

**SANCTUARY: THE EVALUATION OF A SECONDARY
SCHOOL INTERVENTION**

by

MARY AMPHLETT

A thesis submitted to
The University of Birmingham
in part fulfilment for the degree of
DOCTOR OF EDUCATION

School of Education
College of Social Sciences
The University of Birmingham
2011

UNIVERSITY OF
BIRMINGHAM

University of Birmingham Research Archive

e-theses repository

This unpublished thesis/dissertation is copyright of the author and/or third parties. The intellectual property rights of the author or third parties in respect of this work are as defined by The Copyright Designs and Patents Act 1988 or as modified by any successor legislation.

Any use made of information contained in this thesis/dissertation must be in accordance with that legislation and must be properly acknowledged. Further distribution or reproduction in any format is prohibited without the permission of the copyright holder.

ABSTRACT

This research is an evaluation of a Key Stage 3 intervention, Sanctuary, from its inception, through its evolution across nine years. The research explores the dichotomy related to achievement and inclusion and the conflicts that emerge when poor behaviour is involved.

Pupils were identified in each of the three key stage 3 Year groups using criteria. These identified pupils were taken out of mainstream school into the resource base for a three week intensive course aimed at improving their basic numeracy and literacy skills whilst still ensuring provision of the core curriculum. Their adapted curriculum also included strategies to manage behaviour and anger and opportunities to develop self esteem, empathy, resilience and nurturing.

The first research question was to investigate if the intervention provision answered the needs of the identified pupils. This justification was based on a formative evaluation of available literature and research.

The second research question looking at the impact of the intervention required a summative evaluative methodological approach using documentation, questionnaires and interviews.

Teachers, peer members, parents, employers, external inspectors and the young people themselves recognised improvements commensurate with other similar research as a result of the intervention.

Acknowledgements

I wish to thank the following, without whose help this work would not exist:

My family – my husband Paul and my four children, Pax, Annie, Luke and Tom –
for their constant support and encouragement.

My friend, Jo Winwood, who has walked this degree path with me; for her unfailingly
uplifting comments that motivated and maintained my focus whatever the problem.

Our assigned Educational Psychologist, Michelle,
who introduced me to nurture groups and helped set up the intervention.

My Principal for enabling the introduction and maintenance of Sanctuary
and for his faith in its success.

All the Sanctuary staff for believing it was possible and for always working to that end.

The identified pupils for providing the constant challenge and for working towards
whatever challenge was set for them. Most of all for their achievement.

My supervisor, John Vissor, for continually raising the bar, for his time, patience, advice
and faith that it would be done.

Contents

CHAPTER 1. Introduction	p.1
1.1 The Dichotomy	p.2
1.2 Purpose and Aims of the Research	p.8
CHAPTER 2. Literature Review	p.12
2.1 Search Strategies	p.14
2.2 Nurture Groups	p.16
2.2.1 History	p.16
2.2.2 Primary Nurture Groups	p.16
2.2.3 The six nurture Principles	p.18
2.2.4 Effectiveness of Primary Nurture Groups	p.21
2.2.5 The secondary sector	p.22
2.2.6 Effectiveness of secondary school nurture groups	p.27
2.2.7 Comparisons between primary and secondary nurture groups	p.28
2.2.8 Summary	p.30
2.3 Interlinked Behaviours	p.31
2.3.1 Learning and learning behaviours	p.33
2.3.1a The zone of proximal development (ZPD)	p.33
2.3.1a-i Scaffolding	p.35
2.3.1b Engagement	p.37
2.3.1c Motivation and perseverance	p.39
2.3.1d Collaboration	p.45
2.3.1d-i Issues with collaboration	p.47
2.3.1d-ii Solutions	p.48
2.3.1e Communication	p.50
2.3.2 Emotional behaviours	p.51
2.3.2a Empathy	p.52
2.3.2a-i Significance of empathy	p.53
2.3.2a-ii Nurturing	p.55
2.3.2b Self esteem	p.55
2.3.2b-i Critiques of self esteem	p.58
2.3.2c Resilience	p.60
2.3.2c-i Environmental barriers	p.62
2.3.2c-ii Protective Factors	p.64
2.3.3 Conduct behaviour	p.68
2.4 Summary	p.71
CHAPTER 3. Methodology	p.75
3.1 Research paradigms	p.75
3.2 Research design	p.77

3.2.1 Trustworthiness of the research	p.77
3.2.1a Validity	p.77
3.3 Nature of the research.....	p.79
3.3.1 Action Research.....	p.80
3.3.2 Case Study.....	p.81
3.3.2a Issues.....	p.82
3.3.3 Evaluation.....	p.83
3.4 Ethical considerations	p.86
3.5 Evaluation research methods	p.90
3.5.1 Documentary evidence	p.90
3.5.1a Use of documentation – methods	p.93
3.5.2 Survey Methodology	p.94
3.5.2a Questionnaires	p.95
3.5.2b Interview Methodology	p.97
3.5.2b-i Interview method	p.98
3.5.3 Sampling	p.99
3.6 Conclusion	p.102
CHAPTER 4. Data collection	p.104
4.1 Sanctuary – setting up	p.104
4.2 Staffing	p.106
4.3 Timetable / Provision	p.106
4.4 Curriculum	p.112
4.4.1 Literacy and numeracy	p.114
4.4.2 Science	p.116
4.4.3 PE	p.117
4.4.4 Religious education	p.118
4.4.5 Information Communication Technology Skills	p.119
4.4.6 Creativity	p.119
4.4.7 Personal skills	p.120
4.4.8 Caring	p.121
4.4.9 First Aid	p.123
4.4.10 External visits	p.124
4.4.11 The remainder of the Curriculum	p.127
4.5 Learning	p.129
4.5.1 Collaborative Learning	p.130
4.6 Key Stage 4	p.131
4.7 Access	p.133
4.8 Training	p.134

4.8.1 Mainstream staff	p.135
4.9 Monitoring	p.137
4.10 Parental Links	p.139
4.11 Prefects	p.141
4.12 Accommodation	p.142
4.13 Other Sanctuary Courses	p.145
4.13.1 Counselling	p.145
4.13.2 Anger Management	p.146
4.13.3 Self-Esteem	p.146
4.13.4 School Phobia	p.147
4.14 Sanctuary and Mainstream School	p.148
4.14.1 Mainstream Pupils	p.148
4.14.2 Mainstream Staff	p.150
4.15 Indicators of Success	p.152
4.15.1 National Innovation Strategy	p.153
4.15.2 OFSTED Inspection 2004	p.154
4.15.3 LA letter	p.157
4.15.4 The Diocesan Inspection December 2007	p.158
4.15.5 Permanent purpose built building autumn 2008	p.158
4.15.6 OFSTED Inspection Autumn 2010	p.158
4.16 Pupil Voice	p.159
4.16.1 Questionnaire	p.160
4.16.2 Identified pupil responses to one to one, in-depth interviews	p.167
4.17 Teacher's voice	p.173
4.17.1 Questionnaire	p.173
4.17.2 Written comments	p.187
4.18 Parental voice	p.187
4.18.1 Parents' Evening Attendance	p.188
4.18.2 Questionnaire	p.189
4.19 Community Voice	p.192
4.19.1 Work experience Questionnaire	p.192
4.19.2 Prefect application	p.196
CHAPTER 5. Discussion and analysis	p.198
5.1 Emerging themes	p.198
5.2 The first research question	p.199
5.2.1 Sanctuary as a nurture group	p.199
5.2.1a 1 st nurture principle	p.199
5.2.1b 2 nd nurture principle	p.200
5.2.1c 3 rd nurture principle	p.201
5.2.1d 4 th nurture principle	p.203

5.2.1e 5 th nurture principle	p.203
5.2.1f 6 th nurture principle	p.204
5.2.2 Comparisons with other Secondary nurture groups	p.205
5.2.2a Sanctuary for all	p.205
5.2.2b Parental links	p.206
5.2.2c Mainstream staff	p.206
5.2.2d identification procedures	p.208
5.2.2e Timetable provision	p.208
5.2.2f Staffing	p.209
5.2.2g Accommodation	p.209
5.2.2h course length and support	p.210
5.2.3. The Sanctuary Curriculum	p.212
5.2.3a Statutory requirements	p.213
5.2.3b Literacy, numeracy and ICT	p.214
5.2.3c Science	p.216
5.2.3d Physical education	p.216
5.2.3e Art tuition	p.217
5.2.3f Caring	p.218
5.2.3g External visits.....	p.219
5.2.4 Learning	p.221
5.2.4a Prior Learning	p.222
5.2.4b Bridging Strategies	p.222
5.2.4c Language	p.222
5.2.4d Co-operative learning/teamwork	p.223
5.2.5 Conclusion.....	p.223
5.3 The second research question	p.224
5.3.1 The impact of Sanctuary on the identified pupils.....	p.224
5.3.1a The pupil voice	p.224
5.3.1b The Teacher voice	p.225
5.3.1c The Parental voice	p.228
5.3.1d The Wider community	p.229
5.3.2 Impact of Sanctuary on peer group of identified pupils..	p.230
5.3.2a Friendship	p.230
5.3.2b Lessons.....	p.231
5.4 Issues	p.232
5.5 Limitations	p.234
CHAPTER 6. Conclusion	p.236
6.1 Positive outcomes	p.236
6.1.1. Observations by the identified pupils, their peer group, parents, teachers and employers	p.236
6.1.2 External observations	p.237
6.1.3 Comparison with other research	p.237
6.2 Negative issues	p.240

6.3 Trustworthiness of the study	p.241
6.3.1 Validity	p.241
6.3.2 Objectivity	p.242
6.4 Reflection on bias	p.243
APPENDICES	p.245
Appendix 1a Formative Evaluation	p.246
Appendix 1b Summative Evaluation	p.247
Appendix 2a Interview questions	p.248
Appendix 2b Quotes / comments.....	p.249
Quotes from pupils in interviews	p.249
Mainstream teachers' comments	p.253
Parental comments	p.254
Friends' comments	p.254
Appendix 3 Selected documents; purpose, audience and codes	p.255
Appendix 4a (Table 1) Sanctuary Timetable 2002/2003	p.264
Appendix 4b (Table 2) Sanctuary Timetable 2003/2004	p.265
Appendix 4c (Table 3) Sanctuary Timetable 2004/2005	p.266
Appendix 4d (Table 4) Sanctuary Timetable 2005/2010	p.267
Appendix 5 Training Leaflet	p.268
Appendix 6 CPD	p.272
Appendix 7 Prefect Application Form	p.276
Appendix 8 Pupils' Questionnaire	p.279
Appendix 9 Teachers' Questionnaire	p.280
Appendix 10 Parental Questionnaire	p.285
Appendix 11 Employer's Report	p.286
Appendix 12 Sanctuary Lesson Plan	p.287
Appendix 13 Letter	p.288
Appendix 14 Published interview	p.289
REFERENCES	p.290

List of Tables

Table A	Overall Design Frame	p.102
Table 1	Sanctuary Timetable 2002/03 Appendix 4a	p.264
Table 2	Sanctuary Timetable 2003/04 Appendix 4b	p.265
Table 3	Sanctuary Timetable 2004/05 Appendix 4c	p.266
Table 4	Sanctuary Timetable 2005/10 Appendix 4d	p.267
Table 5	Entrance criteria for Sanctuary	p.112
Table 6	Results of teacher questionnaire to identify improvements in identified pupils' skills and attributes	p.177
Table 7a	Mainstream Teacher's Questionnaire. Ranked order of improvements in skills and attributes	p.179
Table 7b	Mainstream Teacher's Questionnaire. Ranked order of significant improvements in skills and attributes.....	p.180
Table 8	Teacher's Questionnaire. Extension page	p.184
Table 9	Parental response	p.190
Table 10	Employer's response	p.194

Abbreviations

BELA qualification -Basic Expedition Leaders Award

BERA -British Educational Research Association

CAMHS – Child and Adolescent Mental Health Services

CPD – Continual Professional Development

COP – Code of Practice

CSIE - The Centre for Studies in Inclusive Education

DCC – Diverse Curriculum Coordinator

DfEE - Department for Education and Employment

DES - Department for Education and Science

DfE - Department for Education

DfES -Department for Education and Standards

DOS – Director of Study (Head of a Year group)

EBD - emotional and behavioural difficulties

FFT – Fischer Family Trust

GCSE - General Certificate of Secondary Education

ICT - Information Communication Technology

ITT - Initial Teacher Training

LSAs – Learning Support Assistants (now TAs)

Ofsted - Office for Standards in Education

OPSI – Office of Public Sector Information (UK government)

QCA – Qualification and Curriculum Authority (UK government)

QTS - Quality Teaching Standards

SATs - Standard Assessment Tests

SEAL – Social and Emotional Aspects of Learning

SEBD – social, emotional and behavioural difficulties

SEN – special educational needs

SENCO – Special Educational Needs Coordinator
(School Title - Learning Support Coordinator)

TA- Teaching Assistant

TTA – Teacher Training Agency

UNESCO – United Nations Educational, Scientific and Cultural Organisation

VA - Value added

ZPD - zone of proximal development

CHAPTER 1

Introduction

My research investigates one school's attempts to address issues emerging from a situation common to many schools at the beginning of the 21st Century; specifically, issues relating to the consistent poor behaviour, in every year group, of a relatively small but significant group of pupils. Such behaviour not only had a negative effect on the academic progress of the pupils involved, but also disadvantaged other pupils in the groups in which they worked, resulting in friction between the disruptive pupils and a number of their teachers. As a consequence, those pupils were in danger of exclusion for set periods of days, and, in some cases, possible permanent exclusion. In all cases pupils were not achieving academically as a result of a variety of underlying issues. The simple solution to the disruptive situation - that of removing these pupils from the school environment - went against both the school's educational ideal of maximal 'inclusion', and a current government recommendation that they remain.

Preedy, Glatter and Wise (2003) make an extensive argument for the necessity of inclusion. They state that in order to answer pupil and business needs, schools of the future have to meet basic criteria: that of 'inclusiveness, efficiency, effectiveness and adaptability'. If inclusion indicates the 'acceptance and involvement of all pupils within our schools', (Parsons 1999) -including pupils with poor behaviour- and if effectiveness is recognised as 'school improvement measured by National Curriculum Standard Assessment Tests (SATs) and GCSE results', then schools face a serious dilemma as to how to meet these two vital, yet apparently mutually contradictory criteria. To include is

ethically correct, but the negative impact of each pupil with behavioural difficulties reduces the school's ability to achieve its targets, and may thereby increase the chances of pupil exclusion.

Across the timescale of this research, a 'value added system' of measuring school success was achieved by comparing individual pupil subject targets, based on Key Stage 2 achievements, with pupil SAT Level results at the end of Key Stage 3, and GCSE results at the end of Key Stage 4. The total number of pupils in each year in the school was just over 200, meaning that each pupil was worth approximately 0.5% as far as achievement or non-achievement of the targets was concerned. The detrimental impact of disruptive pupils' behaviour on both their own achievement and that of their classmates, as revealed in the results of Key Stage 3 tests and Key Stage 4 GCSE examinations, was instrumental in moving the school negatively in the league tables, in which the schools' achievements are published in the public domain, and results compared across the city and the country.

1.1 The Dichotomy

For any change to be properly understood, it must be seen in the context of the political, social and cultural climate of the time, as any changes in education both influence and are influenced by the contemporary pedagogy (Ellis and Tod 2009). Two major changes influenced and impacted on schools in the 1990s, namely the introduction of the National Curriculum and the ideal of inclusion. The 1988 Ed. Reform Act introduced the National Curriculum (DES1988). It was made up of three core subjects - English, maths, and science - and seven foundation subjects. What was to be taught was stipulated by law for every age group in all state schools.

Simultaneously, one of the ‘most controversial aspects of accountability culture’ (Ellis and Tod 2009) was implemented: a system of testing pupil performance at the end of each key stage, with the subsequent results published in the form of league tables.

Initially the data used in these tests were the raw results based on how many pupils achieved the nationally prescribed, age-related targets. In 2002 a fairer system was introduced using the ‘value added’ (VA) system. From 2007, ‘contextual value added’ measures have been introduced, which require the inclusion of other components. The outcomes however, were still a measure of school accountability, and as such

‘within the field of school improvement [they are] now an essential tool to measure school performance’, p15

(House of Commons Children, Schools and Families Committee reporting in 2008, cited by Ellis and Tod (2009)).

This accountability puts the focus on groups of pupils. Gillborn and Youdell (2000) note that schools recognise ‘pupils who could achieve GCSE grades A-C as valuable commodities in school improvement’. Conversely though, this means that pupils who achieve below grade C are not seen as valuable. This devaluing of pupils is further compounded in the case of those with behavioural difficulties.

Inclusion has been a UNESCO agreed ideal since 1994 and a United Kingdom government initiative since 1997. In 1994 the Salamanca Statement issued by UNESCO, and approved by ninety-two governments and twenty-five international organizations, asserted that inclusion was ‘the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all’: a strong moral and ethical stance and worthy of upholding. It also stated however, that as well as providing ‘an effective

education for the majority of children' it will 'improve the efficiency and ultimately the cost-effectiveness of the entire education system'. Are there two contradictory values introduced in these statements? Is this a paradigm shift in the way education is seen, or yet another cost-cutting idea to save government money?

What sort of education is effective? 'Effective' means 'producing a desired effect'. Who determines the desired effect, and how is it measured? As the statement omits to guarantee the quality of the resulting educational outcome, does this not signify that the main aim of inclusive education is for efficiency and cost effectiveness? If so, this is clearly out of line with the former government's document on 'Removing Barriers to Achievement' (DfES 2004a), which places its central emphasis on the child, and states that 'all children have the right to a good education and the opportunity to fulfil their potential.'

A right, however, is not always binding within law. Visser and Stokes (2003) identified contradictory issues related to 'human rights', 'civil rights' and 'legal rights' particularly pertaining to pupils with emotional and behavioural difficulties (EBD). The Centre for Studies in Inclusive Education (CSIE) used the Salamanca statement to identify inclusive education as a human right. Visser and Stokes (2003) argued that as this right was not enshrined in British Law at that time, it is not actually enforceable. They acknowledge that although The Human Rights Act (OPSI 1998) stated that all children have the right to be educated, it fails to specify where or by what means, and therefore inclusivity is not a civil right. This Act also 'allows for the consideration of other children's rights to effective education' putting pupils with EBD in a subordinate position to other pupils, allowing legal discrimination. The authors also quote research that shows that

‘schools are less tolerant of pupils who disrupt the education of others and are potentially harmful to ...the school’s reputation and the school’s performance in ...league tables.’ p70

They also noted that the media exacerbates certain situations, portraying classroom disruption as a ‘rise in school violence’, which appears only to militate against other pupils and teachers. This continued negativity ensures that, as the Audit Commission (2002) pointed out, ‘children with EBD are less likely to be admitted and most likely to be excluded’ from school.

How, then, are schools to integrate the abstract ideal of inclusion with the practical demands of pupils who have EBD and limited academic ability? Richards (1999) posited that the responsibility for ‘preventing challenging behaviour rests with the teacher’. Warnock (1978) acknowledged that the ‘most stressful aspect of teaching’ is ‘dealing with troublesome pupils’. Cooper, Smith and Upton (1994) agreed that problems with pupil misbehaviour are ‘a perennial area of concern for teachers’. Daniels (2001) argued that the increased dictates to schools and the emphasis on raising standards has reduced ‘teacher tolerance for pupil diversity’. Hamill and Boyd (2003) identified that poor behaviour not only affected the pupils’ own learning, but also affected the education of the other class members. Teenagers in Hamill and Boyd’s research (2003) acknowledged the stress they raised in teachers and the distraction they caused to their peers. Cooper and Lovey (2003) identified the ‘alarming prevalence’ of pupils with emotional and behavioural difficulties, resulting in the disruption of the education of the other pupils in the classroom. Overall, this poor behaviour has an adverse affect on schools that retain these pupils, directly

measurable by the schools' progressive movement down the league tables, (Cooper and Lovey 2003).

The conflict between the need for inclusion and the necessity of effectiveness has been recognised by other agencies and researchers. Cooper, Smith and Upton (1994) identified the league table method of measurement as a 'crude performance indicator' imposed by Government, and admitted that it would be an understandable response for a school to exclude the poorly behaved pupils in order to improve its league table position. Dyson and Millward (2000) acknowledging the increasing numbers of pupil exclusions recognised the 'contradiction' implicit in schools' obligation to raise attainment and simultaneously deliver increased inclusion. The Audit Commission (2002) also noted that schools felt 'pulled in opposite directions' as they were under pressure to improve attainment and to implement inclusion. In the Government's Strategy for SEN (DfES 2004), there is government recognition that headteachers feel aggrieved that the league tables do not acknowledge the inclusivity of a school.

Thus far, the issues discussed have all been related either to the 'success' or 'failure' of the school when judged against various criteria, or to the effects of inclusion or exclusion of disruptive individuals on the 'other pupils'. What are the effects of leaving a school on the pupils who are excluded? Is the impact of exclusion on their lives outside the responsibility of the school? The mission statement of my school states that each pupil is unique and precious. If this is so, how can the school be party to exclusion, which, in effect and in fact, is a rejection of that individual? Abdelnoor (1999) noted that schools are set up and maintained by the community, and exist to educate the young people therein. He also

posits that when a pupil is expelled, knowledge of this permeates the whole community. Mittler (2000) identified that schools do not exist in isolation; they are part of a community. As a result there is usually at least an element of blame attached to the pupil, which reflects also onto the family. McDonald and Thomas (2003) found that parents of expelled pupils felt 'worthless' and also that they were often powerless in putting forward any argument against the school decision. Daniels, Cole, Sellman, Sutton, Visser and Bedward (2003) identified the confusion of families related to the various groups involved in appeals against an exclusion.

Once pupils have been expelled, evidence also shows that it is very difficult to reintegrate them (Abdelnoor 1999). Daniels et al (2003) evidenced that only 50% of pupils were in 'education, training or employment' two years after being permanently excluded. Research by OFSTED (1993), (1995), Farrington (1996), Abdelnoor (1999), Parsons (1999), Vulliamy and Webb (2001) and Daniels et al (2003) identified that young people who have been expelled have a greater chance of getting into further trouble in the community and of ending up with limited prospects for life, and also have increased chances of a custodial sentence. Expulsion does not, therefore, serve the community, and in excluding pupils the school could be said to be failing in its social function. In the light of this body of research, the ideal of inclusion is revealed to be of fundamental importance, and it is clearly beneficial to both the disruptive pupil and the community as a whole that a school should work hard to try to prevent the exclusion.

Mittler (2000) postulates that inclusion is comparable to a road with no end, that 'it is a process' that is continuous and involves changing 'mind sets' in the school to allow for the

celebration of diversity. Schools are therefore at various stages along this road. At the start of the road, Corbett (1996) notes that schools are only ‘integrating’ pupils, requiring that the pupils, regardless of their educational needs, adapt to the schools’ existing provision. The achievement of true inclusion, in contrast, requires instead that the school reflects on pupils’ needs and changes its policies, practices and provision to respond to those needs.

Unfortunately, time is needed to identify the barriers that may exist in the school, and even more time to work towards removing them or changing systems. Many of these may have been part of the school’s policy and procedures for many years, and consequently become engrained in some teachers’ practices, in some instances forming the basis for a whole superstructure of attitudes and beliefs, which may then be highly resistant to change. It follows that there can be no “quick fix” solution to the problem of inclusion, at least as regards the school as an organization. What, though, of the pupils themselves? Can their behaviour (which, after all, is the main factor contributing to their disruptive influence on others and their consequent possible exclusion) be changed, and if so, might this change be accomplished more swiftly than an alteration of the school?

.

1.2 Purpose and aims of the research

As a deputy, in an attempt to reconcile my dual responsibilities - those of raising attainment for all pupils, and those of providing for all pupils with special educational needs - my research on the conflict between league tables and inclusion was both necessitated and directed by the requirements of a real-world situation; in particular, the behavioural problems of a small group of pupils in Year 9 who were causing increasing concern, with two of the pupils on the verge of permanent exclusion. A key concern was

the need to formulate a strategy to deal with these pupils to reduce their chances of being permanently excluded.

To this end, in the Summer term 2000, a special intervention was set up in the school, to which disruptive pupils could be sent. (References relate to coding of documentation see appendix 3). A new Principal was appointed, who was committed to inclusion and recognised that across a period of two years the intervention had become a 'sin bin' that served only to contain these pupils (ENSRI 2001). He gave the responsibility for the intervention to me in 2002, with the acknowledgement that it be changed in order to provide learning and support for the disruptive pupils.

In altering the intervention reasons for its initial failure were explored. Four main issues emerged. The full time teacher in charge of the intervention taught mainstream classes in the intervention accommodation for half of his timetable; disruptive pupils were sent ad hoc by any member of staff to the intervention; the three part time teaching assistants (TAs) spent most of their time collecting work for the pupils from teachers; and there was no programme of support for the pupils.

Quantitative data was investigated. A list of pupils who had been sent to the intervention across the two years of its existence was compiled and a composite review of the progress of these pupils was collated (ATR 2002). Evidence included Key Stage 2 SAT results, pupil CAT tests, and various tests carried out by the Special Needs Department, e.g. reading tests, number skill tests, comprehension tests. The continuous Key Stage 3 levels achieved by these pupils in all subject areas was also collected and compared with each

pupil's subject targets, based on previous attainment and provided by Fischer Family Trust (FFT). The composite outcome was that all the pupils sent to the intervention had made little or no progress across the last Academic Year (ATR 2002).

The pupil voice was sought through interviews. The interviews were conducted to elicit information, and so lack the rigour of research methods. They were also conducted on an irregular basis, some pupils were interviewed alone, others in groups of two or three. From the notes made at these meetings across June 2002 the pupils' frustration was evident, (DN3 2002). A generalisation was that the majority of the pupils often did not understand why they had been singled out and sent to the intervention. They expressed concerns about their lack of understanding in a number of lessons. They accepted that they exhibited poor behaviour, but all stated it was not their fault, but another pupil or group of pupils' fault. A small number blamed the teachers. No one had given any of them strategies to help them to improve, (DN3 2002).

The teachers' opinions were included. An encapsulation of discussions with the staff identified that the pupils' problems such as limited literacy and numeracy skills, limited concentration and perseverance, low self esteem, anger, and behavioural difficulties had not been tackled. It also became clear that teachers recognised that pupils who had been sent to the intervention were 'just contained' (DN4 2002). In the light of these findings the intervention was altered. This introduced my first research question:

- Were the changes made to the intervention appropriate in answering the needs of the disruptive pupils?

This required a formative evaluation; a search through the relevant literature to justify the changes that were made.

Schools are above all places of learning, so it was also of paramount importance to provide a supportive and accessible curriculum for those pupils, (henceforth referred to as the 'identified pupils') 'contained' by the intervention. As the person responsible for the intervention, now renamed 'Sanctuary', I also had to ascertain the degree to which it was successful, particularly as the monetary cost introduced an element of added accountability. Thus the second research question evolved requiring an evaluative methodological approach dealing with outcomes:

- What was the impact of the intervention, 'Sanctuary', on:
 - The school experiences of the identified pupils and their achievements?
 - The peer group of the identified pupils?

The thesis answers these two questions through a review of literature and methodology discussions indicating that data was collected through document analysis, interviews and questionnaires. The data is then presented with conclusions and identified limitations.

The duration of the research covers the period from September 2002 until December 2010.

CHAPTER 2

LITERATURE REVIEW

Research of any subject requires the examination of other researchers' work, the recognition of current theories, and the identification of any gaps in available knowledge. Denscombe (2002) noted that a literature review helps to 'locate the research within the range of existing theories and practices'. He also states that it serves to recognise, through acknowledging selected works of others, 'the intellectual roots of the research'. Kumar (1996), recognised that reviews allow for an identification of what constitutes 'good practice', of what has worked well in other, similar circumstances, and of any related problems or issues. In this way it can be used to help to select a methodology that will provide answers to the research questions. This ensures a justification of the research as 'something that is worthwhile in terms of what it can contribute to the existing material' (Denscombe 2002) and as a subject that merits inquiry.

To answer the first research question required examining the Sanctuary set up in the light of available literature to check its comparability with other types of interventions. As nurture groups have a similarity to the Sanctuary format part of the literature review therefore takes the form of an exploration of ideas and principles underlying nurture groups. In the period during which the intervention was set up the literature available was mainly related to the primary sector. I was not aware of the existence of any other secondary school nurture groups; more recently the number of such groups has increased, as has the amount of related literature, allowing further comparisons to be made among them.

In order to justify the curriculum that was implemented a review of appropriate provision and good practice was undertaken to ensure that it answered the needs of the identified pupils. Teachers of these pupils had identified their poor behaviour, their lack of perseverance, their limited basic learning skills resulting in low self-esteem, evident also when the identified pupils were interviewed. Discussions with, and related training by, the educational psychologist linked to the school and through studying on a post graduate course on 'inclusion' refined my focus. These opportunities provided more access to knowledge and understanding of the barriers within schools and also encouraged reflection on these problems. This also enabled a limited review of current thinking regarding the interrelationship between learning, behaviour and emotions. As a result the need for motivation in order to enable perseverance was recognised as was the importance of the development of empathy and resilience in children and young people. The course not only put forward the importance of collaboration as an aid to learning but also introduced the idea that pupils working together well develop more consideration of others, a concept I am aware of as a science teacher where pupils collaborate frequently doing practical experiments. This in turn led to a recognition that further reviews were required into these identified specific areas of study in the fields of behaviour, motivation and perseverance, collaboration, self-regulation, empathy, self-esteem, and resilience. These seven fields therefore, together with the words 'barriers' and 'nurture groups', were selected as keywords to be used in the search for information pertinent to the research question in terms of the impact of the intervention.

2.1 Search Strategies

Selected terms from the research questions determined a focus, these are called identifiers (Gray 2009). These terms were 'school interventions', 'disruptive pupils' and the seven key fields listed above but linked specifically to 'pupils' and 'education'. Bibliographies from university lectures served as an initial information source. OPAC the Online Public Access Catalogue was used. This was searched by author, title, key words and topics. This method was used to initiate searches for books and journals available in the library. Grey (2009) advises that peer reviewed journals are predominantly scholarly and are therefore the most credible source. These were identified by looking for the list of reviewers, to ensure that most were linked to universities and where access to an article, not the whole journal, was the only option by looking at the number of included references.

When journals or books were not available in the library or could not be obtained on-line bookshops were used to purchase them. These included access to sample pages, descriptions, reviews by other purchasers and a composite list of contents. Gray (2009) also advised looking to ensure that the publisher is 'respected for publishing quality texts' in the chosen field. Unable to access one particular book I emailed the author who emailed me the article.

As recommended by Robson (2002) the list of theses and dissertations available on the university database was also accessed to find out if there was any research in my chosen area. This was not successful. However three dissertations were found that had used similar methodologies that provided positive pointers and identified possible issues for their use.

Physical searches of library data bases were used alongside on line, public, bibliographic, electronic databases such as Google Scholar and ERIC (Education Resource Information Center), a digital library of education literature. These two were specifically chosen because of their link to education, an initial limiting factor as simply inputting the selected key terms into 'Google' resulted in a massive number of hits. To further limit the number of hits and to ensure relevance both public data bases and those in the library offered drop down menus related to selected dates for research, the educational level and the types of publications required. Publications included articles, journals conference papers and dissertations with an extra choice of those that were peer reviewed.

To make this research manageable and also to try to find research that was up to date I chose a timeline for information from 2000 to 2010. Inputting the key word with the date limitations, the publication choice of 'articles', and the limitation of 'peer reviewed', provided an index to full articles through abstracts. Reading the abstracts provided extra guidance for selection.

Official publications such as a number of contemporary government documents related to the topics also provided information. These were accessed from the Government web sites.

Overall, the emphasis was on looking at up-to-date evidence, particularly from the 21st century, but work from the 1990's was also included, as was other relevant literature that contributed a historical perspective. Little literature from before the 1990s was included, both because changes in legislation and policies have been so extensive, and in the interests of manageability. That which has been included has been to acknowledge

foundation research and to recognise new ideas that have been built on, developed or changed.

All articles, journals, books, dissertations, theses and conference notes used have been referenced.

2.2 Nurture Groups

2.2.1 History

Nurture groups had their origins in the 1970s, when they were introduced as school-based learning interventions providing professional support for ‘early years’ pupils diagnosed as having social, emotional and behavioural issues. They were revived in the mid-1990s due to the positive results published by Bennathan and Boxall (1996). As a result of this, Colley (2009) has recorded that, to date, over a thousand nurture groups have been set up across the United Kingdom, most of which are in primary schools, but with increasing numbers being set up in the secondary sector.

2.2.2 Primary nurture groups

The ‘classic’ primary nurture group has recognisable features; it is set up within a school, it is learning based, made up of ten pupils supported by two members of staff who have received appropriate training in ‘Nurture theory and Practice’ over a four-day period, with a ‘Certificate of Practice’ achieved at the conclusion (Colley 2009). In the primary sector, selected pupils are essentially unmotivated learners because of social, emotional and behavioural difficulties that impeded their ability to form positive relationships (Colley

2009). Selection is facilitated using the Boxall Profile (Bennathan and Boxall 1996). This is a diagnostic test that assesses the level of development of a pupil's social, emotional, behavioural skills and their motivation to engage with learning.

Although the selected pupils work separately from the mainstream pupils for periods of time, Nurture groups are not designed to segregate, but rather to help to develop pupils so that they can be better included into the mainstream environment within a timescale that varies between two and four terms (Boxall 2002). Pupils in the nurture groups therefore wear school uniform linking them to school rather than separating them from it. This is also used as a means of facilitating reintegration (Cooper and Whitbread 2007).

Accommodation and resources are prescriptive. Cooper and Whitbread (2007) identified the need for a specific area set up as a safe, informal, caring, nurturing environment, in a relaxed setting, with soft furniture and kitchen facilities to provide food, which enables a social breakfast and other social meals to take place. Games and activities are included to develop social skills, confidence, self-esteem and an understanding of appropriate behaviour (Cooper and Whitbread 2007). There is also a requirement for a standard classroom structure setup to deliver a formal curriculum, just as in a standard school day, in order to facilitate pupils' learning. Within the curriculum are specific designations, including an emphasis on developing the pupils' skills in literacy and numeracy, and the inclusion of some element of physical activity.

Colley (2009) argued that the success of the nurture group is partly dependent upon it being recognised as part of the mainstream school. As such, it needs to be valued by all

pupils, parents and staff, and recognised, by its inclusion in whole school policies, as a crucial intervention that can be accessed by any pupil with a recognised need. Primary nurture groups evidence these aspects through the 'Boxall Quality Mark Award' (Nurture Group Network 2010). To achieve this award schools also have to provide details of the environment of the intervention, acknowledge the planned involvement of outside agencies, be able to verify pupil 'assessment, resettlement and evaluation' and demonstrate the inclusion of the six nurture principles (Colley 2009). Exploring these six principles is essential so that Sanctuary can be compared with them.

2.2.3 The six nurture principles

The six principles are identified by Lucas, Insley and Buckland (2006) as follows:

1. That learning must be understood developmentally.
2. That the classroom must be a safe place for pupils.
3. That nurture plays a vital part in developing self-esteem.
4. That language is an important skill needed for effective communication.
5. That negative behaviour is often a manifestation of other problems.
6. That transitions of all kinds can be a source of anxiety for children and young people.

The first principle acknowledges that a child's learning and achievement can be measured in developmental stages (Vygotsky cited by Daniels 2001). Children selected for the nurture groups have levels of learning, skill development and understanding commensurate with those attained by their peers at a younger chronological age, (Lucas 1999). Nurture Group Staff are trained to be aware of this, and to understand how and why children learn, not merely what they are required to learn. Through this training, they recognise that not

only do these pupils have delays and gaps in their learning, but that they may also need more time and opportunities to close these gaps and ensure that the learning is secure. Only when this has happened will the pupils be able to move to the next developmental stage.

Lucas (1999), Olsen and Cooper (2001) Visser (2002) and Hattie (2009) argued that positive relationships with adults are essential for the wellbeing of children and young people, and that learning is most effective within such a relationship. Provision of a safe, secure base therefore requires not only a positively structured environment and activities, but also a situation where positive relationships with caring adults can be developed. This requires that these relationships are consistent, reliable, and caring, with recognisable understanding of pupils' anxieties and issues (The Nurture Group Network 2010).

Nurture group staff also understand that children's learning is more than just academic and physical: their emotional, social, spiritual and mental development is also of paramount importance (Lucas 1999). An essential part of nurturing is recognising the developmental stages of these competencies in individuals and ensuring their inclusion in all lessons. Within nurture groups this principle is put into practice by ensuring that children recognise that they are valued by staff (Cooper and Lovey 2003). Pupils' success is recognised with positive praise, so raising their self-esteem. Another vital part of this process is helping them to accept failure as part of a developmental process that does eventually lead to success, which helps them to appreciate the importance and validity of learning from mistakes.

Nurture group principles also include the development of language as a crucial component to enable communication, positive social interaction, the ability to work collaboratively, and the capacity to negotiate. Boxall (2002) pointed out that pupils within nurture groups often have limited linguistic skill development, and that they therefore require experiences and opportunities to develop literacy in order to be able to express their feelings and frustrations orally, instead of through impulsive and negative behaviour. The overall importance of communication skills is summed up by the Nurture Group Network acknowledging that if pupils have ‘good communication skills’ they are ‘much less likely to develop behaviour and /or mental health problems’.

Lucas (1999) argued that the understanding of a child’s behaviour must become a central principle. To this end, nurture group staff are trained to recognise that behavioural difficulties are often the outward sign of some underlying difficulty, as described in ‘attachment theory’. This recognition ensures that a more appropriate intervention occurs. All pupils also need to know that although their behaviour is not acceptable, they are still valued as individuals (Lucas 1999). To develop appropriate behaviour, the nurture group needs to ensure a consistency of boundaries, choices and consequences, which must be clearly explained to pupils so that they understand what constitutes good and poor behaviour. The Nurture Group Network (2010) also recommends constant reinforcement of positive behaviour.

The final principle requires an understanding that changes of any type can create anxieties in young people, which may result in the re-emergence of unresolved difficulties in areas such as their relationships with adults. Changes, such as transition from one year group to

another, must therefore be managed so that children are adequately prepared and able to adapt appropriately with the minimum of unnecessary stress.

2.2.4 Effectiveness of primary nurture groups

Evidence of positive results from primary nurture groups has been increasing since 2000. Sanders (2007), assessing the effectiveness of these groups, recognised a list of ‘positive gains’ including increased social and emotional development, positive learning and achievement of skills, increased independence and autonomy, positive acceptance of learning, positive contributions and increased involvement in discussions, improved relationships with peers, better behaviour and anger management, and improved ability to solve problems. The research also found that the main school was calmer, providing an improved learning environment for other pupils, with reduced stress levels.

This research was based only on a small sample of pupils in one school across two terms, and the data was reliant on observations and staff, pupil and parent perceptions; nevertheless, these findings supported those found in preliminary research by Cooper, Arnold and Boyd (2002) that involved 342 children in 25 state schools. Even though this research was only partially completed at that time a ‘constant level of improvement’ was shown in educational, social, emotional and behavioural progress. In their national research, Cooper and Whitbread (2007) also acknowledged the effectiveness of nurture groups in enabling pupil progress, and Binnie and Allen (2008), in evaluating a part-time nurture group, recognised the support that it provided for vulnerable pupils.

Cooper (2009) encapsulated these successes, recognising that through nurture group provision pupils developed

‘a positive feeling towards school, based on feeling safe, being cared for, success in getting on with others and achieving in learning activities.’p137

He also noted that nurture groups were part of schools and therefore pupils did not ‘feel excluded’ and were more easily integrated to mainstream, (Cooper 2009).

2.2.5 The secondary sector

Colley (2009), whilst acknowledging that there has been a tentative growth in nurture groups in secondary schools, remarked on the limited amount of research available, and the consequently limited evidence of the effectiveness of such interventions. Government recognition of their worth is found in the Steer Report (2009) in the form of a comment indicating that headteachers interviewed acknowledged the help provided by nurture groups for KS3 pupils with behavioural difficulties.

Colley (2009) provided evidence from seven secondary schools. This evidence was collected from OFSTED reports in three cases, and from his personal research interviews in the other four. The OFSTED reports applying to the relevant schools were from 2006, 2007 and 2008.

Using documents as evidence is a recognised method of data collection and analysis (Robson 2002, Prior 2003). Both authors stress the importance of ensuring both the provenance and purpose of the documents as on these rests their credibility. OFSTED documents are produced after a school inspection which includes observations, interviews

and data analyses. All recognised methods for collecting qualitative data (Robson 2002, Prior 2003). This information is also collected by trained, recognised individuals to a prescribed set of criteria which is then made available to the public further enhancing its authenticity. However these are documents produced for a different purpose, that of informing the public about the positive aspects of a school and about its limitations. It should also be noted that OFSTED inspectors are in schools for very limited periods of time, so the information they can provide represents only a snapshot of a total situation. They also work within a prescribed structure, and have a strictly limited word allocation for their written reports, with special educational needs meriting only a very small proportion of a full report (Ofsted 2010). The information related to nurture groups is therefore scant. That the inspectors mentioned the nurture groups at all is evidence of external recognition of their importance within the school, and of the positive support provided for the pupils. Colley's inclusion of this documentation is therefore recognised as an appropriate methodology but the little information available allows for very limited comparisons between the schools.

In the case of one of these schools, there was no information related to the Year or Key stage for which the provision was set up. In the other two, it was stated that the nurture groups were set up for Year 7 pupils, with one of these schools being positively acknowledged for the transition support it had provided. OFSTED reports are brief and to the point, and contained no information to indicate how often or how long the nurture groups were used as providers in the case of any of the schools mentioned. In only one of the three schools was any curriculum provision identified through the inclusion of literacy and numeracy skills.

For the remaining four schools, Colley (2009) provided a variety of information related to the nurture groups that each school had set up. The information had been carefully collected using interviews and it was then used to explain facts in his published paper.

Interviews are a widely used and recognised method for the collection of social research data (Robson 2002, Denzin and Lincoln 2003). How these interviews were undertaken and the length of time given over to each one is not detailed and lack of standardization in the questioning is evident in that there is little comparable information provided. Rather the interviews result in a general description of what a nurture group is as experienced by each individual school. It could also be argued that the comments made by those interviewed are susceptible to subjective bias, as all headteachers wish to see their schools presented in a positive light. The counterargument to this is the fact that each of the headteachers had a strong enough professional belief in the value of nurture groups that they had committed school finances to setting them up, training staff and ensuring their implementation.

Therefore due to its disparate and varied nature it has not been possible to obtain from it alone a coherent view of secondary nurture groups, and therefore to compare their implementation within the schools. What is evident is that in all four schools the nurture groups were set up to provide support for vulnerable pupils in Year 7 to help with the transition process.

All four schools were also in agreement on the importance of one of the six nurture principles in particular; namely that of the establishment of a 'safe' environment, a feature

they all supported and implemented in a variety of ways. In one school, the nurture group was set up in a ‘well furnished and welcoming’ area. In the second school, little information was available except that the group was located in a mobile unit. In the third school, the nurture group was in a refurbished classroom, and no details were available for the fourth. In all of the schools the nurture group was integrated into the school support system, being only one of a number of support provisions set up to answer the increasing number of identified needs of the pupils. One school also put its nurture group facilities to additional use to provide some parental support, another to support school refusers, and a third used its facilities for other taught subjects.

Two schools stated that this provision was not for pupils with behavioural problems, as other facilities were provided to meet their needs. The other two schools made no specific statement related to the inclusion of pupils with behavioural needs. In one of the schools it could, however, be surmised, from the inclusion of the community police in the nurture group setup, that pupils with behavioural needs were included. The recognition of improved behaviour and attendance, and the fact that there were no exclusions of the selected pupils, also suggests the integration of pupils with behavioural needs within the nurture group in the fourth school (Colley 2009).

The allocated time scale for use of nurture groups varied across the schools. One school indicated that it had a ‘full time nurture group’ (Colley 2009), but it was not evident whether this meant that it provided full-time provision for selected pupils, or that it existed as a ‘full-time’ provision that could be accessed at all times by any pupil in the school. The use of the designated rooms by other groups in the school seemed to indicate the latter. In

the remaining schools the nurture group sessions were identified parts of the selected pupils' overall curriculum. For two of the schools, further details were provided. One school included a double period of nurture group attendance per week; the second had three sessions per week but the duration of these was not evident. Details of the curriculum for the nurture groups in the schools were also very limited. They were suggested by only two of the schools. One school identified basic life skills, social skills and the development of confidence as its nurture group provision. A second school referred to the nurture group as a 'professionally organised programme' (Colley 2009) that included 'co-operation and language development' as part of its provision.

Only three of the schools mentioned staffing of the nurture groups at all, but even in these cases, details about numbers of staff involved and their roles within the groups were not provided. Two schools noted the inclusion of 'skilled staff', the headteacher of one also insisting that staff required specific training at the start of the provision to ensure a clear understanding of the 'principles of nurture group practices', (Colley 2009). The third school had a complex grouping of staff, involving a member of the Youth Inclusion Programme, the school counsellor, 'a school based social worker' and the community police, (Colley 2009).

The referral systems related to the nurture groups were only detailed for two schools. In one, identification of pupils in need was through the use of the 'Boxall Profile' in the feeder primary schools, together with other information about pupils during their primary school period. In the other school, the Heads of Year identified pupils who exhibited vulnerability, this system being overseen by the SENCO .

2.2.6 Effectiveness of secondary school nurture groups

As a result of the lack of comparable information evidence to measure the effectiveness of nurture groups for secondary pupils is limited. Colley (2009) notes that three OFSTED reports (2006, 2007 and 2008) stated that the nurture groups within the schools provided positive support for vulnerable pupils, resulting in improved social skills and improved self esteem (Colley 2009).

In the case of the other four schools investigated by Colley (2009), the information about effectiveness of nurture groups is based on comments made in interviews with him by headteachers and one SENCO. Colley (2009) indicates that all four schools enabled a smooth transition to secondary school for vulnerable pupils, equipping them to effectively access school resources and to succeed in overcoming new challenges. One school noted that the nurture group had helped to develop a ‘family community’ that permeated the whole school. Two schools acknowledged the positive provision of care by the nurture group when young people were faced with trauma in their lives. The main benefits for these pupils were that the staff involved were skilled, and that they had the time to give support. In one instance, the nurture group had provided school refusers with an easy re-entry to the school, and in another, a school argued that a major aim of implementing nurture was to enable vulnerable pupils to participate actively in society (Colley 2009).

Although there is little evidence in the published paper related to the effectiveness of nurture groups on secondary pupils with social, emotional and behavioural difficulties, Colley (2009) states that evidence from interviews with secondary head teachers suggests that nurture groups can support these pupils through the Key Stages.

2.2.7 Comparisons between primary and secondary nurture groups

Again as a result of the disparate information related to secondary nurture groups in Colley's paper (2009) there are difficulties in making comparisons with the primary sector. Careful reading of Colley's paper (2009) however, has resulted in the identification of a number of similarities between the kinds of nurture group provision offered by the two sectors, but also significant differences.

Similarities documented by Colley (2009) included an assigned classroom or space that is 'welcoming and homely', with trained staff working with ten to twelve pupils to establish positive relationships. There is an emphasis on a number of the six principles of nurture in both sectors and relationships with parents have been developed as a result of the support provided. The overall aim in both sectors is the delivery of 'positive outcomes' through a whole-school, integrated intervention.

There are a number of notable differences in the growing number of secondary schools that are including this intervention (Colley 2009). There are much larger numbers of pupils in most secondary school therefore the possibility of a larger numbers of pupils being identified as having social, emotional and behavioural difficulties. To answer their various needs, adaptations of the nurture group template developed in the primary sector were required, which, according to Colley (2009) included, in all secondary schools investigated, an expansion of specialist provision within which nurture groups were included as one of a number of different facilities.

