

***Doctorate in Professional Educational, Child and Adolescent  
Psychology***

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## **Understanding young people's experiences of a managed move**

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### **Student declaration**

I hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

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## **Abstract**

School exclusion often leads pupils towards a path of social exclusion, with educational disengagement resulting in negative long-term consequences. Managed moves were introduced as an alternative to permanent exclusion, whereby a school can transfer a pupil to another school with the agreement of everyone involved, aiming to encourage increased collaboration between the school, parents and pupil.

This thesis explored the experiences of five Key Stage 4 pupils undergoing the managed move process. Interviews occurred as the move unfolded, taking place at multiple time points along their journeys. Within the researched local authority (LA), pupils attended the pupil referral unit (PRU) as part of their managed move process. Five staff members involved in the move process were also interviewed to provide additional contextual information.

Findings outlined six overlapping phases involved in pupils managed move journeys including: school life before the move, heading towards the move, transition into the PRU, period of re-establishment, the decision to reintegrate and working towards a different future. Main features of pupils' managed moves were also identified, namely: adults conceptualisations of behaviour, variation or inconsistency of operationalisation, the need for enabling environments, respectful relationships with adults and by-products of change. Conclusions focus on the individual nature of pupils' move outcomes, with consideration given to their past, present and future experiences. Within the research the collaborative nature of managed moves was not found to be sufficiently embedded in the process, highlighting the need for a greater understanding of the premise of a managed move. The findings hold significant implications for understanding how pupils experience the managed move process, resulting in implications for EPs, schools, LAs and policy makers in considering how a managed move may be better operationalised to be used as the positive initiative it was once set up to be.

## **Impact statement**

This thesis explored the experiences of secondary aged pupils undergoing the managed move process, adopting a design in which multiple interviews were conducted over the course of a pupil's managed move. By exploring their perceptions of the process, this research fills a critical gap due to the paucity of literature exploring the impact of a managed move over time. The findings from this study highlight the complex nature and phases involved in the managed move journey. A myriad of outcomes were identified as a result of pupils' managed moves, highlighting a lack of homogeneity through the individual nature of pupils' managed move experiences. Main features of the managed move process are also outlined in this research, considering the impact on young people's education.

These findings provide a contribution not only to academia but to professional practice, and therefore, implications for EPs have been considered at multiple levels including supporting the pupils, the managed move process and the managed move context, embedding EP contributions across systems.

This research holds implications for educators and policy makers, raising questions about the collaborative nature of the current practice surrounding managed moves. The implications are far reaching and cover the following areas:

- Promoting the development of respectful relationships from an early stage may prevent the significant upheaval that ensues as a result of a managed move.
- There is a need for a greater understanding of the premise of a managed move, implicating that managed moves need to be redefined to provide clarity, using language that is accessible and comprehensive, reducing the possibility of interpretation.
- Additional efforts are required to develop a managed move process which actively involves pupils in any decisions regarding changes to their educational context.
- Good practice must be implemented in relation to the support required for pupils and parents before, during and after a managed move, with additional consideration being given to the numerous transitions involved.

- Further consideration should be given to imposed interim placements as part of a managed move process, whereby multiple transitions come at a high emotional and practical cost to pupils.
- Schools must be incentivised to include pupils, or the removal of pupils from mainstream schools will continue, bringing with it an increase in practices in which pupils are being transitioned between numerous educational contexts.
- Data about the numbers and reasons behind a managed move should be recorded centrally, including the tracking of pupils long-term outcomes as a result of a managed move.

EPs work within the systems which surround young people and their managed move and therefore EPs are in a unique position to provide the ongoing support required across the managed move process, as well as promoting practices where problems are viewed as a proximal process that occurs between people within their contexts.

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## Chapter 1: Introduction

Pupils who experience social and emotional difficulties are often subject to disrupted schooling, which can lead them straight from school exclusion to social exclusion (Gill et al., 2017). For these young people, the consequences of disengagement from education are long term (Rogers, 2015). The system remains ill-equipped in supporting and transforming the lives of these marginalised young people, raising questions about the inclusiveness of education (Parsons, 2010). Education should be the means of increasing social mobility, helping to break the cycle of intergenerational disadvantage. However, the narrowing of opportunities for vulnerable young people continues, bringing with it a crisis of engagement in education (Goodall, 2017).

In 2004 the Labour Government introduced managed moves as an alternative to a school exclusion, whereby “a pupil can transfer to another school as part of a ‘managed move’ where this occurs with the consent of the parties involved, including the parents and the admission authority for the new school” (Department for Education [DfE], 2017, p.12). This aimed to encourage increased collaboration between the school, parents and young person (Department for Education & Skills [DfES], 2004), however statutory guidance on the use of managed moves remains limited, outlining that “the threat of exclusion must never be used to influence parents to remove their child from the school.” (DfE, 2017, p.12). Abdelnoor (2007) highlights that the focus of an effective managed move should be on collaborative problem solving between the school, pupil and their family, so the pupil can move to a new provision in a strategic manner. It is hoped this will enable the pupil to have a ‘fresh start’ (Vincent et al., 2007); the idea that a pupil can leave behind a difficult environment and begin somewhere new without the attached stigma (OCC, 2012) and adverse outcomes that are associated with a permanent exclusion (Gazeley et al., 2015).

Currently, unlike the more formalised exclusion process, managed moves are not monitored by the DfE, and consequently the standards and regulations being implemented within differing Local Authorities (LAs) remain vague and inconsistent. Within the Children’s Commissioner School Exclusion inquiry (2012) it was highlighted that ‘systems and practice vary enormously’ with some moves being ‘negotiated informally’, and others taking place through a ‘more formal and closely monitored

process' (p.25). Thomson and Mills (2018) also outline that the as part of a managed move, a pupil's new school may use 'part-time alternative provision as part of the transfer process...to provide additional support for the 'fresh start'' (p.38). Governmental guidance indicates that all LAs must have a fair access protocol in place, ensuring there is a clear process to be followed so that 'unplaced children, especially the most vulnerable, are found and offered a school place quickly' (DfE, 2012 p.3). However, with an increase in academisation taking place across England (National Audit Office, 2018), the influence of LAs over schools and their procedures is in flux, adding further complexity to the managed move process (Messeter & Soni, 2018). Nevertheless, it appears that managed move systems are being utilised frequently, with Thomson and Mills (2018) identifying that two thirds of secondary schools had used this avenue in the past 12 months. Similarly, (Gazeley et al., 2015) found that the most common alternative to exclusion in the UK is a managed move to another school. Despite the consensual element being a key distinction between a managed move and exclusion, research has highlighted that managed moves are taking place "under the radar" (Bagley, 2013 p.26) without much of the required parental engagement championed by Abdelnoor (2007) and Parsons (2009). This is a cause for concern because the distinct voluntary component, which necessitates pupil and parental engagement, both defines and justifies the use of a managed move. Managed moves should be transparent, with decisions being made collectively (OCC, 2013). This is unlike a permanent exclusion where a decision is taken by the school, more specifically the Headteacher.

Initial research has started to shed light on this emerging and poorly defined managed move process. A systematic review by Messeter and Soni (2018) provides an outline of key themes in relation to why a move was initiated, the supportive and problematic characteristics of the process, and implications for best practice. Messeter and Soni (2018) highlight that 'young people's views were fluid throughout the process' (p.181), with their wellbeing fluctuating at various timepoints based on their context. Up to now, all participants have been interviewed about their managed move experiences in retrospect; with some interviews taking place up to a year after the young person had been through the process (Bagley, 2013). This has implications regarding the overreliance on participants memories of the process, including limitations relating to

bias from inaccurate and selective recall, in comparison to their interpretations and experiences at the time (Polkinghorne, 1995). Additionally, knowledge gathered on the managed move process has previously been gained through one-off interviews, limiting the depth and scope of understanding (Weller, 2012).

In order to address these limitations, this research uses a qualitative design to explore the managed move process, considering how it is understood and experienced by the young people over time, while also incorporating the views of adults who play a role in the process. This research provides valuable insights into the journey of a managed move as it unfolds, allowing for a new perspective. Additionally, the transitional process is more accurately captured and a more transparent account of a young person's experience of a managed move established. Vincent (2007) highlights that;

'as managed moves become more widely practiced it will be important to remember that it is *how* the move proceeds and develops rather than the move itself that will ultimately make the difference for troubled and troublesome pupils' (p. 283)

Before starting the doctorate, I worked to promote inclusion through supporting marginalised groups, such as pupils with autism, to remain integrated within mainstream education. Through this experience I became increasingly aware of how systemic failings impacted on pupils' journeys within mainstream contexts. This was the germ of my interest in exclusions, which started to grow once I began work as a Trainee Educational Psychologist (TEP). In the borough where I work, managed moves are being increasingly used as an alternative to permanent exclusions. While working as a TEP within a secondary school I became aware that managed moves were being frequently operationalised and began to question the extent to which pupils' views were being actively sought and considered during this process. In addition, through attendance at the Fair Access Protocol Panel (FAPP), I became curious about how the young people were making sense of the move journey, which highlighted the need to shed light on the marginalised voices of young people. These professional experiences informed my desire to understand how pupils were experiencing the managed move process, and to consider how managed moves may be best operationalised in the future.

Within the researched borough, managed moves were introduced with the hope of reducing the number of permanent exclusions, as well as providing a more positive alternative. Since then, permanent exclusion rates have dropped significantly, making it one of the lower excluding Boroughs in London.

This research occurred within the PRU and mainstream schools where the pupils were situated as part of their managed move process. The PRU provision provided a temporary, or in some cases more permanent educational context, for the pupils undergoing their managed move. Through interviewing pupils over time, a nuanced understanding of the complexities involved in pupils' journeys as they transition between contexts has been obtained.

### **1.1 Structure of the thesis**

Chapter two includes a review of the available literature in areas including engagement, transitions and exclusions, providing the foundations for exploring the context in which managed moves have arisen, leading towards the relevant theoretical underpinning. The methodology is then outlined with a focus on how this addresses the aims of the research, followed by the presentations of the findings in Chapter four and five. A discussion of the findings is then detailed considering the context of the relevant literature. Finally, the thesis ends with an overview of the conclusions, strengths and limitations, future research opportunities and implications.



## **Chapter 2: Literature Review**

### **2.1 Introduction**

This research sought to understand managed moves as an alternative to exclusion, exploring how outcomes may be improved for the most vulnerable groups within society. Within this chapter the concept of inclusion and exclusion is introduced, with the demographics of those most at risk of exclusion outlined, and unofficial exclusions highlighted. The research into managed moves is then described, and the paucity of evidence within the area considered. The chapter culminates in the presentation of my aims and research questions.

Details of the literature search can be found in appendix A.

### **2.2 The inclusion agenda**

The definition of inclusion has evolved over time. In the past, inclusion was considered interchangeable with the notion of integration, whereby pupils with identified Special Educational Needs (SEN) were educated within mainstream contexts as opposed to specialist settings (Farrell, 2004). However, inclusion is now often viewed as a process in which schools, communities and society are continually striving towards having all pupils fully participating and thriving within mainstream, in contrast to the focus on the location of where pupils with SEN receive their educational input. Furthermore, within the Index for Inclusion (Ainscow & Booth, 2002), the concept of SEN is regarded as being at odds with inclusion, as it locates the 'problem' within the pupils themselves. Ainscow and Booth (2002) outline a broader definition, in line with a social model of disability. They propose a process of inclusion which considers 'barriers to learning and participation' (p.4) in which 'barriers' are viewed as the required environmental 'resources to support learning and participation'. Through this approach, increasing participation for all pupils is aspired to. In this research, inclusion is understood as schools' capacity to respond to diversity and offer education for all in which the quality of all pupils education is prioritised and valued (Ainscow & Booth, 2002).

Building on this definition of inclusion, Farrell (2004) discusses how inclusion may be conceptualised and assessed, based on pupil inclusion outcomes. This incorporates the extent to which pupil presence, acceptance, participation and achievement operate

within the school context. Presence incorporates the extent to which pupils attend lessons in mainstream contexts. Acceptance refers to how well received pupils feel by staff and other pupils as full members of their community. Participation addresses whether pupils contribute actively in all school activities, and achievement relates to the extent to which pupils learn and develop a positive view of themselves (Farrell, 2004). For a school to be truly inclusive, it is outlined that all four conditions should apply for all (Farrell, 2004). Additionally, Conner (2016) highlights that inclusion is constrained by the views and changing beliefs of what is accepted or acceptable within society more broadly.

Inclusion is enshrined in educational policy, with all schools holding a statutory responsibility to provide effective education to all pupils (Education Act, 1996). Within the Special Educational Needs and Disability Code of Practice: 0-25 (SEND COP, 2015) it is outlined that schools are required to remove any barriers to learning, allowing participation of all children in mainstream education, unless there are specific reasons why this cannot happen.

Despite efforts to bring about improvements to inclusion across schools (Imray & Colley, 2017) many young people remain marginalised by the current education system, in which pupils can be subject to 'exclusionary pressures'. Ainscow and Booth (2002) outline that these are temporary or long-lasting pressures which get in the way of full participation.

### **2.3 Educational engagement**

International educational comparisons and performance-based league tables have worked to bring tensions to schools adoption of inclusion, creating ongoing challenges in keeping young people engaged in education (Rogers, 2015). Given that one of the central roles of education is to promote economic prosperity, attempts to improve educational engagement remain high on the governmental agenda (Gill et al., 2017).

The study of student engagement has tended to have two strands: one which focuses on aspects of engagement, and the other that considers disengagement (Wang & Peck, 2013). Few pupils can be classified as entirely engaged or disengaged with schooling (Quin 2017). While engagement may typically be recognised as a young

person who behaves in class, generally attends school and completes work, it has been proposed that several typologies of engagement exist (Wang & Peck, 2013). Five profiles of student engagement were identified by Wang and Peck (2013) ranging from highly engaged to emotionally and cognitively disengaged. The five groups differed in relation to their educational and psychological functioning. Engagement could also encompass a young person's affective, behavioural and cognitive engagement, all of which may vary (Conner & Pope, 2013). Quin (2017) conducted a systematic review looking at the multiple indicators of student engagement and the association between the teacher student relationship. The review highlighted the potential of a positive teacher student relationship in improving a range of student engagement indicators, although causality could not be clearly implicated across the literature. Strategies to reduce student exclusion and disengagement continue to stress the importance of positive student teacher relationships (Thomson & Mills, 2018).

Pupils who disengage from education entirely are placed at significant disadvantage in later life. Research suggests that young people who fail to complete school are more susceptible to unemployment, a lowered lifelong income, drug and alcohol use, antisocial behaviour, offending, and homelessness (Rogers, 2015).

Student disengagement has been ill-defined within the literature. Balwant (2018) proposes disengagement is when a student;

‘simultaneously withdraws themselves and defends their preferred self in displaying low activation behaviours that are characterised by physical, cognitive and emotional absence and passivity.’ (Balwant, 2018 p. 398)

Rogers (2015) explores the idea that student disengagement is a complex multidimensional process, which can be seen as a continuum. For example, the term ‘disengaged’ could incorporate a disinterested student, or a student who may truant occasionally, up to a student who has dropped out of education entirely. Disengagement can therefore occur to differing degrees and presents a risk to young people at different times in their lives.

A young person's experience of education has significant consequences, not only in terms of their life chances, but also in terms of the cost to society. Yet recent figures suggest an average of 40 pupils are being permanently excluded from school each day (Timpson et al., 2019). The Institute for Public Policy Research (IPPR) estimated that the additional costs of an excluded pupil to society is around £370,000, reflecting the cost of variables including alternative educational provision, associated benefit payments and the increased likelihood of entering the criminal justice system (Gill et al., 2017). While it provides an ongoing challenge to depict these figures precisely, there remains a strong moral and economic imperative to improve educational engagement. Significant reform is required to improve the trajectories for these disengaged young people.

### **2.3 Importance of transitions**

Young people undergoing an exclusion or managed move face additional transitions in which they move in and out of a range of educational contexts. A transition can be defined as 'the process or a period of changing from one state to another' (Collins English Dictionary, 2019). Dockett et al., (2014) propose that while there may be no universally accepted definition of transition, it is helpful to recognise transitions as a;

'multifaceted phenomenon, involving a range of interactions and processes over time, experienced in different ways by different people in different contexts'  
(p.3)

Students experience numerous transitions throughout their education, and these are likely to affect all pupils in some way (Anderson et al., 2000). Murray (2014) postulates that children's internal processes and characteristics play a role in their success at adjusting to school early on, as well as the role of institutional factors where physical changes occur from one context or 'space' to another.

One of the significant educational transitions is the move from primary to secondary school, which often includes the move from a smaller to larger building, and from having one teacher to multiple (Rogers, 2015). Pupils' behavioural patterns must adapt to challenging environments and increased demands, which can in turn negatively impact on academic attainment (Anderson et al., 2000). West et al., 2010) identified

that while most pupils experienced difficulties with the secondary school adjustment, pupils of lower ability and lower self-esteem were the ones most negatively affected. Feiner et al. (1994) consider that students may have differential levels of resources and coping skills which impact upon their ability to adapt during transition conditions. However, it is argued that it is the bidirectional child and environmental interactions which play a key role in transition success (Bronfenbrenner and Morris, 1998). For those already at risk of disengagement, transitions are likely to be particularly challenging in comparison to their peers (Rogers, 2015).

Some young people experience a reintegration period due to time spent out of school for reasons such as an exclusion, placing them at a significant disadvantage. Rogers (2015) outlines that if reintegration fails, some young people may transition back into the PRU, or become further excluded and disengaged. The management of reintegration is therefore critical, with the need for receiving schools to make a comprehensive and inclusive effort to provide the best opportunity for a successful transition, and in the case of this research a successful managed move. Without this, 'transitions may be the beginning of the end rather than a new beginning' (Anderson et al., 2000 p.336). Recent survey data by the ISOS Partnership for the DfE (2018) suggests that mainstream reintegration is more likely for younger children, with '65% of pupils placed in Alternative provision (AP) in primary returning to any mainstream destination, 64% in Key Stage 3, dropping to 58% in Year 10 and 46% in Year 11' (p.11). Therefore, a pupil's educational stage is likely to impact on the reintegration outcome.

Recent investigative research into reintegration of pupils from schools and APs shared views on what enables effective reintegration back to mainstream (Thomson & Mills, 2018). Overall findings included; 'good communication between the AP, the school, the pupil and the parent/carer, setting clear academic and behavioural targets for the pupil, phased (part-time) reintegration, and additional support and mentoring for (and monitoring of) the pupil' (Thomson & Mills, 2018 p.120-121.). These principles are relevant when considering the multiple points of reintegration involved throughout the managed move process.

## 2.4 Exclusions

For some young people, mainstream school can be challenging for a multitude of reasons, placing them at significant risk of experiencing multiple transitions, reintegration's, and exclusion (White et al., 2012). Exclusions were introduced as a 'last resort' by Head Teachers if there had been 'severe and persistent deviance from the School Behaviour Policy' (Education Act, 1986). Within this Act, 'fixed term' and 'permanent exclusion' were detailed. Current governmental guidance states that a 'fixed term exclusion' prevents the young person entering the setting for anything from a few hours to 45 days within an academic year (DfE, 2017). A 'permanent exclusion' is where a young person is taken off the schools roll and may be transferred to an AP such as a PRU. AP also includes a broader range of settings, such as AP academies and free schools, hospital schools, and provisions registered with charities or other organisations (House of Commons Education Committee, 2018).

Within the literature AP has come under scrutiny regarding the lack of accountability for educational outcomes (Taylor, 2012). In 2019 1.6% of pupils educated in AP achieved a pass grade in their English and Maths GCSE compared to 44.1% for those not educated within an AP (DfE, 2020). While schools face continued pressure to raise educational attainment (Barker et al, 2010), it has also been argued that use of AP places the onus for change not on mainstream practices, but on the pupils themselves. Barker et al. (2010) found schools use of units promoted an "out of sight out of mind' strategy", in which the threat of undesirable young people was removed. Furthermore, Gillies (2016) argues APs can perpetuate discriminatory practices, in which pupils are defined and positioned against a racialised, classist and gendered ideal encompassed by 'required' skills for classroom inclusion. Literature also continues to debate whether the use of APs works against the current political momentum towards social and educational inclusion (Kearney, 2011), with the additional contention that PRU's in their very nature and existence, ultimately perpetuate exclusionary practice within the context of a deficit model (Meo & Parker, 2004).

The LA has a statutory duty to make suitable educational arrangements for pupils who have been excluded (Education Act, 1996). Therefore many pupils enter AP as a result of an exclusion, although the referral processes surrounding this remain under

researched (Thomson & Mills, 2018). As part of the exclusion process parents have a right to have this decision reviewed. This is done by an Independent Review Panel (IRP), who ensure a decision to exclude has taken into consideration the interests and circumstances of the excluded pupil, other pupils, and those working at the school (DfE,2019). On an IRP, parents have the right to request a SEN expert who considers how SEN might be relevant to the pupil's exclusion (DfE, 2017). Following this the review panel can decide to uphold the decision, or propose reinstatement (DfE, 2017).

Despite a range of initiatives to reduce exclusions, the rate continues to increase (DfE, 2019a). In 2017-18 there were 7,900 permanent exclusions recorded. This rise in exclusions follows a period of a downward trend, with permanent exclusions nearly halving between 2006 and 2012 (Gill et al., 2017). While the figures remain 'fewer than the peak 10 years ago' (Guardian, 2018), it is likely that the scale of the problem is still relatively unknown (Gazeley et al., 2015). Exclusion data does not, in isolation, provide a realistic representation of overall exclusion practices. This is in part due to concerns relating to consistency in recording practices (Gazeley et al., 2015), as well as the discrepancy between exclusion data and pupil registration rates at APs: the latter being potentially underestimated due to the practice by which a pupil is 'functionally excluded' rather than officially (Gill et al., 2017).

'Persistent disruptive behaviour' continually accounts for a significant proportion of permanent exclusions (34%) (DfE, 2019a). This continues to be the most prevalent reason for exclusion highlighting 'ineffective intervention to address poor behaviour before it becomes entrenched' (Evans, 2010,p.23). Within this definition, little consideration is given to the adults or organisation who may share responsibility for the breakdown in behaviour, but rather the problem is located within the child (Parsons, 2009). The current system continues to fail a large proportion of vulnerable pupils.

## **2.5 The demographics of exclusion**

The drive to increase educational equality has so far been ineffective, with research consistently identifying vulnerable groups who are placed at a greater risk of exclusion (OCC, 2012; DfE,2019a). Risk factors often intersect with one another, and young

people who experience exclusion practices often have a range of complex needs (Gill et al., 2017).

Pupils of low socio economic status (SES) are more likely to be excluded from their school in comparison to their wealthier peers, with over 40% of pupils in PRUs claiming free school meals in comparison to an average of 13.5% within state-funded primary and secondary schools (DfEa, 2018). Similarly parents of low SES are often poorly positioned to exert their voice within the exclusion process. Hodge and Wolstenholme (2016) highlight that changes to the IRP have marginalised parental powers within the process; a panel now cannot direct a school to reinstate a pupil (DfE, 2012). Ever reducing parental power, combined with the financial expense of seeking legal support, places families of low SES at a significant disadvantage in relation to their engagement with exclusion processes.

Young people who experience exclusion are also more likely to have experienced difficult circumstances in their home lives. Trauma such as witnessing abuse or violence is likely to have implications for a young person's mental health, and their ability to engage with learning (Dods, 2010; Williams, 2009). Looked after children, who have been removed from their home environments and are under local authority care, are documented as being five times more likely to receive a fixed period exclusion (DfE, 2019a) despite legislation seeking to safeguard these young people against further social exclusion (DfE, 2006). While it is important to be aware of the impact of familial factors on achieving low educational outcomes, Parsons (2002) also raises questions about the decision of society to 'neglect those most in need', highlighting systemic problems impacting on these vulnerable families both at a policy and institution level.

Similarly, pupils who have identified SEN accounted for 45% of all permanent exclusions (DfE, 2019a). One in two pupils in APs are estimated to have social emotional difficulties as their primary category of SEN (Gill et al., 2017). While this category of SEN can be particularly challenging to define, it appears that schools experience significant challenges in remaining inclusive for pupils with these needs. Mental health needs can impact on pupils in varying ways, including their ability to cope with school, their attendance and behaviour (Cole, 2015). Increasing numbers of



excluded pupils with mental health needs raises concerns regarding how effectively these needs are being identified and supported within schools (House of Commons Education Committee, 2018), while additionally highlighting the vulnerabilities of pupils within APs.

Permanent exclusion rates for boys remains three times higher than that for girls, across all phases of schooling (DfE, 2019a). Timpson's review (2019) hypothesises that disaffection may manifest differently for boys and girls, with boys potentially presenting this outwardly through violence and physical or verbal disruption, in comparison to girls who may internalise their emotions, linking to data gathered in relation to the prevalence of mental health disorders of children and young people (NHS Digital, 2018). Boys are therefore often at a significant educational disadvantage in relation to exclusion.

Travellers of Irish Heritage and Gypsy, Roma pupils are also more likely to receive an exclusion (3.6 and 16.5% respectively) (DfE, 2019a) although the DfE (2019a) highlight the relatively small populations, cautioning cohort effects. Pupils of Black Caribbean heritage are three times more likely to experience an exclusion than the whole school population. Gilliam et al (2016) found that teachers may hold different expectations of challenging behaviour based on a child's race, assessed through considering teacher observations of perceived challenging behaviours. It has also been argued that pupils may engage in troublesome behaviours to protect their self-affirming identities (Monroe, 2005). These factors can interact, and impact upon pupil engagement and behaviour.

The education system is not currently catering for a range of needs identified amongst these groups of vulnerable young people. This research seeks to understand managed moves as an alternative.

## **2.6 Unofficial exclusions**

The governmental pressure placed on schools and headteachers to reduce their recorded number of school exclusions has encouraged an increase in unofficial exclusion practices (OCC, 2013), jeopardising inclusion across schools, communities and society.

Unofficial exclusions can occur in varying forms, for example students being sent home from school to 'cool off', being placed on extended study leave, as well as being coerced into moving to a different school or to be educated at home, under the threat of permanent exclusion (OCC,2013). All exclusions must be formally recorded, and parents should receive a formal notice from the headteacher detailing the reason of the exclusion and it's time period (IPSEA). If official procedures are not adhered to then it is deemed an 'unofficial' or 'illegal' exclusion. The DfE (2017) highlights that these exclusions:

'are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for a short period of time, must be formally recorded' (p.10).

Unofficial exclusions disproportionately impact on groups identified as being most likely to be excluded (OCC, 2013). This is a concern, as unlike a formal exclusion, an unofficial exclusion does not trigger the right for the pupil to receive alternative education. Therefore, they may no longer be in receipt of adequate education.

The Children's Commissioner report into 'illegal exclusions' (2013) identified significant gaps in accountability systems, stating the lack of consistent or meaningful sanctions preventing schools from operating in this way. The Barnardo's report (2010) argues that an 'exclusion should go through the legal processes, or it should not occur' (p.5), proposing that alternatives leave children at risk within the community.

Questionable practices that remove students through the incorrect use of APs has also been implicated. It has been identified that there are now;

'unacceptably large numbers of young people being enrolled in part time alternative provision, meaning they are missing their statutory entitlement to education' (Thomson & Mills, 2018, p. 39).

Lumby (2012) emphasises that this strategy of neglect or removal of students by schools could be seen as an avoidance strategy for meaningful change. Within this climate of economic competitiveness Lumby (2012) argues that 'educational homeostasis pervades', instead of implementing changes which incorporate the voices of these young people. Given the urgent need to reduce negative outcomes

associated with these practices, many parts of England are now operationalising ‘managed moves’ as an alternative to formal exclusions.

## 2.7 Managed Moves

The number of ‘managed moves’ taking place amongst schools is currently unknown, with no regulatory systems being in place to record their prevalence across the country.

The key differences between a managed move and a permanent exclusion are outlined in Table 1, based on statutory guidance provided for those with legal responsibilities in relation to exclusion (DfE, 2017):

**Table 1.** Differences between managed moves and permanent exclusions

Managed move	Permanent exclusion
A school can transfer a pupil to another school if they have the agreement of everyone involved, including the parents and the admission authority for the new school	The decision to permanently exclude is taken unilaterally by the school, more specifically the Headteacher
Local authorities should have a Fair Access Protocol in place to facilitate the process of allocating school places to vulnerable children	The local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion
Local authorities do not have to be notified about a managed move, and do not hold responsibility to collect data on the number of managed moves taking place	The head teacher must, without delay, notify the governing board and the local authority of any permanent exclusion
	Parents have 15 days to request an Independent Review Panel from the date they are given notice of the governing body’s decision to exclude

A recent systematic review on managed moves was conducted by Messeter and Soni (2018), who used the term ‘managed move’ and ‘managed transfers’ across a range of databases. This systematic review provided a starting point for my literature search of which a further one was then conducted to check for any updated or missed literature, with the process outlined in Appendix A.

Bagley (2013) sought to gain an understanding of the managed move process, and whether this constituted an ‘effective intervention’. To do this a case study design was

adopted involving retrospective interviews with five young people, their parents, and a range of school and LA professionals.

While Bagley's research (2013) provided valuable insight into some of the challenges of managed moves, as well as factors perceived to contribute towards their success, the use of retrospective interviews is likely to have impacted on the reliability of the information provided. Interpretations of the process evolve over time, and therefore this research may not have accurately reflected the entire experience of the process as it was experienced at the time. Retrospective accounts may be selective and incomplete, moulding memories to 'fit' or make sense of one's present identity (Polkinghorne, 1995). The events which unfold allow the context for understanding, providing a new level of relational significance. Polkinghorne (1995) outlines that a story is a succession of incidents which form into a unified narrative, allowing for human actions to unfold within a temporal sequence. Without the temporal aspect, the chance happenings and ever changing interpersonal and environmental contexts go unnoticed, resulting in a loss of meaning as the stories develop.

### 2.7.1 Circumstances of a managed move

Research has considered triggers preceding the managed move through the use of interviews (Bagley 2013, Chadwick 2013, Craig, 2015, Hoyle, 2016, Muir, 2013). Bagley's research (2013) found that social isolation and bullying were contributors to a move. Themes also highlighted were a breakdown in the relationship between teachers, school and the pupil (Messeter & Soni, 2018). This is similar to exclusion research whereby the quality of the student-teacher relationship has been identified as a predictor of student behaviour and engagement (Valdebenito et al., 2019). Chadwick (2013) identified that managed moves were being used in cases where pupils displayed difficult behaviours which may have linked to their SEN such as autism, although within his design there was only one case example referencing SEN. However students going through the process with identified SEN have been noted in other areas of managed move research (Craig, 2015; Harris et al., 2006; Hoyle, 2016). Bagley (2013) also found that managed moves appeared to be frequently used in response to on-going difficulties over time, of which Parson (2009) suggests managed moves may be more successfully used in response to one-off incidents. It has been argued that the reasons behind a managed move may be more focused on the needs

of the school, rather than those of the young person (Muir, 2013, Bagley, 2013). Findings regarding reasons behind the move are left relatively unexplored within the literature, with little consideration given to the impact on the outcomes, success, and the way the young person makes sense of the move process. Interestingly, Sellman et al., (2002) found that the perceived fairness of an exclusion linked to later engagement in education or training. Therefore, approaches which consider the temporal nature of social phenomena are valued as more effective in understanding the dynamics of lived experiences (Weller, 2012).

### 2.7.2 Characteristics of a successful managed move

Conclusions have been drawn about the characteristics of a successful managed move. Positive social relationships have been highlighted as a significant supportive factor towards reengagement in a new school (Bagley, 2013; Flitcroft & Kelly, 2016; Muir, 2013). While it is helpful to bring positive relationships to the attention of professionals involved in negotiating the move placement, the task of developing and maintaining positive social relationships brings additional challenges for a population already placed at a social disadvantage (Evans, 2010). Alongside this, positive student staff relationships occurred as an important factor for ensuring a successful move (Bagley & Hallam, 2016, Muir, 2013). Within Bagley's (2013) research, pupils commented on being able to have a 'fresh start', where there was 'non-judgemental' treatment by staff. This supported young people to have a more positive sense of self, as assessed using Personal Construct Psychology (PCP) tools (Bagley, 2013). Within the literature, developing effective home-school communication has also been identified as crucial for a successful managed move (Bagley, 2013; Craig, 2015; Flitcroft & Kelly, 2016) highlighting that pupils and parents should be listened to and consulted throughout the process. While good practice guidelines have been developed as a result of these initial research findings, it is unclear how these principles work in practice. There has therefore been a lack of exploration into the processes and features which unfold during the managed move process.

Bagley (2013) begins to conceptualise a 'successful' managed move within his research, highlighting that pupils' self-constructs positively shifted following a 'well managed' move. Findings related to improved happiness and self-perceptions, which

linked to making progress and learning. As Bagley's (2013) research participants were chosen based on the fact they had experienced a 'successful' managed move, this is likely to have provided an unrealistic insight into the changes in personal constructs. While adopting a solution focused framework can illuminate what helped and how, when considering Bagley's (2013) title regarding whether a managed move can be regarded as an 'effective intervention', it could be argued that the participants included may not have provided a balanced view of intervention effectiveness. Research within this area has often interviewed pupils who experienced a positive managed move, more specifically those who successfully reintegrated to another mainstream (Chadwick, 2013, Bagley, 2013). This is likely due to difficulties with participant recruitment, especially considering the population characteristics. Difficult to reach populations are often the participants who do not enrol in research (Patel et al., 2003) and therefore the generalisability of young people's experiences of the managed move process should be brought into question, with previous research being skewed towards more positive move experiences. These findings cannot be ascribed to represent diverse managed move journeys.

### 2.7.3 The challenges associated with a managed move

Parental concerns about time scales and ill-defined elements of the process emerge from the literature, highlighting the need for clearer communication and information during the process (Messeter & Soni, 2018.). These findings link to implications regarding the need for impartial support to the pupil and their families throughout (Bagley, 2013), as well as emphasising the importance of structured time frames being adhered to (Chadwick, 2013), as espoused by Abdelnoor's (2007). Poor communication between professionals was noted as a hinderance to the managed move process (Bagley 2013, Hoyle, 2016), with tensions consequently impacting on pupils and their parents. Another associated difficulty with the managed move process was the significant stress it put on families and young people (Chadwick 2013, Muir 2013, Bagley 2013). Hoyle (2016) and Muir (2013) highlighted feelings of rejection, powerlessness and lack of agency for parents and pupils throughout the process, which is a significant cause for concern, considering the repeated rejection that many of these young people are likely to have experienced. It is crucial to further understand

how the systems surrounding a pupil's journey of a managed move interact with their sense making processes over time (Bronfenbrenner & Morris, 1998).

