THE EDUCATIONAL EXPERIENCES OF CHILDREN AND YOUNG PEOPLE WHO HAVE ATTENDED A PUPIL REFERRAL UNIT IN ENGLAND: A NARRATIVE INQUIRY

By

FAYE ALEXANDRA HINGLEY

A thesis submitted to the University of Birmingham for the degree of

APPLIED EDUCATIONAL AND CHILD PSYCHOLOGY DOCTORATE

VOLUME ONE

School of Education

The University of Birmingham

May 2020

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This unpublished thesis/dissertation is copyright of the author and/or third parties.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

The aim of the study is to explore the narratives of children and young people (CYP), with social, emotional and mental health (SEMH) needs, who have attended a pupil referral unit (PRU) to ascertain their perspectives of their educational experiences and positive factors within their lives. The narratives of the CYP were collected through semi-structured, life story interviews.

The narratives were analysed using narrative restorying and thematic analysis. The narrative restorying highlighted key events in the CYPs school and personal lives that led to their exclusion, as well as key characters, high points, low points and turning points. Through the thematic analysis, a range of themes were identified, in relation to positive factors outlined in the narratives of the CYP. The main and sub-themes related to personal identity, relationships, education and aspirations. The findings are discussed with relevance to the existing literature on relationships, transitions, identity, meaningful education and aspirations.

The findings are relevant to educational psychologists in their work with CYP who attend PRUs or are at risk of attending a PRU.

ACKNOWLEDGEMENTS

Firstly, I would like to thank my parents, Ben and Sharon, for their unconditional love and support. They have encouraged me to chase my ambitions and have shared in the celebrations of my successes and commiserations when life has not always gone to plan. Without them, I would not be where I am today.

Secondly, I would like to say thank you to my university tutor, Huw, who has inspired and encouraged me to keep moving forward with my thesis, throughout what has been a personally difficult year. His feedback on my academic work has been invaluable over the past three years.

Thirdly, I must thank my placement supervisor, Vicky, who has been instrumental in developing my practice and has instilled a passion for working with families, which I will take forward throughout my career. I will truly miss our supervision sessions!

The past few months have been particularly challenging and I would like to thank my boyfriend, Ben, who entered this Doctorate journey at a late but crucial stage. He has ridden the emotional rollercoaster of finishing a thesis right beside me, and his belief in me is limitless. I look forward to spending time together that is not dictated by the progress of "the 'th' word", as it is now affectionately known.

A special thank you is needed to my cohort of fellow trainee educational psychologists. Solid bonds were built from the start and their support has been greatly appreciated, both in and out of university!

Finally, I want to thank my three participants, Dan, David and Liam, who bravely shared their stories with me. Without them this study would not have been possible and I will always be grateful to them for their time and their openness.

CONTENTS

CHAPTER ONE: INTRODUCTION
1.1. Overview of chapter 1
1.2. Research context 1
1.2.1. School exclusion 1
1.2.2. Pupil referral units 4
1.3. Development of research idea 5
1.4. Justification for research 6
1.5. Purpose of research 7
1.6. Anticipated outcomes 7
1.7. Disseminations of findings 8
1.8. Structure for the remainder of the thesis 8

CHAPTER TWO: LITERATURE REVIEW
2.1. Overview of chapter 10
2.2. The inclusive education debate 11
2.3. Social, emotional and mental health (SEMH) needs 14
2.4. Educational transitions 16
2.4.1. Transitions as consequential 16
2.4.2. Transitions as involving rupture and identity change 17
2.4.3. Transitions as communities of practice 18
2.5. The role of an EP 19
2.6. Eliciting the views of CYP 20
2.6.1. Legislation and definition 21
2.6.2. Eliciting the views of CYP 23
2.6.3. Identity in a learning context 28
2.7. Existing research in the area of PRUs 32
2.7.1. Search strategy 32
2.7.2. Overview of existing research 33
2.7.3. Improving outcomes 33
2.7.4. Reintegration 35
2.7.5. Mental health and wellbeing 37
2.7.6. Summary of existing research 41
2.8. Research aims 42
2.8. Chapter summary 44

CHAPTER THREE: METHODOLOGY
3.1. Chapter overview 47
3.2. Research aims and research questions 47
3.3. Philosophical approach 48
3.4. Design 49
3.5. Research methodology: narrative inquiry 50
3.5.1. Definitions and key features of narrative inquiry 48
3.5.2. Rationale for narrative inquiry 52
3.5.3. Consideration of alternative methodologies 53
3.5.4. Narrative interviewing 55

3.6. Method: narrative life story interviews 56
3.6.1. Narrative life story research 56
3.6.2. The life story interview guide 57
3.7. Participants 58
3.7.1. Recruitment and selection 58
3.7.2. Introducing Participant One – Dan 60
3.7.3. Introducing Participant Two – David 61
3.7.4. Introducing Participant Three – Liam 61
3.8. Data collection 62
3.8.1. Field test 62
3.8.2. Rapport building 63
3.8.3. Interview contexts 64
3.8.4. Interview process 65
3.8.5. Participant feedback 67
3.9. Ethical considerations 68
3.9.1. Inclusion/exclusion criteria 69
3.9.2. Recruitment 70
3.9.3. Informed consent 71
3.9.4. Participant feedback 72
3.9.5. Participant withdrawal 72
3.9.6. Anonymity and confidentiality 73
3.9.7. Storage of data 73
3.9.8. Significance/benefits 74
3.9.9. Risks 74
3.10. Analysis 75
3.10.1. Transcription of narratives 75
3.10.2. Narrative summaries 76
3.10.3. Narrative restorying 76
3.10.4. Thematic analysis of narratives 80
3.11. Evaluation of data 83
3.11.1. Dependability 83
3.11.2. Trustworthiness 83
3.11.3. Reflexivity 86
3.12. Chapter summary 92

CHAPTER 4: FINDINGS
4.1. Overview of chapter 93
4.2. Research questions 93
4.3. Participant One – Dan 94
4.3.1. Dan's life story interview and reflexive comments 94
4.3.2. Dan's narrative summary 95
4.3.3. RQ1(a) - Interpretation of Dan's narrative story 95
4.3.4. RQ1(b) - Interpretation of Dan's narrative story 97
4.3.5. RQ2 - Dan's thematic analysis codes 97
4.3.6. RQ2 - Dan's thematic analysis quotations and interpretations 98
4.3.7. RQ2 - Thematic analysis of Dan's narrative story 102
4.4. Participant Two – David 102

4.4.1. David's life story interview and reflexive comments 102
4.4.2. David's narrative summary 103
4.4.3. RQ1(a) - Interpretation of David's narrative story 103
4.4.4. RQ1(b) - Interpretations of David's narrative story 105
4.4.5. RQ2 - David's thematic analysis codes 106
4.4.6. RQ2 - David's thematic analysis quotations and interpretations 107
4.4.7. RQ2 - Thematic analysis of David's narrative 110
4.5. Participant Three – Liam 112
4.5.1. Liam's life story interview and reflexive comments 112
4.5.2. Liam's narrative summary 112
4.5.3. RQ1(a) - Interpretations of Liam's narrative story 113
4.5.4. RQ1(b) Interpretations of Liam's narrative story 114
4.5.5. RQ2 - Liam's thematic analysis codes 116
4.5.6. RQ2 - Liam's thematic analysis quotations and interpretations 117
4.5.7. RQ2 - Thematic analysis of Liam's narrative 121
4.6. Chapter summary 122

CHAPTER FIVE: DISCUSSION
5.1. Chapter overview 123
5.2. Summary of findings 123
5.2.1. RQ1(a) - Dan 123
5.2.2. RQ1(a) - David 124
5.2.3. RQ1(a) - Liam 124
5.2.4. RQ1(b) - David 125
5.2.5. RQ1(b) – Liam 125
5.2.6. RQ2 126
5.3. Discussion of findings 126
5.3.1. Family 126
5.3.2. School staff 128
5.3.3. Transitions 130
5.3.4. Meaningful education and future aspirations 133
5.3.5. Identity 136
5.4. Limitations of study 137
5.4.1. Dependability 137
5.4.2. Trustworthiness 139
5.5. Implications for EP practice 142
5.5.1. Advocacy and pupil voice 142
5.5.2. Working with families and peers 143
5.5.3. Assigning a key adult 144
5.5.4. Preparing for transitions 145
5.5.5. Supporting aspirations 145
5.6 Conclusion 146
5.6.1. Extending existing research 146
5.6.2. Implications for further research 148
5.7. Chapter summary 149
REFERENCES 150
APPENDICES 163

LIST OF TABLES

Table 1 -	Levels of participation as described by Hart (1992)	22
Table 2 -	Levels of participation and engagement as described by Walker and Logan (2008)	27
Table 3 -	Theories of identity	29
Table 4 -	A summary of the existing research about PRUs	42
Table 5 -	Alternative qualitative methodologies	55
Table 6 -	An example of narrative smoothing	79
Table 7 -	Examples of reflexivity with regard to requesting elaboration	90
Table 8 -	Dan's thematic analysis codes	97
Table 9 -	Dan's thematic analysis quotations and interpretations	98
Table 10 -	David's thematic analysis codes	106
Table 11 -	David's thematic analysis quotations and interpretations	107
Table 12 -	Liam's thematic analysis codes	117
Table 13 -	Liam's thematic analysis quotations and interpretations	114
Table 14 -	A summary of the thematic analysis themes and sub-themes	126
Table 15 -	An overview of how this study has congruence with and offers extension to existing research	147

LIST OF APPENDICES

1 – Interview guide 163

2 – Provision information sheet 166

3 – Parental/carer information sheet 167

4 – Participant information sheet 169

5 – Parental/carer consent form 171

6 – Participant consent form 172

7 – Application for Ethical Review 173

8 – First addendum for the Application for Ethical Review 194

9 – Second addendum for the Application for Ethical Review 201

10 – Dan's verbatim transcript 208

11 – David's verbatim transcript 229

12 – Liam's verbatim transcript 251

13 – Dan's restoried narrative 272

14 – David's restoried narrative 273

15 – Liam's restoried narrative 275

16 – Dan's codes and quotations – thematic analysis 277

17 – David's codes and quotations – thematic analysis 286

18 – Liam's codes and quotations – thematic analysis 299

LIST OF ABBREVIATIONS

BESD: behavioural, emotional and social difficulties

CYP: children and/or young people, child and/or young person

DfE: Department for Education

DfES: Department for Education and Skills

ECHP: education, health and care plan

EP(s): educational psychologist(s)

LA: local authority

PRU(s): pupil referral unit(s)

RQ(s): Research question(s)

SENCo: special educational needs coordinator

SEND: special educational needs and disabilities

SEMH: social, emotional and mental health

TEP(s): trainee educational psychologist

CHAPTER ONE: INTRODUCTION

1.1. Overview of chapter

The introductory chapter will outline the context for this research with regard to school exclusion and pupil referral units (PRUs). This will be followed by insight into the initial development of the research idea, and the justification for and purpose of the research. The relevance to educational psychology, anticipated research outcomes, and method for dissemination of findings will be discussed. It will finish by detailing the chapters throughout the remainder of this thesis.

1.2. Research context

1.2.1. School exclusion

The exclusion of children and young people (CYP) from mainstream primary and secondary schools, across England, is an on-going concern (DfES, 2007; DfE, 2019). It has been suggested that school exclusion should be considered on a continuum, as follows: self-exclusion (truancy), unofficial exclusion (being sent home from school early), internal exclusion (being educated in isolation within the school building), fixed-term exclusion and permanent exclusion (Osler et al., 2002). This research has a focus on the permanent exclusion of CYP followed by their education in a PRU. Two of the three participants were included in the study whilst at a specialist social, emotional and mental health (SEMH) provision, having previously attended a PRU. This was due to on-going difficulty in recruiting participants who were currently educated at a PRU.

'Permanent' and 'fixed-term' exclusions were first introduced to the UK school system in 1986 (Education Act, 1986). This was viewed as a last resort to remove CYP from their school at the point in which their behaviour persistently, or severely, went

against their school's behaviour policy (Education Act, 1986). Upon a permanent exclusion, a CYP is removed from a school's roll or is transferred to an alternative provision or PRU (Department for Education, 2011). When a CYP of compulsory school age is permanently excluded from school, it is the responsibility of their resident local authority to arrange suitable full-time education, no later than the sixth day of the exclusion (Section 19 of the Education Act 1996). CYP in England are six times more likely to be permanently excluded if they have a SEN, fours time more likely if they are in receipt of free school meals and three times more likely if they are male (Department for Education, 2018). Over half of all permanent exclusions occur in Year 9 or above and the most common reasons for permanent exclusion are persistent disruptive behaviour and physical assault (Department for Education, 2018).

Before 1997, data on exclusions for CYP was collected on a voluntary basis, making prior comparisons with this data difficult (Howard, 2013). Data on exclusions from the Department for Education (2013) shows that permanent exclusions were at their highest during the academic year of 1997-1998, in which roughly 12,500 pupils enrolled in state-funded primary, secondary and special schools were permanently excluded. This figure gradually decreased over a period of six years, to then peak again during the academic year of 2003-2004, where roughly 10,000 pupils were permanently excluded. This equated to 0.07% of pupils enrolled in state-funded primary, secondary and special schools. There was once again a downward trend until permanent exclusions reached their lowest level during the academic year of 2012-2013, to 0.06% of pupils (DfE, 2018). The rate of permanent exclusions has since been rising, with the most recent data published for the academic year of 2016-2017,

showing a rate of 0.10% of pupils, (7729), equating to 40.6 permanent exclusions per day in England (DfE, 2018).

In March 2018, The Department for Education commissioned a review of school exclusion practices in England to investigate why the number of exclusions had risen, how head teachers used exclusion in practice and why certain groups of pupils are more likely to be excluded. The report was entitled the Timpson Review of School Exclusion (DfE, 2019) and contained 30 recommendations to the government to tackle exclusions from school. Key recommendations include schools remaining responsible for the CYP that they exclude and accountable for their educational outcomes, increased funding for pre-exclusion interventions and alternative provisions, a reduction of the 45-day cumulative maximum number of days missed as a result of fixed-term exclusion in any given year and clarification on the actions and powers local authorities have to advocate for children at risk of exclusion.

EPs were mentioned eight times within the report, in the context of case studies, such as supporting with a summer transition programme and conducting a cognitive assessment, good practice models for collaborative working, and developing a skilled workforce. Good practice models focused on the LA and wider partners taking responsibility of CYP at risk of exclusion, where the school is offered advice and specialist support. EPs were named as one of the wider professionals who are a part of this in the best examples from the data collection. Whilst this is highly relevant to the EP role, discussed further in Section 2.5, this is dependent upon the funding stream for this work when many LA educational psychology services have moved to a fully or partially traded model of service delivery (Rumble and Thomas, 2017).

The Timpson Review (DfE, 2019) was based upon evidence from 1000 respondents, the majority of whom were excluded CYP and their parents, alongside field visits, analysis of exclusion data and expert round table discussions that included third sector organisations. The data was collected from 8 local authorities and appeared to endeavor to represent all stakeholder perspectives, and as a result was welcomed by professionals. Whilst the government commits to a new level of school accountability for school exclusions (DfE, 2019b), the recommendations from the Timpson Review (DfE, 2019) are not legislative and the impact of this will need to be assessed over time.

1.2.2. Pupil Referral Units (PRUs)

Any school that is established to provide education for permanently excluded CYP, or those who cannot attend school through illness or other reasons, and is not a local authority or special school, is referred to as a "pupil referral unit" or "PRU" (DfE, 2013). PRUs are intended to be short-stay schools that prepare and support CYP in managing their behaviour to enable a successful reintegration back into mainstream school (Ofsted, 2007a). Although PRUs are the most common form of alternative provision for excluded CYP, there is no requirement on local authorities to have a PRU and education can be provided by other means (DfE, 2013).

According to the Department for Education (2017), in 2016 there were a little under 8.6 million school-aged children in England, of whom 15,015 attended a PRU. This equates to roughly 0.17% of children. The number of PRUs has declined in England, from 400 in 2012-2013 to 352 in 2017-2018 (Department for Education,

2018). As of last academic year, the West Midlands, where this research takes place, had 42 PRUs.

The National Children's Bureau (2011) audited the needs of 268 CYP who were educated in UK PRUs through gaining the perspective of staff members on the lives and needs of their pupils. Findings of the research demonstrated that roughly 50 per cent of these CYP lived in a one-parent household, 25 per cent had a parent with a mental health difficulty, 20 per cent had experienced domestic violence and 20 per cent had a parent who misused substances. In addition to this, 50 per cent of the CYP were perceived to have difficulties with social interactions, 40 per cent of the CYP had a mental health difficulty and 25 per cent had been involved in criminal offences.

1.3. Development of research idea

This research initially emerged from my own interests and previous employment supporting the mental health and emotional needs of children and young people (CYP). This was an area in which I was keen to develop further from an educational psychology perspective. In addition to this, my partner, at the time of developing my research idea, was working in a pupil referral unit (PRU) and I became interested in the way in which the CYP narrated key life events and educational experiences, which he shared with me anonymously.

As a trainee educational psychologist (TEP), I had started working on placement across a range of educational settings, to include PRUs. My placement educational psychology service operated a mixed model of delivery, like many others, where statutory duties (such as assessment for Education, Health and Care Plans) remained funded by the local authority (Miller, Frederickson and Birch, 2015) and schools and

alternative providers could 'trade' on non-statutory work. This led to an increase in creative packages of support being developed and I became interested in differing and meaningful ways of eliciting pupil views, particularly with CYP with whom it may be hard to engage. Relevant literature surrounding eliciting pupil views will be explored within the Literature Review chapter.

1.4. Justification for research

CYP who attend PRUs are likely to have more negative longer-term outcomes than their mainstream peers, such as having poor mental health and not being in education, employment or training (NEET) (Pirrie and Macleod, 2009). For this reason, I considered it important to think about ways in which this could be changed so that CYP educated in PRUs could anticipate more positive future outcomes with less disparity with their mainstream counterparts.

All of the CYP who participated in the current research had been identified as having additional social, emotional and mental health (SEMH) needs by educational professionals, such as an educational psychologist (EP) or a special educational needs coordinator (SENCo).

As discussed in more depth in Chapter 2, there is currently a small existing body of research surrounding PRUs, that focuses on improving outcomes for CYP in PRUs, their reintegration and inclusion back into mainstream education, and the mental health and emotional wellbeing needs of children in PRUs. At present, the literature fails to investigate or seek to understand the experiences of CYP prior to entering a PRU.

1.5. Purpose of study

This study seeks to explore the educational experiences of CYP who have attended a PRU and identify positive factors within their life and education. It is intended that findings from this study that may be used to facilitate the retention of CYP in mainstream settings, and challenge the negative discourse that can be present surrounding CYP educated in PRUs to promote more positive outcomes. Educational experiences were explored through the use of narrative life story interviews (McAdams, 2005). This study extends existing research focusing on PRUs, by listening to the voices of the CYP in PRUs, in addition to focusing on the life stories of these CYP; something that does not currently exist within the literature.

1.6. Anticipated outcomes

It was anticipated that the participants directly involved in the research would benefit positively from having the opportunity to share their stories, through improved psychological wellbeing associated with narrative approaches (Murray, 2009).

There were also several anticipated outcomes for the potential practice of educational psychology. These include further insight into the educational journeys of CYP who attend PRUs and their perceptions of this which may lead to a greater understanding of the challenges that these CYP face in mainstream settings, in order to inform and, in turn, increase the effectiveness of preventative work to retain these CYP within mainstream education. This research aimed also to support a greater understanding of the importance of the process of transition on CYP.

In addition to this, I anticipated that the narrative methods employed through this research might prove to be a helpful resource that EPs can add to their 'toolkits' to support eliciting the voice of CYP in meaningful ways. EPs would hopefully be able to use this information to support mainstream settings and PRUs in understanding the views of CYP and their perceived barriers and facilitators in their education and development.

1.7. Dissemination of findings

The findings of this research would be reported within this thesis and disseminated through my current local authority placement as a TEP and at my future educational psychology service where I would be employed upon completion of my training. I also intended to present my findings at designated training events that focus on CYP with SEMH needs.