In the primary sector, nurture groups dealt essentially with pupils who exhibited behaviour that could be identified with aspects of Bowlby's 'Attachment Theory', indicating gaps in early learning development (Boxall 2002). At secondary level, whilst there may still be issues with attachment, pupils also have academic learning gaps, are subject to peer, adolescent, and life pressures, (Olsen and Cooper 2001) and have an increased likelihood of experiencing traumas such as divorce, family breakdown and bereavement (Colley 2009). All these issues were provided for within the secondary nurture groups investigated by Colley (2009).

Time allocated to nurture groups also differed in the two sectors. Primary pupils had more timetabled hours across each week, and therefore more in total across the school year. Blocks of time were more difficult to accommodate for secondary pupils. In the research put forward by Colley (2009), the number of nurture sessions varied across secondary schools, but they were all embedded as part of the weekly curriculum, and examples included the allocation of two or three timetable slots. Overall, the total secondary provision was less than half that provided in primary schools across the school year.

Introduction of the facility and the associated staff training was also different. Primary schools favoured a swift introduction through raising whole-school awareness of the aims, practices and ethos at the start of the intervention, with emphasis on whole-school professional development (Boxall 2002). Evidence from secondary schools showed a preference for informing all staff of the purposes of the nurture group before it was actually introduced, the credibility of the intervention being established over a longer period of time through the perceived positive changes in the pupils involved (Colley 2009).

In primary schools, a room was specifically set up as a ‘nurture room’ and pupils involved used this set area at all allocated time slots (Boxall 2002). In secondary schools, due to the requirement for specialist rooms for different subjects, e.g. labs for science, the demand for other classrooms in secondary schools is such that, as in a number of examples put forward by Colley (2009), there may be no specific nurture room, a number of different areas being used instead, based on their availability.

Research evidence indicated that the identification of pupils in the primary sector is based on a rigorous, developmental assessment tool, the Boxall Profile, (Bennathan and Boxall, 1996). The means used to identify secondary pupils, however, is more varied, depending upon the preferred systems adopted by individual schools, and the involvement of different members of staff. A secondary adaptation of the Boxall Profile has been trialled by a number of schools in the secondary sector, and was published for use at the end of 2009 (Colley 2009).

2.2.8 Summary

The number of secondary schools introducing nurture groups is said to be growing (Colley 2009). Evidence of their success in this sector is limited and patchy due to their more recent establishment. There is no set format for their structure and practices, which therefore vary from school to school, making comparative evaluation difficult. Available evidence, based on a limited number of OFSTED reports and interviews with a small group of headteachers, suggests positive outcomes (Colley 2009). A gap in research in this area is evident, and it is hoped that my research may add to the available evidence.

The review of literature related to nurture groups provided not only pointers against which to compare the altered set up of Sanctuary but also identified expected outcomes. Having explored the set up the appropriateness of the provision for the identified pupils needed to be established. Related literature was reviewed.

2.3. Interlinked behaviours

The document QCA 2001 supported school improvement, and looked at emotional and behavioural development. The document identified the crucial role of the teacher in enabling and developing learning and in controlling behaviour, the two being inextricably linked. The research identified three specific aspects of behaviour: learning behaviour, conduct behaviour and emotional behaviour. The summation was that effective teachers were those who had built good relationships with pupils, had an awareness of pupils' emotional needs, and effected control of pupils' behaviour through effective pedagogy, thus enabling all pupils to learn.

The following year, 2002, the Teacher Training Agency (DfES/TTA 2002) published the Quality Teaching Standards (QTS), which supported the conclusions of the QCA (2001) document by identifying a list of learning behaviours (Powell and Tod 2004 cited by Ellis and Tod 2009). These included;

‘engagement, collaboration, participation, communication, motivation, independent activity, responsiveness, self regard, self esteem and responsibility’. p67

This document introduces terms defining further aspects of behaviour that impact on my research. A lack of these characteristics was recognised as a means of identifying the Sanctuary pupils and of setting up admission criteria. The positive criteria were also seen

as the desirable targets and outcomes a pupil should display after being in Sanctuary and therefore they were also indicators of opportunities that should be included in the Sanctuary provision. This list of criteria confirmed and extended the themes selected at the start of the literature review. Confirmation was related to the inclusion of ‘collaboration, motivation and self esteem’ already identified. The importance of communication has already been acknowledged in this paper, being included in the six principles of nurture groups, and its relationship to learning has also been noted. ‘Engagement and participation’ are inter- related as participation is limited if a pupil is not engaged. Self-regard can only occur if a pupil has self-esteem. Responsiveness in academic activity fits with participation and is also related to behaviour as is responsibility. An aim of Sanctuary is to enable pupils to be able to carry out ‘independent activity’ but that can only be accomplished if pupils develop basic skills and demonstrate positive behaviour. This criteria was therefore included under learning. Empathy and resilience were not included in the QTS Standards but as a result of my previous research during my post graduate course I recognised their importance and chose to retain them. The final list of behaviours therefore has evolved to become: ‘learning, engagement, motivation and perseverance, collaboration, communication, empathy, self-esteem, resilience and conduct behaviour. All these behaviours are all highly relevant and as such they were reviewed. They are included, as appropriate, under one of the three main behaviour headings and form the sub- headings for the latter part of the literature review.

2.3.1 Learning and learning behaviours

My research questions are based on altering Sanctuary to answer the needs of the identified pupils and then to look at the impact. Sanctuary was to be re-established as a learning environment therefore it was pertinent to review the literature on learning.

Moll (1990), explained that Vygotsky recognised learning as the ability to ‘benefit from instruction’, which is ‘a fundamental attribute of human beings’. Petty (2006) identified learning as ‘an active process of making sense that creates a personal interpretation of what has been learned’. Hattie (2009) posits that

‘the process of learning is a journey from ideas to understanding, to constructing and onwards’ p29.

This definition presents a rather complex, multi-stage view of learning: that beyond the initial stages of acquiring information as concepts or ideas, pupils must then work to develop real comprehension, and only then are they able to meaningfully add new knowledge, link ideas and develop their own conceptions.

Olsen and Cooper (2001) identified that a pupil’s learning capacity could be conceived of as having two potential levels; that of the pupil working alone, and that facilitated when the same pupil is supported by a more capable adult. This introduces the zone of proximal development.

2.3.1a The zone of proximal development (ZPD)

Vygotsky developed Piaget’s theory of genetic epistemology, which identified set chronological stages in a child’s cognitive development (Daniels 2001). Instead of

focusing only on a child's actual development level - the 'end product' of learning- he introduced the concept of the 'zone of proximal development'. This relates to the learning just outside a pupil's present understanding: the pupil's level of potential development that can be reached by the intervention of a significant adult, in this case the teacher working with the pupil; a combined, supported effort. The practical implications of this, as Daniels (2001) states, are that teachers need to focus the lesson and assessment on the learner's potential, rather than on the understanding they have already achieved, and that pupils need to be taught appropriate skills and strategies that provide them with the conviction that they are able to cope with tasks that are just beyond their ability. Olsen and Cooper (2001) concurred.

In order to bridge this gap between what is known and understood and what is just beyond current ability, a positive relationship between the teacher and the pupil is vital, as is the development of negotiation skills, so that the pupil is able to request and receive individual attention at appropriate times. This is also dependent on the teacher recognising when assistance is required and intervening appropriately (Tharp and Gallimore 1989). Based on their research, teachers had no reliable method of ascertaining when support was required or when to intervene; such decisions relied mainly on their intuition. Nuthall (2005), cited by Hattie (2009), concurred. His research showed that teachers relied on 'secondary indicators' to discern when and where support was needed. He found that teachers monitored pupil engagement, enthusiasm and puzzlement, and confirmed their interpretation of these indicators by questioning the pupils. There are problems inherent with such a reliance on such secondary indicators, however, in that some pupils can feign engagement, while others, wishing to avoid drawing attention to their difficulties, give out

no signals or clues to indicate that there is any problem. As a result, the teacher, too busy dealing with more obvious needs, fails to provide the aid required.

A further difficulty faced by teachers in high schools is lack of time. A teacher has approximately one hour with any group of pupils. With class sizes of between twenty and thirty pupils, that works out at three minutes, at the most, of individual attention for each pupil in the class. That is without taking into account the necessity of time to interact whenever and wherever required in a setting that, in practice, always includes an element of unpredictability. The recommended reduced number of ten pupils with two adults in nurture groups markedly increases the time available for adult / pupil interaction.

2.3.1a-i Scaffolding

Beyond these issues, further help is often required by pupils to enable them to move successfully across the zone of proximal development. Day and Cordon (1993), cited by Daniels (2001), argued that ‘cognitive structuring by means of scaffolding’: providing guidance for pupils to enable them to reason and respond, resulted in faster and better maintenance of learning. They warned, however, that it was vital that the task itself retained its overall complexity: thus, successful ‘cognitive structuring by means of scaffolding’ does not simplify the task itself, but the method of tackling it: effectively, its purpose is that of teaching pupils ‘how’ to learn.

A selection of different methods of scaffolding has been collated by Daniels (2001) citing evidence and recommendations by a variety of researchers. He cited Tharp (1993) who interpolated modelling: demonstrating what is needed through acting it out, ensuring that

pupils understand the task through careful explanation and helping pupils to sequence new learning. He also confirmed the importance of ‘chunking’: helping pupils to break a task down to make it more accessible, as a further appropriate method of supporting learning.

Using ‘reciprocal teaching’ Palincsar and Brown (1988), cited by Daniels (2001), identified ‘predicting, summarising and clarifying’ as good scaffolding strategies to help pupil anticipation and understanding. Employing such strategies allows pupils’ responses to support thinking for all the pupils in the class. Bruner (1996), also cited by Daniels (2001), posited that scaffolding is facilitated if pupils have an understanding of and are able to discuss their own thinking. This enables the teacher to support their metacognition - their understanding of how they think and learn.

Gallimore and Tharp (1990) identified questioning as a learning tool. They stated that the questioning of pupils, when effectively employed, requires them to reason in order to respond appropriately, thereby extending learning. It also serves the teacher as a means of assessing pupils’ level of understanding. Gallimore and Tharp (1990) also recommended the use of structured interventions in the form of written worksheets, giving pupils selected words with which to begin an essay, and also providing linking words and a means to conclude. In the case of writing up scientific experiments, provision of a structured template laying out the required design, with pertinent questions to elicit the required answers, was suggested. Whatever the specific format taken, scaffolding of this kind was recognised as a useful tool to support pupils through the zone of proximal development. The authors also highlighted the importance of linking the new information being taught with real-life examples and pupils’ prior knowledge in order to support understanding.

Wood and Wood (1996), cited by Daniels (2001), introduced a note of caution to be exercised in the provision of scaffolding, arguing that the amount of support provided must be dependent on pupil progress: as pupils' competence increases, the teacher should reduce the support provided. Moll (1990) added a further cautionary point, arguing that teachers should intervene not only to transfer skills to pupils, but also to ensure understanding, so that pupils are then able to progress. Achievement of this objective through the use of a variety of strategies has been argued by a number of authors as a means not only of engaging pupils with their learning, but also of extending it. Olsen and Cooper (2001) point out that the extent to which scaffolding is effective is dependent upon the teacher's knowledge of the pupil as a learner and that the process of accessing the zone is social interaction dependent upon positive relationships between pupil and teacher.

The review of learning to this point has provided some positive pointers against which to compare the learning in Sanctuary but what of hooking the pupil's interest initially and maintaining it? Criteria identified by the QCA research (2001) and the TTA standards (DfES/TTA 2002) holds answers.

2.3.1b Engagement

Engaged, participating, committed, involved, focused, interested: such terms could all be used to describe expectations of all pupils. Hattie (2009) identified engagement as a key to success in learning. However, in order that a child can demonstrate engagement behaviours, he or she requires other considerations to be taken into account. To engage effectively with the curriculum, participate in learning and respond appropriately to both teachers and peers, pupils must possess certain cognitive skills. Without basic numeracy and literacy skills, or with significant gaps in these areas, engagement is at least difficult,

and maybe even impossible. To place a pupil lacking these capabilities into a room with others for even one hour and expect them to engage and learn is therefore completely unrealistic, (Hartley 2003) and (Wedell 2005).

Steinburg, Brown and Dornbusch (1997) cited by Hattie (2009) identified engagement problems related to young people as ‘a more general barometer of adolescent malaise’. They argued that pupils are ‘physically present but psychologically absent’ and identified a variety of possible reasons for this. Pupils may be confused, possibly because the work is too difficult, because they have misunderstood or have misconceptions about aspects of their learning; or they may have missed lessons where vital concepts were taught, this prior learning being essential before new facts can be internalised and understood (Petty 2006). Some pupils may also lack the skills or aptitude to be able to repair these problems without assistance, and are therefore unable to reconnect with the curriculum (Ellis et al 2009). Pupils may also not recognise the relevance of the curriculum or the subject for their long term needs, and therefore are disinclined to engage, (Visser 2001).

Boredom was also identified by a number of authors as contributing to lack of engagement; for a variety of different reasons. Hattie (2009) posited that boredom resulted if work was ‘too easy, repetitive or uninteresting’. Nuthall (2005), cited by Hattie (2009), argued, based on his research, that as a result of modern technology, a large proportion of what is taught to pupils they may already know, resulting in boredom when it is repeated in lessons. Research by Yair (2000), cited by Hattie (2009) showed that pupils’ boredom was often as a result of having to listen to ‘teacher talk’ for 85% of the lesson, instead of being encouraged to interact with the knowledge themselves. The end result is disaffection and

disengagement (Wood and Wood 1996 cited by Daniels 2001). In addition to these factors, teenage frustrations and peer group pressure invariably result in an exacerbation of poor behaviour (Ellis and Tod 2009). This behaviour, as already noted, is a disturbance and a distraction for others in the lesson, itself further contributing to pupils' disengagement.

So what is needed in order to promote and facilitate engagement? Suggestions and recommendations of other researchers include: - explanations related to the relevance of the work for day-to-day living, or for life after school (Visser 2001), Daniels (2001), Olsen and Cooper (2001); - strategies so that the work is pupil centred and pupils have control over their own learning (Hattie 2009) and the development of skills and procedures to identify learning gaps and bridge them. Despite the implementation of such measures, however, boredom may still prevail in the classroom unless pupils are motivated.

2.3.1c Motivation and perseverance

Exploration of this topic included looking at the work of an earlier behaviourist, Maslow (1954). He opined that human beings are in a continual state of learning, and that self-perception influences their ability to learn, with internal and external factors either inhibiting or enhancing learning by impacting on self-perceptions. His work is largely associated with the humanistic perspective in psychology. He believed in a pyramid of dependence, a hierarchy of needs that individuals strive to fulfil in order of importance, ascending from basic biological needs to more complex psychological ones. He suggested that the needs appearing at higher levels in this hierarchy could only be addressed once the lower stages have been satisfied. This implies that learning depends upon the prior fulfilment of basic needs such as food, safety and belonging. Providing food for pupils

aims to help them to become more motivated so that they are no longer distracted by this basic need and can move towards seeking stimulation and responding to curiosity - both of which were regarded as 'innate motives'. Cole (1998), at the end of the 20th Century concurred, noting that 'hungry children make reluctant learners'.

Dweck (2000) recognised that the early behaviouralists looked at motivation as 'human functioning.....based on motives' that introduce, compel and steer behaviour. They did not, however, include 'goals and cognitions' nor the 'mechanisms of persistence' in their field of enquiry. Other researchers in the 21st Century, such as Harlen and Deakin Crick (2002), and Kyriacou and Goulding (2006) agreed with Maslow (1954) that self perception and self efficacy influence motivation, but they also concur with Dweck (2000) that, as far as learning and persistence are concerned, other issues also need to be considered. These issues are considered in this review as updating the research field of 'motivation'.

All cited authors agreed on the importance of self-efficacy in motivating pupils. Poulou and Norwich (2002) identified this as pupils' perception of their 'own effectiveness'. This awareness affects the effort that they put into their work and their persistence when they are faced with difficulties. Ellis and Tod (2009) concurred, defining self efficacy as an 'individual's judgement of their ability to execute successfully a behaviour required to produce a certain outcome'. Self-efficacy refers, then, not to an individual's learned or developed skills, but rather to their personal judgements related to these skills and their ability to use them. These judgements comprise a system of self-beliefs. Porter (2007) agreed, but also introduced the idea of control. She argued that it is a pupil's self-efficacy that is influenced by the degree of control that they judge themselves to have over events in

their lives. These judgements are based on their perception of past experiences. This reasoning offers some explanation as to how pupils may be successful in some subjects but not in others.

This concept of control or 'attribution theory' has two loci according to Dweck (2000), Lawrence (2006) and Porter (2007). They argued that if the locus of control is perceived by the pupils to be internal (within the pupil), then the pupils believe that they have control over events. They are able to set themselves intrinsic goals related either to mastering the tasks themselves (what could be referred to as 'primary' goals), or else to the 'secondary' goals of strengthening the ego -for instance, wanting to be the best at identified skills, or first in the class. Intrinsic motivation is therefore an inbuilt psychological need, a requirement to be proficient and to accomplish the tasks set. Interest and a genuine intrinsic desire to achieve have as their only rewards the development of understanding and skills or task completion. The negative aspect of intrinsic motivation is that, if pupils prove unable to do the set tasks, they will tend to place the blame in themselves, interpreting it as an indication of 'personal failing'.

If the locus of control is perceived to be external; for instance, dependent on circumstances, others, or genes, (Dweck 2000), then the individual feels unable to control events, tending to regard themselves as 'passive victims of circumstance', (Lawrence 2006). 'Failure can become entrenched and habitual', and the pupil gives up if they feel that the difficulties are 'beyond their control', (Porter 2007). Such pupils' self-perception is that they are 'inadequate', (Dweck 2000).

The external manifestation of intrinsic motivation to achieve is persistence with work, a demonstration of determined concentration, described by Csikszentmihayli (1997) as ‘a state of flow’, ‘a total concentration of attention, of involvement’. If pupils are not motivated to achieve and to be persistent, they tend to be off-task and bored, rarely complete work, attend to tasks with little activity and no recognisable intensity; their learning is limited and their achievement below what is expected.

Extrinsic motivation, in contrast to intrinsic, is dependent on external rewards. Research and evidence from Deci, Koestner and Ryan (1999) suggested that extrinsic rewards undermine intrinsic motivation. Further, they found that the provision of extrinsic rewards could negate intrinsic interest. When the reward is withdrawn, the pupil is no longer interested in involvement with the task. Cole, Visser and Upton (1998) and Cameron, Banko and So (2001), however, recognised that a system of rewards and sanctions can have positive outcomes, but that in best practice these are agreed with the pupils and linked to agreed targets.

Deci Koestner and Ryan (1999) noted also that the use of rewards for effort and competence should not lead to competitive confrontation, or pupils may become antagonistic and fail the requirements of teamwork -a skill needed not only in school but also in society as a whole. If rewards are used to recognise the total achievement of a group, this reduces the element of competition as all the members are recognised as being involved, and responsible to some degree, for the success of the whole. Ellis and Tod (2009) noted that individuals are often required to increase their efforts in a group situation, and that they need to develop skills to co-operate with each other. Positive

recognition by the peer group is a powerful incentive. Group projects with group rewards could be used as a useful tool to develop social skills. Pupils who react as antagonists have difficulties with developing friendships because of their lack of social skills.

But what of pupils who have special educational needs? Dunne, Humphreys, Sebba, Dyson, Gallannaugh, and Muijs (2007) identified a number of strategies to motivate and engage low-attaining groups. These include creating opportunities for a pupil to succeed by recognising that the pace may need to be slower; ensuring that appropriate scaffolding is in place; preparing individually-differentiated resources, and providing positive supportive feedback and praise. They also argued that 'practical and interactive' work should be introduced 'to stimulate and reward', and that assessment for learning and peer evaluation is less threatening than teacher assessment, and therefore increases confidence and understanding.

What of goals and persistence? Dweck (2000) argued that if goals for pupils are based on performance, and that performance is taken as direct measure of ability, many pupils exhibit helpless responses when faced with difficult problems and give up. They also subsequently 'set their sights even lower'. According to Dweck (2000), teachers should therefore focus on learning goals, as her research showed that when pupils with this as their focus were faced with difficulty they did not consider any difficulties they experienced to reflect their intellect, and kept on trying. Learning goals therefore produced a positive response: persistence. Dweck's (2000) research also showed that this result occurred regardless of the ability of the pupils involved, and, further, was not altered by a pupil's confidence. The research also indicated the importance of careful, supportive

feedback from teachers to pupils, with the emphasis again on effort, rather than ability, to help pupils to develop and maintain their persistence. Dweck (2000) also emphasised the importance of explaining to pupils and helping them to accept the fact that they are going to face difficulties, but that ‘challenge is something that promotes learning, not something that indicates their ability’.

Helping pupils to understand and appreciate that positive lessons can be learnt from getting things wrong is also beneficial and aids perseverance. Dunne et al (2007) also stressed the importance of a ‘relaxed approach with sufficient discipline to enable’ pupil concentration, with the focus of the teacher’s attention directed at ‘developing pupil’s willingness to engage’, rather than the subject matter and the skills involved. They also emphasised that with less motivated pupils these strategies should be part of a ‘long term initiative’ incorporating fun, but that pupils also needed to accept that learning needs ‘effort, persistence and recovery from failure’.

Child (2007) argued that society demands that young people have competency in a number of cognitive skills. To answer this need, within schools pupils are required to carry out tasks that they may regard as futile, because they bear little or no relation to their own needs or to the circumstances of their lives. In such instances, either motivation must be developed, or else the tasks altered. Smith, Dakers, Dow, Head, Sutherland, and Irwin (2005), cited by Ellis and Tod (2009), concurred. They also acknowledged that pupils’ perceptions affect their motivation to learn, and that they therefore need to develop an understanding that effort is a vital requirement for achieving success. Thus, they proposed that pupils would be motivated if they enjoy the work, if the tasks are perceived as

‘authentic’ and therefore engage pupil’s learning, and when pupils are working with others and collaborating.

2.3.1d Collaboration

Numerous authors identified collaboration as a positive force for learning. Vygotsky(1978), cited by Daniels (2001) introduced the concept, and argued that pupils can make more progress working collaboratively than they can working alone. The only limitations recognised were based on their relative ‘stage of development and intellectual potential’. He introduced the concept of the extended mind, arguing that pupils learning collaboratively find out information from each other that can bridge gaps in their learning and move them forward. These interactions also stimulate thinking skills that further extend learning.

Minick (1987) referred to the above as a ‘theory of possibilities’, Wood (1998) recognised it as learning through ‘discovery and curiosity’. Gallimore and Tharp (1990) described Vygotsky’s theory as a developmental process in which a pupil’s potential grows through its links with a social environment. Rosa and Montero (1990) noted that, as a result of the implementation of Vygotsky’s theory, pupils are recognised as being actively involved in their learning and not just recipients of knowledge. The learning process thereby becomes child-centred, with the teacher facilitating individual development.

Kozulin (1990) concurred, noting the ‘social nature of human experience’, and the fact that through communication with others individuals have access to a ‘pool of experience’. Jarvis (2009) agreed. Tudge (1990) also argued that peer interaction can extend

individuals' development, knowledge and understanding through the introduction of different viewpoints. Johnson and Johnson (1994) showed that pupils working in pairs are twice as likely to succeed. Rose (2005) concurred. OFSTED (1994) recognised group work as an effective means of teaching.

Ainscow (1995) noted that collaboration is a positive way to bring inclusion into the classroom. Johnson and Johnson (1995), cited by Hattie (2009), found that working collaboratively helped to promote positive relationships between pupils. Pupils were also more ready to acknowledge and learn from errors, finding solace in the fact that the mistakes could be recognised as a collective blunder. The authors recognised this method of learning as motivational, as no member wanted to be held responsible for lack of success by the group. Read (1998) identified that the most positive aspect of group work is that through working collaboratively, pupils can share their knowledge and strengths, develop their potential, and hide their weaknesses. Tilstone and Leyton (2005) argued that this social constructivism appears highly promising as a means of enabling pupils to develop positively.

Illeris (2009) identified communication and co-operation as vital processes for enabling learning. Jarvis (2009) posited that learning is socially constructed, and should therefore be a social experience. Hattie (2009), in his meta-analyses, identifies co-operative learning as 'more effective than individualistic methods'. He noted the importance of peers as part of this experience, and that, when this method is employed effectively, pupils are able to learn from each other. As a result, he argued, co-operative learning increased interest and helped to develop problem-solving skills. All these researchers recognise the validity of

Vygotsky's principle that interaction between individuals can stimulate learning. Sharing knowledge increases knowledge, and discussions can aid understanding, problem solving and the generation or development of ideas, facilitating innovation.

2.3.1d-i Issues with collaboration

Daniels (2001), however, based on three pieces of research, cautions against invoking collaborative learning as an ideal. Ivic (1989), cited by Daniels (2001), argued that schools are not conducive to co-operative learning, in that resources are not available and the required cognitive skills and learning behaviours have not been developed in pupils. Without these skills and resources, pupils are unable to work effectively and therefore do not 'benefit' from working collaboratively. Tudge (1990) argued that too much importance has been placed on the collaborative method of learning because its success has been measured on the 'confidence' demonstrated, rather than on pupil competence. Rueda and Mehan (1986), cited by Daniels (2001), asserted that pupils who find learning difficult will vary in their commitment to the task and in the success they achieve. This is because they are obliged to carry out two tasks: trying to maintain their image and appear competent, while simultaneously committing their efforts to carrying out a cognitive task. As a result they are often obliged to introduce avoidance techniques as coping strategies, which unfortunately often devolve into poor behaviour.

Daniels (2001) also introduced an issue related to gender. He posited that cultural bias has led to girls tending to favour learning collaboratively, while most boys prefer solitary learning. The latter, he argued, introduces a competitive element between male pupils, preventing them from learning from each other and allowing them only to seek support

from the ‘non competitor, the teacher’. The end result is that boys have to develop to be independent learners or are forced to compete for the teacher’s attention, this effectively being a precious resource; there being only a very limited amount of time available for each individual pupil in a class. Daniels (2001) also interpolated that for those boys who are unable to become ‘self sufficient learners’ this could result in the deployment of disruptive behaviour to achieve the desired goal of teacher attention. Based on available data, he also contended that in schools where the teachers’ focus is directed at learning rather than on the learners and where the ethos encourages collaborative learning, there is very little difference in gender attainment. It is pertinent to include this argument as most of the identified pupils in Sanctuary are boys.

2.3.1d-ii Solutions

Tudge (1990) argued that grouping of pupils required ‘direct attention to purpose’. He recognised that unless there is careful structuring of groupings, collaboration between peers may actually limit learning. He posited that where pupils are collaborating with others more able than themselves, who nevertheless share a basic understanding of the subject at hand, then they would benefit. Glasser (1998), cited by Porter (2007), argued that careful selection of subjects and activities could ensure success with collaboration. He recognised art and drama as two significant areas for successful collaborative learning.

Positive relationships with others enable collaboration in the classroom. Being taught as part of a group therefore requires the development of appropriate social skills. Pupils also need to develop positive behavioural skills, avoiding distractions and persisting with learning (Ellis and Todd 2009). This necessitates that teachers possess a degree of

behaviour management in order to control the group so that each individual can make progress in learning. Ellis and Todd (2009) posited that this is successful usually when emotions are not involved; a difference between a pupil's independent work and the demands of the curriculum, they contended, implies a cognitive and affective link. As argued in the introduction to this paper, a pupil's relationship with the curriculum is measured at present 'through the progress that each has made in levels and grades'. Pupils who distract or become involved in distractions are therefore identified as having 'behavioural issues'. If pupils are distracted, however, maybe it is the tasks, not the pupils, which need revising. The tasks maybe inappropriate or the pupils may be unable to perform them.

Mercer (2000), cited by Daniels (2001), argued the need for three rules to enable social learning: questioning to discern understanding; specifically the use of 'why' questions so that pupils have to think and justify; problem solving skills, and encouragement and opportunities for pupils' social and emotional development. For some pupils, the obstacles to collaboration may be as a result of some biological or social deficiency (Daniels 2001). He argued that to prevent these pupils being marginalized and to ensure their involvement in learning, appropriate interventions are required.

Collaborative learning, therefore, should form a fundamental part of the curriculum delivery, enabling pupils to extend their learning in a positive, proactive way and making lessons 'child centred', engaging pupils with the curriculum. Its success, however, is dependent on pupils' development of their relationships with others, which is in turn dependent on the acquisition of appropriate social and behavioural skills.

2.3.1e Communication

Wood (1988) noted that Vygotsky identified language as the main skill required to access learning, stressing the importance of the development of communication skills in order to learn. He argued that in order to develop their cognition children must not only know the words related to objects and activities, but also understand them.

Jarvis (2009) posited that the senses are required for learning, but they are ‘relegated’ if vocabulary is used either in a written or spoken format that pupils fail to understand; i.e. pupils only pay attention as long as they can comprehend the language used. Such ‘relegation’ of the senses becomes a barrier to learning. Petty (2009) concurred, arguing that pupils’ perception of meaning is vital to ensure that learning is useful. The identification and understanding of key, subject-specific words, therefore, is a necessity if the pupil is to succeed. Daniels (2001) also argued that asking for and obtaining support from a teacher or interacting with a group depends on the possession of communication skills. Such skills are also vital for life after school, to enable social activity and integration, and in order to find and effectively engage in paid employment.

Whilst, therefore, there is a consensus that learning is the main purpose of a school Cooper (2009) identifies that this is ‘often undermined by feelings of emotional insecurity that prevents students from concentrating and participating with others.’ This is evident in the identified pupils in Sanctuary. This prompted investigating emotional behaviours to find out what practices and procedures were important to respond to these emotional needs. This enables comparisons with the Sanctuary programme to validate the changes made and

answer the first research question. Positive responses to the changed programme related to emotions can then be recognised as the effects of Sanctuary responding to the second research question.

2.3.2 Emotional behaviours

Rose (2005) cites Damasio (2001) as stating that the emotions are the ‘fundamental aspect of existence’. Mayer and Salovey (1997) noted that the emotions are sufficiently powerful to affect thinking. If negative emotions develop they cause negative interference with concentration and learning. The authors note that reducing this negativity should be recognised as a central responsibility of schools. There are a plethora of possible emotions, but for the purposes of this review it is crucial to determine those that impact on learning

Daniel and Wassell (2002), cited by Nash, Lown and Dunderdale (2007), recognised the ‘close association between resilience, self esteem, and social competence’. Cefai (2010) concurred, suggesting that ‘healthy personal development’ is dependent on the inclusion of educational activities in the curriculum that augment self esteem, develop a sense of ‘emotional security’, and encourage self confidence, independence and empathy, resulting in positive, supportive relationships. He further states that these developments are of benefit not only to the individual, but also to society, creating ‘more harmonious communities’. These are strong arguments initially therefore for the individual, because the enhancement of each child’s emotional skills is essential for their mental health and satisfaction (DfES 2004b), but the augmentation of social congruity in classrooms is an ideal of all schools, and anything that promises to aid this process is positive.

The interrelationships between the emotions, behaviour and learning are evidently vital. My research identified the main emotions as: empathy, nurturing, self esteem and resilience. In order to assess the impact of each of these emotions on the learning process I have reviewed them individually as separate entities.

2.3.2a Empathy – share feelings, understand, relate to.

Leedom (2009) and Olsen, A (2009) both identified empathy as the possession of a developed awareness of one's own feelings that thereby results in an ability to recognise different feelings in others, particularly pain. Olsen A, (2009) posited that this understanding results in a caring response pertinent to the emotions recognised. The experience of empathy, according to Rose (2005) has a biological basis. Modern scientific research now recognises the validity of 'the cognitive neuroscience of human social behaviour'. It has been shown that within the brain there are 'empathic systems' -adaptive areas related to 'social openness', consisting of specific groups of nerve cells that react when individuals recognise others' 'emotions and intentions' (Rose 2005). This research is, however, in its infancy, and to date has had only limited influence on the wider sphere of educational theory.

We have an inherited, biological, inbuilt ability to empathise, then, but, as Leedom (2009), argued, as with all skills it is dependent on nurture and practice for its development. The implication of this is that lack of practice of empathy may result in an inability to care. This point is vital; the natural development of empathic ability can be impeded by environmental factors, as presented in research by Borba (2001), who argued that lack of development occurs if children are not nurtured by caregivers during their early years. The

absence of a male role model at this time, she asserted, also poses an identifiable threat to empathic development.

Olsen, J and Cooper (2001) interpolated that limited empathic development in children tends to result in the manifestation of two specific characteristics: immaturity and aggressiveness. Immaturity is recognised in a child's inability to exhibit altruism as a result of his/her selfishness. The child's 'natural capacity' for 'reciprocal co-operation and caring' has not been encouraged to evolve. Vaknin (2007) concurred.

A child displaying aggression has limited empathetic skills, feeling threatened by and misunderstanding the actions of others. This results in a belief that the 'problem' lies with others, and so the child ends up trusting no-one, believing that she is alone, and must fight her battles on her own, (Davies 2000 cited by Boyden and Cooper 2007. Leedom (2009) also argued that children in traumatic situations such as war display 'emotional numbness', which limits their ability to empathise, and therefore their capacity for positive social interaction. Borba (2001) opened the debate further by arguing that 'cruel media images' can have a similar affect. The importance of empathy therefore needs to be explored in greater detail.

2.3.2a-i Significance of empathy

Hunter (2004) posited that

'empathy is a construct that plays a pivotal role in the development of interpersonal relationships and thus one's ability to function socially and professionally.' pii

Reivich (2008) and Akos (2009) concurred, recognising that empathy is the foundation on which social relationships are built, and that these relationships are reliant on an individual's ability to recognise and demonstrate caring for others as appropriate. Empathy also ensures relationships are sustained, and develops within a child a sense of security and safety (Olsen, A 2009). As a result, trust is built up between children, enabling them to connect with others, supporting the development of self-esteem, and as a result reducing 'bullying', (Olsen, A 2009). She further contended that early development of empathy is linked to 'emotional regulation'.

Olsen, J and Cooper (2001) argued for the necessity of developing within the child the natural need for 'belonging, reciprocal co-operation and caring'. As a result, a child will have group membership on an appropriate basis, which also brings recognised estimation and 'influence'. This can only be accomplished in a carefully constructed safe environment in which the importance of opportunities to learn to co-operate with others in order to accomplish a singular goal are recognised (Olsen, J and Cooper 2001). This also requires the inclusion of an adult role model, caring in a consistent manner, in order to ensure sustainability, (Olsen, A 2009).

Kenny (2007) posited that to develop empathic understanding a child also needs to be praised for positive empathic behaviour with explanations provided for inappropriate behaviour towards others. Olsen, A (2009) assented that in order to 'promote empathy' all children need guidance and explanations so that they 'recognise their own feelings' and learn to understand the feelings of others.

2.3.2a-ii Nurturing - to care for, tend, support, encourage, cultivate

A further way of developing empathy was put forward by Robertson (1998) citing Noddings (1992). She identified caring as ‘the strong, resilient backbone of human life’ and therefore argued that it should permeate the whole curriculum’. This should be facilitated through the development of caring themes that should include ‘caring for self, others, plants, animals, the environment, the man-made world, and ideas’. She identified personal and practical involvement and experience as instrumental in supporting understanding. She further argued that providing opportunities for pupils to care enables understanding and development of responsibility, efficacy, competency and self esteem. Olsen and Cooper (2001) concurred, identifying that society is responsible for causing

‘the problem of today’s teenagers by removing ..cooperative and caring responsibilities. We can teach love and caring to children, but we can also tap their need to care for others by placing them in circumstances where they are needed by others.’ p37

2.3.2b Self esteem - self respect, self regard, morale, self confidence

In 1967, Coopersmith identified the ‘positive correlation between high self esteem, confidence, and academic and social success. Thereafter, much influence, focus and effort has been invested in investigating self-esteem and developing means of raising it. But what is self-esteem? Mruk (1999) argued that there are a variety of phenomenological issues related to defining self-esteem and that the most appropriate method is to interpret its understanding within a specific setting. In this research, that setting is the school. Dweck (2000) argued that self-esteem is something that pupils have charge of; it is not something that they are ‘given’ by teachers. Teachers can, however, influence its development by

teaching pupils ‘how to live their lives’ in a manner that enables them to ‘experience themselves in positive ways’.

She suggested that self esteem is not something that we either possess or not, but rather that it is a means of acknowledging oneself positively when ‘mastering challenges’ or learning to feel good about making efforts to learn something, understand something, master a new skill, ‘ striving for worthwhile things’. She recognised its importance in the statement that it ‘...also makes for a productive and constructive life’.

Elmer (2002), cited by Ellis et al (2009), noted, based on his review of related literature, a number of important aspects of self-esteem: that it is ‘predominantly an emotional response’ about self that is either positive or negative, and that it is based on ‘a set of judgements’ related to ‘one’s competencies across a range of dimensions’, e.g. intellectual, social, physical etc. Lawrence (2006), agreed, recognising it as falling under the heading of self-concept.

Self-image therefore, is a construct that is developed by each individual as a result of successes, issues related to experiences, and feedback received, a definition that can be applied directly to the classroom. Cognition is involved in developing such a construct , as it plays a role in interpreting experiences and feedback as either negative or positive (Lawrence 2006). This interpretation will be affected not only by present experiences but also by the cumulative total of past incidences. If a pupil is exposed to constant criticism in a number of areas, this results in the development of a low self image. Lawrence (2006)

also posited that individuals have an honest perception of reality and a change in this perception is very difficult.

Further examining the concept of the 'ideal self', Lawrence (2006) identified that this is the 'self' that the pupil aspires to be. He supported the idea that feedback plays a vital part in the development of this construct put forward by McNamara and Morton (2001) and recognised the responsibility that teachers have in providing appropriate feedback. He also noted that the ranked value of feedback varies over time. All ages of pupils value feedback from influential adults, parents and teachers and peers. As pupils get older, the peer group becomes increasingly influential and is ultimately 'more powerful than ...teachers or parents'. At this time, the media also plays an increasing role on pupil perception of their ideal self. Self-esteem, therefore, is a self-judgement resulting from comparison of one's self image with the perception of the aspirational ideal self. Low self-esteem indicates a large discrepancy between the two.

There are a number of distinct categories that are used by pupils in determining their self-esteem. These categories are referred to collectively as global self-esteem. They include the academic, the social and the physical, and individuals may experience a sense of inadequacy in one area but not in others. School difficulties however, may exert a disproportionately large influence on global self esteem, both because schools and society value learning so highly, and because long periods of time are spent in school. In that time, too, a significant proportion of a pupil's peers may develop skills more easily and quickly than that individual.

Beane (1991), cited by Mruk (1999), maintained the significance of self-esteem to both individuals and society, and the consequent importance of raising self-esteem within the classroom, but also argued the importance of using appropriate means of doing so. On these lines, Mruk (1999) asserted that honesty is a vital requirement. In support of this, Ellis and Tod (2009) argued that emotions such as disappointment, resentment, dissatisfaction, pressure, anxiety, irritation 'are part of learning' for everyone, and that, rather than attempting to protect pupils from them, schools should instead teach them how to manage such feelings in order to facilitate lifelong learning. Lack of ability to deal with negative emotions may result in them becoming 'persistent', and as such problematic, reducing self-esteem.

2.3.2b-i Critiques of self esteem

Ecclestone and Hayes (2008) questioned whether too much prominence is placed on looking at the self and emotions in education. Mruk (1999) concurred and cited Seligman (1995) as stating that while teachers are working to raise self-esteem they may be reducing their pupils' wellbeing by concentrating on how the pupil feels rather than what the pupil does. They recommended that in order to counteract this, teachers should concentrate on recognising the signs of frustration and boredom in their pupils and helping them to overcome these negative feelings by developing resilience and persistence.

Elmer, (2002), cited by Ellis and Tod (2009), in a review of contemporary research, counselled against a total acceptance of the importance of low self-esteem's influence on behaviour, and of the idea that improving it will solve all problems. He acknowledged that self-esteem and behaviour share a complex interrelationship, but he argued, the precise

nature of this relationship has not yet been deduced from research evidence. Self-esteem may affect behaviour, or it may be a consequence of behaviour, or both may be linked in a more complex, mutually-dependent relationship; it is even possible that self-esteem and behaviour are both the result of other influences. He found also that the plethora of different definitions and assessments linked to self-esteem were not sufficient to 'justify a causal explanation'.

O'Brien and Guiney (2001) argued for a more flexible concept of 'self-esteem' acknowledging that pupil's ability and attainment fluctuate across different areas. The authors' acknowledgement that they therefore can respond differently to different people and circumstances takes into account the 'complexity of individuals and the processes of teaching and learning' They also contended that the present emphasis on low self-esteem treats it as a defect 'within the child', rather than attributing its aetiology to influencing factors in the school environment.

In spite of the issues outlined above, all the authors cited recognised self-esteem as a vital component of wellbeing, dependent on positive interactions both between teachers and pupils and between pupils and their peers, through which they are all able to recognise that they are valued. It is therefore understandable that, where pupils have poor relationships in school -whether with teachers, as a result of limited effort and little work, or with peers, as a result of causing disruption- self-esteem in the educational setting remains low; a state of affairs that needs rectifying.

2.3.2c Resilience – flexible, strong, quick to recover, irrepressible, tough

Masten (1994) identified resilience as ‘successful adaptation despite risk and adversity’. Saarni (1997) saw it as an individual’s possession of a ‘higher threshold for tolerating negative emotions’. Anderson (1994) and Reivich (2008) recognised it as an ability to act proactively rather than reactively, which introduces the element of control. Cooper, C (2000) cited by Nash, Lown and Dunderdale (2007) defined resilience as

‘ the ability to take hard knocks, to weather the storm and to continue to value oneself whatever happens’ p31

Reivich and Shatte (2002) argue that it is the ‘ability to persevere and adapt when things go awry’. All these definitions are in agreement on a basic level: resilience is surviving positively when faced with difficulties.

Cooper, C (2000), cited by Nash et al (2007), developed the understanding further by identifying three types of resilience: cognitive, behavioural, and emotional. Cognitively resilient pupils, she argued, can be recognised by their affability, having positive regard for themselves and for others. Behavioural resilience is dependent on the development of problem-solving skills and self-regulation, whilst emotional resilience in pupils enabled by their being able to acknowledge that there are caring people who will always support them. This may be why, as Reivich (2008) stated, resilience isn’t static: individuals can display varying amounts at different times and are able to use it in some circumstances and not in others.

According to Masten and Coalsworth (1998), cited by Kordich Hall and Pearson (2005), possessing resilience ensures that a child is able to face up to and prevail when faced with

difficulty; it is therefore an important trait. Resilience, they argued, is vital if a pupil is to succeed and be satisfied with life. Fuller (2001) agreed, recognising that a resilient learner shows persistence while less resilient pupils do not, and so makes better progress. Nash (2000), cited by Nash, Lown and Dunderdale (2007), concurred, also recognising resilience as playing a vital role in the development of a child's positive mental health, as the faculty that enables pupils to adjust psychologically and socially to school. The Government publications, 'Every Child Matters' (DfES 2003) and SEAL (DfES 2007), supported this concept, stating that schools need to ensure pupils' positive mental wellbeing, with resilience recognised as one factor that contributes to this. For these reasons alone, resilience merits a place in the school curriculum.

The above information, whilst acknowledging the importance of resilience, does not explain its origins. Rutter (2002) cited by Boyden and Cooper (2007) argued that resilience is dependent upon both genetics and the environment, a suggestion that inevitably invokes a nature/nurture debate. An understanding of resilience therefore requires the exploration of what is inherited and therefore "fixed" in an individual and what is malleable. Masten (2001) and Barton (2005), cited by Boyden and Cooper (2007), supporting the notion of a genetic origin, posited that resilience is dependent on specific attributes 'such as temperament, intelligence and physical health' that combine to produce distinctive 'internal, protective factors'. These are then either supported or impaired by the influence of the environment. Children who have high protection as a result of their 'unique combination' have high resilience and are better able to survive adversity from the environment. Children with low protection have low resilience, and so are helpless to prevent themselves from being damaged by adversity.

Boyden and Cooper (2007) stated that our ability to understand the genetic factors related to such complex attributes as resilience is developing as a result of the human genome project, but that the research is by nature intricate, and to date only a limited amount of research in this field is underway, with very few results. At the time of writing, most research findings related to resilience are focused on developing means of both mediating the environmental factors and at developing the learnt strategies that may reduce the impact of stressors on young people. Boyden and Cooper (2007) opined that this type of research is ‘theoretically tenuous’, some psychologists have subsequently offered positive evidence in favour of this approach.

2.3.2c-i Environmental barriers

Wang, Haertel and Walberg (1994) and Gordon and Song (1994) undertook research with an inclusive approach, concentrating less on ‘within child’ issues and more on looking at and positively developing the environment within which the pupil was developing. They summed up this research by indicating that in order to aid the development of resilience there is a need to reduce risks and stressors, increase resources, and implement protective strategies.

Masten (1994) identified two types of stressor, the psychological and the psychosocial. Psychological stressors he defined as ‘an imbalance between the demands that impinge on a person and the resources available to meet the challenge’. Such situations occur in classrooms whenever teachers ask pupils to complete written work not recognizing that their writing and reading skills are insufficiently developed to respond to the task and

access the curriculum. Pupils then become stressed, resulting in a rush of adrenalin that ultimately results in lack of self-control and poor behaviour, (Rose 2005).

Masten (1994) recognised psychosocial stressors as events or experiences that may lead to stress. For pupils that have learning or behavioural difficulties, such events and experiences may occur every day at school, which they come to view as a stressful environment. Pupils' knowledge of, or belief in, such factors as their inability to learn as well as others, the fact that they will be corrected for inappropriate uniform, for failing to complete homework, or for being generally disorganized, and the likelihood that in some ways they will end up responding inappropriately to others, all introduce stress even before the pupil enters the school. Gordon and Song (1994) suggested, however, that if an intervention is implemented to respond positively to reduce these stressors, where learning is scaffolded and achievements are developed gradually, then there is a high probability of success.

The work outlined above identified environmental factors that could be controlled and reduced so that pupils were able to make progress in school regardless of having resilience. More recent research has established the existence of certain key characteristics that resilient pupils have in common, and has looked at how these characteristics can be developed in all children. In producing a project for York primary schools with the aim of developing resilience in their pupils, Nash (2000), cited by Nash et al (2007), argued that helping pupils to develop essential life skills was dependent on the identification and subsequent development of these protective factors.

2.3.2c-ii Protective Factors

Dent and Cameron (2003) identified the fact that that, even though a child may have the genetic propensity for resilience, it is not a trait that individuals are born with, but rather consists of a number of competencies that can be encouraged. Newman (2004) posited that these competencies or coping strategies are essential for developing resilience.

Different research across an extended period of time has identified some of these safeguarding strategies. Cole, Visser and Upton (1998) noted that establishing a positive link with one teacher was sufficient to enable pupils with difficulties to return to school. Anderson (1994), Gordon and Song (1994), Masten (1994), Rose (2002), Newman (2004) and Luther (2006), cited by Boyden et al (2008), all concurred identifying positive relationships with at least one significant adult as a fundamental protective factor. They posited that such a relationship enables the pupil to feel ‘worthwhile’ and allows guidance, advice and support to be given as appropriate, particularly for new challenges. The adult can also model and explain competent behaviour. Poulou (2007) agreed, noting also that pupils that are supported by teachers find the risks and difficulties reduced and manageable. Hilton (2006) also agreed, noting, based on her research with Scottish pupils who had been expelled, that the main reason identified for their disaffection was their sense that they were not supported by any key adult in the school.