Bagley and Hallam's (2016) research into pupil and parental experiences of the managed move process concluded that although there is 'potential for managed moves to become a realistic alternative to exclusion', there is a need to;

'improve the processes and take greater account of the views of the young people themselves and their parents as a means to ensuring that the outcomes for the young person are successful' (p. 225)

As a future research suggestion, Bagley (2013) proposes that it would be insightful to;

'gather longitudinal data regarding the qualitative experience of managed moves, as the process takes place. This might include tracking the experiences of school professionals, young people and families throughout the process, from the time a managed move is suggested, during the trial transition period and beyond.' (p.115)

## **2.8 Pupil voice**

The United Nations Rights Convention on the Rights of the Child (UNRC) outlines that children and young people's views must be considered and taken seriously in all matters that concern them (Article 12, 1989). There has been an increased interest regarding the extent to which this is being implemented and considered in practice (Lewis & Porter, 2007). This interest has not only been driven by the Human Rights agenda, but by a wider recognition of the importance of understanding a young person's view point to improve services (Hennessy, 1999). Despite its significance, much research highlights that young people often do not have the required conditions in place in order to make their involvement meaningful (Fergusson, 2004; Lundy, 2007). More specifically, Munn and Lloyd, (2005) argue that the voices of excluded children are infrequently heard. Lundy (2007) outlines three explanations which may account for adult reluctance, including scepticism about a pupil's capacity to make meaningful decisions; a worry that giving pupils control may strike at the foundations of the school environment and ultimately undermine authority, and finally that complying may require too much effort. Currently, there is 'no effective or systematic

way for children and young people's views to be heard and taken account of, and no right for the child to appeal against an exclusion on their own behalf' (OCC, 2012 p. 16). Research conducted on managed moves has similarly highlighted the need to 'take further steps to ensure the views and rights of children and young people are promoted throughout the managed move process' (Craig, 2015 p.180). Lundy (2007) proposes a new model to support decision makers in re-conceptualising Article 12 (UNRC, 1989), which includes giving pupils space, where they have an opportunity to express their view, voice, where they are facilitated to express their view, an audience, where their view is listened to, and finally influence, whereby their view should be appropriately acted upon. A young person's understanding, involvement and consent to the managed move should be integral to the process, with a move being implemented on agreement 'of everyone involved' (DfE, 2017 p.59).

## **2.9 Managed move research focusing on pupil voice**

It has been suggested that managed moves should adopt a solution focused approach, where young people can make decisions about their future educational placement (Parsons, 2009). However, inclusion of pupil voice within this process remains unclear and under researched.

Chadwick (2013) found that there were gaps within three LA protocols when completing a content analysis, with no reference being made to obtaining pupil views across the managed move process.

Craig (2015) sought to explore the voices of two managed move pupils who had undergone a managed move through listening to their stories of the process. She found the young people detailed their managed move stories as problematic and difficult, reflecting that 'they appeared to struggle to make sense of their experience of a managed move' (p.171). During the research Craig (2015) is transparent about the difficulties experienced in relation to participant recruitment, indicating the complexities involved in effectively including young people within her research, perhaps representing a wider issue in relation to attempts to include the voice of young people within the managed move process. Further research is needed to build up a more coherent picture of pupils' narrative accounts of the process.



Hoyle (2016) also focused on exploring young people's experiences of a managed move through adopting an Interpretive Phenomenological Approach (IPA). Hoyle (2016) outlines that previous research 'purports to the perceptions and experiences of adults within the process' (p.39), raising questions as to whether the views of young people are considered equal to those of adults. Through this approach she emphasises that 'giving voice' to this group allowed them to articulate their experiences of 'not feeling heard within the system, at a time when they are most vulnerable' (p.151). Whilst the methodology supports an exploration of pupils' understanding of their managed move experiences, the aim of gaining 'a full understanding of the whole managed move process and its impact' (p.41) is not sufficiently achieved. The research does not bring meaning to pupils' experiences before, during and after the move through sequential data, but instead gains an understanding of how the pupils viewed their past experience of the process.

Similarly Craggs and Kelly (2018) used IPA to 'listen to the voices' of students who had undergone a managed move, considering their experiences in relation to their sense of belonging and factors supporting this. Young people promoted the idea that schools could offer further support surrounding making friends, as well as providing a sense of safety, security and acceptance. Providing pupils with a space to reflect on what else was needed during the managed move process appeared a useful approach in outlining practical implications for supporting future managed move transitions, however there is also a need to develop these implications based on the features which impact upon a managed move's development in reality, instead of being based on suggested best hopes or ideals.

Some researchers have attempted to strengthen the voices of young people through shining a light on how they made sense of their managed move experience once the move had been completed. However, through these accounts, pupils' meaning making processes have not been explored, limiting the ability to understand the intensity and impact of how they experienced the managed move process at the time, as well as over a prolonged period.

## 2.10 Theoretical underpinning

Prior research investigating the managed move process has highlighted that the systems surrounding a move are central to the young people's experiences (Bagley, 2013). A systemic perspective acknowledges that systems operate at multiple levels, and have complex and overlapping interactions, which in turn directly impact upon the child (Bronfenbrenner, 1979). The ecological systems theory (Bronfenbrenner, 1979, 1986) offers the perspective that development is understood within a context of nested systems (see Figure 1).

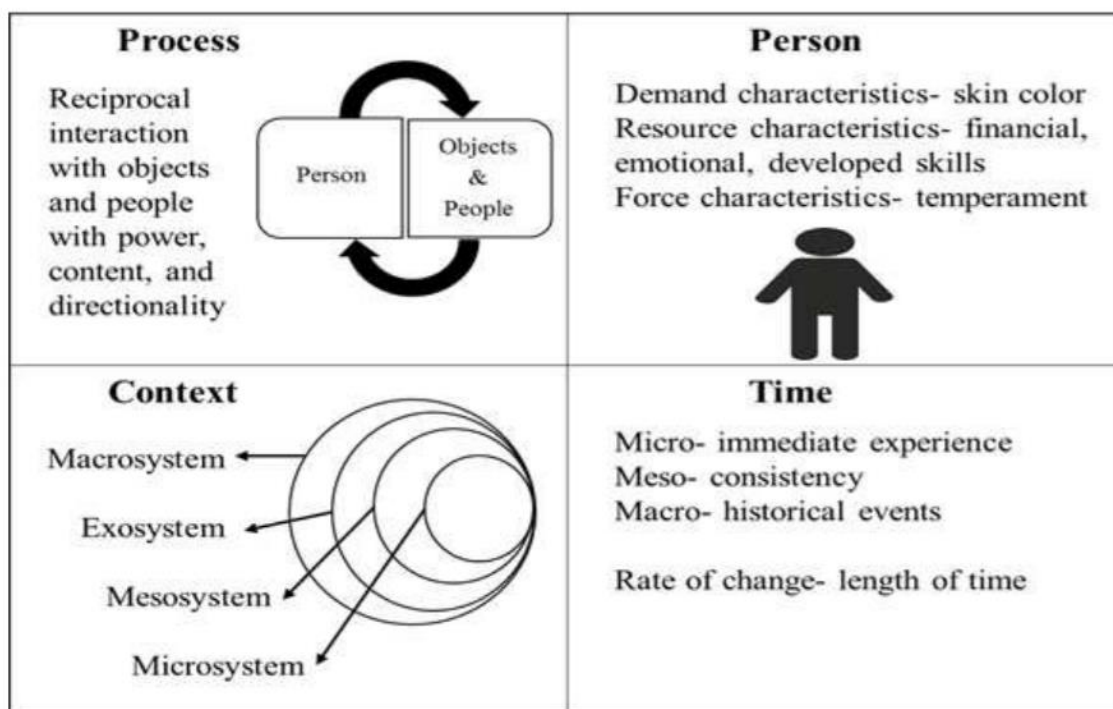
Figure 1. Bronfenbrenner's four systems involved in human development.

- The 'microsystem' includes the individual at the centre, who is surrounded by their immediate setting which may include the PRU the young person currently attends for example.
- The 'mesosystem' considers the connections and intersections between the differing settings of the microsystem, for example considering how differing interactions may be formed when a person moves into a new setting as part of their managed move.
- The 'exosystem' encompasses settings which do not actively involve the individual but may include events which may indirectly affect the developing person (Bronfenbrenner, 1979), for example a Fair Access Protocol Panel (FAPP).
- Outside of this lies the 'macrosystem', which encompasses the wider cultural political belief systems, such as the current government policy on exclusions and societal views relating to inclusion.

Bronfenbrenner went on to extend his ecological systems theory (1979), considering the role of proximal processes on human development, whereby the individual life course was recognised to be 'powerfully shaped by conditions and events occurring during the historical period through which the person lives' (Bronfenbrenner, 1995, p. 641). Proximal processes drew attention to the dynamic relationship between the characteristics of the individual and the interplay between their context, which changes and unfolds across an individual's life course (Bronfenbrenner & Morris, 1998).

Therefore, proximal processes hold relevance when understanding how young people experience the process of a managed move over time, considering pupils' relationships to their changing contexts. This research is underpinned by the Bioecological model of human development, incorporating the aspects of Process-Person-Context-Time (PPCT) (Bronfenbrenner, 2005), referred to as the 'mature' model by (Tudge et al., 2009), and outlined in Figure 2.

Figure 2. Bronfenbrenner's PPCT model (Trummer, 2017)



### 2.10.1 Process

Within the PPCT model processes are emphasised as a central contributor towards human development. The direction of the process may vary as a function of context properties and characteristics of the developing person. A process is subject to interactive moderating effects of both the person and context. Bronfenbrenner outlines that moderating effects include two general types, positive and negative. For example a process factor may have a positive moderating influence and buffer negative influences (Bronfenbrenner, 2005). Proximal processes are considered within the research, thinking about their contribution towards pupils' experiences of a managed move over time.

### 2.10.2 Person

Bronfenbrenner outlined three aspects of characteristics which an individual brings with them into situations (Bronfenbrenner & Morris, 1998), as outlined in Figure 2. Bronfenbrenner highlighted that while individuals may be within similar contexts, no two individuals will bring with them the same characteristics. Young people and their personal characteristics are positioned at the centre of this research, acknowledging the important influence each person will have on their own experiences and interactions during the managed move process.

### 2.10.3 Context

When considering context-based factors within the managed move process, the structures and procedures that are in operation within the researched borough are explored. The context element provides an additional lens through which managed moves can be viewed at the varying interacting levels.

### 2.10.4 Time

Tudge et al. (2009) consider how the 'time' aspect of the PPCT model relates to a sense of 'relative constancy and change' (p. 201) in which individuals are continually undergoing changes at multiple levels throughout their life course. The managed move process takes place over a period of time, and therefore within this research time is considered at a micro, meso and macro level. Events occurring at a macro level are represented within the chronosystem, whereby shifts and changes that take place directly affect the individual across their lifetime (Bronfenbrenner, 1986). The managed move process is explored as it develops, considering pupils' experiences over time.

A Bioecological perspective underpins the research, allowing for different systems and aspects of a managed move to be considered, while exploring process effects. Although Bronfenbrenner (2005) recognised that the PPCT model is not in itself predictive, it has been highlighted that this model can provide an optimistic approach for allowing implications to be considered in relation to support, interventions and resources, in order to bring about positive developmental change (Lerner, 2004). Within each aspect of the PPCT model implications will be illuminated, leading to a greater understanding of what may best support the managed move process.

## **2.11 Implications for Educational Psychology**

EPs are trained to apply psychology across the systems that contribute towards a young person's educational experiences and are well placed to consider their interaction and operation. EPs have sought to move away from being positioned within the 'expert role', to that of a more systemic practitioner, equipped with a broad range of resources to bring about positive change (Ashton & Roberts, 2006). Farrell (2004) highlights that 'school psychologists' have a vital role to play in promoting and raising inclusion standards across the school system, aside from assessing and supporting individual pupil's labelled as having 'special educational needs'. Traded services have also gained significant momentum in regards to EP service models, subsequently impacting on EP context and service delivery (Lee & Woods, 2017). Therefore, EP service commissions continue to change the range and derivation of EP work (Fallon et al., 2010), in the hope that promoting EP involvement across organisational structures and processes will improve the impact and subsequent outcomes for more children and young people (MacKay & Boyle, 1994).

It has also been highlighted that in LAs where an EP is included in decisions concerning the potential exclusion of a young person, schools had lower exclusion rates, with EPs supporting schools to consider alternative ways of supporting a pupil, helping to tailor the school learning environment to the individual (Parsons, 2009).

Bagley and Hallam (2017) explored professionals' perceptions regarding the role of EPs in the managed move process, outlining that 'EPs could play an important and increased role in managed moves' (p. 330). Suggestions for EPs in relation to their involvement in managed moves included using their psychological skills to elicit the views of young people involved in managed moves.

Additionally, EPs are positioned to work across systems, meaning they are well placed to promote inclusion and support those who are being moved between schools.

## **2.12 Aims and rationale for this research**

Managed moves have been considered a positive alternative to a permanent exclusion (Abdelnoor, 2007), and with an increase in research within this area, evidence based recommendations have been developed to provide emerging guidance on best

practice in relation to the managed move process (Bagley, 2013, Chadwick, 2013, Craig, 2015, Flitcroft & Kelly, 2016 Hoyle, 2016, Muir, 2013, Abdelnoor, 2007). However, a paucity of research exists exploring young people's experiences of the process as it changes and unfolds over time, providing a distinct absence of knowledge and understanding of their experiences. Until now, research has explored managed move experiences retrospectively. Therefore, the current study uses the PPCT model (Bronfenbrenner, 2005) to support the aims of this research in understanding pupils' experiences of the managed move process, with a focus on the features of the move and how these interact with the individual's journey of a managed move over time. By exploring the experiences of the young people undergoing a managed move it is hoped that the LA and wider professionals involved in working towards inclusion may be better able to understand the process and experience of a managed move, which is now being implemented as an alternative to exclusion. The research aims to support the priority work of EPs, working to consider how best to reduce pupil exclusion from education.

It is vital to obtain the voices of the young people experiencing these managed moves, especially considering that they often have a great deal to say, but limited opportunities to say it (Munn & Lloyd, 2005). This research will add to an ever-evolving understanding of how the managed move process is operationalised, while shaping future development practices with the voices of the young people positioned at the centre. This research therefore aimed to answer the following research questions:

1. How is the journey of a managed move experienced by young people?
2. What are the main features of the managed move process that impact young people's education?

## **Chapter 3: Methodology**

### **3.1 Introduction**

This chapter outlines the underlying paradigms of the research. It also details the research context as well as the design, sample and method used for data collection, before detailing how the data were analysed. Ethical issues pertinent to this research have also been considered.

### **3.2 Epistemological and ontological position**

A research paradigm refers to the researcher's underlying assumptions and beliefs, otherwise known as their philosophical world view (Willig, 2008). A social constructionist epistemological and ontological position was adopted throughout the research, in which 'meaning is dynamic, shared or negotiable as opposed to static and objective' (Woolfson & Boyle, 2008). As the research captures young people's experiences across multiple time points, adopting a position of social constructionism supported me to develop an unassuming stance; one which was focused on genuinely listening to and developing an understanding of a young person's experience of a managed move.

Ontology is concerned with the nature of reality and what the researchers individual view of the world is (Mertens, 2010). Ontology can be seen on a scale between relativist and realist. Realism is concerned with essential truths which are known in the world, and that meaning simply exists, whereas a relativist perspective is one whereby there are multiple truths, in which individuals have different perspectives on an event based on their own interpretations (Robson, 2002). I would place myself towards the relativist end of the scale, as I adopt the view that the world is socially constructed, and shared meaning is created through interactions with particular groups, cultures or individuals (Fox et al., 2007). Shared meanings about the world are socially constructed and different groups hold different meaning. This research explores multiple experiences of managed moves, in which different interpretations are at play. It is also important to acknowledge that 'managed moves' as a phenomenon are considered to exist, although it is recognised that this concept will be interpreted in different ways by different participants within the process. My role as the researcher

in constructing a shared meaning of a 'managed move' is also acknowledged by the social constructionist perspective.

Epistemology is concerned with theory and nature of knowledge; considering how we know what we do. I have explored pupils' individual experiences taking the assumption that each individual develops their understanding through the context of their own experiences. Therefore, knowledge is developed through the collective construction and transmission of meaning (Burr, 2015) which matches my constructionist epistemological stance. This also fits with the pedagogy adopted during my EP training, where we are encouraged to consider a social constructionist perspective, exploring how varying discourses shape the concept of reality, while reflecting on the individual-context interactions that occur within a multi-layered system (Bronfenbrenner & Morris, 1998).

### **3.3 Research context**

Managed move processes are recognised to vary considerably across the country (OCC, 2012). Pupils undergoing a managed move within the researched borough are initially provided with an interim placement of 6 to 8 weeks within the Key Stage 3 or 4 PRU, after the move has been agreed and arranged by the FAPP. The PRUs then hold responsibility for considering when a pupil may be ready to move back into a mainstream school, considering placement availability as directed by the LA, as well as pupil/parent preference. Some of these pupils, most significantly those within Key Stage 4, remain on roll at the PRU for an extended period of time or may be permanently managed moved to the PRU to receive the rest of their education, rather than returning to a mainstream school, which completes their managed move process. For a minority of Key Stage 4 pupils within the researched LA, there is the option that they be directly transferred from one school to the other; in other boroughs in England this approach is more common, with a trial period being implemented in which the pupil remains on roll at their previous school (Chadwick, 2013). A trial period may contain outcomes that the receiving school would expect a pupil to achieve. Within the researched borough a 'trial period' is not offered as part of the process. Therefore, the managed move context in which this research has taken place is thought of as relatively distinct.



### 3.4 Research Design

Qualitative studies allow for detailed, rich and complex data to be gathered (Clarke & Braun, 2014). The intention behind this research was to draw on a young person's experience of the managed move process as it takes place, and therefore a qualitative research design was considered most appropriate as this allows the researcher;

'to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives' (Berg, 2001, p.7).

A qualitative approach to data collection involves a detailed exploration of the situations and experiences of individuals (Yardley, 2000) enabling me to delve into understanding how young people journeyed their managed move. Willig (2008) outlines that qualitative research allows participant generated meanings to be heard, therefore helping to protect the voices of the young people in this research. This design also allowed me to understand how young people experienced the contexts in which they were situated in real time, working towards developing a complex picture of the issue under study (Creswell, 2014). Additionally, through interviewing adults about the managed move process, relevant contextual and systemic factors were considered, gaining perspective on the proximal processes involved in a managed move (Bronfenbrenner & Morris, 1998). Due to the unique nature of the managed move context within the researched LA, it was also felt that understanding the operation of the managed move process would support me in making sense of the experiences and processes of a managed move that were shared by the young people.

Guest et al., (2012) highlight that the terms 'validity' and 'reliability', which are used to cast judgement on standards of research, are born of quantitative tradition and therefore, within this research design, alternate terms such as 'trustworthiness' and 'credibility' are deemed more relevant (Winter, 2000). It is noted that to increase trustworthiness in qualitative research, social desirability should be reduced where possible, allowing for questions to be responded to openly and honestly. Baxter and Jack (2008) suggest this can be done through having multiple encounters with the phenomena under study, in the hope that this will support participants to feel more comfortable to be honest about their experiences.

### 3.4.1 Multiple time points

I interviewed pupils at multiple time points across their managed move, enabling the process to be accurately captured as it unfolded, rather than retrospectively as done within previous research, bringing with it an overreliance on participant memories of their experiences (Bagley, 2013; Craggs & Kelly, 2018; Craig, 2015; Hoyle, 2016). Consequently, using multiple time points adds a distinct and positive contribution to knowledge, moving forward previous understandings in relation to the managed move process, considering how the move is experienced with a greater time perspective (Weller, 2012). This allows for an understanding of the individuals evolving meaning making processes, distinct to each individual (Burr, 2003). This approach additionally enabled rapport to be established with the young people, helping to increase 'trustworthiness' (Winter, 2000).

Ployhart & Vandenberg (2010) outline the;

'dynamic nature of focal substantive constructs... which requires us to...focus on the change in the substantive construct(s) of interest rather than on static representations of the constructs' (p.97).

It is argued that the variability associated with a construct at a given time often provides little insight into how a construct will change, leading to inaccurate conclusions (Maxwell & Cole, 2007). Therefore, the dynamic and changeable nature of a managed move *process* is best captured at multiple timepoints. Through this, deeper insight into change and temporal processes can be understood (Ployhart & Ward, 2011). Up to three time points of data are suggested for collection across an academic year, allowing for both the process and form of change to be better understood (Ployhart & Vandenberg, 2010).

### 3.4.2 Semi structured interviews

In qualitative research, the most widely used method of data collection is semi-structured interviews (Willig, 2008). Semi-structured interviews were deemed appropriate to collect data from the pupils and adults in this study. These were used with pupils to support elicitation of experiences of the managed move process in their own words, while allowing me to guide topics of discussion. Semi-structured interviews

also gave flexibility for the exploration of interesting information. The order of questions was adapted to suit the individual interview and flow of discussion, and I remained flexible in using unplanned questions, following information pupils provided (Robinson, 2014). A flexible method of questioning was deemed appropriate when considering the interview population who are identified as hard to access (Munn & Lloyd, 2005). The use of PCP approaches and the Life Grid tool were appropriate to support the exploration of pupil voice and are described in section 3.4.3 and 3.4.4. Through using questions which drew on supportive characteristics and were solution focused in style, it is hoped the young people did not feel there was an over focus on previous problems.

### 3.4.3 Personal Construct Psychology

EPs frequently adopt PCP approaches within their work (Burnham, 2008). PCP was developed by Kelly (1955) who proposed that meaning is context bound and can be subject to reinterpretation. This approach was well suited to my social constructionist stance, as it places emphasis on the way an individual may construe events within their own context. Through attempting to view the world through the eyes of the young person, this lay a basis for a constructive social interaction, where the 'other' also plays a role in the social construction process (Winter, 2013). The interview schedules (see Appendix B) included questions designed to elicit pupils' 'core constructs', helping to illuminate their core beliefs, values and assumptions they held about the world (Burnham, 2008). The PCP approach seeks to empower pupils', giving them a voice within a discussion where previously they may not have been actively participating (Burnham, 2008).

### 3.4.4 Life grid approach

The life grid resource (see Appendix C) was used to support the accessibility of the interview for the pupils', helping to reduce the language demands being placed on them. This is a method which supports young people to think about their educational experiences, through creating a timeline where key words and events are drawn on, while following the young person's lead in the way the approach is used within the interview (Lalanda Nico, 2016). Previous research has used this tool to elicit pupil voice within APs and was deemed effective in helping pupils reflect on critical

moments in their education (O'Connor et al., 2011). The life grid method has strengths in relation to reducing social demands through using a more visual approach; pertinent within interviews where difficult conversations and emotions may emerge (Wilson et al., 2007).

### 3.4.5 Development of research instruments

Kallio et al., (2016) provide an overview into the formulation of an interview schedule, highlighting the importance of logical questions which clearly direct the conversation towards the research topic. Therefore, in each time point of interviews probes were planned for in combination with open ended questions (Robson & McCartan, 2016). This enabled the young people to provide their responses in a way which brought meaning to the research topic in question.

#### 3.4.5.1 Time One

The time one interview schedule (see Appendix B) aimed to build rapport with the pupil and began with questions to find out more about the pupil, without direct focus on the research questions e.g. "Do you have any particular hobbies or things you like doing outside of school?".

The pupils were then introduced to the life grid, as it felt significant to develop a sound understanding of their previous experiences, and the context in which their managed move had taken place. Pupils were given the option to independently write or draw on their timeline and were provided with a range of colours to choose from, aiding pupil involvement.

While completing the timeline activity, questions were incorporated to explore pupils' experiences of the managed move process, all of which related to the research questions under study. The question about next steps added clarity about pupils' hopes for the future and their thinking processes in relation to their managed move, helping to gain a sense of their journey.

During the time one interview, PCP techniques (Kelly, 1995) were woven into the discussion appropriately. These were used to gain a more personal understanding, through eliciting pupils' 'core constructs', providing further insight into how a young person may interpret the world and their life (Kelly, 1995).

A scaling technique was used during time one interviews to provide insight into how the pupils' currently felt about attending the PRU. This technique originates from solution focused brief therapy (De Shazer et al., 1986). Probing questions relating to their scaling further explored pupils' answers, and supported discussions in which pupils highlighted how the PRU compared to their previous school, helping me understand their educational experiences and in turn their managed move.

#### 3.4.5.2 Time Two

The time two interview schedule started with questions to provide a check in about how the pupil was doing since I had last seen them, helping to provide a personable interaction in which rapport could continue to develop.

As a starting point member checking took place in which I took pupils through a thematic map (see example in Appendix D) that had been developed based on their previous interview responses, clarifying and checking in about how representative this was of their experiences. The thematic maps proved to be a valuable discussion point, helping to deepen understanding about how the initial stages of the managed move process had been experienced. It should be noted that while this process appeared to be experienced positively by the pupils, it may have had some influence over the following interview content. While member checking was prioritised, in order to ensure that talking about past experiences did not significantly influence the current interview content, I spent five minutes having free flow discussion and building rapport before the following structured interview began.

The context related questions continued to develop an understanding in relation to the research questions under study, including questions such as "how have things been going since I last saw you?" helping to map out the managed move process over time. Pupils responses in previous interviews were factored in and considered dependent on their current context. Therefore, each interview schedule was individualised to accurately capture individual experiences. If participants remained in the same context, I felt it was important to understand the decisions surrounding this, adding to an understanding of different experiences of the managed move process.

The time two interview schedule included 'essential questions' specific to the individuals managed move journey, which Berg, (2001) outlines are interview

questions 'geared towards eliciting specific desired information' (p.72), notably the research questions. These included questions such as "which key adults are currently involved in your managed move?".

Pupils 'core constructs' were again explored to comprehend the pupils' current viewpoint, considering how their constructs may have shifted or stayed the same. This helped to get a sense of the young person's journey, considering the potential for change within the process.

Scaling questions aimed to understand how students were feeling in their current context (De Shazer et al., 1986), and provided a point of reflection when discussing the previous interview with pupils, exploring the process between where they were and their current situation.

Finally, a future focused question was asked allowing for changes that may have occurred based on their response in time one, helping me understand the pupil's managed move experience and thinking processes over time.

#### 3.4.5.3 Time Three

Similarly, the time three interview schedule was designed with the research questions and pupils' responses to the first two interviews in mind, in order to capture their individual journeys. Member checking took place based on their responses from the previous interview, using thematic maps.

Focus was given to the same topic areas in time two, for example changes that had taken place and their current experience of their educational context. The final interview was also used to mark the ending and thank pupils for their time and contributions. As part of this I gave pupils a letter summarising the research process they had been involved with as well as outlining the next steps for dissemination (see Appendix E). This meant that the final interview had a shorter more informal feel, considering the third point of contact. For the pupils I was not able to meet with on all occasions, I arranged for the letter to be given to them by a key adult. Managing endings is significant when considering a relationship which is developed between researcher and subject when multiple sessions take place (Berg, 2001), especially

bearing in mind the vulnerabilities of the population being accessed within the research.

#### 3.4.6 Developing the adult participants' interview schedules

As part of the research design to explore specifics of the LA's managed move context, adults who held significant roles within the managed move process were interviewed, including the PRU's Key Stage 4 SENCo, Induction coordinator, Reintegration officer, a key worker and a mainstream Head of Year. The interview schedules for the adults (see Appendix F) included topics pertinent to the managed move process. This included areas which related to the PRU or school context and staff roles within the managed move, developing my understanding of the process and how this may contribute to young peoples' experiences. For example, to further understand the PRU context, questions to staff included "How does a decision get made about the pupil moving back into mainstream education as part of their managed move?". Questions related to research question two and included staff perceptions of the managed move process.

### 3.5 Research procedure

#### 3.5.1 Recruitment of student participants

Student participants were recruited through the LA KS4 PRU where pupils attend as the managed move is arranged and implemented. Pupils were considered for this study if they had been allocated an interim place at the PRU, and a managed move agreed for them at FAPP. Additionally, pupils were required to have recently joined the PRU through the referral and administration process when data collection began, so as to capture their experiences in 'real time'. Considering the vulnerabilities of this group, ethical considerations played a significant role in participant recruitment. Collaborative decisions were had with the PRU staff about suitable pupils, considering student vulnerabilities (pupils who were not of 'Looked After Child' status or in the process of care proceedings), to ensure that needs could be safely contained following the interviews. I met with the key workers, who the pupils met with daily, to explain the aims of the study. Initially, key workers introduced the study to parent/s, alongside the information sheet and if they chose to opt in, a consent form with my contact details (see Appendix G). Dependent on parental consent, pupils were subsequently

informed about the research by their key worker. The information sheet was used to explain the process to them (see Appendix H), as well as explicitly stating the opt-in process. This was to enable research discussions with someone external to the research process, as well as with someone who the pupils had an emerging relationship. Staff revisited pupil consent before the interview occurred, and I revisited consent with the pupil at the beginning of the interviews, reminding them that they could opt-out at any point. This intended to mitigate pupils feeling obliged to take part as best as possible, given the circumstances. It should be acknowledged that the process of consent within research always occurs within a relationship, including one that is likely to involve some level of influence and power. While it is recognised that the 'gatekeepers' were in a position of power, care was taken to ensure the research was explained clearly and carefully to the parents and pupils via a key adult with whom they felt comfortable.

To this end, purposive sampling was used, which resulted in five pupils being identified for the research, accumulating in a total of eleven pupil interviews. Whilst this is a small sample, within a qualitative study such as this, a small number of interviews is sufficient to capture a comprehensive range of issues in the data (Braun et al., 2018). Access to the students at the PRU was supported by the SENCO, who I had a professional relationship with, and who was invested in understanding further how pupils experience the managed move process. A timeline of the entire recruitment process is outlined in Appendix I.

### 3.5.2 Pen portraits of student participants

#### Carter

Carter began this research within Year 10, following him into Year 11. He is of White British Ethnicity. Carter lives at home with his Mother. He has had no previous significant behaviour concerns within school before his Managed Move which occurred due to a one-off serious incident with a pupil. Carter was interviewed at three time points which took place in June 2019, October 2019 and January 2020.

#### Sammy



Sammy is a Bengali female, who began the research process at the end of Year 9, when she was transferred directly into the Key stage 4 PRU. The interviews continued alongside her transition into Year 10. Sammy lives with her Mother with whom she has a very close relationship. During Sammy's time at school she has experienced ongoing challenges with peer disputes and conflicts leading towards her Managed Move. Prior to this Sammy spent time within the exclusion room at school. Sammy was interviewed at three time points which took place in July 2019, October 2019 and January 2020.

#### Malik

Malik is a Year 10 male of Bengali ethnicity. He lives at home with his parents and sibling and has close relationships with his wider family who live within his community including his aunties and uncles. Malik experienced one previous fixed term exclusion and has spent time within the exclusion room in his previous school. His Managed Move was implemented due to Malik bringing a weapon into school. Malik was interviewed at Time 1 in October 2019 and Time 2 in January 2020. Time 3 did not occur due to Malik's sporadic attendance, followed by a period of non-attendance at the PRU for several weeks.

#### Jordan

Jordan began the research process at the end of Year 9 when he was transferred directly into the Key stage 4 PRU. He is of White British Ethnicity. He lives at home with his Mother, stepfather and siblings. Prior to his Managed Move Jordan spent long periods of time within the inclusion unit within the school to provide additional learning support across the curriculum. Jordan also experienced one fixed term exclusion and multiple experiences of exclusion rooms prior to his Managed Move. Jordan was interviewed at Time 1 in July 2019, however after the summer holidays Jordan's key worker reported that he was going through particularly traumatic circumstances within his home life, and therefore ethical responsibility was upheld in recognising that the interview process would have been inappropriate to continue while Jordan was going through a time of crisis.

#### Michael

Michael is a Year 10 of Bengali ethnicity. He lives at home with his parents and older siblings who have gone on to achieve well academically. Michael has experienced ongoing conflict over time with gangs within the Borough. This led to two serious incidents contributing towards his Managed Move. Michael was interviewed at Time 1 in October 2019 and Time 2 in February 2020. Time 3 did not occur due to logistical challenges organising the interview, in parallel to the COVID-19 school closures.

### 3.5.3 Pilot study

Given the reflexive nature of the research design, the small number of participants involved and the importance of exploring individual's voices, it was felt that conducting a pilot was not feasible nor appropriate. Instead, rapport building opportunities were built into the initial stages of the research process, in which I met with the pupils while spending time at the PRU more informally before the interviews began. I carefully considered how to build positive relationships with the pupils, so that they felt open and comfortable engaging in the research process. Mertens (2010) highlights the importance of the relationship between research and participant when co-constructing knowledge and understanding. After each interview with the young person, more informal feedback was sought regarding their experience of the interview, while also encouraging an open dialogue about how they felt about the questions asked.

Hence, the interview schedules were modified or added to when I felt that the narrative had not been sufficiently drawn out or explored. It is possible that data was missed due to the lack of a rigorous pilot study, prior to the question modification process outlined during the interview process itself. In addition, my pacing and presentation of questions may have been more efficient given practice within the context of a pilot.

### 3.5.4 Pupil interview procedure

Data collection spanned a nine-month period beginning in June 2019 and ending in February 2020. The consistency and number of data collection time points varied amongst pupils, (see Table 2), due to the transient and complex nature of the sampled population. It is acknowledged that young people within PRUs have sporadic vulnerabilities, in which a young person may find themselves in times of crisis or have more frequent periods of persistent or overall absence (DfE, 2020). This can be due

to PRU pupils' ever changing traumatic and unpredictable circumstances, often exacerbated by fragmented home lives (Gill et al, 2017). Therefore, keeping in touch with pupils' key workers enabled me to have an overview of their current circumstances, being mindful of the changeable nature of each pupil's lives. However, a nine-month period of data collection allowed me to capture a sense of how pupils' managed moves unfolded over time, coupled with a sense of the additional challenges that this population continue to face with engagement over time. Interviews were mostly organised by the pupils' key workers, or a member of staff directly involved the pupils managed move process, all of whom I spoke with to reiterate the informed consent required at each stage, as well as ensuring they reminded pupils they could opt out at any point. Each interview took place in a quiet room, organised by the staff member coordinating the interview. The majority of interviews took place within the PRU, an environment in which pupils were accustomed. Heads of Year were the key points of contact for me and the pupils that moved to their new educational setting. Interviews were conducted in their offices; a space pupil were also familiar with.

