	My previous school prepared me before I moved to this school	6	0.461
19	I had friends in school.	19	0.424
23	I had a meeting with my parents and school staff before I jo	23	0.417
29	School staff listened to me and tried to understand me.	29	0.375
27	I got on well with school staff.	27	0.346
18	There were clear consequences for breaking the rules.	18	0.220
10	Staff in school were aware of the things that I needed more	10	0.149
15	I knew what the steps were going to be in moving to this sch	15	0.134
4	I knew what was happening every day.	4	0.086
17	I was asked what I thought about moving here.	17	-0.120
24	I talked to my family about school.	24	-0.167
28	I felt safe in this school.	28	-0.254
35	I felt ready to join a mainstream school.	35	-0.288
32	I received extra support with learning and academic tasks.	32	-0.297
11	Staff in school noticed my strengths and achievements.	11	-0.355
33	Other pupils were kind and welcoming.	33	-0.364
9	I made a lot of effort to improve my behaviour.	9	-0.385
14	Staff in school talked to me and showed an interest in me.	14	-0.466
34	I had support from my previous school e.g. staff kept in tou	34	-0.498
26	I knew what I should and should not do in school.	26	-0.595
8	I set myself goals/targets.	8	-0.618
37	A buddy system was in place when I moved to this school.	37	-0.759

13	I only spent a short amount of time at a different school.	13	-1.142
12	I got good grades/ marks in my school work.	12	-1.253
22	I had a quiet place to go to in school.	22	-1.276
20	I took part in group work and had individual support at my pr	20	-1.722
16	I could make choices about which lessons I went to.	16	-1.891
30	I took part in activities outside of school hours.	30	-1.966

Factor Scores -- For Factor 2

Nb.	Statement	Nb.	Z-SCORES
19	I had friends in school.	19	1.934
37	A buddy system was in place when I moved to this school.	37	1.713
5	I was allowed time out when I needed it.	5	1.643
33	Other pupils were kind and welcoming.	33	1.410
35	I felt ready to join a mainstream school.	35	1.142
27	I got on well with school staff.	27	1.072
31	I started school on a part-time basis and gradually increase	31	1.060
13	I only spent a short amount of time at a different school.	13	0.944
30	I took part in activities outside of school hours.	30	0.827
1	I had a particular member of staff that I could go to in sch	1	0.804
3	I felt included in this school.	3	0.641
24	I talked to my family about school.	24	0.618
22	I had a quiet place to go to in school.	22	0.536
8	I set myself goals/targets.	8	0.454
12	I got good grades/marks in my school work.	12	0.256
36	I wanted to do well in school.	36	0.047
11	Staff in school noticed my strengths and achievements.	11	0.011
15	I knew what the steps were going to be in moving to this sch	15	0.000
9	I made a lot of effort to improve my behaviour.	9	-0.023
7	Staff in school believed that I could do well.	7	-0.187
14	Staff in school talked to me and showed an interest in me.	14	-0.315
10	Staff in school were aware of the things that I needed more	10	-0.396
2	I had support and encouragement from my family.	2	-0.443
17	I was asked what I thought about moving here.	17	-0.536
25	I knew that my parents wanted me to do well in school.	25	-0.594
28	I felt safe in this school.	28	-0.606
16	I could make choices about which lessons I went to.	16	-0.618
20	I took part in group work and had individual support at my pr	20	-0.641
21	I had the chance for a fresh start.	21	-0.711
34	I had support from my previous school e.g. staff kept in tou	34	-0.781
6	My previous school prepared me before I moved to this school	6	-0.804

29	School staff listened to me and tried to understand me.	29	-0.851
32	I received extra support with learning and academic tasks.	32	-1.014
26	I knew what I should and should not do in school.	26	-1.293
4	I knew what was happening every day.	4	-1.363
23	I had a meeting with my parents and school staff before I jo	23	-1.527
18	There were clear consequences for breaking the rules.	18	-2.412