1.8. Structure of the remainder of the thesis

This thesis is structured as a series of chapters in the following sequence:

- Chapter 2: Literature Review
- Chapter 3: Methodology
- Chapter 4: Findings
- Chapter 5: Discussion

The second chapter of this thesis, the Literature Review, discusses the development of the term Social, Emotional and Mental Health (SEMH), explores educational transitions through a socio-cultural framework, introduces the inclusive education debate, and highlights the importance of seeking the voice of the CYP in meaningful

ways. The existing research surrounding PRUs is reviewed in depth and the search strategy discussed, alongside the specific aims of this research.

The third chapter, Methodology, summarises the research aims and research questions, before discussing the philosophical approach that underpins this research. The research design is discussed in full, with justification for the chosen methods.

The fourth chapter, Findings, presents the findings for each participant in relation to both of the two research questions. This includes a narrative summary, reflexive comments and thematic analysis.

The fifth chapter, Discussion, explores the study findings in relation to existing research. The limitations of the study are outlined, followed by the implications of the findings for EP practice. This chapter finishes with a concluding synthesis of how this study extends existing knowledge and possible areas for further research.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview of chapter

This chapter will review a range of literature relevant to this study. As CYP educated in PRUs are, by definition, not included in mainstream education settings, this chapter will begin by discussing the debate around inclusive education. This will particularly focus on the progression of legislation around educating children with additional and/or complex needs in specialist provisions and mainstream schools. This chapter will then concentrate on the development of the term Social, Emotional and Mental Health (SEMH) needs and what this term encompasses, as these are generally the primary needs of CYP in PRUs. As CYP entering PRUs often do so rather suddenly, forms of educational transitions through a socio-cultural framework will be introduced and discussed. As one of these transitional forms involves changing identity, theory around identity formation will be discussed, with a particular focus on 'learner identity.' Following on from this, the role of an EP will be discussed, leading into how to elicit the views of CYP, particularly with relevance to their views about learning. Finally, the existing research surrounding CYP educated in PRUs will be critically reviewed, in particular the quality of the research and the confidence that can be placed on in the trustworthiness of reported findings. The chapter will conclude by introducing the research questions (RQs) for this study; demonstrating how this will bring a unique contribution to the research area of the experiences of CYP educated in PRUs.

2.2. The inclusive education debate

As CYP educated in PRUs have been excluded from a mainstream school, the debate around what constitutes inclusive education is highly relevant. This is an overview of inclusion relevant to CYP with complex SEMH needs and those who are educated in PRUs and/or specialist provisions.

There are varying definitions of inclusion in educational contexts, throughout the literature. Kearney (2011) defines inclusion in relation to the physical location of a CYP and them being educated in their local school alongside their peers. However Lewis and Norwich (2004) argue that simply being in a mainstream school is just 'integration' and that inclusion requires more than a physical presence. The DfES (2004) saw inclusion as a mindset, in contrast to a physical placement, and location being less important than the quality of the education provided. This was echoed in the SEND Code of Practice (Department for Education, 2015).

The idea of inclusive education was first brought about in 1978, through the report of the Committee of Inquiry into the Education of Handicapped Children and Young People, also known as the Warnock Report (Department for Education and Skills, 1978). It is the most comprehensive review of SEND to date, brought about by changing attitudes towards disability within government and the wider society in England.

The Warnock Report moved away from the medical model of disability and towards a social model (Conner, 2016). The medical model has a narrative around an individual deficit that should be treated in order for the individual to enable to meet societal norms (McKenzie, 2013). In contrast, the social model contends that disabilities arise because of barriers and prejudices within society that lead to

oppression, and it is the responsibility of the collective society to remove these barriers (Shakespeare, 2002).

The Warnock Report proposed that 'segregated' special schools should be only for CYP with the most complex of disabilities and that mainstream schools should meet the needs of all other CYP. This, along with many other recommendations, became legislation within the Education Act 1981; the first legislative duty to include CYP with SEND in mainstream schools.

Although the Warnock Report was considered revolutionary at its time of publication and praised by inclusion activists, it also faced extensive criticism. Lewis and Vulliamy (1980) highlighted concerns regarding the lack of recognitions of social factors in the causation of SEND, the misreporting of questionnaire data, and an over emphasis on diagnosis with a limited framework as opposed to adequate guidance for teaching staff who help children to learn.

In 2005, Warnock criticised the Government's move towards inclusion which involved closing special schools and 'forcing' children into mainstream settings (Warnock and Norwich, 2005). Warnock believed that forcing children into mainstream schools became the legacy of the Committee Report, but this was not her intention (Gray, 2011).

Discussing inclusive education at an international level, UNESCO formed the World Conference on Special Needs Education, held in Salamanca, Spain, in 1994. From this the Salamanca Statement (1994) was produced which highlighted the need for all CYP to be educated within the 'regular' education system, regardless of SEND. This was referred to as 'Education for All.' It was a further step forward from the Warnock Report, which argued that 2% of CYP with the most complex SEND, may still need to be

educated in special schools (Hodgkinson, 2016). The downside of the Salamanca Statement was that it had no legislative powers and it was simply a statement of intention with no direct consequences to educational planning or society (Connor, 2016).

Current legislation with regard to inclusive education and special schooling is highlighted in Chapters Six and Nine of the SEND Code of Practice (Department for Education, 2015). The 2010 Equality Act underlies these chapters, in that it requires all schools must make reasonable adjustments to educate CYP with SEND, so that they are not put at substantial disadvantage or discriminated against. Chapter Six of the Code of Practice focuses on the actions that mainstream schools should take in identifying and meeting the needs of all CYP with SEND, regardless of whether they have an EHCP in place. Chapter Nine focuses on EHCP needs assessments and plans. It outlines the right of a CYP or their parent to request a particular education setting, mainstream or special, to be named in their EHCP. The local authority (LA) must comply with this, unless the setting would be unsuitable on the grounds of age, ability, aptitude or the SEN of the CYP after reasonable adjustments have been made, or the CYP's attendance would be detrimental to the education of others. An LA can decide not to educate a CYP at a mainstream provision, against the wishes of the CYP or their parents; however, this should not be taken lightly and should not be general practice.

There is a variety of provision available within mainstream schools to support the needs of CYP with SEMH difficulties, such as nurture group approaches and strategies adopting functional behavioural analysis (Carroll and Hurry, 2018). However a large number of CYP are still excluded from mainstream schools which are unable to manage behaviour resulting from underlying SEMH needs. The SEND Code of Practice

(Department for Education, 2015) suggests a mainstream education placement may not be possible when the CYP's challenging behaviour is so significant or persistent that the safety of their peers is threatened or their learning is continuously impeded, thus making the inclusion of these CYP difficult.

The debate around inclusive education is relevant to this research, as CYP who have been educated at a PRU were, by definition, not included within mainstream education whilst attending the PRU. As a high proportion of CYP who attend a PRU are considered to have social, emotional and mental health (SEMH) needs, the development of this terminology, alongside relevant legislation will be discussed in the next section.

2.3. Social, emotional and mental health (SEMH) needs

The term SEMH, referring to the social, emotional and mental health needs of CYP, superseded the term BESD, referring to the behavioural, emotional and social difficulties of CYP. BESD as a term was first introduced in the 2001 Special Educational Needs Code of Practice; however it is a concept that has been present for several decades (Sheffield and Morgan, 2017). It is rooted in beliefs about children and young people being "maladjusted" (Education Act, 1944).

The change to SEMH was established by the publication of the revised 2015 Special Educational Needs and Disability (SEND) Code of Practice (Department for Education and Department for Health, 2015). The word 'behaviour' was removed and replaced with 'mental health' due to ambiguity around the interpretation of behaviour within education (Norwich and Eaton, 2015). The term is an umbrella term, which holds the following definition within the 2015 Code of Practice (DfE and DfH, 2015) as:

> "Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties… [or] disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder." (Section 6.32)

Common mental health difficulties, such as anxiety and depression, are also considered within the term SEMH (Carroll and Hurry, 2018).

Within schools in England 14.6% of CYP are considered to have a SEND; 2.9% have an Education, Health and Care (EHC) plan and 11.7% receive SEND support (DfE, 2018). Of the CYP with an EHC plan, 12.8% have SEMH as their primary need, and this increases to 17.5% of CYP who are in receipt of SEND support. These figures do not account for CYP who are not considered to have SEND but who still may have complex SEMH needs. According to data published by NHS Digital, 12.8% of all CYP, aged 5-19 years, suffer from at least one mental health disorder, to include emotional, behavioural and hyperactive difficulties (Mental Health Foundation, 2018).

Although persistent disruptive behaviours are often associated with school exclusion and SEND under the SEMH bracket, it is important be aware that the SEND Code of Practice (2015) states that this type of behaviour, along with being withdrawn, does not necessarily mean that a young person has SEND. An assessment should be undertaken to determine whether there are any underlying SEND; however environmental factors are likely to impact the CYP's behaviour, such as family or

housing difficulties. In this case a multi-agency approach, supported by an Early Help Assessment, may be appropriate.

As CYP, with or without SEND, who are excluded from mainstream schools must be provided with suitable full-time education, no later than the sixth day of the exclusion (Section 19 of the Education Act 1996), they often undergo a sudden movement into a PRU. The following section will therefore discuss theory and research related to educational transitions.

2.4. Educational transitions

Transitions are a normal, yet often challenging, feature of the lives of CYP and this includes the movement between different schools (Elder, 1998). School transitions are usually predictable (Benner, Boyle and Bakhtiari, 2017), however CYP who attend PRUs often experience forced and sudden transitions from their mainstream school into a PRU, and then out of the PRU back into a mainstream setting or a specialist provision.

Crafter and Maunder (2012) outlined three forms of transition, considered from a socio-cultural framework. These are transitions as consequential, transitions involving rupture and identity change, and transitions within communities of practice. The construct of identity is discussed in further detail in Section 2.6.

2.4.1. Transitions as consequential

'Transitions as consequential' stem from research by Beach (1999), who suggested that transitions have an impact on the individual and the social context in which they belong. Moving between provisions can be considered as a transition as

consequential for CYP. Research suggests the effectiveness of employing a meditational strategy to transition, in which CYP have 'move up days' to spend time at their future secondary school to have a 'taster' of what the actual experience will be like (Evangelou, Taggart, Sylva et al., 2008). Transitions as consequential may lead to change in the ways in which knowledge is constructed, the development of new skills, and change in identity and/or social position (Crafter and Maunder, 2012).

2.4.2. Transitions involving rupture and identity change

During these types of transitions reconstruction or change within the individual occurs (Crafter and Maunder, 2012). It is acknowledged by Beach (1999) that transitions can be a struggle and also have the potential to shift an individual's sense of self.

The term rupture stems from research by Zittoun (2006) that refers to the uncertainty that arises from change as a rupture. Uncertainty can be caused by a change in an individual's cultural context, 'sphere of experience' such as attending a new school, or relationship and interactional changes, such as having a new teacher (Crafter and Maunder, 2012). When CYP attend a new school they often engage in social comparison to evaluate whether they fit in with their new peers (Holdsworth, 2006). Within a university environment, having friends is reported to increase confidence and security is an individual's self-image (Brooks, 2007).

With relevance to transitions between educational provisions, Lucey and Reay (2000) discuss the movement of CYP from primary to secondary school and how they negotiate changing identities and sense of self. It has been reported that a successful transition from primary to secondary school involves improved confidence and self-

esteem within a changing sense of self (Evangelou et al., 2008). It is suggested that individuals rely on their cognitive resources to make sense of new situations, such as technical and practical information (Zittoun, 2004) and that new social knowledge is gained through the new experiences (Zittoun, 2006). Educational transitions can be considered catalysts for change (Shanhan, 2000).

2.4.3. Transitions as communities of practice

'Communities of practice' (Wenger, 1998) acknowledge the role of social participation within a community as important for learning to occur. From a transitional perspective, transitions as communicates of practice place the individual at the centre, whilst appreciating the role of communities in an individual's sense of belonging, meaning and identity (Crafter and Maunder, 2012). It is the process by which a new member joins in and becomes a part of the existing community.

A school can be considered a community of practice, as the members usually have shared habits, practices, values and routines (Crafter and Maunder, 2012). This may include sitting cross-legged, behaving inline with certain rules and the structure of the school day.

Transition into communities of practice is a two-way process in that the transitioning individual must adapt to attempt to become a part of the new community, but the existing community itself must also strive for in the inclusion of new members (Crafter and Maunder, 2012).

In school-based research, this framework has been applied to the transition of children starting school for the first time. Peters (2003) determined that peer relationships were an important aspect of transition and provided a sense of belonging

to the new school environment whilst supporting learning through peer-to-peer communication and the modeling of appropriate behaviour. In addition to this, peer mentoring systems aid successful transitions both when starting primary school and moving into secondary school, as well as getting to know the school routines (Evangelou et al., 2008).

EPs are often involved in supporting educational transitions, such as by highlighting the needs of CYP to the receiving school and specifying appropriate support (Craig, 2009). The following section will explore the broad role of an EP in supporting CYP, families and schools.

2.5. The role of an EP

Although the role and distinctive contribution of EPs continues to be debated, it is generally agreed that EPs are scientist-practitioners who use psychological skills and knowledge to influence CYP positively (Fallon, Woods and Rooney, 2010). This is done by reducing barriers to positive educational and wellbeing outcomes, by working across contexts and systemic layers, to include individual, family and school systems (Miller et al., 2015). CYP who attend PRUs are known to have lower educational and wellbeing outcomes (Pirrie and Macleod, 2009) and therefore EPs are appropriately skilled and positioned to work with this group of CYP.

An EP is generally considered to address five keys functions, which are consultation, assessment, intervention, research and training (Rumble and Thomas, 2017). Across these functions, Beaver (2011) described two elements to the role of an EP; psychological skills which promote effective engagement, and psychological knowledge which provides a basis for formulation and interventions, alongside an

understanding of processes required to promote change. EPs rely upon a range of executive problem-solving frameworks within their work that provide structure and organisation to support in conceptualising complex and poorly defined difficulties, leading to the development of effective interventions (Kelly, 2006).

As EPs work closely with CYP, the Children and Families Act (2014) and SEND Code of Practice (2015) underpins our work, putting the voice of CYP at the heart of decision-making processes. Section 19 of the Children and Families Act (2014) states:

> "…a local authority in England must have regard to… (a) the views, wishes of the child and his of her parent, or young person, (b) the importance of the child and his or her parent, or the young person participating as fully as possible in decisions…"

This means that a significant part of the EP role is eliciting the views of CYP, which support in gaining insight into how CYP make sense of the world alongside sharing their ideas for change (Beaver, 2011). This is why this study seeks to hear the views of CYP themselves and is highly relevant to EP practice.

2.6. Eliciting the views of CYP

This study seeks to hear the views of CYP who have been educated in PRUs because their voices are often neglected from the existing literature. By definition, CYP in PRUs have been excluded from school and the Children's Commissioner for England (2014) has emphasised the need to listen to the views of CYP in order to understand the impact of school exclusion on these individuals.

2.6.1. Legislation and definition

The rights of CYP to have their views heard and to take part in decisions that affect them first came to the forefront during the UN Convention of the Rights of the Child in 1989. It highlighted how the participation of CYP in decision-making about their health, education and care should occur in the absence of pressure and manipulation, and encompass genuine participation in contrast to tokenism (Unicef, 2017). The Children Act (1989) was the first UK legislation to require that the ascertainable wishes and feelings of children and young people were sought and harnessed in decision-making.

In response to this, Hart (1992) developed his classifications of participation. Participation is considered fundamental in decision-making processes and is the active transfer of power so that the views of individuals and groups can clearly influence the decisions being made (Council for Disabled Children, nd). According to Hart (1992), the participation of CYP can be considered in eight ascending stages. The three lowest stages, manipulation, decoration and tokenism, are considered non-participatory. Genuine participation begins at the level of 'assigned but informed.' It is important to note that the ladder metaphor was intended as a schema to nurture debate in a previously neglected subject area, and is not an evaluative tool.

Classification of participation	**Name**	**Descriptor**
Non-participation	Manipulation	When CYP participate but have no understanding of the subject or their actions and are not given feedback.
	Decoration	When CYP participate for other meaning, such as being given refreshments, as oppose to understanding and having a view on the subject.

	Tokenism	CYP are given a voice but have little or no choice about the subject matter or how they communicate their views.
Participation	Assigned but informed	CYP understand the subject, why they have been chosen, what is expected of them and volunteer to participate. They have a meaningful role.
	Consulted and informed	CYP participate meaningfully and their views are taken seriously and effect change.
	Adult initiated, shared decisions with children	Although adults initiate the consultation, shared decision-making occurs between CYP and adults.
	Child-initiated and directed	CYP work together cooperatively and with their own initiatives.
	Child-initiated, shared decisions with adults	CYP work together and cooperatively with their own initiatives and request the involvement of adults to attune to their subject.

Table 1 - Levels of participation as described by Hart (1992)

In 2014, The Children and Families Act (2014) introduced the legislation and principles underpinning the SEND Code of Practice (Department for Education, 2015). Within the SEND Code of Practice (Department for Education, 2015), Section 9.2 outlines four key aspects to an EHCP of which the first is "the views, interests and aspirations of the child or young person and their parents." This puts CYP and their parents at the heart of decision-making processes about the help and support they should receive.

Within this study, the term 'CYP' is used to encompass 'pupil', 'student' and 'learner' when considering the elicitation and sharing of views as these terms can reflect a hierarchy where students, pupils and learners are othered and perceived as less powerful than teachers and other school staff (Cruddas, 2007). The terms 'voice' and 'views' are often used interchangeable; however this study uses 'views' as 'voice'

can assume that all CYP share the same perspective (Bahktin, 1963) and appears to disregard individuals who are not able to themselves through spoken words (Brett, 2018). A 'view' is considered as an opinion, belief, standpoint, notion and/or idea (Ware, 2004).

2.6.2. – Eliciting the views of CYP

To place CYP at the heart of decision-making processes, their views must first be sought and heard. This should be done through child-centred approaches that enable to CYP to feel heard, understood and valued (Dolton, Adams and O'Reilly, 2019), within in a safe and inclusive environment (Lundy, 2007). Their views must be listened to, and acted upon appropriately with the reasons for this action being communicated to the CYP (Lundy, 2007). By doing this, the CYP feels recognised as an individual within a community context where their view is considered important, which in turn enhances their wellbeing, identity and development (Woodhead and Brooker, 2008).

When considering the expression of views, is important to recognise that not all CYP use oral language, either due to their age or complex needs, and therefore they may express views through non-verbal communication, such as laughing, pointing, and/or the use of tangible resources and materials (Murray, 2019). Deciphering views using non-verbal communication can lead to some ambiguity and it is important that one-off reactions to events not perceived as an expression of a view, such as smiling during an activity automatically perceived as enjoyment of the activity (Ware, 2004). To understand the non-verbal communication of CYP in expressing views, the needs to

have spent sufficient time with the CYP and build a trusting relationship, as well as co-create an environment of reciprocity, reflexivity and inter-subjectivity (Murray, 2019).

Alternative and aided communication systems often play a role in the expression of views of CYP with complex needs (Wright, 2008). However, this is reliant upon trained adults in supporting the use of this specialised technology (Hodge, 2007). This over-reliance on others presents a barrier to many of these CYP in expressing their views, both in education and research contexts (Brett, 2018). This aligns with the perspective that views that can be easily gained and understood are privileged, over more difficult views to elicit which become marginalised (Richards, Clarke and Boggis, 2015).

Specific to CYP with SEMH needs, Cosma and Soni (2019) conducted a systematic literature review of peer-reviewed papers, published in the UK between 2008 and 2018, where the views of CYP with SEMH needs were sought through qualitative methods. Seven studies were found which fitted with the above criteria; two of which are relevant to PRUs and critically reviewed in Section 2.6. Of the seven papers, four used semi-structured interviews to elicit the views of CYP, one used focus groups, one used semi-structure interviews and focus groups, and one used digital and visual methods. The participants were mostly of secondary-age and there were roughly twice as many boys as girls. The review highlighted that it is possible to elicit the views of CYP with SEMH needs, despite perceptions that this is difficult. There is a strong skew towards semi-structured interviews, followed by focus groups as the method.

Those interested in capturing the views of CYP strive for authenticity and the elicitation of genuine views (Brett, 2018). Spyrou (2016) views authenticity as a

methodological problem with a solution in tapping into 'true' voices, whereas Cooper (1993) sees authenticity as a consistent viewpoint. However, views are able to change over time so consistency does not always represent authenticity. In addition to this, young children often create imaginative stories (Punch, 1998), and whilst these are not reliable, ignoring them may mean valuable information is lost (Benzon, 2015). Some individuals also have a tendency to avoid contradicting others and say what they believe the listener wants to hear (Lyons, 2002). The process of eliciting authentic views is complex not easily attainable, however taking account of different communication styles, and recognising ambiguity, inconsistency and contradictions is a good starting point (Brett, 2018).