Rose (2002), Newman (2004) and Luther (2006), cited by Boyden and Cooper (2007), also argued the importance of secure relationships with others such as peers and friends in developing increased protection and resilience. Rose (2002) and Newman (2004) asserted that such friendships help to safeguard adolescents from becoming involved in ‘negative’

groups that could result in delinquency. Rose (2002) further posited that the support from being part of a friendship group is a 'potent factor in reducing the likelihood of later mental health problems' for vulnerable pupils.

Reivich and Shatte (2002) argued that the way children think can increase the development of resilience and that this has an effect greater than any other single factor, including inheritance. They argued that 'thinking style' determines how children react when faced with difficulties; whether they are persevering, take new opportunities, or give up easily. It therefore impacts on success. They proposed that there is only a limited time for this development, as thinking style remains pliant in a child only until about eight years of age. Their aim is to enable children to look at adversity and to ask themselves set questions. The first question is that of who is to blame for the issue at hand. The second is to examine the longevity of the problem, and the third is related to exploring the extent of the effects and repercussions. A child that puts the blame for the problem on himself, who believes that the problem is never-ending and that the effects are ubiquitous, (i.e. pervade all aspects of his life), has no resilience and gives up. Conversely, a child who recognises that the blame for the problem does not lie solely with him, that its longevity is finite, and that it does not affect his whole life, demonstrates high resilience and optimism. Sometimes, however, the blame does lie with the child, and in such instances he must accept this reality and move forward by applying problem solving skills and effort to overcome the difficulty. The authors argued for the inclusion of this development in the curriculum so that all children are able to benefit.

Kordich Hall and Pearson, (2005) concur and state that

‘resilient thinking modelled by a warm, caring adult nurtures children’s
lifelong capacity for resilience’ p2

Reivich (2008) detailed seven crucial ways of developing resilience, namely through the development of emotional awareness and control, empathy, impulse control, realistic optimism, flexible thinking, self-efficacy and reaching out.

Emotional awareness and control requires that pupils be aware of their feelings and need opportunities to talk about them with trustworthy adults. They need to develop strategies so that they are able both to control their emotions and to prevent themselves from become enmeshed in a particular emotional state, however strong, so remaining able to move forward. They also need to develop empathy: increasing their ability to think about and recognise the feelings of others. Rose (2002) and Reivich (2008) argued that this helps in developing resilience in that it enables pupils to develop positive relationships with peer groups and with adults who can provide support in difficult times. Pupils also need to know that although everyone has impulses, some should not be acted upon because they might cause concern to others. Pupils have to learn to ‘stop and think’ before they act, learning impulse control.

Reivich (2008) argued that realistic optimism is a ‘key ingredient of resilience’ in that it is a safeguard against anxiety. She agreed with Newman (2004) who posited that young people have to recognise that problems exist, that everyone makes mistakes and that there is no point in putting the blame on others. Pupils must be trained instead to look at situations in an optimistic way and understand that they can learn something positive from

mistakes. The recognition of a problem, however, demands that a solution be found. Reivich (2008) argued that in order to respond more appropriately to problems, pupils need to be taught how to develop flexible thinking. Each pupil, then, instead of being fixated on one possible solution -which may in fact prove not to work- and subsequently giving up, has the adaptability, and therefore the resilience, to think through a number of possible different solutions. This, she argued, can lead to the improvement of self-efficacy, which, she stated, is a recognised trait of resilient pupils. Such individuals have a developed awareness of their strengths and weaknesses and use them effectively. An example of a means by which adolescents can develop self-efficacy has been put forward by Olsen and Cooper (2001) and Newman (2004), who suggest that they be given responsibility through worthwhile opportunities to help others.

Reaching out or risk-taking, Reivich (2008) argued, enables pupils to try new activities, accepting that they may not be successful but at the same time understanding the possibility of failure as part of a learning curve. She agreed with Newman (2004) who identified the inclusion in positive extracurricular opportunities as a further protective factor.

Resilience, therefore, is another vital requirement that needs to be developed in all pupils to enable them to succeed in school at work and in society. This can be done by developing various coping strategies that can be incorporated into the curriculum. For vulnerable pupils it is important to identify and reduce stressors that increase anxiety and result in biological responses that cause the pupil to lose control of his behaviour. Regular school

attendance and, where appropriate, time spent in a nurture group: ‘supports and enhances those factors in children that increase resilience’ (Rose 2002)

The arguments of academics stress that the development of the emotional behaviours is a vital component of child development and as such an important requirement of the Sanctuary provision.

2.3.3 Conduct behaviour

Self regulation: – self discipline, self control, restraint

Saarni (1997) posited that self-regulation is an ability to ‘manage ones actions and feelings in an adaptive and flexible way across a variety of contexts’. The ability to do so both requires and enables emotional and intellectual growth. The development of these interlinked constructs, she maintained, is vital to enable pupils to control and manage their behaviour.

Edwards (1999) stated that ‘the overriding principle of social motivation is a desire for order’ and that both anger and behaviour are malleable. We either learn or fail to learn both of these when we are young, by example and through the dictates of authority. He also stated that ‘authority, attraction, conformity, commitment and reciprocation were the mechanisms that bring about social influence.’ Viewed from this perspective, individuals must respect authority, but that authority must be consistent, and the person who holds the position of authority must be accepted in that position.

These arguments introduced the question: why are the behavioural responses of some individuals positive while those of others are negative? One possible answer is that in high schools with disparate teaching groups, where pupils move from one teacher to another, the standards of acceptable behaviour vary according to circumstances, and so the authority to which they are expected to conform is perceived as lacking consistency. In nurture groups the pupils remain in the same environment, and so consistent authority prevails (Boxall 2002). This ensures that 'order and predictable structures' are maintained, a requirement identified by Cole, Visser and Upton (1998) to enable 'internal stability'.

A further idea may be related to pupil survival in a social situation. Cooper, Smith and Upton (1994) argued that poor classroom behaviour

'does not originate from within the individual who displays the behaviour but it is a product of social interaction... part of a cyclic chain of actions and reactions between participants.' (p97)

In schools behaviour is judged, in the main, by its effects on the individual and on other members of the class. Research from Gordon and Song (1994) and Masten (1994) indicates that poor behaviour is generally dependent upon some external stimuli which in turn act as catalysts, triggers or stressors for further poor behaviour, exacerbating the situation.

A further insight is presented by Humphrey and Brooks (2006) who noted that behaviour management requires an understanding and recognition of one's actions and those of others, an identification of triggers, and appropriate strategies for responding. This introduces the idea of a cognitive origin for behaviour control, developing within the brain. Rose (2005) noted, however, that the brain does not work in isolation but that it is linked to the body's physical reactions. He stated that fear and pleasure produce an unregulated

hormonal response in the body. Hormones like adrenalin act on the amygdala, the reactive area related to emotions. Hormonal stimulation passes through this area prior to it being sent to cognitive areas. The neocortex, another area of the brain, acts as a regulator when emotions are triggered so that the individual ideally retains self-control. The two areas should work concurrently. In instances where there is an overriding sense of fear, with an associated continual hormonal response, this does not happen, and so in such situations pupils do not have acceptable control over their emotions and challenging behaviour can therefore occur (Rose 2005).

Cefai (2010) concurred, but expanded this explanation, stating that such reactions are influenced not only by biological factors but also emerge from a lack of social competence. As a result of the interdependence of conduct behaviour and the emotions, challenging situations can result in spontaneous, defensive reactions; essentially anxiety, with possible associated antagonistic responses. Steel. L, (2002) agreed, but explained that although pupils cannot always control the factors that induce stress and concern, they can be taught strategies that enable them to manage their behaviour in an acceptable manner and strategies to reduce their anxiety.

All the above arguments are reasonable, but they require that young people have an understanding of what constitutes 'bad behaviour' and of the fact that there will be consequences if that behaviour is maintained. Even in a stable situation the development of self-control is a requirement in order to accept authority and initiate a positive response. This is a necessity in order that pupils are accepted positively, not only within school, but also beyond, in the workplace and the wider social environment.

How, then, do pupils learn about choices and consequences? Mayer and Salovey (1997) argued that an understanding of values is a requirement because values determine an individual's 'conscious knowledge of emotions'. This has implications for all young people facing the modern world with its conflicting values. They require opportunities to explore, debate and argue the importance and influence of values, in order to make appropriate choices and to understand the consequences of their judgements. Appropriately implementing these values in one's actions demonstrates what Saarni (1997) identifies as emotional responsibility, interlinking the behaviours.

2.4 Summary

The initial set up of the intervention in school had failed and it had become recognised as a 'sin bin'. The literature review related to nurture groups enabled the identification of the nurture principles the implementation of which would enable a complete change in status in the intervention. The nurture principles required; a method in place that identified gaps in the identified pupils' learning skills and a means of improving them; the provision of a safe secure environment to which they felt a sense of belonging; a regard for their emotional development; practices to be implemented that would enhance their communication skills; a positive recognition by all Sanctuary staff that poor behaviour is often a symptom of an underlying condition that needed to be sorted out and a recognition that any transition, however small, is traumatic for these identified pupils. Comparing the new set up against these principles and the information that related to nurture group set ups in both the secondary and primary sector provided not only guidance but also a set list of criteria for the selection of the identified pupils and details against which comparisons could be made in part answer of the first research question; was a part answer to the first

research question; ‘were the changes made appropriate in answering the needs of the identified pupils?’.

To complete the answer to the first research question the Sanctuary timetable had to answer the statutory requirements of the National Curriculum incorporating opportunities to develop core skills but also allow time for the inclusion of opportunities to develop key emotional skills. To date the development of emotional skills have not been recognised by some teachers as their responsibility and only self esteem and self regard are recognised in the Quality Teaching Standards (QTS 2001). The literature review enabled the recognition, singularly, of the vital importance not only of the emotional skill of self esteem but also the need for empathy and resilience. Empathy is vital so that pupils are able to recognise and respond positively to others needs thereby enabling positive social relationships with peers and adults. Resilience is needed so that an individual has the ability to adapt to different situations and to persevere when faced with difficulties

For the sake of clarity and understanding in this thesis, behaviour has been divided into three key categories, namely learning behaviour, conduct behaviour, and emotional behaviour, each of which has been reviewed separately, but, as Mayer and Salovey (1997) postulated, these behaviours are interwoven, interrelated and interdependent, and as such affect each other in both negative and positive ways.

Stipek (1988) indicated that a lack of motivation may be dependent on low self-esteem. Lack of motivation affects learning and can result in underachievement. Wang and Gordon (1994) posited that resilience is related to self-esteem. Pupils with positive self-esteem are

often optimistic and exhibit resilience. Research also shows that positive self-esteem influences both achievement and behaviour. Tilstone and Layton (2005) cited research by Erikson and Lawrence that

‘has shown... that the way in which people feel about themselves influences their achievement in all areas of development and that there is a correlation between self-esteem and academic achievement’. (p131)

Improving individual emotional self-esteem can therefore result in an improvement in achievement. Tilstone and Layton (2005) also cited Tilsley and Clarke, who link empathy, self esteem and self regulation. They posited that

‘ people who have positive self esteem know that they are loveable and capable and that they care about themselves and other people. They do not have to build themselves up by tearing others down or by patronizing less competent people’. (p10)

This suggests that pupils’ problems are compounded by low self-esteem, which itself continues to decline when confrontations with teachers and other pupils occur and continue.

Cefai (2010) also recognised the interdependence of all three behaviours. He agreed with Rose (2005) that modern neuroscientific research has highlighted the importance of developing a connection between the emotions and learning in order to enhance cognition. Learning can only occur therefore where pupils are positively regulating their behaviour to optimise opportunities for the whole class.

The Literature review also provided a list of positive outcomes in pupils that had been included in Primary nurture groups. Sanders (2007) identified; improved social skills and peer relationships as a result of collaboration; improved emotional development; better

communication; positive learning and achievement in skills; improved engagement, concentration and motivation; better behaviour and reduced stress levels. These were the criteria against which the improvements in the identified pupils were compared in order to answer the second research question; what was the impact of Sanctuary on the school experiences of the identified pupils?

This review of literature therefore has suggested that if an alternative short term provision is to be successful in answering the needs of the identified pupils and therefore have a positive impact it needs to incorporate the nurture principles and provide opportunities for pupils to develop their self confidence, empathy and resilience. A pedagogy that is accessible yet challenging for pupils and that engages, motivates and recognizes success should be inherent. Incorporated within it should be support for pupils to develop strategies to control their behaviour. Positive outcomes should result as suggested by the literature and research examined and demonstrated through the work done by nurture groups.

To answer the two research questions the set up, timetable and curriculum of Sanctuary were compared to this ideal to explore the appropriateness of the provision and evidence was collected to identify the effects of that provision.

CHAPTER 3

METHODOLOGY

This chapter demonstrates recognition of an understanding of the data collection methods and their limitations, reasons for their selection for this research, and their utility in data collection. The purpose of the research is to evaluate the impact and outcomes of the provision on the identified pupils and their peers.

3.1 Research paradigms

Kumar (1996) points out that all research must be contained ‘within a framework of a set of philosophies, use methods tested for validity and reliability and attempt to be unbiased and objective’.

To answer the first requirement -the identification of an appropriate philosophy- I studied literature related to two main divergent paradigms. The selection of this literature proved difficult. As a science teacher, I was drawn towards positivism, a realist ontology, with its requirements of proof, objectivity, limitation of variables and aims to test hypotheses using prescribed laws and quantitative methodologies. At an epistemological level, however, this paradigm requires the separation of the researcher and those that are the subject of the research. My research is social, related to people, their reactions, feelings and outcomes. Positivism is not a totally appropriate paradigm within which to carry out research in a social context. Denzin and Lincoln (2003) noted that social reality is not ‘a single entity

that can be subjected to objective measurement'. Groups and their interactions create unique realities that need to be examined in a different way.

Constructivism, an alternative paradigm, identified by Robson (2002) as recognising reality as a social construct, a relativist ontology that advocates a 'naturalistic' approach using qualitative methodologies, appeared to be a more appropriate paradigm to examine the impact of Sanctuary. My research was dependent upon obtaining understanding and insight of a particular kind that, far from necessitating a separation from those involved, actually required social involvement and interaction with the group. At the same time, I also wished to maintain what Robson (2002) referred to as 'scientific attitude', specifying that the research was conducted:-'systematically', through careful forethought, with detailed explanation of the methods used; -'sceptically', questioning all results and conclusions, and -'ethically', maintaining standards of conduct that ensure care for all involved.

A further requirement, that of the usefulness of the research, needed consideration. Initially a researcher must question if undertaking the proposed research is ethical and feasible. Kumar (1996) posited that the inceptive considerations should be the possible contribution of the research to professional knowledge, its utility for society and the validity of its pertinence for others. This, then, links the research with the social domain.

3.2 Research design

3.2.1 Trustworthiness of the research

Trustworthiness is based on the research being believable. Robson (2002) identified ‘validity’ as a central concept to ensure credibility.

3.2.1a Validity

All the authors referenced in this chapter, when advising about methodology, warn that all research is vulnerable because of the multiple opportunities for error to occur. The validity of the research is consequently at risk. Constant awareness of the possibility of inaccuracy is a required safeguard. Kumar (1999) advises that at the point of inception clarity is needed in the research questions to ensure an understanding of what must be measured in order to find answers. Robson (2002) advises that evidence substantiates validity and that the means used to collect evidence must therefore follow accepted and recommended methods. Careful selection of data-gathering methods in the pursuit of answers is crucial. Though any and all methods utilised must be demonstrably valid, all cited authors caution that no method is infallible, so an understanding of the shortcomings of each is crucial to ensuring that they are used in a reliable manner (Clarke 1999).

Methodological reliability is thus understood to be a factor that can influence validity. Recognising the fallibility and possible limitations of a method enables it to be used correctly and consistently, thereby increasing its validity. Robson (2002) also argued that perseverance and ‘attention to detail’ are underlying requirements to ensure reliability, and

that careful ‘organisation is the key’. Kumar (1996) argued that the reliability of data is dependent on it being ‘dependable, consistent and honest’.

Bias is a further challenge to validity. Gadamer (1975) argued that identifying biases and using them as ‘the starting point for acquiring knowledge’ is acceptable to ground knowledge in ‘one’s own perspectives’ and to compare them with the perspectives of ‘significant others’ involved in or outside the research, resulting in a consensus. There is also a need to be aware that participant bias is a possibility as participants may wish to support the research and provide answers that are untrue as a result.

On reflection, I came to realize that my epistemological position was biased. If I could not be objective, due to my interest in the intervention being successful, how could the research be valid? Gadamer (1975) argued that the recognition of bias could actually enable the researcher to be more receptive, because understanding the situation requires that it be tested. To ensure the validity of this research, therefore, it was necessary to state all my interests, beliefs, and prejudices. In this exposed state I was also testing them, which introduced its own rigour.

Having researched the relevant available knowledge and current theories and worked to set up the intervention, I wanted it to work. I had presented the idea and the reasoning behind it to the Governors, the Principal and the staff of the school. My professional pride and reputation were at stake. The intervention was funded. I am personally and professionally committed to its success and I am an advocate for it. I also have a passionate desire to improve the school experiences of the identified pupils. ‘Sanctuary’ was put in place in an attempt to reduce the problems of these pupils. I now needed to honestly know the impact

and outcomes of the intervention. Positive school experiences for the pupils were the main aim. Deliberately striving to maintain reflexivity - reflecting on the effects that my own actions and values have had, particularly on written accounts, analysis and data collection - throughout my research has helped me to acknowledge my bias and subjectivity.

Hammersley, Gomm and Woods (2001) and Robson (2002) suggested strategies for further assuring validity. One suggestion was that the measures employed in the research should be unobtrusive, causing little if any disruption to the natural scene. In the case of my research, implementing this strategy turned out to be straightforward. I am directly involved in 'Sanctuary'; I teach science to the pupils, I am present at some circle times in the morning and where possible at lunchtime to hear reading. Pupils and staff therefore accepted my presence and did not change their habits, behaviour or activity as they might with an outsider. As deputy principal, I had detailed 'inside' knowledge of every aspect of the school, and access to all documentation, including confidential information. My concerns were that I may have failed to notice some things, due to their familiarity, that might be obvious to an outsider. I may have taken for granted the fact that some things were occurring when they were, in fact, not. I may also have over identified with some individuals' views. That I was consciously aware of the existence of these issues was, however, a positive point, serving to mitigate the possibility of the research being covertly biased.

3.3 Nature of the research

This research is small scale, related to a particular concrete issue, (Denscombe 2003), undertaken by a professional, a single individual, a participant researcher (Robson 2002),

and it is based in a work place setting in daily life, (Denscombe 2003, Gray 2009). As such it fits the criteria for both action research and a single site case study, both of which are recognised research strategies, (Robson 2002, Denscombe 2003).

3.3.1 Action Research

Gray (2009) defines this strategy as a focus simultaneously on action and research. It is ostensibly about change in order to make an improvement in a particular social setting, (Robson 2002, Denscombe 2003, Cohen, Manion and Morrison 2007, Gray 2009) with Gray (2009) identifying the researcher as the ‘agent of change’. To bring about this change all the authors specify that a problem needs to be identified, an improvement response generated, planned and implemented followed by a process of critical evaluation based on sought knowledge (Robson 2002, Denscombe 2003) and robust reflection (Gray 2009) that may result in further alterations, subsequently ensuring a continuous cyclical process. All the authors emphasise the need for rigorous research techniques to enable a robust reflection.

Robson (2002), Cohen et al (2007) and Gray (2009) identify the benefits brought about through informing and involving all other participants in the process to enable them to become active collaborators. As a result Denscombe 2003 argues that emancipatory action research evolves which not only improves practice but alters conditions that may restrict improvements.

This research is action research. The researcher is a professional practitioner. Sanctuary addresses a very particular, concrete issue that of improving the identified pupils’

opportunities, skills and attributes in a school daily setting through the provision of three week programmes dedicated to this improvement. Support strategies to enable an appropriate return to mainstream provision are integral. Implementation followed the cyclical process. The problem was identified, a change planned, evaluation followed each three week course as it concluded with an overall annual review resulting in appropriate alterations.

The required knowledge to enable these changes was accessed through the guidance of the educational psychologist, by attending a post graduate course on inclusion and through this doctorate course. This knowledge increased the credibility of the changes and sharing it with other participants through training ensured their involvement and commitment.

3.3.2 Case study

Robson (2002), Denscombe (2003), Cohen et al (2007) and Gray (2009) all agree that the criteria for a case study are a detailed, in depth study with the focus on inter - related processes and relationships in a specific, natural, social setting. Denscombe (2003) describes it as a 'social phenomenon', 'a self contained entity' that allows a 'holistic perspective'. As such Robson (2002) states that it necessarily needs to be completed over a long timescale to enable not just explanations about outcomes but also to provide information about how and why they happened. Specific boundaries must be explained so that the reader is aware of exactly where this case study is taking place (Cohen et al 2007).

This research fits the criteria. It involved looking at relationships and processes in a school setting. The boundaries are explained and the overall aim an evaluation not just resulting in

outcome but also being able to explain them. The research is over a period of eight years looking in depth at a focused site.

3.3.2a Issues

All the cited authors identify three specific issues, ethics, the use of rigorous research methods and generalizability.

Such practices in an every day setting with other people have particular ethical requirements. These are ensuring confidentiality to protect the identities of those involved, an openness about the research so that everyone involved is aware and also obtaining informed consent from participants. These requirements were adhered to and are detailed within section 3.4 Ethical considerations.

In both research strategies all the cited authors agree that the use of a variety of data collection techniques is allowed. This includes data collection as a result of the ‘direct experiences’ of the researcher as they are part of the day to day life of the organisation. Both Robson (2002) and Denscombe (2003) emphasis the rigour that is needed in carrying out particular research methods to collect evidence needed to identify exactly what is happening in the identified area. This advice was followed and the selection and use of research methods is detailed in section 3.5 Research methods – data collection

Generalizability is an issue because the research is concerned specifically with one situation in one particular setting thereby limiting the representativeness of the results so that generalisations cannot therefore be made. Denscombe 2003 argues that this limitation

can be countered through the inclusion of sufficient detail so that any reader can make an informed judgement related to the processes to determine if they could be implemented in their work place with similar outcomes. This was adhered to. The aim of the research however, was not to develop generalized principles but to add to the knowledge available related to nurture interventions in secondary schools.

Both action research and case study strategies are reliant on evaluation. Therefore it is necessary to explore this process

3.3.3 Evaluation

Weiss, (1993), cited by Clarke (1999), distinguished evaluation as ‘an elastic word that stretches to form judgements of many kinds’. Clarke (1999) identified that judgements are subjective, and that to make them more reliable they must be based on a set of explicit criteria that also require justification. These criteria have been identified through the literature review.

Clarke (1999) stated that evaluation is a specialist area firmly embedded in the dominant paradigm of social science. Scriven (1995), cited by Clarke (1999), sees it as an ‘analytical process that is almost a new field of study in its own right’. The question to be asked, therefore, is: what is the purpose of evaluation? According to Cronbach (1982) cited by Scott and Usher (1996), evaluation should inform action. Stufflebeam and Shinkfield (1985), referenced by Clarke (1999), agree, stating that the ‘most important purpose of evaluation is not to prove but to improve’.

The opinions cited above represent only one aspect of evaluation. Clarke (1999) and Robson (2002) identified two separate forms of evaluation: formative and summative. Formative evaluation involves recognizing strengths, challenges, opportunities and weaknesses in a given social setup and introducing a change or intervention in an attempt to improve the situation for those involved. Robson (2000) identified the main aim of formative evaluation as being to ‘form or develop the program or intervention’.

Clarke (1999) referred to this type of evaluation as ‘theory based evaluation’, identifying and implementing an initiative based on hunches, beliefs, intuitive assumptions and knowledge founded on practical experience. Patton (1982), cited by Clarke (1999), referred to formative evaluation as ‘front end research’ that requires research related to collecting and generating knowledge to identify principles that enable effective implementation. Rossi and Freeman (1993), quoted by Clarke (1999), refer to it as ‘diagnostic evaluation’; looking at an existing problem and finding solutions.

Robson (2000) recommended that there should be an identified focus or goal in pursuing formative evaluation, and a determination to base the process and practices of the research on achievement of that goal. Posovac and Carey (1997), cited by Robson (2000), argued that periodic assessment is a process that could be usefully implemented. This involves monitoring so that limitations or disparities between the requirements of the ‘target clients and the provider’ can be identified, and ameliorations introduced, right across the timescale of the research. Robson (2000) identified that answers to questions form a crucial part of this type of evaluation, and that consequently careful structuring of the questions asked is pivotal to the success of the research.

Formative evaluation fitted the requirements for setting up Sanctuary. There was no point in spending time putting in place an intervention that did not answer the needs of the identified pupils. The weaknesses of the initial intervention were self-evident. The underlying difficulties of the identified pupils were evidenced. The literature review provided the means of collecting the knowledge that enabled the altered intervention to be justified, and continual monitoring and reading enabled further alterations to be made across the timescale.

Scriven (1995) cited by Clarke (1999), noted that this formative process then enables a summative evaluation to follow. Chelimsky (1985), referenced by Clarke (1999), identified this as the normative stage, involving examining the intervention and determining its effectiveness. Robson (2000) identified this process as 'needs based evaluation', with an emphasis on the outcomes, looking at what has been achieved and the degree to which the needs of the participants are being met. Rossi and Freeman (1993) extended this aspect, seeing evaluation as a process of accountability that can be used to determine if the intervention should continue and whether it is cost effective.

The intention of formative evaluation, therefore, is to support the implementation of an intervention, whereas summative evaluation focuses on appraising the potency of the strategy. With regard to these different aspects of evaluation, two pieces of research have been carried out: a formative evaluation to justify the implementation of an appropriate intervention that answers the needs of these pupils and a summative evaluation to determine the effectiveness of this intervention, thus answering both research questions.

3.4 Ethical considerations

The main ethical considerations are related to maintaining professional and research standards, safety, acquiring informed consent and confidentiality.

Mittler (2000) noted that doing research involving vulnerable pupils requires a total commitment to working in an ethical manner. In line with BERA (2004), recommendations related to articles 3 & 12 of the United Nations Convention on the Rights of the Child should therefore be followed. These articles instruct that at all times the interest of the pupil must be of primary concern and that pupils have the right to express their own views. This edict was strictly adhered to at all times during this research.

Robson (2002) posited that all research should ‘follow a set of principles of what ought to be done’, be undertaken ‘honourably’ and in a ‘morally correct manner’. Care should be given to making appropriate use of the time of those involved, and a commitment should be made to undertake the research with an ethic of respect for the person, their views, beliefs, values and culture (BERA 2004).

Methods that fit the research were employed and justified in the write up that follows in order to answer the research questions. Every effort was made to ensure that the findings were reliable and valid. This was to ensure that all data collected answered the research question and that the time of those involved was used effectively.

The safety of all participants must be of paramount importance. Robson (2002) argued that the researcher must have regard and respect for the ‘sensitivities of the participants’. Kumar (1996) recognised this as safeguarding those involved by ensuring that participants

are not exposed to ‘discomfort, anxiety, harassment or any invasion of their privacy’ as a result of their involvement in the research. BERA (2004) also noted that any stressful action should be reduced or kept to a minimum. This was done.

Obtaining consent from participants is an ethical requirement, (Robson 2002). Schinke and Gilchrist (1993), cited by Kumar (1996), identified three criteria related to obtaining consent. The most imperative requirement is that participants must be recognised as able to grant consent, or else an advocate must be involved on their behalf. Secondly, they must be capable of making an informed decision; and thirdly, there must be no pressure placed on them to become involved. Informed consent requires that all participants make a conscious commitment to involvement. In order to make this commitment, they need access to sufficient information about the research to make a reasoned decision to commit or to refuse involvement (Kumar 1996). All participants therefore must be told not only about the research, the reasons for its undertaking and what happens to the results, but also about their part in it. Inclusion must be voluntary, with the right to withdraw explained. Only when all of the above requirements have been fulfilled should participants be asked to give written consent.

Informed consent was sought from all those involved in the research documented in this thesis. All participants were informed that this was an evaluation of the nurture intervention ‘Sanctuary’ and of the practices involved. They were informed that the findings would be reported and that the outcomes were subject to University scrutiny and afterwards would be available as public information.

All participants were advised that their involvement was voluntary and that they had the right to their inclusion. They were also told that they had the right to withdraw from involvement, without having to provide a reason, at any time during the research, and that this would not result in any negative consequences. After this explanation, and answers to any questions had been provided, all prospective participants were asked if they wished to be included. All agreed and gave their consent in writing. As school pupils were involved, a number of them with special educational and behavioural needs, a letter was sent to all parents of the selected pupils, providing the same information given to all participants, in line with BERA recommendations. Parents were asked for their permission to include their child. This permission was given by all parents.

Acknowledging the ethical requirement to consider possible issues related to power (Kumar 1996), (Robson 2002), I recognised that my position as a senior member of staff could create 'power issues' with both staff and pupils. Separating myself from my school position in order to take on the role of researcher was impossible, as all the research is directly concerned with the school. My position may make some members of staff and pupils respond to questions dishonestly, either in an attempt to please me or because they feel obliged to do so. Such occurrences would compromise the integrity of the research. To overcome these issues, although I personally explained the research and requested staff and pupil consent, questionnaires were sent out to teachers, parents and relevant outside agencies by other Sanctuary staff. I analysed the data, as Sanctuary staff had an interest in the success of the intervention.

All questionnaires to teachers, and employers were anonymous, there was no request to include the respondents name, on the contrary it was clearly explained that such a method would allow for a more honest response. An emphasis on the importance of a response was also included as teachers were informed that their responses on the evaluation of Sanctuary were necessary to ensure that the funding allocated to it was spent appropriately. This introduced also an element of responsibility to be a participant in the evaluation. The results were also made available to all staff to ensure transparency.

Parental questionnaires could not be confidential but parents were also told of their part in the evaluation process and that any changes that were possible would be made.

Pupil questionnaires were all initially only for the pupils own benefit, to be filled in only if they wished and it was totally confidential to be kept in their diaries. There was therefore no possible influence over them by any member of staff or peer or parent. I asked if I could use them having been voluntarily shown a number of them by the identified pupils who wished to discuss issues.

In relation to power over the selected identified pupils in interviews the author carried out all in depth interviews. The identified pupils were used to talking in front of me and to me in a relaxed manner during circle times. During their time in Sanctuary they had discussed a large number of stressful and confidential issues. The interviews were therefore not an issue with any of them and the strategies determined by experts were adhered to (3.5.2b-i Interview Method)

Care must also be taken with the manner of publication of any outcomes, in order to see to it that these do not cause participants any concern. An obvious and effective means of making sure of this is by ensuring strict confidentiality (BERA 2004).

Mindful of the Ethical requirement of confidentiality, the anonymity of the school and all participants was ensured by the following means. All questionnaires, observations and interviews were coded to ensure confidentiality. In this way no personal data was collected that could contravene the Data Protection Act (1998), cited by BERA (2004). All collected data were stored in a locked filing cabinet. Any data that were transferred to computer were password protected. All information collected was used solely for the purpose of this research.

3.5 Research methods- Data collection

Having identified the research questions and recognised the ethical issues, it was then necessary to identify a methodology which would provide data of use in answering the questions. The collection of this qualitative data required, as Clarke (1999) noted, the selection of well-established social research methods to find answers to them.

Methods used for data collection included the use of documents, questionnaires and interviews; all recognised as appropriate means to gather data for evaluation.

3.5.1 Documentary evidence - methodology

Rose and Grosvenor (2001) recognised the value of documentary research in 'understanding and explaining social phenomena'. Prior (2003) identified documents as

‘containers of content’. For that reason, it can be argued that collections of documents can be used to chronicle social reality; the events, issues, solutions and patterns of any recorded social activity. This method is thus recognised as a valid technique for evaluation.

Scott (1990) affirmed that ‘a document ..is a written text’ but, recognising the increasing importance of advancing technology, adds that files, records and logs ‘contained on computers’ also qualify as true documents, thereby increasing the diversity of relevant sources. Prior (2003) recognised the ‘focus on language as a medium of thought and action’. Rose and Grosvenor (2001) introduced a classification system to regulate this diversity and to enable categorization. They identified ‘primary sources’ as documents that are produced simultaneously with the described event, ‘secondary sources’ as documents that relate the events but are produced at a later date, ‘public documents’ as ‘ official records produced by national and local government’ and ‘private documents’ as those ‘produced by individuals’.

Prior (2003) warned that a document is ‘an agent in its own right’ and as such is ‘open to manipulation by others’. Rose and Grosvenor (2001) also identified that ‘all documents carry values and ideologies’ and therefore care is needed in their interpretation and evaluation. To this end, they suggested that the authenticity, credibility, representativeness and meaning of any documents should be explored. To gain a more coherent understanding of exactly what this recommendation implied, each of these terms is discussed separately.

Prior (2003) stated that authenticity is dependent on the ‘reliability of the text as evidence’. Authenticity is therefore reliant on such factors as the identification and validity of the

author, the establishment of a clear, correct position in time by correct dating, the accurate sequencing of recorded events, and the recognition of a sound and reliable source. The credibility of a document relies on the facts being accurately recorded, the events documented being tenable and located in a recognisable overall political and social context. Prior (2003) argued that documents are ‘produced by humankind in socially organized circumstances’, therefore representativeness is a requirement.

Representativeness necessitates that the type of document be determined and its related activities be identified. This entails that the purpose and the audience for which a document was compiled needs to be deduced in order to interpret the significance of the data. Rose and Grosvenor (2001) contended that the meaning of a document is fixed, and that it must be interpreted in the light of its social and institutional origin. This requires the provenance of all documents used to be ascertained.

Kaikkonen (2001) recognised that documents can be stored and returned to on a continual basis to extract information, find patterns, similarities and differences, check facts and resolve questions raised through discussion or reflection. Kumar (1996) examined issues arising in interpretation. Ethically Robson (2002) asserted that the acquisition of information brings with it responsibility for its anonymity and for that of the participants. Appropriate procedures, such as the use of codes instead of names, and the locking away of related documentation in a safe place or protecting it electronically with a password and/or encryption, must therefore be in place. Robson (2000) also recognised that confidentiality has a possible negative aspect to it, as it denies kudos to participants; researchers need to be aware that this, too, may cause issues for those involved.

3.5.1a Use of documentation – methods

Documentation, therefore, is a useful tool. All available school documents from 1999-2010 that include any reference to the intervention or ‘Sanctuary’ were collected, ordered, collated and catalogued. Over three hundred documents were read and two hundred and sixty five documents were found containing related written information. There was a variety of different types of document. All were primary source. They included the School Improvement Plan (SIP; later to become the College Improvement Plan, or CIP when the school received specialist school status) for each year; Annual Sanctuary Reviews; a collection of various Sanctuary documents; letters; minutes from a variety of meetings; the curriculum programmes for all groups across the timescale; weekly staff briefing sheets; documents sent to Governors’ meetings, and School Official Inspections. The Self Evaluation Plan (SEF) 2005/6, relevant up to 2008, was also included. The documents fell into two categories, those that were in the public domain and those with a more restricted readership.

To preserve the anonymity of the school and the confidentiality of individuals that may have been named, each document has been coded, and as Prior (2003) noted, its purpose and audience have been identified to establish its provenance and reliability (Appendix 3). Also, to retain confidentiality, no document used has been listed in the references. To aid the coding, the documents were initially ordered according to type; for example, all the SIPs were collated and given consecutive codes. The documents were then read and any mention of the intervention was highlighted and colour-coded with comments made in the margins.

An eight year span is a long period of time, and some documents were aligned to financial years (beginning and ending in April), others were linked to academic year timings (beginning in September and finishing in July) and a small number were produced related to the annual year cycle (beginning in January and concluding at the end of December). To avoid possible confusion, the relevant sections were typed out, reordered and reproduced under the appropriate year and subtitle.

The documents were then ordered in a time sequence across the time period, and the specific statements related to 'Sanctuary' typed out according to this pattern. From these the information to answer the research questions was extracted. All the documents used were stored until completion of the research.

I was aware that the timescale also resulted inevitably in a certain distancing of the author from the events documented, which itself could alter perceptions. Triangulation was therefore included by checking queries and issues with other staff, and care was taken to ensure objectivity and to guard against personal bias as far as possible.

3.5.2 Survey Methodology

Research analysts such as Kumar (1996) Clarke (1999) and Robson (2002) identified questioning as a major source of data collection, whether in the form of questionnaires or interviews. The main requirement is that of ensuring that the outcome of the questioning is an accurate, impartial judgement of what is being measured. The main aim is the collection of standardised data from a sample of different participants, who should be selected by their suitability

For both questionnaires and interviews, the questions must be carefully designed so that information thus gained will contribute to answering the relevant research question and all such questions should be easy to understand, clear and unambiguous. The phraseology used must be appropriate for the target group, and questions should be straightforward, to encourage co-operation and accuracy in the responses. Only one question must be asked at a time to avoid confusion, and they should not be couched in a manner that could be interpreted as 'leading' or based on 'presumptions', (Kumar 1996).

3.5.2a Questionnaires

Questionnaires were used with the identified pupils, with their teachers, with their parents and with members of the community that agreed to provide work experience for them. All the questionnaires used were self – completion questionnaires designed to collect a large amount of information from a large group of people, easy to administer with limited effort, limited administration and little use of time. Anonymity was assured to encourage participation and 'frankness' in collecting judgments and values, (Kumar 1996), (Robson 2002). Both authors warned that a limited response of those sampled could lead to a possible distortion of the sample size and structure so the scepticism of the researcher must be employed to avoid a 'self-selecting bias', Kumar (1996).

In line with the recommendations of the referenced authors the questions were concise, appropriately sequenced, and confined to one side of A4 paper. The method of response was straightforward, a tick method, taking a limited amount of time. This method however is totally dependent on closed questions that may limit the replies the respondent can make,

and also do not allow the reply to be extended or explained (Robson 2002). To reduce this limitation in the teacher and parental questionnaire further opportunities were provided on the back of the questionnaire to extend their answers. In the community questionnaire this was solved by providing graduated statements and in the pupil questionnaire through a Likert scale.

A Likert scale is an example of a scaling method devised by psychologists that extend the information given but still require only limited time for completion. This ‘summated rating,’ is straightforward in its construction and response requirement. It requires the collection of a group of items related to the research questions, and the selection of a ‘response categorisation system’, usually 5-7 alternatives ranging from strongly negative to strongly positive, (Robson 2002). Respondents provide information about the extent of their agreement or development by ticking the appropriate category.

All the questionnaires were piloted with selected groups revised and updated until they were effective and appropriate in ensuring both clear understanding by the participants and that they were collecting information to answer the research questions, (Rose and Grosvenor 2001, Robson 2002). Also, as laid down by Clarke (1999) and Robson (2002), a letter explaining the reasons behind the request for completion accompanied the final document.

To avoid repetition, the precise detail relating to each set of data collected has been included in the next chapter so that the reader is aware of the strategy used and the data

each questionnaire provided. The results from questionnaires were collated as figures and tabulated (see tables throughout chapter 4).

3.5.2b Interview Methodology

Kumar (1996) identified an interview as interaction between two people for a set purpose. Dexter in Clarke (1999) concurred, noting that interviews are ‘a conversation with a purpose’. Rose and Grosvenor (2001) argued further, stating that interviews are:

‘insights into ...life experiences. Attitudes, opinions and aspirations’ p112

Robson (2002) identified this method as the most suitable to examine ‘complex issues’.

As such, interviews are valuable methods for collecting in-depth data that cannot be obtained through self-completion questionnaires.

Kumar (1996), Rose and Grosvenor (2001), Robson (2002) and Denzin and Lincoln (2003) recognised a number of advantages and disadvantages of the interview method. Positive aspects of interviews include the fact that non-verbal reactions can be included to support the answers to questions, which can then be used to judge the honesty and seriousness of the response. Throughout the interview there are also opportunities to repeat a question or to alter it so that the respondent can understand. Interviews can also be used with most people; they are not dependent on the respondent having appropriate literacy skills. As such they were an appropriate method to obtain information from the identified pupils. If a respondent is nervous or disinterested and consequently not motivated to participate, a variety of strategies, such as conversing before asking questions, can be employed to alleviate problems and develop interest.

The researcher, however, must also be aware of the possible difficulties inherent in this method. Interviews are time-consuming, and the quality of the data collected is dependent on the interviewer, their 'experience, skills and commitment', (Robson 2002). This last fact is reflected in the quality and nature of the interactions between the interviewer and the respondent, as each such situation is 'unique'. There is also a requirement that the interviewer guard against demonstrating non-verbal reactions, as these may act as cues, influencing the responses and thus introducing bias.

Having read the guidance on different types of interviews, the most appropriate method for this research was deemed to be individual face-to-face interviews. Further research identified that both the structured and semi-structured formats should be included.

3.5.2b-i Interview method

Individual in-depth interviews were conducted by the author with a sample of the identified pupils from Years 7, 8, 9, 10 and 11 and with selected members of their peer group. These interviews were semi-structured and in line with the procedures laid down by Robson (2002) and Denzin and Lincoln (2003).

Advice from McIntyre and Cooper (1996) was followed to provide a positive experience for the identified pupils and their selected peer group and, by doing so, to build trust with the aim of eliciting honest responses. The familiarity of 'Sanctuary' for the identified pupils confirmed it as a safe venue, which was important in helping to reduce possible

stress. Mindful of the advice of Sanger (1996) and Rose and Grosvenor (2001) about the distractions of note taking while interviewing all the interviews were taped with the permission of the identified pupils and selected members of their peer group. Each of these interviews was then transcribed, and to ensure that the transcription was correct it was shown to the respondent concerned and their acknowledgement sought. Any corrections were made to each script while the respondent was present. At this point each transcript was annotated with information related to body language and any extra comments made (Kumar 1996), (Rose and Grosvenor 2001), (Robson 2002) and (Denzin and Lincoln 2003).

Correlations between individual interviews were identified; colour coded and counted to facilitate later commentary. Discrepancies were recognised and cross-referenced to other data in order to understand a problem or find a possible solution, (Robson 2002).

3.5.3 Sampling

Kumar (1996) identified sampling as ‘the process of selecting a few from a bigger group to become the basis for demonstrating the outcome of a situation’ concerning the whole group. It is the selection of a sub-group to obtain information. The main advantage of sampling is that it saves time and resources. The disadvantage is that it may not provide a totally accurate outcome reflective of the whole group.

The sample design, or sample strategy is the method used to make the selection, and a random method is vital to remove bias (Robson 2002). Kumar (1996) distinguished a random method as one that ensures ‘an equal and independent chance of selection to all

members of the group. 'Equal' is interpreted as the same probability of selection for all members of the group, and 'independent' as 'the selection or rejection of one' pupil having no effect on 'the inclusion or exclusion of another'. This sample can then be said to be representative of the group.

It proved possible to implement such a strategy in the case of the identified pupils. They were selected for the 'Sanctuary' course by their meeting a list of criteria that is common to most; therefore random selection was a valid method that still allowed the sample to be representative. Kumar (1996) noted that the size of the sample is also dependent on variation. With very limited variation the sample does not need to be large. For fixed pre- and post-'Sanctuary' interviews, all the pupils were involved. For in-depth interviews, 3 in every 10 pupils were selected in each of the five year groups in school; a total of 15 pupils. This introduced a variety of pupil experiences of the 'Sanctuary' courses. Pupils selected in Key Stage 4 were able to look back and reflect on those experiences, while pupils in Key Stage 3, who were still involved, were able to comment on their current experiences of 'Sanctuary'.

In mainstream school, a commonly used method of making random selections of pupils, for instance for the purposes of asking questions in a lesson, is by taking wooden lollipop sticks, on which pupils' names are written, out of a container. This random method was the sample strategy used to select the sample group for this research. To maintain confidentiality, a code was given to each pupil by using the number of the Year group followed by a letter, A, B, or C. A sampling frame or list was then compiled using this identification.

The responses to the parental questionnaires used in this research were those from the parents of the selected sample of fifteen pupils.

Information related to the effects of ‘Sanctuary’ on the peer groups of the identified pupils was obtained from one or two friends of the identified pupils in the sample group. The selection of these friends was made by each identified pupil.

Influences other than ‘Sanctuary’ have impacted upon pupils as they passed through the school. The optimum time, therefore, to collect Teachers’ evaluation of the identified pupils was when the pupils have been through two Sanctuary programmes in Year 7 and had then returned to mainstream school for a period of three weeks, in May. The teacher sample was therefore self-selecting: all teachers that taught an identified Year 7 pupil were given a questionnaire, which they were asked to complete.

The information from pupil questionnaires from all the identified pupils in each of the present three Key Stage 3 Year groups was used. Their self-interpretations may have been more disparate and the use of the total group was to provide a more honest overall impression.

The following table is included to show the overall design frame

GROUP	METHOD	NUMBERS	SELECTION
Pupils	Questionnaire	26 /29	All available identified pupils from Yr 7/8/9
Pupils	In -depth interviews	15	Randomly selected identified pupils 3 from each of Yrs 7-11
Teachers	Questionnaire	130 sent 73 returned 60 completed	All teachers (130) of all Yr 7 identified pupils (10)
Parents	Questionnaire	13/15	Parents of the selected identified pupils 3 from each of Yrs 7-11
Employers	Questionnaire	9	Employers of selected identified pupils 3 in each of Yrs 9/10/11
Peers	Questionnaire	1 or 2 x15	Identified peers of the selected identified pupils 3 from each of Yrs 7-11

Table A- overall design frame

3.6 Conclusion

In conclusion, the research is an evaluation of an intervention set up to test whether pedagogy of motivation will lead to an improvement in commitment and motivation in learning in a group of identified pupils. This research included a formative evaluation identifying what has been implemented in ‘Sanctuary’ and evaluating its existence as an inclusive intervention. A summative evaluation on the impact of the intervention on the identified pupils and their peers formed the second part of the research. (A synopsis of each evaluation see appendix 1a and 1b)

Rossi and Freeman (1993) identify the main aim of the researcher as being to ‘provide the most valid and reliable findings possible within political and ethical constraints and the limitations provided by time, money and human resources.’ This is also my aim.

CHAPTER 4.

DATA COLLECTION

The data collected from documentation has been used to answer both research questions.

4.1 Sanctuary – setting up

The staff briefing sheet for September 2002 noted that

‘The Educational New Start Unit (the previous intervention) was closed in the summer term 2002’
‘Sanctuary opened in September 2002’, (SB 2002). (p2)

The Principal introduced the concept of Sanctuary on the first training day in September 2002 as ‘a positive learning environment’ (PP2 2002).

A training powerpoint presentation by the Deputy explained that a rotation of three-week courses was being set across each academic year for identified pupils in each Year Group. Approximately ten to twelve pupils would be involved in this scheme. The identified pupils for any of the courses offered would be recommended only by selected staff, who would be approached at the appropriate times, and the list would be approved by the SENCO, the Deputy and the Educational Psychologist (PP3 2002).

For the duration of the three-week course, these pupils would not be present in mainstream lessons, but instead would follow their own curriculum, consisting of R.E, English, maths, ICT and P.E. They would also spend some time off-site on appropriate courses and visits. (PP3 2002).