Descending Array of Differences Between Factors 1 and 2

Nb.	Statement	Nb.	Type 1	Type 2	Difference
2	I had support and encouragement from my family.	2	2.356	-0.443	2.799
18	There were clear consequences for breaking the rules.	18	0.220	-2.412	2.632
23	I had a meeting with my parents and school staff before I jo	23	0.417	-1.527	1.944
21	I had the chance for a fresh start.	21	1.113	-0.711	1.823
25	I knew that my parents wanted me to do well in school.	25	1.165	-0.594	1.759
4	I knew what was happening every day.	4	0.086	-1.363	1.449
6	My previous school prepared me before I moved to this school	6	0.461	-0.804	1.265
29	School staff listened to me and tried to understand me.	29	0.375	-0.851	1.226
3	I felt included in this school.	3	1.578	0.641	0.937
7	Staff in school believed that I could do well.	7	0.614	-0.187	0.801
1	I had a particular member of staff that I could go to in sch	1	1.593	0.804	0.789
32	I received extra support with learning and academic tasks.	32	-0.297	-1.014	0.716
26	I knew what I should and should not do in school.	26	-0.595	-1.293	0.698
36	I wanted to do well in school.	36	0.700	0.047	0.653
10	Staff in school were aware of the things that I needed more	10	0.149	-0.396	0.545
31	I started school on a part-time basis and gradually increase	31	1.507	1.060	0.446
17	I was asked what I thought about moving here.	17	-0.120	-0.536	0.416
28	I felt safe in this school.	28	-0.254	-0.606	0.352
34	I had support from my previous school e.g. staff kept in tou	34	-0.498	-0.781	0.282
15	I knew what the steps were going to be in moving to this sch	15	0.134	0.000	0.134
14	Staff in school talked to me and showed an interest in me.	14	-0.466	-0.315	-0.151
9	I made a lot of effort to improve my behaviour.	9	-0.385	-0.023	-0.361
11	Staff in school noticed my strengths and achievements.	11	-0.355	0.011	-0.367
5	I was allowed time out when I needed it.	5	1.181	1.643	-0.462
27	I got on well with school staff.	27	0.346	1.072	-0.726
24	I talked to my family about school.	24	-0.167	0.618	-0.784
8	I set myself goals/targets.	8	-0.618	0.454	-1.073
20	I took part in group work and had individual support at my pr	20	-1.722	-0.641	-1.081
16	I could make choices about which lessons I went to	16	-1.891	-0.618	-1.273
35	I felt ready to join a mainstream school.	35	-0.288	1.142	-1.430

12	I got good grades/ marks in my school work.	12	-1.253	0.256	-1.509
19	I had friends in school.	19	0.424	1.934	-1.511
33	Other pupils were kind and welcoming.	33	-0.364	1.410	-1.774
22	I had a quiet place to go to in school.	22	-1.276	0.536	-1.812
13	I only spent a short amount of time at a different school.	13	-1.142	0.944	-2.086
37	A buddy system was in place when I moved to this school.	37	-0.759	1.713	-2.472
30	I took part in activities outside of school hours.	30	-1.966	0.827	-2.794