Specific to CYP within a learning context, John Peart, member of the National Union of Students' National Executive Council, described the views of CYP (referred to as 'learner voice') as "involving students as active participants in the delivery, management, and improvement of their educational and student experience" (Peart, 2009, pp.1). Seeking the views of CYP specific to their learning became more of a focus following Ofsted's decision to report of the extent to which education providers seek and act upon the views of their pupils (Ofsted, July 2005). Whilst this was considered positive by many educators, there were concerns expressed relating to the potential burden that 'learner voice' initiatives may present to the busy schedules of education providers (Walker and Logan, 2008).

Seeking the views CYP in regard to their learning can increase their experiences of autonomy and self-regulation, which results in increased motivation to learn (Murray and Cousens, 2019) and empowerment within their learning context (Walker

and Logan, 2008). It also has a positive impact on self-esteem, self-efficacy, and relationships with peers and teaching staff (Davies and Yamashita, 2007).

Despite these potential positives, for the views of CYP to influence real change there is a need for creating conditions at a systemic level in schools and colleges that allows for a leadership model that is increasingly led by the views of CYP (Shuttle, 2007). Concerns have been expressed about the views of CYP being sought to raise standards and increase attainment, rather than for the purpose of personal and social development, and to feel a sense of activity membership to their education community (Fielding, 2004; Ruddock, 2006). Research has suggested four core values that underpin empowerment and engagement in practice around seeking CYP views about their learning; a conception of community through dialogue, participation and democratic inclusivity, recognition of power imbalances and the problems these cause, and the possibility for change and transformation (Robinson and Taylor, 2005).

The views of CYP applicable to their learning contexts are often sought through questionnaires, interviews, focus groups, opinion polls and discussion groups (Rudd, Colligan and Naik, 2006). As the expression of a view is considered voluntary, it is suggested that the views heard are likely to be of the most literate CYP and therefore the impact of the views may not be relevant to a wider population of CYP within the education setting (Warren, 2000). Ofsted reported that only 2% of CYP in further education settings expressed their views throughout 2017 (Camden, 2017) therefore limiting opportunities to affect change.

To promote inclusion of all views, a hierarchy of levels of participation and engagement have been suggested specific to the context of CYP as 'learners', to include

the levels of inform, consult, involve, collaborate and empower (Rudd, Colligan and Naik, 2006). These levels range from the lowest level of participation, where CYP are informed of decisions, to the highest level where CYP are empowered to set agendas for change (Walker and Logan, 2008).

Level	Overview	Methods
Inform	Staff regularly inform CYP about their rights and ways of participation within their education setting	Presentations, assemblies, websites, notice boards, forums
Consult	Staff seek the views of CYP and give thorough feedback on decisions taken	Surveys, circle time, tutor time
Involve	CYP contribute to the decision-making; process where staff and CYP work together to ensure that all views are heard and taken into account	Student councils, CYP as governors, advisory committees, CYP on staff appointment panels
Collaborate	All aspects of decision-making are done in collaboration with CYP	CYP as co-researchers, CYP on management committees, CYP as course representatives
Empower	CYP set agendas for change; they work together, organise themselves and have responsibility for management decisions	CYP leading their own research projects, decision-making delegated to CYP, peer support systems

Table 2 – Levels of participation and engagement as described by Walker and Logan (2008)

Whilst the different levels of participation and engagement provide a range of possible methods, there is limited use of digital technology. CYP are often using texts, podcasts, diaries and blogs to express their views, rather than 'student councils' (Heppell, 2006). It is proposed that one of the benefits of using digital technology is the ability to connect with more people and reach CYP who may not ordinarily express their views (Walker and Logan, 2008). In order for this to be effective, educators need

to harness the digital tools used by CYP rather than asking them to 'power down' at the school gates (Rudd, Colligan and Naik, 2006).

Specific to CYP with SEMH needs, Sellman (2009) sought the views of learners in a specialist provision for SEBD/SEMH regarding behaviour management policies. This was done through regular meetings within the provision. Although an agenda was set by adults for the first meeting, the CYP set all subsequent agendas. This promotes their participation at a collaborative level and identifies the CYP as co-researchers (Walker and Logan, 2008). Sellman (2009) positioned himself as a facilitator of the meetings and not in the realm of behaviour management; this further supports CYP in building their participatory identity whilst sharing their views (Warren, 2000). Sellman (2009) concluded that the voices of CYP with SEMH difficulties provide helpful and stimulating messages regarding what makes education valuable and effective for them. Research has linked individual's having their voices heard and acted upon to their sense of identity (Lier, 2007).

2.6.3. Identity in a learning context

Identity is a difficult term to define, due to multiple ways of theorising the concept, which results in varying definitions and types of analysis (Lawler, 2008). According to Oyserman, Elmore and Smith (2012), identity can be conceptualised as the traits, characteristics, social relations, roles, and group memberships that define an individual. They are connected to the past, present and future and provide a meaning-making framework to life. Identity spans the individual/personal, relational and collective positions (Vignoles, Schwartz and Luyckx, 2011). Self-concept is

incorporated within identity and is what an individual brings to mind when they think of themself, their personality and beliefs about themself (Samra, 2016). Identity is related to autobiographical memory (Fivush, 2011) and changes over time (Murray, Gao and Lamb, 2011).

The table below outlines other key theories of identity:

Reference	Name	Description
Tajfel and Turner (1986)	Social identity theory	Belonging to a group and its relationship with other groups. Personal (eg. goals, values, beliefs) and role (eg. teacher, football coach) identities exist within this.
McAdams (2001, 2011)	Narrative identity	An internalised story that an individual forms about themselves to make sense and meaning out of their life. The stories include settings, scenes, characters, plots and often an imagine future.
Erikson (1963)	Identity development as an element of psychosocial stage theory	A formation of the self, combining an individual's talents, identifications and roles.

Table 3 – Theories of identity

Every individual has multiple identities, such as gender, race, parent, occupation (Brook, Garcia and Flemming, 2008), and being a learner can be of these. 'Learner identity' is a particular area of identity, specific to being in a learning context, for example a school or college, and it is understood to be temporary and socially constructed (MacFarlane, 2018). The theory of situated learning suggests that learning occurs through social practice where individuals must participate in a social world and

become a member of it, which in turn involves the construction of identity (Lave and Wenger, 1991). Learner identity can be defined as the way in which learners see themselves in the world, and perceive their participation and engagement with learning (Wojecki, 2007). It underpins how identities can act as a condition or context for learning and is required for the learner to engage in the learning process and learn from it (Sefton-Green and Erstad, 2013). In order for this to take place, learners need to be able to express their views to teachers and to have control and influence over their learning (Lamb, 2011). Learner identity is considered important within education as curriculum content and educational practices can support the construction of more favourable learner identities, which in turn promotes engagement with educational tasks and more positive outcomes (Coll and Falsafi, 2009).

Sinha (1999) highlighted that being in a learning situation makes an individual a learner; therefore they have to learn to be a learner through experience. However, in order to learn to be a learner, the learning needs to have some meaning to the individual (Coll, 1998). Meaning in ascribed through making logical sense of what it being learnt, as well as having applications and generalisability to the wider context of life, outside of the immediate learning (Coll, 1998). Coll and Falsafi (2010) view learner identity as being formed through the emotional and cognitive processes of the experience of becoming a learner, in the past, present and future.

A classic description of learner identity was presented by Willis (1978) who suggested that work-class 'lads' rejected classroom learning due to their strong identity as future working-class men. Identifying as a 'lad' within a learning context was characterised by a fear of school failure and a belief that schoolwork had feminine

qualities, leading to lowered effort and amenability to school norms (Jackson, 2006). This suggests that learner's self-understanding and identification with socio-historial cultural identity impacted their learning in a school setting (Hegna, 2019).

Research has arisen around 'wounded learners'. In two recent studies of adults in low-income and low-skilled roles, 'educational wounds' were described, which were inflicted by bulling, expectations of failure, low expectations from teachers, and the internalisation of verbal and physical messages from their academic failure (Lange et al., 2015; Olson, 2015). Another study into 'wounded learners' found that it was not these individuals' capacity for learning that hindered their education, but their relationship with learning (Wojecki, 2007). Lange et al. (2015) suggested the need for narrative re-storying of their former contexts and identities.

Inequalities of social class and learner identity are reported to be indissolubly linked, impacting the way in different educational opportunities are constructed, experienced and negotiated by individual learners (Archer and Leathwood, 2003). This is generally due to 'cultural capital' held around education within certain social groups (Leese, 2010). However when learners are immersed in new experiences their learner identity can experience growth through differing learning cultures and contexts, alongside new ways to understand their lived experiences (James, Busher and Suttil, 2015). This is particularly the case with individuals from disadvantaged backgrounds transition to university education (MacFarlane, 2018). A narrative identity perspective gives rise to suggestions that transitions can become challenging if a 'viable identity' does not transfer from one learning context to another (Ecclestone, 2007). The existing

identity of the learner may not translate into a new setting without socialisation to this new setting (Hegna, 2019).

2.7. Existing research in the area of PRUs

2.7.1 Search strategy

To explore the existing research surrounding PRUs, I employed a systematic search strategy with Boolean logic. This was done through the use of the University of Birmingham's e-library service and articles were identified across a range of academic databases.

The search strategy centred on papers published within the UK in the last 10 years, from the point at which the search began in 2017. The search terms Pupil Referral Unit and PRU were used, and a 'snowballing' technique was used to locate additional articles.

As there were limited articles using the search terms Pupil Referral Unit and PRU, it was not necessary to narrow the search criteria any further. Eight papers were identified overall and I made the decision to review seven of them. The eighth paper was an ethnographic linguistic study investigating how 'rude' identities are formed through the relationship between humans, technology and other material objects (Dray, 2017). Although the participants were CYP in PRUs, they were not recruited because of relevance to education or SEMH needs, and rather because they are perceived to engage in certain linguistic processes that the study is interested in.

2.7.2. Overview of existing research

Within the research domain of Pupil Referral Units (PRUs), the existing literature tends to focus on improving outcomes for CYP in PRUs (Michael and Frederickson, 2013; Hart, 2013); the reintegration of CYP back into mainstream education (Pillay, Dunbar-Krige and Mostert, 2013; Lawrence, 2011); and the mental health and emotional wellbeing needs of children in PRUs (Birchwood, 2013; Mainwaring and Hallam, 2010; Jalali and Morgan, 2017).

2.7.3. Improving outcomes

With regard to improving outcomes, Michael and Frederickson (2013) sought to determine the views of CYP in PRUs regarding enablers and barriers to positive educational and social-emotional outcomes. Sixteen participants were recruited, between the ages of 11 and 16, who were either educated at a PRU or attended sessions at a PRU whilst having an individualised programme of education offsite. Michael and Frederickson (2013) reported that the gender and ethnicity of the participants reflected the national picture. The PRUs were within one outer London local authority. Data was collected through semi-structured interviews and subsequently analysed using thematic analysis. To enhance trustworthiness of the findings, validation of interpretations of the thematic analysis took place with a selection of the participants.

The enablers to positive outcomes included self, discipline, learning environment, curriculum and relationships. The barriers included disruptive behaviour, unfair treatment and failure to individualise the learning environment. The research suggests several ideas for change which covers the physical learning

environment, learning tasks, and responsiveness of staff. It also highlights the importance of EPs in preventative measures to address relationships between the staff and CYP in PRUs. The research acknowledges its own limitations, such as a lack of consideration of family factors in positive outcomes, which were alluded to by participants, alongside a fairly small sample size leading to limited generalisability of results.

Hart (2013) explored protective factors for CYP in PRUs as identified by pupils and staff from a resilience perspective and using a 'what works' approach. Data collection occurred through semi-structured interviews, designed around the main themes in educational resilience research and was analysed thematically.

The participants were six CYP, aged between nine and 13 years, and four members of staff from one PRU. This sample size is considerably smaller than that of Michael and Frederickson (2013). The CYP all identified as being White-British so there was not variance in ethnicity. Consideration was given to at what point in their PRU placement CYP were interviewed so that had time to integrate, test boundaries and begin learning, but it was not so close to the end of the placement that they were experiencing anxiety about leaving and what would happen next.

The four staff members represented one third of all staff in the PRU and the researcher judged that this sample was representative of a range of jobs roles and experiences. The researcher highlights that the PRU was selected because of its 'outstanding' Ofsted rating as she was interested in what works well for CYP in PRUs.

The protective factors identified as fostering positive social and academic outcomes were relationships (teacher-pupil and peer-peer), teaching and learning

(lesson design, personalised learning, teaching of life skills, ethos of learning), expectations (high, consistent and communicated), and environment ('small family atmosphere', nurturing, sense of safety). The research findings are discussed with a focus on the reintegration of CYP back into mainstream schools and the impact of changing environments on these CYP. The potential for further research is discussed to include a longitudinal study around changing protective factors throughout a PRU placement, and retrospective studies to compare protective factors of CYP who successfully reintegrate back into mainstream school and achieve positive outcomes.

2.7.4. Reintegration

Pillay, Dunbar-Krige and Mostert (2013) focused on the reintegration of CYP with Behaviour, Social and Emotional Difficulties (BESD) from in-school Learning Support Units (LSUs) and off-site PRUs. The aim of the research was to use generic phenomenological enquiry to analyse and describe the reintegration of pupils with BESD, following a resilience-based reintegration programme.

Thirteen CYP were involved in the research through the completion of sentences and a life essay and four of the CYP also took part in an unstructured interview. Parents completed a qualitative questionnaire and staff members responded to questions through email. The number of parent-respondents was low and this may present as a limitation to the research and findings. Behaviour records, student support logs, Fair Access Panel referrals and minutes of professionals' meetings were also analysed.

Trustworthiness of the data findings was established through the variety of data-gathering techniques over a period of time and triangulation between CYP,

parents, teachers and professionals. Participants were presented with initial findings so that they could validate the accuracy of these. An inter-analysis was used during the coding and identifying of themes, which is reported to increase trustworthiness of findings (Belatto, 2018).

Three themes were identified through the research in relation to the promotive and risk experiences of emotion, relationships and reintegration processes. Findings highlight the importance of resilience-based reintegration programmes around developing emotional competence, promoting relationship and promoting reintegration practices.

Lawrence (2011) sought to determine what factors support the successful reintegration, of secondary school age CYP from a PRU back into mainstream education. Semi-structured interviews, in two focus groups, were conducted to gain the views of 11 PRU staff members, six mainstream staff members and a member of a Behaviour Support Service. The interviews took place at a teacher centre as this felt a neutral location for both CYP and staff. An EP acted as the moderator for both focus groups and a trainee EP kept written records and later typed these for analysis. It is not clear whether these written records are verbatim and how accurate they were without a voice recording to revisit.

The interview data was analysed thematically and a reflexive journal was used to promote quality within the analysis and transparency regarding researcher influence and bias, although the reflexive comments are not accessible to the reader or referenced within the published paper. Findings suggested particular factors at the child, family, school and systemic levels were conducive with effective reintegration.

Specific examples of the factors include the reintegration occurring at an appropriate time into a fully inclusive mainstream school, supported by parents/carers. A high level of communication between the PRU and mainstream setting is also important. The findings were intended to be used as part of an evidence-based 'good practice' guide for the reintegration of CYP. Although limitations of this research are not discussed within the literature, it appears appropriate to highlight that the views of the CYP themselves are not sought.

2.7.5. Mental health and wellbeing

With regard to mental health and emotional wellbeing, Birchwood (2013) investigated the relationship between disruptive behaviour and depressive symptoms in CYP who attend PRUs in an attempt to further understand the mental health needs of this population. The study had a quantitative design and used the Beck Youth Inventories (Beck et al., 2005) and Inventory of School Motivation (McInerney and Sinclair, 1991) for data collection. These self-report measures are widely used in practice and research. Birchwood (2013) acknowledges that self-report measures often lead to participants showing themselves in a more favourite light, which can impact validity of results.

Forty-six CYP participated in the study and were in Key Stage 3 or 4 at a PRU. CYP that did not want to participate and complete the questionnaires were given schoolwork to complete. This may have resulted in CYP being motivated to participant to avoid schoolwork. This has the potential to limit their engagement with the

questionnaire and therefore impact the reliability of their data and results. This risk is mediated through an adequate participant sample size.

The results showed a significant correlation between disruptive behaviour and depressive symptoms and a presence of negative self-concept in the participant sample. This suggests that the more disruptive a pupil is, the more likely they will be to report symptoms associated with depression. The larger the combined presence of depressive and disruptive symptoms related to a more negative self-concept. Birchwood (2013) suggests the need for more preventative mental health interventions for CYP at risk of exclusion and those already in PRUs, particularly through the use of Cognitive Behavioural Therapy.

Mainwaring and Hallam (2010) researched the psychological construct of 'possible selves' to investigate the aspirations of 25 CYP in Year 11 and to compare findings between those in mainstream education and PRUs. Nine CYP were from the mainstream school and 16 from the PRU. The mainstream CYP were from a variety of London local authorities, whilst the PRU CYP were from a single local authority.

Data was collected via individual semi-structured interviews and the interview schedule was piloted prior to use. The interviews were recorded and transcribed afterwards. Participants were given their transcripts to check the accuracy and alter their words, as they felt appropriate. The interviews were generally longer in length with the CYP who attended PRUs, than their mainstream counterparts. Twenty minutes is cited as the approximate length of interviews.

Data was analysed through deductive methods, framed by existing conceptions of positive and negative possible selves. One hundred per cent of mainstream students

generated positive possible selves in contrast to 69% in PRUs. This indicated that PRU attendees have fragile positive selves and more negative perceptions of their prospects. The CYP in the PRU were less able to demonstrate a considered plan for attaining their positive possible self, lacked alternative future options and seemed unaware of potential difficulties they may face. This led to suggested implications that PRUs could have dedicated time to explore and widen the CYPs positive possible selves, help them to make connections between their current behaviour and future possible selves, engage in explicit teaching of specific skills needed to achieve positive possible selves, alongside a focus on meaningful educational experiences for this population of CYP. The limitations of the research are discussed in regard to the small sample size and the implications of this in terms of the generalizability of findings.

Jalali and Morgan (2017) explored the experiences of primary-aged children in PRUs and compared these to secondary-aged CYP in PRUs to ascertain whether the views of CYP change across age phases. Thirteen semi-structured interviews were conducted with CYP aged seven to 13 years and analysed using phenomenological data analysis. The participants were from three local authorities in the south east of England. The gender and ethnic demographic variance was determined to be representative of national PRU statistics.

Data was collected through semi-structured interviews accompanied by discussion aids, including a time line of CYP's educational journeys. The discussion aids were differentiated by the age of the participants. The interview schedule was piloted in a Primary PRU that was located within a different local authority to the study participants. Feedback from the pilot interviews led to changes to the style and delivery

of the interview schedule. Prior to data collection, the first author spent approximately six weeks in each PRU establishing rapport with CYP. Consent was sough after this time. Whilst rapport building may increase the openness of CYP and their desire to be involved in the research, it may also result in them wanting to please the researcher. This has potential implications for the trustworthiness of the findings.

During the interview process, member checking was used to increase the trustworthiness of the findings, by summarising and further questioning to check interpretations. A reflexive journal was used to reduce interpretation bias during data collection and analysis. Data was analysed using phenomenological analysis and inter-coder reliability checking provided a rate of ninety-four per cent. To further enhance the trustworthiness of interpretations, the first author presented findings to two participants from primary and secondary age groups to verify whether the interpretations accurately described with their experiences. No changes to the findings were necessary.

The findings showed consistency across primary and secondary-aged perspectives with regard to external attributions and supportive factors. Examples of external attributions included being annoyed at or targeted by peers, being unsupported or disliked by staff. Supportive factors were examples such as increase calmness and space, as well as a more personalise curriculum. Secondary-aged participants expressed lower self worth when thinking about reintegration to a mainstream setting. It also concluded that alternative provisions may exacerbate mental health difficulties and shared responsibility is needed between education providers to support the mental health needs of CYP.