The 'laissez faire' system, in which pupils could be sent by any teacher to the intervention, had now been replaced by a rigorous system of entry. From Autumn 2002, only Senior Leaders would be able to bring pupils to Sanctuary for a 'cooling off period'. The system for reintroducing pupils after they had been suspended was also tightened up (PP3 2002). All pupils that had been suspended would be met, accompanied by a parent or guardian, by the Sanctuary Manager at the front of school on their return. Prior to their reintegration into the mainstream school, they would then spend one or two days in Sanctuary, receiving appropriate training e.g. in anger management. This could be maintained over a longer timescale if it was deemed necessary. Agreed targets would then be negotiated and set, and having been reintegrated into mainstream school the pupils would return to Sanctuary to have their reports checked by the Sanctuary manager, daily for the first two weeks, and weekly thereafter, until the end of term. (PP3)

The written annual review sent to the Principal at the end of the first year of the Sanctuary setup (SR1 2003) showed that this system was adhered to. The introduction states:

'The past year has seen Sanctuary continue to evolve and develop its role in the school. Its function is better appreciated and understood by the staff who, previously, had been accustomed to using it as a sin bin' (p1)

An evaluation of the entry system is also included:

'Constantly reinforcing the entry and exit criteria of Sanctuary and using the school new referral system has helped to substantially reduce inappropriate referrals' (p2)

This system became well established and continued until the Sanctuary Manager took early retirement. In 2007, when the Sanctuary Teaching Assistant took over the main roles of the

Sanctuary Manager, she found it difficult enough just to deal with the three-week courses and reintegration of pupils into mainstream classes (SR4 2006, SM9 2006). The Senior Leadership Team has subsequently taken over this role (DN5 2006, SLM1 2006, C8 2007).

4.2 Staffing

Teacher A, who had been the teacher assigned to the Educational New Start Resource, as it was formerly known, was given the role and title Sanctuary Manager (SP 2002) and was assigned no mainstream classes in this or any subsequent academic year to date (TT2 2002). He was supported by two part-time teaching assistants (SC1 2002/03). One full time TA from mainstream school replaced the two part time TAs in 2006 (SC4 2006/7) and has remained in Sanctuary to date. In the Autumn term 2008 she took over the role as Sanctuary Manager with the part time retirement of the original Manager. He has continued in the role of TA working two days a week to develop the external trips and to continue to take charge of them (SR4 2006). This meant that ‘the trips, previously dispersed across the week to break up the academic work, were confined to these two days’ (SM9 2006). This basic staffing setup has continued to date (SM 11 2009).

Across the timescale, the specific responsibilities of the small number of staff directly involved with Sanctuary, as they relate to the introduction of specific taught subjects, are detailed in the section related to the curriculum.

4.3 Timetable / Provision

The most pressing requirement was the implementation of a timetable schedule that detailed when the courses would take place. Initially the first half of each autumn term was

set aside as a planning time and an adjustment/settling in period for each Year Group in mainstream school. The three-week course was introduced for identified pupils from Year 9 in the second half of autumn term of 2002 (SPS, SD 2002/03). After completion of the course, the TAs continued to support the identified pupils for two weeks as they returned to mainstream classes, to help to reintegrate them back into mainstream school (SPS, SD2002/3). Concerns about their deteriorating behaviour necessitated an emergency meeting (SEM 2002) resulting in a decision to add a further one week course at the end of the autumn term just before Christmas

The second three-week course for Year 9, and the first three-week course for Year 8, took place in the spring term. The Year 9 course began two weeks after Christmas in the first half of the term. The Year 8 course was introduced in the second half term. At the end of each course the Sanctuary TAs provided a two week support period of reintegration into mainstream classes. (SPS, SD 2002/03).

During the first half of the summer term, no three-week courses were run in Sanctuary. This was in response to a request by the Area Leaders that the identified pupils remain in their lessons to prepare for the SATs and the end of year exams that occurred during this period of time (ALM1). This left June 2003 as the only time available for a three-week course for identified pupils in Year 7, which again was followed by a further two weeks' reintegration. Identified pupils in Year 9 had a final course in July for one week (Appendix 4a, Table 1).

Discussions occurred related to the timetable allocation for the following year, aimed at extending the use of Sanctuary and ‘ensuring that the Sanctuary team were purposefully utilized during the period of time prior to the examination period in the first half of each summer term’ (SM3 2003). At the insistence of the Deputy, part of the time the team would now support the identified pupils, particularly those in Year 9 with SAT revision, but would also provide support for pupils with behavioural problems in other Year Groups with their examination revision in mainstream classrooms (SM3 2003). Concerns were also regularly expressed in school related to the life skills of a small group of very vulnerable pupils from all three KS3 Year groups (SM3 2003). A one-week life skills course was introduced for them at this point. The aim of this course was to enable pupils to develop a degree of independence (SM3 2003). Both the pupils involved and their parents acknowledged ‘how useful and important this course had been’ (SR2,-7 2004- 2009). It has remained in place to date (C8, 2007, C9 2008) (Appendix 4b, Table 2).

The implemented timetable, including this adjustment, was put in place for the academic year 2003/ 2004 (SR2 2004 SD4 2003/04) (Appendix 4b, Table 2). In the spring term 2004 the Directors of Study (DOS 2004) sent the minutes of their meeting to Sanctuary, highlighting the point that year 7 pupils were not involved in Sanctuary until the summer term and so did not have the benefit of ‘even one three week course’, (Appendix 4b-Table 2). At that point in time the Directors of Study for Year 7 noted that ‘a number of Year 7 pupils’ had for some time been ‘already displaying inappropriate behaviour and should surely be on at least one earlier Sanctuary three week course’, (DOS 2004). The Government Social Inclusion Document (DfEE 1999) argued for ‘early intervention if pupils were to succeed’, and yet, though the school had put Sanctuary in place, the Year 7

pupils still had to wait almost an Academic year before they were identified and given any provision (SM3 2003). The DOSs also requested a second three-week course for Year 8. On a positive note, this was the first indication of a recognition in the mainstream school that Sanctuary was instrumental in having a beneficial affect on pupil behaviour.

The Sanctuary TAs argued that one-week reintegration for the identified pupils was all that was needed in the majority of cases. Identified pupils who needed additional reintegration support could receive this from the Sanctuary Manager on a ‘drop into lesson basis’ while other staff were teaching the next group of identified pupils in Sanctuary. The reduction of the basic reintegration period would allow sufficient time for a second Year 8 course to be implemented in the autumn term (SM6 2004).

The timetable was therefore further restructured for the following Academic Year 2004/05. This resulted in the alteration of provision during the autumn term 2004, (SM5,6 2004, SD5 2004/05). Two three-week courses, one for Year 9 and one for Year 8, took place in the second half of the Autumn term. Between courses a reintegration period of only one week was implemented for all identified pupils (SR2 SD5 2004/05). This also allowed sufficient time for a one-week course for Year 7 pupils to be introduced before Christmas, with one TA reintegrating Year 8 while the other supported Year 7 in Sanctuary for that week (SD5 2004/05). Three-week courses for Years 9 and 8 were repeated in the spring term as before, with a three-week course for Year 7 taking place in the last half of the summer term followed by a one-week course for Year 9 as before (SR2, SD5 2004/05). This meant that across the academic year, Years 9 and 8 now had two three-week courses and Year 9 also had a one-week course in July. Year 7 now had two courses, a one-week

course and a three-week course, albeit with a large gap in between. This timetable was implemented across the academic year 2004/05 (Appendix 4c, table 3)

Discussions continued in Sanctuary that to further answer the DOS concerns (DOS 2004), and in the interests of all the identified pupils, further reconstruction of the Sanctuary timetable was deemed necessary (SM6 2004). The courses themselves were in place, though their final structure remained somewhat fluid, and ideas for off-site provision had been extended. Now that Sanctuary was firmly established there was also a requirement to increase opportunities for the identified pupils, make more efficient use of time, and demonstrate better value for money. The main aim of the further re-structuring was to include two three-week courses for identified pupils in Year 7 (SM6 2004). Mainstream staff, now including Area Leaders, supported this development, which is evidence that there was by this time an increased recognition of the benefits of Sanctuary throughout the school (ALM2 2005).

It was agreed that the first half term of the autumn term was too long a period for preparation of the intervention for the rest of the academic year, and that the preparatory period should be moved to the first half of the previous summer term, when there was only the one week life skills courses being run in Sanctuary. This would enable the three-week course for year 9 pupils to begin earlier in the Autumn term and also allow a three week course for Year 7 to be introduced in the same term (SM7 2005) (C6 2005).

This system was implemented across the academic year 2005/06, increasing opportunities for all identified pupils in Key Stage 3 (SR4 2006, C7 2006). The three-week course for Year 9 began two weeks after school started in September. Having only one week re-

integration periods in between each course allowed the three-week courses for Year 8 and Year 7 to also be run in the autumn term (SM8 2005, CD6 2005/06). The spring term is always the shortest, allowing only the three-week courses for Year 9 and Year 8 to occur. The second three-week course for Year 7 was introduced at the start of the summer term (CD6 2005/06). The timing of this had to be negotiated with Area Leaders (ALM2 2005). The Deputy argued that the identified pupils had difficulty with mainstream class revision sessions anyway, and were overburdened with revision homework that was often not done, as the Area Leaders had pointed out in previous meetings (ALM1 2003). It was agreed that Sanctuary staff would revise the core subjects with the identified pupils in the last week of the course and the pupils would only take these exams (ALM2 2005, SM9 2006).

This also meant that three one-week courses could be fitted into the Summer Term, one for each Year group, with a week between each for reintegration. It was recorded that these one-week courses ‘help to keep all the identified pupils on task and focused until the end of the school year’ (SR4 2006). The annual Sanctuary Review (SR4 2006) notes that ‘in previous years the gap after exams allowed some pupils to revert to poorer behaviour’.

This timetable has been in place from autumn 2005 to the present date (SR6 2008, C8, C9, CD6-10 2005- 2010) (Appendix 4d, Table 4).

The structure of each Academic Year does not always allow the courses to fit as neatly as shown on any of the tables in appendix 4 -in some years they have to straddle half-term breaks - the tables are intended as representative of the overall general structuring of time and resources in Sanctuary.

4.4 Curriculum

Sanctuary was always intended to be ‘a place of learning’. To this end, after sorting out the timetable for the course the next task was to set up the curriculum to answer the needs of the identified pupils. In line with primary nurture group pupils, they all had learning, skill development and understanding commensurate with those attained by peers at a younger chronological age particularly in numeracy and literacy. They also needed help with understanding what constitutes ‘positive behaviour’ and with developing strategies to enable it. In a number of cases they needed to learn anger management techniques, and many required assistance with the development of resilience, determination and concentration, as well as an appropriate curriculum, all within a nurturing environment that helped to raise self esteem (MSEN 2002).

These needs provided guidance for establishing both the entrance criteria and the curriculum: (table 5).

ENTRANCE CRITERIA	EVIDENCE
Emotional, social, behavioural difficulties	Behaviour Logs, Termly Reports, Senior Staff callout, DOS evidence
De- motivated	Termly Reports, subject teacher evidence
Lack of concentration	Subject teacher / Area Leader / DOS evidence
Lack of perseverance	Subject teacher / Area Leader / DOS evidence
In need of nurturing	Learning Support Area evidence
Limited numeracy and literacy skills	SATs, CAT test, reading, comprehension, numeracy tests, Learning Support evidence, Subject Area evidence, DOS evidence

Table 5. Entrance criteria for Sanctuary

The needs of the pupils were also explained in the written review to the Principal (SR1 2003) and in relation to the first course, the written annual review (SR1 2003) also explained the essence of the programmes:

‘Groups of 10 pupils at a time from years 7, 8 and 9 have taken part in the programme and..... The curriculum involves daily lessons of literacy and numeracy and the pupils read for 20mins each day to designated mentors from years 10 and 11. The programme includes various outdoor activities to encourage team building and leadership skills and also to recognise pupil success in non academic areas e.g. first aid, signing, film making, self defence, food, engine maintenance, art, music and drama workshops....’
‘When pupils return to the normal curriculum, they are monitored by the two LSAs (teaching assistants) from Sanctuary who help them to readapt to being back in mainstream classrooms.’(SR1 2003) (p1)

From the minutes of Sanctuary meetings (Oct 2002) the basic curriculum was agreed. Across the timescale adaptations were made to answer needs and recommendations and to grasp opportunities as they arose (SM1 2002, SR1 2003).

An acknowledgement of the three-week courses with the emphasis on learning was noted in the first part of the School Improvement Plan 2003 / 04 under the heading ‘Priorities achieved, Academic Developments’ p8:

‘A Sanctuary 3 week programme for learning is now established essentially for pupils in years 8 and 9 with an introductory course for year 7. It includes literacy, numeracy, curriculum related studies and building of a variety of inter personal skills.’(S4 2003) (p8)

Aspects of each part of the curriculum are further discussed under separate headings in the interest of creating a clear narrative. The various aspects have been extracted from the appropriate documents, and the coding for each document is attached to the relevant information.

4.4.1 Literacy and Numeracy.

Literacy and numeracy form a crucial part of the Sanctuary curriculum, both because these two skills are required to be taught in the National Curriculum (DfE 1988) and - more importantly – because they are essential for life after school (MSEN 2002, SM1 2002). Every week until his semi-retirement the Sanctuary Manager, an English specialist, taught literacy for three hours to the identified pupils, and the Learning Support Coordinator (SENCO) taught three hours of numeracy per week (SC1-67). Both literacy and numeracy are now taught in Sanctuary by the present Learning Support Coordinator (SC 39-57). These skills are taught in such a way that the pupils are made aware of just how vital they will be in their everyday lives after school.

At Key Stage 4 there is an expectation by the teaching staff in the school that all pupils will at least be able to read (D 1999). Most of the identified pupils interviewed (DN3 2002) had expressed concerns related to their ability to read the work set for them in texts and on work sheets. All subject areas were asked to check the reading age of the texts used by Key Stage 4 pupils (D3 2002). The test used was the SMOG Readability Formula from The Basic Skills Agency. The majority of texts were found to be aimed at pupils aged 16 and above. Evidence from reading tests showed that the identified pupils all had reading ages that were not commensurate with their chronological ages.

One crucial role of the Sanctuary courses, therefore, is that of improving the reading ages of the identified pupils. Their reading ages vary both individually and from one Year Group to another, but in general, when they begin school in Year 7 the SMOG tests show that most have reading ages below 9 with some as low as 6(ATR).

The improvement of reading skills in Sanctuary is facilitated in two ways. Every morning during circle time the identified pupils have to read out parts of the diary they are asked to write up for homework every night (SC 1-57). This method of facilitation has worked better than expected, because pupils help each other when they get stuck. This raises the esteem of those providing the assistance, while at the same time helping everyone in the group to recognise and accept that they all have a problem with reading, and that this is not something to be ashamed of (SR1 2003). This process can, however, be time consuming (SM2 2003).

The second method used is that of a paired reading scheme, in which the identified pupils read to a mentor-prefect from Year 10 or 11 for fifteen minutes per day on three days (SM1 2002). This is considered less threatening than reading to an adult (ECN1 2002) and also introduces an opportunity for Year 11 pupils who volunteered to be mentors to take on a real role of responsibility, which was acknowledged by the visiting Governor (GR1 2004). Using other school pupils as mentors means that this opportunity can only occur during lunch break, but this time constraint has helped to solve another, related problem in a different area, as some of the identified pupils get into trouble at this time in the play areas (SR1 2003).

The reading ages of all the identified pupils improved (ATR) but as they were only in Sanctuary for the limited, set weeks across the year, and were also involved in other interventions intended to support reading in mainstream school, these improvements cannot be claimed as the sole result of their time in Sanctuary.

In Year 7, the main aim in teaching numeracy in Sanctuary is to identify essential problems and then to try to improve the identified pupils' basic skills. In years 8 and 9 the identified pupils are actually taught work ahead of their mainstream class group curriculum. When this work is then introduced in mainstream classes they realize they already know how to do it (SM1 2002). The work is practical wherever possible, with the emphasis on problem solving real life issues (SM2 2003).

4.4.2 Science

Numeracy and literacy were implemented at the start of all Sanctuary programmes, but science, was not initially included, even though it was a core requirement of the National Curriculum. The science departmental minutes for July 2003 (DMS 2003) note concerns regarding the 'scientific development' of the identified pupils, specifically, it was suggested that time out of mainstream science lessons for two three-week blocks across an academic year might reduce their chances of achieving their target grades in their SATs. The minutes note that the deputy, a science teacher, agreed that these concerns were valid, and volunteered to teach the hours of science as part of the Sanctuary courses to redress the problem (DMS 2003) (SR2 2004) (S5 2004). This has continued across subsequent years (SC 6-57).

The initial aim, as with maths, was to teach the identified pupils in advance of their topics (SM3 2003). This was, and still is, difficult to plan because the identified pupils can come from either of two different groups, both of which study different science disciplines at different times, and yet it is important that no pupils miss out on vital knowledge and skills (SM3 2003). In the Autumn term it is easy to select science work that neither group has

done and advance all the identified pupils' learning, as it is with maths work. As the year progresses, however, the divergent syllabuses of the two science groups mean that the work is the same as in mainstream classes for some identified pupils but that for others it acts to consolidate their mainstream work (SSW 2003-10).

The main focus of the Sanctuary science lessons is making science fun and accessible. Stories are used to explain concepts, and any useful or relevant object or situation in the school vicinity may be put to use as a teaching aid. For example, seesaws in a nearby park have been used to explain 'moments' in physics so that pupils have firsthand experience of situations in which abstract concepts can be applied. Recycled plastic of various kinds have been used to make a model of the respiratory system (Artifact7); pupils have dissected hearts and kidneys bought at the meat counter (Photos 169-172) and taped huge digestive systems (Photos 294-310) and a heart on the floor to walk through (419-426), to help them to remember the route. To develop problem-solving skills they have been given 'forensic science' scenarios to solve (Photo 123 –141,307-315) and they have also been required to make choices designed to help them to recognise that there are moral and ethical issues to be considered when advancements in science are made (SSW 2003-10).

4.4.3 Physical fitness is an obligatory requirement of the National Curriculum at Key Stage 3 (DfE 1988) and it is incorporated into the Sanctuary Curriculum. A number of the identified pupils had experienced problems within the school P.E. department (D3 2002). These issues ranged from behaviour problems to constantly turning up without the required kit, as some of them came from dysfunctional backgrounds, while others, it turned out, did not in fact own any P.E. kit. When the P.E staff were made aware of the latter issue they

purchased a number of kits that are now loaned out to pupils for the lesson and then washed and stored until the next lesson (D3 2002).

As a result of these issues, a number of the identified pupils felt that they had failed in this area (DN3 2002). The Sanctuary manager was also a P.E. teacher with external links to recreational facilities (SM1 2002). It was decided that the identified pupils should do something completely different from the sports they do in school to try to raise their self esteem. Squash was chosen as the 'Sanctuary sport', now played by all identified pupils across the years as part of the intervention. (SM1 2002,- SM13 2009).

Other skills have also been incorporated across the timescale of Sanctuary, with the inclusion of tennis and outdoor bowls. (SC32) Pupils are also taken to the swimming baths in either the city or a nearby town (SC 6). Self-defence skills such as Judo and Tae Kwon Do, provided by a parent, are now a regular part of the programme (SC26-57) (Photos 351-373, 534-547). The school was given a grant to introduce lacrosse. The identified pupils took this up as a pilot scheme and, as the only pupils in the school who understood it, their self esteem was then raised when they taught the game to other younger groups (SC84) (SR5 2007) (Photos 510-523).

4.4.4 Religious education

As the school is a 'faith school', religious education is taught for an hour per week, during which opportunities are taken to look at values, morals and ethics and to discuss how individual behaviour impacts on other individuals and groups and on society as a whole. In

this way reinforcement of positive values and positive behaviour is enabled. Work is mainly carried out through discussion and interpretation of scenarios and stories (SC 1-57).

4.4.5 Information Communication Technology Skills

As the school is a maths and computing college, all pupils learn ICT skills and everyone leaves school with at least one high-grade pass in ICT. A three week period during which these skills were neglected would disadvantage the identified pupils, but none of the ICT teachers had available timetable time to teach in Sanctuary (TT2 –TT9). In response to this situation, an ICT technician or the ICT teaching assistant has always agreed to teach the identified pupils (SC1-57). The small number in the group and the expertise of the staff gives them an advantage (SR3 2005, SR6 2007).

4.4.6 Creativity

A further main aim was to include opportunities for creative work. This is already facilitated to some degree through drama as part of the English syllabus, but the identified pupils asked for art to be made a part of their curriculum. The new Key Stage 3 National Curriculum (QCA/ DCSF 2007) identifies that pupils demonstrate creativity in art through playing with ideas and ‘responding to purposeful tasks in imaginative and personal ways’. This is developed by indicating the skills and opportunities that are provided through the subject, namely exploring, designing, taking risks, analysing evaluating and using different media. All these skills are transferable to different subjects and useful in their future work (QCA 2007). The identified pupils were, and are, often very good at art. It is a popular subject within mainstream school, which meant art teaching staff were not available for Sanctuary because they already had full timetables. The Art technician was willing to help.

She finishes her work at 2.30p.m, but now also stays on for one extra paid hour per week to teach the identified pupils (SC3,4 2005-07). As there are only ten of them, their work is always displayed, which again serves to raise their self-esteem (Photos 71-93).

4.4.7 Personal skills

Anger, behaviour management and social skills are taught by the school counsellor for two hours each week as part of the Sanctuary curriculum (SC1-57). Initial discussions with the identified pupils showed their lack of understanding related to some of their poor behaviour (DN3 2002). The counsellor discusses how and why poor behaviour and anger occur. She also introduces activities and practices strategies with the identified pupils to enable them to recognise when they are becoming angry, the triggers that cause this reaction and how they can manage their behaviour and anger before it gets out of control and they get into trouble (ESSW).

Some of the identified pupils come into school already angry because of external situations over which neither they nor the school have any control (MSEN 2002). Starting the day by giving them tea and toast helps to settle everyone down (SM1 2002, SR1 2003). While this is happening, circle time begins. Pupils are encouraged to talk about themselves, to express any worries or fears, and to listen to and respect others, developing empathy. A soft toy or ball is used and is passed from pupil to pupil; only the person holding it is allowed to speak (CTA). Circle time is also a means of supporting the development of social skills (SSSW). As members of the group get to know other members' problems, all involved find they have something of common interest to talk about, which is especially important in

Sanctuary, because as a result of their behavioural issues a number of the identified pupils find making friends difficult (DN3 2002).

4.4.8 Caring

An evident problem for a number of the identified pupils, for a variety of reasons, is that some do not have a meaningful understanding of the importance of caring (MSEN 2002, SR2,5,6- 2004-2008). In most Year Groups they are antagonistic towards each other, which inevitably leads to negative competition in the classroom as they argue and try to outdo each other (DN4 2002). To this end, part of the Sanctuary programme and the out-of-school visits have been devoted to the recognition and development of caring behaviour, and to enabling the identified pupils to understand that whenever caring occurs it involves giving and positively acknowledging others (CSA 2002-2010). This is brought about not just through ‘modelling’ an expectation of everyone involved in Sanctuary, but also through the specific opportunities provided in the curriculum (CSA 2002-2010, SM2 2003, SM4 2004, SM9 2006).

In Year 7 these opportunities begin with visits to a horticultural college, learning about caring for plants, planting up established seedlings and then watching over them to make sure that they do not die (CSA), which may prove to be a difficult task for individuals who are only used to thinking about themselves and their own daily survival (SM4 2003).

In Year 8 the identified pupils are involved with a rescue centre where they look after the animals across the course of one whole day each week (CSA). Here they also develop an understanding of the problems that animals may develop as a result of the irresponsibility

of some owners (CSA objectives). They visit a falconry for a day to understand the commitment needed to look after the raptors and they work for one day per week in a riding stable, learning about the huge demands and responsibilities involved with keeping animals as pets or in captivity (CSA). They learn about feeding, grooming, care of equipment and cleaning out (CSA). The major lesson, again, is that caring requires time, energy and effort to be given, and that if this does not happen there are negative results which may harm any animal dependent upon the carer (CSA objectives). It also provides opportunities to experience real life responsibilities.

In Year 9 the pupils learn about caring for other people. In their last Sanctuary course they have work experience in the parishes or in feeder schools for one day per week, where they work as teaching Assistants with young pupils (SM5, 6 2004) (S5).

This initiative also raises confidence and self esteem, develops responsibility and enhances social cohesion as it contributes to the community. These different aspects are identified in a number of documents:

In the Annual Sanctuary Review May 22nd 2005 (SR3 2005)

‘Sanctuary has also introduced work experience for year 9 pupils in the spring term to raise their confidence through giving them responsibility. This has been done in primary feeder schools or in the parishes. The feedback from all the establishments for all pupils has been excellent.’ (p2)

In the School Self-Evaluation Form Under 4e ‘How well do learners make a positive contribution to the community?’

‘Year 9 Sanctuary pupils work in local primary schools’ (p9)

Subsequent Sanctuary curriculum and timetables record that this opportunity has become a fixed part of the three-week curriculum for every Year 9 group (SC 13- 57).

In April 2004 a governor, who expressed a commitment to special educational needs and agreed to be the link governor, paid a drop-in visit to the school with a particular interest in looking at Sanctuary. A report was written and was presented to the Governing Body, May 2004 (GR1 2004). The identified pupil's awareness of this caring concept was shown in the report:

‘Discussions they have – about lessons, with other pupils, with each other are all aired – positive things as well – what good things they have learnt from going on outings and how to care about animals, plants and people.’ (p2)

These courses are related back to key concepts in Sanctuary and used by the counsellor to remind pupils about caring for and considering each other, their peers in lessons and their teachers, (ESSW, SM4 2003)

4.4.9 First Aid

Another continuous, cheap fixture is an hour per week of First Aid taught by a qualified practitioner who is a member of the Administrative Staff (SC1-57). This is taught across the three years with a qualification at the end of it. On leaving school most of the identified pupils will go straight into a limited job market. They are aware that having this qualification may help them in their job searching (ENC 1- 57). The provision of this class relies entirely on the enthusiasm and goodwill of the member of staff who teaches it, and on the goodwill of those who cover her work while she is in Sanctuary.

4.4.10 External visits

The initial idea for trips out of school was to develop leadership skills, create opportunities for teamwork and to raise confidence and self esteem. It was also recognised as an opportunity to limit the time that the identified pupils spent in the academic setup, in an environment in which many of them felt they had failed in the past and continued to do so (SM1 2002).

The Sanctuary Manager researched all the available trips and in the first year they were ad hoc visits, with the primary aim of answering the identified need of taking pupils off site (SM1 2002). The major limiting factor was cost. With the ruling that if a trip was recognised as an essential part of the curriculum it should not be paid for by the pupils, and the fact that a number of the identified pupils would not be able to find the funds in any case, costs had to be covered within the school budget (SR1 2003). Using the school minibus limited expenses, but its use also had a limiting effect on the time and distance of trips because it was always needed at the end of the day to take teams to sport fixtures (SM1 2002, SR2 2004). Two years after Sanctuary began, with more sporting fixtures after school, and this issue being repeatedly raised, two new minibuses were leased by the school, and the 'blue bus' became Sanctuary's responsibility (SR3 2005).

At the end of the first year, after discussions with the Sanctuary team, the Deputy insisted that as Sanctuary was essentially a system where 'pupils were involved in learning' all further trips out must have a learning focus and must be linked to a subject or to a skill or a need (SM3). This did not necessarily mean that the established trip destinations had to be discarded, but it did mean that more thinking and discussion was needed. For example,

walks in the area had a very low funding requirement and included a fitness element, and also made pupils more aware of what was in their immediate environment and accessible to them, creating an opportunity to talk to one another and to build up relationships with the adult Sanctuary team (SM3).

Walks on the hills, which began with perhaps two miles in Year 7 and were considerably longer by the end of a pupil's time in Sanctuary in Year 9, were recognised as not only useful for building relationships but also for developing perseverance, resilience and self-esteem. The walks were also used to provide material for science lessons, through observations of what was taking place in any season, collecting material to refresh the 'nature table', and developing pupils' understanding, for example, of food chains and webs, or the reasons why trees lose their leaves in autumn (SM5, SM6 2004).

Recently the staff member responsible for external visits from school has informed Sanctuary staff that under new health and safety regulations to take pupils out and to walk in these areas requires the team leader to have a BELA qualification (Basic Expedition Leadership Award). This is a limiting factor as at the time of writing the school is already more than a term into the academic year, with these trips already planned into the timetable. The qualification also has a cost implication, which would use up the funding assigned to Sanctuary (SM 11 2008).

A farm was found in the area that was willing to have the identified pupils for a substantial part of one day a week (SM4 2003). The identified pupils learned a great deal about many different aspects of farming. They worked on a multitude of tasks that had been set up for

them, for example coppicing, digging, clearing and sowing. When the weather was inclement they worked indoors, for example baking or learning about the farm through making collages. They have used wattle and daub to construct structures as a hands-on part of their history lessons, which enabled a deeper understanding of ancient traditional building methods. They have constructed and put up nest boxes for birds and have carried out pond-dipping to find plants and animals, as a means of adding direct experience to their study of food chains and webs. Without a doubt the most favourite activity was den-building in the woods (SM6,7,9,11 2004- 2008). At all times these visits were very practical, fulfilling experiences (ECN 3-7 2004-2008).

Two years ago, the farm set up a more structured taught experience for which it began to charge. (SM9 2006, SR4 2006). This necessitated the reduction of the number of visits to only two across the three week period of the course, and also limited other out-of-school visits that had a cost implication (SM9 2006). The Farm however, put in a bid to a charity for funding, which was successful, providing payment for the days out for the next two years (SM10 2006). At the time of writing, a report has again had to be written to apply for funding so that this provision is still accessible for the identified pupils (SM12 2009).

In spite of success over five years of using the farm as a venue, the Sanctuary staff cannot become complacent because things do not always go to plan. The present Year 8 group of identified pupils, in the one-week course in the Summer term of Year 7, ended up deconstructing each others' dens in order to construct their own (SM12 2009). There was an outbreak of intense arguing that deteriorated into a physical fight before it was stopped.

The farm stated at the time that they would not have this group back again, but this Academic Year they have agreed to give them one more chance (SM12 2009).

Other trips out of school have included visits to castles, arboretums, a mine, war cemeteries and a variety of long walks. Visits to the County and Town Halls have increased the identified pupils' knowledge of citizenship, and visits to the ambulance and fire stations have enhanced their concept of service. A previous Teaching Assistant employed by the school had a degree in archaeology and when he left the school to pursue this as a career he maintained links with the school. As a result the identified pupils have been involved in archaeological digs in the area (SR1-SR9 2003-2009). Two of the identified pupils used this experience for their GCSE English oral exam (Pupil interviews transcript).

4.4.11 The remainder of the Curriculum

As a result of financial constraints the remainder of the curriculum is fluid at the start of the academic year and is dependent upon volunteers or student teachers (SM 4,6,8,10,11,13- 2003 –2009). However, the curriculum is always sorted and fixed at least a week before each three-week course begins (SR1-9 2003-2009). Teachers have come forward intermittently to volunteer their time and expertise, for example in creative arts, where pupils produced an artefact from plastic over the course of the three weeks, and on another occasion used textiles creatively (SC 39, SC43). An excess of one period of music staff time enabled the identified pupils to play in a 'junk orchestra' (SC27-35). The instruments were made from dustbins, tubing, metal pipes etc. and were played with gusto by the identified pupils (ECN6- 2007).

As student teachers arrive in the school, not only are they required to establish their subject specialisations, they are also encouraged to contribute any other subject knowledge or interests they may have that are out of the ordinary (SR1-7 2003-09). In return for teaching in Sanctuary for an hour per week across the duration of a three-week course they are offered a worthwhile experience with pupils that have special needs. (SR1-7 2003-09). A number of student teachers have taken this opportunity; one specifically requested it on arrival at the school. As a result the identified pupils have learnt how to: use yo-yos, cycle on a unicycle, juggle, do origami, and speak rudimentary Japanese, Swahili and Russian (SC1-57).

Teaching assistants have been involved in teaching them cookery, and family-linked adults, CCRB tested, have taught them mechanics and have helped to access the army to teach survival techniques (SC 1-57). A small part of the timetable therefore varies from group to group and from year to year, which increases anticipation and adds to the overall enjoyment (ECN 3,5,7 –2004, 06, 08).

At all times the aim has been to teach subjects and skills in an accessible way, and to introduce the pupils to new subjects and skills that they have not already ‘failed’ in, so that they can more easily believe themselves capable of succeeding and therefore their self-esteem and confidence is raised (SAP 2002).

The School Self-Evaluation Form validates this documentary evidence. Under section 4d, ‘How good is the behaviour of learners?’

‘Our Sanctuary ensures that 10-12 pupils in each Year 7, 8 and 9 cohorts are supported and find education accessible and enjoyable thus reducing disaffection at an early stage. These pupils are further supported when they return to lessons after their three week programme.’ (p8)

4.5 Learning

To aid learning, the main principles of lesson preparation are laid down explicitly for the identified pupils (SP). As in mainstream school, at the start of every lesson objectives are clearly displayed on the board, and all lessons are divided into four parts: Connection, Activation, Demonstration, and Consolidation (CH) (Appendix 12). The Connection phase ensures that pupils' prior learning is activated and intact. Activation introduces the new learning using a variety of methods to motivate the pupils. The Demonstration phase requires the identified pupils to show that they have accessed and understood what they have been taught. During the Demonstration phase some form of scaffolding is in place to support their learning across the Zone of Proximal Development (SM1 2002). There must also be opportunities for pupils to succeed, and extrinsic motivation provided to ensure that they persevere with their efforts (SM1 2003, SP). At every possible opportunity, praise is given to raise self-esteem, but pupils are encouraged to recognize that their own achievements in the lesson are the best motivation and the most important factor in raising their self-esteem and confidence (ECN 3,5,6,7). Consolidation, at the end of the lesson, draws all the learning together so that the identified pupils can refocus on the salient points in a very simple manner. The main lesson objectives are ticked off as they are achieved. (CH).

The School Self Evaluation Form recognises the value of the courses. Under Section 5- The quality of provision^{5c} 'How well are learners guided and supported?':

'Three week Sanctuary programme for vulnerable pupils to build up their self esteem and make them more successful in their studies.' (p10)

4.5.1 Collaborative Learning

Instigating effective teamwork is often problematic with the identified pupils. A number of them behave antagonistically in the mainstream classrooms and therefore have neither the desire nor the ability to act co-operatively when they initially enter Sanctuary (SR1 2003, SEM 2002, SM2 2003). At this stage each is effectively a threat to the other and a competitor for attention. For this reason co-operative learning is employed only to a limited extent to start with, as disagreements tend to break out quickly (SM2 2003). Such learning methods also require that a system of firm rules and definite functions and roles are clearly understood and agreed on before they begin to work effectively (SM1 2002). Establishment of such a system has never occurred quickly in the author's experience, and there is little evidence of a positive co-operative culture in the Year 7 courses (SR4 2006); in practice much hard work is required in order to reach such a point (SM4 2003). The third level on Maslow's pyramid of needs is a requirement to belong. Carefully ordered co-operative learning does gradually enable this need to be met for those involved, as they learn how it feels to be accepted and to work effectively as part of a group (SR3 2005).

Though introduced slowly, the pedagogy of co-operative learning is carefully maintained in the Sanctuary context, and gradually, with patience and persistence, and through the increased opportunities provided especially through off-site visits, adherence to the basic rule requirements of a co-operative group becomes an expectation when in Sanctuary (SR3 2005), and does eventually result in a positive climate (SM10 2006).

4.6 Key Stage 4

All the identified pupils remain the responsibility of Sanctuary regardless of what Year they are in: 'Once a Sanctuary pupil, always a Sanctuary pupil'. This means that the constant help and support and the provision of a safe room at all times available for Key stage 3 identified pupils is also there for the identified pupils when they move up to Key Stage 4. At present however there is no set Sanctuary course at Key Stage 4, as this would require more staff, more resources another available room or space, and the school cannot always make appropriate work-based provision (SR1 2002).

Concerns were, and still are, expressed related to finding appropriate provision for those pupils requiring additional help at Key Stage 4. These concerns were written up in the School Improvement Plan (S4 2003) as a target for the following year. The EK4/Project 19 was identified as an opportunity that could be used to benefit these pupils. This was subsequently put in place and worked successfully for some pupils for the duration of the funding (SR3,4,5 2005,06,07). New level 2 apprenticeships put in place by tertiary Colleges under 14-19 Initiatives were not accessible for the identified pupils, as they required Level 5 attainment in the Key Stage 3 SATs (SR3 2005) to be even considered for a place.

In 2005 A Prince's Trust Programme was also set up in the school to increase Key Stage 4 provision. This has subsequently been changed to an ASDAN course (C7 2006). To maintain a link with Sanctuary it is taught by the Learning Support Coordinator in Sanctuary at times when the identified pupils at Key Stage 3 were on outside visits as part of their three-week course. All past Sanctuary pupils were involved (S5 2004). From 2008 level one apprenticeships are also being accessed (SR6 2008). Support and advice is

provided for the identified pupils as they make their option choices. The school's DCC is involved in meetings with the identified pupils, becoming part of the Sanctuary team at this time. If courses at Tertiary Colleges are appropriate the identified pupils are taken to find out about them so that they can make more informed choices (SR5 2007).

This does not always work. Pupil 10B, in spite of a number of difficulties including behavioural problems, had learnt to conform in most lessons and was regarded as a major success by Sanctuary. A course was carefully chosen and his visit to the College confirmed its appropriateness. On the first day of the college course the lecturer lost control, and all the pupils involved, including 10B, instead of cooking, engaged in a food fight. Pupil 10B was able to conform while he was with other pupils who had been involved in Sanctuary's courses, and while he was aware that Sanctuary staff were watching out for problems, but when he was away from the school and grouped with other pupils who had behaviour-management issues he reverted to misbehaving. He has since been given work experience on an allotment and has worked with school site staff very successfully.

The Link Governor's report (GR1 2004) is used to sum up the curriculum provision;

‘The Sanctuary is a unit that the school can be proud of, a pioneering, successful unit that has provisions in place for KS3 and a link, for KS4.’ (p2)

It could be argued, of course, that the Link Governor was on the school premises for only one day, and that within such a short time frame it would be easy for her to receive from the staff an unrealistically positive impression of Sanctuary. This was not the case, however, as virtually all the information in the report was gained from her observations

and discussions with the identified pupils, who almost overwhelmed her in their efforts to be involved (SM5 2004). She was given free access to the intervention for the whole day.

4.7 Access

Prior to the opening of Sanctuary, records showed that a significant proportion of the behavioural problems occurring between the identified pupils and other pupils in the school happened during lunch and break times (DOS1 2001, PSR 1999). Such incidents often involved an escalation of anger and sometimes physical fights. When the first Sanctuary courses were implemented, the break and lunch times for the Sanctuary pupils took place at different times from those of the rest of the school in order to counteract this problem (SM1 2002 SC2,1 2002). At the end of the second three-week course for Year 9 pupils, the identified pupils asked if this situation could be changed so that they could be with other friends. They gave an undertaking that problems would not arise (ECN1 2003). Their break and lunch times were moved back in synch with the mainstream school. Problems arose once more. Consultation with the identified pupils over the timescale nevertheless identified this as their preferred format (ECN 1-7 2004-2009).

At the end of the Sanctuary courses in the following Academic Year, some of the identified pupils recognised that they often got into trouble at lunchtimes and breaktimes and they requested access to Sanctuary at these times (ECN2). Identified pupils moving up to Key Stage 4 also asked if they could continue to have access. This was agreed, and board games and other activities were found or were donated to occupy those pupils during these times.

The Sanctuary review at the end of the year acknowledges this change;

‘Each pupil who has been part of Sanctuary is allowed to use the facilities at breaktimes and consequently it has become very busy at these times. – 30+ pupils! Those with behaviour problems are usually positively engaged. Some of the less confident children have found Sanctuary to be a safe haven and it is encouraging to see them form their own friendship groups and play chess or other board games in their breaks. Knowing that they all can still come into Sanctuary every day is helping them to develop their confidence so they do not feel overwhelmed by the whole school experience. Breaktime is also a time when they can talk to prefect counsellors who are in Sanctuary on a rota system and who make themselves available to give support or advice.’ (SR2 2004) (p2)

4.8 Training

Training was a vital requirement for all the Sanctuary staff, all teachers, the Sanctuary Manager, the Counsellor, the TAs and the technicians. There is a major difference between wanting to change a situation and actually understanding why and how it can be done. None of the Sanctuary staff had had any training and the Sanctuary Manager had set ideas about what should be done, many of which did not agree with the perception of the Deputy (SM1 2002).

The Educational Psychologist provided the training to enable all Sanctuary staff, teachers and non teaching staff, to develop an understanding of the needs of the identified pupils and the appropriate setup for Sanctuary. Training began in the first half of the autumn term (SR1 2003).

The initial training was related to the concepts developed by Maslow (1954) in his ‘Hierarchy of Needs’ (TP1 2002). The application of these ideas can be found, for example, in the tea and toast provided in the morning for all the identified pupils to satisfy

their need for food, which might otherwise inhibit learning. The next two levels of Maslow's hierarchy, namely the need for safety and security and the need for a sense of belonging, were also identified as crucial in making the intervention a success (SR1 2003), the implementation of which required creating a safe, secure environment.

The Link Governor commented:

'I found the children who have done the courses as a group have a very strong feeling of belonging and can communicate their thoughts about Sanctuary very forcibly. At breaktime they all came in, those who are members of Sanctuary exercising their prerogative of sitting in the circle – this circle of chairs is an important part of the courses they have been involved in- it is the first place they go in the morning, have their tea and toast and read the diaries they all keep' (GR1 2004) (p2)

Training was also provided for Sanctuary staff in 'Anger and Behaviour Management', 'the Importance of Nurturing', and 'the Use and Importance of Circle Time'. Strategies for the 'Development of Perseverance' and for facilitating teamwork were identified, discussed and detailed (TP1 2002).

The following Academic Year, the Educational Psychologist trained Sanctuary staff in Attachment Theory and in Group Work and Interaction strategies (SPS, SR2 2004, S4 2003). Across that timescale it was argued that any training should be provided for all staff. This across-the-board training has since been implemented in the school and continues to date (SM5 2004).

4.8.1 Mainstream staff

Minutes of Area Leaders meetings, Summer 2003, identified that mainstream staff did not have a full understanding of the principles of inclusion, of why self-esteem was important, and of the behaviour strategies that should be in use (ALM1 2003). Training was therefore

necessary in order that all staff understand particular important issues relating to the identified pupils, so as to minimise the possibility that the effects of Sanctuary would be 'cancelled out' when pupils returned to mainstream school. Full training was provided for all school staff. (S4 2004) Teacher Educational Training days included training on 'aspects of inclusion', and 'emotional literacy', in September 2003.

In December 2003 the deputy and an assistant Principal were invited to take part in the National Innovation Strategy 'Raising Boys' Achievement'. At the initial national meeting, information was collected and used in school to provide training for all staff in 'Promoting Positive Behaviour', 'Speaking to Boys', and 'Improving Boys Performance' in January 2004'. (S5 2004). This was introduced as a result of a note in the minutes of an Area Leader's meeting (AL2 2003) stating that when the identified 'pupils returned to mainstream school some teachers still have difficulties with behaviour'. An encapsulation of the main points of each training session was produced as an A4 leaflet that could easily be placed in teacher's files (Appendix 5)

The College Improvement Plan 2005/6 (C6 2005) under 'Teacher Education Training Days 2004/2005' p12 identifies that the training days 'enabled the college to move forward in a number of areas', namely;

- Inclusion
- Improving Boys' Performance

With the aim of improving the confidence and expertise and innovation of all teachers and to further improve pedagogy across the timescale from 2004 to date (see training sheets

Appendix 6) the school has focused staff training on many different aspects of learning (TS 2004 –2010). Emphasis has been placed on the ‘four-part lesson’, on collaborative learning, on thinking skills, on ‘learning to learn’, or ‘meta-learning’ strategies, formative assessment, classroom dynamics, use of ICT, differentiation and understanding pupils with specific needs. This training is ongoing (TS 2004- 2010).

4.9 Monitoring

After the identified pupils have completed their Sanctuary course and have been supported back into mainstream school, they do not have another such course for a whole term, and concerns were expressed regarding how they would maintain positive behaviour and work standards during that period (SM1 2002). A monitoring system for the identified pupils was implemented to provide this support and to try to maintain the self-awareness that had begun to be developed in Sanctuary. This self-awareness is vital for developing internal self-discipline. The Sanctuary Procedures document (SP) details the situation:

‘a system is in place in Sanctuary to help the identified pupils to keep on track with their behaviour, and to motivate them in their academic work they each have a file that contains progress charts for each day. At the end of each lesson they are awarded a colour for their effort. Green is the expected effort, silver, gold and platinum are used to recognise increased effort, and orange and red indicate that the effort produced is less or markedly less than that required.’ (p5)

On return to mainstream school the pupils continued using these progress charts in target books. These were taken to each lesson so mainstream staff could continue to grade the identified pupils using the colour achievement scheme in place in Sanctuary. Each Friday, the identified pupils turned up in Sanctuary with their target books for checking (SPs). The

link Governor noted that ‘they (the identified pupils) also keep a weather eye on the progress charts that track them daily’ (GR1 2004).

Sanctuary minutes recognise that the scheme had been successful in maintaining contact between the identified pupils and Sanctuary, and also that it had ensured that pupil behaviour and effort with schoolwork was usually maintained at a positive level (SM6 2004). Any negative activities that the identified pupils had been engaged in during the week were also recorded – information that the pupils did not like having to show to the Sanctuary Manager (ECN3 2005)

As the number of three-week courses increased across each year, it became increasingly difficult for Sanctuary staff to deal with the identified pupils on the current course plus the sudden influx of twenty other pupils on a Friday afternoon (SR3 2005). Identified pupils from each year who were on the courses at the time also expressed resentment at these intrusions (ECN3 2005)

Meanwhile, the principal had made further changes to the managerial structure of the school. When he first took over, two Key Stage Co-ordinators were also responsible for one of the year groups. He had since separated these responsibilities, appointing five heads of year, who he called Directors of Study (DOSs) (SH 2003/04). The Annual Review notes a priority for the next academic year 2005/6 was to ‘Involve DOSs in checking the identified pupils’ books when they are not in Sanctuary as too much time was needed to complete the check by Sanctuary staff and it was often too rushed.’(SR3 2005). For each DOS this only meant checking ten books, compared with the thirty that the Sanctuary

Manager had to check. It also meant that the DOSs became more involved in Sanctuary and with the identified pupils (DOS2 2005). This scheme was implemented across the following year.

The review for that year records that :

DOSs are more involved and the monitoring system is now firmly in place between each Year's course and has worked very well. This has enabled the inclusion of the DOS. They also play an increasingly important part in helping to identify pupils for the Sanctuary programme but more training is needed to further develop their understanding (SR4 2006). (p3)

4.10 Parental Links

The Social Inclusion Circular (DfEE 1999) recorded the importance of a working partnership between the school and the parents of its pupils. Sanctuary staff were eager to 'involve parents in the intervention' (SM1 2002). An analysis of the tick sheets checked at each Parents' Evening evidenced that the parents of the identified pupils tended not to attend Parents' Evenings, and came to school only when there was a problem with their child (SM1 2002).

To try to redress this situation the aim to involve parents was undertaken as soon as Sanctuary was opened. Prior to the start of each three-week course, a letter was sent to the homes of the identified pupils inviting their parents to attend an after-school meeting at 4.00 p.m. to discuss the upcoming course (SR1 2003). A record of attendance at all the meetings was kept, and approximately half the identified pupils were represented by one parent (SR1,2,3,4,5). These meetings were repeated at the end of each course, with a display of work done on that course, with a similar level of parental attendance

(SR1,2,3,4,5). This situation continued, with comparable turnout by the parents of the identified pupils, until 2006.

The involvement of all parents was also sought through the use of the pupils' target books (SM1 2002). As mentioned above, throughout the Sanctuary programme the identified pupils kept these books, which were tied into a reward-and-sanction scheme that then continued once they returned to the normal curriculum (SM2 2003). These target books were also required to be signed by the pupils' parents at the end of each day, which 'proved to be a good way of maintaining contact with parents and keeping their interest in their child's progress.' It also 'proved to have a beneficial impact on the child' (SR1).