Factor Q Sort Values for Each Statement

No.	Statement	Factor Arrays		
		Nb.	1	2
1	I had a particular member of staff that I could go to in school.	1	4	1
2	I had support and encouragement from my family.	2	4	-1
3	I felt included in this school.	3	3	1
4	I knew what was happening every day.	4	0	-3
5	I was allowed to meet out when I needed it.	5	3	3
6	My previous school prepared me before I moved to this school.	6	1	-2
7	Staff in school believed that I could do well.	7	2	0
8	I set myself goals/targets.	8	-2	1
9	I made a lot of effort to improve my behaviour.	9	-1	0
10	Staff in school were aware of the things that I needed more.	10	0	0
11	Staff in school noticed my strengths and achievements.	11	-1	0
12	I got good grades/marks in my school work.	12	-3	1
13	I only spent a short amount of time at a different school.	13	-2	2
14	Staff in school talked to me and showed an interest in me.	14	-1	0
15	I knew what the steps were going to be in moving to this school.	15	0	0
16	I could make choices about which lessons I went to.	16	-4	-1
17	I was asked what I thought about moving here.	17	0	-1
18	There were clear consequences for breaking the rules.	18	1	-4
19	I had friends in school.	19	1	4
20	I took part in groupwork and had individual support at my previous school.	20	-3	-1
21	I had the chance for a fresh start.	21	2	-2
22	I had a quiet place to go to in school.	22	-3	1
23	I had a meeting with my parents and school staff before I joined.	23	1	-4
24	I talked to my family about school.	24	0	1
25	I knew what my parents wanted me to do well in school.	25	2	-1
26	I knew what I should and should not do in school.	26	-2	-3
27	I got on well with school staff.	27	1	2
28	I felt safe in this school.	28	0	-1
29	School staff listened to me and tried to understand me.	29	1	-2

30	I took part in activities outside of school hours.	30	-4	2
31	I started school on a part-time basis and gradually increase	31	3	2
32	I received extra support with learning and academic tasks.	32	-1	-3
33	Other pupils were kind and welcoming.	33	-1	3
34	I had support from my previous school e.g. staff kept in touch	34	-1	-2
35	I felt ready to join a mainstream school.	35	0	3
36	I wanted to do well in school.	36	2	0
37	A buddy system was in place when I moved to this school.	37	-2	4

Variance = 4.378 St. Dev. = 2.092

Factor Q Sort Values for Statements sorted by Consensus vs. Disagreement (Variance across Factor Z-Scores)

Factor Arrays

No.	Statement	Nb.	1	2
15	I knew what the steps were going to be in moving to this sch	15	0	0
14	Staff in school talked to me and showed an interest in me.	14	-1	0
34	I had support from my previous school e.g. staff kept in tou	34	-1	-2
28	I felt safe in this school.	28	0	-1
9	I made a lot of effort to improve my behaviour.	9	-1	0
11	Staff in school noticed my strengths and achievements.	11	-1	0
17	I was asked what I thought about moving here.	17	0	-1
31	I started school on a part-time basis and gradually increase	31	3	2
5	I was allowed to me out when I needed it.	5	3	3
10	Staff in school were aware of the things that I needed more	10	0	0
36	I wanted to do well in school.	36	2	0
26	I knew what I should and should not do in school.	26	-2	-3
32	I received extra support with learning and academic tasks.	32	-1	-3
27	I got on well with school staff.	27	1	2
24	I talked to my family about school.	24	0	1
1	I had a particular member of staff that I could go to in sch	1	4	1
7	Staff in school believed that I could do well.	7	2	0
3	I felt included in this school.	3	3	1
8	I set myself goals/targets.	8	-2	1
20	I took part in groupwork and had individual support at my pr	20	-3	-1
29	School staff listened to me and tried to understand me.	29	1	-2
6	My previous school prepared me before I moved to this school	6	1	-2
16	I could make choices about which lessons I went to	16	-4	-1
35	I felt ready to join a mainstream school.	35	0	3
4	I knew what was happening every day.	4	0	-3
12	I got good grades/ marks in my school work.	12	-3	1
19	I had friends in school.	19	1	4
25	I knew that my parents wanted me to do well in school.	25	2	-1
33	Other pupils were kind and welcoming.	33	-1	3

22	I had a quiet place to go to in school.	22	-3	1
21	I had the chance for a fresh start.	21	2	-2
23	I had a meeting with my parents and school staff before I jo	23	1	-4
13	I only spent a short amount of time at a different school.	13	-2	2
37	A buddy system was in place when I moved to this school.	37	-2	4
18	There were clear consequences for breaking the rules.	18	1	-4
30	I took part in activities outside of school hours.	30	-4	2
2	I had support and encouragement from my family.	2	4	-1

Factor Characteristics

	Factors	
	1	2
No. of Defining Variables	4	3
Average Rel. Coef.	0.800	0.800
Composite Reliability	0.941	0.923
S. E. of Factor Z-Scores	0.243	0.277

Standard Errors for Differences in Factor Z-Scores

(Diagonal Entries Are S.E. Within Factors)

Factors	1	2
1	0.343	0.368
2	0.368	0.392

Distinguishing Statements for Factor 1

(P < .05; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value (Q-SV) and the Z-Score (Z-SCR) are Shown.