2.7.6. Summary of existing research

The research outlined above is summarised in a table to aid comparison of the focus, methodology and participants

Study	Focus	Methodology	Participants
Michael and Frederickson (2013)	To gather the views of CYP in PRUs as to the enablers and barriers to educational and socio-economic outcomes.	Data gathered via semi-structured interviews and analysed thematically.	16 CYP in PRUs aged between 11 and 16 years.
Hart (2013)	To explore protective factors of CYP in PRUs from a resilience perspective.	Data gathered via semi-structured interviews centred around a 'what works' approach and analysed thematically.	6 CYP in PRUs aged between 9 and 13 years. 4 PRU staff members.
Pillay, Dunbar-Krige and Mostert (2013)	To describe and analyse the reintegration of pupils with BESD from PRUs/alternative provisions following a resilience-based intervention programme.	A phenomenological enquiry with data gathered via the completion of sentences, life essays, semi-structured interviews and parent/staff questionnaires.	13 CYP who were going through reintegration to a mainstream setting. Staff. Parents.
Lawrence (2011)	To determine what factors support the successful reintegration of pupils from a Secondary PRU to a mainstream setting.	Data was collected via focus groups using semi-structured interviews and analysed thematically.	11 PRU staff members. 6 mainstream staff members. 1 Behaviour Support Service staff member.
Birchwood (2013)	To investigate the relationship between disruptive behaviour and	Data was collected via qualitative methods, including the Beck Youth	46 CYP at PRUs across Key Stage 3 and 4.

	depressive symptoms in CYP who attend PRUs.	Inventories and Inventory of School Motivation. Data was analysed using a Person Correlation and regression analysis.	
Mainwaring and Hallam (2010)	To compare the aspirations of CYP in mainstream settings and PRUs through the construct of 'possible selves.'	Data was collected via semi-structured interviews and analysed deductively.	9 CYP in mainstream settings. 16 CYP in PRUs.
Jalali and Morgan (2017)	To compare the experiences and views of primary versus secondary aged CYP in PRUs.	Data was collected via semi-structured interviews.	13 CYP in PRUs, aged 7-13 years.

Table 4 - A summary of the existing research about PRUs

2.8. Research aims

The existing research surrounding Pupil Referral Units (PRUs), focuses on improving outcomes for CYP in PRUs (Michael and Frederickson, 2013; Hart, 2013); the reintegration of CYP back into mainstream education (Pillay, Dunbar-Krige and Mostert, 2013; Lawrence, 2011); and the mental health and emotional wellbeing needs of children in PRUs (Birchwood, 2013; Mainwaring and Hallam, 2010; Jalali and Morgan, 2017).

The existing research fails to explore the individual experiences of CYP who attend PRUs prior to their permanent exclusion from their mainstream school or following their transition to a PRU. Therefore the first RQ is intended to bridge this gap in existing research.

RQ1: How do CYP narrate their life and educational experiences…

(a) Prior to their placement at a PRU?

(b) From their placement at a PRU to the present day?

The existing research comes from a needs-led perspective, looking at what the challenges are for CYP in PRUs and how successful outcomes can be sought. There was a distinct gap in the research that looked for positive factors that already exist within the lives of CYP who are educated at PRUs. Therefore the second RQ is intended to provide insight where it is currently absent.

RQ2: What positive factors are outlined in the life stories of CYP who are educated at a PRU?

The body of existing research predominantly has a qualitative design with data collected through semi-structured interviews and analysed using thematic analysis. The voice of the child appears through six of the seven qualitative research papers, and it is triangulated with parents or education staff in all but one of these studies.

In line with existing research, this research will also adopt a qualitative design and use semi-structure interviews, however narrative methodology will be used for the first time in this research area, to support the elicitation of life and educational experiences. In contrast to existing research, the voice of the child will not be triangulated, as it is their views, and theirs alone, that is valued within this narrative approach.

2.8. Chapter summary

Developments to policy to ensure appropriate educational provisions to address the needs of CYP with SEND over the last century have given increased emphasis to their rights to be educated in mainstream settings, and to be consulted and for their ascertainable wishes and feelings to be harnessed in decisions made about them.

The right to inclusive education is rendered more vulnerable in the case of CYP with complex additional SEMH needs by the caveats retained within special education policy that mainstream education should be the option of choice insofar as this is compatible with the best interests of other children. If externalising behaviours of CYP with SEMH difficulties are judged to constitute a significant interference with the efficient education of their mainstream peers, transfer to a special school or unit setting may be judged the preferred option. In this sense, therefore, placement decisions about CYP with additional needs associated with SEMH difficulties- and with externalising behaviours in particular, may be based more upon the best interests of other children than upon the optimal form(s) of special provision to address the 'special' needs of the focus CYP.

Transfer to a PRU is commonly used as an interim step in decision-making about the forms of special educational provision which will best accommodate the needs of CYP with special educational needs within the SEMH domain. For the duration of the placement at the PRU, CYP will normally remain on the roll of their mainstream school, without the protections of an EHCP which more usually offer safeguards for CYP with SEND when a placement transfer is planned.

CYP moving to a PRU may have been afforded relatively few opportunities to be involved in this temporary transfer decision; moreover, the placement may be

organised without the careful transition planning which more usually precedes and follows the transfer of CYP with SEND, (and indeed, all CYP), from one setting to another.

The significant adaptive demands of educational transitions were reviewed in Section 2.3, and aspects of the negative potential impact of such transitions suggested from socio-cultural and consequential perspectives were highlighted. Their effects in rupturing CYP's social world and both requiring and causing substantial adaptations to their identity were outlined, drawing on Crafter and Maunder's (2012) socio-cultural framework. For CYP with complex SEMH difficulties, these adjustments are likely to be all the more problematic, since their successful mediation depends, in large part, upon personal qualities such as a positive learner identity, skills of social problem-solving, social communication, emotion regulation and overall adaptability, which may, as yet, by definition, be poorly developed in CYP experiencing significant SEMH difficulties.

Transfer from a mainstream setting to a PRU may then constitute a further threat, rather than offering an enhanced opportunity to CYP with SEMH difficulties.

Within so slender a balance of opportunity: risk, the need to elicit and attend to the rights of CYP to be consulted in decisions about the pros and cons of transfer to a PRU and the features of provision which are most subjectively important to them, is clearly critical. The methodological and interpersonal challenges of eliciting valid and authentic accounts from CYP who may find reflection, communication and social interaction difficult were considered and a number of methods through which this process could be supported was considered. Such assistive approaches were not, however, harnessed in the present study for fear this may constitute a barrier to the participants' expressing their *authentic* views. This decision was strongly influenced by

consideration of Spyrou's (2016) positioning of authenticity as a methodological problem, whose solution lies in 'tapping into (children's) true voices': an outcome which the narrative methodology of the current study was judged able to facilitate.

From reviewing the relatively small number of UK studies into the experiences of CYP attending PRUs in the final substantive section of this chapter, limitations in the quality of studies, the confidence that could be placed in their findings, and most particularly, the problem-saturated, rather than strengths-based focus of studies and their absence of pupils' voice, the need to broaden both the focus and methodology of research into pupils' PRU experiences was identified. In particular the need to elicit CYPs' accounts of their experiences and actively to seek their feedback about enabling influences and positive experiences was striking. The emancipatory potential of such a changed focus of inquiry was highlighted, forming an added incentive and justification for the current study: I anticipated that involvement in the research interviews might constitute a positive experience for the research participants through aiding reflection and some reframing of (hitherto problem-saturated) narratives and experiences, alongside affordance of agency and affirmation of the value of their accounts and whatever strengths and / or small successes they included in their narratives.

The following chapter outlines the ways in which these broad aims and principles were operationalised in the development of the research design and methodology.

CHAPTER THREE: METHODOLOGY

3.1. Chapter overview

This chapter systematically details the methodology for the current study. It begins with a summary of the research aims and research questions, before discussing the philosophical approach that underpins this research. The research methodology, narrative inquiry, is discussed in full, followed by participant recruitment and selection, the data collection process (including pilot interview), the data analysis process and finally the trusthworthiness of the data.

3.2. Research aims and research questions

Having identified gaps in the existing literature surrounding PRUs and pupil voice in Chapter 2, the aim of this research is to explore CYP's narratives about their school experiences prior to and after attending a PRU, alongside what they consider to be positive factors in their lives. This research specifically aims to address the following research questions:

RQ1: How do CYP narrate their life and educational experiences…

(a) Prior to their placement at a PRU?

(b) From their placement at a PRU to the present day?

RQ2: What positive factors are outlined in the life stories of CYP who are educated at a PRU?

3.3. Philosophical approach

Research is moulded by the philosophical assumptions of the researcher, to include ontology and epistemology (Thomas, 2013). Ontology can be summarised as beliefs that underpin decisions about what is studied, whilst epistemology is how it is studied (Thomas, 2013).

It is my perception that reality is constructed by human cognition and interpretation and I therefore position myself in the camp of ontological relativism. I believe that we construct our truths through interactions with the world around us and therefore take the epistemological position of a social constructionist.

Within the social constructionist paradigm, knowledge is not a singular objective truth, rather an individual active construction based upon ones own social, cultural and historical processes, impacting upon how they interpret their world (Lincoln and Gaba, 1985). Within research, individual truths are discovered by eliciting multiple meanings of an individual's experiences (Elliot, 2005). As the researcher-participant relationship is collaborative and interactive (Mertens, 2014), the double hermeneutic is present meaning that the researcher provides their own interpretation of the individual's construction of their experiences (Lynch, 1993).

This study uses narrative methods to gain a greater understanding of the educational experiences of CYP who attended PRUs, through the construction of individual life stories. Consistent with social constructionism,

> "narrative inquiry typically focuses on experience and meaning of experience from the perspective of people living it in reality or imagination rather than to identify objective truths" (Daiute, 2014, pp. 8).

Narrative researchers believe that individuals have their own distinctive way of weaving together their lived experiences, to help to gain an understanding of themselves and their position within the social world in which we live (Elliot, 2005). The social context in which a narrative is formed and the audience that it is shared with impacts the overall construction of the story (Ward 2012). Narrative methods allow for the researcher to interpret underlying meaning within the individual's stories, which may not be present at a surface level (Reissman, 2008), again referring to the double hermeneutic (Lynch, 1993).

3.4. Design

Consistent with narrative inquiry approaches, this research uses a multiple case study design to gain a comprehensive view of particular systems (Thomas, 2011). This design supported my research questions, in that the aim was to gather a richness of data of the educational journeys of CYP educated in PRUs, using a small sample size (Thomas, 2013).

Although this research predominantly focuses on portraying the individuality of each participant's narrative, a multiple case study design allows for similarities and differences between the cases to be observed (Baxter and Jack, 2008). Therefore over-arching themes can be identified; these are discussed in Chapter 4.

3.5. Research methodology: narrative inquiry

3.5.1. Definitions and key features of narrative inquiry

Narrative inquiry is an epistemology and methodology used across social science and humanities research, and is often referred to as a 'human science' (Reissman, 2008). It is underpinned by the concept that individuals make sense of their lives through the elements of a story; linking sequential events to form a plot, with a beginning, middle and end, which includes a chain of actions and reactions (McAdams, 1993). During the oral sharing of a narrative, the speaker arranges key events into a specific sequence and makes connections between people and events, that are important for subsequent events, and to demonstrate meanings that the speaker wants the listener to take away from the story (Reissman, 2008). Although the terms 'narrative' and story' are often closely associated, Polkinghorne (1995) is reluctant to use the word 'story' as it has connotations of falsehood and misinterpretation, where in fact narratives are not intended to be factual accounts of experiences, but instead personal representations and interpretations (Webster and Mertova, 2007).

Within narrative inquiry, life experiences, such as highs, lows and turning-points are considered important, in particular the portrayal of how these were experienced and interpreted by individuals (McAdams, 1993). Critical events are often depicted in life narratives and reflect a tension between lived experiences and what an individual aspires for (Czarniawska, 2004). Turning-points occur when individuals evaluate these tensions and change their behaviour or actions in an attempt to move their present lived experiences in-line with their aspirations or onto trajectories that may be considered maladaptive (Rutter and Rutter, 1993). Narrative is not only considered in

light of lived experiences that have already taken place, but on forming a script for both real and imagined future life courses (Reissman, 2008).

Narrative research is generally based upon a single or small number of cases, similar to other forms of language-based qualitative methodologies. Reissman (2008) justifies the limited number of cases used through the depth of detail within the analysis of narrative data. McLeod (2001) further defends this position through highlighting the depth of of analysis narrative researchers complete using verbatim transcripts, followed by demonstrating their findings through lengthy passages of participant quotations to show transparency to the reader.

Narrative inquiry has become of great importance across social science research (Rustin and Rustin, 2005), and more specifically to education, gained legitimacy within educational research and become widely represented at research conferences and within school-based professional development (Clandinin and Connelly, 2000).

Despite the wide usage of narrative inquiry across the social sciences, it continues to face criticism, alongside other language-based qualitative methodologies, for not with-standing positivist constructs of reliability and validity (Robson, 2000). However, these tests of research quality are acknowledged not to be relevant to many interpretivist methodologies, including narrative inquiry. The concepts of 'dependability' and 'trustworthiness' are adopted instead (Polkinghorne, 1998) and it is the researchers role to convince the reader of these (Robson, 2000). This is discussed in more detail, specific to this study, in Section 3.11.

3.5.2. Rationale for narrative inquiry

Firstly, narrative inquiry is aligned with my epistemological position as a social constructionist as it focuses on individual interpretations of experiences, rather than identifying objective truths (Daiute, 2014). All research is moulded by philosophical assumptions and these are naturally aligned with chosen methods (Thomas, 2013).

Secondly, a key aim of this research was to get the voices of CYP, who had been educated at PRUs, represented, as they had previously been significantly limited within the existing literature, as discussed in Chapter Two. Narrative inquiry acts to enable previously excluded voices to be heard in broader public domains (Daiute, 2014) and is used to empower individuals who otherwise would be neglected from sharing their personal experiences to share their perspectives (Harding, 1998). Based upon these factors, I judged that narrative would be an effective methodology to propel the voices of CYP, who had been educated at PRUs, into the body of literature in this research area. Mostly importantly, their voices would be first-hand and from their own perspectives (Webster and Mertova, 2007).

In addition to this, narrative immediately appeared as an appropriate methodology for answering both of my RQs, which were based upon the narration of life experiences, as it is underpinned by the concept that individuals make sense of their lives through the elements of a story (McAdams, 1993). Narrative can support in understanding how CYP view their life and experiences over time (Atkinson, 2007) which was important when considering RQ1(a) and (b); CYP's educational experiences prior to their placement at a PRU, and from their placement at a PRU to the present day.

From a practical viewpoint, as storytelling is a part of our everyday lives (Reismann, 2008), I did not consider that I would be asking participants to be engaging with anything too alien to them, which I believed would increase the trusthworthiness of my data and enable a richness of data required for the narrative re-storying and thematic analysis. Narrative inquiry also allows for tangible and hands-on resources to be used, such as timelines, which could support the engagement of the participants and aid their recall of life events.

Overall, I selected narrative methodology, as it is aligned with my social constructionist perspective, acts to enabled previously excluded voices to be heard and empowers individuals to share their stories, is appropriate to answer my RQs and gain a richness of data required for the analysis, and is accessible and engaging for the target participant population.

3.5.3. Consideration of alterative methodologies

Whilst in the initial planning stages of this research, I explored a range of qualitative methodologies. I considered their strengths and limitations in respect of my RQs and intended aims, before deciding upon narrative inquiry as the most appropriate methodology. The other qualitative methodologies explored are outlined in Table 5.

Methodology	**Ethnography**	**Interpretative phenomenological analysis (IPA)**	**Grounded theory**	**Discourse analysis**
Focus	To examine group patterns of behaviour, beliefs and	To understand the lived experiences of individuals.	To generate a theory that explains a social process,	To understand the use of language in social

	language. Relies upon observational data over an extended period of time.	Examines the meaning of a phenomenon through gathering subjective accounts of participants.	action or interaction.	contexts.
Strengths	Rich data could have been obtained from multiple data sources through the immersion of myself within a PRU or the families of CYP who attend PRUs. Contextual factors could have been viewed in more detail.	IPA is appropriate to be used with homogenous samples, for example CYP educated in PRUs. Could be used to examine the meaning that CYP in PRUs give to their placement at a PRU and the events leading up to this.	Further theory could have been developed into the life experiences that lead CYP to attend PRUs, however this does already exist within the literature.	Having worked in PRUs as a TEP, the choice of language of the CYP can sometimes differ to that of their mainstream-educated counterparts, for example more prominent swearing. Greater insight could have been sought into the reasons behind this use of language.
Limitations	The researcher is generally required to immerse themselves within the participant population for the duration of the research. The nature of the TEP role and time	The suggested participant sample size is between four and six. As CYP from PRUs are difficult to engage with, I was not confident about getting this number of	The process is facilitated by the on-going comparison of similarities and differences between the participant interviews. This research	In answering the RQs, the content of a CYPs life story, such as events, feelings and experiences, were the priority, as opposed to assessing the

	constraints would not allow for this.	participants within the given time frame for this research.	does not seek to make in-depth comparisons but instead to share individual narratives. This research also does not aim to generate a theory in relation to the participants' interviews, but instead to understand their perspectives and the individual factors impacting their educational journeys.	nuances of their language used.
Reference	Petty, Thomas and Stew (2012)	Pretty, Thomas and Stew (2012)	Petty, Thomas and Stew (2012)	(Salkind, 2010)

Table 5 – Alternative qualitative methodologies

3.5.4. Narrative interviewing

Interviews are the most common method of collecting narratives as participants are able to give their personal accounts and experiences, whilst the researcher encourages detail (Murray, 2015).

Narrative interviewing relies on two active participants, the interviewer and interviewee, who collaboratively construct narrative and meaning, to generate detailed accounts, as opposed to brief replies or general statements (Reissman, 2008).

There is not a prescriptive method for conducting a narrative interview, however there is an agreement that it should be conversational throughout (Elliot, 2005). During narrative interviews, the normal rules of conversation apply such as turn-taking, relevance, and entrance and exit talk to transition between stories (Reissman, 2008). In contrast to other forms of research interviewing, the interviewer does not use a fixed interview schedule and instead follows the interviewee along their story-telling path (Reismann, 2008). The order of questions is variant, and the emotional attentiveness and engagement of the interviewer is far more important than the specific wording of the questions (Reismann, 2008).

3.6. Method: narrative life story interviews

3.6.1. Narrative life story research

A life story is the story an individual consciously tells about their own life, with the intention of it being as complete and honest as possible, although the individual has the choice of what they want others to know about their story (Gubrium and Holstein, 2002). It is usually guided by an interview process and usually covers birth to the present day, although this is not necessary.

Life story narratives aim to study the personality and identity development of an individual over time, in collaboration with their core beliefs and values (Atkinson, 2007). Gubrium and Holstein (2002) suggest that the sharing of life stories helps bring

greater meaning to the individual's life through reflection on experiences and feelings, whilst releasing certain burdens. This can result in a stronger self-image and self-esteem.

Narrative live story research has been conducted several times with school-aged CYP from an educational psychology perspective, to include a study on the experiences of CYP of hospitalisation and hospital school (Pelter, 2015) and the life trajectories of young offenders (Ackland, 2018).

3.6.2. The life story interview guide

The interview guide (Appendix 1) was closely based upon The Life Story Interview (McAdams, 1993). The main difference was that the interview guide used in this research focused on the participants' lives in education rather than their whole life. This was for ethical reasons as I considered in-depth exploration of the participants' personal lives could potentially increase risks of precipitating their reflecting of traumatic events, which could cause a higher level of emotional distress for the participants.

The interview began with introductions and wellbeing checks and then moved into life chapters. This was where the participants and I collaboratively drew and labelled a timeline of their educational journeys between settings. As CYP who attend PRUs have often been excluded from more than one setting before joining a PRU, the timeline was designed to construct the tortuous paths they may have followed and aid their recall of events throughout the interview.

The other key sections of the interview guide were 'critical events', 'life challenges', 'people who have affected the life story positively and negatively', 'key stories', 'possible positive and negative futures, personal ideology' (what is important in their life), 'life themes', and 'ending'.

It is important to note that the interview guide, was a 'guide' and not a list of prescribed questions. It is normal practice for an interviewer to use different questions with different participants, yet still end up with a full life-story (Gubrium and Holstein, 2002). The interviewer must be flexible in their approach and use the questions within the guide as suggestions (Gubrium and Holstein, 2002).