In 2004, in a further effort to inform parents of the daily events in Sanctuary, and to encourage the development of a homework pattern in the identified pupils, a nightly diary was introduced. The pupils had to write down their activities and feelings related to the lessons or outings of that day. The expectation was that they would either ask their parents to read what they had written and to sign it (SR2 2004) or, mindful that some of the parents may themselves have limited literacy skills, pupils would read what they had written to their parents –which in itself would constitute an extra reading practice- and then request a signature (SR4 2006). Extra points were awarded to pupils if this requirement had been fulfilled. This system is still in place to date (SR7 2009). For the first four years approximately half of the parents complied; this fraction has since increased to include almost all the parents of the identified pupils (SR4 2006, SR7 2009).

The Sanctuary Annual Review records that when the TA became Sanctuary Manager, in discussions with the deputy she changed the time that parents visited Sanctuary to view the identified pupils' work (SR6). Until this year (2010) the time arranged for these viewings had been immediately after school (SR1,2,3,4,5) to facilitate the previous Sanctuary manager.(SR4). The new Sanctuary Manager moved the meeting to the same time as the Parent's Evening for the Year group at any point between 4.00 pm and 9.00 p.m. Since this change 'every parent accompanied by their child (an identified pupil) came to see her and the work done by the identified pupils.' 'Meaningful discussions were carried out with all parents and pupils' (SR6).

The School Self-Evaluation Plan 2008 is used to sum up parental views on Sanctuary evidenced from parental feedback. Under Section 2 the views of learners, parents/carers, community and other stakeholders in response to the question 'what do the views of learners, parents / carers and other stakeholders, including your hard-to-reach groups tell you about the quality of provision?' is the statement :

'Positive comments from parents show the value of the Sanctuary programme'(p4)

4.11 Prefects

The school has a unique prefect system, 'an example of excellent practice' (OFSTED 2004) Just after the Spring half term, all pupils in Year 10, are given the opportunity to apply for a prefect post (PP8 2002). As the application procedures in the School Handbook (SH 2003) state, prospective candidates must fill in an application form, obtain the signatures from two members of staff as evidence of support, and then undergo an interview with senior staff (Appendix 7).

The OFSTED report (OIR 2004) notes that ‘almost all apply and receive appropriate training’. There are five categories:

‘Counsellors make themselves available to those feeling lonely or needing support...Envirors work with pupils to improve the school environment. Mentors mostly support Key Stage 3 pupils with their academic work. They listen to pupils read or help with numeracy and will provide support for ICT. Activators set up academic, social or sporting activities at lunch times and after school...Senior prefects... have oversight of the work of the other prefects and help to ensure the smooth running of the school’ (Ofsted 2004 p10).

Opportunities are available for prefects to help out in Sanctuary at break and lunch times, which many choose to take advantage of. The Link Governor noted this:

‘I saw the Prefects working with the pupils in Sanctuary at lunchtimes. They play board and other games inside and football with them outside. I spoke to two prefect mentors. They work with the pupils hearing reading on a one to one basis and Counsellor prefects listen to them should they need help in other areas. They told me that they get a lot out of giving this help’ (GRI 2004) (p3)

This system has been and will continue to be maintained as it provides ‘real’ opportunities for the prefects to develop a sense of responsibility and achievement. It also enables other pupils to see Sanctuary as a positive, functioning entity and to appreciate its ethos and the work that is done there, so helping the benefits of Sanctuary to permeate the whole school (SR2 2005).

4.12 Accommodation

The previous intervention was set up in two portacabins. During the summer holidays in 2002, prior to the opening of Sanctuary, the two rooms of the portacabins were refurbished. The walls were brightly painted and one of the rooms was set up as a comfortable, relaxed area for Circle Time, break time relaxation and discussions, and also

to provide somewhere non-threatening for parental interviews to occur (ENSR2 2002). A screen, produced by the school technology department, allowed a small area of the room to be divided off as required to allow some privacy for the use of the counsellor (SR1). All the internal school doors, as well as the external door to Sanctuary, were painted red, while the door into the counsellors' area was painted yellow, to ensure easy identification for all pupils (SR1) (SB2). This colour scheme remained while the structure was standing.

At this time, confidential appointments with the counsellor could only occur between the three-week courses, or when the identified pupils were being taught in the classroom or involved in off-site activities. This limitation is recorded as being a problem across the first four years of the intervention (SR3 2005). In 2006, as a result of reviewing the use of office space in the school, a small office linked to the multi-gym was allocated to the counsellor (SR4 2006).

The Annual Review (SR1 2003) notes that the request for computers for Sanctuary was answered, and 'six computers were introduced and are in regular use', two of which included learning support software packages. These computers were not linked to the internet, however, 'because of the considerable financial implications', as the demountable classrooms were outside the main building and 'there would be a high cost involved in linking the wiring needed'. The requirement of internet access in Sanctuary was, however, maintained, in the statement 'there are expectations that this can be rectified in the future' (SR1 2003)

The Link Governor identified the lack of internet availability in her report.

‘Although there was provision for ICT work to take place as a result of the six computers...one of the older girls did say to me that they would like to be able to access the internet in Sanctuary to be able to work in the calm of the inner sanctum for privacy, revision and homework’ (p3)

The accommodation remained in a reasonable state for four years, with small leaks in two particular areas when there was continuous rain over a prolonged period (SR1,2,3,4). During the severe weather in July 2006 ‘excessive damage was done to the roof of the Sanctuary building. The two leaks resulted in the ceiling caving in under both areas. The ceiling was repaired during the summer holidays 2006 and the roof was repaired by patching it’ (SN1).

The roofing situation subsequently deteriorated, as every time it rained thereafter the leaks continued, and ‘concerns with the general fabric of the building’ were expressed (SM10) (SR5,6). There was concern and anxiety also about the maintenance of Sanctuary itself, as mainstream school uses every available room for teaching, so no other spaces were available. These concerns were discussed at the Governors, Financial and General Purpose Sub-Committee meeting. The College Improvement Plan 2006/07 (C7 2006/07), under ‘Learning Support’ (p28), identifies ‘Build a new Sanctuary Resource’ as a target for 2008/9.

A purpose-built brick building with separate offices was opened in the Autumn term 2008. (PR) The three-week course was underway for the identified pupils in Year 8. They helped to move in all necessary resources just before the Autumn half term. The two demountable classrooms were demolished over the half term holiday. The main Sanctuary room is now a single large space divided into two distinct areas, with one section laid out as a classroom and the other half with soft furnishings. The space is equipped with an interactive

whiteboard and projector, and has internet access. All the ICT provision has been updated and Sanctuary now has ten computers as well as a printer. The three-week course for the Year 7 identified pupils in 2008 was the first to take place in the new building, where all Sanctuary courses have been conducted to date (PR) (C9 2008).

4.13 Other Sanctuary Courses

In her report (GR1 April 2004) the Link Governor noted:

‘The point that came across strongly was that Sanctuary is for all the children and not just the naughty ones.’ (p1)

The three-week courses for the identified pupils are not the only provision offered by the intervention.

4.13.1 Counselling

A full-time counselling system was also introduced across 2002 / 2003 (SR1 2003). This was established to run in parallel with the three-week courses. Sanctuary maintains an open door policy for all pupils requesting help. Vulnerable pupils have a ‘Sanctuary Pass’ that they can use as necessary. Pupils that are under stress as a result of problems in their lives or as a result of bereavement also are issued with a pass.

The Counsellor is the link with outside support agencies, e.g. Social Services, Child and Adolescent Mental Health Services (CAMHS), Noah’s Ark, Connexions, and the Parishes, as well as within school, e.g. SENCO, Child Protection Officer, Educational Welfare Officer, all of which are facilitated through her (SR1 2003, SR3 2005) On average she has between thirty and fifty appointments a week (SR7 2009). The counsellor has also been

involved in providing support for a number of parents that were finding their adolescent children hard to cope with. Last Year 15 parents requested help (SR7 2009).

The School Nurse, who used an office within the school prior to the new Sanctuary building, now also works from Sanctuary to provide weekly support for medical issues (SR7 2009). She is also a further link with other outside agencies (SR3 2005).

Other selected pupils are brought to Sanctuary for a variety of reasons, but all essentially for support related to their various needs. These are pupils that do not fit all the criteria for the Sanctuary three-week courses but nevertheless have difficulties in school (SR1 2003). These pupils are identified and appropriate courses set up for them over a period of weeks as required.

4.13.2 Anger Management

Individual pupils with anger issues are referred to the Counsellor by the Directors of Study, but any pupil can choose to self-refer to seek advice. Counselling courses take place on a one-to-one basis. The Counsellor helps the pupils to identify the sources of their anger and teaches them strategies for dealing with both the feelings they experience and their root causes (SR2 2004).

4.13.3 Self-Esteem

If pupils are recognised as having low self-esteem, group work aimed at building confidence and learning coping strategies, and usually involving about five or six individuals, is set up in Sanctuary (SR3 2005). Recommendations can come from any

member of staff through the Directors of Study. Pupils may have low self-esteem for a variety of reasons, as recognised by the link Governor who wrote:

‘The problem can be school phobia, moving from another country, difficulties, acute shyness, but all the children are making good progress’ (GR1 2004) (p2)

These courses usually occur once or twice a week, rotating across different lessons so pupils’ learning is not disadvantaged through missing consecutive lessons in one subject area (SR1 2002).

4.13.4 School Phobia

If a pupil is not attending school the Education Welfare Officer, supported by a parent, brings them into Sanctuary. Initially they spend every day there doing their work, having discussions with the counsellor and learning coping strategies, or being integrated with the identified pupils if a three-week course is on. Gradually they are returned to selected, mainstream lessons until they can handle the whole timetable. The aim is to move them back into mainstream with a full curriculum as appropriate (SR1 2003, SR7 2009). Across the timescale Sanctuary has proved to be successful with a number of school-phobic pupils.

Other courses are planned, with the overall aim being to interact more with the Primary Sector to inform the school in more detail about student difficulties so staff can begin supporting activities at the earliest possible opportunity. The school has up to twenty six feeder schools, however, and although this process has begun with some of the main feeder schools, more still needs to be done in this area. Transition Prefects have been put in place to support vulnerable pupils as they transfer to the school.

The School Self-Evaluation Form (SEF 2005) under Section 4, 'Personal Development and Well-being' substantiates this documentary evidence:

- 4a 'To what extent do learners adopt healthy lifestyles?
A full time counsellor supports pupils with difficulties including bereavement, phobias, family breakdown, self harming etc to ensure pupils can be successful in their studies and happier with life.'
- 4b 'To what extent do learners feel safe and adopt safe practices?
Pupils can self-refer to Sanctuary if they feel the need for support over and above that which is generally available.' (p7)

4.14 Sanctuary and Mainstream School

4.14.1 Mainstream Pupils

Across the timescale, many issues that needed to be addressed have been recognised. During the first year of Sanctuary, whilst external visits had been beneficial for the identified pupils, there had been some consternation and misunderstandings regarding these visits by the mainstream pupils and some mainstream staff (SR1 2003). Sanctuary had been implemented quickly, without providing an explanation of its role and purpose to all the other pupils in the school. The Annual Review (SR1 2003) notes that:

'There is still work to be done to alter mainstream pupils' perception of Sanctuary. They are altering their view that it is a place where naughty children are referred but some pupils have been resentful about what they see as rewarding poor behaviour with a curriculum that looks fun and quite a few of these pupils have asked to be included on the programme.'(p4)

Minutes of the Academic Board meeting (AB1 2003), a half-termly meeting between the Deputy and pupil representatives in every Year, also identified this misunderstanding. The question and statements were minuted:

‘What is Sanctuary for?
‘Why do pupils who are not behaving get to go out on trips when we can’t?’
‘You seem to be rewarding bad behaviour, it’s not fair.’(AB1 2003) (p3)

At the start of the next academic year an assembly was given to every Year Group of pupils during the space of one week explaining what Sanctuary was about. The assembly began by explaining that Sanctuary was available for all pupils in the school, because the school counsellor was based there (PP5 2003). The various Sanctuary courses, including the three-week course, were also explained. The content was initially checked with the identified pupils, who agreed that the main idea which should be put forward was that the pupils selected for the courses could be improved thereby (ECN1 2003). They also insisted on the importance of making it clear that the courses were difficult, and that they had to work really hard all the time they were in Sanctuary (ECN1 2003). Sanctuary members - the identified pupils, past and present- were in the assemblies. ‘They were offered the chance to speak but no one chose to accept’ (SR2 2004).

Across the timescale, the subject of Sanctuary and its purpose has been included in other assemblies to explain the process to new pupils and to reconfirm its role to others (SM7 2005, SM11 2008). The open access it provides to the Counsellor and the school nurse, and its position, now on the lower floor of a new building, with two mainstream teaching classrooms on the floor above, has meant that more pupils enter the area and see the provision and the identified pupils working hard (SR7 2009). It is hoped that this has improved general perceptions of the intervention. The new rooms and the ICT provision, which is above that of some of the mainstream classrooms, have definitely raised its status within the school (SR7 2009).

Despite the attempts to explain the intervention and raise its profile, the nature of the identified pupils and their problems will always mean that they, and Sanctuary itself, are still perceived in a negative light by most mainstream pupils. Disparaging comments are still made by some unthinking mainstream pupils. Fortunately such statements do not make the identified pupils want to give up the courses, but some individuals have been perturbed by them (ECN4 2006, ECN6 2008).

4.14.2 Mainstream Staff

There was an expectation by the Sanctuary staff (SR1 2003) and by the identified pupils (ECN1 –4 2003-2006), that other staff from mainstream school would be interested in what was happening in Sanctuary and would want to link with their pupils and acknowledge any change or improvement.

All staff were and are invited to engage with the intervention at any time as each course is underway (SR1 2003, SR2 2004, SR3 2005). The documentation evidences, however, that in spite of having an open door policy in Sanctuary, inviting mainstream teachers to visit and introducing a visitor's book very few mainstream teachers do in fact visit (SR1 2003, SR2 2004, SR3 2005).

‘... it is felt that pupils that have been attending the pilot 3-week programmes during the last year could have been better supported by staff. It is acknowledged that it can be very difficult for staff to find time to liaise with their pupils during the a busy school day but it is important that these pupils still feel part of the school while their needs are being addressed through the programme and visits from form tutors and subject teachers would be beneficial.’ (SR1 2003) (p3)

An idea, suggested by the identified pupils themselves, that they be awarded extra points by personally inviting staff to see their work at the end of the three-week course was not,

and, to date, has not been a success (ECN1-7 2003-2009). Some mainstream staff have visited, but not many. Pupils acknowledged that those staff that did come were those with which they had better relationships, and some recognised that teachers are very busy people and so the lack of visits was understandable (ECN4 2006) but nevertheless they have been disappointed by the general absence of involvement (ECN1-7 2003-2009).

A note in the minutes of a meeting of Sanctuary staff, June 2003, identified that a perception had developed in staffroom discussions between mainstream TAs that Sanctuary staff did considerably less than they actually did (SM3 2003). This perception was based on the large number of outside visits, referred to as ‘jollies, rewarding bad behaviour’ and because of the two-week gaps between programmes, during which the identified pupils were supported in their reintegration back into school. The external visits in the first year were ad hoc and rather unfocused, but they formed a necessary part of the process of getting the course underway (SR1 2003).

To counter the concerns highlighted above, and to inform mainstream staff about the activities of the identified pupils during their three-week courses, a notice board in the staff room has been commandeered by Sanctuary, (SR1 2003, SM3 2003). Before each three-week course, sheets are displayed identifying the curriculum, topics and outings of the course and how they are linked to various subjects and skills. Post-course information and photographs showing pupil progress are also displayed. Any pertinent comments or letters from outside agencies are also publicised (SRD1-6 2004-2009). The use of the notice board has an additional positive aspect in that it requires that Sanctuary staff plan well in advance and validate all trips out. As mainstream staff generally don’t have the time to go

to Sanctuary, Sanctuary has effectively been brought into the school (All Sanctuary Reviews 2003-2009). A further initiative introduced was the inclusion of specific training informing all new staff about Sanctuary as part of their induction courses. The Principal's report to Governors in January 2008 notes: 'Sanctuary training for all new staff carried out.' There have been few negative comments regarding the intervention to date.

4.15 Indicators of Success

In order to provide answers for the second research question: 'What was the impact of Sanctuary on the identified pupils?' the following data was collected from documents.

It is difficult to avoid bias when attempting to determine the success of a project with which one is personally involved. It is also very easy to play down what is positive when one is part of the daily life of a system in which difficulties that need to be resolved, rather than successes that have been achieved, are at the forefront of discussions. To reduce bias and to provide the most balanced viewpoint possible, the first indicators have been taken mainly from external sources. These include visits by outside parties, official school inspections, a letter and a press release. The school 'Self-Evaluation Form' (SEF) is now used by every school to acknowledge what that school has achieved and issues that need improving. It is put onto the DCSF web site and provides a basis for inspectors to check when an OFSTED inspection occurs. As such it is written to be scrutinized by officialdom and its perceptions judged. The Self-Evaluation Plan is therefore recognised as a reliable indicator of success, but rather than include extensive quotes in this section, appropriate statements have been distributed across the data at relevant place to validate the documentary evidence.

4.15.1 National Innovation Strategy

In 2004, as part of the National Innovation Strategy 'Raising Boys' Achievement', the Deputy was invited to talk about Sanctuary in workshops at two national meetings, and was included as part of the introduction on two further occasions (NIR 2004/05). At all these events a description of Sanctuary was given, including the entrance criteria, the curriculum and the knowledge base that underpinned it (NIR 2004). Sanctuary minutes also detail that the identified pupils were involved in the production and photographs (all of which had been approved by both the pupils themselves and their parents), were included in the talks to illustrate key points (SM5 2004).

Having attended the Deputy's workshops, members of the Raising Boys' Achievement Innovation Team formally asked to visit Sanctuary in the Spring of 2004. They stated that they 'were impressed with the three-week course' and they asked if they could use it 'as an example of good practice.' (LIT 2004). This is noted in the first part of the College Improvement Plan 2004/05, under 'Priorities achieved, Academic' (C5)

'Sanctuary was videoed by the innovation team and put onto the web site as a positive provision to raise boys achievement. As a result three other schools have visited to find out how it is implemented and what was involved'.p8

Acknowledgement from a national body that Sanctuary represented 'good practice' was instrumental in raising the self-esteem of both the Sanctuary staff and the identified pupils. The recognition that the intervention was seen as an innovative strategy in 'Raising Boys' Achievement' was further commendation (SR2 2004).

In 2007 a national broadsheet newspaper, having seen Sanctuary on the 'National Innovation' website, rang the school and asked permission to interview one of the identified pupils. I asked for a volunteer' and the interview was held over the telephone and published in the paper in November 2007. The pupil acknowledged in the interview how Sanctuary had helped him to improve his basic skills, his confidence and his behaviour (GL 2007) (Appendix 14).

4.15.2 OFSTED Inspection 2004

The first OFSTED inspection since Sanctuary opened occurred in March 2004. The final report from the inspection included comments related to behaviour in the school and about Sanctuary. Comparing the comments related to the aims that were identified before the intervention was set up indicates that one of the main concerns of the school in 1999 related to the small group of pupils in every Year Group whose behaviour affected not only their own attainment but also that of other pupils in their classes (D1 1999). As already stated, one aim of the intervention was to reduce the impact of this poor behaviour on the learning of others. In relation to this aim, the OFSTED report of March 2004 (OIR), two years after Sanctuary was set up, notes:

'A few students are less well behaved but this does not disrupt the education of others' (P.7)

When the comparison is made between this statement and the situation in 1999, it is tempting to suggest that Sanctuary had been mainly responsible for the behavioural improvements that had been made across the timescale to this point, although at this point a note of caution must be introduced. Year groups alter, and the improvement could have been at least partly a result of an improved intake over the five years; this variable

therefore had to be checked. The quantitative documents of the identified pupils at that time do not indicate this to have been the case (ATR 2004): they had similar profiles to those of identified pupils in 1999, and their Primary School records also note their behaviour problems.

To be dispassionate is difficult, having been aware of all the efforts related to the intervention. A thorough search through all the available documentation relating to the time period between 1999 and 2004 reveals no evidence that could directly link Sanctuary to the behavioural improvements apparent in the identified pupils over that period. Documentary evidence suggests that improvements could, wholly or in part, also have resulted from a change in ethos by the new Principal, an increased Senior Leadership team, the fact that the Area Leaders were now held accountable for behaviour and were expected to play a major role in behaviour procedures, or that the Directors of Study group had been increased (SH 2004). In fact it is safest to recognise that all the above changes, Sanctuary included, played a part in the behavioural improvements. This interpretation also allows the recognition of the school's positive response to the Government document on Social Inclusion (DfEE 1999), which indicated that everyone in school is responsible for pupils' behaviour. The 'less well behaved students' mentioned in the OFSTED statement were nearly all identified pupils, but the comment though critical could not be said to be a condemnation (SM5 2004).

In the school Social Inclusion pamphlet (1999) one particular aim stated was that of changing the curriculum and improving provision for disaffected pupils, including those with emotional and behavioural difficulties. The pamphlet recommended that all decisions

as to the kinds of changes which should be made to this end should be based on research into the underlying causes of the problems. The OFSTED report states that

‘The school takes good care of its students and the Sanctuary (a special resource centre) provides an effective programme which helps some pupils to improve their attitudes and behaviour and benefit more from the education the school offers’ (OIR 2004) (p6)

This statement is directly linked to Sanctuary. It recognises that the school is a caring environment and that the Sanctuary curriculum is an ‘effective’ one that is concerned not only with pupils’ academic needs but also with addressing their social and emotional issues. It also acknowledges the role Sanctuary plays in enabling the identified pupils to access mainstream provision.

A further aim of the intervention was to provide care for the identified pupils and move them from the ‘fringes’ of the school, where they were in danger of exclusion, back towards the ‘centre’. The Government circular on Social Inclusion (DfEE 1999) recognises that ‘positive interventions reduce exclusions’. Based on the following statement, it could be inferred that OFSTED, recognised Sanctuary as such an intervention.

‘All pupils are valued. This is especially evident in the very low exclusion rates and the efforts made to keep pupils in school. The work done in the Sanctuary enables pupils who find it difficult to cope with school to continue their learning in a quieter and very supportive environment’. P11 (OIR 2004)

Again, it must be said that the statement does not attribute the valuing of pupils and the low exclusion rate directly or solely to Sanctuary, and once more it is important to recognise that those improvements can all be attributed, at least in part, to other changes that occurred in the school at the time.

4.15.3 LA letter

In January 2008 the Principal read out a congratulatory letter from the Service Development Manager (Vulnerable Children) of the LA (received Oct 10th 2007) at a Governor's meeting. The letter acknowledged the work which the school had done to 'prevent exclusions' (Appendix 13). At the same meeting the Principal also attributed the successful prevention of exclusions to the efforts made in Sanctuary (PR1 2008). This attribution was reinforced when the School Self-Evaluation Form was updated in June 2008:

Under Section 1- 'Characteristics of your school',

1b 'Distinctive aims and special features of the school'

'Sanctuary support for pupils who find aspects of school challenging and/or are having family / personal problems has resulted in a minimal exclusion rate and ensured those pupils passing through Sanctuary feel valued.'(p2)

Under Section 7 'Overall effectiveness'

7a 'Effectiveness of steps to promote improvement since the last inspection?'

'Sanctuary programme and care, support and guidance systems ensure exclusions are kept low and permanent exclusions a rarity.'
(SEF 2008) (p10)

The Social Inclusion document (DfEE 1999) recognises the importance of inclusion in ensuring that all pupils are given opportunities so that they are able to learn and succeed, whatever their difficulties. The statement related to it acknowledges the school's and Sanctuary's engagement with this ideal:

' The very strong commitment to inclusion is reflected in the quality of general provision, and the Sanctuary' p18 (OIR 2004)

4.15.4 The Diocesan Inspection December 2007.

The following information was taken from the report 11th –12th Dec 2007.

Under ‘Community Cohesion’

‘The school has an outstanding resource in an inclusion centre which is referred to as the Sanctuary. Vulnerable Key Stage 3 pupils attend for a three week programme having input from the deputy principal, SENCO, teaching assistant and a full time counsellor; vulnerable Key Stage 4 pupils also have access at times. The atmosphere was positive, inclusive and celebratory; all the pupils were valued and their good progress leads to subsequent reintegration into mainstream classes’ (DIR 2007) (p7)

This statement, delivered five years after the intervention was set up, which describes the atmosphere and recognizes that the pupils were valued and encouraged to achieve, sums up all that Sanctuary set out to do, and continues to strive for.

4.15.5 Permanent purpose built building autumn 2008

This commitment by the Governing body can be interpreted as recognition that Sanctuary is a positive force in the school and that what it offers makes a valuable contribution to the lives of pupils in the school.

4.15.6 OFSTED Inspection Autumn 2010

Across the timescale the work done by Sanctuary has been maintained. Eight years after it was set up the OFSTED report 2010 identifies that;

Students with special educational needs and/or disabilities progress well. Those who receive additional support through the well named Sanctuary provision make especially good progress (p4)

This success cannot be attributed to Sanctuary alone but identified pupils that were interviewed made this point and the Key Stage 4 results of those pupils that had been in Sanctuary were recognised as having made this progress.

The following statement was made related to provision:

The Sanctuary provision is highly effective in that it provides a learning environment that contrasts with the classroom but is well suited to its clientele.This provision successfully allows students to participate more fully in the college curriculum in Years 10 and 11. (p5)

Ofsted inspectors looking at Sanctuary provision recognise that what is offered answers the needs of the identified pupils at Key Stage 3 and enables them to more readily access the curriculum at Key Stage 4. This is a positive external recognition of the first research question : that the intervention is making appropriate provision to answer the needs of the identified pupils and that it is a learning environment. The changes made have been acknowledged as ‘highly effective’

4.16 Pupil Voice

Data collected from the pupils came from two main sources, information from questionnaires and interviews. (Pupil questionnaire see Appendix 8, interview questions see Appendix 2a and individual identified pupil responses see Appendix 2b) Data from questionnaires are included below, as are composite results from interviews and limited quotes that illustrate the majority of responses. Other quotes from interviews are woven into the next chapter and are in Appendix 2b.

4.16.1 Questionnaire

The questionnaire was issued to all the identified pupils when they first entered Sanctuary usually in Year 7. Opportunities to update it across all the Sanctuary courses of the identified pupil experiences are encouraged. They are asked to complete the questionnaire related to their personal feelings about their skills and abilities. The skills chosen are confidence, concentration, sporting ability, academic ability and teamwork. For each individual skill or ability, the scale presents a horizontal line with the leftmost end labelled 'really bad at', and the rightmost 'brilliant'. Arranged along the length of the line are the numbers 1 – 7. (Appendix 8). The identified pupils are asked to circle the number that best indicates where they think they 'are' on each of the lines. At the end of the course, they are once again asked to circle a number on each line of the same questionnaire, using a different coloured pen, so that their feelings about themselves before and after the course can be easily compared.

This questionnaire was designed as a confidential document that could be kept in the pupils' own diaries for their own benefit. If they wished, they could talk to anyone about their feelings in confidence. Across the timescale a number of the identified pupils have spoken to the counsellor, using this questionnaire sheet as a point of reference. The questionnaire does not, therefore, have the rigour of a research document, so the data gained by this method can only be used as a rough indicator. The fact that the document was kept solely by the pupils for their own benefit, does, however, increase the chances of the responses being honest: they were not given the opportunity to impress anyone, nor did they complete the task under duress; they had no cause to feel they should respond 'for the

benefit of others' (i.e. so as not to hurt feelings), nor should they have felt any reason to, copy anyone else's responses to the questions.

I asked all the identified pupils in school across the present Years 7, 8 and 9 if I could look at their Year 7 sheets and use the information on them. I explained that the data would be used in the strictest confidence and that no names would be used. Everyone agreed.

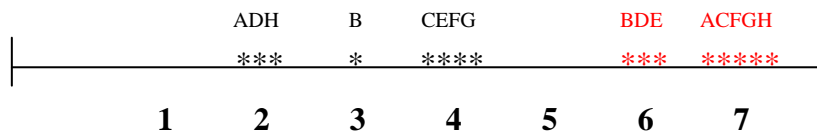
Present Year 9 identified pupils (2009)

In Year 7, only nine identified pupils fulfilled the criteria for entry to the three-week courses, and only eight questionnaire sheets were available in their pupil diaries. To reduce the amount of data, the information from the tables and sheets has been combined, with the answers of all eight pupils to each question displayed together on a single line. Each separate star represents the response of one identified pupil; that given at the start of the course is black that given at the end is red. This method allows a quick and straightforward interpretation of the results, and comparisons and differences can be clearly seen.

Confidence

Really poor

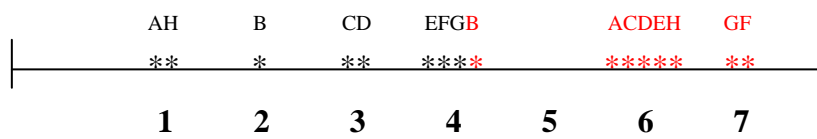
Brilliant



Concentration

Really poor

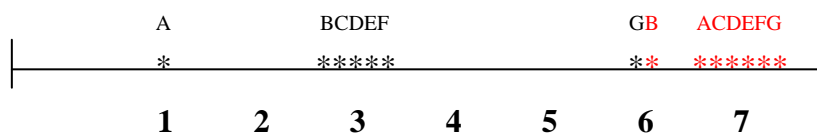
Brilliant



Sporting ability

Really poor

Brilliant



Academic ability

Really poor

Brilliant



Teamwork

Really poor

Brilliant



The results show that all the identified pupils in this group felt that during the Sanctuary course they had improved the skills identified on the sheet. They all recognised that 'teamwork' was the skill that needed the most development and they all felt that their improvement in this particular skill was significant across the three weeks. One identified pupil rather insightfully recognized that he still had a lot of room for improvement in this area. Three of the pupils considered themselves about average for academic ability, concentration and confidence before the course, but nevertheless recognised improvements. Two pupils identified their ability to concentrate as very poor; these two were also very poor in teamwork. The most accurate interpretations of their levels of skill were related to sports. One pupil had not completed this line. One recognised his lack of ability, while another, again accurately, considered himself to be very able in this area, with the remainder modestly placing themselves towards the lower end of the scale. When I asked one of these pupils, who is reasonably good at some sports, why he had chosen 'a 3', he said he was comparing himself with the able sportsman in the group, and relatively speaking had much lower ability.

Present Year 8 identified pupils (2009)

Ten identified pupils were selected for Sanctuary in Year 7. All ten questionnaire sheets were available. As with the previous group, the results were collated, with both the 'before' (black) and 'after' (red) responses of all ten pupils displayed on each line.

Confidence

Really poor

Brilliant



Concentration

Really poor

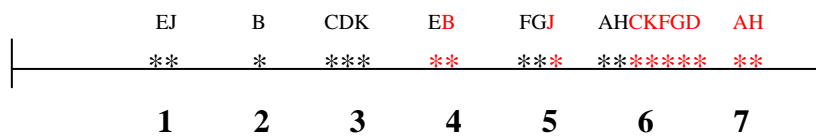
Brilliant



Sporting ability

Really poor

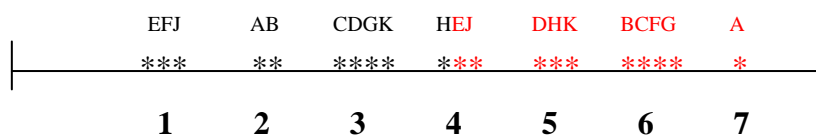
Brilliant



Academic ability

Really poor

Brilliant



Teamwork

Really poor

Brilliant



Results

From the results displayed it can be seen that in this year a group of the identified pupils felt their skills were poorly developed. Again, in all ten cases the identified pupils felt that they had significantly improved as a result of the Sanctuary course. Four of the identified pupils felt that their teamwork and concentration was at the lowest point on the scale when they began the course but they all felt that their improvement was significant. Two of those pupils in fact placed themselves at this point for every skill. This indicates the amount of negative feelings and low self-esteem in these pupils and how important an intervention can be in improving this state of dejection, which in both of the cases mentioned was very carefully covered up by poor behaviour. One pupil said that when he came to Sanctuary he was so relieved that he could tell someone how he was feeling.

Present Year 7 identified pupils (2009)

Ten identified pupils fulfilled the entry criteria in the present Year 7 Year group and were selected for Sanctuary. Only eight questionnaire sheets were available in the pupils' diaries. The results were collated as above, with the both the pre- and post-Sanctuary responses of all eight pupils on each line.

Confidence

Really poor

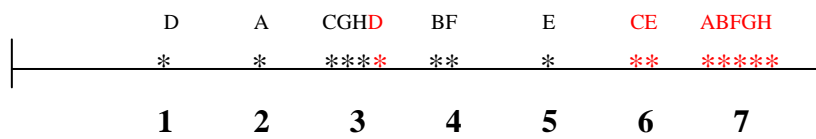
Brilliant



Concentration

Really poor

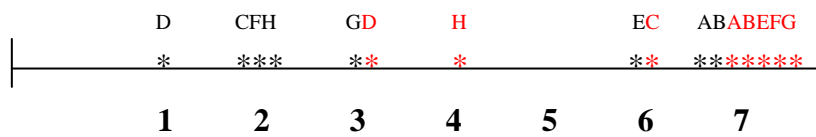
Brilliant



Sporting ability

Really poor

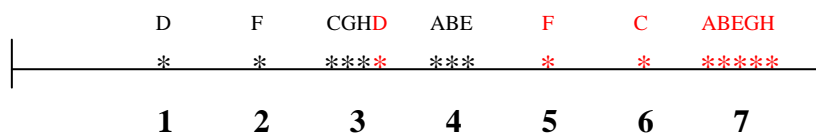
Brilliant



Academic ability

Really poor

Brilliant



Teamwork

Really poor

Brilliant



All the identified pupils again recognized the difference that the Sanctuary course had made to their skills. One of the identified pupils in this Year Group also registered all his skills at the lowest level at the start of the course, and although he felt his confidence and teamwork skills had markedly improved, the other skills had not shown significant improvement. Again, across the whole group teamwork was indicated as being the area where the pupils felt there had been the most marked improvement because, according to one pupil, they had lots of chances in Sanctuary to work as part of a team, so they would improve.

4.16.2. Identified pupil responses to one to one, in-depth interviews

These interviews were conducted, as stated in the methodology, with the selected identified pupils. The interview questions are in Appendix 2. Their responses, where possible, have been collated. Further quotes are in Appendix 2. All the responses to question 4 are in Appendix 2

Question 1

‘What were you like when you first came to school?’

4/15 pupils admitted to being physically aggressive when they first came to school

11/15 admitted to being loud, argumentative, and verbally aggressive.

2 of the identified pupils also spoke about throwing things.

9 of them admitted being ‘verbal’ but not rude to teachers. They said that they did argue with their teachers and that they did answer back.

14/15 said they were easily distracted in lessons, talked with friends and found it really difficult to concentrate for long periods of time

Pupil 10A said that she was badly behaved in every way – she was.

Pupil 10B said that he could barely read when he came to school and found writing so difficult that he refused to do it.

All 15 pupils recognised that they had poor numeracy and literacy skills.

12/15 stated that as a result of not being able to read, write and do maths well they were frustrated and angry when they first came to school.

The main reason for this they all felt was that they were unable to do the work set for them; they often did not understand it nor what the teacher wanted them to do. Some found the work really boring –‘too many worksheets’. Others felt they didn’t get any help from the teacher. Quotes from the identified pupils are referenced to pages in transcriptions that were written up (t = transcription)

Pupil 8C

‘I couldn’t just sit still and write for hours –that’s what everyone expects you to do’(t p3)

Pupil 11A

‘I had problems hearing and understanding the teachers, they went too fast.’(tp16)

Pupil 11C

‘It’s more difficult to ask for help in the main school. I don’t like it if a teacher doesn’t help me.’(tp24)

Pupil 10B

‘I got told off a lot because I didn’t do as I was told - that’s because I don’t understand the work’ (tp32)

14/15 blamed their problems on other members of their class. None of them felt that they were the first to begin a problem and they did not feel it was their fault. They all felt that they were always the ones that were blamed.

15/15 Surprisingly **all** the selected identified pupils in spite of the brave often aggressive stance exhibited externally were very scared of coming to start high school.

Pupil 8C

‘I had to pretend to be tough – I didn’t want anyone to know I was scared but it means you don’t have friends because everyone gets scared of you’(tp4)

Pupil 11A

‘I’ve always had to be tough- those pupils in top sets don’t have to pretend – they can do the work. I can’t – I have to cover it up- when I get angry I know they just give up on me’.(tp17)

Question 2

‘How did you feel when you were selected for Sanctuary’

All the selected, identified pupils said they were scared having been chosen for Sanctuary the first time.

8/15 had to put up with some name calling from peers who found out. They were labelled as ‘thickos’,

After their first experience all but one pupil were delighted to know they were included in further courses

Pupil 9A

‘I didn’t care they called me names I knew it was to help me. They don’t know what they are missing. Some are just jealous’(tp8)

Pupil 8A

‘I couldn’t sleep the night before I was in Sanctuary – I was so excited.’ (tp1)

Pupil 8B

‘I just went out and rode my bike up and down I was so happy.’(tp36)

Pupil 7C was the one pupil did not want to go back to Sanctuary. None of his friends were there. His parents supported his choice. Other parents had told them that Sanctuary was for

pupils with special needs. They knew two of the identified pupils and did not want their son mixing with them. He was a borderline inclusion so he has not been included since. He is currently struggling but coping in mainstream school.

Question 3a

‘What affect did Sanctuary have on you?’

All the selected, identified pupils said that they felt safe in Sanctuary **10/15** said they could relax there

11/15 of the selected, identified pupils said that they felt more confident. To check they understood what that meant they were asked to give examples of how that was shown. A variety of responses were given: they said they put their hands up in class when they wouldn’t have before, they spoke up in group work, they asked for help and they felt they couldn’t have before Sanctuary. They often thought their answer was correct and when another pupil said something else they now stuck to their answer and were often right.

3/15 didn’t use the word confident but they said they ‘felt better’ about themselves

9/15 said they felt happier

10/15 said they were better at controlling their anger and behaviour. When asked why?

8/15 used a combination of the following comments -because they now understood what they had done wrong and why it was wrong and they had strategies to deal with it.

Pupil 10B

‘I know I’m not always better but I am more determined to be.’(tp32)

Pupil 7A

‘I can be myself in main school now I’m not intimidated any more (tp12)

Question 3b

‘What affect did Sanctuary have on your school work?’

14 /15 said it had improved their English, reading, ‘sums’ and science.

Pupil 10A

‘my reading improved so every thing did –I could do stuff I couldn’t do before.’(tp27)

Pupil 11C

‘it improved all my work and my attitude to it.’(tp24)

9/15 said their concentration had improved.

Pupil 9C

‘I concentrate more and things are now more interesting –even boring things are interesting.’ (tp42)

Pupil 8C

‘When you really concentrate the time goes by really fast – that’s good I like to get to the end of some of those lessons.’(tp4)

10/15 said it had increased their determination

Pupil 10A

‘it helped me to keep trying because it worked in Sanctuary. Before I quit –I’m not a quitter now I really try to finish my work.’(tp28)

Pupil 11A

‘walking those hills you have to get to the end you learn to keep going and its so good when you make it. I do that with my work now – I keep going – well with most of my work. Mrs X probably wouldn’t agree and maybe Miss Y but others would.’(tp16)

9/15 said it had improved their team skills or teamwork, **15/15** said that teamwork was one of their most improved skills and the one that was most useful when they returned to mainstream school.

Pupil 7A

‘you get more ideas working in a team. You learn from each other.’(tp13)

Pupil 8C

‘it helped me work better in a team – you have to give others a chance, I learnt you had to listen – I still get narked though if they are slow.’(tp4)

9/15 said that it helped them to listen more and pay attention.

Pupil 11B

‘Then you don’t miss things – I didn’t realize that until I came to Sanctuary.’(tp20)

12/15 said it helped them to cope better with main school but they did not or could not specify why.

Question 3c

‘What affect did Sanctuary have on your relationship with your peers?’

14/15 said that it had improved their relationships with their peers. Interviews with their friends concurred.

Pupil 10C

‘I sit away from X,Y and Z they wind me up. I realize that now.’(tp45)

Pupil 11A

‘They are surprised at some of the ideas I come up with when we do teamwork – they don’t think I’m a thicko now.’(tp18)

Pupil 8C

‘My friends say I’m a nicer person now we get on better. I don’t lose my temper so much.’(tp5)

6/15 however said that the only friends we have are those in Sanctuary.

Pupil 11C

- ‘You have to trust your friends. We know so much about each other we trust each other.’(tp25)

Pupil 10C

‘We’ve been through a lot together in Sanctuary –we’ve got history – you can talk about that. Others don’t understand.’(tp45)

Overall all the pupils interviewed felt that Sanctuary had helped them to cope with school. They recognised that it had raised their self esteem and confidence, helped to improve their basic skills and thereby their academic work, reduced their frustrations and enabled them to cope with their anger, encouraged them to work as a team, developed their resilience and enabled them in some instances to make friends, in all cases to keep friends. Based on these interviews it could be said that the Sanctuary set up and practice answered the needs of the identified pupils.

4.17 Teacher’s voice**4.17.1 Questionnaire**

Teachers were a vital source of information for determining the effects of Sanctuary. The main aim when questioning the teaching staff was to find out if any changes could be noted in the identified pupils when they returned to their lessons. The first questionnaire was devised and was tested by the Area Leaders (Appendix 9). The overall conclusion reached as a result of these tests was that staff would not always recall what the Sanctuary was set up to provide, and that therefore the questionnaire should provide some guidance with skills etc and employ a multiple-choice ticking method rather than leaving large spaces for

written comments. The area Leaders argued that ‘Teachers were very busy and these (the identified pupils) were just ten of the pupils that they had to deal with.’

The second questionnaire was drawn up in the light of these suggestions, and the Directors of Study were used as a pilot group (Appendix 9). They agreed with the main ‘tick sheet’ idea but felt the whole questionnaire was biased toward eliciting positive responses from teachers. This was due to the wording of the included phrase: ‘when x was in Sanctuary we found an improvement in some of the following’ which, they felt, might pressurise some teachers into thinking that unless they reported pupil improvement in at least some areas they could be perceived as failing in their professional roles, and they might therefore make a positive but untrue response for that reason. They also made the point that there should be an opportunity for staff to be able to judge the extent of any changes they may have observed, whether minor or significant. It was also pointed out that some teachers might wish to make a more extensive response to the questions, and that space should be provided for those who wished to do so.

Discussions with the Educational Psychologist addressed these issues, and resulted in the idea that on the reverse side of the questionnaire a more detailed analysis of the possible improvements could be requested if staff were prepared to complete it, again with simple ‘tick’ responses. The third questionnaire was prepared and tested with the Educational Psychologist, Sanctuary staff and five middle leaders, two DOSs and three Area Leaders. This version, with very minor adaptations, was deemed acceptable for actual use (Appendix 9).

Discussions with this group agreed that the optimum time to give out the questionnaire to teachers was towards the end of May. The questionnaire was to be used for Year 7 identified pupils. They would by this time have completed two three-week courses in Sanctuary, and would have been out in mainstream school for one week after the completion of their second course.

The questionnaire was issued to all the teachers of each of the ten identified Year 7 pupils. Each pupil has twelve subject teachers and a form tutor - a total of thirteen for each identified pupil. A letter of explanation was included with the questionnaire, requesting a response and indicating that the information would be used to inform the Sanctuary staff about the courses, and also be used by the author as part of this research. To ensure that I did not influence the outcome of the questionnaire as an insider researcher, as stated in the methodology (3.4 Ethical considerations), the questionnaires were issued not by me but by the Sanctuary TAs. They were also anonymous, no staff names, codes or subject links were asked for. In this way it was hoped that the responses would be an honest reflection of what individual teachers perceived and not responses that they considered might impress me or please me.

Out of 130 questionnaires given out, 73 were returned, with 60 of those completed on both sides of the paper. The information from each response was collected and collated and is shown on tables 6, 7 and 8. For clarity, the tables are structured as adaptations of the original questionnaire.

To ensure anonymity, no pupil names have been used in displaying this data. Instead each identified pupil in Year 7 was given a number code. For all of those pupils, the first number, 7, denotes their Year Group. The second number is their individual code, which identifies them to the author. The group therefore is identified from 7/1 to 7/10. These identification codes appear on the top line of the table.

The second line on the table indicates the number of teachers who returned a questionnaire for that particular pupil.

Each skill or attribute is listed down the side of the table. The questionnaire (Appendix 9) allows a teacher to recognise when a significant improvement has been made. A slight improvement reported in a pupil by a teacher is allocated to the appropriate box, alongside the attribute or skill and underneath the relevant identified pupil number. The final number in the box therefore represents the total number of teachers who recognised improvement in that area in a particular pupil. A recognised 'significant improvement' is shown in the same box in brackets, e.g. for pupil 7/1 six of the eight teachers that replied reported that his self esteem had improved somewhat -6, with one teacher noting a significant improvement (1).

Table 6.

RESULTS OF SANCTUARY VALIDATION (Mainstream Teachers)

Year 7 identified pupils after 2 three-week courses and three weeks in mainstream classes.

(The Sanctuary course aims to make an improvement in the following skills and attributes)

PUPIL IDENTIFICATION	7/1	7/2	7/3	7/4	7/5	7/6	7/7	7/8	7/9	7/10	TOTAL
Nos. of returns from teachers	8	7	7	6	9	7	7	8	7	7	73/130
Self-esteem	6(1)	6	5(1)	3(1)	6(1)	6	5	6(1)	6(2)	6(2)	55 (9)
Effort	7(1)	6(1)	5	2(1)	5(1)	6	4	4(1)	6(2)	7(1)	52 (8)
Numeracy	0	0	2	1	1	1	1	1		1	8
Literacy	4	4(1)	5	2	4	3	3	4(1)	6(1)	6(1)	41 (4)
Paying Attention	8(3)	7(2)	4(2)	3(1)	6(1)	7	4	4(2)	6(2)	6(2)	55 (15)
Ability to work in a team	7(1)	6(1)	4(1)	3(1)	4(1)	5	4	3(1)	3	5(1)	44 (7)
Consideration for others	6(1)	3(1)	3	4(1)	4	5	6(1)	1	2	4	38 (4)
Determination & Perseverance	8(1)	7(1)	5(1)	3(1)	6(1)	6	4	3(2)	5(2)	7(1)	54 (10)
Behaviour	8(3)	4(1)	1	3(1)	2	5	4(1)	2(2)	5(2)	5	39 (10)
Concentration	6(1)	3(1)	5(3)	3	5(2)	6	4	2(2)	7(2)	6	48 (11)
Attendance											
Punctuality											
Self-management	6	5	6(2)	4	6	4	2	2(1)	6	5(1)	46 (4)
Asking for help	6	4	3(2)	3	5(2)	2	5(1)	3(1)	4(1)	5	40 (7)
Organisational skills	5(1)	4(1)	4	4	6	2	3	4(1)	6	5(1)	43 (4)
Homework	5	6	2	2	4	2	1	4(1)	7	3(1)	37 (2)
Social skills	5	5(1)	4(1)	4	5(1)	3	5	5	7(1)	6(1)	49 (5)
TOTAL	87 (13)	70 (11)	58 (13)	44 (7)	69 (10)	63	55 (3)	48 (16)	76 (15)	77 (12)	

(Please tick the appropriate boxes if you have found any improvement after the Sanctuary courses across this school year. Write 'S' if you judge any improvement was significant.)

Table 6: Results of teacher questionnaire to identify improvements in identified pupils' skills and attributes.

Results

Only 56% of teachers completed the questionnaire, despite encouragement and reminders. Those who didn't respond may have simply been too busy, as the questionnaires were handed out just after exams, so they all had marking and reports to complete. Other possible reasons for the lack of response could be that those teachers didn't see any improvement in the pupils, or that they just didn't want to bother.