Nb. Statement	Factors	
	1	2
	Nb. Q-SV Z-SCR	Q-SV Z-SCR
2 I had support and encouragement from my family.	2 4 2.36*	-1 -0.44
1 I had a particular member of staff that I could go to in school.	1 4 1.59	1 0.80
3 I felt included in this school.	3 3 1.58	1 0.64
25 I knew that my parents wanted me to do well in school.	25 2 1.16*	-1 -0.59
21 I had the chance for a fresh start.	21 2 1.11*	-2 -0.71
7 Staff in school believed that I could do well.	7 2 0.61	0 -0.19
6 My previous school prepared me before I moved to this school.	6 1 0.46*	-2 -0.80
19 I had friends in school.	19 1 0.42*	4 1.93
23 I had a meeting with my parents and school staff before I joined.	23 1 0.42*	-4 -1.53
29 School staff listened to me and tried to understand me.	29 1 0.37*	-2 -0.85
27 I got on well with school staff.	27 1 0.35	2 1.07
18 There were clear consequences for breaking the rules.	18 1 0.22*	-4 -2.41
4 I knew what was happening every day.	4 0 0.09*	-3 -1.36
24 I talked to my family about school.	24 0 -0.17	1 0.62
35 I felt ready to join a mainstream school.	35 0 -0.29*	3 1.14
33 Other pupils were kind and welcoming.	33 -1 -0.36*	3 1.41
8 I set myself goals/targets.	8 -2 -0.62*	1 0.45
37 A buddy system was in place when I moved to this school.	37 -2 -0.76*	4 1.71
13 I only spent a short amount of time at a different school.	13 -2 -1.14*	2 0.94
12 I got good grades/marks in my school work.	12 -3 -1.25*	1 0.26
22 I had a quiet place to go to in school.	22 -3 -1.28*	1 0.54
20 I took part in groupwork and had individual support at my primary school.	20 -3 -1.72*	-1 -0.64
16 I could make choices about which lessons I went to.	16 -4 -1.89*	-1 -0.62

30 I took part in activities outside of school hours. 30 -4 -1.97* 2 0.83

Consensus Statements -- Those That Do Not Distinguish Between ANY Pair of Factors.

All Listed Statements are Non-Significant at $P > .01$, and Those Flagged With an * are also Non-Significant at $P > .05$.

Nb. Statement	Factors			
	1	2	3	4
	Q SV Z- SCR	Q SV Z- SCR	Q SV Z- SCR	Q SV Z- SCR
1 I had a particular member of staff that I could go to in school.	4	1.59	1	0.80
3 I felt included in this school.	3	1.58	1	0.64
5* I was allowed time out when I needed it.	5	1.18	3	1.64
7 Staff in school believed that I could do well.	7	0.61	0	-0.19
9* I made a lot of effort to improve my behaviour.	9	-0.38	0	-0.02
10* Staff in school were aware of the things that I needed more.	10	0.15	0	-0.40
11* Staff in school noticed my strengths and achievements.	11	-0.36	0	0.01
14* Staff in school talked to me and showed an interest in me.	14	-0.47	0	-0.31
15* I knew what the steps were going to be in moving to this school.	15	0.13	0	0.00
17* I was asked what I thought about moving here.	17	-0.12	-1	-0.54
24 I talked to my family about school.	24	-0.17	1	0.62
26* I knew what I should and should not do in school.	26	-0.60	-3	-1.29
27 I got on well with school staff.	27	0.35	2	1.07
28* I felt safe in this school.	28	-0.25	-1	-0.61
31* I started school on a part-time basis and gradually increase.	31	1.51	2	1.06
32* I received extra support with learning and academic tasks.	32	-0.30	-3	-1.01
34* I had support from my previous school e.g. staff kept in touch.	34	-0.50	-2	-0.78
36* I wanted to do well in school.	36	0.70	0	0.05