**Table 2.** Time points of data collection

<b>Pupil</b>	<b>Time One</b>	<b>Time Two</b>	<b>Time Three</b>
Carter	June 2019	October 2019	January 2020
Sammy	June 2019	October 2019	January 2020
Jordan	July 2019	Pupil going through a difficult time	
Malik	October 2019	January 2020	March 2020-not possible due to external circumstances
Michael	October 2019	February 2020	April 2020- not possible due to external circumstances

### 3.5.5 Adult participants

PRU staff with a role in the managed move process were interviewed including the Induction Coordinator, Reintegration Officer and SENCo. One Head of Year within a pupil's receiving schools was interviewed about her role. A key worker was added to the adult sample based on their discussed significance within the process, highlighted in the pupil interviews. Including adults was decided to gather additional information about the PRU context where the interviews began, as well as receiving schools' role in the process, helping to develop a wider understanding of the proximal processes involved in a pupils managed move. One interview with each adult participant was sufficient to gather the required contextual information. In keeping with the aims of the research, the longitudinal element of the design was deemed relevant only to the pupils', allowing for their experience of the managed move process to be captured over time, while also prioritising and illuminating their voices.

## 3.6 Ethical considerations

Ethical approval was granted from the University College Institute of Education Ethics board (see appendix J). Relevant ethical issues were considered and implemented as part of the research process, following the ethical guidelines of the (British Psychological Society et al., 2018).

### 3.6.1 Vulnerable participants

The vulnerable cohort of pupils who attend PRUs have often had difficult experiences within the mainstream education system and are more likely to experience challenges with language and communication (Heneker, 2005). Therefore, the interview activities aimed to reduce some of the social demands, such as through the use of the Life Grid and PCP activities. Questions were worded carefully to ensure there was no misinterpretation of language and were broken down or simplified based on pupil responses. Pupils were given a card, and a signal was discussed with them before the interview began, so that they were able to indicate if they wanted to leave the interview at any time or wanted a break. Pupils were also asked if they wanted someone to be present in the room to make them feel more at ease; none of the pupils requested this. I sought to closely monitor the wellbeing of the pupils throughout the interviews, offering breaks if necessary.

### 3.6.2 Sensitive topic

Before the interviews began, an informal 'getting to know each other chat' occurred aiming to make pupils feel comfortable within the interview environment. It is important to acknowledge that some of the pupils could have found the interview sensitive or upsetting, since they were asked about previous schooling experiences. This means they were asked to relive experiences which were likely to have been difficult for them, as it is often the case when a managed move has been initiated. I considered that some of the pupils may have felt their managed move was not going well and may have been distressed or angry about parts of the process. When aspects of this occurred, I responded in a sensitive manner to any distress, taking the time to listen and repeat back what they had told me to acknowledge and check that I understood their viewpoint.

I also identified a key point of contact for the pupils if they wanted a person to speak to if concerns were raised at any point during the research process. When discussing the process with the PRU, the key worker was the key contact identified, and other relevant staff members were informed about the research. Two pupils moved setting during the process, and therefore the research aims were discussed with the receiving school and the key member of staff supporting the pupil with their move. I also conducted the interviews mid-week, so pupils were not left thinking about difficult topics over the weekend or exposed without support the day of, or after an interview.

### 3.6.3 Informed consent

It was vital that the pupils understood the purpose of the research and what it would involve. The information sheet was therefore kept simple and included graphics to support understanding, considering pupils within this population have an increased likelihood of having underlying literacy or learning difficulties (DfE,2019a). Informed and written consent was gathered from all pupils and beforehand from parent/s. Parent/s consent was also required to provide young people with additional support and advice during the research process. Continued informed consent was collected at the end of each individual interview, and before the subsequent interview, in which the pupil was informed of their right to withdraw at any stage, outlining that this would not affect their rights or the move process. I also asked pupils to briefly summarise the

research and what it would involve, allowing me to check they understood what they were giving their consent to.

Informed consent was also sought for the staff members being interviewed (see Appendix K).

#### 3.6.4 Confidentiality in reporting

Participant names were changed during the write up of the research to honour anonymity, based on a name they chose in the write up. Confidentiality was discussed so that all participants were aware of this, and the pupils were informed that unless there was a concern about their safety, staff and parents would not be told about the interview content. Since the interviews took place in one LA, and within one PRU setting, it was considered that information could make a pupil identifiable during write up. Therefore, identifiable information was modified or omitted such as key bits of their life story, their family background etc, if it was felt that there was something that would threaten confidentiality. The findings are written up thematically, rather than in the style of individual case presentations so that readers will be limited in joining up pieces of information about a particular pupil, and their experiences that were shared.

#### 3.6.5 Member checking before dissemination

A developmental approach to member checking was adopted throughout the research process, whereby pupils had multiple opportunities to 'determine if the researcher has accurately reported their story' (Koelsch, 2013, p.12). At the beginning of each interview I arrived with an analysis of the themes from the previous interview outlined on an accessible thematic map (see Appendix D), which were used as a device to member check, separate to the thematic analysis conducted on pupil and adult data. The purpose of the member checking thematic map was to enable a recap with the pupil while seeking feedback, allowing for clarification about the researchers own interpretation of the study, noted to add credibility to a qualitative design (Robson, 2002). It was hoped that this would support a shift in the power dynamics, where pupils would have partial control over their represented selves. This also aimed to ensure that my own interpretations and preconceptions did not work to silence or misrepresent the pupils' voices (Weller, 2012).

### **3.7 Reflexivity**

A key principle which should be regarded during a qualitative research process is that of researcher reflexivity, whereby the researcher continually reviews their role in the research and considers the possible influences that may be interacting throughout. Mann (2016) outlines that reflexivity is;

‘focused on the self and ongoing intersubjectivities... and that interaction is context-dependent and context renewing’ (p.28).

Given my role as researcher and TEP within the Borough, I accepted that my beliefs, values and preconceptions influenced how data was interpreted, as well as how the pupils interacted with me during interviews. Although these influences were difficult to avoid, I engaged in member checking as aforementioned, and remained reflexive during the process of analysis and interpretation in order to adopt transparency. I considered the psychological impact of the research during supervision and documented my emotional reactions and experiences as the research process unfolded. This increased my awareness of how I may have impacted upon the research process.

### **3.8 Data analysis**

#### **3.8.1 A narrative thematic approach**

A wide variation in approach and analysis exists under the umbrella of narrative research. Riessman (2008) highlights that a narrative thematic approach can be applied to stories that develop in interview conversations, with the focus being on the ‘told’ reports of events or experiences, rather than focusing on aspects of how the narrative is spoken, for example the structures of the speech selected. This approach aligned with my research focus, allowing exploration into the thematic meanings that were being communicated within the young people’s stories, over the course of the interviews. Clandinin & Connelly, (2000) promote that a narrative approach allows for consideration of how ‘life is experienced on a continuum’ (p.19), in which meaning changes as time passes. Narrative research embraces the change process, ‘recording and analysing the impact as events unfold over time’ (Bold, 2011, p.19). This appealed to me due to the temporal element embedded within my research design. Drawing on

the temporal aspect of narrative, and in order to better capture the pupils managed move experiences as they unfolded, Dewey's, (1986) concept of 'experience' was drawn upon, which considers features of the past, present and future. Clandinin and Connelly (2000) outline that Dewey's concept of 'experience' considers how experiences grow out of other experiences and lead on to other experiences; encompassing elements of the past, present and future. Temporality was central to the narrative approach taken within this research and was used to guide the thematic headings that emerged during analysis.

Thematic approaches can also offer researchers flexibility in relation to the theory informing the analysis, as well as how the method is enacted. This qualitative method seeks to encode and capture meaningful patterns across qualitative datasets (Braun et al. 2017). An inductive bottom up approach to analysis is defined as being 'driven by what is in the data themselves' (Braun & Clarke, 2012 p.58) in comparison to the researcher bringing 'a series of concepts, ideas or topics to code and interpret the data' (Braun & Clarke, 2012 p.58). In reality analysis is often a combination of approaches, in which the researcher brings something to the data when it is analysed, without ignoring the semantic content of what the data brings (Braun & Clarke, 2012). My approach across the analytic process was predominantly data driven, seeking to;

'present the experiences voiced by participants as accurately and comprehensively as possible' (Guest et al., 2012 p.16).

### 3.8.2 Developing my narrative thematic approach

The analysis began at the point of transcription, which narrative researchers regard as part of the meaning making process in itself (Emerson & Frosh, 2004). This was done as each interview was completed, while holding on to the narrative that was being built up as a whole. The narratives gained through the research went through a process of 'emplotment' (Polkinghorne, 1998 p.5), in which the narrative content was ordered and analysed chronologically. This helped to develop an understanding of the individuals managed move as it unfolded, considering references to the pupil's past, present and future, with colour coding being used throughout the narrative accounts to indicate these categories.



Figure 3. Example of colour coding during narrative analysis

Past: Primary school was fun, joyful, we had lots of activities to do, teachers were caring, you felt like you were part of like a big family.

Present: I got a space in my new school, I think I am going after the holiday, if I have no problems, I think I'm going, so I think this is my last week.

Future: In the future I want to be a CEO, or a finance something of a big company, CEO because I have always felt like a leader

The life grid tool enabled a strong sense of chronology to develop, which was further supported by the multiple interviews that took place, helping to develop an understanding of pupils' journeys over time. This stage also involved a process of 'narrative smoothing', in which events that I did not deem relevant to the story were removed to maintain a flow. This encompassed elements of the 'clean up' process documented by Riessman (2008), in which spoken language is transformed to make it easily readable, helping to focus on the narrative content, while keeping key parts of the narrative intact. Individual storied accounts were therefore created for each pupil (see Appendix L for example), with wording amendments indicated by the use of brackets [xxx] outlined in Figure 4.

Figure 4. Example of a 'clean up'

**Before:** "It was the last trigger but it's just like, I don't really... erm well, to me I don't think it's an okay reason".

**After:** "It was the last trigger, but [xxx] I don't think it's an okay reason."

Once this had been done the stories were analysed further to identify key themes within each. Due to the strong sense of commonality amongst pupils' stories, I began to look across the storied accounts to identify key areas of connection regarding their experiences. A structure began to emerge across the stories, centred around varying stages of the unfolding managed move process. I began to characterise these stages based on the common features occurring across the accounts. Six partially overlapping stages or transitional phases of the managed move process were

therefore identified, which was seen as an appropriate way to explore the temporal aspects of the move process and framed the basic story of the managed move journey.

During write-up the interview time point e.g. T2 was included to add contextual significance to the narrative. Colloquial language, such as abbreviations and slang was included in order to make quotations accurate.

A narrative thematic approach allowed me to view my data through multiple lenses, ensuring my interpretation of pupils' stories was grounded firmly within their own words.

Alternative methods of analysis were considered, including that of IPA and grounded theory, both offering more prescribed qualitative methodologies. Within these approaches theory is inbuilt, with methods of data collection and sampling procedures clearly detailed (Braun & Clarke, 2018). While IPA seeks to understand lived experiences, through an exploration of an individual's understanding of the world (Pietkiewicz & Smith, 2014) ,it was felt that this methodology did not align itself with the nature of the study for several reasons. Firstly, the approach would not have sat well with the lack of sample homogeneity, which included a range of pupils experiencing different educational contexts. Additionally, while my main line of enquiry was individual experiences, the PPCT model (Bronfenbrenner, 2005) used within this research meant a holistic approach to understanding the managed move process was adopted, in which a thematic approach permits consideration of the social context of meaning (Braun & Clarke, 2006).

While grounded theory uses an inductive approach to analysis (Birks & Mills, 2010) the approach was not deemed suitable for this study, primarily due to its explanatory purpose. Birks and Mills (2010) outline that data analysis and collection are aimed towards generating a theory, which is extracted from the perspectives and in the context of those who have experienced the studied phenomena. This study was meant to be exploratory and descriptive in nature, subsequently aligning itself with the more flexible narrative thematic approach.

### 3.8.3 A reflective thematic analysis

Separate to the thematic maps used to support the member checking process, an additional thematic analysis (Braun et al., 2017) was used to analyse pupil and adult interview data, allowing for wider consideration of the interacting systems and context surrounding the managed move process (Bronfenbrenner & Morris, 1998). Within the interviews there was a great deal of synergy and interaction regarding the perspectives and topics discussed by both pupils and adults in relation to the managed move process, and therefore combining the adult and pupil data was deemed to be appropriate and supportive in making sense of the experiences pupils shared.

This research takes into consideration my own role in the knowledge production process. Therefore, I deemed the use of a reflexive thematic analysis appropriate, considering its position within a qualitative paradigm, while factoring in the inclusion of researchers' reflective and thoughtful engagement with their data and with the analytic process (Braun et al. 2017). A reflective thematic analysis does not dwell on following the correct procedures to analysis, but rather the emphasis is on an immersive approach to coding and theme development. Within this approach, researcher subjectivity is viewed as resource, rather than something posing a threat to a descriptive thematic analysis (Braun & Clarke, 2014).

My theoretical and epistemological assumptions were inevitably present throughout the research process, but pre-existing codes and theories were not used to analyse the data. The research occurred in a social setting, where data was 'yet to be discovered' (Swain, 2018, p.7), and therefore, a reflexive and inductive thematic analysis was deemed appropriate, while aligning with my social constructionist position.

### 3.8.4 Process of thematic analysis

Braun et al.'s (2017) version of a reflexive thematic analysis was used to guide the six-phase process of analysis. As Braun et al. (2017) suggest, this process was not linear, with movement taking place between different phases. These conceptual 'tools' outlined by Braun et al. (2017) were used to guide analysis, allowing for a rigorous process of data interrogation and engagement to materialise.

## Familiarisation and coding (Phase 1-2)

I read and re-read the textual data this time including pupil and adult interviews, and observational notes were recorded in a separate document. As illustrated by Braun et al. (2017) my observations and insights were made with the research focus in mind and an example is illustrated in Figure 5. These observations related to a single young person and then across all transcripts gathered within each time point, allowing me to become immersed with my data.

Figure 5. Example of familiarisation notes

<p><b>Examples of familiarisation Notes from Interview with Michael</b></p> <ul style="list-style-type: none"><li>-sense of self-blame throughout the narrative while also acknowledging the school couldn't handle him</li><li>-appears conflicted about leaving the PRU and moving back into mainstream</li><li>-speaks a lot about the positive influence the PRU has had in helping him to mature</li></ul> <p><b>Example of Familiarisation Notes for the wave one Dataset</b></p> <ul style="list-style-type: none"><li>-frequent references to misconceptions surrounding the PRU as a bad place to go</li><li>-the powerful relationships formed in the PRU in a short space of time appear to cross all data sets</li><li>-ongoing tensions across pupils between worries about going back to mainstream versus academic motivation</li></ul>
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Once a sense of the combined dataset was developed, I then began to generate codes. This involved identifying relevant data segments and labelling these with a few words or a comprehensive phrase, allowing me to capture codes which were meaningful to me and to the research question. Table 2 shows an example of initial codes that were generated in Sammy's transcript. I felt most comfortable with writing codes in the margins of the hard copies of the transcripts.

**Table 3.** Transcript of extract with initial codes

Extract (Sammy, wave 1)	Initial codes
<p>S: Erm, like when this was discussed, I didn't really mind to be honest because I always knew I was going to end up here at some point, so it was like, it did frustrate me a bit because of how long the process has took with my school and how I was getting mixed messages, like one teacher, like one person was telling me that I wouldn't even need to come here that I could go straight to another school but others teachers say I have to come here and I'd stay here, other teachers said that I wouldn't even be able to come here and that I would go to another alternative provision so I was really confused about the whole thing</p> <p>H: So, were you sort of trying to work out what was going on?</p> <p>Yer, because obviously it is a major thing especially as next year is my GCSE's, so it is a major thing in my education and my future so the fact I wasn't being told what was going to happen, like where I'm even going it really frustrated me</p>	<p>Destined for PRU</p> <p>Frustration over slow process</p> <p>Confusion about next educational placement</p> <p>MM a significant life event</p> <p>Lack of clear information</p>

Yardley (2008) proposes that the process of discussing emerging codes enhances validity in qualitative research. Therefore, at this point in the research process, discussion of emergent codes occurred with my supervisors who had read the transcripts. These discussions helped to ensure that all themes emerging in the data were captured by the codes, as well as reflecting on potential sub-themes or themes. These supervisory discussions made sure that the data made sense to other people as well as just me, while ensuring theme development was an iterative process.

Theme development (Phase 3)

This phase involved noting significant patterning in the data. The research question being studied helped me to determine relevance in terms of particular clusters of

patterned meaning. Codes were clustered or collapsed together into more meaningful patterns. During the process of theme development I worked to identify a 'central organising concept' (Braun et al. 2017 p.18), in which I was able to determine what the theme and pattern was about, through reflecting on the dominant meaning based-concept, for example 'respectful relationships with adults' which encompassed pupils' experiences whereby they felt adults had and had not been respectful. At this stage provisional thematic maps were drawn up (see Appendix M), in which code clusters were treated as theme possibilities. Within this process sub-themes and themes were moved about or removed considering their influence within the data and within the research question being considered, for example 'behaviour that adults expect' and 'perceptions of challenging behaviour' were collapsed into the overarching theme of 'conceptualisations of behaviour', as it was felt there was significant overlap between subthemes.

#### Reviewing and Defining Themes (Phases 4-5)

Once I developed my candidate themes (Braun et al. 2017), I spent time checking if the themes appeared to capture the meaning of the coded data segments, while remaining relevant to the 'central organising concept'. I then re-read each transcript again which allowed me to review if the themes worked across the dataset, making sure that a convincing story of the data was being told, in which the research question was addressed. At this stage the research question was tweaked slightly to become more open, helping to reflect the information shared by the pupils and adults.

I then defined and named my themes, ensuring 'clarity, cohesion, precision and quality' (Braun et al., 2017 p.22). To aid this task, I produced theme definitions, outlining a summary of the meaning of each theme (see Figure 6), while reflecting on the depth and detail of the theme. The theme definitions were brought to supervision to explore and discuss with two adults familiar with the data, considering how well these could be understood.

Figure 6. Example theme definition

### **The need for enabling environments**

A central theme which emerged from the data was the importance of creating an environment which enabled young people to engage positively with their education. Allowing for a level of flexibility, alongside providing ongoing support and encouragement were key contributors towards developing effective educational environments where pupils felt able to thrive.

### Producing the report (Phase 6)

This final phase involved planning out the write-up of the Findings chapter. Writing up the analysis involved weaving together narrative accounts and data extracts, which were presented in both illustrative and analytic form. Braun et al. (2017) propose that on write-up, illustrative extracts allow the narrative to remain comprehensible when the extract is removed, whereas analytic write-up requires the extract to be incorporated so that the argument presented by the researcher can be clearly followed.

### **3.9 Summary**

This chapter outlines the qualitative methodology used to produce the research. Semi structured interviews with five pupils and five adults made up the participant sample. Multiple interviews were completed with the pupils in order to capture their experiences of the managed move process over time. Having documented my approach to analysis in this chapter, the findings of the analysis will now be presented in the subsequent chapter. Chapter 4 details the outcome of the narrative thematic analysis of the young people's storied accounts, followed by the reflective thematic analysis that was completed on the pupil and adult data.

## **Chapter 4: Findings**

### **4.1 Introduction**

The following chapter addresses both research questions posed, in turn working to provide a holistic overview of understanding young people's experiences of a managed move. Firstly, the young people's narratives are presented in relation to research question one, 'How is the journey of a managed move experienced by young people?', setting out pupils' stories as they unfold. This is followed by the thematic analysis in which the second research question is addressed, exploring the features of a managed move impacting on young people's education, through the presentation of five themes.

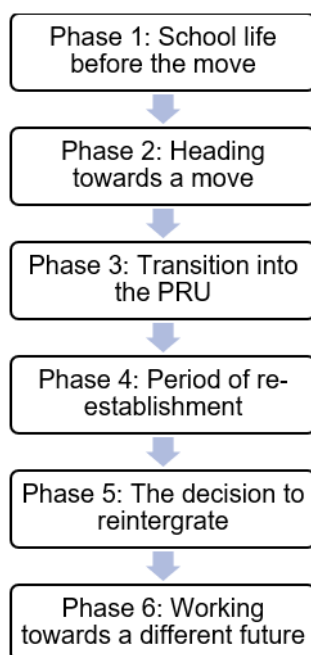
### **4.2 Findings for research question one: How is the journey of a managed move experienced by young people?**

The stories told enable the reader to understand pupils' journeys up to and through the managed move process. Five pupils were interviewed at multiple time points, enabling me to capture how their ideas and thoughts changed along with the process. To outline this, pupils' journeys were arranged into six partially overlapping phases, with the aim of capturing their stories as continually evolving narratives.

The analysis identified key areas of meaning across the pupils' narrative accounts, while also highlighting elements of each unique journey. Figure 7 presents the phases identified across the stories told, capturing how the moves were experienced over time. Though the phases are described separately, they are inextricably linked - for example a pupil may return to an additional 'transition' or reach back into a 'period of re-establishment' at any time during their ever-evolving journey.

Figure 7. The managed move phases





An exploration of each phase is presented below, considering the similarities and differences across pupils' experiences, which shared many commonalities, particularly within the earlier phases. The stories then diverge as the pupils continued along their managed move journeys.

#### **4.2 School life before the move**

Pupils' narratives began with discussions about their primary school experiences. Positive primary experiences were the dominant narrative present within all of the pupils' accounts, whereby sentimental and nostalgic stories of primary school were shared. The narratives surrounding this time in their lives created a sense that these educational experiences had perhaps been markedly different to the experiences that had unfolded since. Jordan talked about how he experienced a sadness when this time of his life came to an end:

*"I miss primary, it was good fun, the teachers were all really nice as well and I was good with everyone. I was sad leaving that place, it was like I didn't want to leave." T1.*

Carter and Malik also spoke favourably about the primary learning environment, expressing how they had felt supported and understood within this context:

*“I learnt quite a lot at primary, the learning was easier and the teachers, they interacted and helped us, like supported us with things like handwriting and maths, they kinda just got me”T1.*

*“The learning was appropriate for all kids, dependent on their ability to do the work, and for those that couldn’t do it they used to put you near those people.” T1.*

Additional teacher and peer support was recognised by the pupils as a contributing element to the success of their primary experiences.

The young people reported that this period in their life included a range of enjoyable experiences, creating a sense of personal growth. Pupils spoke fondly about residential trips and opportunities to take part in new activities. Michael explained that:

*“They used to take us swimming, and we did trips, we went to loads of different places and did residential trips also which were really fun... [xxx] we did things like zip lining and activities that took us out of the comfort zone.”T1.*

As pupils told me their stories, it was clear that primary school was a time that they reflected on positively, coupled with a sense of pride at some of their earlier achievements.

Despite this time being presented as relatively straightforward, Michael alluded to emerging divisions and disputes amongst peers:

*“Sometimes I felt like I had to choose between two sides. One boy had tension with another boy, and if you were friends with the other one, you’d be mistreated and that... so I had to like choose between them two which one, it was to do with popularity, but you’re young and you don’t really have that much control yet you see.” T1.*

While peer issues were touched upon by Michael, narratives also emerged regarding the increasing learning demands. However, this posed as only a minor challenge for

some pupils, with demands not being presented as overly problematic. Malik explained that:

*“The work did get a bit harder later on, it definitely did become a bit tricky and SATs were a bit hard, but really it was all pretty positive overall.” T1.*

While challenges were alluded to, these events did not appear to significantly disrupt the overwhelmingly positive narratives that permeated pupils’ primary school accounts.

Within the phase ‘school life before the move’ pupils spoke of their transition from primary to secondary school. Most pupils spoke about a manageable initial period within secondary school; however, a period of deterioration began to emerge within their narratives, in which Years 8 and 9 were often described as moving in a downhill direction.

Sammy documented a shift in response to her secondary environment, noting that it soon became a place that she experienced negatively, with the additional pressures and lack of consistency having a clear impact on her. She expressed feelings of confusion:

*“Secondary at first was alright, but then I just didn’t like it, it was like, it wasn’t that it was too much, but it was like there were too many expectations and especially within the school I went to it was very... teachers would have a different version the rules and you wouldn’t really know which of the rules to follow.” T1.*

A negative secondary environment was part of Carter’s story from the early stages, describing the context as difficult to navigate while also expressing disappointment about the lack of available support:

*‘In Year 7 and 8 it was about just coping... the teachers were so strict and it was difficult in the lessons, and I was supposed to have support because I was a bit angry when I was younger, so there was supposed to be anger management to help me but they didn’t put anything in place.’ T1.*

Carter appeared to feel let down by his secondary experiences, expressing a sense that he had quickly lost trust in the educational system that he had entered.

Within the narratives direct tensions with school were expressed, in which the majority of pupils talked about frequent encounters with exclusion rooms. The word 'unit' and 'exclusion room' were used interchangeably within pupils' accounts, suggesting a lack of distinction between the two. The use of these isolated spaces appeared to perpetuate the process of disengagement for these pupils. Jordan expressed a loss of rights within the exclusion room:

*"You're in there all day and you can't stand up or nothing, if you want to use the toilet it's only in your break or lunch... it's like a prison in there. It doesn't help, they don't help no one, you're just being forced to do work that some people just aren't bothered about". T1.*

While Malik explained that exclusion rooms could be partially reflective, he suggested the outcome of these initiatives depended on the views of the school, creating a sense of a power imbalance:

*"The exclusion room was somewhere you go to reflect on what you did and sometimes you would get a second chance but like only sometimes, if the school think you have changed or something." T1.*

These experiences of exclusion rooms appeared to be significant to the pupils in terms of how they were beginning to construct and perceive the school.

Within the phase 'school life before the move', peer tensions became central to some of the secondary school narratives. Michael spoke about peer conflict as something that began to dominate his experience of school. This appeared to be something which escalated to the point of impacting life outside of school:

*"...he made his own group and me and him have beef, so it just became more negative and there was loads of fights like me and my mates versus his mates, and since then it just went downhill, like fighting in and out of school." T1.*

Sammy also explained that she had been given a 'label' by those surrounding her, creating a sense that she had been unwillingly pulled into a negative social environment:

*"it just became really annoying and I had to worry more about the social setting and what was going on because everyone who knew you would like tend to label you." T1.*

While life before the move held both nostalgic and positive accounts, a pattern of disengagement began to emerge for all pupils when discussing secondary school. While for some this may have been more of an internal experience, emerging and ongoing problems were touched on by all pupils from the point of secondary school transition.

#### **4.3 Heading towards the move**

Most of the pupils documented the move as something that was expected although pupils often recalled a significant event which they attributed to the move. For some, this point appeared to be marked with feelings of anger directed towards school or self, but for others a more factual account of the events that took place was provided.

Malik identified a critical moment within his story, amongst a backdrop of disengagement:

*"I was going to do something to one of the pupils in the school and the teachers found out so they searched me and they found stuff on me, so then I was kicked out for two days and then I had a meeting and they said I had been kicked out and I wasn't coming back here". T1.*

Malik was clear about the moment when the school decided he was to move, explaining how being 'kicked out' had been linked to this particular incident.

For Sammy, the events were less distinct. The move was documented as a form of rejection from the school, based on a series of triggers leading up to the pivotal moment:

*"The main reason I got kicked out was because I had a fight, but it's really difficult to say that's why I got kicked out because the fight was not in school it*

*was nowhere near school, so it was more to do with they just thought it was better for me to move. It was one of the triggers, or the last trigger, [xxx] but I don't think that's an okay reason... they just wanted me gone, they definitely didn't want me, they didn't care." T1.*

Multiple factors played a role in Sammy's move, however she expressed ultimately it was due to the school's negative intentions.

In contrast, Michael talked through the attempts that the school had made to support him, attributing the reasons behind the move to that of his own actions:

*"It was a build-up of incidents, my reputation was also building up and there were lots of incidents, one of them serious - I hit a kid down the stairs, like pushed him down the stairs, and that's my fault. From their I knew I was going to be kicked out. I took my chances too early and it's my fault I got kicked out. I don't blame no-one; it's my fault. I can't blame no-one like Mr X; Mr X actually tried to help me and I've actually got love for that." T1.*

Michael does not direct the blame towards the school but holds himself entirely responsible for the sequence of events that unfolded. While a serious incident is acknowledged, the move is tangled up in a complex pattern of incidents.

While the majority of the narratives referenced increasing tension, Carter isolates his move to a singular disconnected incident, presenting this as an outlier to the rest of his narrative in which he was *'just a nice boy in secondary'*. He explains clearly that:

*"I got into a fight and was excluded for five days and then they just said I had to move". T1.*

#### **4.4 Transition into the PRU**

Pupils expressed differences in how they spoke about their experiences of the transition out of their mainstream school and into the PRU, as part of the agreed managed move process. Some talked about how this was a process involving a disagreement or dispute between their previous school, in which parents were included in their narratives, whilst others talked about this transition in a more neutral tone, documenting how the procedures unfolded.

Pupils often discussed their final school meeting and initial PRU induction meeting as part of the transition process. The formal letter signing process in which parents and pupils give consent to the managed move was documented, with two pupils referring to signing these papers as well as their parents. Pupils spoke about this event as a point at which the threat of permanent exclusion was used by schools. Carter expressed a sense that the school had already made up their mind within the initial meeting, allowing little space for any open discussion:

*“He just said I have two options, either permanent exclusion or this... it made me feel like I had no say in it. The head of the school and my Dad was in the room and my Dad was annoyed because he kept saying why has he only got these options, why can't he have an option to stay at the school. Then we were asked to sign something, as they just said there was no chance of me going back.” T1.*

Michael outlines his peripheral position, in which conversations occurred with his Dad so as to initiate the move process:

*“When the move happened the Head of Year and Head of Key Stage had a meeting with my Dad... I was outside... and they were talking about the fact they couldn't have me no more in the school, so they were moving me on.” T1.*

The initial move process was frustrating for Sammy, in which she felt the alternatives surrounding the move were meaningless, contributing to a sense of powerlessness:

*“I had no say in it whatsoever. We didn't really have any choices because like that whole appealing thing for an exclusion, I don't even know anyone that appealed and it worked, it's just there to make it look like a good system or something. So...there was no choice really, the school just decided what was going to happen and my Mum didn't know what was going on.” T1.*

Ongoing confusion about the process was experienced by the majority of pupils, and for one pupil, the concept of a managed move appeared to be misunderstood. At one-point Malik broke out of his narrative account to seek clarity:

*“I don't know what a managed move is, I just hear these things... can you tell me, what is it? I don't really get it to be honest.” T1.*

For some, the transition period also included a period of waiting in the exclusion room.

Malik talked about the sudden transition:

*“I was in the exclusion room before and then it just happened really, they snapped me from the exclusion room and then the next thing you know they had arranged for me to come here [the PRU].” T1.*

For Michael, this transition was not something that took place seamlessly. He appeared to experience the waiting as a source of frustration:

*“It was a bit all over the place because it wasn’t like they told me the date and that, we never knew. I was just kept in the exclusion room until I started here and for me it was like no point because I’m not learning nothing.” T1.*

Feelings towards the move were described at the point of the transition into the PRU. Malik explained that the reality of the situation hit him on his first visit:

*“We [Malik and mother] came to visit before the move happened and then I did feel like it was sad in a way because I had been at my other school my whole life.” T1.*

For Michael the point of transition appeared to allow him and his parents some clarity regarding the managed move process, suggesting the PRU held information that had not yet been shared:

*“They [parents] were just a bit confused but then after the first day that we came here and had a meeting it was all sorted.” T1.*

#### **4.5 A period of re-establishment**

Within this phase of the move, a new steadiness was apparent, whereby pupils sought to move on from their difficult experiences both prior to and surrounding the move itself. Within the narratives a sense of stability emerged, in which pupils identified personal and educational benefits.

For all of the pupils, they talked about the misconceptions of the PRU that they had previously been presented with. Sammy talked about how her previous school had



created a gloomy account of the PRU, which appeared to create additional feelings of mistrust:

*“They talk about the PRU like it’s this dark terrible place where bad things happen, and it’s just not true, like the school don’t know, they say to the students they come to visit here but they don’t, they haven’t come to see me here”. T1.*

Sammy expressed feelings of disappointment with her previous school, not just personally in their lack of follow up, but also to the students continuing to hear this message which appeared ill-founded.

Malik also expressed opposition to the preconceptions of the PRU held by others, talking through an example of a derogatory and personal remark he had encountered:

*“It’s not a bad school like people say, like a teacher in my old school once she told me I was going to end up in the bin, like the PRU here.” T2.*

The pupils talked through their current experiences and feelings within the PRU, reflecting on some of the benefits that had emerged since the point of transition, in terms of their own learning and behaviour. Jordan commented that:

*“I think it’s better here than something else, here the teachers actually help you out, like even with behaviour and that, the teachers here they are not rude to you or nothing and they explain it to you nicely, and that’s obviously what I like.” T1.*

For Carter the benefits of this period were also acknowledged, coupled with a sense that for him, this period was about enabling the move to progress forwards, without any setbacks:

*“Now I’m just going along with it, minding my own business and keeping my head down. It’s not too bad here, and you do get more support than in a normal mainstream school.” T1.*

Within the narratives the pupils appeared to quickly gauge both the ethos and expectations of their new provision. This created a sense of pupils adapting to their new surroundings from the point of transition into the PRU. Michael outlined how he

quickly became motivated to behave *'like a nerd'*, suggesting he felt it necessary to try:

*"In my first week here I absolutely smashed it, you had to be like full on good, I'm not lying you had to be like a nerd, sit like a nerd, do everything like a nerd, but that really helped me." T1.*

A sense of reengagement appeared within the narratives, coupled with a sense of relief at being at a new and more hopeful point in their journeys. Within this period pupils spoke about a personal shift that had taken place since the point of arrival. Sammy explained that personally she was feeling in a better place:

*"I'm a lot more positive than I was before and a lot calmer, like being here just makes me feel more at ease and like I don't have to worry about much." T1.*

Michael also talked positively about how coming to the PRU had initiated a process of change for him:

*"What's it called... like rehabilitation and trying to get better.... I used to hate maths but here I actually enjoy it. I understand it more and the teachers are more friendly." T1.*

While optimistic feelings were expressed at this stage in the move, for some, ongoing complications were acknowledged. For Jordan he referred to the reality of his own mood:

*"I am sometimes a really happy guy, dependent on my mood, but then sometimes dependent on my mood I'm still just a bit like down." T1.*

While positive, Sammy also reflected on some of the more practical challenges, such as the academic impact, describing how she was currently missing out on GCSE content, while also beginning entirely new subjects:

*"Maybe my actual academics will be affected like my grades won't be as high because I did miss out of on a lot of content and I am still missing out on a lot of content because they don't do my options here, so I had to pick up new ones." T1.*

#### 4.6 The decision to reintegrate

All pupils talked through their hopes for the next step of their journeys, outlining the thought processes accompanying this. For some, they had a clear preference for the path they wanted to take, whereas for others this decision appeared to bring with it a level of conflict or uncertainty. For some pupils their decisions remained constant, whereas for others, their decisions shifted, based on additional considerations. All pupils talked through this phase in the process with a sense that they had consulted with adults about their views and preferences. At times within their narratives the distinction between their own views, and the views of others became blurred.