As the table shows, many of the teachers who did respond reported improvements in the identified pupils. Not all of the teachers for each pupil reported an improvement in the same skill or attribute. This could be as a result of the different subject specialisms or requirements and the opportunities provided for the identified pupils in lessons. Some pupils had a limited number of positive responses, while others presented a marked number of improvements, some of which were significant.

The number of positive responses for each skill and attribute was totalled for all of the identified pupils. The results were ranked, in order to get some idea of which qualities seemed most effectively developed or facilitated by the Sanctuary courses. These results are displayed in table 7a. The same process was carried out related to 'significant improvements' shown on table 7b.

Table 7a Improvements

SKILL / QUALITY	RANK OF IMPROVEMENT NOTED BY TEACHERS
Paying attention	1st
Self-esteem	2nd
Determination/ Perseverance	3rd
Effort	4th
Social skills	5th
Concentration	6th
Self-management	7th
Teamwork	8th
Organisational skills	9th
Literacy	10th
Asking for help	11th
Behaviour	12th
Consideration for others	13th
Homework	14th
Numeracy	15th
Attendance	N/A
Punctuality	N/A

Table 7a, Ranked order of improvements of skills and attributes

Table 7b Significant improvements

SKILL / QUALITY	RANK OF SIGNIFICANT IMPROVEMENT NOTED BY TEACHERS
Paying attention	1st
Concentration	2nd
Determination / Perseverance	3rd=
Behaviour	3rd=
Self esteem	5th
Effort	6th
Teamwork	7th=
Asking for help	7th=
Social skills	9th
Literacy	10th
Consideration for others	10th=
Self management	10th=
Organisational skills	10th=
Homework	14th
Numeracy	15th
Attendance	N/A
Punctuality	N/A

Table 7b: Ranked order of improvements of skills and attributes

Results

The three most improved and noticeable skills and attributes across the whole group of pupils (table 7a) were recognised by teachers as being ‘attention’, ‘self-esteem’ and ‘perseverance’, with ‘improved effort’ close behind. This is commendable and to be praised. Significant improvements noted by teachers however (table 7b), moved ‘concentration’ up markedly to 2nd place. For the identified pupils concentrating is difficult and on returning to mainstream classes, where this was seen, it would be a major

difference from before they entered Sanctuary and therefore recognised for some pupils by some teachers as significant.

Across the whole group in spite of all the behaviour management training and the emphasis on considering others taught in Sanctuary, these attributes remain well down on general improvement table (7a). When asked about this poor recognition, one of the identified pupils said:

‘ But how can I think about others? I’m back trying to survive myself now
I haven’t got time for them.’

However on the significant improvement table (7b) ‘behaviour’ has moved up to 3rd position. Poor behaviour was a predominant reason for most of the identified pupils to be placed in Sanctuary. Therefore any positive change noted would make a significant difference in the classroom. Some teachers therefore recognised that some of the identified pupils were significantly better behaved compared with lessons prior to Sanctuary courses.

Teachers also recognised ‘asking for help’ had significantly improved for some pupils as had ‘consideration for others’ (Table 7b). For the former this demonstrates improved self – esteem and an improved understanding that seeking support is not a sign of weakness but an acceptable requirement in order to move forward. For the latter, considering others, was a major aim in Sanctuary and is to be commended.

On both tables (table 7a and 7b) however, ‘homework’ appears almost at the very bottom of the table, just above ‘numeracy’. During the Sanctuary courses, pupils have to do their homework every night because they were obliged to read it out the next morning. In mainstream school, on the other hand, if a lesson is taught for just one hour a week, these

pupils will not see the teacher again for seven days, and with their poor organizational skills they easily forget to complete the required work.

In retrospect, the decision to include 'numeracy' as one of the categories in the questionnaire was flawed, as only a maths teacher, and, possibly, a science teacher, would ever have any reason to use or test this skill in their pupils; in most other subjects it doesn't figure at all. The fact that one teacher - probably the maths teacher - did recognise an improvement is therefore significant. The same argument could apply to 'literacy', given that some teachers outside the English and humanities departments may have felt that they were not qualified to comment.

Attendance and punctuality were not a problem for any of the identified pupils in this group, and were therefore discounted. One pupil, who said he hated school, said he still came 'because this is where I meet me mates, that's why I come'.

At the end of the first side of the page of the questionnaire was a request: 'If you have the time would you please consider and tick the relevant statements over the page. Thank you for your co-operation.'

The purpose of this second part of the questionnaire was twofold. Firstly, it's easy for a teacher to tick a box to indicate that one of the identified pupils has 'improved self esteem', but what was used to measure this improvement; on what criteria did they base their judgments? To assist with the answering of this question, a selection of possible key indicators were listed under three headings; 'Confidence/Self-Esteem', 'Effort' and

‘Behaviour’. The secondary purpose of this part of these questions was to check whether there was a correlation between the information supplied on either side of the questionnaire.

Again, the top line shows the number codes for each individual identified pupil. The second line indicates the number of teachers who completed the questionnaire for each pupil. The numbers in the boxes underneath each pupil code indicate the cumulative total of ticks given by teachers for each ‘indicator action’ recognised in that pupil. The overall total for each action across all the identified pupils was collated (total column) and ranked (rank column), with the ranking of 1 being the highest. (Table 8)

PUPIL IDENTIFICATION	7/1	7/2	7/3	7/4	7/5	7/6	7/7	7/8	7/9	7/10	Total	Rank
Nos. of returns from teachers	8	4	7	5	8	7	7	4	5	5	60/130	

Confidence/Self -esteem

Joins in class discussion more willingly	5	0	3	4	4	2	3	1	1	2	25	6
More willing to work as part of a team	4	1	3	4	4	3	2	1	2	2	26	5
Puts up hand more often to ask for help	2	1	1	4	3	2	3	1	3	2	22	7
More positive interaction with other pupils	3	2	3	3	5	4	5	3	3	3	34	2=
Tries to work more independently	1	3	6	2	6	4	2	4	4	3	35	1
More willing to answer questions	4	1	5	4	5	2	3	2	3	5	34	2=
More willing to read out	0	0	1	0	2	2	0	1	0	2	8	8
More determined to persevere to complete a given task	2	1	4	2	6	2	1	3	3	4	28	4

Effort

Pays more attention	5	4	5	4	5	5	3	3	5	4	43	1
Completes work more readily	5	1	4	3	3	2	1	3	3	3	28	4
Concentrates for longer	4	4	5	4	5	5	3	3	4	5	42	2
Wears full uniform	2	2	2	2	4	4	4	2	2	3	27	5
Remembers books etc.	2	3	4	1	4	1	1	3	2	2	23	6
Regularly completes or attempts homework	3	3	4	2	5	2	1	3	3	3	29	3

Behaviour

Calls out less in class	5	2	2	2	2	0	3	1	3	1	21	5
Remains seated more	3	3	3	3	3	2	2	1	2	2	24	4
More positive response to teacher	6	3	4	3	3	3	4	2	3	3	34	2
More positive relationship with peers	4	2	3	3	4	4	5	4	4	4	37	1
Less confrontational	3	2	2	1	2	0	3	1	1	1	16	6
Less inappropriate language	1	1	1	1	2	NA	2	NA	1	1	10	7
Improved consideration for others	3	2	3	3	3	3	4	2	2	3	28	3

Table 8.

RESULTS OF SANCTUARY VALIDATION (Mainstream Teachers) (Extension page)

Results

Under the category ‘confidence /self-esteem’, the action that was noted most often was that the pupil in question was ‘working more independently’. It is important to note that this could be because at the time the identified pupils had only recently returned to the mainstream classrooms after spending three weeks in Sanctuary, and they may not yet have felt confident enough in the normal classroom surroundings to wish to draw attention to themselves. On the other hand, the fact that they were more willing to answer questions in class is a positive sign of self-esteem that agrees with the rankings on the first part of the questionnaire for the whole group of identified pupils (table7a).

There is also agreement between the rankings on the second side of the questionnaire, with both table 7a and table 7b produced from the first side of the questionnaire, relating to the action ‘paying attention’ – another positive indicator of raised confidence. The comparatively low ranking of ‘reading out aloud’ does not necessarily indicate that the identified pupils had regressed with regard to their reading abilities, but may instead be another indication that they do not feel secure enough to read aloud in a mainstream classroom, where others may snigger or criticise when a word is read incorrectly; in Sanctuary everyone had difficulties, but in mainstream classes some pupils are significantly more competent. Only three pupils were recognised as willing to read aloud in class by two teachers. Once again, in retrospect, the questionnaire is revealed to be flawed in that there is no way to tell from these results whether pupils were even given the opportunity to read aloud in their lessons, so the lack of positive results recorded related to this particular action may in fact not be a reliable indicator.

When comparing ‘effort’ there was agreement between both table 7a and table 7b results and the second side of the questionnaire as the action ‘paying attention’ came first in the rankings on both tables and on table 8, with more than 70% recognition. Every pupil was recognised by a number of teachers as showing positive effort. There was a similar acknowledgement from teachers regarding the numbers of pupils recognised as ‘concentrating for longer’. This is in agreement with table 7b.

There was a discrepancy between the two sides of the questionnaire when it came to ‘homework’, however, as according to the information on the second side it appears it was done regularly. In Sanctuary a number of the identified pupils were disorganised,

frequently forgetting equipment and work. Trays were set up in the area so that pupils could safely store their 'stuff'. The results of the questionnaire seem to indicate that once they have returned to the mainstream school, without the benefit of such aids, 'remembering books' still appears to be an issue for nearly two thirds of the pupils.

Under the category 'behaviour', positive responses to peers and to the teacher were recognised in all pupils. This compares positively to table 7b showing significant improvements for some pupils. However some pupils were still being confrontational, and calling out in class continues.

Overall, all the teachers that responded recognised some improvements in a number of the identified pupils that they taught with significant improvements recognised for specific pupils by some teachers. This demonstrates a raised awareness in both teachers and pupils, and in being encouraged to write out their statements in positive language, the focus of the staff was moved from noticing poor behaviour to looking for good behaviour. Sanctuary staff know that two three-week courses in the space of one year may bring about improvements, but not miracles. Each of the individual pupils is unique, and some will get on with certain members of staff while others will not.

4.17.2 Written comments

Teachers who taught identified pupils in any Year Group were also invited to write down any comments they might wish to make regarding those pupils at any time, and to give them to a member of Sanctuary staff. Eight teachers responded, some of their comments are included in the analysis in the following chapter other comments are in Appendix 2c

4.18 Parental voice

Ensuring support from the parents of the identified pupils is a priority for Sanctuary staff. This has sometimes proved difficult, as discussions with a number of parents (approximately 2/10 or 3/10 in each Year Group) indicated that they had had bad experiences themselves in school and therefore preferred not to be involved with the school at all. Approximately 7/10 had been called into school so often about problems with their child that they no longer came in unless required. A further 1 or 2 parents of pupils in each Year Group had no contact at all with the school as a result of social or health problems. In a large number of instances the identified pupils preferred not to have their parents involved in school and discouraged their attendance. The best policy seemed to be to first try to change the attitudes of the pupils, and then to reach the parents through their influence.

4.18.1 Parents' Evening Attendance

Parents are asked to attend a pre-Sanctuary session so that they can understand what is involved across the period of three weeks. Approximately 50% attend. At the end of the course they are again invited in to see the work pupils have produced. Again on average 50% attend. During the last three years this evening has been linked to Annual Parents' Evening for the whole Year group with parents invited to attend between 4.30 p.m and 9.00 p.m. This has resulted in improved attendance.

Parental Attendance at Parent Evenings

2007/08 - 100% attendance of Parents of Sanctuary pupils in Years 7,8,9;

90 % attendance in Years 10 and 11.

2008/09 – 100% attendance of Parents of Sanctuary pupils in Year

95% attendance in Years 10 and 11.

2009/10 - 100% attendance of Parents of Sanctuary pupils in Years 7,8,9;

98% attendance in Years 10 and 11.

Parental attendance prior to this had been spasmodic and was not properly recorded. If parents did attend they often only saw the Sanctuary Manager and, occasionally, carefully selected other teachers.

4.18.2 Questionnaire

Parents of identified pupils are expected to sign their child's homework each night during the period they are in Sanctuary. This is checked each morning, but Sanctuary staff can never be a hundred percent confident that the signatures or initials are those of a parent.

At the end of each Year parents are sent home the Parental Questionnaire. This is a very simple questionnaire that has been adapted three times (Appendix10). The results from these annual questionnaires have been compiled for each of three randomly selected identified pupils from each Year Group and totals displayed on table 9.

The pupils are referred to by a code consisting of a number, representing their Year Group, followed by the letter A, B or C to identify the three individuals randomly selected in each Year Group.

Sanctuary Parental Feedback

13/15 parents of the selected identified pupils returned the feedback questionnaire.

Question 1

‘Do you think that the Sanctuary course helped your child to cope better in school?’

Response

All 13 parents indicated ‘Yes’

Table 9

In what ways do you think that the Sanctuary course helped?															
PUPIL IDENTIFICATION	11A	11B	11C	10A	10B	10C	9A	9B	9C	8A	8B	8C	7A	7B	7C
More positive about school	3	1	1	3	3	3	3	3	3		2	1		1	0
More determined to work harder	3	1	1	3	2	3	3	3	3		1	2		1	1
Achieving success regularly	3	1	1	3	1	0	3	3	3		2	1		1	1
More determined to improve behaviour	3	1	0	3	1	1	3	2	3		0	2		1	1
More determined to do better	3	1	1	3	0	0	3	3	3		2	2		1	1
More confident	3	1	1	3	3	3	3	3	3		2	2		1	1

Table 9 Parental response

Parents could have returned a maximum of three questionnaires in total for the selected identified pupils who are in Years 9, 10 and 11 at the time of writing: one return for each of the Key Stage 3 Years that they attended Sanctuary.

Parents for Year 8 pupils could have returned a maximum of two questionnaires in total, one at the end of Year 7 and the second at the end of Year 8.

Parents of Year 7 pupils have only had one opportunity to respond to the questionnaire.

Parents of pupil 11B and 11C only returned one questionnaire, at the end of Year 9.

Parents of pupil 8B and 7A did not respond at all.

Question 2

Can you give examples of how the course has helped?

Most parents did not respond, but the following five replies were received from parents of a few of the selected identified pupils.

Parent of 11A

‘He has learnt valuable lessons in the classroom and outside.’(p2)

Parent of 10A

‘Enjoyed work experience / sorry when it finished. Awarded a gold, never thought that would happen.’(p2)

Parent of 9A

At the end of Year 8

‘He is more keen to do homework and writes much more content. He is keen to achieve the goals set and he understood what would be expected.’(p2)

At the end of Year 9

‘More confident in himself as he was able to achieve success on a

regular basis. This encouraged him to work harder. He is more positive about his own ability now.’(p2)

Parent of 8B

At the end of Year 7

‘He talks about the way all members of the group have worked as a team and supported each other. He is happier in himself – more friendly with others’(p2)

At the end of Year 8

‘He has gained in self confidence. He is much happier in maths and happier in school. Can’t wait to talk about his day when he gets home.’ (p2)

Overall parents were positive about Sanctuary and all those that replied saw some improvements in their child. This was acknowledged in the 2010 OfSTED inspection report

‘One parent summed up the views of many in stating that the ...Sanctuary has been a lifeline to my child’s transition to high school and continues to be so – great stuff’.(p6)

4.19 Community Voice

4.19.1 Work experience Questionnaire

When pupils are in Year 9, in their second three-week course in the spring term they spend the three Fridays doing work experience, either as a teaching assistant in one of the schools’ Primary feeder schools, or in a coffee shop at the local Baptist Church. This is the final summation of that aspect of the three-year span of Sanctuary courses that is geared toward developing in the identified pupils an understanding of the importance of caring. The main goal of this aspect of Sanctuary is to enable the pupils to focus outwards and consider others, instead of habitually focusing inwards and considering only themselves, which has hitherto

been the habitual mode of operating in the majority of cases, constituting one of the commonly employed ‘survival techniques’ of these pupils.

At the start of their work experience visits, pupils are reminded about politeness, appropriate dress, attendance and punctuality. Training is given by the providers of the work experience, during which the identified pupils are told about expectations and standards. They are also shown the questionnaire that will be sent out to their ‘employer’ and told that the information collected will be used to help to write their school references when they leave.

This questionnaire was devised for the benefit of the identified pupils, as detailed above (Appendix 11), with the help of the school advisers related to employment and with the Assistant Principal in charge of Key Stage 4. The work experience providers were also consulted. Permission was sought from those pupils selected for this research for the inclusion of feedback from this questionnaire to be included in the research. All agreed.

The identified pupils do not do work experience until they reach Year 9, therefore the only pupils involved are the selected identified pupils in the present Years 11, 10 and 9.

The results were collated onto one table for easy comparison (table 10). Once again, the top line identifies the pupils with a code, the number indicating their Year Group, the letter the individual identified pupil.

Table 10. EMPLOYER'S RESPONSE

Student name: College :
 Company/Organisation:
 This report will be a valuable source of information for the student.

		Selected identified pupils								
Personal Qualities	How the quality was demonstrated	11A	11B	11C	10A	10B	10C	9A	9B	9C
	Did not attend									
	Poor, no satisfactory explanation									
ATTENDANCE	Some explained absence			*						
	Good attendance – 90%									
	100% attendance	*	*		*	*	*	*	*	*
	Often arrives late									
TIME-KEEPING	Sometimes arrives late									
	Usually on time									
	Always on time	*	*	*	*	*	*	*	*	*
	Always early									
APPEARANCE	Untidy, inappropriately dressed									

	Tidy, inappropriately dressed									
	Appropriate dressed			*		*	*			
	Tidy, appropriately dressed	*	*							*
	Very smart, appropriate appearance				*			*	*	
ATTITUDE TO WORK	Lacks interest, only minimal effort									
	Some interest and some tasks completed									
	Interested tasks completed on time					*		*	*	*
	Well motivated, conscientious	*	*	*	*		*	*	*	
	Always looking for more		*		*	*		*	*	
RELIABILITY	Needs constant supervision									
	Reliable with supervision									
	Reliable with minimum supervision					*				
	Reliable and keen to take responsibility	*		*	*			*	*	*
	Takes responsibility, uses initiative, accurate and flexible		*						*	
WITH STAFF	Un-cooperative and difficult									
	Co-operates and shows respect				*	*		*	*	*
	Helpful, keen and pleasant		*	*	*	*		*	*	
	Very willing and positive contribution	*				*		*	*	
	Unhelpful and direct									
	Participates with difficulty									
WITH CLIENTS	Helpful and shows respect				*			*	*	*
	Helpful, pleasant and keen			*	*	*		*	*	
	Excellent rapport, willing and positive	*	*					*	*	

Thank you for taking time to complete this form.

Signature **Date**

Results

The feedback from all the employers was very good there were no negative comments from any employer about any of the identified pupils.

Attendance

All but one of the selected, identified pupils had a 100% attendance record, and that one had a genuine reason for absence that was arranged in advance and understood by the employer.

Time Keeping

Every pupil was 'always on time', demonstrating motivation and enthusiasm

Appearance

Pupils' dress varied from 'appropriately dressed' to 'very smart, appropriate appearance'; none were inappropriately dressed.

Attitude to work

There were no negative comments. One of the identified pupils was seen as 'interested' and 'completed set tasks'. All but one were 'well motivated' and 7/9 were also recognised as being 'conscientious'. 5/9 of the identified pupils were proactive, 'looking for more tasks'.

Reliability

All the selected, identified pupils were seen as 'reliable' to varying degrees. One 'needed minimum supervision', 6/9 were 'keen to take responsibility' and 2/9 'showed initiative'.

Attitude to staff

All the identified pupils were recognised as 'working well with staff'. 5/9 'cooperated' and were 'respectful'. 6/9 were acknowledged as being 'helpful and keen'. They were also 'pleasant'. 4/9 made 'very positive contributions' to the work.

Attitude to clients

Again, very positive feedback was received from all employers, with all being ‘helpful’ and ‘showing respect’. 4/9 had ‘excellent rapport’ and were ‘willing and positive’.

This positive feedback is typical of the responses usually received from employers, and it fits with the expectations presented in the literature on the subject: this is a real job in a real work setting, and responsibility is required. Pupils recognise this and rise to the challenge.

4.19.2 Prefect application

The prefect system is designed to use and develop the talents and sense of responsibility in all pupils from their final term in Year 10 until they leave in Year 11. The work of all prefects is explicitly geared toward the good of the whole school community. Pupils decide whether they wish to apply to be Envirors, Counsellors, Activators or Mentors. All the identified pupils are encouraged by the Sanctuary staff to put in an application by filling in the appropriate form (Appendix7). They require the support of two of their mainstream teachers and they have to get through an interview and a trial period before they are given their prefect tie.

The following evidence has been collated from prefect application forms and data collected and retained on Sanctuary files across each Year for use in the completion of pupil reports and references.

Since the introduction of the current prefect system six years ago, all but five of the identified pupils have applied for, and achieved, a prefect position of responsibility: a total of 55 out of a possible 60 identified pupils. Across the years, of these 55, 6 failed to show

the expected level of responsibility, a further 3 provided very little service, and 4 have lost their ties for serious misdemeanours. Across six years to date, 42 out of 60 identified pupils -70 percent of the total selected for Sanctuary during this time - have served or are serving the school as prefects. The majority of these - 34 pupils - have chosen to become Envirors and work on a rota with site staff to fix things, clear up, put out umbrellas for extra shade, help with construction and painting, care for school hens, direct cars for any Parents' meetings, and any other functions required. Six have become Activators; two of this group of six have worked with sports teams in Year 7, and four have provided activities for Sanctuary pupils during lunchtime. The remaining 2 of the 42 have become Counsellors, befriending and supporting younger pupils.

The popularity and overall successful implementation of the prefect scheme demonstrates that if young people are given opportunities to undertake something that they consider worthwhile they will willingly do it, and for the most part they will do it well.

CHAPTER 5

DISCUSSION AND ANALYSIS – OUTCOMES

5.1 Emerging themes

The timescale of this thesis has been extensive and the documentary evidence shows that as issues arose changes were made in the attempt to answer the problems. This is demonstrated in changes to the timetable, alterations to the curriculum, adaptations in accommodation for staffing and alterations made in the structure of the day. New problems and questions that have emerged have been dealt with in the course of time. As a result, at

this point in time there are few that require further discussion. This chapter therefore examines and analyses the outcomes and results of the two evaluations.

Visser (1999) recognises that if an intervention is implemented for negative reasons it will fail. The documentation data shows that the original intervention, 'The Educational New Start Resource' was set up to respond to a negative issue, - poor behaviour - but there was no corresponding positive system in place to try to understand why pupils were misbehaving in school and to try to rectify the underlying problems. All the identified pupils had learning difficulties, yet there was no special programme of learning set up for them; instead, their learning problems were actually compounded because the work they were set was all written work, involving copying or answering questions from textbooks or from worksheets. Pupil problems therefore continued, and behaviour was only maintained by the externally-imposed control of the teacher in charge. The intervention was altered.

5.2 The first research question – 'looking at whether the intervention was altered appropriately to answer the needs of the identified pupils?' arose from these issues. Development can only occur when needs have been identified and clear criteria are laid down that require a response. The needs of the identified pupils have been recorded in Chapter 1. Discussions with mainstream staff, the SENCO, the educational psychologist and the identified pupils established the main issues, and from these the criteria for change were established. The concept of primary nurture groups was in vogue at the time, and the aim was to set up Sanctuary along these lines. Reflection and analysis are required to determine if this was successful.

5.2.1 Sanctuary as a nurture group

Sanctuary does adhere to the six nurture principles put forward by Lucas (1999).

5.2.1a 1st nurture principle requires that pupil ability and learning is recognised by developmental stages. When pupils are selected for Sanctuary their ability, skills levels and gaps in their learning are identified based on their CAT scores and reading and numeracy tests. SAT levels, based on attainment, have little influence on their selection. The CAT, reading and numeracy scores can be loosely interpreted as developmental levels. The staff involved, however, have no real knowledge of developmental stages but focus instead on 'skilling up' the identified pupils so that they become free readers and have developed basic literacy and numeracy skills, at least by the time they reach the end of Key Stage 3. In the majority of cases, withdrawing them totally from mainstream school for three weeks every term across a period of three years does provide them with the vital opportunities and the time needed to develop these skills, and to ensure, as Lucas (1999) states, that this learning is secure.

5.2.1b 2nd nurture principle

In order to learn, pupils require an appropriate environment. Hattie (2009) records that

'In the right caringenvironment, the learner can experiment ...with the content and the thinking...and make connections across ideas.' p23

Provision of a safe, secure base is the second principle. Sanctuary adheres closely to the prescription in the physical sense. The identified pupils have often had negative experiences in classrooms in the mainstream school. The initial aim was to move them into

a physically separate area that they did not link to their previous poor experiences. As designated by Boxall (2002) in both the demountable structure and the new brick-built structure separate areas are set aside for formal teaching and for the more informal programme, the latter taking place in a relaxed seating area (Cooper and Whitbread 2007). When interviewed, every pupil mentioned the relaxed area, speaking about it as ‘the best’ or ‘favourite’ room in the school. When asked why they felt so positive about it, they had difficulty explaining their reasoning.

Pupil 10A: ‘It always helped me to relax’. (tp26)

Pupil 11B: ‘I was never worried here’.(tp21)

Cooper and Ayers, cited by Cole (1998) contend that in order to feel safe and a sense of belonging, pupils require order and predictable structures in their lives. As with Boxall’s (2002) groups, the identified pupils spend all their Sanctuary time in these two rooms, except for out-of-school visits. They do not move from room to room as they are used to doing in mainstream school, which maintains their sense of security, and also, as Noddings, cited by Robertson (1998) argues, it helps them to establish a positive affinity with the area. This has also reduced their opportunities for antagonistic interactions with other pupils, which might otherwise lead to their misbehaving in corridors and increase their chances of arriving late to lessons, which in turn results in a negative start in that subject area and a consequent possible escalation of frustration and anger.

The identified pupils therefore accept Sanctuary as a ‘safe area’, but creating a sense of security requires more than just the provision of a stable physical space. In line with the ideal of Boxall (2002) and the Nurture Group Network (2010), all the staff that work with

the identified pupils aim to build consistent, caring, positive relationships with them, even acting as advocates for them with other staff when they return to mainstream school.

Olsen and Cooper (2001) noted that at secondary level pupils with EBD often have 'impaired social and emotional development'. The identified pupils however have a well-developed awareness of the precepts and criticisms of peer groups, a 'safe environment' also requires that pupils show respect for each other, accept that if someone gets something incorrect it is not an opportunity to jibe and make fun, and understand that taking risks with answering questions is good and positive. Set rules have been established to this end, which have to be adhered to so that all the identified pupils are able to relax and to learn.

5.2.1c 3rd nurture principle put forward by Lucas (1999) is recognition of the importance of the emotional development of the young person. Interviewing the identified pupils highlighted the perhaps surprising fact that they commonly perceive themselves as being constantly under threat, and therefore they all have raised anxiety levels. The time in Sanctuary provides them with opportunities to discuss their problems, to recognise that others also have problems, and, through the curriculum provision, to develop strategies to deal with their anxiety, anger and other issues.

Sorting out negative feelings and emotional difficulties is not enough, however. Based on the recommendations of the authors reviewed in the literature these pupils also need opportunities to develop positive emotions and emotional skills such as resilience, empathy and self-esteem. They learn and ultimately accept that getting things incorrect is a positive experience and that most peoples' competence is actually improved as a result of failure if

only it is recognised and accepted in this way. If pupils don't complete work, they miss out on other positive opportunities. By being helped to understand this, they learn about the value of resilience. In the Sanctuary curriculum they are also given opportunities to nurture and to learn that caring requires giving time and energy, but that doing so does bring its own rewards. Real opportunities to demonstrate responsibility are created (Olsen and Cooper 2001). The opportunities provided by follow-up discussions of these experiences are used to promote the development of empathy.

As in all nurture groups, the development of self-esteem is vital. Elmer (2002), cited by Ellis et al (2009), acknowledge the link between self-esteem and behaviour, and Poulou et al (2002) note the effect of self-esteem on learning. O'Brien et al (2001), recognising the multi-faceted nature of what they refer to as 'global self-esteem', argue that in school this means enhancing aspects of self-esteem related to school work. In Sanctuary there is an emphasis on creating opportunities for pupils to succeed in even the smallest ways and then recognising the achievement and providing honest praise. The colour-coded marking system also acts as a motivator.

5.2.1d 4th nurture principle

The development of language is vital, as the Nurture Group Network (2010) identified, in order that pupils are able to express their frustrations and issues orally instead of through negative behaviour. This fourth nurture principle is a crucial one in Sanctuary. At all times of the day and in all lessons, opportunities are provided so that pupils can talk. There is usually an initial reluctance, but as their time spent there increases so does their confidence, and soon they vie for chances to talk. Circle Time is a very positive start to the

day, as everyone has the chance to speak in the knowledge that they are being listened to. Encouragement to discuss in lessons shows them that by working together (as described by the principles of Vygotsky's Distributed Mind Theory - Daniels 2001) they can all learn from each other and develop further ideas.

5.2.1e 5th nurture principle

Staff training in Attachment Theory and behaviour strategies has enabled all Sanctuary staff, and subsequently all staff in the school, to recognise that in nearly all the identified pupils there are almost always underlying issues that manifest themselves in poor behaviour. The fifth nurture group principle requires that these issues are understood so that, as Lucas (1999) states, a more appropriate intervention can be implemented. To move forward, however, a clearly defined understanding of exactly what constitutes 'good' and 'poor' behaviour is essential. As recommended by the Nurture Group Network (2010), the identified pupils in Sanctuary also learn about behaviour to help them to understand that they have to conform to the rules within prescribed and clearly understood boundaries. These are firm, fair and consistent. Conforming is acknowledged by praise whilst negative consequences result from dissent.

5.2.1f 6th nurture principle recognises that transition and change can be a source of anxiety in all young people, and that an awareness of this is vital. I was initially very surprised, when carrying out this research, to find out that all of the identified pupils stated how 'scared' they were when they were transferring to high school. Outwardly these pupils projected the appearance of being confident so well that their true feelings are completely covered up. The school recognises that all times of transition are potentially times of

anxiety for pupils. To reduce this problem there are three days of preliminary visits for pupils before they transfer; one day in Year 5 and two in Year 6. During these visits pupils follow a set timetable of curriculum provision. Selected pupils - those recognised by the primary school as being vulnerable, and those identified as having social, emotional and behavioural difficulties - are 'buddied up' with a Transition Prefect, who supports them when needed. Access to a transition web site is also available, on which young people answer the 'most frequently asked questions' by pupils about to make the transitions.

Transferring back to mainstream school after spending three weeks in Sanctuary is also recognised as a stressful period for the identified pupils. The Sanctuary Manager supports all the identified pupils as they return for their first week back in mainstream classes, after which the Director of Study for that Year Group assumes an ongoing supporting role until the pupils' next Sanctuary course, or until it is agreed that an individual no longer needs the intervention.

5.2.2 Comparisons with other Secondary nurture groups

Sanctuary demonstrates both similarities and differences when compared with other secondary nurture groups. As previously detailed, overall Sanctuary fits the pattern laid out by Colley (2009) of a very structured, predictable, 'routinised' setup with supportive attention from adults and clear expectations and outcomes for behaviour; an environment in which successes are celebrated and within which skills are learned that enable the identified pupils and their peers to continue to move forward with their learning on their return to mainstream classrooms.

5.2.2a Sanctuary for all

As was the case in all the secondary schools with nurture groups cited by Colley, Sanctuary has increased the school's capacity to respond to the growing diversity of different special educational needs. Its new location encompasses a separate office for the counsellor, a new purpose built room for the SENCO, and an office for use by one of the assistant principals in the event of behavioural problems. All pupils have access to the School Counsellor through the appointment system. Like the other secondary schools cited by Colley (2009) these appointments are arranged in response to the emotional needs of pupils dealing with traumas such as bereavement, divorce, separation, and issues related to adolescence life styles and choices. The school nurse is also based in the area, and provides another link to external support on a weekly basis. The Educational Welfare Officer also links up with Sanctuary every week, and school phobics use the provision as a bridge to mainstream school.

5.2.2b Parental links

One of the schools cited by Colley (2009) noted the improved links and support for parents facilitated by the setting up of a nurture group intervention. Improvements in similar areas were also noted related to the implementation of the Sanctuary intervention. Links have been established with parents who had chosen to avoid contact with their children's school because of their own poor school experiences, and with other parents whose only communication with school, prior to their child entering Sanctuary, had been through letters criticising the poor behaviour and limited work of their child. The introduction of a policy of providing positive feedback to parents, and linking this to parents' evenings, accompanied by the provision of direct parental access to the Sanctuary Manager at a range

of different times, has resulted in the involvement of all parents of identified pupils over the last two years.

5.2.2c Mainstream staff

The introduction of Sanctuary to the mainstream staff was approached holistically, with the aim of making its key principles and aims clear to the whole school, but despite this, and in keeping with Colley's (2009) experiences, few members of staff not directly involved with Sanctuary have since become involved or interested, in spite of a variety of efforts made to encourage them, as detailed in the documentation evidence. The credibility of the intervention with all mainstream staff, as Colley (2009) also recognised, is dependent mainly upon the positive outcomes that occur as a result. Sanctuary pupils find this general lack of interest disappointing.

The following quotes are from pupils who spent time in Sanctuary but have since left the school. The quotes all relate to the identified pupils' efforts to encourage staff to visit and look at the display of their work.

Past Pupil F: 'I asked Mr. X but he said he had a club at lunchtime.'(tp53)

Past Pupil D: 'Miss Y just said 'I'm too busy.''(tp57)

Past Pupil G: 'Miss Z said 'I'll come another day', but its today she should come, and she won't anyway.'(tp50)

Past Pupil A: 'It was great that Mr. B came, Miss, he was so surprised by all the work'. (tp51)

Past Pupil E: 'Miss C said she couldn't believe all I had done and that my work was finished. I didn't know she had a sense of humour,

‘cos she’s usually telling me off. She’s not bad really, is she?’
(tp54)

Training for all mainstream staff was, and is, vital so that they understand and recognise underlying issues that may be causing pupils to behave negatively. At the time of writing, inclusion is underway. Mittler (2000) recognises this as a continual process of adaptation to ensure the inclusion of every child. Sanctuary is altering the identified pupils to fit the school; alteration in the school to better include the identified pupils is ongoing and has been extensive across the timescale through staff training and the raising of awareness and understanding of their needs has been established. The moral argument for this moulding of the pupils to the school is that when they leave school they will have to demonstrate socially acceptable behaviour if they are to find and hold down jobs and fit into society.

5.2.2d identification procedures

In Colley’s research (2009), in the two secondary schools where the identification of pupils for nurture group inclusion was mentioned, different methods and different people were involved in the process. In the case of Sanctuary a specific group of people is involved, consisting of the Deputy, the SENCO, the Director of Study for the relevant Year Group, the Sanctuary Manager and the School Counsellor. Evidence is put forward from a variety of sources, including SATs, CAT tests, skill levels and ‘cause for concern’ sheets indicating behaviour issues. The identified pupils themselves are also consulted. These information sources are disparate, and rely on individual staff having a great deal of knowledge about individual pupils. The promised ‘Secondary Selection Profile’ should ensure a fairer, more rigorous and more cohesive selection process.

5.2.2e Timetable provision

Sanctuary differs from the nurture group schemes of all other secondary schools mentioned in its timetable provision. Other secondary schools have selected periods in which a nurture programme is available on a weekly basis across the school year. In the school, identified pupils are withdrawn completely from mainstream school for a period of three weeks to attend Sanctuary. In this way the identified pupils have the time they need to develop their skills, to work to fill in gaps in learning specific to each individual, to develop their self-esteem and to begin the long process of improving their behaviour. This requires a rigorous curriculum that is carefully and appropriately timetabled and managed so that pupils can progress at their own pace while not missing out on their core subjects. A number of the identified pupils have no concept of what nurture is and what is required of them, and so opportunities are provided for them to learn about nurture and caring, as detailed in the documentation. These opportunities enable the identified pupils to begin to consider other people and the affects they may have had on them. The systems developed in other schools, consisting mainly of selected lessons interspersed throughout a weekly timetable, whilst providing support at that point in time, still require pupils to cope on their own for the rest of their timetabled lessons; what self-esteem might be developed in one hour of nurture group participation could be crushed in the following lesson.

5.2.2f Staffing

The Sanctuary system imposes its own demands on staffing. It is difficult to compare it with other secondary schools because there was no clear indication of staffing in other schools. In line with the recommendations made by Boxall (2002) for primary schools two

members of staff always support the ten or twelve identified pupils in each three-week course. One member of staff, the Sanctuary Manager, is a constant. On two days per week, when pupils are off site to learn about nurture, resilience, or are engaged in some form of alternative physical activity, the off-site manager is also always present in addition. On the other three days of the week a variety of different staff, as detailed in the documentation, are involved, with the Sanctuary Manager, in teaching the identified pupils different subjects.

5.2.2g Accommodation

An examination of the Sanctuary timetable (Table 9 Appendix 4) reveals that provision is almost continuous through all the Year Groups. This system requires that the Sanctuary room remains a dedicated nurture base that is in almost constant use, as is the case in the primary sector. On the two days that Key Stage 3 identified pupils are off-site, the Key Stage 4 Asdan course takes place in the Sanctuary room but virtually all the pupils involved were Sanctuary Key Stage 3 pupils. This situation maintains their link with the base and the system. It is not used by any other groups for any other reasons, nor is it used for any mainstream lessons, as in the case of the secondary nurture groups cited by Colley (2009).

5.2.2h course length and support

A major difference exists between Sanctuary and the nurture groups in the primary sector in that the primary nurture groups keep children for up to a year whereas in Sanctuary pupils are withdrawn from mainstream school for only three weeks at a time. The three week time period was chosen as it was felt that this was long enough to make a change in

pupils but not so long that they would have major difficulties returning to mainstream school. When the identified pupils were interviewed it was obvious that they disagreed. In response to the question ‘how could Sanctuary be improved?’ all nine Key Stage 3 pupils said that the best way was for the time they spent there to be extended. The Key Stage 4 pupils concurred. They would also have liked the Sanctuary programme to have continued across Years 10 and 11.

Long-term interventions are appropriate for primary school pupils, but when young people move into the secondary sector they have to develop a growing sense of independence as a preparation for the next stage in their lives. If they are to cope with training or a career they need to also have developed a sense of self-regulation, or the result could be an inability to hold down a job. Returning the identified pupils to mainstream lessons is therefore crucial in order to give them opportunities to enable this development, but it does require the provision of continued support. As already stated this is provided by the Sanctuary manager and then, through the identified pupils’ target books, mainstream staff and the relevant Director of Study.

Mainstream staff are required to pay close attention to the work of the identified pupils, which means that the pupils receive positive acknowledgement from staff and help when required. This support has helped most of the identified pupils to maintain their efforts and, for the most part, kept them from slipping back into bad habits, although this does still happen with certain pupils, as well as with some members of staff.

Pupil 11A: ‘That target book we had to keep with us helped me to remember to keep up what I did in Sanctuary, but it was really hard.’

Pupil 10A: ‘I got an orange once, but it wasn’t fair. It was one of them

supply teachers and they just wound me up. I went straight
Sanctuary at the end of the lesson. Luckily Miss X understood
and gave me another chance.'

Pupils who are recognised as being in serious danger of falling back into old, negative behavioural patterns are given a Sanctuary Pass, which enables them to leave a classroom and go directly to Sanctuary if they recognise that they are in a situation that could lead to them failing. Such situations do happen, but they are not a common occurrence, which shows that pupils do not abuse the privilege. On the four occasions it happened last year, three occurred when the identified pupil in question was with a supply teacher.

Based on the descriptions and evidence above, Sanctuary can be recognised as a nurture group as it follows the key nurture principles. It more closely resembles the Primary Sector setup than other contemporary Secondary school nurture groups, except regarding the timescale of provision, but, as with the other Secondary groups identified by Colley (2009) it has been adapted to suit the specific requirements of the school.

5.2.3. The Sanctuary Curriculum

The implementation of an appropriate timetable and curriculum to respond to the identified pupils' needs were the main changes that had to be made to the intervention in the interests of improving its effectiveness. This aspect of Sanctuary needs to be explored to find out if it answers the first research question.

The timetable (appendix4) has been explained in the documentation evidence, and validations of the length of its courses have been discussed in the previous section (5.2.2h).

The documentation shows that the development of an appropriate curriculum was a fundamental requirement when the intervention was first altered. Rose (1998) states that the ‘Curriculum is a framework through which we provide a vehicle for learning.’ He also cautions that pursuit of the goal of equality of opportunity should not mean that all pupils are taught the same subjects, but instead pupils should have a curriculum designed for them ‘which is relevant to their needs’. Pupils selected for the three-week courses had their needs identified and the curriculum was, and still is, structured to directly answer those needs.

The details of the Sanctuary curriculum have been supplied in the documentation evidence. Its appropriateness may be best evaluated by comparing it with the requirements of the National Curriculum (DCSF 2007) and examining the evidence from the pupil interviews.

5.2.3a Statutory requirements are laid down in the National Curriculum document (DCSF 2007). They specify the importance of the core subjects of English, maths, science and ICT. Documentary evidence has been provided in Chapter 4 to show that the Sanctuary curriculum complies with this directive. Of the remaining eight statutory subjects, only art and physical education are always included in the Sanctuary curriculum, which does reflect the fact that the provision that can be given at present is limited, but this limitation is offset by the increased insurance of pupil inclusion afforded by the existence of the intervention, the value of which is acknowledged in the flexibility of the latest documentation on the subject (DCSF 2007).

This limitation is further compensated by the creation of more opportunities for pupils through the provision of ‘suitable learning challenges’. This is specified in the document (DCSF 2007) as the inclusion of ‘opportunities to experience success in learning’ by

teaching ‘knowledge, skills and understanding’ commensurate with ‘pupils’ abilities’. The document (DCSF 2007) also recommends ‘a flexible approach’ so that ‘gaps in pupils’ learning’ are closed. It is a major aim of the Sanctuary curriculum to fulfil all these recommendations, in addition to the requirements of the National Curriculum (2007) to increase ‘motivation and concentration’.

DCSF (2007) recognises poor behaviour as a barrier to learning, and reinforces the need to support pupils in ‘managing’ this issue and their emotions, in order to enable effective learning and as a preparation for work after Key Stage 4. This is another central aim of Sanctuary that has been achieved.

5.2.3b Literacy, numeracy and ICT

Hattie (2009) identifies education as ‘teaching pupils things that are worth learning’. Literacy and numeracy skills are vital for pupils’ survival in society after school. These skills are taught for three hours every week in Sanctuary. Individual reading opportunities are provided daily during circle time and through paired reading at lunchtime on three days.

Hattie (2009) argues that a lack of reading skills reduces a pupil’s ability to learn in other subject areas. He states that ‘learning to read’ quickly becomes ‘reading to learn’. Mainstream Staff have an expectation that all pupils will be able to read, but quantitative data demonstrates that in reality the situation is otherwise. Nearly all of the identified pupils had low reading age scores. In Sanctuary a reading schedule is rigorously adhered to. The identified pupils commented on how useful this has been.

Pupil 9B: 'I hated reading to those mentors at first; I thought they would laugh at me, but they were really good – they really helped.'(tp48)

Pupil 11A: 'If I hadn't been able to read when I went up to year 10 I wouldn't be here now.' (tp19)

Pupil 11C: 'Reading was so hard, I really hated it but I am glad I had to do it; I can do it now, not good but O.K. I can get by and I couldn't before so I messed around, now I do my work, well some of the time anyway, more than I would 'ave!'(tp24)

The reading ages of all the pupils improved, but as they were only in Sanctuary for a limited number of set weeks across the year, and also have interventions specifically to support reading in mainstream school, these improvements cannot be claimed to have been brought about solely as a result of the Sanctuary programme.

The provision of computers has helped pupils with their presentation, and has also acted as a motivating factor, as argued by Luth, edited by Visser (2002). In this 21st Century, ICT skills are a crucial requirement for almost every job. In Sanctuary, as in main school, the identified pupils are taught ICT for an hour a week but pupils are encouraged to use these skills as often as possible.

Pupil 8C: 'When I did that work on falconry on the computer I was proud of it. It was so neat compared with me writing, and Mr. A said it was so good it could go on the wall. I was so proud of that work, I felt so good. I made sure me mum came in to see it when we had Parents' night. She told everyone about it too. That was good, it made me want to try harder.'(tp5)

Pupil 10A: 'My work is much better in Sanctuary 'cos I do it on the computer and when I went back to class Miss A. says my IT skills have got better.'(tp29)

Maths can be difficult because the identified pupils can't always visualize the components or the product. Petty (2006) notes that teachers need to use concepts that a pupil already understands. He uses the example of fractions, explaining the need to use simple phrases such as 'cutting up and sharing' to enable pupils' understanding. This approach is used in Sanctuary and is further improved by the use of practical, hands on experiences.

Pupil 11B: 'I never understood those fractions until you put those big Mars bars on the chairs. I was nearly the last to do it and I had to work out where to go so I got the biggest amount. I thought it would be in the group behind the three bars, but if I hadn't worked it out I would have gone there. I found out, though, I'd get more if I went behind the two bars. B. didn't and he got less', he shouldn't have guessed!' (tp22)

5.2.3c Science is the final part of the core Sanctuary curriculum, and is taught for two hours every week. Hattie (2009) cites Wise and Okey's (1983) investigation into how various science teaching strategies impacted on achievement. The main requirements identified that helped to increase pupils' achievement were the use of experiments and opportunities to 'physically interact with the material'. This is how the identified pupils are taught.

Pupil 11C: 'I always thought science was too hard until I came to Sanctuary – but it isn't.' (p25)

Pupil 11B: 'A lot of Science is common sense, you know it but you don't know you know it'! (tp21)

5.2.3d Physical Education

Difficulties in P.E. lessons caused conflicts between staff and the identified pupils, and between the identified pupils and their peers. For a majority of the male identified pupils, in order to maintain the carefully created personas they wear in classrooms, cannot afford

to be seen to fail, and therefore many decide that it is better not to be involved in physical activities at all.

Pupil 10A: 'I can't do this sport stuff 'cos I've got this image, and I'm not going to let them see me go wrong.'(tp29)

Pupil 9C: 'football's O.K. but I don't get the other stuff, so I make any excuse not to do it.'(tp43)

Hattie (2009), looking at the research investigated by Strong, Malina, Blimikie, Daniels, Dishman and Gutin (2005) noted that including P.E. in the curriculum produced 'small positive effects on concentration and memory and enhanced classroom behaviour.' I have not investigated these issues directly, and so have no real evidence to either support or refute these claims. However two comments from interviews with selected identified pupils do support the 'improved behaviour' observation made by Gutin (2009):

Pupil 11C: 'I know how to protect myself now, so I don't need act tough to prove myself.'(tp25)

Pupil 8C: 'All the sports I do help me to relax, then I don't get angry so quickly.'(tp4)

As stated in the documentation evidence, while in Sanctuary the identified pupils follow a curriculum of 'alternative' sports, to minimise the chances of negative associations from mainstream sports experiences affecting their involvement. It is evident from their comments that the identified pupils enjoy these exercise sessions and that they have helped to raise their self-esteem.

Pupil 11C: 'None of my mates know about squash and I do; it makes me feel good.'(tp25)

Pupil 11A: 'I always tried to skive out of sport in school but since I've been doing squash I've lost weight and I know I can do sports, so I've joined in better because of Sanctuary. I've joined the club and I do it now twice a week in the evening. It keeps me out of bother with me mates outside school. It's an excuse not to get tangled up in bother.'(tp18)

5.2.3e Art tuition is provided for the identified pupils once a week for an hour. Even they are surprised by how good it often is.