Appendix DD: Qualitative Data (Participants' Comments)

Field Notes Containing Qualitative Comments Made by Participants During the Q Sort

Participant 01M11 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"I have friends outside of school." "I didn't get a buddy."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"I don't think I really get on with many adults." "I don't think school staff are always that helpful."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"My family were really supportive." "My Mum and Dad believed in me."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"I didn't feel ready to join a mainstream school – I quite liked the PRU."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"It might have been helpful...I don't know...it didn't happen."</p>
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"I was asked what I thought about moving...mainly by my Mum though."</p>
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>"Mr X showed an interest in me - I like Mr X – but I'm not bothered about anyone else."</p>
<p>(23) I had a meeting with my parents and school staff before I joined the school. (32) I received extra support with learning and academic tasks. (30) I took part in activities outside of school hours e.g. after-school clubs or sports teams. (16) I could make choices about which lessons I went to. (26) I knew what I should and should not do in school. (18) There were clear consequences for breaking school rules.</p>	<p>"This helped because then I knew what was going to be in place for me e.g. I had a support worker." "Detentions help me know what I'm doing wrong...I think rules and boundaries help me." "I couldn't make choices about lessons but that would have been helpful...I'd like more PE."</p>

Participant 02M11 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"My friends understood me – they were really important." "Having a buddy was good. It helped to have someone who knew everyone in school so that they could tell you what everyone was like...and everyone wanted to be my buddy so it was good to feel wanted." "I knew some people in school already – my cousin was there too."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"My keyworker, Miss X, she was really helpful." "People wanting to listen to me and asking lots of questions isn't that helpful because it's hard to talk about how you feel about things." "I think my keyworker at this school was the one who helped me settle in."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"Yes"</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"This helped me to stay on track and remember what I wanted to do." "I like doing well in my work...it's motivating."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"I started on mornings which was good because then you get used to the school." "I kept asking to come for a whole day but I think it was better to do it slowly." "It would have been helpful if I only spent a short time in the PRU."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"I needed somewhere to go when I got stressed out. I used to get really angry." "I used to go to Miss X's room when I got angry."</p>
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"I don't know. I think it would have been kind of helpful if I knew the steps but I would have settled in anyway."</p>

<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	<p>“They showed me how to do my tie.”</p>
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>“It made me more confident in myself.” “ That helped a lot.” “ They were aware of my anger issues.”</p>
<p>(23) I had a meeting with my parents and school staff before I joined the school. (32) I received extra support with learning and academic tasks. (30) I took part in activities outside of school hours e.g. after-school clubs or sports teams. (16) I could make choices about which lessons I went to. (26) I knew what I should and should not do in school. (18) There were clear consequences for breaking school rules.</p>	<p>“I don’t think it (meeting) was that helpful.” “ I liked going to football and things because I got to know other pupils.” “ I wanted to do them all (lessons) anyway.” “ Having too many rules and punishments would have been too stressful and I think I would have rebelled.”</p>

Participant 03F10 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"I knew some people already and they were kind to me and helped me to settle in." "They let me play and join in." "I really liked my buddy...I'm still friends with them now."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"Teachers at my old school visited me a lot when I first moved and they saw how well I was doing."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"We talk about my friends and the things I've done...like what I did well and what was hard." "Mum wanted me to come to this school and do well."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"I wanted to make nice friends...ones that make good choices...that was my target." "I wanted to get all of my spellings right." "I feel good when I get things right...like spellings and Maths."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"I wanted to move from the PRU." "It helped to start coming on mornings and then build up time so you could settle in properly."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"It helped me to calm down." "I felt included because they let me play and join in."</p>
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>"My teachers knew that I needed help with my writing."</p>
<p>(23) I had a meeting with my parents and school staff before I joined the school. (32) I received extra support with learning and academic tasks. (30) I took part in activities outside of school hours e.g. after-school clubs or sports teams. (16) I could make choices about which lessons I went to.</p>	<p>"I had a meeting but it was a bit boring." "I liked going to football because I had a nice teacher and I met lots of different people."</p>