3.7. Participants

3.7.1. Recruitment and selection

Senior Leadership Teams (SLTs) from West Midlands PRUs and alternative provisions, for CYP with SEMH needs, were contacted initially to gain consent to recruit participants from their PRU/provision and were provided with an information sheet (Appendix 2). Once consent was gained, SLTs delegated operational responsibility for the research co-ordination to SENCos and they acted as gatekeepers. The SENCos ensured that participants were recruitment in line with inclusion and exclusion criteria, which I checked with them prior to individual consent being gained.

Participants were recruited through a purposive sampling approach as this ensured that participants met the inclusion/exclusion criteria. As there were only a small number of CYP who met the criteria, the SENCo discussed the study with each YP's parents over the telephone first and sent them a parental information sheet

(Appendix 3). Parents were given the opportunity to discuss the study further with me over the telephone or in person. The SENCo also discussed the study with the YP and provided them with a participant information sheet (Appendix 4). The YP were also given the opportunity to meet with me to discuss the study.

Once all potential participants and their parents had been made aware of the study, participation was requested. Written consent was gained from parents (Appendix 5) and YP (Appendix 6). It was emphasised that participation was entirely voluntary and they had the right to withdraw at any point. The process for participant recruitment is a convenience 'opt in' sample.

In May 2018, four potential participants were identified by the SENCo at my placement local authority PRU. Despite all four parents having orally consented to their child's involvement in the research, only one parent returned the consent forms, despite reminders over many months. The young person also signalled willingness to participate.

Due to concerns regarding recruiting enough participants, I submitted an addendum (Appendix 8) to the Application for Ethical Review (Appendix 7) to request to recruit participants from outside of my placement local authority and also to be able to recruit participants who had attended a PRU within the past 12 months. This addendum was approved.

In September 2018, I approached my local authority placement PRU again to attempt another round of participant recruitment, as well as two PRUs from other local authorities. This was unsuccessful.

I also discussed the research with a specialist SEMH provision within my placement local authority. The SENCo and deputy headteacher did not consider that any YP within the secondary-aged provision were appropriate for the research based on the inclusion and exclusion criteria. However they judged that some Key Stage Two pupils would be appropriate. It was at this point a final addendum (Appendix 9) was submitted to the University of Birmingham to lower the age limit for research participation to 9 years.

The parents of four pupils were then approached, of whom two consented orally and returned written consent forms. The pupils themselves also provided oral and then written consent. Although parents were repeatedly asked whether they would like to meet with me to discuss the research in more depth, by the SENCo and voicemails were left by me, neither wanted to do this, and both were happy to proceed, based on the information sheets and oral information provided by the SENCo at the initial contact. The two participants had attended a PRU within the past 12 months and were on dual-registration between the SEMH provision and PRU.

3.7.2. Introducing Participant One - Dan

Dan (pseudonym) was male, aged 14 years and in Year 9 at a PRU. He lived with with his mother, two brothers and sister. He regularly saw his father, another brother and sister, and two step-brothers.

At school, Dan did not have a favourite subject but enjoyed the more practical ones. At home, he spent his time in his room on his phone or with family.

Dan was interviewed on 13th July 2018. After the summer holidays he was to move to a new provision for Year 10 pupils; however at the time of interview he did not know where this would be, other than it was likely to be out-of-borough.

The interview itself took 30 minutes, with an additional 5 minutes beforehand for introductions and wellbeing questions, and 3 minutes afterwards for a further checking of wellbeing and thanking him for his time.

3.7.3. Introducing Participant Two – David

David (pseudonym) was male, aged 10 years and in Year 5. He attended a specialist SEMH provision but remained dual-registered with the PRU he had previous attended. He lived at home with his mother, father, sister and baby brother, who, at the time of interview, was 6 weeks old.

At school, David's favourite subjects were Maths and Science, although he liked all of his subjects. At home, David enjoyed playing Fortnite on his PlayStation 4 Pro.

David was interviewed on 2nd May 2019. The interview itself lasted 40 minutes with an additional 5 minutes beforehand for introductions and wellbeing questions, and 5 minutes afterwards for further checking of wellbeing and thanking him for this time.

3.7.4. Introducing Participant Three- Liam

Liam (pseudonym) was male, aged 10 years and in Year 5. He attended a specialist SEMH provision but remained dual-registered with the PRU he had

previously attended. Liam lived at home with his mother, 2 brothers and his dog. His father was in prison and he visited him occasionally. It appeared that his parents were in a relationship.

At school, Liam's favourite subjects were Maths, ICT, Art and Food Technology. He disliked all other subjects. At home, Liam liked to play Apex Legends and Fortnite on his Xbox.

Liam was interviewed on 22nd May 2019. The interview itself lasted 35 minutes with an additional 5 minutes beforehand for introductions and wellbeing questions, and 5 minutes afterwards for further checking of wellbeing and thanking him for this time.

3.8 Data Collection

3.8.1. Field test

Prior to data collection, I undertook a field test to establish whether my interview guide was pitched at an appropriate level for prospective participants. The pilot interview was conducted in April 2017 with an 11 year-old male, William, who is known to me. William attended a mainstream secondary school and had not ever attended a PRU. Both William and his mother consented for him to be interviewed.

The interview process took 45 minutes, including introductions, interview and ending. Overall William found the interview fairly easy to engage with and gave positive feedback about his enjoyment of it.

William found the life chapters section difficult, particularly when having to name chapters and come up with a plot summary. We therefore focused on his school timeline for this. He was unable to think about how other stories he knew of had influenced his own life story and could not think of a name for his story, so instead gave a little description of his story. William struggled to come up with a life theme, repeatedly saying "I don't know" despite rewording the question in several ways. We therefore moved past this section.

The field test interview process confirmed that the life story interview requires a flexible approach in which questions can be adapted or reworded as appropriate for each individual participant. This would not be challenging as this is something I do daily in my professional practice as a TEP. I also established that some areas may need to be left out entirely if a participant is not able to generate a response, but judged this appropriate, as they are telling their stories and what is significant to them.

3.8.2. Rapport building

Before data collection took place, I aimed to build rapport with each participant so that I was familiar to them. It was anticipated that this would increase their trust and comfort engaging with me to promote openness and authenticity when sharing their stories.

Prior to Dan's interview, I had visited his PRU twice shortly before his interview and spent time in his classroom observing so that I became a familiar face. Both David and Liam knew me before I knew they were going to be participants for this study. I had been sat at their table for their provision's Christmas Lunch and chatted to them

and peers throughout. During Spring term of 2019, they had both been involved in an hour long focus group I had run about their provision's therapeutic and holistic initiative. A few weeks before their life story interviews I had also spent time in their classroom and they both remembered me and came over to talk.

3.8.3. Interview contexts

All interviews were conducted in a private room within the educational setting, which each participant attended. Only the participants and I were present throughout each interview, although a member of staff was always available should further support have been required.

David and Liam's interviews took place in a small computer room. The computers were switched on and proved a distraction at times for both participants, although they were brought back on task with verbal prompting. Due to the very small size of the provision there were no alternative rooms that could be used. This was also consistently the case when completing casework at this provision so I knew a different day would not provide more room options. In hindsight I could have turned the computers off, however as the distractions were kept to a minimum I did not make this decision at the time and did not feel it was appropriate to fiddle with the provision's electronics.

3.8.4. Interview process

Participants and their parents consented to their interviews being audio-recorded, which ensured an accurate verbatim account of the interview could later be transcribed and then analysed.

The interview started with introductions, reminding the participants of the purpose of the research and what would be expected of them, giving them the opportunity to ask questions, and then checking whether they still consented to go ahead. After this, a range of wellbeing questions were asked to assess whether the participants were emotionally well enough to proceed to the data collection process. The questions asked were:

- How are you today?
- How has your day been so far?
- Using a scale of 1 -10, if 1 is really angry or upset, and 10 is really happy, where on the scale are you? And why?
- Do you feel okay to talk about your school experiences in a moment?

All participants gave answers to the questions that I interpreted as signalling it would be appropriate for them to continue with the research. Immediately prior to the participants meeting me, I also checked with the provision SENCo regarding any concerns they may have regarding the participant's wellbeing on that day. No concerns were shared.

I then went on to ask the participants questions to build rapport and enable me to write a short profile about them. These were questions related to their hobbies, their

likes and dislikes within school and who they live with. These are questions that I generally ask CYP as part of my casework as a TEP to build rapport and help them to begin sharing their views.

The interview itself began with collaboratively constructing a visual timeline of the participants' education, starting from any education they may recall prior to Reception up until their attendance at their current provision.

This was followed by the use of the life story interview schedule, which was used in a semi-structured manner. Questions were worded appropriately to the individual participants age and understanding and additional questions asked to gain further information, such as "can you tell me more about that? When/why did that happen? How did you feel?" I did not follow the sections of the interview schedule in their written order, preferring to select a section that naturally flowed from the previous discussion.

Throughout the interviews, I regularly reflected and summarised what each participants had said to check my understanding, and also empathised when I judged this appropriate to build and maintain rapport.

After I had covered all the areas I deemed appropriate from the interview schedule, I asked each participant whether there was anything significant I had missed from their stories and gave them the opportunity to add any additional information.

Once the formal part of the interview was over, I checked the wellbeing of each participant by asking similar questions to those raised prior to the start. None of the participants gave answers suggestive of any decline in their wellbeing, however the

SENCo was on hand to take each participant back to their classroom, and to check if they wished to share any concerns away from me. This did not happen.

Before the participants were taken back to their classroom, I thanked them for their time and reminded them of their right to withdraw from the study within 7 days.

3.8.5. Participant feedback

The initial plan was to revisit participants for a second interview to gain their perspectives on their re-storied narratives that I had created, and also to ask their views on the narrative interview process.

The first participant, Dan, informed me at the start of his interview that he was happy to be interviewed once but was changing provision and preferred not to be interviewed again there. He also did not want a home visit. As I had had such difficulty with participant recruitment, I agreed to go ahead with the main body of data collection. His mother who had provided parental written consent, had also informed the PRU of this but was still happy for him to be interviewed once.

Due to further recruitment difficulties, David and Liam were not interviewed until the end of the 2018-2019 academic year. I knew at the point of recruitment that it was unlikely I would have the opportunity to go ahead with the second interviews in school so both children were offered a second interview via a home visit over the summer holidays, through communication between the SENCo and parents. Second interviews were declined due to families not knowing their summer schedules.

This therefore means that no second interviews took place and so the re-storied narratives have not been checked by participants.

Unfortunately, the PRU that Dan was attending are not aware of the provision in which he now attends so feedback from the findings of the research has not been possible. David and Liam will have feedback sheets sent to their PRU in September 2019 and the opportunity to meet with me to discuss the findings further in person and ask any questions that they may now have.

3.9. Ethical considerations

An Application for Ethical Review (Appendix 7) was submitted to the University of Birmingham's Humanities and Social Sciences Ethical Review Committee on 30th January 2018. Ethical clearance was granted on 20th April 2018.

An addendum (Appendix 8) was submitted on 26th July 2018. Due to difficulties with participant recruitment, the addendum sought to also include participants who attended a specialist Social, Emotional and Mental Health (SEMH) provision or had attended a PRU within the last 12 months, both within my placement Local Authority and other West Midlands local authorities. The addendum was given ethical clearance on 30th July 2018.

A final addendum (Appendix 9) was submitted on 14th March 2019 and agreed on 1st April 2019. This addendum sought to lower the age of participants from 11 to 9 due to on-going difficulties with recruitment.

Ethical considerations were given to the following key areas: inclusion/exclusion criteria, recruitment, informed consent, participant feedback, participant withdrawal, anonymity and confidentiality, storage of data, significance/benefits, and assessment of risks. The following subheadings will highlight key considerations within these areas and evidence of their full consideration can be found in Appendices 1 to 9.

3.9.1. Inclusion/exclusion criteria

I communicated with the Senior Leadership Teams of the provisions to ensure all participants met the inclusion criteria and did not meet any of the exclusion criteria

The following inclusion criteria were judged necessary for participant involvement, prior to ethical addenda:

- Participants must currently attend, or have attended in the past 12 months, a PRU within the West Midlands.
- Participants will be between the ages of 9 and 16 years.
- Participants may be of any gender.
- Participants must provide responses to wellbeing scaling questions, that the researcher deems safe and appropriate to proceed with the interview. Any uncertainty shall be checked with parents, provision staff and University of Birmingham supervisor.

The following exclusion criteria were in place to safeguard potential participants from any detrimental effects of the research and to ensure they were able to participate fully:

- Participants who had Special Educational Needs that would affect their ability to engage with the research, including CYP supported by a Speech and Language Therapist, and CYP whose attainment levels are significantly below age-related expectations based on attainment data recorded by their educational provision or held on file from previous provisions.
- Participants who pose a risk to the researcher through recent or regular physical violence directed towards others.
- Participants with heightened emotional needs, such as recently becoming a child in care or having unstable mental health.
- Participants who are the subject of current safeguarding concerns, such as being the victim or perpetrator of abuse or sexual exploitation.

3.9.2. Recruitment

Ethical considerations relevant to participant recruitment centred upon recruiting through the Senior Leaderships Teams (SLT) of the provisions, so that they could act as gatekeeper to the research and identify potential suitable participants. SLT were given research information sheets for themselves (Appendix 2), and then information sheets for parents/carer (Appendix 3) and CYP (Appendix 4). The SLT were responsible for making the first contact with potential participants and their

parents/carers. Contact occurred with parents/carers first, and only upon their agreement for the child to participant, was the child then introduced to the research and invited to participate.

Parents/carers would indicate their interest in the research to the SLT. Opportunities were presented to parents/carers and the CYP themselves to meet with me to discuss the research in more depth and have any questions answered.

3.9.3. Informed consent

Initial consent was gained from the SLT at the provisions from which participants were to be recruited.

As all participants were 16 year or younger, the informed consent of their parents/carers was obtained, after being given information sheets and having the opportunity to discuss the research in more depth and ask questions. They were advised that participation was on a voluntary basis. Consent was given orally initially and then followed up through a written consent form (Appendix 5).

After parent/carer consent had been gained, the participants themselves were asked to consent orally and via a written consent form (Appendix 6). This also followed reading an information sheet and having the opportunity to discuss the research and ask questions.

I did not anticipate any pupils within the provisions I approached would have learning disabilities that would compromise their ability to provide informed consent,

however I familiarised myself with the Mental Capacity Act 2005, so that I could consider the capacity of potential participants to give consent.

3.9.4. Participant feedback

Each participant would be provided with an information sheet (Appendix 1) explaining the findings of the research, followed by the opportunity to discuss the findings further in person and ask any questions. They would also be able to offer their feedback on the findings.

Participants would be offered an electronic copy of the completed thesis should they want to read this, and also be provided with a copy of any published articles related to the research.

3.9.5. Participant withdrawal

Consent forms and information sheets explicitly stated that participants have the right to withdraw from the research up until 7 days after data collection. This was also discussed orally prior to written consent being given for participation. Oral reminders of the right to withdraw and process for this were provided at the point of data collection.

The withdrawal time was limited to 7 days after data collection due to the commencement of transcription and analysis. Seven days is inline with recommendations made by the British Psychological Society (BPS, ethical guidelines, 1.4, 2009). Participant withdrawal would result in the deletion or any recordings of

their interview, and full or partial transcripts, along with any analysis that had taken place.

3.9.6. Anonymity and confidentiality

Due to the data collection process, participants could not be anonymous to me. They would however be anonymous to everyone else through the use of a pseudonym. This would also ensure confidentiality, as they would not be identifiable throughout the analysis or write-up of the research. The careful storage of the interview data also ensured confidentiality.

3.9.7. Storage of data

All data were kept and stored in accordance with the Data Protection Act (1998, modified 2003). I will own the data as a Postgraduate Researcher at the University of Birmingham.

Interviews were recorded on a password-protected and encrypted voice recorder. They were then transferred to a personal password-protected and encrypted MacBook Pro with iCloud features disabled.

In line with university ethical guidelines, all data (electronic recordings, field notes and typed transcripts) must be kept for ten years in the university's data archive entitled BEAR – Birmingham Environment for Academic Research. During this time, the research supervisors, university examiners and I may have access to the data. After ten years, all electronic data will be erased.

3.9.8. Significance/benefits

It is anticipated that the research will have the following benefits to the participants involved:

- The opportunity to share their stories and have them listened to which may feel empowering.
- Improved psychological wellbeing as narrative approaches have been linked to this affect due to the therapeutic nature of the process (Murray, 2009).

3.9.9. Risks

Potential risks associated with the research were considered as risk to the researcher, risk to participants, risk to individuals not involved in the research, and risk of disclosure.

Risks to the researcher, participants and individuals not involved in the research, were relevant to the SEMH difficulties of the participants and the potential reasons for their exclusion from mainstream education, such as their physical expression of anger. Consideration was given to how the nature of the interviews could lead to emotional discomfort and how this may be expressed towards others and experienced by the participants themselves. Due to four years prior experience in a therapeutic role, and training as an EP, I felt equipped to support the regulation any difficult emotions and resulting behaviours of the participants. Key adults in the provisions would also be on-hand and I would have signposting information for mental health and therapeutic support should this be required.

The risk of disclosure related to the potential for safeguarding concerns being raised. In the event of this, I would have followed the safeguarding procedures I use in my practice as a trainee educational psychologist. This would include informing the Designated Safeguarding Lead of the provision and research supervisor at the university.

3.10. Analysis

Bruner (1985) describes two different types of analysis within narrative inquiry: narrative analysis and analysis of narratives.

Narrative analysis configures descriptions of events into stories centred around a plot, where as the analysis of narratives produces categories or emerging themes that hold across stories (Bruner, 1985).

For this research, I have employed both a narrative analysis through re-storying using an emplotment-based approach (Pilkinghorne, 1995) and an analysis of narrative using thematic analysis (Braune and Clarke, 2006). Both approaches were used to complement one another in the answering of the RQs.

3.10.1. Transcription of narratives

The narrative interviews were transcribed from audio recordings, within 7 days of the interview taking place. The interviews were transcribed verbatim and included the spoken words of the participant and researcher, utterances and pauses, which demonstrated the social aspect of the construction of narratives (Reissman, 2008). I

also judged it important to include non-verbal communication that was important to the flow of the narrative, such as nodding to signal agreement. Transcribing in this way shows transparency of my influence on the narratives. My speech, as the researcher, was incorporated to render transparent the exchanges between the participant and me, in an attempt to make the reader aware of contextual factors surrounding the narratives.

3.10.2. Narrative summaries

Short summaries of each participant's narrative were created to support the reader and me in familiarising ourselves with their story (Murray, 2015). Each participant's summary was written around a beginning, middle and end.

3.10.3. Narrative restorying

Restorying is a key concept in the analysis of narrative data. It involves reading the transcript, analysing it to understand the lived experiences of the story-teller and then retelling the story (Clandinin and Connelly, 2000). Based upon my epistemological position as a social constructionist, I am employing the double hermeneutic (Lynch, 1993) and expressing the re-storied narratives as my own interpretation, as the researcher, of the participants narratives.

Several variations of restorying are used in narrative research, including the three-dimensional space approach (Clandinin and Connelly, 2000), the problem-

solution approach (Ollerenshaw and Creswell, 2002), and an emplotment-based approach (Polkinghorne, 1995).

The three-dimensional space approach (Clandinin and Connelly, 2000) seeks to re-story by understanding an individual's personal experiences alongside their interactions with other people. Interaction is viewed on both a personal (feelings, hopes, reactions) and social (perceptions, intentions, purpose, assumptions) level. Within this form of restorying, continuity is also important: looking at the past, present and future experiences of the participant alongside the specific situations and/or places identified within the landscape of the story (Ollerenshaw and Creswell, 2002).

This is in contrast to a problem-solution approach to restorying in which the format focuses on characters, setting, problem, action and resolution, in a highly plot-driven format, with less focus on interactional processes (Ollerenshaw and Creswell, 2002).

I chose to restory using the emplotment-based approach (Polkinghorne, 1995), which focuses on the chronological ordering of a narrative to form a coherent story which links together past experiences with the current outcome. I judged this method of restorying most relevant to answer my RQs.

Each narrative was arranged in chronological stanzas and any information that did not seem to fit with the chronological approach was placed in a stanza of shared meaning (Reissman, 2008). All of the stanzas written in the past tense, indicating past experiences, are accurately placed in chronological order as the timelines were clear. Stanzas written in the present tense, expressing current experiences and views, still hold their chronological position between past and future stanzas, however are

depicted through shared meaning as it is not possible to differentiate a timeline of current perspectives or on-going experiences. I have instead placed them based upon the order in which the participant discussed them. An example of this is within David's restoried narrative where two present day stanzas are written consecutively, with their opening phrases being "I like it here because it's close to my sister's school" followed by "The best time at school is break" as that was the order in which David spoke about them.