Pupil 9B: 'With Miss we get to finish something in a day; it doesn't carry on over loads of lessons so you don't get fed up with it or it gets lost.' (tp48)

Pupil 9C: 'I love art now; I'm going to do it as an option'(tp43)

This academic year, six of the identified pupils chose art as an option.

When anyone goes to Sanctuary after a piece of art work has been completed, the identified pupils are all eager to show their work, and it is one of the few times that they are willing to show and praise each others, work.

Pupil 8B: 'Sir what do you think of my artisn't pupil X's good?'(tp37)

Pupil 7B 'Look at pupil Y's work, Miss isn't it good? This is mine, it's not bad, but his is better.'(tp14)

It appears that art acts as a great 'leveller'. Identified pupils are even prepared to seek praise for those against whom they previously had grievances.

5.2.3f Caring

The provision for developing ‘caring’ has been detailed in the documentation with pupils caring for plants in Year 7, Animals in Year 8, and children or customers in Year 9. This work takes up a whole day in each of the weeks. It is regarded as one of the most crucial aspects of the provision by the Sanctuary staff.

Pupil 7A: ‘I know this looked good last week, Miss, but look at it now!’
(The plants were definitely dead!) (tp13)

Pupil 7B: ‘I can’t believe these plants die so quick.’ (Two weeks’ total neglect!)
(tp15)

By the end of the second three-week course of the year, the sacrifice of the first batch of plants has, for the most part, not been repeated, and most pupils usually take home a reasonable display.

Pupil 10B: ‘That was the best time I had. I loved that work.’ (Cleaning out stables.)
(tp33)

Pupil 10A: ‘I never ever thought that I would get near horses. I thought that they were for the posh lot. But they were just great. That was brilliant.’
(tp28)

The feedback from this work has always been positive from the ‘employers’ in the primary school (see Data Collection, ‘Community’) and from the identified pupils. We have never had to reprimand any of the identified pupils or take any of them out of their work venue. The data sheets collected from their ‘employers’ recognise that all the pupils made positive, responsible contributions to the young pupils that they worked with and that they were a credit to themselves.

Pupil 10A: ‘You don’t realize what hard work it is, Miss’! (tp28)

Pupil 9C: ‘Miss, you’ll never guess, they said I was responsible and you know what, I was!’(tp44)

Across the timescale of Sanctuary’s existence, nine of the identified pupils have been asked to continue with this work on a Friday across Key Stage 4. Three of these identified pupils were told that if they wanted a job as a teaching Assistant when they left school, the Primary school would be interested.

5.2.3g External visits

Cooper and Ayers, cited by Cole (1998), indicate the importance of breaking ‘into the negative cycle which exists in the interlinking systems of the child in the class and around school’. Taking the identified pupils out of the school environment was a means of breaking this cycle. The provision of opportunities and challenges for them to learn in a different environment also helped to raise their self esteem. In the case of all those interviewed, the off-site visits have provided some of their favourite experiences.

Hattie (2009) notes that outdoor activities involve increased risk, create opportunities for the use and development of ‘alternative coping strategies,’ and therefore require ‘high levels of co-operation.’ He also identifies that the nature of the tasks also involve immediate feedback from the staff involved. All these factors interlink to contribute to making the involvement successful. Evidence to support these points can be found in the pupil comments. As for the ‘co-operation’ aspect, pupil discussions about the activities were punctuated with the word ‘we’ instead of ‘I’.

Pupil 10C: ‘We had a great day; we had to clear out a whole area of woodland, but I felt well satisfied when I saw what we had done.’ (tp46)

Every pupil interviewed said that den building was one of the best experiences.

Pupil 11A: 'There's no room to do this where I live; it was just great.'(tp18)

Pupil 8B: 'What we had to do was to make a den that no one knew was there. X's was the best. We didn't even want to stop for dinner; we didn't even realize it was dinner time.'(tp37)

This state of concentrated effort is what Csikszentmihali (1997) referred to as a 'state of flow', in which the work involved was so interesting and the pupils so involved that they became oblivious to anything outside the task at hand.

The pupils who had been involved in the archaeological dig were also very positive about the experience. Two of them used their experiences as material for their oral English exam.

Pupil 11C: 'Miss, everyone was asking me about it after. No-one else has ever done a dig. It made me feel good.'(tp26)

Pupil 11B; 'Two of them pupils in top set came and asked me about archaeology. They wanted to go on a dig. They said they didn't realize we did such interesting and hard things in Sanctuary. I laid it on a bit thick with them though, told them all about Romans and Celts here in ----. I remembered a lot; I surprised myself, but I wasn't going to let them think I didn't know this stuff. I didn't tell them about the mud and the mess though. They were okay, you know, not really stuck up when you get talking to them.'(tp22)

Linking the off-site visits deliberately with various aspects of learning, and displaying this information in the staff room at the start and end of each course, also ensures that the visits are carefully thought out and therefore appropriate.

5.2.4 Learning

Schools are set up by society as places of learning for children and young people. Abdelnoor (1999) talks about schools serving the community, but initially they must serve the pupils and enable them to learn. Sanctuary is a part of the school, and therefore must be first and foremost a learning environment, and should neither operate nor be regarded as a 'sin bin' or simply an area of containment, as it had been in its early incarnation as the 'Educational New Start Resource.

This is one of the main aims for introducing the three-week course in Sanctuary. The information related to learning that was collected in the literature review has influenced the way the identified pupils are taught in the intervention.

5.2.4a Prior Learning

Petty (2009) noted the importance of prior learning. The limitation or lack of prior learning of the identified pupils is a perennial problem. In the first Sanctuary course in Year 7, pupils' prior learning is checked to determine if their basic knowledge, skills and understanding, are sound. These preliminary checks often unearth a plethora of misconceptions held by the pupils in all three of the core subjects, and these aspects of their prior learning then have to be sorted out and relearned. Adding further information onto previous 'mis-learning' would only compound the problem.

5.2.4b Bridging Strategies

Daniels' (2001) recommendations related to implementing strategies that bridge Vygotsky's (1978) Zone of Proximal Development - the learning just outside a pupil's

current level of understanding are followed. Strategies such as questioning, structured formats, modelling, and scaffolding are used, always with adult support. This gives the identified pupils the confidence to recognise that they can do the work which is set if they will only think hard, put in the required effort and request help when they need it. The presence of two adults in the Sanctuary classroom setting, and the small number of pupils, enables the provision of the necessary constant support.

5.2.4c Language

Daniels (2001) also agrees with Vygotsky's (1978) emphasis on language as a vital tool in accessing learning. The identified pupils often have limited language skills. These skills need developing. As such, speaking and listening skills are the main aims of Circle Time, when pupils are encouraged to discuss different issues. In their interviews, the identified pupils acknowledged their limitations.

Pupil 11B: 'I found it really hard to talk at first... I didn't know what to say, but it was okay when I was asked questions that helped; now I don't mind talking.' (tp21)

Pupil 10A: 'You have to talk for the G.C.S.E. I wouldn't have known what to do or how to do it if I hadn't come here (Sanctuary).' (tp28)

5.2.4d Co-operative learning / teamwork

Co-operative learning is a positive concept advocated by a number of researchers for a variety of purposes (Maslow 1954, Daniels 2001 and Petty 2009). They recognised co-operative learning as a means of improving pupil behaviour, self-esteem and pupil attitudes to each other. Peer pressure can therefore be used constructively to motivate pupils to learn.

The identified pupils also acknowledge the benefits:

Pupil 7A: ‘ I thought I was the only one that knew nothing about z, but no-one did. That was a relief.’ (tp14)

Pupil 10B: ‘ Working in a group isn’t easy, but time goes by really quickly when we work together. I learnt things from everyone’(tp34)

The last comment is a further example of what Csikszentmihahli (1997) referred to as a ‘state of flow’, which indicates that pupils have become really absorbed in their work.

5.2.5 Conclusion

All the comments used were taken from a cross-section of transcripts of end-of-course interviews with the selected identified pupils and the Sanctuary Manager, and in-depth one-to-one interviews with the Deputy Principal. There were no negative comments related to the provision made in Sanctuary. It should be noted, however, that the pupils were being interviewed by people who were in a position of power, a fact that may have influenced their responses. All the pupils stated that, given the chance, they would have preferred to be on off-site trips every day, but they all accepted that schools are places for learning, and that they had to have lessons in the core subjects to improve their skills. The Sanctuary curriculum was designed with the support of the SENCO and the Educational Psychologist to answer the needs of the identified pupils. This it has done. Pupil comments on the subject concur. It can be said therefore that ‘setting up a positive timetable and programme’, has been achieved, thereby altering the setup of the initial intervention so that it became a place of learning that answers the needs of the identified pupils.

5.3 The second research question

The final analysis examines the summative evaluations: the impact of Sanctuary on the school experience of the identified pupils (5.3.1) and on the peer group of those identified pupils (5.3.2).

5.3.1 The impact of the intervention: Sanctuary on the school experiences of the identified pupils and on their achievements.

5.3.1a The pupil voice

Information provided by the pupil questionnaire given to the identified pupils at the end of their second three week course in Year seven, indicates that all twenty eight identified pupils recognised an improvement in their confidence, concentration, academic ability and teamwork, and, for those with limited sporting ability, also in their physical and athletic skills. They all felt that the Sanctuary courses in Year 7 was the reason for these positive changes. In all the interviews, both those at the end of the courses and the in-depth interviews with the selected group, all the identified pupils talked positively about all aspects of Sanctuary. There were no negative comments. From their comments it was evident that they felt that Sanctuary had aided their development in a number of ways. These interview comments substantiated the results from the pupils' questionnaires when they were compared.

5.3.1b The Teacher voice

Just over half of the teachers that taught the identified pupils (56%) replied to the teachers' questionnaire. All of these teachers recognised some improvement in some of the identified pupils after their two three-week courses in Sanctuary across Year 7 (table 9). A

number of teachers identified significant improvements. Not every teacher recognised these improvements when the identified pupils were reintegrated (Table 9 in Chapter 4, Data Collection). I asked some of those that had not replied why this was. One member of staff stated that for pupils 10B and 10C they ‘could see no improvement at all’. Some staff saw very limited improvements, yet others saw marked improvements. The variation in the results appears to be dependent upon the relationship between the teacher and the identified pupil, and upon the expectations of the Teacher.

One teacher said: ‘Well, he still doesn’t behave all the time.’

Teacher S: ‘He has improved but he still can’t read or write very well.’

Teacher P: ‘Yes, he does try in my lesson, but he was in a fight at break-time so I didn’t put down that he had improved.’

Other staff were very positive about specific pupils, some, unasked, going to Sanctuary in order to pass on positive comments, others writing a note or emailing.

Teacher EB:

‘I had to come down and tell you myself. Pupil 10A has completely changed. She works now and doesn’t yell out or make rude comments and laugh like she used to.’

Teacher AJ:

‘Just a note to let you know of a great success of your Sanctuary programme. In September I began to teach --- including Pupil 9C. He was very reluctant to enter into any group work. Just after the three-week course he took part in a class debate. He led a group including girls with much higher target grades. He made a lead speech in front of his class and the Principal.’ (Written comment)(p1)

This statement indicates that even when the identified pupils reach Year 9, after the long summer holiday, strategies for working in groups have to be re-learned before the identified pupils are confident enough to use them effectively again.

Teacher CC (DOS Year 7 pupils):

‘I have been very pleased with the progress of the pupils in Sanctuary since they have returned to normal lessons. In particular I have been very impressed with pupil 7B who has improved greatly. I was very concerned about him at the start of the Year. He has settled down, become more confident and matured a lot. Both myself and his mum have been very impressed. Numerous staff have also commented, including his tutor. I have also been especially impressed by improvements in 7C’s confidence and attitude towards his peers. He is more kind and respectful and co-operates well.’ (Written comment) (p1)

Teacher BM:

‘The pupils who attended Sanctuary last term are doing very well. Many of them are more confident and more prepared to participate in class discussions than when they joined in September. The dynamics of the whole group have benefited because the targeted pupils can cope with the class situation and the work. Overall, we (Teaching Assistant K supports me in class), feel that the improvements in those pupils who have attended Sanctuary have had a very positive effect on the whole group; they participate well and this affects the atmosphere in the classroom, this has made teaching and learning more productive for everyone.’

(Typed note, Autumn term, after one three week Sanctuary course).(p1)

Teacher DP:

‘Pupils much better than before Sanctuary.’ (Written note to Sanctuary)

Teacher PC:

On (date), as part of the Young Leader’s Award, (name) –pupil 9D volunteered to lead a rugby drill with two of his classmates. The group he was leading included college and county rugby players (named elite players). Pupil 9D set up the drill, addressed the whole group and clearly demonstrated what the pupils would be required to do. He spoke loudly and confidently and dominated his 2 fellow leaders, who didn’t speak in front of the group at all because Pupil 9D had said all that needed to be said. The pupils thoroughly enjoyed the tackling game that pupil 9D set up and they gave him a round of applause at the end and many of them shook his hand afterwards. I have no doubt that he will achieve the ‘Young Leader’s Award’. (Email related to pupil 9D – in his Year 7 questionnaire he identified his very poor level of confidence and very limited skills and ability in sport) (p1)

The identified pupils also expressed opinions about their teachers. In the one-to-one interviews with selected, identified pupils, they gave their opinions as to which aspects of teaching were the most important to them.

Pupil 7A: 'Miss B is always at her door when we get there. She likes us so we're good for her.'(tp13)

Pupil 11B: 'Mr J makes the work interesting. We get to do lots of different things in his lesson.'(tp23)

There is much literature arguing the importance of various different aspects of teaching but the identified pupils express above all a desire to be 'liked', and require very little else in order to feel that they have had a good lesson. Meeting and greeting pupils, adding variety to the lessons, using a number of small, different tasks, and enabling kinaesthetic learning with opportunities to move about were identified as successful teaching strategies by the selected identified pupils.

5.3.1c The Parental voice

Hattie (2009) concludes from his meta-analyses that 'parents have major effects in terms of the encouragement and expectations that they transmit to their children.' He also argues that some parents do not know or understand the 'language of learning' and thus are 'disadvantaged in the methods that they use' to communicate their support. This appears to be the case for a number of parents of Sanctuary pupils.

The Sanctuary team was very keen to involve the parents of the identified pupils. As previously stated the numbers of parents becoming more involved have increased over the timescale. The following comments were made to the Sanctuary manager:

Parent of pupil 8B: 'He never stopped talking about, it so I had to come.'

Parent of pupil 11C: 'He's never been enthusiastic about anything in school.'

Parent of pupil 9B: 'No one has ever had anything good to say about him before. I know its his fault, he just never behaved'.

Across the last three years the display of work has been put up on the same night as Parents' Evening. As a result parents can attend at any time from 4.30 p.m. until 9.00 p.m. In the last two years at least one parent of every identified pupil in Key Stage 3 attended.

Parental feedback is also requested by sending out a tick sheet. On average, 7/10 parents reply. This cannot be taken as an indicator of parental interest, however, as when I asked one parent why she hadn't replied she told me she had difficulty reading and writing. This may also be true of others. All the replies are very positive (see parental data). All parents, whether in their tick sheet replies or in their parent's evening discussions with the Sanctuary Manager, acknowledged that Sanctuary had influenced their child's attitude to school. They all noted improved confidence. Most noted a determination in their child to work harder and recognised that they were regularly achieving success. 13/15 parents also recognised in their child a determination to improve their behaviour and to do better in school.

In the last eight years, only one parent has expressed a wish for his child not to be included in Sanctuary. After a number of telephone calls stating that the decision to include children in the intervention was made by the school, he assented that this would go ahead. The identified pupil was not allowed out on any of the trips, however, because parental permission was required and the parent refused. The parents never came to school at any time for any discussion.

Sanctuary staff make no judgements related to the parents of the identified pupils, as, Hopkins (2001) records: ‘often parents’ views of teachers and schools are based on their own experience of school,’ and those experiences may, for some, have been unpleasant.

5.3.1d The Wider community

Pupil trips and visits out of school, as well as improving learning, are used to develop a sense of social responsibility in the identified pupils. Pupils are taught the correct way to behave in different situations, and learn what is and is what is not ‘acceptable behaviour’. After every visit the expectation is that they will all write a ‘thank you’ letter to the providers of the experience, or, if their attitude or behaviour was deemed unacceptable, that they will send a letter of apology. In all cases they are aware that they are representatives of the school and as such should behave fittingly. This has never been an easy task for a number of them. The school has however received a number of letters and telephone calls complimenting the behaviour and conduct of some of these pupils.

The documentary evidence of work experience shows, this work has always been done well, with very positive comments. In all cases the ‘employers’ have said how much help the identified pupils have provided in the time they spent in the establishment. They recognised full attendance for all but one pupil, good timekeeping, appropriate dress, a positive attitude to work, with other staff and with clients. The reliability of the identified pupils was also positively recognised. Sanctuary cannot claim all of this development as this work experience does not take place until the Spring term of Year 9, and across the timescale all pupils have generally begun to mature. However, the increased demands placed on pupils’ social skills, the necessity of emotional management during the course,

and the continual effort to improve confidence have all been recognised by the pupils as having a positive impact on their maturity.

Overall, the evidence, based on the identified pupils' own perceptions, teacher's recognition, parental acknowledgement and the viewpoint of employers, indicates that Sanctuary has had a positive effect on the school experiences and the personal development of the identified pupils in a number of ways.

5.3.2 The impact of Sanctuary on the peer group of the identified pupils.

5.3.2a Friendship

A number of the identified pupils find making friends difficult. Cole (1998) identifies this as a deficit in social skills. Their antagonism towards others often appears to outside observers as threatening, rather than, as the pupils themselves often consider it to be, as having a self protective function.

Interviews with friends of the identified pupils showed that in 22/27 cases the friends had on occasions nearly rejected the identified pupils because of the anger or negativity shown towards them. In all but 3/27 cases, friends of the identified pupils said that Sanctuary had changed the identified pupils in a positive way. A number of comments were linked to caring.

‘He was much nicer when he came out of Sanctuary, otherwise I would no longer be his mate’. (tp60)

‘I know when he is upset because he walks away. When he comes back he says he was using strategies. I know he uses them in class as well. They work though –he doesn’t lose it like he used to.’(tp63)

‘When I was fed up he asked what was wrong; he wouldn’t have noticed before.’ (tp61)

5.3.2b Lessons

A small number of the identified pupils’ peer group in the mainstream school were envious of the off-site trips. None of them begrudged the identified pupils getting these opportunities, but 10/27 felt it was unfair that they also didn’t also have similar chances. 22/27 recognised that their lessons had improved when the identified pupils were in Sanctuary, but 10 of the Key Stage 4 friends said that, as the identified pupils had ‘improved their behaviour’, this improvement in lessons was maintained when they had returned from Sanctuary and rejoined the mainstream. They could not say exactly when they had noticed that this had happened, and its noticeability varied depending on the identified pupil.

Five of the friends of Year 7 pupils said they didn’t like it when the identified pupils were in Sanctuary because they could no longer ‘have a laugh’ in certain lessons. Three of them agreed that they ‘wound up’ the identified pupils, who they knew would misbehave if the friends wanted the lesson disrupted. While the identified pupils were in Sanctuary they had to work all the time in all their lessons.

This small sample of evidence shows that Sanctuary had a positive affect on the school experiences of the peer group of the identified pupils.

5.4 Issues

Sanctuary is not a panacea. It involves relentless, consistent hard work, interspersed with numerous disappointments as identified pupils, who had been succeeding while in the intervention, regress over time. It requires showing a positive, caring face while recognising pupil difficulty. It means always saying 'you can do this' and showing real belief in the pupils despite previous disappointments. It requires a firm hand with administering discipline. On the first day back to school a Year 8 pupil that succeeded very well in Year 7 stomped out of the classroom down to the Sanctuary Manager. She told him that what he had done was unacceptable, marched him straight back to the classroom to apologise, and sat with him, supporting him through the mainstream lesson.

Working in Sanctuary requires speaking to the pupils encouragingly in corridors and around the school, finding out about both the positive and negative things that have occurred in classrooms, and acknowledging and, where necessary, sorting out, both. It requires issuing constant reminders to mainstream staff about the identified pupils' problems. It demands that Sanctuary staff are always available through an 'always open door', so that any identified pupil can come and talk about their issues at any time.

Sanctuary is a learning environment. It is a hard, not a soft, option. The identified pupils have a set curriculum that they work to. If work is not complete in lesson time they know their break or lunchtime or after school time will be used. Any poor behaviour in the three-week course means they do not go out on trips. Present Year 8 identified pupils have been given just one more chance to work at the farm because their behaviour deteriorated in the last session they attended.

Sanctuary requires rigorous, consistent, firm discipline. The identified pupils agree that it is 'firm but fair.' They are involved in decision-making. When one of the identified pupils ran away from the group on a nearby visit as a result of an altercation, all the other identified pupils supported the Sanctuary Manager, saying he should no longer be a member of the group. After the weekend they decided, again with the Sanctuary Manager, that he needed a second chance.

Only one out of 102 identified pupils across the entire timescale of the intervention has been permanently excluded. Other identified pupils have had fixed-term exclusions, which necessitated more hard work on their return to school. This success at preventing exclusion has been attributed to Sanctuary (documentation evidence). All but two of the identified pupils have left school with qualifications. These two were in the original group when the intervention was first set up, and had real difficulties coping with Key Stage 4. At that time there was limited external provision from colleges, but these two pupils were found some linked work experience in Year 11.

Sanctuary requires a linked monitoring system to ensure standards and support are maintained in mainstream school, and this is in place, but mainstream staff still need reminders that positive responses are important, but only when genuinely merited.

Sanctuary has to be available every break- and lunchtime for identified pupil access. This access limits their chances of getting into trouble, but it means that up to 50 identified pupils, plus friends, can be in the Sanctuary building at any point in time. The presence of

prefects, and anyone else available, is vital to help maintain order and provide activities. At present a number of Teaching Assistants spend their lunchtime in the room.

5.5 Limitations

In spite of efforts there are still only two three-week courses per year, plus a one-week course in the Summer term for Key Stage 3 pupils. This means that there are long gaps in between courses in which identified pupils must sustain the strategies learned in Sanctuary in order to cope in mainstream school. This aim to maintain the positive standards is a good challenge and doing so teaches them self control and greater independence. The open door policy at break- and lunchtime maintains pupils' links with the intervention and limits poor behaviour.

As a result of the three-week programmes, the identified pupils do suffer gaps in their knowledge of some subjects outside the core curriculum. Reminders to staff when the programmes are on are printed in all the school diaries and notification is placed on the Sanctuary staff notice board. Discussions have taken place requesting subject staff to teach alternative lessons during this time so that the identified pupils do not miss out. Unfortunately, at present such additional tuition is consistently provided by only one department, so the gaps remain.

Limited funds for the intervention mean that it relies on Student Teachers and the good will of other staff. On the other hand, the fact that the intervention now runs successfully on very limited funds almost ensures its continued existence. This funding limitation must be taken into account, however, when taking pupils on off-site trips, as a number of the

identified pupils are unable to contribute to the costs. As a result there is a constant search for external, cheap, positive, learning experiences, accompanied by the constant nagging awareness that pupils are not being taken where the Sanctuary Manager would ideally like to take them.

There is no Sanctuary course for Key Stage 4 pupils. There is no time across the academic year where it could be fitted in. The positive side of this is that the identified pupils should have reached a point where they have developed a sense of self-control and independence. In Years 10 and 11 the identified pupils remain in mainstream school with the ASDAN course link, vocational courses as appropriate and the open door policy for all Sanctuary pupils ensuring that they still have a base if they require it.

CHAPTER 6

CONCLUSION

6.1 Positive outcomes

What evidence is there to show that the intervention was altered to answer the needs of the identified pupils?

- Sanctuary can be recognised as a nurture group
- The needs of the identified pupils were identified and form the entrance criteria
- The timetable and curriculum respond to their needs

At first glance the three week courses appears to be another form of exclusion, but they are in line with the views of Dyson and Millward (2004):

‘Schools with good levels of academic achievement which are regarded as inclusive do not necessarily adopt a rigid regime of in-class inclusion.’ p 43

Wedell (2005) also states that ‘withdrawal is not exclusion if seen as a flexible or alternative grouping’. Within the school, this is how the Sanctuary system has been explained.

6.1.1 Observations by the identified pupils, their peer group, parents, teachers and employers

In answer to the summative evaluation question ;

‘What has been the impact of Sanctuary on the school experiences of the identified pupils?’

there has been positive feedback from the identified pupils themselves through questionnaires and interviews. Peer group members, in the form of friends, have identified improvements in the identified pupils that have enabled them to remain in their selected friendship groups. For all the identified pupils there was positive feedback related to improvements in their qualities and skills from a number of their teachers, both through the questionnaire and through spoken or written comments. Some pupils were recognised as having shown significant improvements. Parents and employers provided positive acknowledgement of their achievements. They are all still in school and still achieving.

6.1.2 External observations

All external visitors to the school, including those performing official inspections, have made positive comments about the identified pupils and about Sanctuary as a positive provision, but these comments and observations must be taken advisedly, as they are based on the evidence of only very brief acquaintance with the intervention. Visser (1999) posits that ‘all too often interventions are not based upon evidence of successful outcomes over time’ This intervention has been in place with consistent developments over a period of eight years, with 102 pupils having passed through it on the three week courses alone to date. Sustainability can therefore be recognised.

6.1.3 Comparison with other research

The findings are in line with those of Boxall (2002) and Colley (2009) (already discussed).

Comparing the outcomes with those of Sanders (2007) there are recognisable similarities. Sanders (2007) found that pupils who had been in nurture groups had improved social skills, and as a result improved peer relationships. This was also so with the identified pupils, as evidenced by the observations made by their teachers; social skill improvement was ranked 5th overall of the improvements identified in the teacher questionnaire. Interviews with the identified pupils’ friends agreed with the teachers’ observations.

Sanders (2007) also noted improved emotional development in the pupils from her research. The identified pupils in Sanctuary also showed improvements in their emotional development, evidenced by the positive confidence ratings from all Year 7,8 and 9 pupils on the pupil questionnaire. These subjective judgements of the pupils are supported by the

observations of their teachers, as recognition of improvements in self-esteem ranked second on the table of recognised improvements based on the teachers' questionnaire.

Evidence of positive learning and the achievement of skills, as recognised by Sanders (2007) was also observed in the identified pupils. They acknowledged their own improvements in academic ability and concentration in the pupil questionnaire, and teachers recognised improvements in engagement (paying attention), which came top of the ranking table based on the teachers' questionnaire. Teachers also noted improvements in resilience (determination), ranked 3rd on the same table, and effort, ranked 4th.

Sanders (2007) also found through her research that as a result of being in nurture groups pupils were able to make positive contributions and become increasingly involved in discussion. These skills were not specifically examined in the present research but could be included under the heading 'teamwork'. Evidence from the identified pupils' questionnaire shows that they recognised themselves as having made improvements in this area, and teachers' observations agreed, ranking it 8th in the collated results table.

Increased independence and autonomy, as demonstrated by the pupils in Sanders' (2007) investigation, was not specifically measured in the present research, but these qualities can be recognised in the positive responses about the identified pupils provided by the employers' questionnaire. Employers recognised the reliability of the identified pupils and the proactive nature of some of them, who were eager to do more. 70% of the identified pupils also succeeded as school prefects, demonstrating responsibility and providing positive service to the school. This is in line with the recommendations of Olsen and

Cooper (2001) that if given real opportunities to show responsibility pupils successfully rise to the challenge.

Better behaviour and anger management, both of which were attributes recognised by Sanders (2007) in her research, are ranked only 12th on the teachers' questionnaire results table in the present study. Nevertheless, some pupils were acknowledged as having shown improvements in these areas, and this after only one Year of Sanctuary opportunities. The DOS's recognised that Sanctuary provision could improve behaviour when they requested earlier inclusion in the programme for Year 7 identified pupils. Only one pupil that has passed through Sanctuary has been permanently excluded.

Sanders (2007) found that pupils in her research showed improved ability to solve problems after being in a nurture group. There is little evidence in the research into Sanctuary to either support or oppose these findings. My personal, subjective experience has shown that in Sanctuary science and maths lessons, when pupils were given careful instruction, support and sufficient time they were able to solve problems. This was evidenced in their subject books.

When interviewed, all the identified pupils stated that they felt much more relaxed in Sanctuary and that they were less anxious. This agrees partially with Sanders findings. She found reduced stress levels throughout the school, but I did not pursue this aspect of my research further than the immediate effects Sanctuary had on the identified pupils.

6.2 Negative issues

Sanders (2007) found that the main school was calmer, with improved learning environment for other pupils when those that needed nurture were removed to the nurture group. I did not look at the effect that Sanctuary had on peer groups except for friends of the identified pupils, and I did not examine the impact of Sanctuary on mainstream teachers. I was so involved in looking for improvements in the identified pupils that I neglected these vital groups and the effects upon them. I surmise, based on the evidence of the teachers' questionnaire, that most mainstream teachers recognised some improvement, however small, in the identified pupils, and that those teachers would probably think Sanctuary was a positive intervention, but at the end of the research I have no evidence of this as a fact and so a significant gap remains in the research.

In retrospect, I realize that the Teaching Assistants comprise another group of people that remain an untapped source of useful information about the intervention. They spend a great deal of time with the identified pupils, yet I did not include them in my summative research. This, I now acknowledge, is a major oversight, as they were a valuable source of information in the formative evaluation in clarifying a number of points. Lack of availability and time constraints were the limiting factors. Teaching Assistants do not have any free time in school; most carry out extra support activities at lunchtime, and they all leave the premises as soon as the last school bell goes. All of their time in school is spent supporting pupils. In spite of this, I am sure if I had drafted a questionnaire that some of them would have replied.

6.3 Trustworthiness of the study

Although this research was carried out across a prolonged period of time it is still a small-scale study carried out by a single researcher, and is therefore vulnerable to a whole range of potential weaknesses and problems. As a result the trustworthiness of the data needs to be exposed for scrutiny. Robson (2002) indicates that trustworthiness is dependent on validity, objectivity and credibility. Each of these criteria is explored below.

6.3.1. Validity

Robson (2002) argues that the validity of research is initially dependent upon the means used to collect data: the correct use of an appropriate tool, coupled with an assurance that it actually measures what it was intended to measure. In this study, data has been collected from documentation, questionnaires and interviews. As advised by the cited authors, and as stated in the methodology section of this research, all the methods laid down were followed and adhered to. Where this was not the case, I have clearly stated that the data gathered does not have the rigour of research methods. The fallibility of each data-collection method has also been noted, and appropriate means employed to avoid weaknesses.

Generalizability can be used as an external means of judging validity. This research does not aim to develop generalized principles, but to add to the body of knowledge in this field. There is currently limited data related to secondary school nurture groups (Colley 2009). This evaluation has taken place over a considerable time scale and though limited through its single researcher the findings do represent one school's response to a common and increasing issue for secondary schools. In this way it makes a contribution to the general body of knowledge in this area.

Validity may also be demonstrated by comparing research outcomes with results from other studies. The Sanctuary setup was compared with that of equivalent interventions in both primary and secondary sectors, and comparisons and contrasts were identified. The outcomes of this research were compared with the outcomes identified by Sanders (2007) and Colley (2009), and were found to be similar.

6.3.2. Objectivity

Shipman (1997) identifies that objectivity is vital in research, but cautions that whilst subjectivity is relatively 'easy to detect', objectivity is 'impossible to confirm' in qualitative research, because of the inevitable involvement of people. Identifying and guarding against bias is vital. Robson (2002) argues that objectivity can be increased by using of multiple sources of data, thereby reducing the effects of individual respondent and researcher bias. In this research, triangulation of data from different sources and different participants has been employed wherever possible to improve objectivity.

All the authors cited above argue that credibility of research is dependent on the there being clear, detailed information about, and appropriate justification of, the methods used. I have endeavoured to supply such information in this research, to enable replication or critique of the investigative procedures employed.

6.4 Reflection on bias

As stated by Provis (1994), an intervention is not just 'a well-meaning or well-intended response'; it is based on a professional recognition that schools have a responsibility to

ensure that all pupils should be enabled to achieve their potential. Complacent acceptance that difficulties exist would constitute an insufficient and unprofessional response to those difficulties. Recognition of the existence of a problem brings with it an ethical obligation to respond in order to alleviate it. The accountability for such actions rests with me.

Provis (1994) also states that ‘all professionals engaged in such an intervention need to be working from a platform of well-informed expertise’. That this is so in Sanctuary has been evidenced in the literature review. The intervention is also ‘grounded in a positive plan for change that brings together all of the resources... into a framework of efficient and effective support’ for the identified pupils (Provis, 1994). I have also made the ‘values explicit, shared them with all the adults involved to secure clarity of purpose and consistency’ for the identified pupils involved (Provis, 1994).

To ensure the longevity all the necessary policies, processes and structures must become embedded as part of the school culture. At present, as discussed, while all mainstream staff give their verbal support to the intervention, few show any further interest.

All of the staff who work in Sanctuary, all those involved with the identified pupils, the parents of those pupils, and, most importantly, the pupils themselves are convinced that the intervention is appropriate.

The work of Provis (1994) has enabled me to recognise the importance and the relevance of the intervention. He identifies that

‘Ethical, professional commitment requires us to restore mainstream expectations through our relationship building, reinforced by our professional

practice, to enable troubled young people to resolve their difficulties.’ p. 65

This is what Sanctuary is about.

It is perhaps best summed up in the words of one of the first group of identified pupils involved. At the end of the first week of the first three-week course he was asked what he thought about the experience so far.

His evaluation was: ‘Sound, Miss; sound.’

APPENDICES

Formative Evaluation

Appendix 1a

Evaluation undertaken – Underlying issues that could cause behavioural problems and possible means to solve them

Questions how to alter the intervention and develop a programme and curriculum that answer the needs of the identified pupils

1st Research Question – Were the changes made to the intervention appropriate in answering the needs of the disruptive pupils

Expected outcomes –

- Restructuring of the intervention to answer the needs of the pupils with behavioural problems
- Implementation of a positive timetable and programme to respond to these needs

Information needed

- Identification of the underlying difficulties of the identified pupils

Methods used

Pupil interviews
School data
Discussions with Learning Support staff
Discussions with Educational Psychologist
Literature Review
Learning- motivation /perseverance
collaboration
Behavioural issues – self regulation
Emotions –empathy / Self esteem / resilience

- Justification

- Implementation of Sanctuary set up –
- a timetable schedule-
- a structured curriculum

Literature Review
Nurture Groups

Documentation
Documentation
Documentation

Summative Evaluation

Appendix 1b

Evaluation undertaken - Assessing the effects and effectiveness of the intervention – all the consequences

2nd Research Questions What was the impact of the intervention: Sanctuary on the school experience of the identified pupils and their achievements on the peer group of the identified pupils?

Expected outcomes

- Reduction in disruptions in mainstream classrooms
- Identified pupils able to partake in mainstream classroom activities in an appropriate manner
- Improvement in the identified pupil's basic skills, confidence, perseverance, empathy, self regulation, responsibility
- No permanent suspensions for any identified pupil

Information needed

The affect of Sanctuary on the identified pupils

Methods used

Face to face interviews with each identified pupil
Questionnaires to Teachers of the identified pupils
Questionnaires to 'employers'
Parental questionnaire

The affect of Sanctuary on the peer group of the identified pupils

Face to face interview with selected peers

Interview questions

- 1. What were you like when you first came to school?**

- 2. How did you feel when you were selected for Sanctuary – at first, after your first visit?**

- 3. What affect did Sanctuary have:**
 - on you as a person?**
 - On your school work**
 - On your relationship with your peers**

- 4. Can you tell me about Sanctuary in a few sentences**

Quotes from pupils in one to one interviews

Quotes on going into Sanctuary having experienced it at least once

‘I was just so relieved I knew it would be quiet and just o.k., no more pretending I could be myself and everyone accepted that.’

‘I just held my breathe waiting for the letter home- I was so happy to be going in.’

Question 3c

‘What affect did Sanctuary have on your relationship with your peers?’

‘well after being in here you have to consider them don’t you –they don’t always consider me though.’

‘I know my messing around stopped some learning. Some still try to get me to fool about so they can have a laugh when the lessons get boring. It’s me that loses out if I do though.’

‘They say I’m happier.’

Question 4

Can you tell me about Sanctuary in a few sentences?

Pupil 10B

‘Much better than school- help with work all the time, you learn in an enjoyable way. I learnt a lot on trips – good to talk in circle time, others had problems too- could talk to teachers – more friendly instead of telling you off – they do though sometimes. I liked everything except getting told off. I liked all the things we do in Sanctuary’

Pupil 10C

‘Easier to work , quiet I can concentrate better. I loved everything but especially riding and caring for the horses it was fun going out but we learnt loads. I found out that when you care for things you have to give them attention and a lot of time. I felt really responsible when I was caring with the plants and animals and the children. Those days went so fast – I was so busy. It was good.’

Pupil 10A

‘Sanctuary made me feel happier . It was really good fun but you learn a lot more than in main school. It gave me the confidence to join the choir – singing makes me happy as well.’

Pupil 11B

‘You get to talk about your feelings. That’s good, it improved my attitude. It helped me with everything – when Dad died it helped me deal with it.’

Pupil 11A

‘I love Sanctuary because everyone works together you don’t have to worry about anyone having a go at you.- I like being part of a team.’

Pupil 11C

‘Sanctuary is the best – there are people here who care about me’

‘I feel like I’m wanted in Sanctuary - it’s the only place that makes me know I belong in school- I can do my work here even though its hard.’

Pupil 9A

‘I feel respected here people understand me’. Because Sanctuary helped me work I can go on an apprenticeship next year – everyone here helped me. I didn’t think I would ever manage that!’

Pupil 8C

‘I got friends being in Sanctuary.’

‘I feel welcomed and helped. You can talk about things and no one laughs at you. I get educated better in Sanctuary and the friends are more loyal. There are no difficulties in Sanctuary’

‘I know more about myself. People in here make you feel better about yourself.

I feel more comfortable about myself now. It stopped me being angry I was really nasty to people now if I’m nasty I know it hurts them and they don’t like me so I’m not.’

‘When we are out on trips we don’t feel trapped. I’m out and about – I feel I can do stuff.’

Pupil 8B

‘I used to want to hit M but now I know he is a nice person inside’. I know I am working better and it is down to Sanctuary. I still talk too much though!’

Pupil 7B

‘I got to know the teachers more and they like me and I like them. In main school there are too many distractions – I don’t always behave but I am trying . It gets your brain working in here.’

Pupil 7A

‘Everything is good about Sanctuary – I understand lessons more, I don’t have to move to different classrooms, teachers don’t rush you.’ ‘ Sanctuary has helped me with my self-esteem and friendship groups and my layout when I do work in my books.’

Pupil 9C

‘Because of Sanctuary the work makes more sense I found the work easier and I was able to work in groups and I felt I could work harder and I did work harder. In school we’re always rushing and people think it’s a competition of how clever we are.’

Pupil 8A

‘I like it when we sit down and discuss all the things we are worried about. I used to be afraid of talking about my problems now I just put up my hand or wait for my turn’

‘In main school I get frustrated inside me- there’s this racket making me feel small and really lonely. I feel disappointed but I know it helps me a lot when I go back to the main school. I can improve on my work I know and put more effort in – now I’m really putting more effort in.’

Quotes related to monitoring procedures between Sanctuary courses

Pupil 8A: ‘Miss, look, I’ve had a golden day, I never thought I could do that in school’.

Pupil 9C: ‘This book is a nuisance, Miss, it makes me remember I have to behave and work.’

Pupil 9B: ‘I had to keep up me efforts becos I wanted to go back to Sanctuary next time.’

Mainstream teachers' comments

Teacher LJ: 'A marked improvement in pupil **7A.**' (Comment in the corridor)

Teacher BM: (Written note)

Pupil 7A was very reluctant to participate. Now he puts his hand up to answer questions and is more confident in practicals, participating well and persevering with the tasks set.

Pupil 7C found it difficult to focus on what was important in the lessons and was prone to make unhelpful comments. He found it difficult to follow procedures and required a lot of attention. Since attending Sanctuary, he has become more confident with his work, makes sensible suggestions during practicals and is more patient with himself when he finds difficulties. He is generally calmer.

Pupil 7E: He has remained busy in lessons and his work is improving.

Pupil 7G: Written work needs a lot of improvement but he is keen to offer answers and ideas to class discussions and he concentrates well in practical work.

Teacher HJ: 'This has been a success for all and what's vital is the follow up of the system.' (Comment on Year 8 pupils' return to mainstream)

Teacher SR: 'Improvement seen in four pupils in their behaviour, work level and attitude. Far more work is completed. Only a quiet word has been needed to get them back on task but pupil x still has bad days!' (Written comment)

Parental comments

Parent of pupil 9A: 'I couldn't believe he was doing homework every night.'

Parent of pupil 10A: 'I never came before because whenever I got a letter to come in it was something bad she had done.'

Parent of pupil 7A: 'Is this really his work? Did he do it by himself?'

Parent of pupil 8C: 'I can understand why he doesn't mind coming here. He wants Sanctuary all the time; could he?'

Parent of pupil 9C: 'I don't come to Parents' Evening because it is just depressing.'

Friends' comments

'She used to be so loud and bossy no one could get a word in, now she listens to us; well at least sometime!'

'He was much better after Sanctuary; he listened to me, he never did before.'

'He stops and thinks now before he says something. He would say things to really hurt you sometimes.'

'He's a nicer person since he's been in Sanctuary.'

'We got on better after Sanctuary.'