<p>(26) I knew what I should and should not do in school.</p> <p>(18) There were clear consequences for breaking school rules.</p>	
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Participant 04M14 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"I went to primary school with a few people." "It's less nerve-wracking to move." "I didn't have a buddy but I wouldn't have wanted one – I would have stood out."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"Staff were really welcoming...they didn't label me or judge." "I had good relationships with two people."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"I don't talk to my family much about stuff so it wouldn't have been helpful."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"I wanted to change...and succeed." "I wanted to change my behaviour and not be so angry all the time."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"I started for 2/3 hours a day – that was good." "It would have been harder to move if I'd been there (AP) longer."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"This was really important."</p>
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	<p>"Yeah they (AP) prepared me and I knew what was happening but I don't know if it was helpful or not."</p>
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>"Yeah – it kind of built my confidence."</p>
<p>(23) I had a meeting with my parents and school staff before I joined the school. (32) I received extra support with learning and academic tasks. (30) I took part in activities outside of school hours e.g. after-school clubs or sports teams. (16) I could make choices about which lessons I went to. (26) I knew what I should and should not do in school. (18) There were clear consequences for breaking school rules.</p>	<p>"I had loads of extra help with Science." "I don't want to do extra stuff...I'm not interested in sports anyway." "I couldn't make choices about lessons but it would be really good if I could."</p>

Participant 05M16 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>I knew a few people. I suppose it's less nerve-wracking having people there who are familiar." "A buddy system was in place but I didn't need a buddy."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"This was really important for consistency and for developing a relationship that was based on trust." "It makes you feel wanted and supported. It's good to have people behind you...people showing they care." "They (staff at AP) kept in touch a lot at first and it was nice to see a familiar face."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"They were really supportive." "They wanted me to get back on track." "It was good having their support. That's easier than doing it yourself."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"You have to want to move and want to succeed." "Some people like units so they probably wouldn't want to be in a normal school."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"A reduced timetable was helpful because PRUs are very different...they're smaller and there are less people so when you move to a bigger school, it's good to start slow. There's less pressure." "I started coming for just two hours at first." "It would have been harder to get used to people in the PRU if I wasn't there very long."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"I could go and speak to people and get stuff off my chest." "I don't think I would have wanted a quiet place to go to. I would prefer to talk to someone than sit and dwell on my own." "Time out was helpful...I could speak to people then."</p>

<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"This made things easier...there was no judgement."</p>
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	<p>"I had quite a lot of preparation." "I had 1:1 support from Mrs X."</p>
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>"Mr X was really helpful...he was actually bothered and asked me questions and how I was doing and stuff." "Having someone backing your corner is the most helpful."</p>
<p>(23) I had a meeting with my parents and school staff before I joined the school. (32) I received extra support with learning and academic tasks. (30) I took part in activities outside of school hours e.g. after-school clubs or sports teams. (16) I could make choices about which lessons I went to. (26) I knew what I should and should not do in school. (18) There were clear consequences for breaking school rules.</p>	<p>"I think it depends on the pupil whether they want extra help." "I got extra support in every lesson but I don't think I needed it in every lesson." "I don't think it's even possible to choose which lessons to do or not do." "I do boxing but that's outside of school. A few people from school go though." "Every school has rules so I don't know about having rules and consequences...I mean I don't know if that was the most helpful thing."</p>