To restory the narratives, I first copied lines from a participant's verbatim transcript into a new document, based upon a chronological order. The lines initially included both the participants voice and mine as the researcher. My voice was included at the start to give additional context to the participant's voice whilst I began constructing the stanzas. Once I judged the stanzas to be in the correct order and having grouped appropriate information together, I then removed my voice, one stanza at a time. This enabled me to begin joining sentences together to aid the flow of the narrative, using "and" and other conjunctions where needed. To retain the participants voice at the centre of the narratives and show an authentic and accurate representation, I retained their individual use of language. In the case of Liam, he consistently used the word "like" mid-sentence and therefore this was present throughout his re-storied narrative. For example, "His birthday is like two weeks before mine."

The decision to remove my voice from the narratives was based upon my judgement that it would the stories more accessible to the reader. As the inclusion of the researchers voice can support transparency and help the reader to see the co-

construction of the narratives and remember that these stories did not arise entirely from within the speaker (Reissman, 2008), the reader has the full initial transcriptions to relate back to, should questions arise relating to transparency (Appendices 10-12).

'Narrative smoothing' is a process that can be used to remove events or mini-stories that the researcher does not consider directly relevant to the overall story being told, leading to a more coherent narrative (Spence, 1986). Narrative smoothing only occurred in David's re-storied narrative where information was ambiguous and I did not want to assume the meaning of this. I did not deem any information to be irrelevant to the overall story being told and therefore did not require much use of narrative smoothing. The following table illustrates the narrative smoothing in the case of David:

Verbatim transcript	**Re-storied narrative**	**Narrative smooth and justification**
F: You don't know? Well you said something earlier to me about sitting under a table. D: Well I was lying down, my hands were on the table *(muffled)*, but the teacher's couldn't find me… F: Yeah. Can you remember why she held you? What happened? D: Basically it happens here sometimes when I don't want to do my work.	I had to leave my primary school because I was lying down under a table because I didn't want to do my work. The teacher's couldn't find me.	I omitted information regarding David's hands being on the table as I could not hear the entire sentence due to the muffled recording and I was not aware of the significance of this to the story, whether his hands were visible or not to staff therefore making him easier/harder to find.

Table 6 – An example of narrative smoothing

Once the restoried narratives were composed, I looked for key events and plot lines, turning-points, low points and high points as described by Reismann (2008) to support me in answering RQ1. In doing this, key characters became apparent so I also

made reference to these in my findings and commented upon the overall character or theme portrayed throughout the narrative. This once again employed the double hermentuic (Lynch, 1993) and was my interpretation of the participants' stories.

The depth of interpretation required varied dependant on what was expressed on a surface level. For instance, Dan clearly stated that getting excluded from school was the "worst time" for him so it seemed appropriate to interpret this as his low-point. This was similar for Liam who said his first day at his SEMH provision was "the worst day ever". David, on the other hand, talked about being upset by name-calling and whilst he does not explicitly say this was the hardest or most difficult time for him, it is my interpretation that this is the lowest point of the story he told in comparison to other parts.

When more interpretation, as the researcher, is required, it is important to consider reflexivity throughout this process. The key aspect of reflexivity relevant to this area is in relation to power (Grove, 2017) and what I, as the researcher, am hoping to achieve from the research, such as a more positive discourse around CYP at risk of school exclusion and in PRUs. This may mean that my interpretations are unconsciously more focused towards the struggles that these CYP face in their lives to enhance empathy from others, and to focus on the possible positives that can be achieved. This is further discussed in Section 3.11.3.

3.10.4. Thematic analysis of narratives

Thematic analysis is probably the most common method of analysis used in narrative research (Reissman, 2007). Thematic analysis is "a method for identifying,

analysing and reporting patterns (themes) within data" (Braun and Clarke, 2006, pp. 6). Thematic analysis is not attached to any one theoretical framework and can therefore be used across a range of research (Braun and Clarke, 2006). From a constructionist perspective, thematic analysis can examine the way in which events, realities, meanings and experiences result from a variety of discourses existing within society (Braun and Clarke, 2006).

An inductive approach to thematic analysis was taken so that the themes strongly identify with the data itself and are not trying to fit a pre-existing theoretic framework (Braun and Clarke, 2006). My constructionist research perspective, led me to examine themes at a latent level to identify underlying ideas and conceptualisations behind the spoken language (Burr, 1995). Thematic analysis occurred on the full transcripts rather than the restoried narratives, as a common criticism of thematic analysis is the loss of context (Bryman, 2001). This was also vital as the re-storied narratives had not been checked by participants so I did not consider it appropriate to layer any further analyses onto these without their accuracy having been confirmed.

The following thematic analysis 6-stage procedure was followed, based upon the model by Braun and Clarke (2006):

1 – Familiarisation

- Immersion in the data through repeated listening to audio recordings of the interviews.
- Transcription of the data completed myself
- Some initial patterns started to emerge, such as the presence of adults who believed in the CYP.

2 – Generating initial codes

- Production of basic codes from the transcripts.
- Transcripts were coded individually.
- Each phrase or sentence of the transcript was manually assigned a code.
- Some segments of the transcript generated several codes.
- A list of all the codes for each transcript was created (Appendices 16-18).

3 – Searching for themes

- The different codes, and their extracts, were sorted into potential themes.
- This was done by considering how the different codes combine together to create over-arching themes.
- Main themes and sub-themes are considered.

4 – Reviewing themes

- The collated extracts for each theme were re-read to ensure they formed a coherent pattern.
- Some themes were re-worked as new patterns emerged during the reviewing process.
- I re-listened to each audio recording and considered whether the themes seemed to fit with the interview itself and what was trying to be portrayed.

5 – Defining and naming themes

- Each theme was explored in detail to identify interesting patterns and to decipher the meaning of each theme so that it could be accurately named.
- The main themes were then broken down into sub-themes

3.11. Evaluation of data and findings

According to Polkinghorne (1988), within the scope of narrative research, reliability should be re-thought of as 'dependability' and validity as 'trustworthiness'.

3.11.1. Dependability

Within qualitative research, dependability, also referred to as reliability, refers to the appropriateness of the tools, processes and data (Leung, 2015). The tools and processes of this research were chosen through careful consideration of the surrounding literature and through discussion with experienced researchers within the Department of Education through tutorials and a Research Panel. The tools and processes were effective in gathering the necessary data to answer the RQs, although some sections of the interview guide were admittedly difficult for the participants to access. However this did not negatively impact my ability to answer the RQs.

3.11.2. Trustworthiness

According to Reissman (2008), the validity or trustworthiness of narrative research can be considered from four facets:

- Historical truth and correspondence
- Coherence, persuasion and presentation
- Pragmatic use
- Political and ethical use.

Historical truth and correspondence

As I research from a social constructivist perspective, my concern is not with factual accuracy, but instead with individual constructions of experiences to share a personally meaningful viewpoint. Understanding the meaning of the stories is far more important than verifying the facts. However, in line with suggestions by Hammersley (2002), I believe it is important to consider whether the stories are plausible and credible.

To assess plausibility and credibility, I have considered the 'trustworthiness' of the data through assessing internal consistency throughout each narrative (Gubrium and Holstein, 2002). I did this throughout data collection by checking for contradictions in the narratives and asking clarifying questions if contradictions appeared to arise. The only contradictions that I became aware of were related to the participants' educational timelines, and these contradictions were easy to address through asking clarifying questions.

Upon listening to the recordings of the interviews and transcribing them, I sought to identify any significant contradictions within the narratives, of which none was apparent. Therefore, I consider that the data can be considered trustworthy.

Triangulation of the interviews may also have supported credibility by ensuring research data were comprehensive and accurate, through the use of multiple data sources (Moon, 2019). In the design of this research, I made a very conscious decision not to triangulate my data. This is because the views of young people in PRUs are neglected from the research, where as the views of parents and professionals are expressed more readily. My desired outcome for the research was for the voices of the young people themselves to be heard, without this being diluted with the expression of anyone else's voice. I do not consider that this significantly reduces the reliability of this research, where the young people are telling their stories from their own viewpoint, which answers the RQs, which specifically ask for the young person's perspective.

Coherence, persuasion and presentation

Coherence, persuasion and presentation relate to the episodes of a life story hanging together well, alongside clear documentation of the processes used to collect and analyse data (Reismann, 2008).

As this research is written as a doctoral thesis and requires considerable detail across all chapters, I have endeavoured to ensure that data collection and analysis processes are transparent and clearly documented, as presented in Chapter 4. The transcription and analyses account for whether episodes of the life stories support one another and create a fluid whole-account.

The threat to the trustworthiness of this research arises as a result of my inability to meet with participants for a second time to gain their perspectives on the accuracy of the re-storying of their narratives.

Pragmatic use

Pragmatic use is a functional measure of trustworthiness, considering whether a piece of narrative research becomes a basis for further research within the scholarly community (Reismann, 2008).

At this stage, it is not possible to say whether this research will become a basis for further research, however further areas for related research are outlined in Chapter 5.

Political and ethical use

Chase (2005) asks researchers to consider whether our research contributes to social change and fosters social justice for the participant group.

This research aims to contribute to social change and to foster social justice through its implications for educational psychology practice, so that EPs can better support CYP who attend PRUs. Through the dissemination of the research findings to educational psychology colleagues, this work can begin on a local level within my educational psychology service, with a particular focus on supporting CYP at risk of exclusion to remain in mainstream education when this is considered the most appropriate setting for them.

3.11.3. Reflexivity

Reflexivity is the process of a researcher being self-aware through considering their own thoughts and actions throughout the research process, and reflecting on their own biases and assumptions (Mills, Durepos and Wiebe, 2010). It is important that a

researcher transparently communicates their assumptions, beliefs and biases (Creswell and Miller, 2000) so that the reader can consider the credibility of the findings based upon the researcher's position (Elliot, 2005).

Creswell and Miller (2000) highlight how a researcher is inseparable to the research process and their own prior experiences, theoretical perspective and interests influences how the research is approached and analysed. To demonstrate reflexivity in this area, I have already highlighted how the idea for this research developed through my own prior employment experience, personal interests and relationships (Section 1.3).

Another way to demonstrate reflexivity is to clearly describe the contextual intersecting relationships between the participants and researcher, for example socio-economic status, age, gender (Berger, 2015). I am not able to state the socio-economic status of my participants, as I did not seek to find this out, however inferences could be taken from the interviews by the reader, such as reference to David's father being employed. To offer transparency to the reader, I will share some facts regarding my socio-economic status:

- I am a Doctoral student, therefore undertaking post-graduate university education.
- I receive an income via a university bursary.
- I will become an EP.
- I have two parents, both of whom identify as "skilled workers". They did not access Higher Education.

With regard to age, participants were aged between 10 and 14 years and, at the time of data collection, I was 28 and 29 years old. I have younger brothers who are in their early teens and as a result of this I believe I have understanding about some of the interests that CYP have, enabling me to engage effectively in the rapport building prior to and during data collection. I also still have a good recollection of my time at school and the pressures I experienced. With regard to gender, all three participants were male and I am female.

An important part of reflexivity is the researcher being aware of their own unconscious bias and sharing this with the reader (Buetow, 2019). I am aware that at times in my personal and professional life I show an affinity bias; the tendency to connect with people who share similarities with us. For me as an individual, this is in largely due to feeling confident having conversations with people who I have a shared interest with or may have visited the same places. Specific to this research, I was continually drawn in by the way Liam highlighted the importance of his family relationships despite having some family difficulties, for example his father being in prison. This is something that resonated with me as I have very close family relationships and always speak very highly of my family, in spite of difficult family circumstances during my childhood. I also have a large sibling group, similar to Dan.

This affinity bias towards Liam may have influenced my analysis and interpretation of his data. An example of this is where Liam explains that he "beat up" some children for picking on his younger brother, and his younger brother also "jumped on somebody's face." Liam then goes onto say "I blamed it all on me" which enabled his brother to remain at the school whereas Liam was excluded. After Liam

told me he blamed it all on himself I responded with “Aw, that was lovely of you.” On reflection, I was evidently seeing the positive side of Liam protecting his brother but actually the circumstances of other children being hurt are not “lovely.” This potentially made Liam feel more able to open up to me, knowing that his actions would not be judged, but more importantly might feel like they are approved of.

Reflexivity can also be demonstrated through the consideration of power differentials between the researcher and the participants (Grove, 2017). The participants may have considered that I held greater power as I am an adult in their education setting, however in my view my participants held greater power. This is because I was very aware that they were volunteering to be involved in the research and if f they decided they no longer wanted to be involved then I was highly doubtful that I would be able to replace them as participants. This had substantial repercussions for me being able to qualify as an EP on time, which could also lead to financial impacts. I therefore consider my overall demeanour towards the participants to be very empathic and understanding. In one respect, I believe this enabled the participants to speak openly and not feel judged, however, I also I believe I sometimes shied away from asking participants for further elaboration on their responses to my questions as I did not want to make them feel like their answers were unsatisfactory, possibly reducing or ending their engagement. Asking for further elaboration may have prompted richer data in the following example excerpts:

Participant	Quotation	Reflection
Dan	F:… But like, why are they positive for you? D: Don't know. They're just, they just am.	I felt that Dan struggled to answer this question in relation to why certain school staff are positive.
	F: Have they done anything… anything special? Given you any extra time or listened to you? D: They always speak to you. Like if there's anything wrong, they speak to you.	I'd already asked for elaboration twice and did not want to push him further and make him feel like his answer was not what I wanted or good enough.
	F: Yeah. So again it seems like they actually like listen and show an interest in you…	On reflection, asking him another question, such as particular qualities the staff had may have provided further detail, if Dan felt about to give a response.
David	F: Yeah. So this teacher you liked at Y, why did you like them? What did they do? D: The teacher at Y always gives me, when it's movie day, and we got school. F: Yeah. D: The teacher lets us watch movies everyday. F: So you got to watch movies everyday and you liked that? D: Yeah and we got to eat in our classroom. F: Okay. D: And when we go to our classroom, I always pick, erm not Sponge Bob, because I hate it. F: Okay. D: But this kid in school called Bert, he does not like scary stuff…	The question at the start of this exert had already been asked twice previously with David not answering it and instead talking about peers in his class. I could have asked David more about the significance of being allowed to watch movies and eat in the classroom; what this meant to him and what this meant about the teacher. However David started talking about Sponge Bob and went off on a tangent. I did not want to stop him discussing this as it felt relevant to him and I did not want to make him feel that this information was not appreciated. By the time David had finished discussing this, I felt it was best to move onto the next section of the interview schedule as I had already had several attempts at engaging him about the teacher.

Table 7– Examples of reflexivity with regard to requesting elaboration

Not wanting the participants to disengage altogether also meant I struggled to assert myself, such as when asking David and Liam to stop playing on the computers. This temporary distraction may have further reduced the detail of their data, as their minds were not fully focused on my questioning and their responses.

When considering power dynamics, I am very aware that I hold the overall power of the research with regard to the dissemination of the research findings. Within my practice as a TEP, I often work from a strengths-based approach and utilise positive psychology. I therefore see the good and positives in people, their experiences and interactions. I always endeavour to work towards positive outcomes for CYP and I want other people to do the same. I am aware from my experiences working with CYP in PRUs, that they are often seen as having negative trajectories and often "written off" and I have motivation to change this perspective. This may have unconsciously influenced my analysis of the data and subsequent findings (Braun and Clarke, 2006). For instance, when I review Liam's narrative, I am aware that I position Liam's behaviour towards others as a result of protecting his family due to his love for them, however I am also aware that another researcher may view his behaviour as a disrespect for others and authority. The positioning of Liam's behaviour this way is not a deliberate attempt to persuade readers to my viewpoint, but based upon my interpretation of his narrative as a psychologist working towards positive outcomes for CYP.

3.12. Chapter summary

This chapter has detailed the methodology of this research and discussed the rationale for the use of narrative inquiry. Research aims, research questions, philosophical approach, methods used, evaluation and analysis of data have been examined. The following chapter will outline the findings to RQ1 and RQ2.

CHAPTER FOUR: FINDINGS

4.1. Overview of chapter

The following chapter will focus on the findings in relation to the RQs for this study. Firstly, it will introduce both RQs and what they intended to address. The findings for each participant (Dan, David and Liam), in relation to RQ1, will be outlined through a narrative summary and my interpretation for RQ1(a) and (b) separately. There will also be information presented about the process of each life story interview and a short reflexive commentary to aid the transparency of the findings. This will then by followed by findings relevant to RQ2, with a table showing the thematic analysis codes, and what sub-theme and main theme these were dually assigned. This will be followed by a table displaying the relevant quotations for each sub-theme and main theme. A summary of each participant's findings will be given.

4.2. Research questions

RQ1: How do CYP narrate their life and educational experiences…

(a) Prior to their placement at a PRU?

(b) From their placement at a PRU to the present day?

RQ2: What positive factors are outlined in the life stories of CYP who are educated at a PRU?

RQ1 was intended to address the ways in which CYP, who are educated in PRUs, narrate their life and educational experiences. It looked at their experiences prior to attending a PRU and then from their placement at a PRU to the present day. This was

done through narrative restorying. Attention is given to low-points, high-points, key events, key characters and turning-points within the narratives. Consideration will be given to the genre or type of story that each participant's narrative relates to.

As there can be a negative stigma surrounding school exclusion and subsequent attendance at a PRU, RQ2 aimed to identify positive aspects of the life stories told by CYP who are educated at a PRU. This RQ also intended to address where participants indicated negative factors, but in which learning can take place for positive change. This was done through a thematic analysis of the original transcript of each participant's life story interview.

4.3. Participant One – Dan

4.3.1. Dan's life story interview and reflexive comments

Although Dan consented to engage with the interview and attended willingly, he was not overly forthcoming throughout the interview process. He engaged to the point that he answered all of the questions openly, however his answers were generally short in length and lacked expansion. Whilst the information provided by Dan was useful in addressing RQ1(a) and RQ2, it was not in enough depth to address RQ1(b).

As this was the first life story interview that I had conducted, after the field test, it is likely that my questioning style may not have supported the further development of Dan's answers, as it did during subsequent interviews with other participants. As Dan did not appear overly interested in the interview content, I felt reluctant to push him too much further for information in case this caused him to feel that he no longer wanted to be involved in the research.

The lack of expansion of his answers also meant that Dan's narrative felt most difficult to immerse myself in and therefore the analysis does not feel in as much depth as for David and Liam. In addition to this, my perception that Dan was not too interested in the interview also made me feel like I could not connect fully with him which may also have impacted to extent to which I feel there is depth to the analysis.

4.3.2. Dan's narrative summary

Dan's first recollection of education is Reception. He went to three different primary schools because of moving house.

When he went to secondary school he was fine in Year 7, however by Year 8 he had got used to the school and felt more confident. He was excluded for being disruptive and fighting. Dan had a long wait to get a place at a PRU and he had some boring online work to do from home. He has been at the PRU about 18 months now but he has to leave next month. It is not possible to stay after Year 9 and he does not know where he is going yet.

In the future, Dan would like to have a job and move out of his mother's house. He would like to live abroad. Career-wise Dan would like to be a fireman or landscaper.

4.3.3. RQ1(a) - Interpretation of Dan's narrative story

Dan appears to associate his exclusion from school around being disruptive and fighting... "I was excluded for being disruptive, fighting and everything else". The "everything else" may relate to talking, messing about and being silly… "I'd rather be talking and messing about. It doesn't help me when people around me are being silly,

like the students. I join in". Dan suggests that his behaviour became more challenging in secondary school as he settled in and felt more confident… "I think I just got used to the school and more confident".

Prior to this he had transitioned between primary schools three times due to moving house so perhaps never felt overly settled… "Then I moved house… I went to another school for a year but then I moved house again and left."

Dan's narrative mentions the time he had between his exclusion from secondary school and gaining a place at the PRU… "I had a long wait to come to the PRU." During this time Dan had was given a form of online education which he did not enjoy… "I had some boring online work to do."

Key characters relevant to Dan's exclusion are the teachers that helped him stay in school as long as he did, and the teachers that did not like him or listen to him. He acknowledged that he would have been excluded earlier in secondary school, if it were not for the teachers that supported and believed him… "If I was in trouble they would get me out of it and back me up if I said I did not start the fight".