SELECTED DOCUMENTS, THEIR PURPOSE, AUDIENCE AND CODES

Appendix 3

Document codes	Purpose of Document	Audience
SCO 1-10 Senior staff call out records 1994- 2004	Identity pupils / staff lessons SMT called to support	Senior Management Team
SSIP School Social Inclusion Pamphlet Nov 1999 -	discussion related to inclusion / behaviour	All school staff
ENSRP Education New Start Document Spring 2000 –	requirements for set up	Headteacher
ENSD Education New Start Document Spring 2000 –	the aim, set up and practice of ENS Resource	All School Staff
ENSR1 Education New Start Review April 2001 –	annual review of the ENS Resource	Head Teacher & Governors
ENSR2 Education New Start Review Summer 2002 -	annual review of the ENS Resource	Head Teacher & Governors
S1 School Improvement Plan (SIP) 2000 / 2001		
S2 School Improvement Plan (SIP) 2001 / 2002	Review of the past Academic Year.	
S3 School Improvement Plan (SIP) 2002 / 2003	Plans and targets for next Academic Year	All School Staff,
S4 School Improvement Plan (SIP) 2003 / 2004-		Governors,
S5 School Improvement Plan (SIP) 2004 / 2005	Completed by all middle and senior Leaders	external bodies
C6 College Improvement Plan(CIP) 2005 / 2006		as appropriate e.g
C7 College Improvement Plan(CIP) 2006 /2007	Individual Performance Management targets	Inspectors
C8 College Improvement Plan(CIP) 2007 / 2008	selected by all staff to be measured against	
C9 College Improvement Plan(CIP) 2008 / 2009		
C10 College Improvement Plan(CIP) 2008 / 2009		

Document codes			Purpose of Document	Audience
SAP	Sanctuary Action Plan	July 2002	Plan put forward by Deputy Principal as a reconstruction of the ENS unit	Principal & Governors
SR1	Annual Sanctuary Review	2003	Review of Sanctuary, practices and procedures & Governors for each Academic Year	Initially for Principal
SR2	Annual Sanctuary Review	2004		Latterly for Sanctuary
SR3	Annual Sanctuary Review	2005		files – to advice action.
SR4	Annual Sanctuary Review	2006		CIP annual review and
SR5	Annual Sanctuary Review	2007		targets taken from it.
SR6	Annual Sanctuary Review	2008		
SR7	Annual Sanctuary Review	2009		
Power Points				
PP1	Principal’s Power Point Intro’	Sept 2001	Introduction, re-structure, re-title	All school staff
PP2	Principal’s Power Point	Sept 2002	Introduction of Sanctuary and new structure	All school teaching staff
PP3	Deputy Principal’s Power Point	Sept 2001	Entry procedures – Implementation of courses	All school teaching staff
PP4	Deputy Principal’s Power Point	Sept 2003	Update of Sanctuary processes and procedures	All school teaching staff
			Training -Aspects of Inclusion &,emotional literacy	All school teaching staff
PP5	Deputy Principal’s P.P. Assembly	Sept 2003	Explanation of Sanctuary and the aims	All school pupils

Document codes		Purpose of Document	Audience
NIR	National Innovation Power Point (2004/05)	Explanation of Sanctuary and the aims to share good practice Nationally.	Partaking schools
PP6	Deputy Principal's Power Point Jan 2004	Training - Promoting Positive Behaviour	All school teaching staff
PP7	Assistant Principal's Power Point Jan 2004	Training – Speaking to Boys Improving Boys Performance	All school teaching staff
PP8	Deputy Principal's Power Point Feb 2003	New Prefect System	All school staff / Year 10 pupils

Meeting Minutes

Y	Head of Year meeting minutes Spring 1999	Discussions related to pupil pastoral care	All school staff
D	Head of Department meeting minutes Spring 1999	Discussions of issues related to curriculum/attainment	All school staff
ST	Staff meeting minutes Nov 1999	Introduction of Social Inclusion Document	All school staff
D1	Head of Department meeting minutes Nov 1999	Discussions of issues related to curriculum/attainment	All school staff
D2	Head of Department meeting Minutes Spring 2000	Discussions of issues relating to curriculum/attainment	All school staff
D3	Head of Department meeting Minutes Summer 2002	Discussions of issues relating to curriculum/attainment	All school staff
Y1	Head of Year meeting Minutes Spring 2000	Discussions related to pupil pastoral care	All school staff

Document codes	Purpose of Document	Audience
ENSM Ed New Start Minutes Autumn 2001	record of discussions	Assistant Principal, ENSR Staff
MSEN Minutes of Meeting Deputy, Ed Psych, SENCO June 2002	Discussions related to Sanctuary pupils and	Principal, Sanctuary staff & files
SM1 Sanctuary minutes (Oct.2002)	Record of discussions / decisions.	Sanctuary Staff / files
SEM Sanctuary minutes (Dec.2002)	Record of discussions / decisions.	Sanctuary Staff / files
SM2 Sanctuary minutes (March 2003)	Record of discussions / decisions.	Sanctuary Staff / files
SM3 Sanctuary minutes (June 2003)	Record of discussions / decisions.	Sanctuary Staff / files
SM4 Sanctuary minutes (Sept 2003)	Record of discussions / decisions.	Sanctuary Staff / files
SM5 Sanctuary minutes (April 2004)	Record of discussions / decisions.	Sanctuary Staff / files
SM6 Sanctuary minutes (June 2004)	Record of discussions / decisions.	Sanctuary Staff / files
SM7 Sanctuary minutes (May 2005)	Record of discussions / decisions.	Sanctuary Staff / files
SM8 Sanctuary minutes (Sept 2005)	Record of discussions / decisions.	Sanctuary Staff / files
SM9 Sanctuary minutes (May 2006)	Record of discussions / decisions.	Sanctuary Staff / files
SM10 Sanctuary minutes (Oct 2006)	Record of discussions / decisions.	Sanctuary Staff / files
SM11 Sanctuary minutes (Oct 2008)	Record of discussions / decisions.	Sanctuary Staff / files
SM12 Sanctuary minutes (Oct 2009)	Record of discussions / decisions.	Sanctuary Staff / files
SM13 Sanctuary minutes (July 2009)	Record of discussions / decisions.	Sanctuary Staff / files
Y2 DOS meeting minutes Spring 2003	Discussions related to pupil pastoral care	All school staff
AB1 Academic Board Meeting Minutes Summer 2003	Pupil voice – issues related to academic life	All school staff & pupils
DMS Science Department minutes July 2003	Record of discussions / decisions.	Science Staff, Principal, Deputy

Document codes	Purpose of Document	Audience
ALM1 Area Leaders meeting minutes Summer 2003	Record of discussions / decisions.	All School Staff
LSM Learning Support minutes June 2004	Reassigning TAs	Learning Support Staff
DOS1 DOS meeting minutes March 2004	Discussions related to pupil pastoral care	All school staff
ALM2 Area Leaders meeting minutes May 2005	Record of discussions / decisions.	All School Staff
SLM 1 Senior Leader's meeting minutes June 2006	Record of discussions / decisions.	Senior Leaders
DOS2 Dos meeting minutes (Sept 2005)	Discussion / training for monitoring	DOS, sanctuary staff
F&GP1 Financial and General Purposes Committee minutes (Autumn 2006)	Record of discussions / decisions.	Governors- (Confidential)
G1 Governor's Finance and General Purposes Minutes 2005/06, 2006/07	Discussions related to Finance, repairs / building	Governors-(Confidential)
Official Reports		
OIR Ofsted Inspection Report March 2004	Inspector's Evaluation of the School	Interested parties in & outside school. Internet accessible
GR1 Link Governor's Report April 2004	Governor's Review of Sanctuary	Governors
DIR Diocesan Inspection Report Dec 2007	Diocesan Inspector's Evaluation of the School	Interested parties in & outside school. Internet accessible

Document codes		Purpose of Document	Audience
Odds			
PMF	Performance Management Files (1999)	Lessons taught by teachers	Headteacher / Governors
PSR	Pupil suspension records (1999)	Pupil suspended/reason	Headteacher/Principal/Parent/Governors
HYD	Heads of Year Data (1999)	Pupil nos. disciplined / reasons	HOY / Parent
SDR	School Detention Records (1999)	Pupil nos. detained	All Staff
TT1	Timetable Structure & Teacher Timetables 2001/ 2002	Teachers allocated lessons	Governors, Headteacher, Teachers
TT2	Timetable Structure & Teacher Timetables 2002/ 2003	Teachers allocated lessons	Governors, Headteacher, Teachers
TT3-9	Timetable Structure & Teacher Timetables 2003 – 2010)	Teachers allocated lessons	Governors, Headteacher, Teachers
SH	School / Handbook (2000) (2003/04)	School procedures	Governors, all Staff
CH	College Handbook (2007/ 08)	College procedures	Governors, all Staff
ATR	Quantitative Academic documents	Analysis of identified pupils development	Deputy, SENCO, Educational Psychologist
DOS1	Director of Studies notes (2001/2002)	Concerns related to behavioural problems	Senior Management Team
RL	Resignation letters 2002	Resignation of LSAs	Principal / copy to Deputy
DN1	Deputy notes 1. Summer Term 2	Discussion related to ENSR	Deputy, ENSR Staff, Ed. Psychologist, Principal
DN2	Deputy notes 2 Summer Term 2002	Discussion with Principal –Sanctuary	Deputy, ENSR Staff, Principal
DN3	Deputy notes 3. Summer Term 2	Discussion with Pupils sent to the ENSR	Deputy, Pupils, ENSR Staff, Principal, Ed Psych
DN4	Deputy notes 4 Summer Term 2002	Discussions with teachers	Ed. Psych, Deputy, SENCO, ENSR Staff
DN5	Deputy notes 5 May 2006	Discussion with Principal	Principal and Deputy
SN1	Site Manager's notes July 2006	Discussions with Principal	Site Staff and Principal

Document codes		Purpose of Document	Audience
SC	Staff Contracts 2001/2002	Official allocation of hours of employment	Employers –Governors, Principal
SC1	Staff Contracts 2002/2003	Official allocation of hours of employment	Employers –Governors, Principal
SC2	Staff Contracts 2003/2004	Official allocation of hours of employment	Employers –Governors, Principal
SC3	Staff Contracts 2005/2006	Official allocation of hours of employment	Employers –Governors, Principal
SC4	Staff Contracts 2006/2007	Official allocation of hours of employment	Employers –Governors, Principal
SB	Staff Briefing Sheet. (Sept 2002)	Weekly school information update.	All school staff
SP	School Prospectus 2002	School information	Parents / Public
SPs	Sanctuary Procedures	Access to and procedures for Sanctuary	School Staff
TP1	Training Pack.1(Sept 2002)	Training for Sanctuary Staff.	All Sanctuary Staff
SPS	Sanctuary Precs Sheet . (2002-	Brief details of use of Sanctuary.	Sanctuary Staff, Ed Psychologist
LIT	Letter from Innovation Team (2004)	Request to visit and video Sanctuary	Principal, Sanctuary staff and pupils.
LAL	Letter from the Local Authority.	Acknowledgement of the work of the school.	Principal, Governors, Sanctuary Staff, School Staff
GL	Letter published in the Broadsheet.	Publishing the work of the Innovation Team, Raising Boy's Achievement.	The Public
SEF 1	School Self –Evaluation Form 2005/06.	Self evaluation of school.	All school staff, LA DCSF, Public
SEF 2	School Self –Evaluation Form 2008	Self evaluation of school.	All school staff, LA DCSF, Public
PR 1	Principal's Report to Governors Jan 2008.	To inform Governor's of school achievements.	Governors

Document codes	Purpose of Document	Audience
PR 2 Principal's Report to Governors Jan 2009.	To inform Governor's of school achievements.	Governors
ID 1- 97 Individual Pupil Diaries	Homework –evaluation of daily curriculum	Parents / Sanctuary Staff
SC 1-57 Sanctuary Curriculum	To inform identified pupils, teachers of curriculum	Identified pupils, Sanctuary staff, Principal, parents, Governors, Inspectors, Sanctuary staff
ECN 1 End of course pupil interview notes (2003)	To inform about positives, concerns of the course	Sanctuary staff
ECN 2 End of course pupil interview notes (2004)	To inform about positives, concerns of the course	Sanctuary staff
ECN 3 End of course pupil interview notes (2005)	To inform about positives, concerns of the course	Sanctuary staff
ECN 4 End of course pupil interview notes (2006)	To inform about positives, concerns of the course	Sanctuary staff
ECN 5 End of course pupil interview notes (2007)	To inform about positives, concerns of the course	Sanctuary staff
ECN 6 End of course pupil interview notes (2008)	To inform about positives, concerns of the course	Sanctuary staff
ECN 7 End of course pupil interview notes (2009)	To inform about positives, concerns of the course	Sanctuary staff
SSW Science scheme of work	Science curriculum and strategies for teaching	Sanctuary staff
ESSW Emotional skills scheme of work	curriculum and strategies for teaching	Sanctuary staff
SSSW Social skills activities	activities, resources and strategies for teaching	Sanctuary staff
CTA Circle time activities	activities, resources and strategies for teaching	Sanctuary staff
CSA Caring scheme of activities	activities, resources and strategies for teaching	Sanctuary staff

Document codes	Purpose of Document	Audience
SD 1 School diary 2000 – 01	Annual School events	All staff and governors
SD 2 School diary 2001 – 02	Annual School events	All staff and governors
SD 3 School diary 2002 – 03	Annual School events	All staff and governors
SD 4 School diary 2003 – 04	Annual School events	All staff and governors
SD 5 School diary 2004 – 05	Annual School events	All staff and governors
CD 6 School diary 2005 – 06	Annual School events	All staff and governors
CD 7 School diary 2006 – 07	Annual School events	All staff and governors
CD 8 School diary 2007 – 08	Annual School events	All staff and governors
CD 9 School diary 2008 – 09	Annual School events	All staff and governors
CD 10 School diary 2009 – 10	Annual School events	All staff and governors
TS CPD Training Sheet 2004- 2010	CPD across timescale	All staff and governors

2002 / 2003

Appendix 4a

The diagram illustrates the curriculum structure for Years 7, 8, and 9 across three terms: Autumn, Spring, and Summer. The timeline is divided into vertical bars representing different activities and durations. A thick black line marks the 'HALF TERM' in each term.

Term	Activity	Duration
Autumn Term	Preparation	
	Year 9	3 Week Course
	Reintegration	
	Year 9	2 Weeks
	Year 9	1 Week Course
Spring Term	Year 9	3 Week Course
	Reintegration	
	Year 8	3 Week Course
	Reintegration	
	Year 8	2 Weeks
Summer Term	Mainstream Revision and School Exams	
	Year 7	3 Week Course
	Reintegration	
	Year 9	2 Weeks
	Year 9	1 Week Course

Table 1 *Sanctuary Timetable.*

SANCTUARY TIMETABLE 2003 / 2004

Appendix 4b

AUTUMN TERM										SPRING TERM										SUMMER TERM																											
PREPARATION										YEAR 9 1 WEEK COURSE		YEAR 9 3 WEEK COURSE		REINTEGRATION 2 WEEKS		YEAR 8 3 WEEK COURSE		REINTEGRATION 2 WEEKS		LIFE SKILLS COURSE		YEAR 7 3 WEEK COURSE		REINTEGRATION 2 WEEKS		YEAR 9 1 WEEK COURSE																					
HALF TERM																												HALF TERM										HALF TERM									
																																						MAINSTREAM REVISION AND SCHOOL EXAMS									

Table 2 Sanctuary Timetable.

SANCTUARY TIMETABLE 2004 / 2005

Appendix 4c

AUTUMN TERM										SPRING TERM										SUMMER TERM																							
PREPARATION										YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	2 WEEKS		YEAR 7 1 WEEK COURSE			YEAR 9 3 WEEK COURSE			REINTEGRATION			2 WEEKS		
										YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	2 WEEKS		YEAR 7 1 WEEK COURSE			YEAR 9 3 WEEK COURSE			REINTEGRATION			2 WEEKS		
										YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	2 WEEKS		YEAR 7 1 WEEK COURSE			YEAR 9 3 WEEK COURSE			REINTEGRATION			2 WEEKS		
										YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	YEAR 9 3 WEEK COURSE			REINTEGRATION			YEAR 8 3 WEEK COURSE			REINTEGRATION	2 WEEKS		YEAR 7 1 WEEK COURSE			YEAR 9 3 WEEK COURSE			REINTEGRATION			2 WEEKS		
HALF TERM										HALF TERM										HALF TERM																							

2005 / 2010

Appendix 4d

[illegible]

Table 4 *Sanctuary Timetable.*

SCHOOL

(School Badge)

Improving Boys Performance

To keep boys onside use language that:

Shows that they have choice control over their own behaviour.
Encourages them to be optimistic about their learning.
Shows that you care.
Catches them being good.
Simply and briefly reminds them of their social responsibility.
Disassociates behaviour from the individual.
Links success with the boy's behaviour/actions.
Avoids sexual stereotypes.
Appeals to their sense of challenge

The five techniques

Broken record
The passing technique
Not saying please
Agreement frames
Reinforcing positive behaviour

The Broken Record

It is important here to repeat statement using the same tone of voice.
This works because of the relatively poor communication skills of boys

The passing technique

This is useful for avoiding confrontation and retaining "power".
Luke walks in late for your lesson. Instead of confronting him tell him that you will speak to him about his lateness later.
When dealing with behaviour this technique should only be used three times.
Then you need to challenge the behaviour.

Not saying please !!

Instead of saying “move over here please “ say “move over here thank you”.

Please suggests that the pupil has an element of choice in conforming while using thank you assumes that the action will be done.

This is a powerful assertive technique.

Agreement frames

An agreement frame occurs when someone says:

What you can see to be true
What you know to be true
What you believe to be true
What is compatible with how you are feeling

Once this is established it is possible to add bits that you would like people to agree to.

“Thanks for getting here so promptly

I imagine you’re annoyed at having to miss part of your football practice

.....and it’s important that we get this situation sorted out before tomorrow’s lesson.”

Stay in control and get the last word!!

Maybe and ...

Turn the following phrases into last words:

Other teachers let us
I was only talking about the work.
They were talking too.

Reinforce positive behaviour

Boys need reminding of their social and learning responsibilities.
Aim to avoid the following sorts of phrase.

“Don’t shout out.”

“Don’t talk.”

“Don’t forget your homework.”

Replace them with

“Put your hand up, thank you.”

“John, be quiet.”

“remember to bring your homework.”

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mod that makes the weather.

As a teacher I possess tremendous power to make a child’s
life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humble or humour, hurt or heal.

In all sets it is my response that decides whether a crisis be
exacerbated or

de-escalated - a child humanised or de-humanised.

Haim Ginott

Appendix 6 CPD

Training days 2002/2003

Sept 2002 Sanctuary

Oct 2002- Sanctuary staff training:

- Maslow –Hierarchy of needs
- Anger and Behaviour management
- The importance of nurturing
- Circle Time
- Development of perseverance
- Teamwork

Training days 2003/2004

Sept 2003 Principles of inclusion

- Emotional literacy
- Importance of self esteem

Jan 2004 Promoting Positive behaviour - strategies

- Speaking to Boys
- Improving Boys' performance

Training days 2004/2005

2nd September 2004 - Care guidance and support in lessons and review of targets.

3rd September 2004 – Independent learning and revision aids.

31st January 2005 – Revision strategies.

12th April 2005 – Thinking skills training with a focus on analogies.

25th July 2005 – Personal reflection.

Training days 2005/2006

5th September 2005 Now and the future

6th September 2005 Learn 2 learn –
Differentiation

5th January 2006 Gospel values and their application to college life.

Restructuring of college

Legal issues for teachers e.g. use of force, detentions etc –

Middle phase of lesson and a look at learning styles and ways to ensure diversity is acknowledged –

6th January 2006

Homework and assessment, focus on formative assessment –

Differentiation by learning outcomes and revisit language and boys

Bullying, racism and looked after children –

July 2006

The four phase lesson

Presentation on use of ICT software

Training days 2006/2007

4th September 2006 – the strategic school

What makes an Effective department?

Classroom management

Classroom dynamics

4th January 2007

Thinking skills. Examples of mystery, reading images. Video exemplification. Departments develop two thinking skills activities using strategies described in the exemplification booklet.

21st May 2007 “How do we know learning is taking place”.

27th June 2007 Area leaders of creative and performing arts, English, MFL and PE attended training on four phase lesson.

Training days 2007/2008

3/8/07 Principal's time – Mission, exam review, OFSTED,
SLT input on key issues

4/9/07 Peer mentoring .

	Enhancing learning through ICT
	Eclipse – assessment for learning, logging onto eclipse, explore
	Every child matters .
	Network safety system
	Creative use of ICT
29/11/07	Dealing with autism .
7/1/08	Ofsted .
	Dealing with Dyslexia .
	Formative feedback .
17/1/08	Attachment theory and its relevance to the classroom
4/4/08	Assessment for learning – 4 workshops
	1. How to debrief the learning process
	2. A consolidation toolkit
	3. A learning to learn conversation
	4. Active/passive learning and ICT departmental reflection on issues raised.
27/6/08	Additional training day for implementation of new secondary curriculum - the child centred curriculum 9-10.

Training days 2008/2009

1/9/08	Raising all pupils' aspirations –
2/9/08	Co-operative learning – strategies to rethink whole class questioning and team work
5/1/09	GTC professional code of conduct -
	What the future holds in ICT –
	What makes great learning; review of learning to learn approaches, assertive behaviour management and a look at the work of Carol Dweck and its implications for pupil motivation.
.	
06/07/09	Differentiation .
	Community cohesion.

Training days 2009/2010

- 3rd September 2009 – exam analysis, Our vision .
- 4th September – “Learning – Old and new” – a rethink of our approach to teaching and learning and our “learning to learn approach”
- 23rd October Flash training for 15 staff keen to further their knowledge in this area.
All staff take part in Edutrack training on how to input and analyse pupil data.
- 4th January “Back to basics” a refocus on the important aspects of teaching and learning.
Observing lessons – what constitutes an outstanding lesson. .
- 21st June 2010 A look at new technologies to enhance our use of ICT across the curriculum.
Staff looked at prezi, Edmodo, Wallwisher etc.
A hands on practical session.

Training days 2010/2011

- 2/09/10 Exam overview plus a session on “Creating wonder in teaching and learning for children” – based on the work of Sir John Jones
- 3/09/10 “Creating lessons to be proud of” A look at the processes involved in the preparation of outstanding lessons.
- 5/01/2011 Whole day training on lesson preparation from Chris Moyse of Paul Ginnis training. Creating Independent learners.
- 12/07/2011 Leader training .

Training days 2011/2012

- 5/9/11 Safeguarding Updates .
- 6/9/11 “Getting it right” Learning about child and adolescent mental health
“We’re in this together” Supporting and improving behaviour in the classroom
“Working out the puzzle” Autism awareness and practical tips for lessons

Appendix 7 Prefect Application Form

Name:

Address:

Form:

Form Tutor:

Form room:

Below are the prefect posts that you can apply for.

1. Mentor – supporting younger pupils learning in English, Maths & ICT.
2. Enviro – looking after our college environment.
3. Activator – supporting and organising activities for pupils.
4. Counsellor – listening and helping younger pupils with problems they may encounter.

Once you have read the job descriptions for each post put three in order of preference

1.

2.

3.

Please note that your number one choice may not be available.

Consider your first choice. Why do you want this post?

If you got this post what could you do to help?

What qualities and skills do you have that would make you suited to this post?

How have you contributed to the life of the college in your time here?

Consider your second and third choices, what qualities and skills would you bring to these posts?

Which two members of staff will be your referees? Please ask them to sign below.

1.

2.

I realise that part of the role of being a prefect is to be available to help at Parents' Evening and other college events.

Signature: _____

Appendix 8 Pupils' Questionnaire

MY FEELING ABOUT MY SKILLS & ABILITIES

Name:


Form:

Before/After

Confidence

Really bad at
at

Brilliant

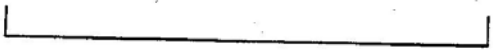


1 2 3 4 5 6 7

Concentration

Really bad at
at

Brilliant




1 2 3 4 5 6 7

Sporting ability

Really bad at
at

Brilliant




1 2 3 4 5 6 7

Academic ability

Really bad at
at

Brilliant




1 2 3 4 5 6 7

Teamwork

Really bad at

Brilliant in



1 2 3 4 5 6 7

Appendix 9 Teachers' Sanctuary Questionnaire

Draft 1

Sanctuary

Mainstream Teacher Questionnaire

1st Evaluation

(main school / 3 weeks after course)

What was the general behaviour / work level / attitude of pupils before going into Sanctuary?

What did you, as a teacher, hope would result from the pupils' 3 week course in Sanctuary?

Since pupils returned to lessons has there been an improvement in:

Behaviour?

Work level?

Attitude?

If yes has this improvement been minimal or significant? (add s/m above)
Please give examples if you can / are willing

Further comments

Thank you

Sanctuary Validation

When was in the Sanctuary we found an improvement in some or all of the following. If you consider that any of these improvements have continued upon their return to your lesson, please tick the appropriate boxes.

	Slight	Significant	No change	N/A
• Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ability to work in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Consideration for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Determination & Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Self-management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asking for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organisational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher..... **Lesson**.....

Date.....

Thank you for your co-operation. If you have the time would you please consider and tick the relevant statements overleaf.

Some or all of the following improvements have been noted while this pupil has been in Sanctuary. If you consider that any of these improvements have continued upon their return to your lesson, please tick the appropriate boxes.

Confidence/Self-esteem

	Agree	Disagree	N/A
• Joins in class discussions more willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More willing to work as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Puts up hand more often to ask for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More positive interaction with other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tries to work more independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More willing to have a go at answering questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More willing to read out loud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More determined to persevere to complete a given task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effort

	Agree	Disagree	N/A
• Pays more attention in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Completes work more readily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Concentrates for longer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Wears full school uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improved punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Remembers books etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Regularly completes or attempts homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behaviour

	Agree	Disagree	N/A
• Calls out less in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Remains seated more frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More positive response to teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More positive relationship with other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Less Confrontational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Less inappropriate language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Does not chew in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improved consideration for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your time.

Final Teachers' Questionnaire

Sanctuary Validation

Pupil Year.....

The Sanctuary course aims to make an improvement in the following: -

	Slight	Significant	Disagree	N/A
• Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ability to work in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Consideration for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Determination & Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Self-management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Asking for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organisational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick appropriate boxes if you found an improvement after the Sanctuary course.

Teacher..... Lesson..... Date.....

Thank you for your cooperation. If you have the time would you please consider and tick the relevant statements overleaf.

If you have identified any improvements since the pupil returned from Sanctuary please tick appropriate box.

Confidence/Self-esteem

	Agree	Disagree	N/A
• Joins in class discussions more willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More willing to work as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Puts up hand more often to ask for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More positive interaction with other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tries to work more independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More willing to have a go at answering questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More willing to read out loud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More determined to persevere to complete a given task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effort

	Agree	Disagree	N/A
• Pays more attention in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Completes work more readily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Concentrates for longer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Wears full school uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improved punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Remembers books etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Regularly completes or attempts homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behaviour

	Agree	Disagree	N/A
• Calls out less in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Remains seated more frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More positive response to teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• More positive relationship with other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Less Confrontational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Less inappropriate language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Does not chew in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improved consideration for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 10 Parental Questionnaire

SANCTUARY PARENTAL FEEDBACK

Do you think that the 3-week sanctuary course helped your child?	
---	--

In what ways do you think the sanctuary course helped?	
Became more positive about school	
Said they were working harder	
Was achieving success regularly	
Became more determined to improve behaviour	
Became more determined to do better	
Other ways	

Any way we could improve the course?

EMPLOYER'S REPORT

Appendix 11

Student name:

Company/Organisation:

Personal Qualities	How the quality was demonstrated	
	Did not attend	
	Poor, no satisfactory explanation	
ATTENDANCE	Some explained absence	
	Good attendance – 90%	
	100% attendance	
	Often arrives late	
TIME-KEEPING	Sometimes arrives late	
	Usually on time	
	Always on time	
	Always early	
	Untidy, inappropriately dressed	
APPEARANCE	Tidy, inappropriately dressed	
	Appropriate dressed	
	Tidy, appropriately dressed	
	Very smart, appropriate appearance	
	Lacks interest, only minimal effort	
	Some interest and some tasks completed	
ATTITUDE TO WORK	Interested tasks completed on time	
	Well motivated, conscientious	
	Always looking for more	
	Needs constant supervision	
	Reliable with supervision	
RELIABILITY	Reliable with minimum supervision	
	Reliable and keen to take responsibility	
	Takes responsibility, uses initiative, accurate and flexible	
	Un-cooperative and difficult	
WITH STAFF	Co-operates and shows respect	
	Helpful, keen and pleasant	
	Very willing and positive contribution	
	Unhelpful and direct	
	Participates with difficulty	
WITH CLIENTS	Helpful and shows respect	
	Helpful, pleasant and keen	
	Excellent rapport, willing and positive	

Thank you for taking time to complete this form.

Signature Date:
.....

*** PLEASE WRITE A COMMENT ON THE BACK IF YOU WISH.**

Appendix 12 Sanctuary Lesson Plan

Sanctuary Four Part Lesson Plan

Lesson no.	(Writer)MA
------------	------------

Subject	Title
---------	-------

Objectives

Remember to include Personal Learning and Thinking Skills in here

1 of 5 Rs: Reasoning / reflection / responsibility
--

Numeracy	Literacy	Spirituality	Differentiation	Citizenship
----------	----------	--------------	-----------------	-------------

Phase	Timing	Process	ICT Links
Connection			
Activation			
Demonstration			
Consolidation			

Homework Suggestions -
Resources Available –
Syllabus –
Past Questions –
Risk Assessment -

Appendix 13 Letter

To protect the anonymity of the school and the confidentiality promised to participants as stated in the ethics section the following letter has been typed out verbatim but leaving out all names.

A letter from the Service Development Manager (Vulnerable Children) at the LA was received in Oct 10th 2007.

Dear

I would like to congratulate you and your staff of..... in respect of your work in the school in preventing the exclusions of pupils other than in the most extreme situations. Both the authority and I recognise your efforts in continuing this excellent practice. I acknowledge that this may be a belated recognition, which should have been made at the start of this term.

I would like to thank you and your staff for the efforts you have made in this important area of work.....

Read out at the Governors meeting Jan 2008. At that meeting the Principal attributed the efforts to prevent exclusions to Sanctuary.

Appendix 14 Published interview

To maintain the confidentiality of the pupil and the school the newspaper has not been named and the interview has been typed out verbatim but without names.

Published Nov 20th 2007.

Under **Innovation** Comment/ Resources

Voxpop ‘ Pupils can have much more choice in how they work

‘Name of year 10 pupil, name of school..... **Sanctuary is a unit ... where pupils with behaviour problems stay for a while before returning to the mainstream.**’

“Sanctuary has helped me by improving my handwriting a lot. It was really scruffy but I have tried to improve it. Sanctuary has also helped me by improving my spelling and making me feel more confident. I never used to put up my hand and stand up and tell people what I wrote.

Sanctuary has also helped me to behave. I used to get into trouble in lessons for not concentrating or behaving but now I hardly get in trouble.

It has helped me a lot so thank you.”

References

- Abdelnoor, A.** (1999) *Preventing Exclusions*. Oxford: Heinemann.
- Akos .P.** (2000) Building empathetic skills in elementary school children through group work in *The Journal for Specialists in Group Work*. Vol. 25:2 pp.214-223
Accessed Feb 11th @ <http://www.informaworld.com>
- Ainscow, M.,** (1995) *Education for All : Making it Happen*. Keynote address presented at the International Special Educational Needs Congress. Birmingham April 10-13 1995.
- Anderson, L.** (1994) Effectiveness & efficiency in inner city public schools: Charting school resilience. in Wang MC & Gordon E W. (Eds) *Educational Resilience in Inner City America.Challenges & Prospects*. New Jersey: Lawrence Erlbaum Associates.
- Audit Commission** (2002) *Special Educational Needs. A Mainstream Issue*.
Accessed June 19th 2006 @ <http://sen.ttrb.ac.uk/viewarticle2>.
- Bennathan, M. & Boxall, M.**(1996) *Effective Intervention in Primary Schools: Nurture Groups*. London: David Fulton Publishers
- BERA** (2004) British Educational Research Association *Ethnical Guidelines for Educational Research*. Southwell: BERA
- Binnie, L., and Allen. K.,** (2008) Whole school support for vulnerable children: The evaluation of a part-time nurture group. *Emotional and Behavioural Difficulties* 13: pp.201-216
- Boggianno, A.K., Thane, S. and Fittman.** (Eds) (1992) *Achievement and Motivation*. Cambridge: Cambridge University Press
- Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., Shaw, L.** (2000) *Index for Inclusion*. Bristol: CSIE.
- Borba M** (2001) *Building Moral Intelligence*. Accessed Feb 19th @ <http://www.micheleborba.com>
- Boxall** (2002) *Nurture Groups in School: Principles and Practice*. London: Paul Chapman
- Boyden, J., and Cooper, E.**(2007) *Questioning the Power of Resilience : Are Children up to the task of Disrupting the Transmission of Poverty*. Young Lives. University of Oxford.
Accessed Feb 12th 2010 @ www.younglives.org.uk
- Cefai, C.** (2010) *Social, emotional learning*.
Accessed April 20th 2010 @ www.timesofmalta.com/articles/view.../social-emotional-learning
- Child, D.** (2007) *Psychology and the Teacher*. New York. Continuum International Publishing Group.

- Clarke, A.** (1999) *Evaluation Research. An Introduction to Principles, Methods and Practice*. London: Sage Publications
- Cohen, L., Manion, L., and Morrison, K.** (2007) *Research Methods in Education*. Oxford: Routledge-Falmer
- Cole, T.** (1998) Understanding challenging behaviour. Prerequisites to inclusion in C Tilstone, C., Florian, L and Rose, R. (Eds) *Promoting Inclusive Practice*. London : Routledge
- Cole, T., Visser, J. and Upton G.** (1998) *Effective Schools for Pupils with Emotional and Behavioural Difficulties*. London: Fulton
- Colley, D.** (2009) Nurture groups in secondary schools. *Emotional and Behavioural Difficulties*. Vol 14. No 4, pp.291-300.
- Cooper P** (2009) Nurture Groups:An Evaluation of the Evidence in Cefai C and Cooper P (Eds) *Promoting Emotional Education*. London: Jessica Kingsley
- Cooper, P., Arnold R. and Boyd, E.** The Effectiveness of Nurture Groups in *Emotional and Behavioural Difficulties. Successful Practice*. ed. Visser, J. 2002
- Cooper, P. and Lovey, J.** (2003) Early intervention in emotional & behavioural difficulties. The role of nurture Groups in Nind M, Sheehy K and Summons K (Eds). *Inclusive Education: Learners & Learning Contexts*. London: David Fulton.
- Cooper, P. and Whitbread, D.** The effectiveness of nurture groups on student progress: Evidence from a national research study. *Emotional and Behavioural Difficulties*. Vol. 12 No. 3 Sept. 2007 pp.171-190
- Cooper, R., Smith, C. J. and Upton, G.** (1994) *Emotional and Behavioural Difficulties. Theory to Practice*. London: Routledge
- Coopersmith, S.** (1967). *The Antecedents of Self-esteem*. San Francisco: Freeman.
- Corbett, J.** (1996) *The Language of Special Needs*. Oxford: Routledge.
- CSIE** (2003) What is Inclusion? *Centre for Studies on Inclusive Education*. Accessed Jan 2010 @ <http://inclusion/uwe.ac.uk/csie/csiefaq.htm>
- Csikszentmihahli, M.** (1997) *Creativity: Flow and the psychology of discovery and invention*. New York: HarperPerrenial
- Daniels, H.** (2001) *Vygotsky and Pedagogy* London Routledge
- Daniels, H. Cole, B. Sellman, E. Sutton, J. Visser, J. and Bedward, J.** (2003) *Study of Young People Permanently Excluded from School* (DfES)
- DCSF** (2007) *The National Curriculum. Statutory requirements for key stages 3 and 4*. London: QCA.

DCSF (2008) *Guidance on the education of children and young people with behavioural, emotional and social difficulties*. London: QCA

DCSF (2009) *Learning Behaviour: Lessons Learned* (The Steer Report) Nottingham:DCSF

Deci, E.L. Koestner, R., and Ryan, R.M. (1999) A meta- analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6) pp.627 - 668

Denscombe, M. (2002) *Ground Rules for Good Research*. Buckingham: Open University Press

Denscombe, M. (2003) *The Good Research Guide* (2nd Edition). Maidenhead: Open University Press

Dent, R.J. and Cameron, R.J.S. (2003) Developing resilience in children who are in public care: The educational psychology perspective. *Educational Psychology in Practice* 19, 1, pp.3-20.

Denzin N.K. and Lincoln Y.S, (2003) *The Landscape of Quantitative Research*. London: Sage.

DES (1988) *The Education Reform Act*. London HMSO

DES (1989) *Discipline in Schools (ELTON Report)* .London HMSO

DfE (1994a) *The Code of Practice on the Identification and Assessment of Special Educational Needs*, London, HMSO.

DfE (1994b) *Pupil Behaviour and Discipline* (Circular 8/94). London DfE

DfE (1994c) *The Education of Children with Emotional and Behavioural Difficulties* (Circular 9/94) London DfE

DfEE (1995a) *Review of 16-19 Qualifications*. (The Dearing Report) London: DfEE

DfEE (1995b) *The National Curriculum. (Revised)* The London Stationary Office.

DfEE (1999) *Social Inclusion: Pupil Support: The Secretary of State's Guidance on Pupil Attendance, Behaviour, Exclusion and Reintegration*, Circular 10/99, London:DfEE.

DfES (2001) *Special Educational Needs Code of Practice*. Nottingham: DfES.

DfES Department for Education and Skills and Teacher Training Agency (2002) *Qualifying to Teach: professional standards for qualified teacher status and requirements for initial teacher training*. London: TTA.

DfES (2003) *Every Child Matters*. Nottingham: DfES .

DfES (2004a) *Removing Barriers to Achievement. The Government's strategy for SEN*. Nottingham: DfES .

DfES (2004b) *Key Stage 3 National Strategy : Developing Emotional Health and Well Being – A Whole school Approach to Improving Behaviour and Attendance*. Nottingham: DfES

DfES (2005a) *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline (The Steer Report)*. Nottingham: DfES

DfES (2005b) *Excellence and Enjoyment: Social and Emotional Aspects of Learning : Guidance*. Nottingham: DfES

DfES (2007) *Social and Emotional Aspects of Learning (SEAL) Guidance Booklet*. Nottingham. DfES

Dunne, M., Humphreys, S., Sebba, J., Dyson, A., Gallannaugh, F & Muijs, D. (2007) *Effective teaching and learning for pupils in low attaining groups*. DCSF Research Report RB011

Dweck., C.S. (2000) *Self-Theories: Their Role in Motivation, Personality and Development*. Philadelphia: Psychology Press.

Dyson, A. and Millward, A. (2000) *Schools and Special Needs- Issues of Innovation and Inclusion*. London: Chapman Publications.

Ecclestone, K. and Hayes, D. (2008) *The Dangerous Rise of Therapeutic Education*. London: Routledge

Edwards, D.C. (1999) *Motivation and Emotion*. London: Sage Publications Ltd

Ellis, S. and Tod, J. (2009) *Behaviour for Learning*. London: Routledge

Farrington D.P, (1996) *Understanding and Preventing Youth Crime in the United Kingdom*. Joseph Rowntree Foundation

Fischer Family Trust Accessed October 21st 2009
@ <http://www.fischertrust.org/downloads/dap/FFTLive3>

FORVUS Accessed 15/09/2008 @ www.forvus.co.uk

Fuller, A. (2001) *A Background paper on Resilience* Presented to Northern Territory Principals Association 2001. Accessed on Feb 19th 2010 @ www.aifs.gov.au/conferences

Gadamer, H.G. (1975) *Truth and Method*. **London:** Sheed and Ward

Gallimore, R. and Tharp. R. (1990) *Teaching mind in society: Teaching schooling and literate discourse in Moll, L.C. (Ed) Vygotsky & Education*. Cambridge: Cambridge University Press.

Gillborn, D. and Youdell, D. (2000) *Rationing Education: Policy, Practice, Reform and Equity*. Buckingham: Open University Press.

Gordon, E. W. & Song, L.D. (1994) *Variation in the experience of Resilience in Inner Cities in Wang MC & Gordon E W. Educational Resilience in Inner City America. Challenges & Prospects*. New Jersey. Lawrence Erlbaum Associates.

Gray, D.E., (2009) *Doing Research in the Real World*. London: Sage Publications

Hammersley, M. Gomm, R. Woods, P. (2001) *Research Methods in Education*. Oxford: Open University

Hamill, P. and Boyd, B. (2003) Interviews with young people about behavioural support: Equality, fairness and rights in Nind M, Sheehy K and Summons K (Eds). *Inclusive Education: Learners & Learning Contexts*. London: David Fulton.

Harlen and Deakin Crick (2002) A systematic review of summative assessment and tests on students' motivation for learning. In: *Research Evidence in Education Library*. Issue 1. London: EPPI Centre. Social Science Research Unit. Institute of Education.

Hartley, D. (2003) New Economy, New Pedagogy? *Oxford Review of Education*, 29 (1) pp.23-41

Hattie, J.A. *Influences on student learning*.

Accessed on Nov 9th 2007 @ www.arts.auckland.ac.nz/staff/index

Hattie, J.A.C. (2009) *Visible Learning. A Synthesis of over 800 Meta-Analyses Relating to Achievement*. London: Routledge

Holliday, A. (2002) *Doing and Writing Qualitative Research*. London: Sage Publications

Humphrey N. and Brooks, A.G. (2006) An evaluation of a short behavioural anger management intervention for pupils at risk of exclusion. *Emotional and Behavioural Difficulties*. Vol 11. No1, pp.5-23.

Hunter, K. (2004) *Affective Empathy in Children : Measurements and Correlates*.

Accessed Feb 11th 2010 @ <http://www4.gu.edu.au:8080/adroot/uploads/approved/adtQGU20040610.135822/public/01Front.pdf>

Illeris, K.(2009) A comprehensive understanding of human learning in Illeris, K. *Contemporary Theories of Learning*. London: Routledge

Jarvis, P. (2009) Learning to be a person in society: learning to be me. In: Illeris, K. *Contemporary Theories of Learning*. London: Routledge

Johnson, D. W., & Johnson, R. T., (1994) *Learning Together and Alone*. Englewood Cliffs, New Jersey: Prentice Hall.

Kenney L. *Teaching Empathy: Leading by Example in Parenting Methods*. (2007)

Accessed Feb 11th 2010 @ www.parentingmethods

Kordich Hall, D. and Pearson, J. (2005) Resilience- giving children the skills to bounce back. *Education and Health*. Vol. 23 No.1 pp.12-15

Kozulin, A. (1990) *Vygotsky's Psychology* Massachusetts: Harvard University Press

Kumar R (1996) *Research Methodology* London: Sage

- Kyriacou, C. and Golding, M.,** (2006) Asystematic review of strategies to raise pupils' motivational effort in Key Stage 4 mathematics. In: *Research Evidence in Education Library*. London: EPPI Centre, Social Science Research Unit, Institute of Education.
- Lawrence, D.** (2006) *Enhancing self-esteem in the Classroom*. 3rd ed. London; Paul Chapman Publishing
- Leedom, L.J.** (2009) *Parenting the At Risk Child*. Accessed Feb 11th @ www.parentingtheatriskchild.com
- Lucas, S.** (1999) The Nurturing School: The Impact of Nurture Group Principles and Practice on the Whole School. *Journal of the Association of workers for Children with Emotional and Behavioural Difficulties*. Winter 1999 Vol.4 No.3
- Lucas, S., Insley, K. and Buckland.,G.** (2006) Nurture group principles and curriculum guidelines. *Nurture Group Network*. <http://www.nurturegroup.org> Downloaded Jan 4th 2010-02-07
- Luth, R.** (2002) The electronic mirror and emotional growth: Influencing self-appraisals and motivational affects in students with EBD through the use of computer-mediated education in *Emotional and Behavioural Difficulties*. *Successful Practice* ed. Visser, J. 2002
- Maslow, A.H.** (1954) *Motivation and Personality*. New York: Harper & Row
- Masten, A. S.** (1994) Resilience in individual development. Successful adaptation despite risk & adversity in Wang, M.C. & Gordon, E. W. *Educational Resilience in Inner City America. Challenges & Prospects*. New Jersey: Lawrence Erlbaum Associates.
- Mayer, J.D. & Salovey, P.** (1997) What is emotional intelligence? in Salovey, P. & Shyter, D.J. (Eds) *Emotional Development & Emotional Intelligence*. Educational Implications. New York: Basic Books.
- McDonald, T. and Thomas, G.** Parent's reflections on their children being excluded. *Emotional and Behavioural Difficulties*. Vol. 8 (2) pp.108-119
- McIntyre, D. and Cooper, P.** (1996) *Effective Teaching and Learning. Teachers and Pupils Perspective*. Buckingham: Open University Press.
- McNamara, S. and Morton, G.** (2001) Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms. London: David Fulton.
- Minick, N.** (1987) *The Development of Vygotsky's Thought*. New York: Plenum
- Mittler, P.** (2000) *Working Towards Inclusive Education: Social Contexts*. London: Fulton.
- Moll, L.C.** (1990) *Vygotsky and Education*. Cambridge: Cambridge University Press
- Mruk, C.** (1999) *Self esteem Research, theory and Practice*. London: Free Association
- Nash, P., Lown, J., Dunderdale, S.** (2007) *Evaluation of emotional resilience for primary school children*. Centre for Reading and Language. University of York
Accessed Feb 16th 2010 @ www.york.ac.uk

Newman, A. (2004) *What works in building resilience? Why are some children and young people more successful than others at resisting and overcoming stressful episodes?*
Barnardo's Policy and Research Unit. Accessed Feb 18th 2010 www.barnardo's.org.uk/resources

Nind, M., Sheehy, K. and Simmons, K. (2003) *Inclusive Education: Learners and Learning Contexts*. London: Fulton.

Nurture Group Network (2010)
Accessed June 17th 2008 and Jan 5th 2010 @ www.nurturegroups.org

O'Brien, T. and Guiney, D. (2001) *Differentiation in Teaching and Learning*. London ; Continuum

Ofsted (1993) *Education for Disaffected Pupils*. London: Office for Standards in Education.

Ofsted (1994) *Special Educational Needs and Disability: Towards Inclusive Schools*.
London: Office for Standards in Education

Ofsted (1995) *The Education of Children Who are Looked After by Local Authorities*.
London: Office for Standards in Education

Ofsted (2004) *Special Educational Needs and Disability: towards inclusive schools*.
London: Office for Standards in Education

Olsen, A (2009) *Promoting Empathy in Pre-school Children*.
Accessed Feb 11th 2010 @ www.edu/other/childdevresource/

Olsen, J. and Cooper, P. (2001) *Dealing with Disruptive Students in the Classroom*.
London. Kogan Page Ltd.

OPSI (1998) *Human Rights Act*. Accessed June 17th 2006 @ www.opsi.gov.uk

Parsons C. (1999) Social inclusion and school improvement. *Support for Learning* Vol. 14 No. 4
NASEN

Patton M.Q. (1999) Enhancing the Quality and Credibility of Qualitative Analysis. *Health Services Research*. (34:5) Dec 1999. pp.1189-1208

Petty, G (2006) *Evidence- Based Teaching*. Cheltenham: Nelson Thornes

Pierce, W.D., Cameron, J., Banko, K.M., and So, S. (2001) Positive effects of reward and performance standards on intrinsic motivation. *The Psychological Record*

Porter, L.(2007) *Behaviour in Schools*. Maidenhead: Open University Press

Poulou, M. and Norwich, B. (2002) Cognitive, emotional and behavioural responses to students with emotional and behavioural difficulties : a model of decision-making.
British Educational Research Journal 28(1): 111-138

- Poulou, M.** (2007) Social resilience within a social and emotional learning framework. *Emotional and Behavioral Difficulties*. Vol. 12, No2, June 2007, pp.91-104.
- Preedy, M. Glatter, R. and Wise, C.** eds. (2003) *Strategic Leadership and Educational Improvement*. London :Open University Press : Sage
- Prior, L** (2003) *Using Documents in Social Research*. London: Sage
- Provis, M.** (1994) *Dealing with Difficulty*. London: Hodder and Stoughton
- QCA** (2001) *Supporting School Improvement: Emotional and Behavioural Development*. Sudbury : QCA
- Read G.** (1998) Promoting inclusion through learning styles in Tilstone, C., Florian, L. and Rose, R. (Eds.) *Promoting Inclusive Practice*. London: Routledge
- Reason, P. and Bradbury, H.** eds (2006) *Handbook of Action Research*. London: Sage publications
- Reivich K** (2008) *The Resilient Ingredient List*.
Accessed Feb 14th 2010 @ www.cnbc.com/id/.../Karen_Reivich_The_Resilience_Ingredient_List.
- Reivich K. and Shatte M** (2002) *The Resilience Factor*. USA Broadway Books
- Richards, I, C.** (1999) Inclusive Schools for pupils with EBD .
Support for Learning 14 (3) pp.99-103.
- Robertson C,** (1998) Quality of life as a consideration in the development of inclusive education for pupils and students with learning difficulties in Tilstone, C. Florian, L. and Rose, R. (Eds.) *Promoting Inclusive Practice*. London: Routledge.
- Robson, C.** (2000) *Small Scale Evaluation: Principles and Practice*. London: Sage
- Robson, C** (2002) *Real World Research*. Oxford: Backwell Publishing Ltd.
- Rosa, A and Montero, I.** (1990) The historical context of Vygotsky's work. A sociohistorical approach in L.C. Moll (Ed) *Vygotsky and Education*. Cambridge: Cambridge University Press.
- Rose J.** (2002) *Nurture Groups and Resilience*.
Accessed Feb 14th 2010 @ www.nurturegroups.org/data/files/downloads/nurture_groups.doc
- Rose, R. and Grosvenor, I.** (2001) *Doing Research in Special Education: Ideas into Practice*. London: David Fulton
- Rose, S.** (2005) *The 21st – Century Brain*. London: Jonathan Cape.
- Rossi, P.H. and Freeman, H.E.** (1993) *Evaluation: A Systematic Approach*. London: Sage Publications Ltd.

Saarni, C. (1997) Emotional competence & self regulation in childhood in Saloyey, P. & Shyter, D.J. (Eds.) *Emotional Development & Emotional Intelligence. Educational Implications.* New York: Basic Books.

Sanger, J. (1996) *The Complete Observer? A Field Research Guide to Observation.* London: The Falmer Press

Sanders, T. (2007) Helping children thrive at school: The effectiveness of nurture groups. *Educational Psychology in Practice.* Vol. 23, No1, pp.45-61.

Scott, D. and Usher, R. (1996) *Understanding Educational Research.* London: Routledge

Scott, D. and Usher, R. (1999) *Researching Education: Data Methods and Theory in Educational Inquiry.* London: Cassell

Shipman, M. (1997) *The Limitations of Social Research.* London: Longman

Steel, L. (2002) Staff Support – Lessons from experience in *Emotional and Behavioural Difficulties. Successful Practice* ed. Visser, J. 2002

Stipek, D.J. (1988) *Motivation To Learn. From Theory to Practice.* New Jersey: Prentice – Hall, Inc

Tharp, R and Gallimore, R. (1989) *Rousing Minds to Life: Teaching, Learning and Schooling in Social Context.* Cambridge: Cambridge University Press.

Tilstone, C. and Layton, L. (2005) *Child Development and Teaching Pupils with Special Educational Needs.* London: Routledge Falmer

TTA (2002) *Qualifying to Teach. Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training.* London:TTA

Tudge, J. Vygotsky, the zone of proximal development and peer collaboration: implications for Classroom Practice in Moll, L.C. (Ed) *Vygotsky and Education.* Cambridge: Cambridge University Press.

UNESCO (1994) Salamanca statement on principles, policy and practice in *Special Needs Education.* Paris. UNESCO.http://www.unicef.org.uk/tz/resources/resource_item.asp?id=23

Vaknin S (2007) *Empathy and Personality Disorders.*
Accessed Feb 11th 2010 @ <http://personalitydisorders.suite101.com/article.cfm/empathy>

Vulliamy, G. and Webb, R. (2001) The social construction of school exclusion rates: implications for evaluation methodology *Educational Studies* Vol. 27 No.3 2001 pp.357 – 370.

Visser, J. (2001) *Managing Difficult Behaviour in the Classroom.* London: David Fulton.

Visser, J. (2002) *Emotional and Behavioural Difficulties: Successful Practice.* Lichfield: Qed Publications.

Visser. J, Cole. T and Daniels. H, Inclusion for the difficult to include. *Support for Learning*. Vol.17 No.1 2002.

Visser. J, & Stokes. S, (2003) Is education ready for the inclusion of pupils with emotional and behavioural difficulties: a rights perspective? *Educational Review*, Vol. 55, No.1,

Wang, M.C., Haertel, G.D., and Walberg, H.J. (1994) Educational resilience in inner cities, in M.C.Wang and E.W. Gordon (Eds) *Educational Resilience in Inner City America : Challenges and Prospects*. (pp.45-72) Hillsdale NJ :Lawrence Erlbaum

Wang, M.C. and Gordon, E.W. (1994) *Educational Resilience in Inner City America : Challenges and Prospects* (pp.45-72) Hillsdale NJ :Lawrence Erlbaum

Warnock, M. (1978) *Special Educational Need: Report of the Committee of Inquiry into the Education of Handicapped Children and Young People*. (The Warnock Report) London: HMSO

Wedell, K. (1993) *Special Education: the next 25 years*. London: National Commission on Education.

Wedell. K. Dilemmas in the quest for inclusion. *British Journal of Special Education*, Vol. 32, No 1, 2005.

Wood, D. (1998) *How Children Think and Learn*. Oxford: Blackwell