For Carter, he had a clear sense of the route he wanted to go down and the actions required to reach the desired goal. Carter talked through the behavioural requirements almost in the form of a checklist, outlining the components that would allow him to 'get out'. Carter appeared focused on getting back into mainstream:

*"They have said just I'm going to have to be on time and punctual to lessons and just nice in general in order for me to get out and get a place in a school, and also to work hard in lessons. They have said it may be like five to eight weeks which is alright. I just hope I will get back into mainstream." T2.*

Malik expressed that while he was not yet certain, his decision was likely to be based on where he most enjoyed, probably the PRU:

*"They asked me in the meeting what I want to do about moving out and I just said I would see how it goes, but I want to stay here really, it's just really good." T1.*

For the other pupils, there was a sense of wanting to journey back into the mainstream system, contrasted with emerging considerations about how this would work in reality. For Sammy, the narrative surrounding her decision about going back to mainstream was dominated by grades, with reference to the aspects of this which could potentially pose a challenge to the transition ahead, creating a sense of uncertainty:

*"If I do get into another mainstream then I will either get back to my old options or continue with these ones or choose new ones and then I will have to catch*

*up on like two years of content in a couple of months...but hopefully I'd get accepted into a school that do similar options..." T1.*

Michael also outlined the importance of returning to mainstream to achieve greater academic results, while expressing feelings of sadness about the prospect of leaving the PRU, an environment he appeared fond of. This created an element of conflict in his narrative, but one in which academic success appeared to outweigh other considerations:

*"I don't want to leave because I like this school, everyone is friendly here, but I know I need to go because I want to get like good grades." T1.*

Pupils spoke about being included in the decision about the schools they would be moved into from the PRU. Practical considerations were acknowledged, alongside the influences of adults, which at times appeared to dominate.

Jordan selected his choice of schools based on elements that he valued as supportive or significant to enable his transition, including having people within his new setting that he already knew:

*"I have one mate that goes there and another at the other, so I will probably know someone and like it's just easy to get there from my house like I can take a bus, train or actually could probably walk." T1.*

For Michael the appeal of moving away from previous conflicts seemed to play a role in his decision-making process, with him reflecting on the opportunity of moving away from the areas filled with *'fighting'*:

*"People around this area are always fighting and in my old school area, but that school is a small one and it will be like positive influences." T1.*

Alongside this Michael acknowledged how the idea behind the potential new school originated from family members:

*"and they [family] were like that looks like a nice school do you want to go, and I was like yer I don't mind." T1.*

Pupils' relationship to their initial decision changed over time. For many, the decision was clarified when the outcomes or options of the move were presented to them by the PRU staff.

Malik talked through how his decision was finalised, having discussed his preferences openly with the key adults, alongside parental support. At this later stage in the narrative, Malik also touched on feelings of nostalgia regarding his old school, creating a sense of what had been lost, while also accepting that the PRU seemed to be his best option:

*"I had discussions with the Reintegration Officer, and we spoke about how I wanted to stay and then my Mum had to sign something to say I would stay until Year 11 and I explained I wanted to stay as I didn't want to go back to another mainstream... I would want to go back to my old school because it's like where I came from and where I made all my friends and memories." T2.*

For Carter and Michael, discussions with the Reintegration Officer confirmed their move back into a mainstream school which, in both cases, was their first school choice. The confirmation of this was described positively: *"everyone was so happy when we found out."*

Conversely, Sammy had changed her mind about the path of her managed move, explaining how she had realised that the PRU was the best option for her. Sammy talked through how a mainstream place had been offered to her, which was followed by space to think through her decision:

*"The reintegration lady spoke to me and was like I've gone to the board and there is a place for you at [new] school and so she said, 'have a think about it' and 'what you would like to do'". T2.*

Discussions followed with key adults to support Sammy in reaching a decision. Within the narrative a sense of apprehension emerged about the potential for recurring difficulties, which Sammy's mum had discussed with her:

*"I think my Mum felt a bit worried about me going back to a different school and was a bit worried that things would go back to the way they were before, or that something may happen again." T2.*

Sammy provided negative examples of pupils who had reintegrated back to mainstream, which appeared to contribute further to her shift in the decision to remain within the PRU, where Sammy outlined that she felt ‘*so much calmer*’:

*“At first I did want to go back, but then basically I know someone from my old school that came here and went back to a different school and she just didn’t like it, they didn’t give her any choice with her options [GCSEs] and basically she didn’t like it.” T2.*

Sammy appeared to have taken on board the views and experiences that had been shared with her about how mainstream might be if she were to return.

#### **4.7 Working towards a different future**

The pupils talked about the desire to remain on a positive trajectory, moving past previous negative experiences. For some, their circumstances appeared to have strengthened and shaped their future hopes. This phase was one that was filled with optimism, yet pupils also discussed some of the ongoing challenges that they continued to face. For one pupil in particular, while his narrative remained hopeful, he talked about the uncertainty and ongoing complexity that lay ahead.

For Carter, the narrative within his new school contained a sense of having overcome previous difficulties, to the point where he could reflect on the positives of his new situation. Carter talked about experiencing increased feelings of confidence and belief in his ability to succeed, describing the move as having ‘*worked out for the best*’. Carter also spoke about how there had been more support available within his new school, which had brought him benefits personally:

*“I’m learning more, and the teachers are open to helping you, it’s just like a better environment really overall... I do feel more confident in my abilities in class and it’s just like better, I feel better.” T2.*

Carter’s newfound confidence enabled him to talk about his aspirations for the future, which included discussions about potential career prospects based on his recent work experience. This appeared to give him a better sense of direction than expressed previously, and one in which he was hoping to ‘*get good GCSEs*’:

*"I think I may want to do that as a job in the future, it [work experience] was a really good experience and made me think like I would like to do that. You do have to get on to a course for it after finishing here so hopefully I will do okay."*

T3

Similarly, for Sammy and Malik, they talked about wanting to make the most of their current situations. Sammy explained how she was continuing to focus on her studies, without the additional pressures she experienced within mainstream:

*"Here [PRU] they don't make you feel like the exams are the end of the world, they talk through different options with you and think about back up plans, but there just isn't as much pressure." T3.*

Sammy explained her thought processes about career opportunities and work experience, appearing to develop a clearer perspective about the relevance and options available to her:

*"When I'm older I actually really want to be a psychologist actually, I would love to do forensic psychology and so I want to do it for GCSEs and A Level." T1*

*"You can work in a school or pharmacy or something [for work experience], like you can choose your options and I'm thinking maybe I could do mine in a pharmacy or something." T2*

*"I've actually applied to do work experience now at X and have applied specifically to the X bit of it, so that would be really good in terms of like the psychology thing." T3*

Malik also talked about how the opportunity to engage in more vocational opportunities had helped him to consider potential careers, outlining his increased enjoyment and engagement:

*"I'm still doing that course and feel like I am learning more and more now and it's getting better... I do that once a week and I'm hoping I will get my level 1 and then work as an apprentice or something, that would be a good option, I'd be happy with that... I could go to college but to be honest I just want to earn my own money rather than living off my Mum constantly." T2.*

Michael discussed the early phase of his transition positively, explaining how he had quickly developed respect for the school staff in his new school, and appeared to feel good about the school system surrounding him. Similarities could be drawn to his 'school life before the move'. Michael explained that:

*"My first impressions were all positive, the English teacher he's a very nice guy, but like at my school before they were all good yer, even my head of year before he was very good. On my first week here [new school] the Assistant Head like took me to all my lessons and showed me my timetable, and whenever she sees me now, she always asks how I am doing, they do have a great team here." T2.*

While positive about their future prospects, Malik and Sammy spoke about some of the ongoing challenges. These issues reoccurred throughout their narratives, mirroring some of the concerns expressed within the earlier phases of the move. Sammy discussed ongoing peer tensions and a reluctance to integrate socially:

*"It's still the same as when we met last time, some of the girls here [PRU] it's just how it was in my old school, they seem to feel threatened or something and some of them are just very bitchy, so I just keep out of it and just keep myself away, I just like mainly sit with the teachers and I just don't really care that much because I was kind of like quite set on not making any friends here." T3.*

Malik also spoke about continued challenges with academic engagement, outlining the up and down nature of his experiences:

*"The learning is just still a bit mixed and sometimes I just can't be bothered, like maths is getting harder now, I was doing good before but some days I just feel like I can't be bothered, especially after the weekends." T2.*

For Michael, his narrative contained tensions, whereby he discussed his best hopes, coupled with the conflicting reality of his current situation. Within his new school, a recent fight had appeared to unsettle his sense of self, coupled with the implications for his future:

*"In the future I want to be a CEO or in finance or something where I am working for a big company, I think a CEO because I have always felt like a leader, like*



*within groups I have always been the main one, or always felt like the main one, so it would be good to use that positively.” T1*

*“After that fight I prove my point, I’m just a PRU kid and I need to go back there. I guess whatever happens, happens... I just want to get my education and my GCSEs, but I know if I carry on like stuff in the last school like having beef and that then I am going to fail... it’s hard man.” T2*

Frustrations were expressed about the desire to move away from previous difficulties and stay removed from group conflict. Michael appeared to express this as a continuous battle and one in which he felt he was trapped:

*“It’s very hard to think of a way out of it, that’s why I try and stay more to myself but then it’s very hard, there is nowhere you can go, like the groups are all fighting each other and that group still have beef with loads of other people in the area, but just because I stopped... because I go to a mainstream, they are trying to like pull me back in innit.” T2.*

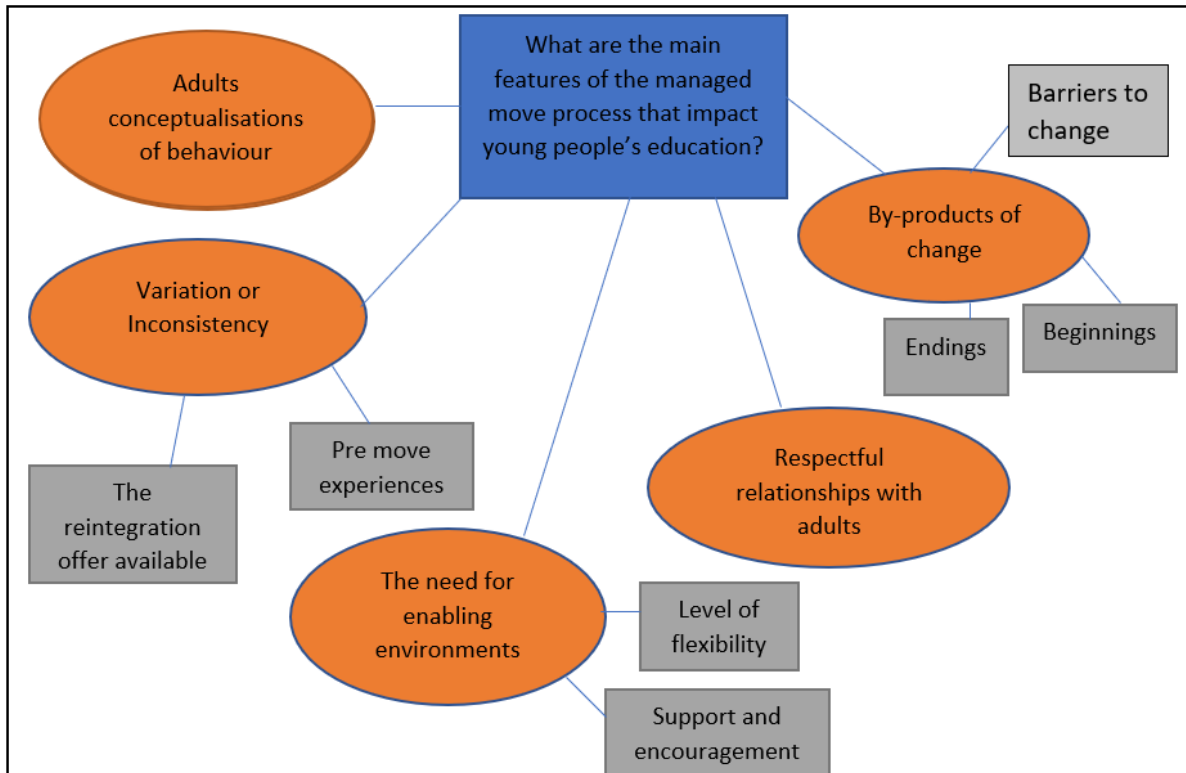
#### **4.8 Summary of findings from research question one**

The interview data in relation to understanding the first research question: ‘How is the journey of a managed move experienced by young people?’ has been presented. It provides an overview of six phases involved in their managed move experiences, while also capturing individual complexities. These findings outline the multiple transitions experienced by the young people throughout the managed move process, highlighting the adaptations required for each new learning context and relationship. Their narratives also highlight the temporality of their experiences, including shifts in decisions as well as continuities or tensions involved in the process over time. Further interpretation and discussion of these findings is presented in Chapter five.

#### 4.9 Findings from research question two: What are the main features of the managed move process that impact young people’s education?

The themes provide an overview of the main features drawn from the young people’s experiences of a managed move, while also combining the themes from the adult interviews. Adult interviews added an additional perspective which were found to add weight and depth to the managed move experiences in which the young people shared. Five key themes have been identified from the interviews: ‘Adults conceptualisations of behaviour’, ‘Variation or Inconsistency’, ‘The need for enabling environments’, ‘Respectful relationships with adults’ and ‘By-products of change’. These themes and their sub-themes are presented in the form of a thematic map (Figure 8). Each theme is then discussed in detail alongside illustrative quotes from the data.

Figure 8. Thematic map showing themes identified for research question two



## 5.0 Adults conceptualisations of behaviour

Over the course of the interviews conceptualisations of how pupils were expected to behave was discussed by both pupils and adults. Difficulties appeared to occur when behaviour did not conform to an unspoken definition of 'expected behaviour', resulting in a form of restriction being imposed, for example time in the inclusion room or limiting movement out of the PRU. Within the data it emerged that adults had clear expectations of how pupils should behave.

Jordan described ineffective behaviour systems that were used in an attempt to manage pupil behaviour. A frustration was expressed at the schools 'strict' adherence to 'petty' policies, with Jordan highlighting the limited impact of the use of their punitive approach:

*"It was a strict school and no one was allowed haircuts, like we weren't allowed any lines in our hair, they don't allow them, and so they would put me in an exclusion room for that and I was thinking why do you put me in an exclusion room for that... that's obviously why I got pissed off at stuff because it was a petty thing."*

It was perceived that a managed move would be recognised as the favoured option by schools in relation to being offered a new school place:

*"I just wanted the managed move option so at least I could get into another mainstream school."* (Sammy)

Similarly, staff within the PRU discussed schools' reluctance to take on pupils who had been excluded, suggesting their behaviour may continue to be unmanageable:

*"If they have been permanently excluded it's harder getting them back into school, it's a tough process because of what's happened."* (Induction Coordinator)

The importance of displaying behaviours in the PRU consistent with the behavioural expectations in mainstream also appeared to affect the likelihood of pupils moving out of the setting.

The Induction Coordinator highlighted how on arrival the behaviour expected of pupils during their time at the PRU is outlined and clarified:

*“I go through with them and I explain that if any of their behaviours, their behaviours for why they are with us, if they repeat any of that or if that continues here, we can’t recommend them to go into a new school. So, I explain those points in so many words, so they know what they are expected to do.”*

During the interviews, behaviour was referred to as a currency used to measure and determine the ‘type’ of school a pupil might be allowed to move back into, based on the PRUs assessment of a pupil:

*“Once I start working with them, and say that the school you go to depends on how well you do here [at the PRU], it involves a certain level of commitment, a bit of ambition to do well in your GCSEs, then we can recommend you to a top school.”* (Key worker)

Similarly, the Reintegration Officer discussed how observed behaviour was a key factor in influencing their decision about whether a pupil may or may not be deemed appropriate for reintegration:

*“I tend to make that decision with the SENCO... it’s really about what other people say and what goes on a day-to-day basis, and we get reports back each day about individual students and it can make it clear if a student would be a possibility... the things that would stop me doing it is if they have really poor attendance, if they are constantly getting into trouble here, if they are constantly arguing about not staying in the classroom... these sorts of things like poor behaviour.”*

Michael explained how he was aware that he needed to be ‘good enough’ to meet the behavioural criteria required to reintegrate:

*“I understand you have to be good... they have to monitor the behaviour if you are good enough to go to another school.”* (Michael)

Jordan also discussed that while he had been consulted about his preferences for next steps with moving on, ‘ultimately ‘they [the PRU] are going to decide though’.

## 5.1 Variation or inconsistency

Throughout the interviews the managed move process was described as taking on varying forms, resulting in a broad definition of how a managed move is approached or operationalised, especially regarding pre move or reintegration experiences. The interviews highlighted how the approach adopted was dependent on factors such as provision available or needs of the pupils. Whilst the level of variability appeared at times to bring with it a sense of personalisation, inconsistencies were also a source of confusion in relation to how well the process was understood.

### 5.1.1 Pre move experiences

The variation in information and approach adopted within the initial stages of the managed move process was discussed within the interviews.

One adult within the PRU referred to managed moves as a drastic solution to potentially change pupils' attitudes, or to provide a way out of a problematic situation, suggesting disparity in the reasons behind managed moves:

*“If things just break down then they need... sometimes they just need a shock, to realise that it's their behaviour and to realise oh actually I need to fix up... or getting themselves entrenched in things they just can't get out of. I've seen that a lot with students where they have got no idea how to remedy the things they have got themselves into.”* (Staff in PRU)

The SENCO acknowledged that sometimes, due to staff changes, the schools were not successfully providing clarity about the process, which could consequentially impact on parents:

*“If I'm honest, I don't think the school on the whole is really that clear and sometimes I think it's because the person at the school themselves isn't that clear... like the school may have a new behaviour lead and they don't understand the process themselves so then it's hard for them to let the parent know.”* (SENCO)

The Induction Coordinator also shared that, on arriving at the PRU, information about the length of the interim placement was often surprising for pupils:

*“The timescale is often wrong... they think they are going to come here for a couple of weeks and go straight back so we are always having that conversation of, you know it’s going to be at least six to eight weeks you’re going to be here, and they are quite shocked by that.”*

#### 5.1.2 The reintegration offer available

Pupils spoke about the process of reintegrating back to mainstream, with Carter explaining how he had been quickly transitioned into his new learning environment:

*“I had a meeting with like one of the senior management team to discuss it all and then I came here for a full day and just started to go straight in.”*

For Michael, the process began with assessment, followed by a transition into his classes, in which he highlighted his independence during this time:

*“Monday to Wednesday I was still doing tests and then Tuesday I slowly went to classes and on the Wednesday I went straight to classes, after that and I was on my own, but I wanted to be on my own...”*

The mainstream Head of Year spoke about how timetabling during reintegration was based on the individual, in which adjustments could be made based on pupil response:

*“It depends on the student and the case, we try to put them on a full timetable initially... but with some cases it’s a little bit more tricky, we may try them on a full timetable and if it doesn’t work we may try them on a reduced, or there have been some examples where they have started on a reduced... it just depends really on the individual child.”*

Similarly, staff within the PRU acknowledged that the reintegration process for a managed move was variable dependent on the type of school, as well as the individual, in which some schools requested additional advice and guidance from the PRU regarding reintegration:

*“Some schools have different provisions they can give students. For example, in one school they may go first through the inclusion centre to be admitted into the main building, how long or short that is, is generally up to the student, in some schools they don’t have that, so they just go straight into lessons. Most*

*schools are quite accommodating really and will be asking us should they be part time, full time, it's very individualised.” (Reintegration Officer)*

*“They could start on a part time timetable and you know the kind of nurture inclusion provision for pupils... it varies a lot between students.” (SENCO)*

The Reintegration Officer also discussed the PRUs limited capacity to provide ongoing support to pupils once reintegration had occurred, aside from a review meeting:

*“Once they are there I don't really have much to do with them, I will often go to a review at two to four weeks, so I will see the student again, but I don't go to the school to support them as there is only me and the SENCO so we don't really have the time to do that.”*

The potential for additional support was acknowledged under the premise of particular issues arising, with this partly being attributed to inconsistencies in approaches adopted by different schools:

*“We can offer kind of limited in class support sometimes when they first go in... we still take a role in sort of monitoring how they are getting on but we like the schools to come to us... they don't always, we try to encourage the schools to come to us and tell us when there are some blips so that we can intervene rather than let it escalate and escalate... [xxx] we do whatever we can to prevent the move failing so that could be more of the reintegration lead, or the key worker.” (SENCO)*

## **5.2 The need for enabling educational environments**

A central theme which emerged from the data was the importance of creating an environment which enabled pupils to engage positively with their education. Allowing for a level of flexibility, alongside providing ongoing support and encouragement, were key contributors towards developing effective educational environments where pupils felt able to thrive.

### 5.2.1 A level of flexibility

Within the PRU a more flexible approach to meeting the needs of the pupils was described, which appeared to alleviate some of the pressures that had been previously experienced within the mainstream context.

The Reintegration Officer shared how the reduced academic pressures allowed for a more flexible space for pupils:

*“It’s also a flexibility we are allowed here as well I feel, we don’t have the pressures of oh he has to get this grade and they have to get that grade.”*

Malik spoke about the opportunity to engage in more vocational courses, which would have been unavailable within his previous mainstream context:

*“I really like the course [bike maintenance] I just started it recently, you would never get to do this kind of stuff in a normal school.”*

In contrast, Malik described how he had previously felt an overwhelming sense of pressure within school, whereby his preferences had not been considered:

*“They were like pushing me and pushing me and like always made me sit at the front to do my work.”*

### 5.2.2 Support and encouragement

Providing additional support and encouragement also created a constructive educational context in which pupils felt empowered, leading to feelings of enhanced motivation and confidence. This was in contrast to a more limited support offer previously available.

Within the PRU it was discussed that additional consideration was often given to the educational and emotional support pupils required:

*“I think they do feel supported here and that’s why they like it you know the classes are smaller, they get emotionally supported as well as educationally.”*  
(SENCO)

The Key Worker expressed that the PRU was an environment appropriate for supporting pupils in managing particular personal challenges they may be facing:



*“Sometimes there is a lot going on in a child’s life... this kind of school can be a really good support at that time...” (Key worker)*

A lack of positive support and encouragement also appeared to play a significant role in the process of disengagement documented by pupils.

Pupils talked about how they experienced the mainstream secondary system negatively, with Sammy explaining how an overly critical approach had left her feeling demotivated:

*“I was always in the high sets when I was at secondary school so they’d always be like... when my class did bad in a test they would be like a lower set did better than you, they’d think that would motivate us but if you constantly say it, just doesn’t work. It wasn’t like constructive criticism it was like constant criticism.” (Sammy)*

Staff at the PRU talked about the increasingly stretched and under resourced mainstream system. The Reintegration Officer explained how financial pressures meant schools were becoming increasingly focused on pupil attainment rather than pastoral support:

*“They don’t have enough money so the thing that gets depleted is the learning support assistants or key workers or the pastoral support around students, because the core purpose of a school is to educate a student and get them GCSEs and that is what they are measured on so those kind of soft things quite often get removed before anything else I think.”*

These financial constraints impacted on school staff’s ability to perceive that suitable support was being provided:

*“It’s really hard in schools you know if you’ve got no funding to put in meaningful interventions.” (Mainstream Head of Year)*

### **5.3 Respectful relationships with adults**

During the interviews the nature of relationships established with adults both within schools and the PRU were discussed. Non-judgemental and trusting relationships featured significantly in the accounts of pupils and adults, with pupils reflecting on

occasions in which they had or had not experienced respectful relationships with adults.

Sammy described how the PRU placed value on the importance of developing a student teacher relationship, in comparison to the more hierarchical relationships previously experienced within mainstream:

*“I like the way the teachers try to build a relationship with you, like compared to in my previous school it was all about I’m the teacher, you’re the student and you have to listen to me regardless.”*

Michael shared how his Key Worker had taken on a protective role, in the form of a sibling type relationship, offering him reassurance on his arrival at the PRU:

*“My key worker... he said to me from the start, listen no one is going to hurt you, no one is going to touch you, like we are like brothers in this, and I was like... I’ve never had that before... where like a teacher and a student have that connection.”*

Malik discussed how his Key Worker continued to be invested in supporting him to think positively about his future path, which was impactful for him, as he explained it was the first time he felt someone had cared about this:

*“My key worker really cares about my future... he doesn’t want me to fail in my life. No one has ever told me that before.”*

Malik also spoke fondly about how the staff within the PRU displayed genuine care for the pupils, which he perceived as going beyond what was expected of them. This was very different to the previous experiences and messages that Malik had received:

*“The people here, they really care about you and they show interest in your life, they don’t get paid to care, they don’t have to care but they do, literally everyone cares about you... they all ask if you are okay and before no one cared, no one normally cares about you in life.”*

During interview, the Key Worker acknowledged the importance of making consistent time and space to check in with pupils, which he felt supported relationship development:

*“I try to allocate 6<sup>th</sup> period to meet all of my students, even if it’s just for ten minutes to sit down, have a chat, find out what they are happy with, what they are not happy with, any worries or concerns, so I do that on a daily basis... I think it gives me the upper hand in terms of building a better relationship with them.”*

It was also described how mainstream systems currently lacked the capacity or experience to build the required relationship with the young person, with insufficient time providing a barrier towards understanding presenting behaviour:

*“I think schools at the moment can’t handle that kind of behaviour, teachers are busy, the training given to them is just about teaching young people in classes... they haven’t be trained in dealing with anti-social behaviour and trouble in a child’s background, trouble in their family, they don’t normally deal with it first-hand.”* (Key Worker)

#### **5.4 By-products of change**

There was a resounding sense that the multiple changes pupils experienced during the managed move process led to significant implications regarding the impact of moving away from and into varying educational contexts.

##### **5.4.1 Endings**

Pupils provided mainly negative accounts of their experiences and associated feelings of moving out of their mainstream contexts, as part of the initial move process. However, for Michael he talked positively about the potential advantages of moving away from ongoing school conflicts:

*“I knew being here [previous school] was no good for my education because there was just loads of tension [xxx]. I’m more focused on who am I going to get next, like who to watch out for than like being focused on my science.”*

The varying reactions and experiences of change were described by the Reintegration Officer, who acknowledged the direct impact that the transition process could have on pupils:

*“The move out of school into the PRU can be really traumatic for some kids. I have done some things where I think it has been managed really well with parents but then other times I think they feel that they have been rejected and that they have been booted out by their family and that’s really hard for some kids I think.”*

Pupils talked about contradictory information provided during the proposed change in provision to the PRU, leading to feelings of confusion and a sense of uneasiness. ‘Mixed messages’ relating to the proposed changes were discussed by pupils:

*“The Head of the Year was saying I’d much rather you stayed here than ten other kids, he wanted me to stay and so I was all confused. It’s been confusing really and like I had mixed messages.”* (Callum)

*“The Deputy Head said that they are not going to send me to the PRU but then here I am so... I wanted to be transferred to another school. And so, you overthink it a lot and you start to worry about it, and worry can turn into other things. Cos it’s not just you, it’s your parents going through it as well, so then your parents get frustrated which makes you get frustrated all over again.”*  
(Sammy)

Pupils also spoke about how the change and uncertainty negatively affected their parents. The impact of pupils leaving their schools was described as something which was difficult for parents, especially when they had not been in favour of the managed move option:

*“My mum was sad because of the timing and stuff and she wanted me to stay, I wanted to stay but...”* (Malik)

*“My mum was obviously upset because she didn’t want me moving... she was worried about me.”* (Jordan)

Experiences of the PRU placement ending were also described, with the SENCO outlining the mixed emotions often associated:

*“I think some of them are really relieved to be leaving here because socially we are a pupil referral unit and socially it is quite difficult sometimes here erm... but*

*other times they are really sad to be leaving here because most of them have made really good relationships with the staff.”*

#### 5.4.2 Beginnings

Starting in the PRU was discussed by pupils and adults, as well as the change experienced when moving back into a new mainstream school, after a period of time in the PRU.

One of the significant transitions was the pupils' PRU placement, proposed as an interim provision before the opportunity of a new mainstream school was provided. The Induction Coordinator highlighted how this part of the managed move process was a fixed element:

*“All of the managed moves who are going back to school come through the PRU”.*

As part of the change in placement, the Induction Coordinator described how additional assessments are conducted on arrival at the PRU:

*“We have that initial meeting, and then I go through with assessing the student [xxx]. At the end of the week we sit down before the meeting for about ten minutes, the centre manager and myself, and go through the profile and raise the most relevant points and then in the meeting, he looks at the assessment scores.”*

Through the assessment process the SENCO explained how further information about pupils' needs may be 'found':

*“On induction it's been found that they do have a kind of need that may or may not have been you know told to us by the school or highlighted.”*

Unknown needs identified within the induction process appeared to be a potential delay for mainstream reintegration, with the suggestion that this was a particular challenge of the managed move process:

*“Sometimes we get students that come in on a managed move and then we discover that they have got SEN and then it can be an incredibly long process*

*for some of the students... that's the sticking point and the difficulty of the managed move system I think." (Reintegration Officer)*

When considering the readjustment to mainstream school, some of the subtle emotions involved were described by the Key Worker, likening this to that of a prisoner being released, providing an example of one pupil's consideration regarding managing longer breaks:

*"Like we only give a short break where a normal school has much longer. The student he was asking questions like what would I do with an hour break... it's kind of like when you go to prison, and you lose certain comforts in life then when you are given them back you don't know what to do with them."*

More noticeable impacts of beginning at a new school were outlined by pupils. The implications of having spent time in the PRU were described by Carter, whose move had taken longer than expected, resulting in a sense of having to 'catch up' with what he had lost:

*"It was long, I was there for like ten weeks in the end so then as soon as I came here I had to like catch up with loads of different stuff and then it put me back."*

Michael also expressed a sense of feeling overwhelmed by the noticeable gaps in his education within his new mainstream school, describing how this had resulted in him requesting a change in GCSE choice:

*"I chose geography because I put it for my GCSEs but then I got kicked out straight after I started it, so I didn't know nothing [xxx]. I went to the first class and I saw all the work they do, and I understood nothing."*

The mainstream Head of Year discussed similar experiences of managed move pupils struggling with the significant gaps and readjustments in their learning environments:

*"They might be put into a GCSE subject that they haven't even studied before, so a couple of Year 11s who came in this year the school they were in before they were doing different options and different subjects that we don't offer and these students aren't necessarily... they might find it hard to self-regulate and do work at home, so they then have these gaps in knowledge and they are*

*going into lessons where other students might know what is going on and they might not... I think that can be very hard... we had this one pupil where the move didn't work and he was saying to me 'I just hate being in a classroom, I've missed so much, I hate being in maths, I don't know anything, I like being in small rooms I like being in the PRU', and you know he couldn't deal with it all, all of the gaps in his knowledge and then going into a class of nearly thirty kids..."*

#### 5.4.3 Barriers to change

Wider external factors were acknowledged as a barrier to bringing about positive change for some students through the process of a managed move, with potential indicators for failed managed moves being highlighted:

*"The ones where it hasn't worked is because there are a lot of outside factors and things that are going on in their life outside, you know they may be involved in criminal activities, and it's really hard to combat some of these issues in schools... so those are the ones that haven't really worked out, where there has been serious issues outside of the school and we don't have the resources to manage..."* (Mainstream Head of Year)

Additionally, 'social difficulties' were discussed as limiting the impact of the managed move, although this did not appear to prevent additional change being trialled:

*"The ones that fail most of them we have been quite open with the school about yes they deserve a fresh start, but they have got a lot of social difficulties."*

The limitations in changing pupils' environments through the process of managed move was reflected on, considering how greater impact could be brought about through societal changes:

*"This is the biggest cause of why these managed moves are happening, it's because of society in general, and all of these pressures. So, until we sort out our society, I think the schools do what they can with the funding they have, but at the moment that's very limited."* (Mainstream Head of Year)

## **5.6 Summary of findings from research question two**

Five main themes were identified in relation to research question two, 'What are the main features of the managed move process that impact young people's education?', namely 'Adults conceptualisations of behaviour', 'Variation or inconsistency', 'The need for enabling environments', 'Respectful relationships with adults' and 'By-products of change'. Data taken from the pupil and adult interviews was presented, in relation to the five themes outlined. These findings outline the interacting system and process level factors involved in a managed move, considering how the additional complexities impact on young people's educational experiences. Further interpretation and discussions of these findings is presented in Chapter five.



## Chapter 5: Discussion

### 6.1 Introduction

There is a paucity of research that explores the experiences and processes involved in a managed move. This research aimed to address this shortfall by understanding pupils' experiences of a managed move as it changed over time, allowing for a new level of relational significance and contextual understanding to emerge. Five pupils, who recently joined the PRU as part of their managed move, were interviewed up to three times, enabling the process of their managed move to be captured. Five adults with varying roles in the managed move process were also interviewed, providing additional contextual information while also exploring different perspectives on the move process. The research questions to be addressed were:

1. How is the journey of a managed move experienced by young people?
2. What are the main features of the managed move process that impact young people's education?

This chapter explores how the findings outlined in Chapter four answer the research questions in the context of relevant literature. The findings are positioned within Bronfenbrenner's PPCT model, exploring how a managed move is influenced by personal characteristics, relationships with others, and the managed move context, as the process changes over time. The strengths and limitations of the present study are considered, alongside suggestions for future research. Implications for EPs, schools, LAs and policy makers conclude the chapter.

### 6.2 Research question one: How is the journey of a managed move experienced by young people?

Across each of the young people's journeys, there was a strong sense of change over time, in which the young people grappled with the upheaval experienced across their managed move. The findings within the study also reveal the range of outcomes associated with each journey, highlighting a lack of homogeneity in pupil characteristics, and subsequently the individual nature of their managed move experiences.