Dan considered some teachers to be a "waste of time", particularly those that did not listen… "They were annoying and didn't listen". He perceived that they did not like him and he did not like them in return… "They didn't like me and I didn't like them".

Overall, Dan's narrative appears as a documentary-style portrayal of the events and experiences of his education, mainly centered upon the facts of the situation.

4.3.4. RQ1(b) - Interpretation of Dan's narrative story

There was not enough information in Dan's narrative story to interpret it in relation to RQ1(b).

4.3.5. RQ2 – Dan's thematic analysis codes

The following codes were identified within these main and sub-themes:

Main themes	Sub-themes	Codes
Education	School relationships	Peer interpersonal factors, teacher support, negative teacher perceptions
	School experiences	Transitions, fighting/disruption, missed education, view of school
Self	Family	Background, relationship values
	Future	Employment, future living arrangements

Table 8 – Dan's thematic analysis codes

4.3.6. RQ2 – Dan's thematic analysis quotations and interpretations

In the table below, the following key applies: F – Faye (researcher); D – Dan (participant).

Main themes	Sub-themes	Quotations	Description/interpretation
Education	School relationships	"F: Okay. Or what might other people around you be doing that wouldn't help? D: Being silly." F:...So the students. When they're silly, what does that mean for you? D: I join in."	Dan was able to identify the impact that his peers silliness has on his own behaviour. When they are silly, he joins in.
		"F: What's been the biggest challenge do you think of your life at school? D: Like, listening…Just like sitting in a classroom with like loads of people. F: What would you rather be doing than sitting there listening? D: Talk. F: Talking. D: Messing about."	Dan was able to acknowledge the difficulties that he has with listening and how he would prefer to be interacting with his peers.
		"F: Was it particular people you were fighting with or was it like a particular group of particular people that were winding you up? Or could it be anyone? D: Whoever wound me up."	Dan acknowledged that he fought due to people winding him up. Although fighting may not be considered a positive aspect of Dan's life story, it is positive that he was able to identify a trigger for the fighting.
		"F: Someone that stands out for you? D: Erm, erm, there's teachers... They just helped me. F: Okay, can you remember what they helped with? Was	Dan spoke highly of some teachers, particularly those who helped him.

	it like… D: If it wasn't for them I would have got excluded at the start of Year 8."	
	"D: They always speak to you. Like if there's anything wrong, they speak to you…They just like, if I was in trouble, they would like get me out of it. F: Okay. Would they talk to you or would they like talk to other people? D: Like, sometimes, like if I got into a fight and I said they started it, they would like back, back me up."	Again, Dan discussed positive teachers in regard to them communicating with him and backing-him up.
	"F: So let's think about all of them as a big group. Why are they negative people for you? D: Cos they're annoying. F: They're annoying, okay. D: And they don't listen."	Although here Dan is discussing teachers he perceives negatively, he is able to identify reasons for this, particularly around them not listening to him.
School experiences	"D: That's the reason why I'm moved a lot to them schools. I've moved house."	Although many people may presume Dan moved school so many times due to exclusion, it was actually due to house moves.
	"D: Like when I've been fighting, yeah. F: Okay, so fighting was sort of… D: The worst thing for me was getting excluded."	Dan discusses his exclusion in terms of the worst part of school. There may be some positives within in this, that Dan was not pleased with his exclusion, nor did he want it.
	" F: Any fights with him since you've been here? D: No. F: No, good stuff. D: Cos I know, he's like up there now."	Dan had not fought with a particular peer in the PRU, who he had previously fought with in primary school. He joked that it was due to the peers height,

			perhaps insinuating that Dan knew he could not win a fight, although other factors could be at play.
		"D: There's a long, massive waiting list. F: What did you do in that time? Did you have to try and learn stuff from home? Or were you just… D: Online thing. F: Okay. D: And I got sent a thing online. F: How was that? D: Boring."	It appears that Dan did not enjoy being out of education whilst waiting for a place at the PRU. This was partly due to 'boring' online learning.
		"D: Boring. F: Boring? Ahh. Why boring? D: School's just boring."	Dan finds school 'boring'. Although he could not explain his reasoning any further, his behaviour could be explained by boredom suggesting positive change could occur in adapting his education to form a more engaging or relevant curriculum.
Self	Family	"F: Um, in your life and the way you go about things, what's important to you? D: Family. F: Family. D: Friends."	Dan holds family and friends with high importance.
		"Any important memory?... D: Erm. When my, my, when my little brother was born. F: Ahh, how old is your little brother? D: He's 5 now, I think."	Dan recalls the birth of his younger brother as an important memory within his life.
		"F: Have you just got the one sibling? D: No. I have 5, 5 brothers and one sister.	Dan has a large family consisting of what appears to be full siblings, half siblings and step-siblings. His

	F: 5 brothers and one sister. There's a lot of boys. D: 2 are, my sister lives with my dad and my one brother lives with my dad. Then I have two older ones that live with me and one younger. F: And one younger. Aww. D: And I have two step-brothers."	parents are separated. He considers his family to be very important suggesting positive family relationships.
Future	"D: Erm, me having no job and that…"	Dan would consider a negative future for himself as not having a job.
	"D: Fireman or landscaping."	He would like to be employed and has career ambitions.
	"D: Live abroad. F: Nice. Where would you like to live? D: I dunno, like, LA. F: Oh nice. Have you ever been to America? D: *(Shakes head)...* I, I just can't get a criminal record or I can't go to America."	He would also like to live abroad ad acknowledges he would need to stay out of trouble and have a clear criminal record for this.
	"D: I'll have a job, I'll… I'll, I'll actually move out of my mom's house, 'cos all my other brothers are still living there. F: Are they? D: Hm-mm. F: So you've got lots of people at home? D: Mm. F: So you'd like to get your own place one day? D: Yeah."	Dan aspires to move out of his mother's house, despite this not being the norm for his brothers.

Table 9 – Dan's thematic analysis quotations and interpretations

4.3.7. RQ2 - Thematic analysis of Dan's narrative story

There were positives discussed around two main themes for Dan: education and self.

Positive elements of education were included in the sub-themes of school relationships and school experiences. With regard to school relationships, Dan discussed this in terms of the interactions he has with peers and how their behaviour influences his, the triggers for his fighting, and how he feels positively about teachers who help him, listen to him and support him. In the context of school experiences, Dan had many school transitions due to house moves (rather than exclusion), discussed exclusion as being the worst experience for him, has not been fighting at the PRU, and finds school boring, suggesting opportunities for positive change around nurturing his interest and engagement.

Within the main theme of self, the sub-themes of family and future were identified. Dan is from a large blended family and places a high importance on his family relationships. He has many future aspirations to include a career, opportunities to live abroad, and wanting to move out of his mother's house and live independently.

4.4. Participant Two - David

4.4.1. David's life story interview and reflexive comments

David was pleased to be involved in the research and happy to share his views, however he was easily distracted throughout. The interview took place in a computer suite and I regularly had to ask David to stop playing games on the computer. I found it

quite challenging to have to keep bringing him back on when he was playing on the computer. I was also concerned about school staff entering the room and confronting me about why he was playing games. At times I feel I may have lost my trail of thought with some of my questioning and perhaps did not ask David to expand as much as I could have. However, when he was focused on the interview, he gave thoughtful answers and was generally able to expand on his answers when prompted. Although there were a couple of additional questions that may have been beneficial to ask David at the end of the interview, I drew it to a close when his focus appeared to have gone.

4.4.2. David's narrative summary

David's first memories are of being five years old when he bit his little sister's foot and started at primary school. He had to leave his primary school because he hit a teacher in the face. He started at the PRU at age nine years and enjoyed his time there. The PRU was the only school where David did not hit anyone.

David currently attends a SEMH provision. He likes many of his lessons there but prefers break time. David has to stay at the SEMH provision but is determined to find a way to go back to the PRU.

When David is older he would like to get a job and work with his father, although he does not know what his father does for work.

4.4.3. RQ1(a) - Interpretations of David's narrative story

The opening paragraph of David's narrative starts at five years old. He tells a short story of biting his sister's foot… "when I was little I remember biting my sister's

foot". He justifies this in that she was annoying him by saying his name… "She was pissing me off obviously. She kept saying my name". The way in which David narrates using the word "obviously" may suggest that he considers it somewhat normal to bite a young child that is annoying him.

David narrates feeling good at his primary school, despite being excluded from it… "When I was also 5 years old I went to a primary school and I felt good there". David positively recalls lessons with two teachers… "I liked her because we did some experiments. I also liked learning our names in Egyptian with another teacher".

David's narrative accounts for his exclusion from primary school through one episode of his actions when he did not want to do his work… "I had to leave my primary school because I was lying down under a table because I didn't want to do my work".

David then justifies hitting a teacher by stating that she held him and left marks… "Then a teacher held my arm and left hand marks on it so I hit her face". This teacher is a key character in David's narrative around his exclusion. David's narrative does not consider the impact that his previous behaviour had on his exclusion… "I punched teachers' lots of times there."

The high-point of David's narrative, pre-PRU, appears to be in relation to his exclusion and hiding under the table. David considers that the teachers would be impressed that they could not find him under the table, rather than worried or scared, perhaps suggesting that David was impressed with his own hiding skills… "I think they were impressed that they couldn't find me." I recall his positive non-verbal communication and tone of voice when telling me this. He appeared very proud of himself.

4.4.4. RQ1(b) - Interpretations of David's narrative story

David narrates his experiences at the PRU positively with key events being school trips "I liked going on trips to McDonalds, swimming and I got to go to the brook. Also I got to go to KFC. And to Burger King" and eating in the classroom whilst watching films "I also liked a teacher at the PRU who let us watch movies everyday. And at lunch we got to eat in our classroom."

The high-point of David's narrative appears to be his enjoyment of break time… "The best time at school is break, all breaks". He particularly enjoys break because "I don't have to listen to what the teacher says for ten minutes". This may suggest that David appreciates more autonomy over his actions which breaktime allows. During break he is able to play games with his friends… "Me and my friends play tag – zombie tag", in which they created their own way of playing... "In normal tag people tag you but in zombie tag you have to fake bite people because zombies eat people".

David highlights that the only school in which he has not hit anyone was the PRU… "I didn't hit any people at the PRU… I've hit people at all my other schools". This could be considered a turning-point in his narrative. He explains that he did not hit anyone there because… "they were good to me".

The low-point of David's narrative appears to be in relation to name calling at his current SEMH provision… "They always keep calling me a midget and a faggot" and near home… And also they sometimes call me big ears. Like the people in my street call me that. It upsets me".

Overall, David's narrative is portrayed through adventure… "I'm staying here forever but I'm not happy about it. I'm going to be naughty until I go to a different school"… and humour… "School stands for six crap hours of our lives". There is also an

element of vulnerability present in that he wants to work with his father but does not actually know what he does… "When I'm a teenager I'm going to get a job. The same job as my dad and work with him. I don't know what he does". This perhaps suggests that he would like more of a relationship with his father.

4.4.5. RQ2 – David's thematic analysis codes

The following codes were identified within these main themes and sub-themes:

Mains theme	**Sub-themes**	**Codes**
Education	PRU	PRU set-up, trips, future
	School (mainstream and SEMH)	Subjects, learning, school routine
Identity	Self-worth	Name, possessions, self
	Relationships	Family, peers/teachers

Table 10 - David's thematic analysis codes

4.4.6. RQ2 – David's thematic analysis quotations and interpretations

In the table below, the following key applies: F – Faye (researcher); D – David (participant); Y – his PRU.

Main theme	Sub-theme	Quotations	Interpretations
Education	PRU	"D: Erm at the Y I go to McDonalds, erm swimming. I go to the brook… Also, I got to go to KFC… And to Burger King… There was other stuff where I go."	David enjoyed trips whilst at the PRU.
		"D: The teacher at Y always gives me, when it's movie day, and we got school…The teacher lets us watch movies everyday…And at lunch we got to eat in our classroom."	He also enjoyed the freedom to watch movies and eat in the classroom.
		"F: My last question was why do you like Y more than here? And you said. D: Cos there's less people obviously."	The PRU was preferential due to the small class sizes.
		"D: I'm going to be naughty until I go to a different school…Until I got back to the Y."	David clearly wants to go back to the PRU and intends on making it happen.
	School (mainstream and SEMH)	"F: What would your favourite lesson be? D: Erm Maths…Maths and Science."	David's favourite lessons are Maths and Science.
		"F: So you'd rather be at school. Why would you rather be at school? D: Because it gets me learning stuff."	He would rather be at school, than at home (teacher training day) as he has a desire to learn.
		"D: And also get to go on the art in the classroom…I like to	David mentioned art and food technology

		do, 'cos, sometimes I get to go to food tech."	several times and appeared to like practical subjects.
		"D: Only the art teacher…And the technology teacher… Erm, because they make me cook food."	He discussed preferred teachers in terms of the subjects that they taught.
		"D: All breaks…Because I don't have to listen to what the teacher says…For ten minutes."	Breaktime was David's favourite part of the day as he did not need to listen to teachers.
		"F: Yeah. Can you remember why she held you? What had happened? D: Basically it happens here sometimes when I don't want to do my work…I don't do my work and I flip a table. Like I do ages ago. And broken it."	David was able to reflect that he flips tables when he does not want to do his work. This leads to him being restrained.
		"F: What do you think is the most difficult thing about school? D: Homework. F: Homework is the most difficult thing. What about difficult things when you're at school in the day, before you go home? What's difficult? D: Mm, difficult thing, I do not know… Nothing."	It was positive that David did not feel anything was too difficult in school. The fact that he finds homework difficult may suggest that he has support with his school work that he finds beneficial.
Identity	Self-worth	"D: Do you know what my last name is? F: I don't. D: This is my last name. That's my middle name… There's my whole name."	David was keen for me to know his full name.
		"And also we were learning about our names in Egypt."	He enjoyed learning his name in Egyptian.

	"D: I have three bikes...Because one of them is fast and it's a voodoo bike…It's worth ten grand."	David's bike was a favourite possession and he was very aware of the cost.
	"D: And I like my clothes."	His appearance appeared important to him.
	"F: Who is the most important person in your life? D: Erm, me… Because I like myself."	David likes himself.
	"F: I've been in the dining hall, had Christmas dinner in the dinner hall with everyone. D: Everyone, even me?...Did you see me?"	David wanted to know whether I had noticed him, representing the importance he feels.
	"F: How do you think the teachers felt when they couldn't find you?.. D: I said impressed."	David assumes others have positive opinions of him.
Relationships	"D: Erm, I don't know how much kids are in this school…The only two kids persons names who I know…Is, erm, Ant (pseudonym) and Bob (pseudonym)."	David was fairly new to the provision, however he knew the names of two peers.
	"F: What do people do to annoy you or piss you off? Can you think of what people do? Do they say things or do they do things? D: Yeah. They always keep calling me a midget and a faggot."	David was able to reflect that he gets annoyed by the names people call him.
	"F: You hit people here. But why not at Y? D: Because they were good to me. F: There were good to you? Is	David seemed to acknowledge when people were good towards him and he did not display

that the teachers or the children? D: Both."	aggression.
"F: Do you like it here? D: Yeah because it's close to my sister's school… 'Cos when she was at (muffled), at the Z, her friends always picked on her…They got used to her…Then they stopped."	David appeared protective of his sister; being happy that he was close to her school due to previous bullying.
"D: Hmm when I'm a teenager I'm going to get a job… The same as my dad. F: What does dad do? D: Erm, I don't know."	This would suggest that David does not know his father well as he is not aware of what job he does, however he would like to work alongside him.

Table 11 – David's thematic analysis quotations and interpretations

4.4.7. RQ2 – Thematic analysis of David's narrative

There were positives discussed in David's narrative across two main themes: education and identity.

Positive elements of David's education were in relation to the sub-themes of PRU and school (including both mainstream and SEMH settings). I felt that it was important for PRU to have it's own sub-theme due to David's repeated emphasis of the positivity of his experiences there, which were very different to his mainstream and SEMH provision experiences.

Within the sub-theme of PRU, David discussed positively going on trips, freedom to watch movies and eat in the classrooms, small class sizes and wanting to return (by getting excluded from his SEMH provision). Within the sub-theme of school, positive

elements were identified in that David enjoys Maths, Science and practical subjects, such as food technology. He shows a preference favours teachers dependent on the subjects that they teach and he has a desire to learn, preferring to be at school than at home. David's favourite time of day is break-time as he does not have to listen to teachers then and he does not find anything too difficult in school suggesting adequate support. He was able to identify that he flips tables when he does not want to do his work, so there was opportunities for positive change here in regard to pre-empting table flipping and early intervention.

Within the main theme of identity, the sub-themes and self-worth and relationships were identified. David appeared to have positive self-worth dictated his personal possessions, such as his expensive bike and his appearance through his clothing. He is his favourite person and assumes others have a positive view of him. He appears to place importance on being noticed and on his name; wanting me to know his full name and enjoying learning to write it in Ancient Egyptian. With regard to relationships, David is protective of his sister and would like to work with his father when he is older, although it appears he may have a limited relationship with him currently. David gets annoyed when he is called names by peers and only knows the name of two peers. He did not show any aggression when he was at the PRU as he perceived people to be good to him.

4.5. Participant Three - Liam

4.5.1. Liam's life story interview and reflexive comments

Liam was a natural story-teller and very keen to be involved in the interview process. His interview also took place in a computer suite and there were brief moments where he was distracted by the computers but he was easily brought back on task.

Interviewing Liam and re-storying his narrative was an emotive process. He was very pleasant to work with and the way in which he spoke about the love he has for his grandmother was palpable. Although he had been excluded from three different schools, two of which was for physical aggression towards others, it was very difficult not to warm to him.

I acknowledge that some people may view Liam's repeated aggressive actions as more of a 'villain' in relation to characters of stories, as his physical aggression may be considered immoral and unnecessary when considering the triggers for this. However my values as an EP and rapport with Liam mean that I find it impossible to label him so negatively and want to focus on the strengths within his character that he displayed.

4.5.2. Liam's narrative summary

Liam first remembers being six years old when he had a Power Rangers party. He also recalls that he did not get a bedtime story when he as little, and instead his mother bought him a television.

At his first school he was excluded for having a food fight with his step-brother which resulted in the head teacher having custard thrown at his face. He was then

excluded from his next school because a group of older children were picking on his brother so he beat them up. He attended his next school for eight days but was excluded for hitting a boy over the head with a rock who was rude about his mother. Liam then attended a PRU for about a year. After the PRU, Liam went to the SEMH provision where he is now. He's been there for about six months.

When Liam is older, he would like to get a job as a YouTuber and a builder. He would like money, a house and a car. He'd also like to buy his grandmother a pink mini. He's not going to be naughty when he's older.

4.5.3. RQ1(a) - Interpretations of Liam's narrative story

Liam began his narrative with a key event that he considers to be the high-point of his life so far… "I think that was the bestest day of my life, when I was six". This is in relation to having the birthday party of his choice "It was a Power Rangers one because I wanted Power Rangers" complete with "a bouncy castle".

His narrative included that he did not have a bedtime story as a child … "When I was little I never got a bedtime story". Instead he was bought a television that he watched in his cot… "My mom just bought me a little television when I was young. I was like in a cot…" Liam recalled this as earliest memory and it appeared significant to him. However, research suggests that memories before three years of age are likely to be fictional (Akhtar et al., 2018) or may have been learnt through hearing others recall the event. Regardless of how real the memory is, it may suggest that Liam felt some of his needs were not met by his mother when he was younger.

Liam's first exclusion from school is narrated with a sense of fun… "It was so funny" and he compares it to something that you might see on a film… "We threw like a

big, big, big pile of custard, like on a film, at the head teachers face accidentally". There appears to be a sense of teamwork between Liam and his step-brother… "Me and my step-brother got kicked out because we were naughty. It was because we had a food fight".

Liam justified his following two exclusions through standing up for his family and he narrates his actions rather casually, adding to the sense that he feels that his actions are justified…"These kids were picking on my brother. I just went over and beat them up"… "This kid was starting and he was talking about my mom and that, so I just hit him with like a rock on his head". With regard to the event with his brother, Liam highlighted the age of the children… "My brother was only seven and they were like nine and ten". This may suggest that Liam thought the situation was worse as the children were older. Liam defended his brother and took the blame… "My brother still goes there because I blamed it all on me".

The key characters throughout Liam's narrative pre-PRU are all family members, including his step-brother, brother and mother, who are all relevant to his exclusions.