Participant 06M13 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"I wanted to keep myself to myself and keep a low profile at first." "I'm not that bothered about socialising." "I got one (a buddy) but I didn't want one...a choice would have been nice."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"I really didn't get on with staff at my old school and I think that kind of contributed to my exclusion in the first place."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"I don't talk to my family about school...I just prefer not to." "My parents wanted me to do well yeah."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"I have ambitions and I know I have to stick in." "I want to go to college and do Business and Engineering." "I want to succeed and stay in school so I did sort of set targets."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"It helped me that I could start coming on mornings first because then I knew what to expect before moving to full time." "It would have meant more messing around and more changes if I was only in the PRU for a few days or weeks."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"I haven't had to use it but it's good that it's there if I need it." "I feel part of school now." "People ask how I feel." "I got a timetable and was given time to understand routines."</p>
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"This was probably the best because nobody knew my past or what I used to be like."</p>
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	<p>"Yeah...and my current school." "I didn't mind 1:1 support but groups can be daunting."</p>
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>"We had a points system and rewards." "LSU staff and my Maths teacher notice."</p>

<p>(23) I had a meeting with my parents and school staff before I joined the school.</p> <p>(32) I received extra support with learning and academic tasks.</p> <p>(30) I took part in activities outside of school hours e.g. after-school clubs or sports teams.</p> <p>(16) I could make choices about which lessons I went to.</p> <p>(26) I knew what I should and should not do in school.</p> <p>(18) There were clear consequences for breaking school rules.</p>	<p>“Everyone gets together and you learn what happens next.”</p> <p>“I need support in some lessons – definitely Maths and English.”</p> <p>“This would be really unhelpful for me (activities outside of school hours) because I’d just want to go home.”</p> <p>“I need to know when I’m doing something wrong.”</p>
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Participant 07M16 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"It was good having friends already...you don't have to worry about making new ones." "I didn't want a buddy...I just didn't want to be different."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"A key person was allocated straight away and it was helpful to just have one person." "My key person listens to me." "I don't know if it was helpful that they (staff at AP) kept in touch...kind of...but I wanted a clean start."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"My family was the most important." "They really wanted me to go back to a mainstream school."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"Being in a different school made me improve anyway so I didn't really need to make a lot of effort." "I kind of wanted to do well...but I'm not sure what I want to do in life." I didn't really set myself goals. I suppose I did with staff."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"I asked to move." "I spent ages at my other school – I would have preferred to be there for less time."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"I could go to the LSU whenever I needed to. That was quite reassuring."</p>
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"There were no labels. I wanted to start fresh." "I said I wanted to move so it was my decision."</p>
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	<p>"Teachers at the PRU visited my new school with me and talked to me about moving."</p>
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>"I don't like too much praise." "Some of them (staff) show an interest in me...like my key person and that's helpful." "That's helpful...particularly in relation to learning."</p>

<p>(23) I had a meeting with my parents and school staff before I joined the school.</p> <p>(32) I received extra support with learning and academic tasks.</p> <p>(30) I took part in activities outside of school hours e.g. after-school clubs or sports teams.</p> <p>(16) I could make choices about which lessons I went to.</p> <p>(26) I knew what I should and should not do in school.</p> <p>(18) There were clear consequences for breaking school rules.</p>	<p>“I liked the meeting because I got to know staff before I moved.”</p> <p>“I don’t think choice would be helpful. You kind of have to do English and Maths don’t you?”</p> <p>“I’m not really bothered about doing extra stuff. I would hate to be pressured.”</p>
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Participant 08M15 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"Knowing people actually might have made it worse...I wanted a fresh start." "It would have been good to have someone to show me around but I don't know about a 'buddy'."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"I got on well with some of them." "I didn't speak to them loads though...I kept myself to myself."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"It's not helpful talking to family...I don't always want to talk about school stuff." "They said it was for the best that I moved – they wanted me to have a fresh start." "My parents were supportive."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"I did try." "I wanted grades. I want to be a builder and go into construction."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"This was helpful! I didn't know anyone. I came for two hours a day at first so I got to build up friends."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"I just want to feel normal and like I belong." "I don't need a quiet place." "I do feel included in this school. I felt included straight away."</p>
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"This was the most helpful thing...a fresh start!"</p>
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	<p>"Kind of." "I didn't really do group work and stuff but I'm not sure it would have helped anyway."</p>
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>" Sometimes I prefer to keep myself to myself...I don't want to be singled out."</p>