Within the pupils' accounts, their school experiences prior to their managed moves were described vividly. Pupils reflected positively on their primary experiences, which is consistent with Anderson et al., (2000) who highlighted how 'family' typifies a pupil's experience of the primary environment. The findings revealed a contrast in pupils' primary and secondary school experiences, outlining the difference in teaching style and approach, coupled with the increased pressures and expectations of secondary. Rogers (2015) highlights how the primary to secondary context brings with it immediate adaptations, conceptualised by Anderson et al., (2000) as 'institutional discontinuities' (p.326), encompassing a range of organisational and social adjustments. This research highlights how the navigation of these new systems played a significant role in the acceleration or initiation of pupils' disengagement, outlining how the cumulative effects at a meso-system level can jeopardise development across the chronosystem. The significant rise in exclusions for secondary compared to primary age pupils (DfE, 2019) highlights ongoing challenges in relation to the impact of context on pupils' behaviour, noted in this research as contributing towards the reasons pupils are put through a managed move.

Additionally, this research found that pupils had often experienced multiple encounters with exclusion rooms in their school life before the managed move, which appeared to be both traumatic and ineffectual, leading to perpetuated disengagement. This highlights how the environment in which a person is found will affect developmental changes (Bronfenbrenner, 1986), with patterns of seclusion in turn working to negatively influence behaviour in school. More recently there has been increased awareness regarding the behavioural approaches adopted by schools, including their use of internal exclusion practices, such as isolation booths, some of which have been heavily criticised (The Guardian, 2020). Pupils in the research spoke about their different experiences of alternative educational spaces, often implemented as a form of sanction, in which their potential to learn was noticeably restricted. Power and Taylor (2018) assert that the young people caught up in these practices are likely to be amongst the most vulnerable within society, and therefore depriving them of access to the full curriculum can be seen as another form of denial. These practices invariably seclude pupils deemed as 'challenging', placing their mental health at further risk (Scheuermann et al., 2016), while also posing a potential violation to their right to

education (UNRC,1989). These approaches are likely to be damaging to pupils; however, the lack of governmental guidance and scrutiny into these internal practices means that schools are unlikely to be deterred from using methods which remove 'undesirable young people using public space during school hours' (Barker et al., 2010), despite a lack of evidence, and as found in this study, effectiveness. These practices seek to work against the inclusion agenda, highlighting failures in relation to pupil presence within their mainstream contexts (Farrell, 2004).

As pupils headed towards their managed move, they described how they had been 'kicked out' of school, documenting how the move was imposed as a consequence of a one-off event, or an accumulation of behaviour incidents. While it has been outlined that there may be times when the implementation of consequences could be deemed necessary (DfE, 2019), for example in order to protect the safety of students or staff in the school, Kupchik et al., (2017) argue that punishments ultimately counteract efforts to promote positive behaviour, resulting in a disciplinary approach creating 'a "school-to-prison pipeline" whereby pupils are placed at an increased risk of future incarceration' (p.67). This study suggests that 'zero-tolerance' behavioural policies are creating school environments where pupils are being punished and ultimately pushed out (House of Commons Education Committee, 2018). These findings highlight the challenges involved in implementing effective school systems, where emerging issues are addressed early on. Power and Taylor, (2018) highlight that where policies punish rather than reward inclusion, schools will continue to be incentivised to find other ways of dealing with 'difficult students', such as managed moves. As an alternative, school cultures which are restorative in nature must be encouraged (Gonzalez, 2012), whereby ecological models of social reconstruction and reconciliation are fostered at a macro level, and the concept of acceptance is promoted, as highlighted within Farrell's (2004) inclusion model.

The phase of transitioning into the PRU brought feelings of confusion and discomfort for pupils. Within this study Malik spoke of his overpowering sense of sadness on leaving behind a school which he felt he had belonged to 'his whole life', highlighting the pertinence of the PRU transition. These findings are partially aligned with Hoyle (2016) and Muir (2013), who highlighted pupils' experiences of feeling rejected and

powerless on leaving their initial school. Additionally, Craig (2015) found that the two pupils interviewed within her study struggled to make sense of their managed move process. Bronfenbrenner and Morris (1998) outline how the quality of a transitional process will be based on the bidirectional interactions between the pupil and their environment. Within this study, the interactions between pupils and their environment were discordant, with the initial managed move transition significantly lacking the spirit of collaboration as espoused by Abdelnoor (2007), impacting negatively on pupils and parents involved in the proximal transition process. At this point in their journey pupil disorientation was evident, highlighting the need to prioritise collaborative well-planned transitions, in which all adults involved should be sensitive to the significant upheaval caused by a change in educational context as a result of a managed move.

Similarly, the significant lack of agency documented by the pupils is of concern. These findings highlight how schools are presented as the sole decision makers at the initial stage of the move, with little attempt to include the young people's views 'in the decisions that concern them' (UNRC, Article 12, 1989). Lundy (2007) highlights how the implementation of Article 12 is dependent on cooperation of adults, who may be reluctant to comply, due to potential concerns regarding how this may destabilise the school environment. In the context of the young people's journeys outlined in this research, there are frequent references to the theme of dominance in authority. Foucault (as cited in Foucault, 2019) highlights how systems are underpinned by structures of power, pointing out that 'civil society is a bluff and the social contract is a fairy tale' (p.47). Discourses relating to marginalisation are consistent in portraying groups of young people as 'shaped and constrained by social and economic structures that maintain and reproduce dominant power relations' (Fergusson, 2004,p.291). Whilst schools continue to work towards maintaining their position of power, the opportunity to display good pedagogical practice is missed, resulting in failure to facilitate positive transitions for marginalised pupils (Corrigan, 2014) and give pupils the ownership and respect they deserve (Hennessy, 1999). Action must be taken to ensure that schools are positioning pupils and their parents as central to their managed move process, allowing for space, voice, audience and influence (Lundy, 2007). The managed move process currently favours schools, which like exclusions, leaves pupils and their parents navigating an adversarial system that should be

supporting them (House of Commons Education Committee, 2018). Pupils should be meaningfully positioned at the centre of the move, and the LA must address the disconnection between policy and practice in ensuring that the rights of individual pupils and their parents are protected and promoted at all levels.

As part of the managed move process, this study explored pupils' experiences of the PRU, first presented to them as temporary provision. Pupils documented the negative preconceptions and stigma that they had been confronted with in relation to the PRU, with the findings highlighting how this PRU placement contradicted and exceeded pupil expectations. Pupils were overwhelmingly positive about their experiences at the PRU, outlining how this provided them with increased educational opportunities and in turn a hope for a better future. During this period of re-establishment, the positive relationships pupils built with staff supported their experience, with pupils also outlining the accessibility of support available to them within lessons, likely to minimise feelings of low academic competence (Thuen & Bru, 2009). These context properties appeared to positively moderate the proximal processes occurring within pupils' microsystems. For the majority of pupils, they spoke about how the ethos of the school had lifted their mood and incentivised them to re-engage with education. This highlighted outcomes of participation and achievement outlined by Farrell (2004), suggesting that within the PRU environment pupils felt accepted to participate, which supported a sense of learning and engagement. Michael and Frederickson (2013) found that when operationalised successfully, a PRU holds significant potential to bring about positive educational outcomes for young people.

While pupils provided positive accounts of their experiences at the PRU, tensions emerged in the narratives regarding how pupils viewed this placement and its impact on their decision to reintegrate to mainstream. While pupils reflected on positive shifts in their behaviour, in part attributed to the PRU environment, pupil competence appeared to be determined by the 'required' skills necessary for mainstream inclusion (Gillies, 2016). Pupils also raised implications regarding receiving an alternative education at the PRU, describing how this had narrowed the academic options available to them, in line with current literature (Thomson & Mills, 2018). It is well documented that the academic outcomes of APs continue to be significantly lower

than that of pupils in receipt of a mainstream education (DfE, 2020). Most pupils within this research shared the view that education was a vital steppingstone towards a viable future (Gillies, 2016). The widely held view that access to the labour market is determined by academic credentials meant that for some pupils, reintegration to mainstream was the goal. While Sammy entered the PRU sharing this same view, overtime her initial meritocratic values shifted, with the decision to reintegrate deemed more likely to inflict harm than good. Malik and Jordan too concluded their managed move placement at the PRU. Evidence outlines that a significant number of pupils remain at PRUs on a long term basis (ISOS, 2018; Peggie, 2006), despite the intention of offering short term respite. With PRUs more successfully removing barriers to learning and participation for pupils, mainstream contexts are being viewed as the least inclusive learning environments, in which quality education for all remains distant. The findings in this study suggest that PRU placements may be creating a dichotomous view of what mainstream and AP can offer, impacting on pupils' decision to reintegrate as part of their managed move. It seems that this perception may also permeate through to the schools and surrounding systems, whereby the responsibility to provide inclusive practices is not prioritised, with the onus for change being placed on the individual rather than on mainstream practices (Munn & Lloyd, 2005).

Parents and professionals held a significant role in the pupils' reintegration process. This involvement incorporated decisions regarding the viability of reintegration, as well as ongoing placement decisions. Pupils spoke about how they had taken on suggestions from families regarding appropriate ongoing provision, highlighting the powerful influence of families when making educational decisions. Hegna and Smette (2017) suggest that parental involvement in educational decisions may be a precondition for a young person's competence to make an autonomous decision. Pupils also highlighted how the Reintegration Officer provided them with clear options and time to think through their decisions, which enabled a sense of autonomy to emerge within pupils' accounts. As Foskett et al., (2008) assert, building strong relationships with students and connecting with their lived experiences is likely to have a great impact on their decision-making. It should also be noted that while parents were documented as playing a role in pupils decision-making process, at times these opinions appeared to complicate matters, threatening a sense of autonomy within

pupils' accounts. Negative and strong parental opinions have been found to result in young people experiencing a more difficult secondary school selection process (Hegna & Smette, 2017). While this research does not wish to question the adults' good intentions, it is important to recognise that as part of the managed move process, parents and professionals should work alongside each other to support pupils in making their own choices regarding their futures, founded on the advocacy of pupil's own values and preferences. Construction of choice is founded on autonomy, however 'finding one's own voice in the cacophony of others' can be hard' (Hegna & Smette, 2017). Pupils will otherwise continue to lack experience of being autonomous and self-choosing individuals, which in turn will impact on goals becoming part of their internalised self-concept, a process necessary for motivation in pursuing goals long-term (Mainwaring & Hallam, 2010).

Practical implications including proximity and social ties were also considered during 'the decision to reintegrate'. Brandtstädter and Rothermund (2002) outline that the consideration of proximity could be seen as a 'situational constraint' (p.139), in which people adjust their goals through assimilation and accommodation, given their situation constraints. Social factors held weight for some pupils when contemplating their decisions, whether that was the desire to return to old friends, or to be in an environment with some level of social familiarity. For Sammy, however, social connections appeared insignificant when deciding whether to stay at the PRU. Foskett et al. (2008) found that the influence of friendship affected boys' decisions more than girls, whilst peer pressure had a greater influence on girls. These findings promote the idea that decision-making processes are complex and interactive, influenced by a wide range of factors (Foskett & Hemsley-Brown, 2001).

In the final phase of the managed move process, pupils spoke about the positive associated outcomes of their experiences. For Carter, while he documented the move process to be in many ways problematic, his 'fresh start' had progressed positively within his new school. Both Michael and Carter expressed how they felt their new schools were providing them with the required support, creating a sense that they had felt genuinely welcomed and valued (Bagley, 2013). The inclusivity of the host school was deemed a critical factor in the success of a managed move by both Bagley (2013)

and Vincent et al. (2007). Some pupils highlighted how their move journeys had increased their vocational engagement and reduced their experience of academic pressure, outcomes not previously documented within the managed move literature. This promotes the importance of extracurricular activities being offered to motivate and engage young people, encouraging their enjoyment of the whole educational experience (Michael & Frederickson, 2013). Sammy expressed how being in the PRU had shifted her perceptions in relation to the necessity of having superior educational credentials. While this brought about outward benefits to her wellbeing, there is a delicate balance in relation to possible adverse effects in achieving her academic potential, as documented within much of literature critiquing PRUs (House of Commons Education Committee, 2018; Mainwaring & Hallam, 2010; Thomson & Mills, 2018). As Gillies (2016) argues, it may be that 'trapping young people in a system massively weighted against them compels them to accept dominant constructions that ultimately justify and neutralise their disadvantage' (p.162).

Despite this, all pupils within this research spoke of their hopes for successful futures, defined by the reward of gaining preferred employment. In contrast to this finding, Mainwaring & Hallam (2010) found that young people in PRUs were more likely to have negative possible selves and more negative perceptions of their future prospects. For some pupils, decisions relating to potential career paths developed alongside the managed move process, in part due to the increased relevance to their educational timelines (Foskett et al., 2008). Most pupils appeared to feel that they would be equipped to pursue their aspirations, with work experience playing a role in helping pupils to reflect on their future opportunities. For disengaged young people, White and Laczik (2016) found that work related learning programmes can be a powerful tool for re- engagement. For Malik, the motivation of gaining financial independence supported ongoing engagement in education, maintaining faith in the transformative power of education, even in the absence of any particular connection with, or suggested experience of success (Gillies, 2016). For Michael, while high aspirations were initially expressed, when faced with setbacks during his managed move, a sense of humiliation was indicated, perhaps relating to a perception of a potential inability to add value to himself through the means of education (Goffman, 1963). As Gillies (2016) outlines, individuals who believe society is essentially meritocratic are most vulnerable



to shame, with a lack of educational success often seen as a symbol of missed opportunity.

For some pupils, ongoing challenges were present within their accounts across the chronosystem, highlighting limits to the changes that managed moves can bring. This also signifies the importance of considering differing personal characteristics that individuals bring with them into their contexts, including temperaments and emotional development. Continued difficulties sustaining engagement with education were referenced within the final move phase, alongside ongoing peer tensions. For Sammy her story indirectly contained elements of loneliness, mixed up in the ongoing peer conflicts both pre and post move, highlighting her struggle to navigate peer relationships. These difficulties appeared hard to remedy, independent of context. Similarly, for Michael it was difficult to conceive the solution a managed move had provided. While he documented the positive aspects of his school environment, within his pre and post move accounts, this was insignificant compared with the ongoing realities of his peers trying to 'pull me back in'. As documented within desistance literature this bears similarities to the push and pull factors (internal and external to the gang) recognised as contributing towards an individual's motivation to leave a gang (Roman et al., 2017). Pupils require preventative and holistic support which equips them with the personal characteristics required to navigate the complex social playing field, highlighting how the role of social engagement in education should not be overlooked (Glass et al., 2006). When considering how pupils manage pre and post move, there appears to be a complex interplay between personal characteristics, proximal processes and context. For some pupils, their vulnerabilities may actually be exacerbated by their experience of a managed move (Craig, 2015).

The multifaceted outcomes associated with a managed move have been outlined, highlighting the differences involved in every pupil's managed move journey. These journeys included varying avenues in relation to their decisions surrounding reintegration as well as their experiences of multiple transitions. These findings assert the importance of context in a young person's experience of the managed move process, building on the previous implications outlined in the literature (Bagley, 2013; Chadwick, 2013; Craig, 2015; Hoyle, 2016; Muir, 2013). Features of a managed move

will now be explored, considering the process and interactions taking place across the chronosystem.

### **6.3 Research question two: What are the main features of the managed move process that impact young people's education?**

Pupils and adults spoke indirectly about labels that were attached to pupils' behaviour, outlining determinantal consequences associated with this. Similarly, McSherry (2003) suggests that schools' are reluctant to take on pupils displaying challenging behaviour, especially those labelled with social emotional behaviour difficulties. This raises questions regarding a system which classifies and holds prejudices against those deemed 'undesirable' (Parffrey, 1994), based on the perceptions and labels associated with behaviour. Social constructionism asserts that interactions are shaped by society's economic conditions, and the power relations in which we are embedded (Burr, 2003). Therefore, the ongoing narrative surrounding 'challenging behaviour' highlights how labels are imposed by institutions and social organisations, resulting in individuals finding themselves socially excluded. It is proposed that through promoting inclusion at all levels, the managed move fallout may be prevented.

Within this research, conceptualisations of 'expected mainstream' behaviour created a lack of awareness that pupils who have been 'excluded', or managed moved, are less likely to have the personal resources to cope with the complexity of their lives (Thomas, 2015). Barker et al. (2010) highlight how this particular function reflects the reformatory aspect of punitive institutions, whereby spaces of seclusion are created to produce "decent" (p.9) subjects, inevitably categorising behaviour positioned against racialised, classist and gendered biases (Gillies, 2016). Therefore, the perpetuating narrative that mainstream behaviours should be observed continues to place these pupils at a disadvantage. At odds with this, Mainwaring and Hallam (2010) speculate that by providing concrete 'positive expected' and 'negative to-be-avoided' future images, motivation may be provided for pupils through the means of a specific fear. They suggest that 'possible selves' personalise goals and connect current behaviours to future states. Making links between personal characteristics and their potential influence over behaviour could offer a way forward, under the premise that contexts provide additional support which successfully develops individual's positive selves.

Adults and pupils were of the opinion that behaviour was something that was both deliberate and within the control of the pupil. Previous research identified that almost 90% of secondary school teachers believe that disruptive behaviour is 'mostly' or 'totally' within the control of the young person (Nash et al., 2016). Within this research the idea of controllability often resulted in punishment, whether that was in the form of an exclusion room, the initial managed move or in the restriction of movement from the PRU. No consideration was given to the systemic or relational context of behaviour, and whether this had been adapted to suit individual needs. As Parffrey (1994) argues, this increases the propensity of an educational system to punish the victims of a system that fails to cater for them. The private troubles of individuals continue to be seen as having little connection to institutional practices or broader social and economic policy (Munn & Lloyd, 2005). This minimises the context of the macrosystem and its interaction with the individual's developmental life course (Bronfenbrenner & Morris, 1998).

Variation and inconsistency in the move process was documented. The processes surrounding the managed move and the accompanying information provided to pupils differed. A similar dilemma was previously outlined by Bagley (2013) who found that there was no agreed format regarding the content or quality of information passed between schools during a managed move. Understanding of timescales varied, with a guideline of six to eight weeks provided for the interim PRU placement. Interestingly, Chadwick (2013) previously highlighted that a managed move protocol outlining a potential 12-week AP placement could be viewed as insufficient time to establish any form of success. The benefits of having an impartial facilitator involved in the managed move process could provide families and parents with clarity and information, thereby helping to 'lift the load' (Abdelnoor, 2007). Based on these research findings, this role appears to be missing. Bagley and Hallam (2015) highlight that EPs hold the required credentials for this role, considering their interpersonal and psychological skill set, as well as knowledge on restorative justice approaches.

Adults within the study spoke of different approaches to reintegration, referencing how this was centred on the needs of the pupils. A system founded on person-centred approaches has long been advocated by the government (SEND COP, 2015). A needs-based system was highlighted within the research, with the suggestion that

additional support could be implemented as part of the move if required. Personalised models of reintegration were referenced within the study, although decisions relating to the process of reintegration were often based on the opinions and judgements of adults. Personalisation is strongly associated with the notion of choice (Hartley, 2008), suggesting a level of contradiction within these findings. The lack of precision surrounding reintegration processes also results in additional challenges when targeting critical analysis. While this study found that attempts to individualise the reintegration process are being made, Hartley (2008) argues that perhaps the continued process of customisation is not of such central importance as those promoting 'personalisation' may purport. In this research the proximal processes involved in reintegration were subject to interactive moderating effects between the pupil and their context, which appeared to hold more significance than any particular approach adopted.

Findings from the current research highlight the importance of creating enabling educational environments for all. Through reducing pressure and minimising constraints on pupils, an increased sense of engagement was achieved, illustrated through Wang and Peck's (2013) sequential engagement profiles. These findings correlate with a national shift, in which there is an increasing awareness of the need for broader definitions of educational success, aside from one which is exclusively attainment focused (Munn & Lloyd, 2005). It appears that changes are already being implemented in the form of a new Educational Inspection Framework (2019) whereby educational impact is to be judged on qualifications that allow pupils to go on to 'destinations that meet their interests, aspirations and the intention of their course of study' (p.10). This is in addition to the 'national tests and examinations that meet government expectations' (p.10). Macro-time focuses on these changing expectations and events in the larger society (Bronfenbrenner, 2005), with this research implicating that these shifts may promote positive developmental outcomes. It is hoped that broader performance indicators will support secondary schools to re-evaluate the relevance of available educational experiences while also matching this to pupil ability. However, within a climate of educational competitiveness, minor Ofsted amendments may be insignificant. Inclusion incorporates adaptation of policies and practices which seek to remove all barriers to learning, so that no learner is marginalised (Thomas,

2015). Further flexibility in the system will seek to engage the most vulnerable pupils, in turn working to minimise the need for managed move systems.

Similarly, supportive and encouraging environments were identified as promoting educational engagement. Consistent with previous literature, smaller class sizes and additional teacher support were recognised as indicators of increased engagement (Michael & Frederickson, 2013). It is proposed that smaller class sizes may provide opportunities for individualised teaching and promote the development of trusting relationships (Lehr & Lange, 2003). Teaching practices should enable students to connect to their positive academic selves, promoting academic motivation (Mainwaring & Hallam, 2010). Recognition of success was identified to promote engagement in this study, providing an example of a process factor with a positive moderating influence (Bronfenbrenner & Morris, 1998). If schools were both resourced and enabled to create spaces to listen to troubled and troublesome pupils, it is likely that they would be able to sustain some of these young people in mainstream, in turn benefitting the wider school community (Munn & Lloyd, 2005). While PRUs perceive that their survival may then be placed under threat (McLoughlin, 2010), this study implicates that reallocating behaviour and outreach support to mainstream schools could help to promote good practice, creating a more inclusive system set up to educate all.

The current study highlights the importance of pupils experiencing respectful relationships with adults. Pupils spoke at length about their new experience of relationships gained through the managed move process. This shares similarities with the finding by Harris et al (2006) detailing that pupils focus on a 'fresh start' was intrinsically linked to their experience of new relationships and being treated with consideration. Dominant within the pupils' accounts was a history of negative relationships, contributing towards pupils' internal working models (Bowlby, 1982). Pupils spoke of how adults at the PRU made them feel like they mattered, supporting a process of internalisation and a promotion of overall engagement. For many of the pupils, these new relationships restored trust in the education system, providing them with building blocks for a better future (Lerner & Steinberg, 2004). This research reemphasises the finding that high quality teacher student relationships play a significant role in student engagement (Quin, 2017). As outlined within the self-

determination theory, relationships with adults are viewed as crucial in promoting social contexts which are responsive to basic psychological needs in which active, assimilative and integrated natures can grow. Proximal processes between pupils and staff within the microsystem are important in ensuring pupils can thrive so as to develop a positive view of themselves, working towards achieving all four conditions to positive inclusion outcomes as ascribed by Farrell (2004). Evidence based interventions such as Video Interactive Guidance (Kennedy, 2011), endorse the development of empathetic, attuned, high-quality relationships.

Repercussions of the endings associated with the managed move process were reflected on in the interviews. Strong emotions and feelings of rejection were referenced when considering the ending of initial mainstream placements, in which pupils documented this to also be stressful for their parents. Bagley (2013) identified comparable responses when interviewing parents about their experiences of the process. These experiences can be likened to that of pupils and parents emotional reactions to a school exclusion (Hodge & Wolstenholme, 2016). Social rejection is commonly associated with the experience of having one's feelings hurt, with these feelings largely defined by a negative mood (Leary & Springer, 2000). Feelings of numbness and acceptance were also documented in the multiple endings involved in the process, suggesting differences in individuals' responses to the managed move process. This promotes the centrality of individual characteristics and their impact on the direction of proximal processes.

As a result of the change in provision, unidentified needs were referenced as being uncovered at the PRU, as part of the managed move process. This finding is concerning given that challenging behaviour can often be due to a communication of an unmet need (Timpson et al., 2019), coupled with the requirement on schools to identify and implement 'reasonable adjustments' to ensure they meet the needs of pupils with SEN (SEND COP, 2015). Given that pupils with SEN are at significantly higher risk of exclusion, these pupils also appear more likely to experience a managed move, bringing with it disadvantages. As the IRP and the role of the SEN expert do not exist within the managed move process, this suggests that managed moves may actually diminish rights of parents and pupils.

Significant concerns regarding the practicalities of reintegrating out of the PRU were acknowledged in this study, with the disadvantages of an additional interim placement being outlined in the findings. This aligns with a wider consideration about the challenges of reintegrating pupils at such a crucial time in their education, namely in Key Stage 4. Thomson and Mills (2018) found that APs commonly expect Key Stage 4 pupils to remain in AP once referred, raising questions about the feasibility of reintegration when a managed move is proposed for pupils in Years 10 and 11. The disruption of the reintegration at such an important time in pupils' education causes further upheaval, highlighting the significance of the time element of the PPCT model (Tudge et al., 2009). This provides a new lens in which to consider whether an additional educational transition in the form of a managed move should be implemented, reflecting on how this may shape an individual's life course.

Within this research references were made to the limitations of the managed move process in bringing about change, as for many pupils, difficulties were too entrenched to be resolved through a change in educational placement. For those at risk of disengagement, additional transitions are likely to pose a significant challenge (Rogers, 2015). Thomson and Mills (2018) found that one of the most common reasons preventing effective reintegration was pupils facing the same issues in mainstream that they struggled with when originally referred to AP. Roberts (2015) argues that there is a need for a 'change in values' within society to effectively support vulnerable pupils and at-risk families earlier on. The findings from the current study add to the limited research on barriers to reintegration and raise new questions about the potential of managed moves to bring about change, in light of their clear contradiction with the inclusion agenda. Making real change is complex and questions about success indicators must be considered (Roberts, 2015), especially when reflecting on the significant upheaval and complexity that comes with a managed move. Ecologies are multifaceted and the longevity and value of a new placement should be interpreted cautiously in relation to pertaining that managed moves are an effective intervention. Better indicators of real change may be the humanitarian ideals of society in which the rights to education for the most vulnerable and disadvantaged are enhanced.

#### **6.4 Summary of discussion and key contributions to knowledge**

The findings of the present study address the lack of available research into how young people experience the process of a managed move, providing valuable and unique insights into how the process unfolds from the point of transition into the PRU and beyond. Additionally, this research provides examples of the range of outcomes associated with a managed move, and the ways in which pupils navigate and make decisions about returning to mainstream, which has significant implications regarding their ongoing experiences of education at such a critical time in their lives.

Multiple interviews with pupils allowed for the complex process of a managed move to be captured and better understood, considering the changeable nature of their experiences across the chronosystem. The challenges involved in moving pupils from their original mainstream schools to face and overcome additional transitions has been highlighted. For some pupils, the task of transitioning back into a new mainstream school became unattractive and overwhelming. For others, their preference of returning to mainstream prevailed, bringing with it additional or unforeseen obstacles in relation to the academic pressures and reoccurring peer group conflicts. This suggests that while the premise of a 'fresh start' may be founded on good intentions, changing a pupil's educational context may inadvertently avoid meaningful change, highlighting how managed moves can perpetuate 'educational homeostasis' (Lumby, 2012). Interviewing pupils while undergoing their managed move has provided data that truly captures the process, including pupils' feelings and experiences of change, along with insights into decisions made along the way. The managed move population cannot be regarded as a homogenous group and this must be acknowledged when a managed move is being proposed.

While this research brings the use of managed moves into question, the findings also highlight that, in some cases, managed moves may not be entirely ill-founded in their potential to provide a positive alternative to an exclusion. For Carter, the fresh start within his new mainstream school appeared to bring with it accompanying benefits including a positive sense of identity and increased motivation as a learner. While he experienced delays with his move, overall he appeared to reflect on his move positively. In his case, his move was posited as an outlier, unlike the pattern of building



conflict and tension documented by the other young people. Parsons (2009) proposes managed moves be used in one-off incidents, with persistent disruptive behaviour being better managed through schools providing additional support and adjustments. Similarly, Abdelnoor (2007) highlights that it is best to initiate a managed move at the beginning of a slippery slope and not the end. While speculative, findings from this study provide some initial evidence to suggest that with regards to a one-off incident, a managed move may provide a favourable alternative to an exclusion. Due to the unique design of this study, an attempt to provide potential causal links based on the cumulation of pupils' experiences in relation to their proximal processes has been made.

Findings also suggests that if managed moves are to improve school cultures, for example by promoting collaboration and rebalancing power, then there is still work to be done in the way that managed moves are being embedded. The imposed threat of permanent exclusion was identified in the current study, implying that in some cases schools are not adhering to statutory guidance. The lack of collaboration between pupils, parents and schools was apparent within the pupils' accounts. Pupils also expressed confusion and a lack of understanding about managed moves. These findings are a cause for concern, especially as there is no data currently being collected nationally about the number of, and use, of managed moves amongst LAs. This also raises questions about the potential reduction in benefits that a managed move may provide, in which there is no option for an IRP to ensure that a decision to uphold an exclusion has taken into consideration the interests and circumstances of not just the schools, but the pupils as well (DfE, 2019a). The implications of this study should be considered alongside recent governmental advice that new guidelines on the use of managed moves should be issued regarding how managed moves should be used and conducted (Timpson et al., 2019).

#### 6.4.2 Methodological reflections

The inherent flexibility of the narrative thematic approach adopted in this study allowed for rich accounts of pupils' stories to be told, collected and structured. The different analytic tools used in this research enabled me to consider the content of the pupils' stories told over time, shedding light on the complexity of their managed move

experiences. The process of storying the narratives enabled me to build up a picture of the young people's journeys, making links with their earlier experiences and the outcomes of their managed moves.

The life journey tool also supported pupils in talking through their managed move in an inclusive and person-centred way. Pupils responded positively to this visual tool, which allowed them to shape the discussion in a way in which they felt comfortable. This also enabled pupils to continually share and add to their life journey over the course of the interview process. Pupils spoke positively about the interviews, explaining that *'it's been nice to talk it all through'*, suggesting that the interview approach may have aided pupils personal sense-making over time (Riessman, 2008). It is also the case that, despite my best intentions, I was viewed in a position of 'authority'. The feedback received showed that pupils felt involved, valued and heard, suggesting that there is potential for adults in authority to be viewed positively (Harris et al., 2006). This reinforces the message about the importance of respectful adult student relationships, permeating all of the young people's narratives.

### **6.5 Limitations of the current study**

The lack of pilot study was one of the limitations of the current study, although each interview was personalised to suit the individual and the developing interviewee interviewer relationship. As each interview aimed to explore individual experiences, the interview schedule was not rigorously adhered to, which I felt was necessary for the pupil to feel comfortable. As Robson (2002) outlines, at times it can be impossible to carry out a formal pilot interview, suggesting flexibility in conducting formal interviews while also learning on the job. Due to the lack of pilot, the PCP questions were also not trialled in advance. This meant that during the interview pupils responded to these with varying levels of success, with some pupils finding it challenging to identify and label themselves with specific descriptive words. The use of cards with words or pictures on may have facilitated this activity further, as well as the use of a visual scale. It should be noted however that the responses to the PCP questions were changeable across pupils, with some accessing these questions with ease, which enabled me to gain further insight into their construction of the world around them.

The importance of the context of a managed move has been previously highlighted within the literature (Bagley, 2013) and therefore exploring pupils' experiences over time within a specific LA context was deemed appropriate. The implication of this is that the findings cannot be truly generalised beyond the context of the LA, with managed moves being operationalised in varying ways nationally (OCC, 2012). Nevertheless, some of the experiences reported have been partially evidenced in research in different parts of the country (Bagley, 2013, Muir, 2015), increasing confidence in the findings. Yin (2012) also proposes that analytic generalisations may be tentatively made in order to relate some findings to similar contexts.

It should also be considered that the purposive sample may only have consisted of pupils who engaged well with staff within the PRU, in turn impacting on their managed move experience. While consideration was given to gaining fully informed consent (see Chapter 3), the research inevitably involved approaching adults within the PRU to grant or withhold access to the pupils, in which the adults can be seen as gatekeepers. This means that adult consent was obtained before the pupils agreed for themselves to take part in this research, highlighting the enduring protectionist model of children and young people over a citizen-with-rights model (Murray, 2005). The selection of the sample may well have included pupils with additional protective factors, however by engaging with pupils early in the process the risk of potential bias is less than selecting solely successful managed move participants (Bagley, 2013, Flitcroft & Kelly, 2016; Hoyle, 2016).

These young people are a particularly hard-to-reach group, based not only on the vulnerabilities of pupils who attend PRUs (Gill et al., 2017), but also inherent in the nature of being moved and the ongoing challenges experienced in relation to pupil engagement and attendance at PRUs. While it was not possible to capture all three time points for every pupil due to their personal circumstances, accessing the voices and stories of a population undergoing a managed move was achieved, while also highlighting the ever-changing circumstances and situations that these young people can find themselves in at any one time.

Within this study, common aspects of pupils' managed move experiences were drawn upon, ultimately compromising the individuality of each pupil's journey. I worked to

ensure that significant moments of pupils' stories were shared, without compromising confidentiality or anonymity, which was at the forefront of all decisions made during write-up. It is also noted that through a process of analysis and interpretation, a level of adaptation is always involved, especially inherent in how narrative thematic approaches are conceptualised. In line with my social constructionist perspective, the subjective nature of the presentation of stories is in this case something to be celebrated.

Finally, it is important to acknowledge that, while I worked to build rapport with the pupils throughout the interviews, this may have altered their overall experience of the managed move process. These pupils may have had more opportunity to express their views than many of the other marginalised pupils going through this process (Craig, 2015), including those regarded as less amenable to the research process due to ethical considerations, and therefore it should be recognised that this may have intersected with their experience. While this was not deemed to be detrimental by pupils, staff or myself, it is important to keep in mind that their experiences may be different to those of pupils who have had less opportunity to have their views heard.

## **6.6 Future research**

Whilst the present study aimed to interview pupils over time, due to the time constraints of the DEdPsy course, a longer-term follow-up did not occur, whereby transition to post-16 education or training could have been considered. Future research should follow managed move pupils through to their next significant transition, capturing those that manage to successfully overcome or achieve despite a change in educational provision caused by a managed move. Quantifiable measures of long term-outcomes could be captured, such as future employment or education destinations, alongside pupils' perceptions. This would utilise a mixed method approach to further understand the impact of managed move practices. Managed move outcomes should be tracked and analysed, so that pupils' long-term pathways can be compared to those of pupils who have experienced an exclusion, building on the time element of the PPCT model.

A more robust evidence base is also required that investigates when managed moves should not be considered an appropriate intervention for schools, based on exploration of pupils who have experienced a failed managed move.

Regarding the sample selected for the research, parents were not included in this research design. This was due to the existence of previous research including the views of parents (Bagley, 2013), while taking into consideration how this may have impacted on my interactions and relationship with the pupils over time if information had also been gathered from their parents. Therefore, while in this research pupils' experiences of the managed move process were prioritised, it would be insightful to further understand how parents experience the managed move process, from the point a managed move is initiated.

Similarly, in light of the research design used, a pilot study would have aided greater understanding in relation to how the questions were experienced and perceived by the young people, in which input from a pilot may have supported me in exploring unexpected and unknown avenues. Future research may wish to adopt a participatory research approach, in which the young people could be involved in the design and implementation of the research project, working in collaboration with the researcher, given sufficient time is provided and planned for from the outset. Through adopting a participatory approach, it is hoped that a greater diversity of voices in the managed move process may be captured, in which power imbalances would be further readdressed through engaging and encouraging pupils to play a proactive and equal role within the research project from the outset, in turn reducing the influence of gatekeepers. Similarly, through engaging pupils with the development of the research project, attrition rates may be increased.

A case study design may pose as an alternative methodology to explore pupils' experiences of the managed move process, in which comparisons could be drawn between individuals, their characteristics and their managed move experiences. As my research took place in the one LA Key Stage 4 PRU, a narrative thematic approach was deemed more appropriate in capturing aspects of pupils' individuals journeys, while protecting the anonymity of pupils. However future research may wish to use multiple research sites and multiple LAs for-pupil selection, whereby a case study analysis could provide valuable and unique insights into the interaction between individuals and their managed moves.

## **6.7 Implications for Educational Psychology practice**

EPs are placed within the systems which surround young people and their managed move, and therefore implications will be considered alongside the PPCT model. Process and person are considered together as a result of personal characteristics occurring within a reciprocal relationship, interacting to become a proximal process. The broader context also impacts on the experiences of the managed move and will be considered. Finally, time is considered through acknowledging how the pupil's context changes over the course of the managed move process.

### **6.7.1 Process and person**

In order to prevent the multiple additional changes to pupils' educational contexts, EPs should prioritise their role in working with the vulnerable groups at risk of a managed move. As acknowledged within the pupil profiles, risk factors included experiencing time in an exclusion room and previous fixed term exclusions. Within this study, males were also more significantly represented in undergoing the managed move process. EPs are being promoted as a key therapeutic resource for pupils (MacKay, 2007), with their training incorporating practices such as cognitive behavioural approaches which aim to support pupils in reflecting on environmental triggers, managing their emotional responses and developing adaptive coping strategies. These practices may help to avoid the process of disengagement documented by the pupils within this research, providing the additional support which pupils and adults described to be lacking within the mainstream system. Pupils in the current study also emphasised the significance of relationships which were respectful. EPs should support the development of these relationships from an early stage, potentially preventing the upheaval of the managed move process. Across the country, EPs are delivering Video Interactive Guidance (VIG) to build capacity in schools, supporting staff and pupils to build effective relationships, evidenced to promote student engagement and wellbeing (Quinn, 2017). EPs are also using Video Enhanced Reflective Practice (VERP) to support schools in developing a reflective function, with a focus on analysing the quality of teacher interactions and skills via the means of video feedback (Fukkink et al., 2011). This may strengthen teaching approaches which are supportive and encouraging of pupils, creating features of the enabling educational contexts outlined in this research. EPs are well placed to deliver these interventions due to their unique positioning at the

intersection between mental health and education (Atkinson et al., 2013; MacKay, 2007; Squires & Dunsmuir, 2011).

Pupils experienced distress and confusion throughout the process, while also outlining the impact of the managed move on their parents. EPs are well placed to adopt an advisory role in supporting pupils undergoing the managed move process. As Bagley and Hallam (2015) suggest, EPs can support pupils and families through a managed move, as they work across systems and understand the psychological impact that these experiences can have. Schools should be encouraged to consult with and seek advice from their EP in relation to considering whether a managed move may be in the best interests of the young person. If the move is agreed in collaboration, EPs can offer impartial advice in relation to how a managed move may be best explained and enacted, for example promoting good practice in relation to the support required before, during and after the move.

EPs must promote the views and wishes of pupils, which throughout the young people's journeys were often superseded by the views of adults. EPs can encourage PRUs to utilise person-centred planning approaches, considering outcomes which are focused on a successful transition into a pupils new school and beyond into adulthood (Cullen & Monroe, 2010; Michael & Frederickson, 2013). EPs should work with the pupil and the PRU to devise tailor-made interventions which are designed to provide the best opportunity for pupils to experience positive developmental change as a result of a PRU placement, instead of exacerbating pupil vulnerabilities such as pupil loneliness. The need to personalise the managed move process is further highlighted by the lack of homogeneity of pupil characteristics captured within this study.

Lack of consistent transition support was also highlighted in the findings. EPs can apply psychology to enable successful reintegration (Corrigan, 2014), working to promote positive proximal processes which place value on the person and the context in which they will be reintegrating. EPs could also use VIG to promote the emergence of positive relationships at the point of transition into a new mainstream provision, using this approach proactively and consistently within the move process, instead of solely at times of difficulty, as found within this research.

### 6.7.2 Context

Non-blaming environments should be fostered in schools, seeking to prevent the removal of pupils from their mainstream contexts, which continues to be used as a punishment. EPs could work to support schools in implementing Restorative Justice practices, whereby socially responsible actions and responses are viewed as being best learned in a relationship culture in which individuals are respected and well-integrated into the network of the school (Morrison & Ahmed, 2006), encouraging more positive developmental pathways. Restorative practices rebuild relationships and repair harm (Macready, 2009), promoting alternative ways of resolving conflict, instead of the managed move proposal. EPs are also well positioned to support schools in implementing whole school approaches, as well utilising their skills to review and evaluate effectiveness (McCluskey et al., 2008).

The pupils within this study highlight the significance of respectful relationships across all levels of the school system. EPs should disseminate the evidence base and promote an understanding of relevant psychological principles underpinning containment, in turn promoting pupils' sense of belonging and engagement at a whole school level.

Against a continually evolving EP context, combined with a backdrop of government cuts, EP services must reach more widely into the LA, developing commissions from key decision makers and stakeholders, working to apply and 'sell' psychology at all levels. This would enable EPs to work in collaboration across the varying teams and panels who continue to develop managed move protocols, using research and evidence-based practice to achieve better outcomes for these pupils, while also promoting a meta perspective which considers pupil development over time. Using their skills, it is hoped that systems can be facilitated to develop more effective home school partnerships, in turn working to prevent the occurrence of managed moves. EP training courses must ensure that they develop EPs equipped to work in this way, striving for a workforce of EPs who promote inclusion at individual, group and organisational levels. The onus remains on both EP services and LAs to ensure that preventative work is ring-fenced, prioritised and accessible across contexts.



### 6.7.3 Time

EPs identify themselves as preventative practitioners, working to apply psychology to enact change for the benefit of children and young people (Fallon et al., 2010), improving their outcomes across the chronosystem. EPs are recognised for having a valuable role to play in the promotion of inclusion across the school system, for example supporting teachers and staff to develop effective individual programmes of work, through adapting the style of support offered, or considering curriculum adaptation. This research highlights gaps in the application of preventative school approaches. EPs must work with schools to encourage interactionist and systemic viewpoints, where emerging problems change from being viewed within the person to something that happens over time between people and within contexts (Wagner, 2000), enabling paradigms and possibilities of change to arise from the earliest opportunity.

EPs are also crucial links to the schools in which vulnerable pupils will be reintegrated as part of their managed move, at all ages and stages. EPs must work to support schools in considering how these groups of people are additionally vulnerable, helping schools to think through the systems in place to provide pupils with the best start in order to prevent transitions being the 'beginning of the end instead of a new beginning' (Anderson et al., 2000). EPs already work closely to support the transition of vulnerable pupils through applying their psychological knowledge and frameworks (Bristow, 2013; Corrigan, 2014), and therefore pupils and settings could be better supported over longer timeframes to support move transitions. EPs are in a unique position to provide the ongoing support required across the managed move process.

### **6.8 Implications for educators and policy makers**

This research has provided evidence that some schools are using threats to implement managed moves. Schools must be made aware of how a managed move should be employed, without the presence of an intended or unintended sanction. Greater awareness is needed regarding the voluntary aspect of a managed move, whereby the intervention should only be used as part of a collaboration. If home school partnerships have broken down, managed moves cannot function as intended (DfSE, 2004). This research suggests that managed moves need to be redefined to provide

clarity, using language that is accessible and comprehensive, reducing the possibility of interpretation. Schools, LAs and government legislation must provide further information about the differences between a managed move and an exclusion, further than the current guidance which outlines that a managed move should 'have the agreement of everyone involved' (DfE, 2017 p.59). This is ill-defined, and throughout the research pupils, parents and at points all parties, were unclear in distinguishing between an exclusion and a managed move. 'Consent' should not mean solely that a signature has been obtained.

Further training and support should be provided to schools and policy makers regarding how to authentically include the views of young people in relation to the managed move system, such as through adopting Lundy's (2007) model in relation to conceptualising Article 12. This includes developing systems which prioritise pupil space, voice, audience and influence. EPs can support the development of a person-centred system through working directly with pupils to jointly negotiate and implement their suggestions at all levels. Schools may wish to set up consistent groups where students are positioned as researchers, supporting the development of policies which meet the needs of the pupils and the school (Fergusson, 2004).

Decisions about the implementation of managed moves require scrutiny at a school, LA and national level. As a starting point the numbers and reasons behind a managed move must be recorded. Until capturing these data is a statutory requirement, an inaccurate picture of pupil movement across schools will continue. Additional consideration must also be given to the implementation of managed moves for pupils in Key Stage 4, considering the significant upheaval and academic disadvantages that result. If a managed move is to be implemented, impartial support must be provided to families and schools, holding them accountable for their decisions and efforts to collaborate. Without this, parents and pupils may be better placed to request a school exclusion, thereby exercising their right to an IRP, which would be a perverse outcome.

Further consideration should be given to the need to impose an interim placement as part of a pupils managed move. While the benefits of the PRU placement were recognised, the delays and additional transition process involved could be

unwarranted. Systems must be set up whereby a direct transfer is a more viable option, without any disadvantages being incurred to the pupil. This is especially relevant to pupils in Key Stage 4 where an additional transition comes at a high cost, both emotionally and practically. While it may be that for some pupils a more specialist placement for their social emotional needs is required long term, if the PRU were to move towards a predominantly outreach model of support, schools with high numbers of managed moves would be provided with additional support and guidance regarding how to make a commitment to inclusion for pupils likely to undergo a managed move, bringing their trajectory of managed moves downwards (Parson, 2009). PRUs should work towards keeping their numbers down, embracing the opportunity to engage in a model of outreach, disseminating good practice.

Finally, the current study highlights that unless incentivised to include pupils, schools will continue to promote practices which remove pupils in favour of their own reputation, transcending the individual needs of pupils. Schools require additional resourcing and significant rewards if they are to embrace true inclusion, in which the barriers to learning and participation are reduced for all. If real change is to occur, society too must be made aware of its sub-conscious belief systems and begin to embrace the advantages of adopting an inclusive approach in which the processes of healing and restoring are valued more highly than punishment.

## **6.9 Next steps**

This thesis will be presented at the Trainee EP conference to ensure relevant practitioners are aware of the main findings and implications for practice. In addition, the findings will be presented to the LA where I am on placement, both to the EP service and relevant key members of staff positioned in the FAPP and Managed Move process. In collaboration, discussions will occur between the EP service and FAPP members regarding how the above recommendations can be implemented so as to improve the managed move process for young people.

Additionally, findings will be disseminated to the young people's key workers who I have maintained contact with throughout the research process and passed on directly to the young people. This will be a one-page document, incorporating clear

information and graphics to support the young people in understanding the key findings from the research project.

## **6.9 Conclusion**

This research has interviewed pupils undergoing a managed move, exploring their journey within their real-world settings; namely the PRU and their new mainstream schools. This study provides unique insights into their experiences, adding to the emergent literature in relation to managed moves. A hard to reach group has been accessed within this study, at a time when they are facing a significant crossroads in their lives. The views of pupils undergoing a managed move has previously been elicited within standalone retrospective interviews, and therefore the current study aimed to address this gap through using multiple pupil interviews as the process unfolded, allowing for a greater depth of understanding to emerge (Weller, 2012), positioned within the PPCT model.

The knowledge gained through addressing this research gap highlights the differences involved in each managed move journey, proclaiming that managed moves are not a one-size-fits all approach; the outcomes are complex and multifaceted. These journeys included reintegration to mainstream, bringing with it varying degrees of success across a range of areas. Similarly, for pupils concluding their managed move process at the PRU, a myriad of outcomes were associated. Positive change cannot be regarded as a simple one-dimensional outcome. The nuances of young people's managed move processes have been highlighted, incorporating previous difficult school experiences interwoven with positive future aspirations.

Pupils' experiences of the managed move process have illuminated current educational system failures, in turn highlighting the changes required to promote inclusion. If PRUs were to move towards a predominantly outreach model of support, schools with high numbers of managed moves may be encouraged to adopt a new commitment to inclusion, bringing the trajectory of managed moves downwards (Parson, 2009).

These findings highlight the significant instability, upheaval and academic setbacks arising as a result of a managed move. In addition, the espoused voluntary and collaborative nature of managed moves is not sufficiently embedded for their success to be fully evaluated. Greater awareness of the voluntary aspect of a managed move is required, whereby the intervention should only be used as part of a collaborative process.

The findings from this research highlight that managed move practices continue to perpetuate the intention to remove pupils from mainstream education. This process is being used by some schools as the favoured alternative to exclusion, but this subjugation of pupils continues to debase pupil-teacher relationships, further breaking down trust of the mainstream system, while also exacerbating pupil vulnerabilities. Managed moves perpetuate the view that private troubles of individuals are distinct from institutional practices and broader social and economic policy (Munn and Lloyd, 2005). This is creating an illusion in which we are being willed into believing that managed moves are offering a new solution to the failures of the mainstream educational system.

EPs must promote practice where problems are viewed as something that occurs as a proximal process between people within their contexts, enabling paradigms and possibilities of real change to emerge.

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## **Appendices**

### **Appendix. A Literature Search**

A comprehensive literature search was conducted by searching the following databases: PSYINFO, SCOPUS, British Education Index, ERIC and library catalogues from the Institute of Education. In order to include relevant governmental policy, data, legislation and work of third sector agencies, a search of key internet sites was also carried out.

Different combinations of search terms were used to ensure all relevant literature was explored. These included the following; 1. 'Inclusion' 'Inclusion agenda' 'Inclusion in schools'. 2. 'Educational engagement' 'Educational disengagement' 'School engagement' 3. 'Transition', 'School transition', 'Educational transition' 'Educational reintegration' 'Mainstream reintegration'. 4. 'Exclusion', 'School Exclusion', 'Exclusion demographics' 'Unofficial exclusion' 'Illegal Exclusion' 5. 'Managed moves', 'Managed transfers', 'Direct transfers', 'School transfers' and 'Placement transfers'.

The research used the following inclusion criteria:

- 1) Studies conducted in the UK so they are relevant to the UK education system referred to in this study.
- 2) Papers which discussed lived experiences of pupils, parents, school staff and LA staff involved in a managed move in a UK school.

## **Appendix. B Interview guide for pupils**

### Overarching research questions

3. How is the journey of a managed move experienced by young people?
4. What are the main features of the managed move process that impact young people's education?

### Proposed interview schedule for interviews

#### **Time 1 interviews**

'Before we start, I'm going to remind you about my research and check that you are happy to take part. I am completing some research as part of my studies to become an Educational Psychologist. I am interested in finding out about how young people are finding things having moved from their previous school. The questions I ask you today will be about this and I think the interview may be about half an hour. Your participation is completely voluntary, which means you don't have to take part if you don't want, and that you can stop at any point. If you agree to take part, I would like to voice-record this interview, if you agree. Any specific personal information collected during this interview will be kept strictly confidential, which means that I won't use your name in my write up and that people won't be able to trace this back to you. If I have any concerns that you, or another young person are unsafe which come up during this interview, I would have to break confidentiality, and tell another adult about this. I would discuss this with you first.

Do you have any questions about the research?

Are you happy to take part in this research by being interviewed today?

Are you happy for me to voice-record this interview?

#### **Opening questions**

(warm up games and activities to support relationship building, problem free talk, hobbies, interests)

*How are you doing today?*

*Could you tell me a bit about yourself... what are the kinds of things you like doing?*

#### **Context questions**

**(I was going to ask a few questions about what happened before you came here. To do this I was thinking that we could either draw out a bit of a timeline of events that have happened (show example), or we could discuss it... which would you prefer?)**

##### **A) Timeline activity (keywords next to a pre-populated timeline)**

*How long have you been here for? draw across timeline*

*Where were you before you came here? draw on timeline*

*How long were you there for? draw across timeline*

*Tell me a bit about your previous school (what did you like, what was difficult)- put words on timeline*

**B) Option of discussing timeline without visual activity**

*Could you tell me a little bit about how long you've been at X setting for?*

*What it was like in your setting before you came here?*

**C) Managed move specific questions**

*What led up to your move in school? (refer back to visual timetable?)*

*How was it discussed with you, or explained?*

*Is there anything you've found supportive about this process of moving here so far?*

*Has there been anything that's been difficult about the move so far?*

*Is there anything that could help to improve the process for others?*

*What do you hope will happen next? draw in the future part of the timeline*

*Is there anything you would like to add on to this life grid which isn't there at the moment?*

**D) PCP scaling activity**

*How would you describe yourself in this setting currently?*

*'descriptive word'*

*What would the opposite of this word be?*

*Where would you put yourself on the scale if 0 was word A and 10 was word B?*

*How would others describe you in this setting currently?*

*What would the opposite of this word be?*

*How would you have described yourself in your previous setting?*

*What would the opposite of this word be?*

*On a scale of 0-10, with 0 being 'very much don't like' and 10 being 'I really like/love it', how would you say you are finding your time at this current setting X?*

Probes

*-Why is that?*

*-Why are you not a (x-1)?*

*-What might make you move up to a (x+1)?*

*-What do you like/ dislike about being in this setting?*

*-Why?*

## **Closing points**

Thanks for sharing this with me...It sounds like this is going well... this has been more difficult (reflecting back, showing active listening)

Does that sound right? (checking in) In a few months I will come back and chat to you again to find out about how you are doing and come and see how you are getting on etc- closing info-does that sound ok?

(If young person seems concerned or anxious reminding them of who they can get in touch with or speak to)

## **Time 2 interviews**

'Before we start, I'm going to remind you about my research and check that you are happy to take part. I am completing some research as part of my studies to become an Educational Psychologist. I am interested in finding out about how young people are finding things having moved from their previous school. The questions I ask you today will be about this and I think the interview may be about half an hour. Your participation is completely voluntary, which means you don't have to take part if you don't want, and that you can stop at any point. If you agree to take part, I would like to voice-record this interview, if you agree. Any specific personal information collected during this interview will be kept strictly confidential, which means that I won't use your name in my write up and that people won't be able to trace this back to you. If I have any concerns that you, or another young person are unsafe which come up during this interview, I would have to break confidentiality, and tell another adult about this. I would discuss this with you first.'

Do you have any questions about the research?

Are you happy to take part in this research by being interviewed today?

Are you happy for me to voice-record this interview?

## **Opening questions**

*It's been (four) months since we last caught up ... good to see you again... how are things?*

## **Context questions**

*Do you remember when we last met.... I came and asked you about how you how you were finding things within X setting and you shared with me this X?*

*How have things been going since I last saw you?*

*Has anything changed since then?*

*(could you tell me a bit more about that)*

## **If appropriate...**

*Is there anything you would like to add on to your timeline from when I came before?*

## **PCP questions**

**Last time I came we did some scaling together, and talked about how you would describe yourself in the setting (show notes and scale from last time)**

*How would you describe yourself in this setting at the moment?*

*'descriptive word'*

*What would the opposite of this word be?*

*Where would you put yourself on the scale if 0 was word A and 10 was word B?*

*How would others describe you in this setting currently?*

*What would the opposite of this word be?*

### **If relevant... i.e. moved setting**

*How would you have described yourself in your previous setting?*

*What would the opposite of this word be?*

*On a scale of 0-10, with 0 being 'very much don't like' and 10 being 'I really like/love it', how would you say you are finding your time at this current setting X?*

### Probes

*-Why is that?*

*-Why are you not a (x-1)?*

*-What might make you move up to a (x+1)?*

*-What do you like/ dislike about being in this setting?*

*-Why?*

## **Managed Move/ change in school specific questions**

*Have there been any changes with regards to you moving schools since I last saw you?*

*(Last time you told me you were at this stage)*

*If so, how was this change discussed with you?*

*Which adults are currently involved in this part of your managed move process?*

*(last time you told me .... Is this the same or different people who are involved?)*

*What factors would you say, if any, have currently been supporting you in this process?*

*Has anything been difficult about this process so far?*

*Is there anything that could help to improve this process for others?*



*What do you hope will happen next?*

### **Closing points**

Thanks for sharing this with me...It sounds like this is going well... this has been more difficult (reflecting back, showing active listening)

Does that sound right? (checking in) In a few months I will come back and chat to you again to find out about how you are doing and come and see how you are getting on etc- closing info- does that sound ok?

(If young person seems concerned or anxious reminding them of who they can get in touch with or speak to)

### **Time 3 interviews**

'Before we start, I'm going to remind you about my research and check that you are happy to take part. I am completing some research as part of my studies to become an Educational Psychologist. I am interested in finding out about how young people are finding things having moved from their previous school. The questions I ask you today will be about this and I think the interview may be about half an hour. Your participation is completely voluntary, which means you don't have to take part if you don't want, and that you can stop at any point. If you agree to take part, I would like to voice-record this interview, if you agree. Any specific personal information collected during this interview will be kept strictly confidential, which means that I won't use your name in my write up and that people won't be able to trace this back to you. If I have any concerns that you, or another young person are unsafe which come up during this interview, I would have to break confidentiality, and tell another adult about this. I would discuss this with you first.'

Do you have any questions about my research?

Are you happy to take part in this research by being interviewed today?

Are you happy for me to voice-record this interview?

### **Opening questions**

Its been (x) months since I last saw you... I'm pleased we have had a chance to catch up again.... when we caught up last time this was the situation.... How are you getting on?

### **Context questions**

*Do you remember when we last met.... I came and asked you about how you how you were finding things within X setting and you shared with me this X?*

*How have things been going since I last saw you?*

*Has anything changed since then?*

*(could you tell me a bit more about that)*

### **If appropriate...**

*Is there anything you would like to add on to your timeline from when I came before?*

### **Managed Move/ change in school specific questions**

*Have there been any changes with regards to you moving schools since I last saw you?*

*(Last time you told me you were at this stage)*

*If so, how was this change discussed with you?*

*Which adults are currently involved in this part of your managed move process?*

*(last time you told me .... Is this the same or different people who are involved?)*

*What factors would you say, if any, have currently been supporting you in this process?*

*What, if anything, do you think has been difficult about this process so far?*

*Is there anything that could help to improve this process for you?*

*What are your best hopes for what may happen next (now that your in a new school) (or now that there may be a school for you to move to) or (would you like anything to be different in the future)?*

### **Closing points**

Thanks for sharing this with me...It sounds like this is going well... this has been more difficult (reflecting back, showing active listening)

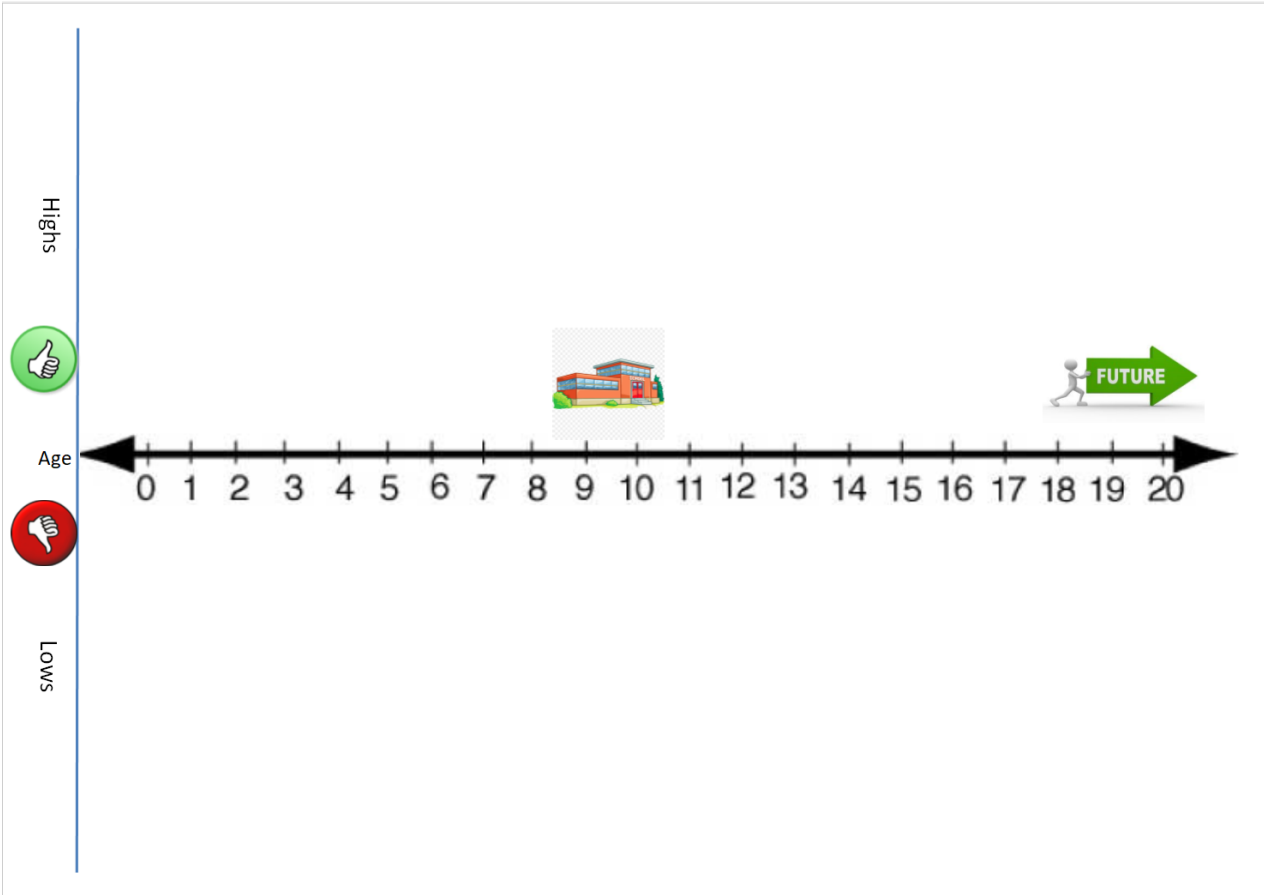
Does that sound right? (checking in)

Thank you for letting me interview you over the past X number of months... I've really enjoyed getting to know you.... Now what I'm going to do is look at the different interviews I've done and have a look at the kind of things you have all been saying... I hope I can share an overview of my findings with you at a different point... would you like me to get in touch about this? How would you like this to be feedback to you? How have you found this interview process? (informal discussion)

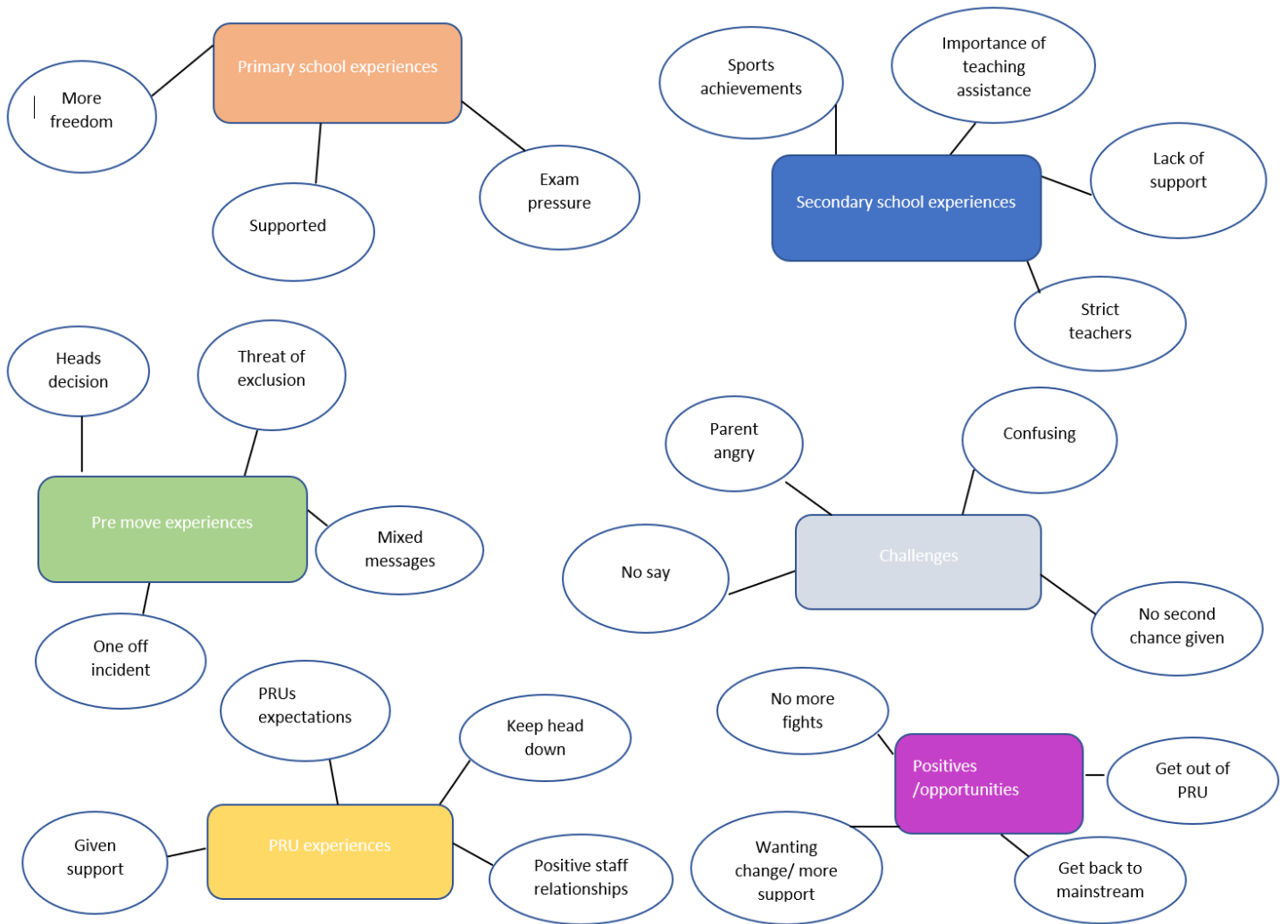
(If young person seems concerned or anxious reminding them of who they can get in touch with or speak to)

Providing them with the thank you letter on ending

# Appendix. C Life Grid Example



## Appendix. D Example thematic map for member checking



## Appendix. E Thank you letter for pupils

Dear X,



Thank you for taking part in my research looking at young peoples' experiences of the managed move process. I have now met with you on X different occasions and am really grateful that you have shared your educational experiences with me starting from primary school up until now. This has allowed me to understand more about how things were for you before the managed move took place, as well as how things have been going since you moved from your previous mainstream school into this one.

I will share a final document with X summarising my research findings and will ask them to share the document with you. I hope this research will help other people to understand more about the process of a managed move, and how it feels for some of the young people, such as yourself, who are going through it.

Many thanks again for all of your insights and for your time. I wish you all the best for the future.



Best wishes,

Hannah |

## **Appendix. F Interview schedule for adults**

**Introduction:** Thank you for agreeing to be involved with my research on young people's experiences of a managed moves. This interview will allow me to understand more about the local authority context and how managed moves work in this Borough.

Your responses to this will remain confidential and please let me know if you would like to stop at any point.

Are you okay if I audio-tape the interview today?

1. Could you tell me a bit about your current role working at the Pupil referral unit?
2. How does the admissions process operate for a managed move in this Borough?
3. How do you think young people understand the managed move process when they arrive here?
4. How do you think parents understand the managed move process when they get to the Pupil referral unit?
5. How does a decision get made about the pupil moving back into mainstream education as part of their managed move?
6. How does the reintegration process operate for a managed move in this Borough?
7. What happens once the young person is moved back into a mainstream school? What is the PRUs role?

### **Interview schedule for school staff**

**Introduction:** Thank you for agreeing to be involved with my research on young people's experiences of a managed moves. This interview will allow me to understand more about the local authority context and how managed moves work in this Borough.

Your responses to this will remain confidential and please let me know if you would like to stop at any point.

Are you okay if I audio-tape the interview today?

1. Could you tell me a bit about your current role in supporting students who have undergone a managed move?
2. Could you tell me a bit about the process involved before the pupil arrives with you as part of their managed move? In terms of your link with {PRU} for example?
3. Could you tell me about the reintegration process for a pupil who is arriving at your school on a managed move?
4. How do you think young people experience the reintegration process into their new school?
5. What do you think supports pupils to experience a successful managed move to your school?
6. Is there anything that is difficult about pupils' experiences of reintegrating after a managed move has been agreed?
7. Do you think there are any ways in which the managed move process could be improved?





## Appendix. G Information sheet and consent form for parents

Institute of Education



### **Understanding pupil's lived experiences of the Managed Move process**

#### **Parent/carer information sheet and consent form**

My name is Hannah Jones and I am currently a Year 2 Trainee on the 3-year Doctoral Course of Child and Adolescent Educational Psychology at UCL Institute of Education. I work with a range of families and schools in Tower Hamlets Local Authority to support young people in achieving the best they can out of their education.

I would like to invite your child/young person to take part in my research project about exploring their experiences of the 'Managed Move' process. I am not involved in this Managed Move process within Tower Hamlets, this data is something I am collecting for my own research project. This research forms part of my professional qualification.

Before you decide about if you are happy for your child/young person to take part, I will explain why this research is being done, and what it would involve.

#### **The aim of the study**

- To get more information about what the managed move process is like for young people as they experience it. It is hoped this may help to make future improvements for other children who may go through the managed move process.
- An overview of how the process is experienced which will be shared with the Local Authority and the Educational Psychology service. It's important to know if there are any times when the Managed Move process works well and what supports this, or if there are any times that are more difficult in the process that could be improved in the future.
- It is hoped that the interviews will be supportive for young people to talk about their experiences as they go through the Managed Move process.

#### **What would the study involve?**

With your consent, I would then like to ask your child/young person if they would like to be interviewed at three separate points over the next three terms. This will take place within their educational setting. If the young person would like to, they can have an adult they know well in the room with them when the interviews take place.