<p>(23) I had a meeting with my parents and school staff before I joined the school.</p> <p>(32) I received extra support with learning and academic tasks.</p> <p>(30) I took part in activities outside of school hours e.g. after-school clubs or sports teams.</p> <p>(16) I could make choices about which lessons I went to.</p> <p>(26) I knew what I should and should not do in school.</p> <p>(18) There were clear consequences for breaking school rules.</p>	<p>“The meeting was okay. I got told about my reintegration plan and my reduced timetable so I felt less nervous about moving.”</p> <p>“I wouldn’t say extra support is the most helpful thing. I prefer no fuss.”</p> <p>“I’m not bothered about extra curricular stuff – so I’ll say not helpful.”</p> <p>“I do need boundaries...so yeah that’s kind of good.”</p>
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Participant 09F15 Comments:

Statements:	Participant Comments:
<p>(33) Other pupils were kind and welcoming. (19) I had friends in school. (37) A 'buddy system' was in place when I moved to this school.</p>	<p>"I think labelling can have a negative effect on peers' approach – for example mocking." "Having a buddy was really helpful. She helped me develop friendships and helped me find my way around."</p>
<p>(1) I had a particular member of staff that I could go to in school. (27) I got on well with staff in school. (29) School staff listened to me and tried to understand me. (34) I had support from my previous school e.g. staff kept in touch.</p>	<p>"School staff are really important. They make all the difference." "I really valued my keyworker's support." "I don't think staff keeping in touch was helpful for me. It might be for some people but I just wanted to move on and get used to this school."</p>
<p>(2) I had support and encouragement from my family. (24) I talked to my family about school. (25) I knew that my parents wanted me to do well in school.</p>	<p>"Yes. But school staff were probably more important during reintegration."</p>
<p>(36) I wanted to do well in school. (9) I made a lot of effort to improve my behaviour. (12) I got good grades/marks in my schoolwork. (8) I set myself goals/targets.</p>	<p>"I did change and I did want to do well."</p>
<p>(31) I started school on a part-time basis and gradually increased my time here. (35) I felt ready to join a mainstream school. (13) I only spent a short amount of time at a different school.</p>	<p>"It depends. I think only spending a short time out of school is good but moving all the time is unsettling."</p>
<p>(22) I had a quiet place to go to in school. (5) I was allowed 'time out' when I needed it. (3) I felt included in this school. (28) I felt safe in this school. (4) I knew what was happening every day.</p>	<p>"I felt really safe here. That was kind of the issue before I got excluded. There were friendship issues and I was pretty scared." "I knew what was happening – I think my buddy and keyworker helped with that."</p>
<p>(21) I had the chance for a fresh start. (15) I knew what the steps were going to be in moving to this school. (17) I was asked what I thought about moving here.</p>	<p>"This is really helpful!! I needed a clean slate." "It was especially important for relationships with teachers and peers – a fresh start means no labels and mocking from other pupils."</p>
<p>(6) My previous school prepared me before I moved to this school. (20) I took part in group work and had individual support at my previous school.</p>	<p>"I think schools should work together."</p>
<p>(7) Staff in school believed that I could do well. (11) Staff in school noticed my strengths and achievements. (14) Staff in school talked to me and showed an interest in me. (10) Staff in school were aware of the things that I need more help with.</p>	<p>"My keyworker was great." "I think I am doing well and I think my teachers recognise that."</p>

<p>(23) I had a meeting with my parents and school staff before I joined the school.</p> <p>(32) I received extra support with learning and academic tasks.</p> <p>(30) I took part in activities outside of school hours e.g. after-school clubs or sports teams.</p> <p>(16) I could make choices about which lessons I went to.</p> <p>(26) I knew what I should and should not do in school.</p> <p>(18) There were clear consequences for breaking school rules.</p>	<p>“Taking part in extra activities isn’t so helpful. I think you should be asked/invited but not pushed into it.”</p>
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