These interviews will be approximately 30 minutes long and will involve a chat about how they are finding their change of school setting. The interviews will consider if there are things that are going well for them, as well as considering if there is anything that could be improved.

Even if you have given permission for them to take part, you can stop their involvement at any time during the process and to have data/information about your child/young person withdrawn without giving any reason.



**Will the information collected be kept confidential?**

All information that will be collected during the interviews will be recorded on an audio device and stored confidentially. The data will be stored on a password protected laptop that only I can access, and any published data will be anonymised. I will not reveal the names of any young people or schools, or information that may make them identifiable, and will reduce all possible chances that they may be linked to any data.

If during the interviews there are any safeguarding concerns, whereby the young person or another young person they speak about is unsafe, then confidentiality will have to be broken.

**Data Protection Privacy Notice**

The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal [data](mailto:data-protection@ucl.ac.uk) and can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). UCL's Data Protection Officer can also be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). Further information on how UCL uses participant information can be found here:

<https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>

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

A summary of the findings will be provided for the young people who take part in this research. It is hoped that the final report of the findings will be disseminated across the Local Authority, and also be made available in the form of an academic journal for other researchers.

**What do I do next?**

Thank you for reading this information sheet and taking time to consider my research project. If you have any questions regarding the research, please do not hesitate to get in touch via email [hannah.jones@towerhamlets.gov.uk](mailto:hannah.jones@towerhamlets.gov.uk) or by phone on 02073647934.

Please complete the attached form indicating whether you give permission for your child/young person to be approached to be interviewed. Once this has been returned, I will approach the young person's key worker in the PRU, and ask them to discuss this research with them, and see if they would be happy to be involved. I will then contact you to let you know if your child or young person has agreed to take part. Your support in this process would be much appreciated!

Many thanks,

Hannah Jones

Trainee Educational Psychologist

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+44 (0)20 7612 6000 | [enquiries@ioe.ac.uk](mailto:enquiries@ioe.ac.uk) | [www.ucl.ac.uk/ioe](http://www.ucl.ac.uk/ioe)

**Please a put a circle around your answer and sign your name at the bottom of the form if you give permission for your child's involvement.**

I confirm that I have read and understood this information sheet which has been provided. **Yes** **No**

I am happy for my child/young person to take part in the research project while they go through the Managed Move process. **Yes** **No**

I understand that I am free to withdraw my child/young person's consent from the study at any time, without affecting his/her access to services in any way. **Yes** **No**

I agree for the interview to be recorded, and that recordings will be kept secure and destroyed at the end of the project. **Yes** **No**

I understand that I can contact Hannah Jones if I have any concerns. **Yes** **No**

I understand that if there are any safeguarding concerns which arise during the interviews, the researcher will have to break confidentiality. **Yes** **No**

Name of young person: .....

Relationship to young person: .....=

Name: .....

Signature: ..... Date: .....=

**Contact details:**

Phone number: .....

Email: .....

## Appendix. H Information sheet and consent form for pupils

Institute of Education



### **Understanding pupil's lived experiences of the Managed Move Process**

#### **Pupil information sheet and consent form**

My name is Hannah Jones and I am doing some research into young people's experience of the 'managed move' process. I am a Trainee Educational Psychologist which means that I work with a range of young people to make sure they get the best out of their education.

As part of my training I am completing some research, where I am hoping to interview pupils and listen to their experiences of a managed move. This is where a young person moves from one school to another setting to support them in having a 'fresh start'.

I am not involved in the managed move process, I would just like to find out more about it from you.

#### **Project aims**

- To get more information about what the managed move process is like for young people, which may provide information for young people in the future who may also go through a managed move
- To identify if there are any times when the managed move process is working well, and what supports this, or if there are any times that are more difficult in the process and could be improved
- To provide a safe and confidential space for you to talk about your experiences as you go through the managed move process

#### **Taking part**

With your permission, I would like to interview you about your experiences of the managed move process. I would come and visit you in your educational setting on three separate occasions over the next year- for about 30 minutes each time.



#### **What will it involve?**



When I come to visit, I'd first like to spend some time getting to know a bit about you. We can do this through having a chat, and I'll bring some different things with me such as drawing activities that you may like to do. I'd also like to ask you some questions during the three interviews about how things are going for you.

If you choose to take part in my study and then you change your mind at any stage during the process, that's fine, you will be able to stop taking part at any time. When I meet with you, you will not have to answer questions if you don't want to.

**Information shared**

I won't tell anyone about what you share with me unless you tell me something which I think means you or someone else is unsafe. When I write up my project I will call you by a different name so that people won't be able to identify what you have said, and I won't include any key personal information you share with me if this would mean others reading it could work out who had said it. All the information you tell me will be stored on a password protected laptop and I will be the only one that can access this.

If you are concerned about how your personal data is being processed, or if you would like to contact someone about your rights, please contact UCL in the first instance at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk).

**Data Protection Privacy Notice**

Further information on how UCL uses participant information can be found here:

<https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>

It is entirely up to you whether or not you choose to take part. If you do choose to be involved, then I hope you will find it a valuable experience. Hopefully this information sheet has answered questions you may have about the project, but please don't hesitate to contact me if there is anything else you would like to know at [hannah.jones.17@ucl.ac.uk](mailto:hannah.jones.17@ucl.ac.uk).

**What do I do next?**

Please complete the attached consent form indicating if you give your permission to be interviewed for this study. I will then get in contact to arrange when would be good to do the first interview with you.



Many thanks,



Hannah Jones

Trainee Educational Psychologist

**UCL Institute of Education**  
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+44 (0)20 7612 6000 | [enquiries@ioe.ac.uk](mailto:enquiries@ioe.ac.uk) | [www.ucl.ac.uk/ioe](http://www.ucl.ac.uk/ioe)



Please put a mark in the box for your answer

	Yes 	No 
--	---	--

I confirm that I have read and understood this information sheet, and have had the opportunity to think about it, ask questions, and have had the questions answered.	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

I understand that my participation is voluntary which means I am free to withdraw at any time, without giving any reason.	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

I know that I don't have to give answers to any or all of the questions and that I can withdraw from the interview at any point.	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------

I agree for the interview to be recorded, and that recordings will be kept secure and destroyed at the end of the project.	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------

I agree that small direct quotes may be used in reports (these will be anonymised).	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

I understand that in exceptional circumstances confidentiality (information about our discussion) would have to be broken, for example, if it was felt that you or someone else was at risk or there were concerns regarding the process that you agreed for me to feedback.	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------

Name: .....

Signature: ..... Date: .....

## Appendix. I Timeline for pupil recruitment process

<u>Stage of recruitment process</u>	<u>Approach taken</u>
<u>Stage 1</u>	Headteachers and SENCOs of the PRU in the Local Authority contacted about the research.
<u>Stage 2</u>	Once project agreed, additional meetings in the PRU to clarify and explain the aims of the study to the staff members introducing the project to the young people, including relevant key workers.
<u>Stage 3</u>	The SENCO, induction coordinator and key workers discuss within the weekly admission meetings relevant and suitable pupils who fit the criteria for the research project e.g. those who have arrived in the past 2-4 weeks or and are undergoing a 'Managed Move', and not LAC.
<u>Stage 4</u>	If young person deemed to fit criteria the research was then discussed with parent/carer by the induction coordinator, SENCO or key worker. Staff member explained the project to the parents/carers, giving them the information sheet and gathering consent face to face during PRU parent meetings. Parents also asked for consent regarding a follow up call with me, if the young person did consent to take part in the study.
<u>Stage 5</u>	The key worker discussed and explained the project to the young person and asked if they would like to take part, using the information sheet for guidance. The key worker contacted me to arrange an interview time if the young person agreed.
<u>Stage 6</u>	I then notified parents through a phone call about the young person's consent to take part. I also introduced myself and checked if any further queries had come up since the initial parental consent was given with the staff member.
<u>Stage 7</u>	Multiple date options were provided to the key worker for coming in to begin the research interview process (not on a Friday) and a date was then formalised and agreed between the key worker and young person.
<u>Stage 8</u>	Before the interviews began, the study was explained verbally to each pupil to make sure they understood what their participation in the study would involve. A reminder was given that they could withdraw at any point in the study. Consent was then sought, and the first interviews took place if consent was given. The second stage of the interviews was later discussed with the pupil, to check about if they were happy for me to contact the PRU or potential new school again about doing a second interview, informing them that they could change their mind if they did not want to continue to be involved at any point.

<u>Stage 9</u>	After 3-4 months the PRU and key worker was then contacted in the first instance to check about the pupil's location and current situation prior to second interview.
<u>Stage 10</u>	The parents were then contacted before each stage of the interview to check if they were still happy for their child to be interviewed, and if they had any queries that had arisen.
<u>Stage 11</u>	The current educational setting of the young person was then contacted to identify a key member of staff able to organise the second interview and to re explain the purpose of the research to the young person.
<u>Stage 12</u>	Pupils were then contacted by the member of staff in their current educational setting e.g. key worker or head of year to check consent to the next stage of interviews and remind them of the aims of the study and right to withdraw.
<u>Stage 13</u>	Second interviews were then arranged between me and the staff member. On meeting me, pupils were reminded of the right to withdraw at any time in the study. The aims and what the study involved was again outlined. The second interviews took place if consent was confirmed. At the end the third stage of interview was discussed with the pupils to check if they were happy for me to contact the PRU or staff member again about them, so as to discuss the third interview.
<u>Stage 14</u>	The parents were contacted again before the third interview was arranged to check if they were still happy for their child to be interviewed.
<u>Stage 15</u>	The PRU or new setting was then contacted to check about the pupil's location and current situation prior to third interviews.
<u>Stage 16</u>	Pupils then contacted by a member of staff in their educational setting that knows them well e.g. key worker or head of year to check that they consent to the final stage of interviews and to remind them of the aims of the study.
<u>Stage 17</u>	Third interviews were then arranged between me and the staff member. On meeting me, pupils were reminded of the right to withdraw at any time in the study. The aims and what the study involved was outlined to them to make sure they understand what their participation in the study would involve. The third interviews took place if consent was confirmed.
<u>Stage 18</u>	The ending of the interviews was acknowledged with a thank you letter, and the dissemination of my research findings was discussed with the young person.



## Appendix. J Ethical consent form

Institute of Education



### Doctoral Student Ethics Application Form

Anyone conducting research under the auspices of the Institute of Education (staff, students or visitors) where the research involves human participants or the use of data collected from human participants, is required to gain ethical approval before starting. This includes preliminary and pilot studies. Please answer all relevant questions in simple terms that can be understood by a lay person and note that your form may be returned if incomplete.

#### **Registering your study with the UCL Data Protection Officer as part of the UCL Research Ethics Review Process**

If you are proposing to collect personal data i.e. data from which a living individual can be **identified you must be registered with the UCL Data Protection Office before you submit your ethics application for review**. To do this, email the complete ethics form to [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). Once your registration number is received, add it to the form\* and submit it to your supervisor for approval.

If the Data Protection Office advises you to make changes to the way in which you propose to collect and store the data this should be reflected in your ethics application form.

Section 1 Project details	
a. Project title	Understanding young people's experience of a managed move
b. Student name and ID number (e.g. ABC12345678)	Hannah Jones [REDACTED]
c. *UCL Data Protection Registration Number	
c. Supervisor/Personal Tutor	Lynne Rogers/ Chris Clarke
d. Department	Psychology and Human Development
e. Course category (Tick one)	PhD <input type="checkbox"/> EdD <input type="checkbox"/>
	DEdPsy <input checked="" type="checkbox"/>
f. If applicable, state who the funder is and if funding has been confirmed.	N/A
g. Intended research start date	March 2019
h. Intended research end date	October 2020
i. Country fieldwork will be conducted in <i>If research to be conducted <b>abroad</b> please check <a href="http://www.fco.gov.uk">www.fco.gov.uk</a> and submit a completed travel risk assessment form (see guidelines). If the FCO advice is against travel this will be <b>required</b> before ethical approval can be granted: <a href="http://ioe-">http://ioe-</a></i>	United Kingdom

October 2018

<a href="http://net.inst.ioe.ac.uk/about/profservices/international/Pages/default.aspx">net.inst.ioe.ac.uk/about/profservices/international/Pages/default.aspx</a>	
j.	Has this project been considered by another (external) Research Ethics Committee?
	Yes <input type="checkbox"/>
	External Committee Name:
	No <input checked="" type="checkbox"/> ⇒ go to Section 2
	Date of Approval:
<p><b>If yes:</b></p> <ul style="list-style-type: none"> <li>– Submit a copy of the approval letter with this application.</li> <li>– Proceed to Section 10 Attachments.</li> </ul> <p><b>Note:</b> Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the <a href="#">National Research Ethics Service</a> (NRES) or <a href="#">Social Care Research Ethics Committee</a> (SCREC). In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.</p>	

### Section 2 Research methods summary (tick all that apply)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Interviews        | <input type="checkbox"/> Controlled trial/other intervention study                                    |
| <input type="checkbox"/> Focus groups                 | <input type="checkbox"/> Use of personal records  |
| <input type="checkbox"/> Questionnaires               | <input type="checkbox"/> Systematic review ⇒ <i>if only method used go to Section 5.</i>              |
| <input type="checkbox"/> Action research              | <input type="checkbox"/> Secondary data analysis ⇒ <i>if secondary analysis used go to Section 6.</i> |
| <input type="checkbox"/> Observation                  | <input type="checkbox"/> Advisory/consultation/collaborative groups                                   |
| <input checked="" type="checkbox"/> Literature review | <input type="checkbox"/> Other, give details:   |

Please provide an overview of the project, focusing on your methodology. This should include some or all of the following: purpose of the research, aims, main research questions, research design, participants, sampling, data collection (including justifications for methods chosen and description of topics/questions to be asked), reporting and dissemination. Please focus on your methodology; the theory, policy, or literary background of your work can be provided in an attached document (i.e. a full research proposal or case for support document). *Minimum 150 words required.*

A managed move is a process whereby a young person transfers from one school to another. This is a voluntary agreement between the family, the young person and the school, and requires collaboration between the current and new school where the move will be taking place. A managed move often occurs when a young person is at risk of a permanent exclusion.

As part of my training I am on placement in one London Borough as a Trainee Educational Psychologist. Within this Local Authority (LA) Secondary Schools are increasingly using managed moves as an alternative to an exclusion. This often involves the pupil attending a PRU as an interim placement while the managed move to a new school is implemented and arranged.

Recommendations have been developed to provide initial guidance on best practice in relation to the managed move process based on research (Bagley, 2013) (Abdelnoor, 2007). Within this area however, a paucity of research exists in which there is a genuine focus on pupils lived experiences of the managed move process, which accepts young peoples' views in their own terms. To date there has been no research which has explored young people's experiences of the process as it changes and unfolds over time. Interviews have been conducted retrospectively about the managed move experience; with some interviews taking place up to a year after the young person had been through the process. It is likely that this has been due to the sensitivity of the topic area,

and how 'in time' interviewing may pose potential risks if the young person is going through a difficult time. Therefore, the justifications for this research project, whereby young people will be asked to take part in the research while undergoing a managed move, has been carefully considered.

The aims of this study will be to develop an understanding of pupil's lived experiences of the managed move process as it takes place. This will involve interviewing 5-7 secondary school age young people, at three different time points over the next year to develop an understanding of their experiences of undergoing a managed move. The sample size is likely to be relatively small due to the challenges in accessing this hard to reach population, as well as the requirement of gaining parental/carer consent within the timeframe required. A qualitative longitudinal design will be adopted, focusing on the LA where I am on placement.

Staff within the Pupil referral unit where pupils come for an interim placement will also be interviewed about the process for Local Authority context as well as pupils receiving managed move schools.

I will need support from the LA PRUs to find participants who are going through the managed move process. This may be through the SENCO, Deputy Head, Head teachers, or whoever has the most influence and involvement in coordinating the managed move process for the pupils within these settings. While it is recognised that these 'gatekeepers' to participants may be in a position of power with respect to the potential research participants, care will be taken to ensure a key adult that knows the young person well, (e.g. key worker within the PRU) will be able to clearly articulate what taking part would involve, to ensure consent is informed and voluntary. These vulnerable young people may have additional difficulties with understanding language and may have additional learning difficulties which could have contributed to previous difficulties within school. Due to the vulnerable population which is being accessed, care will need to be taken about how the research is explained, so that the project is described in clear and simple language, and their understanding of the research will need to be checked before they are asked if they would like to participate or not, so that they can make a fully informed decision. Please refer to the timeline of the recruitment process for clarification about the recruitment process for the research.

The expected benefits of this study are that it will allow for the process to be more accurately captured and for a more transparent account of the young person's experience of the process to be established through 'in time' interviewing. This study will add to an ever-evolving understanding of the managed move process, while shaping future development practices with the young person's voice positioned in the center. There are potential implications for young people and their families, as well as at a National and LA level, and therefore the findings will be disseminated outside of the LA context. Implications for Educational Psychologists will also be considered throughout the research process and will be disseminated outside of the University context to widen their application.

### **Research Questions**

#### **Overarching research questions**

1. How is the journey of a managed move experienced by young people?
2. What are the main features of the managed move process that impact young people's education?

#### **Research Design**

A qualitative design will be adopted, whereby the managed move process within one LA will be explored. For coordinating managed moves, suggesting that a shared definition of a managed move is unlikely to exist. It is hoped that young people's experiences of the process can be explored in detail, with the researcher developing an understanding of the existing systems and processes operating within the one LA.

Difficulties in conducting research within the researcher's workplace have been considered. I will make sure to have no professional involvement with the young people e.g. young people will not be interviewed who I know through my role as a Trainee Educational psychologist working in schools. I will make clear to the young people, the LA, and myself the distinction and boundaries in taking on a research role rather than a practitioner role. There will be no involvement in the logistics of the young people's managed move and no individual advice provided for the young person or parents that would cause contradictions to my role as a researcher as opposed to a professional involved in the process. If there are issues relating to a disclosure, then these will have to be addressed, and information will be passed on to the relevant professionals involved. This is outlined on the information sheets and consent forms to make parents and young people aware of the researcher's position in relation to this.

A longitudinal approach will add a distinct and positive contribution to knowledge and enables the managed move process to be captured over a period of time rather than retrospectively. Through interviewing young people at multiple time points, this will allow for rapport to be established, as well as gaining an understanding of the process as it develops. Three waves of data are suggested for collection across the academic year, allowing for the process of change to be studied from a longitudinal perspective.

Through adopting this longitudinal design, it is important to be aware that involvement in the research will likely have some impact on the young person's lived experience of the managed move process directly, through providing them with time and space over the course of three interviews, in comparison to young people that go through the managed move process without taking part in this research process. While it is hoped that interviewing participants longitudinally will help to build rapport and allow for the young person to feel more at ease, it should be noted that this will affect how representative the account of a young person's actual experience of a managed move will be. It is also important to acknowledge that this interview process may be distressing for the young person, as they may become more aware of the difficulties of the situation they are in. Members of staff around the young person will make sure to check in with the participants after the interviews have been conducted and monitor their responses and behaviour closely after the interviews. The participants will also be reminded at each stage that they do not have to continue. It will be important that this will be addressed within the write up of the project, thinking about how the interviews may have impacted on participants. The researcher will also seek to member check with participants and provide feedback to them afterwards regarding the findings of the study, by which informal questions about how the research process was for them will be asked. Throughout the research the impact of the researcher and interviewee relationship will be considered and made transparent within the write up. This design aspect may have implications for best practice in whether this approach could be supportive for young people while they go through the managed move process, such as having a mentor. The limitations of this design will be acknowledged, highlighting future research opportunities regarding other ways that participants' experience of the process may be more accurately captured, through aiming to reduce the influence of the researcher's involvement in the interview process. For example, the key workers or adults already involved in the move may be able to collect the data, or diary approaches where young people can record their thoughts or feelings could be considered.

**Section 3 Research Participants (tick all that apply)**

- Early years/pre-school
- Ages 5-11
- Ages 12-16
- Young people aged 17-18

- Adults *please specify below*
- Unknown – specify below
- No participants

Educational Psychologists within the Local Authority where I am on placement

**NB:** Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the [National Research Ethics Service](#) (NRES) or [Social Care Research Ethics Committee](#) (SCREC).

<b>Section 4 Security-sensitive material (only complete if applicable)</b>			
Security sensitive research includes: commissioned by the military; commissioned under an EU security call; involves the acquisition of security clearances; concerns terrorist or extreme groups.			
a.	Will your project consider or encounter security-sensitive material?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
b.	Will you be visiting websites associated with extreme or terrorist organisations?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
c.	Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
* Give further details in <b>Section 8 Ethical Issues</b>			

<b>Section 5 Systematic reviews of research (only complete if applicable)</b>			
a.	Will you be collecting any new data from participants?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
b.	Will you be analysing any secondary data?	Yes <input type="checkbox"/> *	No <input type="checkbox"/>
* Give further details in <b>Section 8 Ethical Issues</b>			
<i>If your methods do not involve engagement with participants (e.g. systematic review, literature review) and if you have answered <b>No</b> to both questions, please go to <b>Section 8 Attachments</b>.</i>			

<b>Section 6 Secondary data analysis (only complete if applicable)</b>			
a.	Name of dataset/s		
b.	Owner of dataset/s		
c.	Are the data in the public domain?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
		<i>If no, do you have the owner's permission/license?</i> Yes <input type="checkbox"/> No* <input type="checkbox"/>	
d.	Are the data special category personal data (i.e. personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation)?	Yes* <input type="checkbox"/>	No <input type="checkbox"/>
e.	Will you be conducting analysis within the remit it was originally collected for?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>
f.	<b>If no</b> , was consent gained from participants for subsequent/future analysis?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>
g.	<b>If no</b> , was data collected prior to ethics approval process?	Yes <input type="checkbox"/>	No* <input type="checkbox"/>
* Give further details in <b>Section 8 Ethical Issues</b>			
<i>If secondary analysis is only method used and no answers with asterisks are ticked, go to <b>Section 9</b></i>			

<b>Attachments.</b>	
<b>Section 7 Data Storage and Security</b>	
<i>Please ensure that you include all hard and electronic data when completing this section.</i>	
a.	<p><b>Data subjects - Who will the data be collected from?</b></p> <p>5-7 Secondary aged pupils currently undergoing a managed move, who will be at the PRU at the point of first recruitment and contact.</p> <p>4-6 staff members at the PRU and receiving school</p>
b.	<p><b>What data will be collected?</b> Please provide details of the type of personal data to be collected</p> <p>Qualitative interview data will be collected through individual semi-structured interviews with the secondary aged pupils and staff at the Pupil referral unit and school. There will be no personal direct information which will make participants identifiable. The data from the interviews will be written up thematically, so that an individual within the service will not be identifiable. Key information will be omitted if it is felt that this may make someone clearly identifiable.</p> <p>While it is recognised that this information will not be identifiable to the data subject by name, the data being collected could be regarded as 'personal data' as the the LA will be aware of the names of the PRUs where the participants will have been recruited from, as well as the staff members. Therefore, care will be taken to ensure that this data is encrypted on a password protected computer, so that only I am aware of personal data which may make people identifiable, and so that I can remove this information and pseudonymise the data, making sure to reduce opportunities that any data will be identifiable to an individual.</p>
c.	<p><b>Is the data anonymised?</b> Yes <input checked="" type="checkbox"/> No* <input type="checkbox"/></p> <p>Do you plan to <del>anonymise</del> the data? Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Do you plan to use individual level data? Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Do you plan to pseudonymise the data? Yes* <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>* Give further details in <b>Section 8 Ethical Issues</b></i></p>
d.	<p><b>Disclosure – Who will the results of your project be disclosed to?</b></p>
e.	<p>A general overview of the findings will be provided for LA professionals and the Educational Psychology service where the project will take place. However, this will not include specific information which would make individuals identifiable. While Educational Psychologists sometimes are involved with young people who go through a managed move process, this is not often the case, and therefore it is unlikely the interviewees will be known by my Educational Psychology colleagues. If an Educational Psychologist is</p>

	<p>involved with a young person's managed move, the young person being interviewed will not be discussed with the colleague and the researcher will not seek any further information regarding the Educational Psychologists involvement.</p> <p>The results of the project will be disclosed to provide an overview of the themes that were drawn out but will not include key pieces of information that may make the young people or staff identifiable. The project may also be shared with other professionals as well as in academic journals, but these results will not include any personal data. The results of the project will also be disclosed to the young people, and member checking will take place at the end of the process.</p> <p><b>ii. Disclosure</b> – Will personal data be disclosed as part of your project?</p> <p>No personal data will be disclosed within the project. The only time personal data may be shared would be if there is a safeguarding concern which arises during the interviews in which the young person, or another young person discussed, is not deemed safe. This will be shared with the young person before the interview takes place, and if this occurs will be reported to the designated safeguarding professionals and discussed with the young person being interviewed that this will happen due to the risk involved. This will be made clear to parents/ carers and the young person before the interview takes place.</p> <p>Other than this no personal data will be disclosed as part of this project; the LA and names of the educational settings, as well as any information that may make a person identifiable will be anonymised in the write up and the researcher will ensure information that would identify a LA school or individual is not included in the write up. Since the interviews will be taking place in one LA, and likely within one PRU setting, there may be other things that would make a young person identifiable. Therefore, any information that might identify them will be modified or omitted such as key bits of their life story, their family background <i>etc.</i> if it is felt that there is something that would threaten confidentiality. The research will also write up the results thematically, rather than in clear 'case studies' so that the readers won't be able to join up pieces of information about a particular young person, and the experiences they have had.</p>
f.	<p><b>Data storage</b> – Please provide details on how and where the data will be stored i.e. UCL network, encrypted USB stick**, encrypted laptop** etc.</p> <p>** Advanced Encryption Standard <a href="#">256 bit</a> encryption which has been made a security standard within the NHS</p> <p>A Dictaphone will be used for the interviews (with the participants permission). The interviews will be deleted from the Dictaphone once they have been uploaded to an encrypted file on a password protected UCL computer, before leaving the interview room. Individual interviews will be stored under the participant's code names, and these recordings will be deleted from the Dictaphone as soon as they have been uploaded to the password protected UCL computer system. Once the interviews have been transcribed by the researcher they will be deleted.</p> <p>This data will be stored on the UCL university system which I have a personal password to.</p>
g..	<p><b>Data Safe Haven (Identifiable Data Handling Solution)</b> – Will the personal identifiable data collected and processed as part of this research be stored in the UCL Data Safe Haven (mainly used by SLMS divisions, institutes and departments)?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
h.	<p>How long will the data and records be kept for and in what format?</p> <p>The records and data will be destroyed after a <a href="#">2 year</a> period and will be kept on the UCL password protected computer system. This is to ensure sufficient time to finish the research project within the</p>

	<p>researchers University timescales.</p> <p>Will personal data be processed or be sent outside the European Economic Area? No (If yes, please confirm that there are adequate levels of protections in compliance with GDPR and state what these arrangements are)</p> <p>Will data be archived for use by other researchers? (If yes, please provide details.) No</p>
	<p>If personal data is used as part of your project, describe what measures you have in place to ensure that the data is only used for the research purpose</p>
	<p><i>* Give further details in Section 8 Ethical Issues</i></p>



**Section 8 Ethical issues**

Please state clearly the ethical issues which may arise in the course of this research and how will they be addressed.

**All issues that may apply should be addressed. Some examples are given below, further information can be found in the guidelines. *Minimum 150 words required.***

<ul style="list-style-type: none"> <li>- Methods</li> <li>- Sampling</li> <li>- Recruitment</li> <li>- Gatekeepers</li> <li>- Informed consent</li> <li>- Potentially vulnerable participants</li> <li>- Safeguarding/child protection</li> <li>- Sensitive topics</li> </ul>	<ul style="list-style-type: none"> <li>- International research</li> <li>- Risks to participants and/or researchers</li> <li>- Confidentiality/Anonymity</li> <li>- Disclosures/limits to confidentiality</li> <li>- Data storage and security both during and after the research (including transfer, sharing, encryption, protection)</li> <li>- Reporting</li> <li>- Dissemination and use of findings</li> </ul>
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**Potentially vulnerable participants**

The vulnerable cohort of young people who attend PRUs have often had difficult experiences within the mainstream education system. These young people often experience difficulties with language and communication. Activities will be used to reduce some of the social demands placed on the individuals during the interviews, and the information sheet and consent form will be presented with simple language. Questions will be worded carefully to ensure there is no misinterpretation of language. These pupils will be given a card, or a signal will be discussed with them if they would like to leave the interview at any time, and a break card in case they need a break from the interview. If participants would like someone to be present in the room with them to make them feel more at ease, their decision would be honored. The researcher will closely monitor the young person's wellbeing and ensure additional breaks are offered if it seems necessary.

**How to handle distress in an interview**

If distress occurs participants will be informed that their views are valued, and that the interview space is somewhere for them to feel listened to and heard. A signal will be discussed with the young person beforehand, so that they can indicate to me if they would like to leave the interview at any time, or they can indicate if they don't want to answer any particular questions. The researcher will closely monitor the young person's wellbeing and ensure additional breaks are offered if it is deemed necessary



#### How to support young people post interview

If appropriate, relevant contact details of personnel who can provide additional support will be provided, and this will be discussed and clarified with the PRU. The young person's key worker will also be aware of the interviews taking place, and therefore would also be someone they could talk to if they needed additional support. It is hoped that the interview will also be strengths based and positive, helping to minimise distress. It is therefore hoped that the stress or distress of the research is not excessive.

#### Sensitive topic

The interview may be sensitive or upsetting for young people, since they will be asked about previous experiences such as their previous school. This means that they may be asked to relive experiences which have been difficult for them, as it is often the case that things have become difficult within their previous setting, which is why a managed move has been initiated. Some participants may also feel that their managed move is not going well, and they may be distressed or angry about parts of the process. To help minimise the risk of this, the young person will be told that they do not have to discuss or answer any questions that they do not feel comfortable, and the researcher will be aware and mindful of the level of risk asking these questions may have to the young person. The researcher will respond in a sensitive manner to any distress that may occur, as discussed above. The researcher will also seek to conduct interviews during the mid-week, so that participants are not left thinking about some of the difficult topics over the weekend, and that they aren't left exposed without support in the day after an interview.

It will also be important that the researcher is attuned and aware of any signs of discomfort the young person may display as the interviews take place. Before the interviews begin, there will be an informal 'getting to know each other chat' which will aim to make participants feel comfortable within the interview environment. It will also be important that a key point of contact will be available for the participants in case they would like a person to speak to if issues or concerns are raised at any point during the research process, who would be the same person they would be put in contact with if they were distressed or anxious after an interview. When discussing the process with the PRU this person will be identified, and relevant staff members will also be informed about the research. If participants move setting during the process, it will be important that the key link member of staff which is identified to support the young person with their move is also informed of the research. The researcher will contact and explain the research to all relevant professionals who are involved in the young person's managed move so that the young person can speak to an informed and supportive adult at each stage of the interviews. Consent will be gained from the Parent/carer of the young person, and they will also be informed of the research process. Young people will be encouraged to discuss any queries or questions they may also have with parents/carers. It will also be important that parents can contact the researcher at any point if there are questions or queries they themselves or the young people may have.

In regard to the being interviewed, they may also have their own views and reactions towards the managed move process, which may be based on difficult experiences they have had while working with vulnerable young people. They will be informed that their views are valued, and it is hoped that the interview will be a helpful place to reflect on or think about positive changes that could be made to the managed move process. They will be reminded that they can stop the interview at any point, have a break whenever they would like, and not answer any questions if they do not feel comfortable.

#### Sampling and recruitment

5-7 Secondary aged pupils currently undergoing a managed move, who will be joining the PRU as part of an interim placement will be approached by their key worker to see if they would be happy to be interviewed after they have been at the PRU for a period of 2-4 weeks. This is because it is hoped some young people will move to a new school within 6 weeks, and therefore the research seeks to capture the young person's experience as they

live it, rather than retrospectively e.g. 1 year later. Parents will be informed about the research when they come for their admission appointment to the PRU. This is where they are informed about the PRU and what the young person will be doing while they attend. The research will be explained to them by the SENCO and admissions coordinator, who have developed a good relationship with the researcher, and who has clearly explained the research to them. The parents will be given the information sheet about the research in this admissions meeting and asked if they would be happy for the key worker to ask the young person about whether they would or would not like to take part in the project. If parent's consent, then the key worker will be asked to discuss this with the relevant young person. This will likely take place in the key stage 4 PRU as there are more participants available that attend the setting, and they have regular pupils joining for an interim placement.

4-6 staff members in the Pupil referral unit and receiving schools will also be interviewed about the managed move process to provide Local authority context. Opportunity sampling will be used, based on who is available to be interviewed, and who the young people deem important. An email be sent round to ask for participant involvement. Attached to the email will be the information sheet for professionals.

#### **Informed consent**

It will be important that participants understand the purpose of the research, and what it may involve. The information sheet has also been kept simple, including graphics to support understanding considering the likelihood that participants may have underlying literacy or learning difficulties. Informed and written consent will be gathered from all participants and their parents/carer. An information sheet and consent form with the researchers contact details on will also be provided for the parent/carer of the participants, and due to the age of participants parental consent will be compulsory. Parents/carers consent is also required to provide young people with additional support and advice. Continued informed consent will be collected at the end of each individual interview, and before the subsequent interview, in which the young person will also be informed of their right to withdraw at any stage.

Staff being interviewed will be asked for informed consent, and the aims of the study will be discussed with them beforehand, and they will be provided with an information sheet in advance.

#### **Gatekeeping**

A participant information sheet will be provided and discussed with them to check the young person's understanding, which will at first be done with the key worker, so that the young person can discuss this research with someone external to the research, and someone the young person knows well, and will help to mitigate the parents and young people feeling obliged to take part. The researcher will meet with the key workers to ensure they have understood the purpose of the research, and what it will involve, and reiterate that young people and their parents should not feel obliged to take part.

#### **Right to withdraw**

Participants will be told about their right to withdraw at any point during the research, whether this be before, during or after the interviews, and have it highlighted that there will be no consequences if this happens. The young people and staff will be reminded of their right to withdraw at the beginning and end of each interview stage. At the beginning of each interview participants will also be reminded that they will not have to answer a question if they do not want to. They will be informed that they can say if they do not want to answer, and there will also be a red card provided for them that they can touch if they would just like to indicate moving on without having to say. No questions will be asked about this decision. Staff will also be informed that they do not have to answer questions if they do not want to.

#### **Data storage and protection**

Audio recordings will be stored on encrypted files on the UCL computer system which is password protected and will be transferred using encrypted USB storage. All interviews will be recorded on a Dictaphone (with participants permission) and deleted immediately after the recordings have been uploaded. This will be done straight after each interview finishes. These will be stored securely on a password protected UCL computer while the research project takes place and will be deleted 5 years after the data has been collected. This is so that the research may refer back to these transcriptions and recordings while publications or summary reports are completed once the project has come to an end. The UCL guidelines related to changes in GDPR have been consulted, and the processing of data will be taking place under the legal basis of the 'public task' whereby the research undertaken will be in the public interest.

### Reporting and dissemination

#### Confidentiality in reporting

All participants names will be changed during the write up of the research to honour anonymity. Confidentiality will be discussed so that participants are aware of this, and they will also be informed that unless there was a concern about the young person's safety, staff and parents will not have to be told about the specifics of the interview discussions. Since the interviews will be taking place in one LA, and likely within one PRU setting, there may be other things that would make a young person identifiable during the write up. Therefore, any information that might identify them will be modified or omitted such as key bits of their life story, their family background etc, if it is felt that there is something that would threaten confidentiality. The research will also be written up thematically, rather than in clear 'case studies' so that the readers won't be able to join up pieces of information about a particular young person, and the experiences that they may share.

#### Member checking

A developmental approach to member checking will be adopted throughout the research, where the young people will have multiple opportunities to 'determine if the researcher has accurately reported their story' (Koelsch, 2013). This will also hope to support a shift in the power dynamics, where the participant will have partial control over their represented selves. This member checking will be integrated into the three different waves of the research, and at the end of each interview the researcher will summarise what she has understood from the young person's experience and ask if that sounds accurate. At the beginning of the next stage the researcher will come with a more formalised analysis of the previous interview, and use this to recap with the young person, while also seeking feedback on the analysis from them. It is hoped that this will ensure the young people's views have not been misrepresented.

#### Dissemination

There are potential implications for young people and their families, as well as at a National and LA level, and therefore the findings will be disseminated outside of the LA context. Implications for Educational Psychologists will also be considered throughout the research process and disseminated outside of the University context to widen their application.

#### Risks to Researcher

In terms of physical safety, the interviews will be in a safe place within the young persons educational setting. There may be psychological effects such as emotional upset or concern for the young people that are interviewed. It will be important to consider the psychological impact of the research during supervision, and the researcher will also keep a research diary to document her emotional reactions and experiences as the

research process unfolds. It is hoped that this will also increase the researcher's reflexivity, and awareness of how this may have impacted upon the research.

Please confirm that the processing of the data is not likely to cause substantial damage or distress to an individual Yes

#### Section 9 Attachments Please attach the following items to this form, or explain if not attached

a.	Information sheets, consent forms and other materials to be used to inform potential participants about the research ( <i>List attachments below</i> )	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information sheet and consent form for young people, information and consent sheet for parents, potential research questions for young people and parents, timeline highlighting recruitment process.			
<i>If applicable/appropriate:</i>			
b.	Approval letter from external Research Ethics Committee		Yes <input type="checkbox"/>
c.	The proposal ('case for support') for the project		Yes <input checked="" type="checkbox"/>
d.	Full risk assessment		Yes <input type="checkbox"/>

#### Section 10 Declaration

I confirm that to the best of my knowledge the information in this form is correct and that this is a full description of the ethical issues that may arise in the course of this project.

I have discussed the ethical issues relating to my research with my supervisor.    
I have attended the appropriate ethics training provided by my course.

**I confirm that to the best of my knowledge:**

The above information is correct and that this is a full description of the ethics issues that may arise in the course of this project.

Name	Hannah Jones
Date	29/03/2019

**Please submit your completed ethics forms to your supervisor for review.**

#### Notes and references

### Professional code of ethics

You should read and understand relevant ethics guidelines, for example:

[British Psychological Society](#) (2018) *Code of Ethics and Conduct*

or

[British Educational Research Association](#) (2018) *Ethical Guidelines*

or

[British Sociological Association](#) (2017) *Statement of Ethical Practice*

Please see the respective websites for these or later versions; direct links to the latest versions are available on the Institute of Education <http://www.ucl.ac.uk/ioe/research/research-ethics>

### Disclosure and Barring Service checks

If you are planning to carry out research in regulated Education environments such as Schools, or if your research will bring you into contact with children and young people (under the age of 18), you will need to have a Disclosure and Barring Service (DBS) CHECK, before you start. The DBS was previously known as the Criminal Records Bureau (CRB). If you do not already hold a current DBS check, and have not registered with the DBS update service, you will need to obtain one through at IOE.

Ensure that you apply for the DBS check in plenty of time as will take around 4 weeks, though can take longer depending on the circumstances.

### Further references

The [www.ethicsguidebook.ac.uk](http://www.ethicsguidebook.ac.uk) website is very useful for assisting you to think through the ethical issues arising from your project.

Robson, Colin (2011). *Real world research: a resource for social scientists and practitioner researchers* (3rd edition). Oxford: Blackwell.

This text has a helpful section on ethical considerations.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook*. London: Sage.

This text has useful suggestions if you are conducting research with children and young people.

Wiles, R. (2013) *What are Qualitative Research Ethics?* Bloomsbury.

A useful and short text covering areas including informed consent, approaches to research ethics including examples of ethical dilemmas.

### Departmental use

If a project raises particularly challenging ethics issues, or a more detailed review would be appropriate, the supervisor **must** refer the application to the Research Development Administrator (via [ioe.researchethics@ucl.ac.uk](mailto:ioe.researchethics@ucl.ac.uk)) so that it can be submitted to the IOE Research Ethics Committee for consideration. A departmental research ethics coordinator or representative can advise you, either to support your review process, or help decide whether an application should be referred to the REC. If unsure please refer to the guidelines explaining when to refer the ethics application to the IOE Research Ethics Committee, posted on the committee's website.

Student name	<input type="text"/>
Student department	<input type="text"/>

Course	█
Project title	█
<b>Reviewer 1</b>	
Supervisor/first reviewer name	Lynne Rogers
Do you foresee any ethical difficulties with this research?	█ These have been addressed
Supervisor/first reviewer signature	
Date	9 <sup>th</sup> April 2019
<b>Reviewer 2</b>	
Second reviewer name	Christopher Clarke
Do you foresee any ethical difficulties with this research?	All ethical difficulties have been addressed in supervision and are discussed on this form.
Supervisor/second reviewer signature	
Date	10 <sup>th</sup> of April 2019
<b>Decision on behalf of reviews</b>	
Decision	Approved <input type="checkbox"/>
	Approved subject to the following additional measures <input type="checkbox"/>
	Not approved for the reasons given below <input type="checkbox"/>
	Referred to REC for review <input type="checkbox"/>
Points to be noted by other reviewers and in report to REC	█
Comments from reviewers for the applicant	█
<p><i>Once it is approved by both reviewers, students should submit their ethics application form to the Centre for Doctoral Education team: <a href="mailto:IOE.CDE@ucl.ac.uk">IOE.CDE@ucl.ac.uk</a>.</i></p>	

## Appendix. K Information sheet and consent form for staff

Institute of Education



### **Understanding pupil's lived experiences of the Managed Move process**

#### **Staff information sheet and consent form**

My name is Hannah Jones and I am currently a Year 2 Trainee on the 3-year Doctoral Course of Child and Adolescent Educational Psychology at UCL Institute of Education.

I would like to invite you to take part in my research project about the Managed Move process and how young people experience this. I am also interested in how staff experience the managed move process, and the different roles people play in relation to a pupils managed move. This research forms part of my professional qualification.

Before you decide about whether you would like to take part, it is important for you to understand why this research is being done, and what your participation would involve.

#### **The aim of the study**

- To understand more about what the managed move process is like for young people as they experience it. It is hoped this may help to make future improvements for young people who may go through the managed move process.
- To further understand the Managed Move process from the perspective of the staff involved.
- To provide an opportunity for you to discuss the managed move process, and what your views are about this.

#### **What would the study involve?**

With your consent, I would like to interview you for approximately 30 minutes to discuss the Local authority context and the managed move process. I am hoping to record this interview on an audio device, and it will be deleted after transcription. Even if you have given your permission, you are free to stop your involvement at any time during the interview.

#### **Will information collected be kept confidential?**

All information collected through these interviews will be kept confidential and will be held securely until the research is finished. All data for analysis will be anonymised, and I won't reveal the names of participants or schools within my write up. I will make sure there is no possibility of you being linked with the data in the way that I write this up.

The UK Data Protection Act 1998 will apply to all information gathered within the interviews and will be held on a password-protected laptop. No data will be accessed by anyone other than myself, and the data won't be able to be linked to any individual that has been interviewed.

#### **Data Protection Privacy Notice**

## Institute of Education



The data controller for this project will be University College London (UCL). The UCL Data Protection Office provides oversight of UCL activities involving the processing of personal [data](mailto:data-protection@ucl.ac.uk) and can be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). UCL's Data Protection Officer can also be contacted at [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk). Further information on how UCL uses participant information can be found here:

<https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice>

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

A final report will be produced summarising the main findings of this research project. It is hoped that the findings of this study will also be available to researchers and practitioners. I will also be providing a feedback summary to the young people involved in the research.

### **What do I do next?**

Please complete the attached form indicating whether you give permission to be interviewed. I will then arrange a time with you for this to take place.

Many thanks,

Hannah Jones

Trainee Educational Psychologist

**UCL Institute of Education**  
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**Please a put a circle around your answer and sign your name at the bottom of the form if you give permission for your involvement in this study**

I confirm that I have read and understood this information sheet which has been provided.	<b>Yes</b>	<b>No</b>
I am happy to take part in the following research project.	<b>Yes</b>	<b>No</b>
I understand that I am free to withdraw my consent from the study at any time.	<b>Yes</b>	<b>No</b>
I agree for the interview to be recorded, and that recordings will be kept secure and destroyed at the end of the project.	<b>Yes</b>	<b>No</b>
I understand that I can contact Hannah Jones if I have any concerns.	<b>Yes</b>	<b>No</b>

Job Title: .....

Name: .....

Signature: ..... Date: .....    .....

**Contact details:**

Phone number: .....

Email: .....

## Appendix. L Pupil's storied account example

Past

Present

Future

Primary school was fun, joyful, we had lots of activities to do, teachers were caring, you felt like you were part of like a big family. The learning was challenging, but it was appropriate for all kids, dependent on their ability to do the work, and people that could do it they used to put you near people that could do it. Friendships were really good at primary, but sometimes I felt like I had to choose between two sides. One boy had tension with another boy, and if you were friends with the other one like stuff like would happen if you were friends with the other one, you'd be mistreated and that, there were tensions between two pupils. Because we were young, we look at other people and you want to go with the big like good group, the most popular group innit, like my close friend from there, like me and him we used to be popular, we were close, and sometimes I had to choose between him and another guy, who wasn't as popular, he was popular but like he was not lonely but less social, so I had to like choose between them two which one, it was to do with popularity, your young and you don't have much control yet you see. I was part of the football after school club and I did the hockey, they also used to take us swimming, and we did trips, we went to loads of places, we went on residential trips, they were really fun, we went for years 5 and 6, some schools only do it for one year, they were really good, we did like zip lining, they did activities that took us out of the comfort zone like the massive swing, it was so cool it was like as tall as this building or something.

Then secondary it was alright, in Year 7 ~~there was new people and I made new friends, and I had~~ one friend, we were so close we were like brothers, from my old area, me and him came to the same school, and we got loads of friends and we turned into a big group, so everyone was friends at that ~~time, but then the~~ ~~friend~~ like broke apart, we grew distance and things started to become negative, I think it was from jealousy, like he saw me, he saw the people like they were more looking up to me than him, and they coming to me for more stuff and he wants that stuff as well, but I didn't ask for that, even he wanted I would have given to him but like he got like angry, he didn't even tell me why, he just got angry, and he made his own group and the ~~friend~~ ~~and his~~ ~~friend~~ ~~group~~ ~~and~~ ~~me~~ ~~and~~ ~~my~~ ~~mates~~ ~~versus~~ ~~his~~ ~~mates~~, since then I just went downhill, like fighting every day, mostly in school. The teachers tried to resolve it but my lot we didn't care, because we were the bigger group and we didn't see them as a threat at that time. They were like getting us together and like sitting us all down and talking it out but they didn't like talk us through it thoroughly, they told us just like don't do this don't do that, and it's not going to help us like because there are loads of us together, but they just got a bunch of groups together and just separated them for this time, and just thought it was going to heal like that. The learning was good, some of the teachers helped you sometimes but then they may not help as much as they may think because your higher ability so they don't need to help you as much, but I enjoyed Geography, ~~and I~~ ~~was~~ ~~good~~ ~~at~~ ~~it~~ ~~and~~ ~~the~~ ~~learning~~ ~~was~~ ~~okay~~, sometimes I used to get sent out of lessons but the majority of the time I was good. We used to have a lot of after school clubs there as well, I was in the school football team after school and we played every Thursday, and I went to tennis table club at lunch times. My head of year Mr x he was really good as well like he looked out for me as well I'm not going to lie, he

looked out for me, he told me look you have to pattern up, you have to become more mature now you're getting older this childish stuff,

But [REDACTED] downhill, at that time I got into like problems with boys from my school, me and my mates like them boys from my other school were also friends with my other friends and the boys in my school they snaked me and my mates to the other side with those other boys and that's when like me and my mates we got like really angry like we did lots of stuff for them, bad things for them and it just broke apart, and at the time me and my mates were all angry, we wanted to get revenge on the group in and out of school, there were lots of incidents after that, like me personally going up to people and hurting them that were involved and that's what led me to being kicked out, it was a build up of incidents, because it was building up, my reputation was also building up and there were lots of incidents, one of them was serious, I hit a kid down the stairs like pushed him down the stairs that's my fault, from their I knew I was going to be kicked out, I took my chances to early, it's my fault I got kicked out, I don't blame no one it's my fault, I can't blame no one like Mr X no one like that, Mr X actually tried to help me and I've actually got love for that. Then when the move happened the head of year and I think the head of the Key Stage 3 they had a meeting with my dad and I wasn't in it, I was outside, they were talking about the fact they couldn't have me no more in the school, they couldn't handle me no more so they were moving me on and they just said this is it. They said you have options you either chose another school or chose a managed move, but we chose a managed move because it's more easier, it seemed more clearer that you go from here to another school but it sounded more long because then they are going to have to take you out of school for a period of time and you are not learning like your just at home or in the exclusion room again. They didn't really tell me about it they called my dad, I just stayed in the exclusion room. My dad was angry because they said I got kicked out because of a knife, but there was no evidence to back that so my dad was obviously like why you kicking him why you kicking but I understand that, I understood it because obviously like what I did before that was obviously that, that was evidence of why I got kicked out, because what I did before was really serious. My dad and school went back and fourth with my dad saying where is the evidence, where [REDACTED] they couldn't give us a conclusion so then my dad just accepted it and was like it's time to go and so that's when he like signed the papers, just my dad had to sign them, but I wanted to move from the get go, I knew being here was no good for my education because there was just loads of tension, tension between my group and their group and I'm more focused on who am I guna get next, like who do I watch out for than like I'm not focused on my science and that. Exclusion I think is like permanently, like you can never go back there and the school give up on you, but I think a managed move is where you agree, you and the school agree to come to a place here and then apply back if they see change, or another school, that's what I think it is. It was a bit like all over the place, because it wasn't like, they told me this date then that and we never knew, and they kicked me out, but then they asked me to come back into school, so I could stay in the exclusion room, that didn't make sense to me if I had been kicked out. Then I was kept in the exclusion room until I started here, so I was in there for like a week, for me it was like no point, I signed the papers they signed the papers, it was like no point I'm not learning nothing as well, and plus my mates are there with me as well, that's what... I was surprised actually because me and my mates were there, I was in like the same room, there is no learning, they give you worksheets, but no one gets what you are learning about, there are teachers like looking at you but they are just sitting there just watching you. It was so pointless going to school and it wasted time. My dad was confused as well, actually he didn't mind, but my mum was confused like she didn't want me going back to the school as well just sitting looking at a wall for

one week, so they were both a bit confused but then after that after the first day after we came here and had a meeting it was all sorted. It would be good if it was quicker.

People outside they put PRU like they give you like a bad name, reputation, me coming here, me before I thought this school was like, what's it called like a prison or something, where everyone is like fighting each other and everything like that, but it's all organised to me, everyone is just disciplined, no one like fights no one argues at teachers, you're not supposed to be here, like here is for people that have issues, like you don't want to come here because like you're getting kicked out getting kicked out of a school is bad everyone knows that, but people put this place as a bad place and they say when you get kicked out your guna be even more badder here, like other schools, so many schools they portray this PRU you as like a rubbish place, it's not a place you wanna go and stuff like that.

Then I started here. I had [redacted] because them boys, that I had [redacted] but the teachers handled it really well like here, like fully well, I couldn't have asked for it to go better, they were like, they got us one to one, like me and someone I had problems with face to face, not as in like me and him being separated but like us face to face and said look you guys can't have no problems here, leave it there and be blessed and let it go, after two minutes straight it was all resolved, it was like x he mainly did it, he was really keen from the get go, like he said from the get go no one is going to get you, no one is going to hurt you. X told me to come in the room and the other boy that I had problems with to come in the same room, and we just sat there and the teachers were like listen you can't have no problems in here, even outside you can't have no problems because we will hear about it and we will take serious consequences yer... this school really helped. In that meeting they were like real, they weren't like going and being professional, but they weren't being unprofessional they just said listen you can't have beef here, this is like our school, your other schools that's different and outside is different but here you can't have no beef and I was like [redacted] were in the same class for a long time as well, here, he left because he went to a new school, but I had like one week and we didn't look at each other or nothing and with others it's great actually, we don't look at each other or nothing, I thought I'm going to lose it here and just fight but literally the teachers they like full on said you can't do this and you can't do that, you can't fight here because one fight and you're out, so like me and the other boy we don't care about each other, like me personally I don't care about the beef and stuff, and this school helped me lots, they matured me, it disciplined me. X played a real big part as well, he got us together me and those boys, face to face, I have never had that before where me and someone I used to have beef with is right in my face talking. When you sit down with someone, most of the time these people that are beefing each other, they don't even know, they are beefing because someone else has a problem with them, so once you sit down with the person and you don't even know who they have beef with, they start to like grow on you, like your right in his face he is right in your face, no one is trying to be the big man, we are all equal here, teachers have a higher power than us, you can't say no to a teacher, so that's why when someone I have problems with, sitting them face to face was a big thing. And what was good is they didn't force me, they asked me, they said do you want to do this or not and I said yer I'm not sitting next to someone, it even shows like you are a bigger person like if you accept, if you can go through the problems you had in the past it was my choice, we can mend it.

In my first week here I absolutely smashed it, you had to be like full on good, I'm not lying you have to be like a nerd, sit like a nerd, everything be like a nerd, but that really helped them like me, doing that it made the teachers like me more, they don't see me as like a PRU kid, they see me as a

mainstream school kid who had bad influences or something like that, they even told me that, they tell me that like every day they say they said good things about me in briefing and that, I get happy obviously, I get gassed, I'm like thank you innit, it's stuff like that when the teachers they talk good about you to other teachers, stuff like that makes me more better, I'm like good, you have positive stuff being said so you want to carry on. And my key worker he's really good, he's really close, he's very friendly, like I could go and talk to him about whatever, he's a really good guy, he said to me from the start listen no one is going to hurt you no one is going to touch you, like we're brothers, we are like brothers in this, and I was like, I have never had that before... in x (previous school) were like a teacher and a student have that connection, for the first week he was really with me like close like with me in classes in case anything happens but then after he saw that like, he knew that I got no problems here, I was going to cause no problems so he said to me you be independent you go by yourself and I said yer I don't mind that, that's when like I hung around by myself and that, like he used to hang around with me when it was a new environment and that and now I just I just see him about, I talk to him about stuff like about my move and he is really really good, he's better than them what's it called.. you know how the school has those like social worker or something, he's probably better. This key worker is the whole thing, it's what like brings the school good because they want you... because like coming here it's like what it's called... rehabilitation, trying to get better, this school with the key worker and everything it's really good, basically all of the teachers in the whole thing, I think I have learnt more here than I have learnt in my previous school for like 2 years, I used to hate maths but here I actually enjoy it, I understand it more, the teachers are more friendly, more bubbly, they are more social they say good morning and ask how's your day, they talk to you like their friend basically, they help you more, they want you to do better, when you do good they give you like nominations, they let you do stuff on the computers that you wouldn't be allowed to do in school, they trust you, once they give you that trust it's very good. It's a 10 out of 10 no doubt.

They offered me extra support from others, but I declined because I knew I don't need that, I need to be independent personally I don't have no issues, I don't need people to help me like, I don't have issues, nothing like that.

It did still take a bit of time to get a school place, it's a lengthy process, I think it would be better to avoid the waiting. I would say having a school, if you are looking for a school, like contacting schools and seeing if they want you or not, like after they have you for like one week report if the school accepts you, and then have like three weeks and then you go, me I took, it took like 2 weeks for them to actually contact the schools, I understand one week you have to be good, they have to monitor behaviour if you are good enough to go to another school. They told us, they told us tell us the schools you don't want to go to first off, that's the thing which schools you have a problem with, so I told them about the boys and the schools they are from and schools that I might have a problem, they said that's alright you know we don't want you going their if you feel like you are not safe and I told them which schools I would like to go to and I told them x and x I got a space in x and I was like [REDACTED] they go to that school now as well, and everyone is friendly there, like I don't see people, people in this area are always fighting and fighting in my old schools area, and that school is a small small and it will be like positive influences. My [REDACTED] and we saw x on the way and they were like that looks like a nice school do you want to go and I was like yer I don't mind, e [REDACTED] if anything happens. I discussed it with the head of centre, the teachers, my key worker, they tried discussing

like other schools that were nearer to my house but like I'm keen to go to X and they said tell me the schools you want to go to the schools you don't want to go and I said well like X and they were like okay it's done. I got a space in my new school, I think I am going after the December holiday, if I have no problems, I think I'm going, so I think this is my last week, hopefully I kind of like, I don't want to leave because I like this school, everyone is friendly in here, but then I know I need to go because I want to get like good grades. When I heard they give you like 3 GCSE's here, that's when I'm like ah I want to get like maths that's the most important one but like the others they help you, they benefit you, like I would rather it benefit me than not having it, that's why I want to go mainstream that's why I'm going back. I do feel like I am learning more and more and have one to one connection with the teachers, but they say like everyone wants mainstream and my parents fully. I'm looking forward to it but I'm going to miss this place though, this place is alright. If I can form relationships here with a place that people give a bad name, then I can form them in mainstream. I would say now I am more disciplined, matured, more open minded, I talk to more people now.

In the future I want to be a CEO, or a finance something of a big company, CEO because I have always felt like a leader, like within groups I have always been the main one, I have always felt like the main one, so to use that positively and try to create a difference to other companies, [REDACTED]g.

The reintegration officer told me that I got a place on my second or third week in the PRU but then she contacted them and they didn't reply but then on the day of the parent meeting she replied back saying oh you got an interview and everyone was so happy. They told me I'm starting on the Monday, but they just want me to come and go over the rules and sign an agreement and stuff, so I first came to my new school a couple of weeks ago on a Friday. I was excited, I was not nervous at all I don't even know why, I was like finally I'm out of PRU, it's not even that it's like finally I can do my GCSE's now. On the Wednesday that week I went to the PRU and my key worker straight took me at lunch time to have a meeting with my new school, and we had an interview with erm one of the assistant heads that lady (X), and then we had an interview going through stuff like the rules like going through what I did in the past and how that can't happen here and yer like I want a fresh start and stuff like that. My key worker from the PRU came, [REDACTED] it was good because he came here as well to this school so we were like talking about the teachers and he was telling me good stuff about it but yer then after that on Friday they were like come and we will do tests in order to get my sets in and then on Friday they got a student in my form I'm going to, to like show me around and that and they were very friendly and without that I probably wouldn't have spoken to any of them. They got some buddy for me and we were just talking and talking and we went upstairs and now I'm like closest with most of them there and now I feel comfortable, and now I just go up there and now we are all friends, I knew none of them literally, they are all very friendly, they are not like my old school where they are all like right let's go and have a problem they are all like together, it's very positive and like in the classes they help me and they showed me around as well like where my classes are. Monday to Wednesday I was still doing tests and then Tuesday I slowly went to classes and on the Wednesday I went straight to classes after that and I was on my own but I wanted to be on my own, like I said I don't need no help no more innit let me go by myself now, so they let me, they let us be but said if I need any help, they set me up with X, like a key worker, like I think of him as like a key worker, he tells me if anything happens tell me, like he comes after every lesson and is like writing stuff about how the day went, he still does it now, because I have been ill the past three days, I saw him today and he was like come and catch up with me, we have a good relationship, he knows x as well, they were friends. At the end of the day he just asks like how I have felt and stuff, and when I

asked him can I swap geography to history he was like, he literally did it, he was like I'll get it done. I chose geography because I put it for my GCSE's but then I got kicked out straight after I started it so I didn't know nothing, yer but then I saw and I went to first class and I saw all the work they do and I understood nothing, because I do triple science as well, it's just more work more work but I thought, I was always good at history because we did it from year 7 to year 9 and I used to always be good at history and I like it more, geography, they said it's the easier option, that's why I chose it but yer. What they are doing now, I'm more comfortable at that, I'm good at it that's why I never ask for any help but [redacted] to give me the work, like he encourages you to come, the teachers are very friendly, very good, I don't know how they compare to my old school, the teachers they were more like, I don't even know, it's the same, it depends, I think it's because I haven't been here for that long, I don't fully know. The first impression is positive, the English teacher is a very nice guy, but like at my school before they were all good yer, even my head of year before he was very good, he was my history teacher. The assistant head she like took me to all my lessons, showed me my timetable, when she sees me she asks like how you doing and then I have X, they have a great team here, and that other lady who brought me here as well.

But the other day [redacted] they came after school again, trying to punch me up or something, and the PRU they called my mum to say they heard about it, so my mum was saying to send my son home early and they called here and they let me go home early from the usual time, so they sent me home early and I didn't even know what had happened as well but apparently boys were coming after school but then it got sorted out. It made me feel like oh this stuff is happening all over again, [redacted] that means I would have went out and it would have ended up like me fighting them and stuff like that and it getting more worse because I have like people in that area as well and if they see then people are going to get involved and help me out so it would have got massive. It's very hard to think of a way out, that's why I try and stay to myself but then a guy that's from their group used to go to this school but got kicked out from here so it's very hard, there is nowhere to go, like there group they are all fighting each other basically and they have beef with like other people from all over the area yer but just because I stopped because I go mainstream they are trying to like pull me back in innit, I'm getting annoyed now because stuff like them turning up, that annoyed me a lot because it's my new school and it's a sign of [redacted] are going to be like if people hear about that they are going to be like oh he's all involved in that but people didn't, it didn't affect things. It's different here though like if I came for a person and then they told the teachers what I did I would laugh my head off and tell my mates like oh he's a snitch and that, that's what happens, if a teacher got those students in, they will just say don't come again and stuff, like whereas in the PRU it's different because they are more like ours, like talking on our level, and they are like listen why are you going there, and they will make the guys that went there feel like less of a man than the other one, but normal teachers here they can't break the boundaries they have limits.

Because of the fight now all I'm scared about is that they are going to think that's going to keep on happening over and over again, but I am going to tell the [redacted] up to me, I don't, everything is them coming to me and then me having to always resolve it, it's not me going to them because I [redacted] happens because they think oh I will go out to go and fight them yer. Oh my days, it's going to be bad when my parents hear, you know [redacted] fights and that, all I am trying to do is make n [redacted] innit, and now they are going to worry like

he's going to get kicked out again, I don't want to be like them boys round the corner. But I know that [redacted] fight with, he's not going to do nothing, so if I say I won't do nothing back then, I don't even know, it's hard, I wanted a fresh start, I feel like that fight will have created a big reputation for me as well, like people are going to think ah looks he's a fighter let's get him in fights and that, after the fight the guys they were helping me and they were like are you alright bro, ah don't worry man I know he came up to you and stuff like that which is very good. One of my mates from [redacted] planning on visiting back again which would be good, when he hears about this stuff he is going to be like oh my I told you not to do that, he will be like you have to control it, it's half his fault and half my fault because I shouldn't have reacted the way I did but he shouldn't have approached me like that.

If it was up to me I would stay at PRU because otherwise stuff like the fight will happen, like there is more people around, there are more people around to know what you're coming from and stuff like that. I was I would say like more comfortable, safer, even though the people there are like full on, like literally there is full on [redacted] it was like minor but literally as a group there was like 2 or 3 of us but I felt more safer there. It was the staff but also how it was organised like I'm not in the same class as them and even if I am like the teacher makes us talk to each other and stuff like that. After the fight it's like I prove my point I am a PRU kid like I need to go back there, stuff like that. Whatever happens happens, but like all I want is my education and my GCSE's. Then I want to do A-levels or college, depends how I do, if I carry on like stuff like in the last school like having beefs and that then I know I'm going to fail, I don't know, it's hard man, it depends how I a [redacted] if I stay in this school then I'll do my GCSE's the best, but if it's straight PRU then I will still try my hardest but like mmm yer. I want to stay here, obviously mainstream, all I want is for my mum and dad not to be worried and to get my GCSE's. When I got kicked out it was like I don't know like hell, everyone was angry, worried like oh you're going to fail i [redacted] s like a stars and all of that and then it's just me out of schools and having fights and all of that, and I [redacted] ld mainstream school, she goes now, people know her because of m [redacted] her he's a fighter and stuff like that. I just really hope it works out, I've got a feeling they are going to kick me out, because people tell [redacted] anything bad then... students from PRU told me that like don't mess about, I don't even know, it makes sense though, a new kid comes to school and has a fight, and they told me they only had one failed FAPP student, one failed managed move student in the past 10 years, and that's why like, I don't even know, now they might send me back to the PRU yer, but I hope I can stay here and do sixth form as well, this school is very good as well, I don't even know man let's see

#### Reflections:

Contradictions about how he felt and how he wanted to be, what he wanted vs what his parents wanted and the adults around him had promoted. Almost a sense of a self-fulfilling prophecy of like see I knew this would happen, but also a sense of feeling trapped and unaware of how to move forward when some of the difficulties were so entrenched and hard to escape from such as just outside his new school gates, sense of being pushed and pulled in different directions, and still feeling like this was another tipping point in thinking about which path his future was going to take, also a sense of pressure from parents, family, school those around him not to muck up and fail, perhaps being part of the contributors. A moving and emotional interview in which M appeared to feel stuck and trapped in many ways, despite the physical move. Themes of safety seemed important and significant to M, reflecting that the PRU appeared to be the place he felt safest.



### Appendix. M Thematic map of pupil codes used in reflexive thematic analysis

Theme:	Subtheme:	Example of initial codes:
Conceptualisations of behaviour		Perceived as a PRU student Labelled as belonging in PRU Strict policies in schools Behaviour dealt with through isolation room Frequent use of exclusion rooms Use of exclusion rooms as punishment Behaviour leads to consequence PRU for pupils with issues PRU for those who need it Teachers viewing pupils as mainstream Outlining behaviour expectations Need to act like a nerd PRU promoting mainstream behaviours PRUs behaviour conditions PRU as decision makers Behaviour monitored Behavioural expectations Behavioural assessments
Variation or inconsistency	Pre move experiences	Mixed messages about move Parents not clearly informed Left out of meetings Accepting and signing move documents Incorrect timescales given Timescale shock Rough timescales discussed Re-explained about time in PRU Process explanation on arrival Some school staff offering support Lack of clear information Mixed messages about PRU Multiple systems complicating things Visited PRU before started Waited in exclusion room Suddenly moved Can all happen quickly Didn't know when it would happen
	The reintegration offer available	Further assessments Initial meetings Support if needed Key worker may visit Buddy system set up Getting on with it Independence

		<ul style="list-style-type: none"> <li>Full timetable from beginning</li> <li>Timetable alterations</li> <li>Gradually joining classes</li> <li>Getting straight back in</li> <li>Inclusion centre</li> <li>Gradual reintegration process</li> <li>Minimal contact from PRU</li> <li>Staff to speak to if a need to</li> <li>Review meeting</li> </ul>
The need for enabling environments	A level of flexibility	<ul style="list-style-type: none"> <li>Lots of activities</li> <li>New experiences</li> <li>Focused on grades</li> <li>Following policies</li> <li>Results focused</li> <li>More choice</li> <li>Given options</li> <li>New courses available</li> <li>Vocational options</li> <li>More freedom</li> <li>Smaller classes</li> <li>Reduced expectations</li> <li>Given more independence</li> <li>Making my own way</li> </ul>
	Support and encouragement	<ul style="list-style-type: none"> <li>Constant criticism</li> <li>Not enough support with learning</li> <li>Being forced to learn</li> <li>Too many expectations</li> <li>High expectations</li> <li>Some support with learning</li> <li>Specialist support available</li> <li>Well supported by staff</li> <li>Given praise</li> <li>Positive phone calls home</li> <li>Telling parent good news</li> <li>Achievements shared with home</li> <li>Motivated to learn</li> <li>Teachers more supportive</li> </ul>
Respectful relationships with adults		<ul style="list-style-type: none"> <li>Teachers don't get to know you</li> <li>Teachers have no time to listen</li> <li>Teachers disrespectful</li> <li>Not viewed as equal</li> <li>Negative language used</li> <li>Teachers cared</li> <li>Wanting to help</li> <li>Staff real</li> <li>Straight talking staff</li> <li>Staff care a lot</li> <li>Staff value you</li> <li>Teachers not rude</li> <li>Viewed as equal</li> </ul>

		<p>Given trust  Teachers build relationships  Adults have time to listen  Key worker really cares  Care more than anyone  Invested in people's future</p>
Impact of change	Endings	<p>Moving away from tension  Feelings of sadness  Not wanting to leave  School rejection  Ending bad timing  Leaving friends  Parent sad  Parent feeling upset  Impact on parents  Feeling frustrated  Causes worry  Disruptive to studies  Delaying learning  Mixed messages  A confusing time  Unclear process regarding moving out  Unsure about PRU  Relief to leave PRU  Eager to return to mainstream  Sad to leave</p>
	Beginnings	<p>Settle in period  Further information provided  Finding a new peer group  Additional revision required  Getting back to learning  Mixed feelings  Learning gaps from move  Missed learning  Additional learning pressure  Entirely new topics  Down to the individual  Difficulties getting on top  Having to catch up  Time wasted between  Feeling of not knowing  Nerve wracking  Ongoing issues outside school  Additional pressure for it to work  Family pressures</p>