4.5.4. RQ1(b) – Interpretations of Liam's narrative story

The high-point of Liam's education is narrated as a key event that occurred at his SEMH provision… "Yesterday was the bestest day ever". Liam enjoyed going on a trip… "We went on a really cool trip to the Wolves stadium, then it was McDonalds, then it was the park. We played on the park until 1pm or something, then it was home time". He particularly enjoyed it because "I didn't have to do work".

The low-point of Liam's narrative overall is in relation to his transition to his SEMH provision… "My first day here was the worst day ever at school". This was in relation to not knowing their expectations… "I got into trouble because I didn't know what to do or anything and they told me to like eat weird; like the spoon and that was weird" and he had to do some things for the first time… "The hardest day was when I had to do PE and I couldn't do it. It was my first ever chance at football".

Liam's grandmother appears to be the most significant character in his narrative… "My nan is the most important person. I love my nan with all my heart". She sticks up for him and helps him… "She sticks up for me and she's lovely to me. She always helps me and she says I'm her favourite grandson". Liam would like to show his grandmother how much he loves her in future by buying her a pink car… So I think I'm going buy her a pink car and she said her favourite car was a mini".

Another important character in Liam's narrative appears to be a teacher at the PRU… "there was one girl teacher that was actually nice to me". This teacher stood up for Liam… "She kept sticking up for me and that. She blamed things on another kid when the other kid started it". This was the only teacher that Liam believed to support him… "Every other teacher blamed it on me". This was very significant for, to the point that he tried to protect the teacher from being hurt… "when somebody went to hit her, I pushed him over".

Liam does not explicitly have a turning-point within his narrative, however there seems to be the potential for one in the future. Liam's father is in jail however he should be released in the next 1-2 years… "I don't see much of my dad at the moment because he's in jail. He's there for one or two years." Liam misses his father "I miss him" but seems to think the time apart will go quickly… "It's not that long and it'll go like a

flash". This suggests that Liam perceives his father to be a positive person in his life and he may have the opportunity to further build his relationship with him in the next couple of years.

Overall, Liam portrays the narrative of a good character who carries out aggressive actions in order to protect the people that he loves. This type of character in stories and films is often depicted as the 'hero.'

4.5.5. RQ2 – Liam's thematic analysis codes

The following codes were identified within these main themes and sub-themes:

Main themes	Sub-themes	Codes
Education	School	Fun at school, improving school, exclusion, PRU
	Transitions	First day, hardest day
Relationships	Family	Family members
	Peers	Existing friendships, hatred
	Teachers	Support, blame
Aspirations	Future	Career aspirations, material aspirations, future behaviours

Table 12 – Liam's thematic analysis codes

4.5.6. RQ2 – Liam's thematic analysis quotations and interpretations

In the table below, the following key applies: F – Faye (researcher); D – Dan (participant); A/B/C – different primary schools.

Main themes	**Sub-themes**	**Quotations**	**Description / interpretation**
Education	School	"L: Yesterday was the bestest day ever...We went on a really cool trip." "L: I'd say the bestest school ever was C, 'cos is was funny and it was my first school ever." "L: To have a quiet room like Y. Like when people get angry, just tell them to like go in the quiet room and have some time to themselves" "L: To play on computers forever." "L: Now that was, okay, it was a bit fun. I liked the go-karts there. That was fun. "	Liam linked positive experiences in school with having fun, eg. trips, go karts and computing. He felt that school could be improved by having more time on computers and a quiet room to use when angry.
	Transitions	"L: Yeah. Cos I, I didn't know what to do or anything, and they told me to like eat weird" "L: When I came and I had to do PE. It was so hard. I couldn't do it…It was my first ever chance of football."	Liam found starting at new provisions difficult due to not knowing the expectations of the school, such as correct use of cutlery, and not attempting things for the first time, such as football.
Relationships	Family	"L: Me and my step-brother got kicked out 'cos we were naughty… we had a food fight and we threw food at the kids in the dinner hall."	Although exclusions from school are usually thought of positively, Liam discusses these in relation to positive aspects of family relationships.

"L:…this kid was starting so I just, and he was talking about my mom and that, so I just like, I hit him with like a rock on his head."	Firstly he demonstrates a sense of teamwork with his step-brother and a united front which is not always applicable between step-siblings.
"L:… they was like picking on my brother, so I just went over and beat them up…	He appears both protective of his mother and brother, defending them both from the words or actions of others.
"L: My life is my dad 'cos I miss him. He's in jail. No, my nan actually… And my mom. But I'd say my nan's the best."	Liam discusses his favourite people in terms of his father, mother and nan.
"L: I love my nan with all my heart…She sticks up for me and she's lovely to me. And she says I'm her favourite grandson…" "L: Nan always helps me."	Liam repeatedly mentions how much he loves his nan. He sees her frequently and she helps him and sticks up for him. He wants to look after his nan when he is older by buying her a car.
"L: So I think I'm gonna buy her a pink car and she said her favourite car was a mini." "L: But those cars ay that good but obviously it's my nan's reason, ay it?...If she likes it then I like it too for her."	Liam's love for his nan is demonstrated by him choosing the car and colour of his nan's choice, despite him not being a fan himself.
"L: Not a long time. Its like, like, two or one, like two or one years. That's not that long…It'll be like a flash."	Liam's father is in jail, and although this is not a positive experience for him, he sees him from time-to-time and is confident the next 1-2 years will go quickly.

	"L: My uncle used to be one *(builder)…* And then he got old... He's thirty-five now." "L: I remember six…We had a party and that. For my birthday…. It was a Power Rangers 'cos I wanted Power Rangers…For my mom's sisters 'cos she has, like, a big garden and there's like a hall there."	Liam has relationships with extended family, including an uncle and aunty. The fact that he knows his uncle's age and profession suggests that they have regular contact, as well as being familiar with his auntie's garden.
Peers	"L: Yeah, Casey. And I also knew Richard and Jeff…And Lennie I knew Lennie from home and I knew Jeff and Richard from another school, before Y."	Liam discussed friendships in terms of who he had known previously from other schools and home, perhaps suggesting he had not made any new friends yet.
	"L: I hate Dan…He's just moany and he gets you in a headlock everything you say to him. Every time you say something. You say "that's mine" and he says "no, it's mine" and he gets you in a headlock or something."	Although Dan is discussed as a negative peer relationship, Liam was able to reflect and acknowledge the reasons why he dislikes Dan, showing rational thought processes.
Teachers	"L: Erm, she kept sticking up for me…" "L: Ooh, 'cos I remember when she sticks up for me once she did." "L: She's kind to everybody."	Liam repeatedly discussed teachers positively who have stuck up for him throughout school. He also values kindness in teachers.
	"L: She was grumpy…Yeah. Blamed everything on me." "L: He just shouts at you for everything...And like when somebody does something to	When Liam discusses teachers, he is able to identify key characteristics that he does not like, such as grumpiness, being blamed,

		you, yeah, he likes blames it on you."	and shouting.
Aspirations	Future	"L: Yeah. But I want to get a job when I'm older."	Liam has many future aspirations, around employment, his behaviour and how to spend his free-time and money.
		"L: I'm gonna be rich. I'm going to get a job so I can be rich." "L: I'm going to be a YouTuber and I'm going to get a job." "L: I'm gonna be a builder job." "L: Ah, I want to be a boxer."	Liam would like to have a job so that he can be rich. He talked about being a YouTuber, builder and boxer.
		"L: So I can get some money and a house and that...And a car." "L: I'd like go out and that…And watch films and that." "L: Me and Casey go to the pub…When we're adults."	He would spend his money on a house, a car, watching films, and going to the pub with friends.
		"L: I'd buy my nan, erm, something pink 'cos pink's her favourite colour…I think I'm gonna buy her a pink car and she said her favourite car was a mini."	It is very important to Liam that he can buy nice things for his nan, ideally a pink Mini.
		"L: I don't want to be nothing bad…I can't be nothing bad." "L: And I'm not gonna be naughty and, like, this kid Ryan (pseudonym), like in	Liam does not want to misbehave and get into trouble when he is older.

my class, he said he's going to
be a robber when he's older."

Table 13 – Liam's thematic analysis quotations and interpretations

4.5.7. RQ2 - Thematic analysis of Liam's narrative

There were positives discussed across the main themes of education, relationships and aspiration in Liam's narrative.

Positive elements of education were included in the sub-themes of school and transitions. With regard to school, Liam attributed positive experiences to having fun, such as going on school trips and having access to go-karts. He would like to be able to use the computers more in school and have a quiet room to go to when he is angry.

With regard to positive elements of relationships, these were discussed across the sub-themes of family, peers and teachers. Liam appears to have a close family network, stating that his father, mother and grandmother were the most important people in his life. He has a very strong relationship with his grandmother. Liam seems to have a good relationship with his step-brother, and knows an uncle and aunt well. Although Liam's father is in jail, he is confident that the next 1-2 years will pass quickly and he sees his father occasionally. Liam is very protective of his family and this has led to two school exclusions when he has defended them aggressively.

Peer relationships were not discussed in great depth, however Liam discussed friendships in terms of people at his current provision who he had known previously. Liam strongly dislikes one particular peer however he was able to justify the reasons for this, showing logical reasoning.

Teachers who stick up for Liam are important to him, and those that show kindness. He dislikes shouting, blame and grumpiness.

Liam has many aspirations for his future. This includes earning a good amount of money through a range career/employment options, including a YouTuber, builder and boxer. Liam wants to be rich so that he can buy a house, a car and go out with his friends. It is also important that he is able to buy his grandmother a car as well. Liam intends on keeping out of trouble as an adult.

4.6. Chapter summary

This chapter presented the findings of the RQs, beginning with reintroducing the RQs and what each one intended to address. The RQ1 findings for each participant were outlined through a narrative summary and my interpretations of narrative stories. Information was also presented about the process of each life story interview and a short reflexive commentary to aid the transparency of the findings.

The findings for RQ2 were outlined through a table presenting the codes identified through the thematic analysis and a table showing the relevant quotations for each sub-theme and main theme. This was followed by a summary of the findings for each participant. The following chapter presents a discussion of the study findings.

CHAPTER FIVE: DISCUSSION

5.1. Overview of chapter

This chapter begins by summarising the study findings, before discussing these findings in relation to the existing research presented in Chapter 2. The implications for the findings for EP practice are outlined, followed by the limitations of the study and the contributions of this to the wider research community.

5.2. Summary of findings

RQ1: How do CYP narrate their life and educational experiences…

(a) Prior to their placement at a PRU?

(b) From their placement at a PRU to the present day?

RQ2: What positive factors are outlined in the life stories of CYP who are educated at a PRU?

5.2.1. RQ1(a) - Dan

Dan appears to associate his exclusion from school with being disruptive and fighting. Key characters relevant to Dan's exclusion are the teachers who helped him stay in school as long as he did, and the teachers that did not like him or listen to him. The high point of Dan's narrative pre-PRU, appears to be the birth of his younger brother. With the exception of the helpful teachers, and looking forward to a better future, the birth of Dan's brother is the only other positive element within his narrative. Overall, Dan's narrative appears as a documentary-style portrayal of the events and experiences of his education, mainly centered upon the facts of the situation.

5.2.2. RQ1(a) - David

The opening paragraph of David's narrative starts at five years old. He tells a short-story of biting his sister's foot and justifies this in that she was annoying him by saying his name. David narrates feeling good at his primary school, despite being excluded from it. He positively recalls lessons with two teachers. David's narrative accounts for his exclusion from primary school through one episode of his actions when he did not want to do his work. David justifies hitting a teacher by stating that she held him and left marks. This teacher is a key character in David's narrative around his exclusion. David's narrative does not consider the impact that his previous behaviour has on his exclusion. The high-point of David's narrative, pre-PRU, appears to be in relation to his exclusion and hiding under the table. David considers that the teachers would be impressed that they could not find him under the table.

5.2.3. RQ1(a) – Liam

Liam began his narrative with a key event that he considers to be the high-point of his life so far, his sixth birthday party. His narrative mentioned that he did not have a bedtime story as a child. This was Liam's earliest memory and appeared significant to him. Liam's first exclusion from school is narrated with a sense of fun and there appears to be a sense of teamwork between him and his step-brother. Liam justified his following two exclusions through standing up for his family and he narrates his actions rather casually, adding to the sense that he feels that his actions are justified. The key characters throughout Liam's narrative pre-PRU are all family members, including his step-brother, brother and mother, and are all relevant to his exclusions.

5.2.4. RQ1(b) - David

David narrates his experiences at the PRU positively with key events being school trips. The high-point of David's narrative appears to be his enjoyment of break time. David highlights that the only school in which he has not hit anyone was the PRU. This could be considered a turning point in his narrative. The low-point of David's narrative appears to be in relation to name calling at his current SEMH provision. Overall, David's narrative is portrayed through adventure. There is also an element of vulnerability present in that he wants to work with his father but does not actually know what he does. This perhaps suggests that he would like more of a relationship with his father.

5.2.5. RQ1(b) - Liam

The high-point of Liam's education is narrated as a key event that occurred at his SEMH provision. The low-point of Liam's narrative overall is in relation to his transition to his SEMH provision. This was in relation to not knowing their expectations. Liam's grandmother appears to be the most significant character in his narrative as she sticks up for him and helps him. Another important character in Liam's narrative appears to be a teacher at the PRU. This was the only teacher that Liam believed to support him and this was very significant for him to the point that he tried to protect the teacher from being hurt when another peer tried to hit her. Liam does not explicitly have a turning-point within his narrative, however there seems to be the potential for one in the future when Liam's father is released from jail. Overall, Liam portrays the narrative of a good character who carries out aggressive actions in order

to protect the people that he loves. This type of character in stories and films is often depicted as the 'hero.'

5.2.6. RQ2

The following table outlines the main themes and sub-themes identified through thematic analysis for Dan, David and Liam.

Participant	Main themes	Sub-themes
Dan	Education	School relationships
		School experiences
	Self	Family
		Future
David	Education	PRU
		School (mainstream and SEMH)
	Identity	Self-worth
		Relationships
Liam	Education	School
		Transitions
	Relationships	Family
		Peers
	Aspirations	Future

Table 14 – A summary of thematic analysis themes and sub-themes

5.3. Discussion of findings

5.3.1. Family

Throughout the three narratives, family was repeatedly identified as a positive and important element of the participants' life stories. This was regardless of challenging family circumstances, such as separated parents, a father in jail and a TV next to a cot in lieu of being read to. The positive framing could be considered a defense against the CYP acknowledging distressing aspects of themselves and their families (Habermas, 2018), however from conducting the interviews and picking up on non-verbal communication I did not judge this to be the case. I acknowledge that I can relate

to some of the family experiences of the participants, as discussed in Section 3.11.3, so my interpretation may be impacted by this.

Existing research has highlighted positive family relationships as important from the perspective of a small number of CYP who attend a PRU, in particular, parental encouragement to attend education (Michaelson and Frederickson, 2013). Michaelson and Frederickson (2013) suggested a limitation of their research is its limited consideration of family factors. This research may extend their findings by showing how CYP view family relationships from a more holistic perspective, rather than solely in improving educational outcomes. Liam and David were both protective of their family and saw themselves as sticking up for family members. Liam, in particular, discussed members of his extended family, such as aunts and uncles, and showed great love and devotion towards his grandmother. He is adamant he will demonstrate his love for his grandmother through buying her favourite car as a gift when he is older.

PRUs could harness perceived family support through sessions where key family members (such as parents/carers, grandparents, aunts and uncles) are able to attend the PRU to work alongside their child on creative and/or educational tasks, in an attempt to promote positive family influence over their child's engagement with education.

However, it may be more challenging for PRUs to harness family support than a mainstream setting, due to the geographical location of a PRU, often not within the local area of the CYP and also because PRUs are considered temporary placements. From my experience as a TEP, this can often mean that strong relationships between the PRU and family networks are less likely to be formed. To overcome this, prior to any family sessions it may be beneficial for the PRU to undertake outreach sessions within the

homes and/or communities of CYP to build relationships between families and the PRU; alongside a creative plan for ensuring families are able to attend the PRU who may not have access to appropriate transportation through a lack of availability or finance. If the PRU has a mini-bus it may be possible to transport families from their homes to the PRU.

In addition to this, family sessions in a PRU rely upon family members having the internal resources available to be involved and engaged in the education of their child, and it cannot be assumed that this will be the case for all families. For instance, theories of learner identity suggest that 'cultural capital' held within families is important for CYP to positively construct and negotiate educational opportunities (Archer and Leathwood, 2003) and this is more dominant in families where the parents have attended university (Leese, 2010). Some families may also experience poor family-wellbeing (Newland, 2014) and as a result face challenges in their involvement in their child's education.

5.3.2. School staff

Dan was able to identify many school staff who were both 'positive' and 'negative' in his view. Key characteristics of positive staff were "they just helped me", by helping him to get out of trouble and avoid exclusion, through believing him when he said he did not start a fight and speaking to him if there was something wrong. On the other hand, negative staff were "annoying", "don't listen", "just didn't like me" and Dan did not like them in return, were involved in his exclusion process and also did not like his brother.

Liam listed a couple of school staff who he perceived to be bother 'positive' and 'negative.' Key characteristics of positive staff were that they stuck up for Liam by attributing blame to the children that caused the difficulties and a member of the senior leadership team that was not only kind to him, but to everybody. In contrast, 'negative' school staff were "grumpy", attributed blame for "everything" on him, shouted at him for "everything" and clearly had a favourite pupil.

Dan and Liam both thought highly of school staff who believed them and stuck up for them in times of difficulty. They both had negative perceptions of school staff who wrongfully attributed blame to them. This is supported by research by Michaelson and Frederickson (2013), which highlighted the importance of the emotional support of PRU staff in reducing emotional and behavioural difficulties from the perspective of CYP, as well as how perceived unfair treatment was considered a barrier to positive outcomes. Positive teacher-pupil relationships were identified by Hart (2013) as protective, from a resilience perspective, in fostering positive social and academic outcomes.

To utilise the impact of positive school staff relationships on CYP educated in PRUs, it is important that every CYP has at least one key adult whom they can build a trusting relationship with and advocate for them when necessary. This key adult should always start from a position of believing the CYP whilst supportively unpicking with them to discover the whole truth. The whole school system should have mechanisms in place where blame is not attributed to a CYP until all the facts are gained and everyone involved has had the opportunity to be heard without judgment.

In contrast to Dan and Liam, David considered school staff in terms of more concrete thinking, rather than from a relational perspective. David liked his Science

teacher because he enjoyed learning how to write his name in Ancient Egyptian and another teacher because they put on movies in the classroom. These positive perceptions of school staff could be built upon by forming a trusting key adult relationship.

5.3.3. Transitions

The subject of transitions between provisions appeared within the re-storied narratives of all participants, and as a clear sub-theme for Liam when discussing the difficulties he had settling into his SEMH provision. Although there is exiting literature around PRUs and transitions (eg. Pillay, Dunbar-Krige and Mostert, 2013; Lawrence, 2011), this is from a PRU to mainstream reintegration perceptive. The literature does not consider transitions between mainstream schools after exclusion, from mainstream schools to a PRU and from a PRU to a SEMH provision. These transitions are discussed in this section.

For Dan, it seems that he underwent several primary school transitions due to moving house, and was then excluded from secondary school once he felt he had settled in. He associated being settled with him being more confident, joining in with the silliness of peers, and fighting. In line with research surrounding transitions involving rupture and change (Beach, 1999), social comparison may have occurred where Dan assessed whether he fitted in with his peers and adapted his behaviour accordingly (Holdsworth, 2006). He would have gained new social knowledge through spending time at his new school (Zittoun, 2006). Having friends is reported to increase confidence and security is an individual's self-image (Brooks, 2007) and Dan may have

developed friendships with less positive role models. The transition may have caused his identity and social position to shift (Crafter and Maunder, 2012).

David underwent transitions from primary school to a PRU and then to his SEMH provision. His transition to the PRU appeared positive, as he wants to go back there. It is also possible that David's identity as a learner grew when he attended PRU, due to being immersed in new experiences, that included new learning cultures and contexts (James, Busher and Suttil, 2015), different to that of his mainstream school experiences.

However, he then underwent another transition to his SEMH provision, where, despite being for many months, he only knew the name of two peers. Friendships are repeatedly mentioned as important in the transitional process (Brooks, 2007; Peters, 2003) and these were not present for David. His transition to the SEMH provision can be considered as involving rupture and further identity change (Beach, 1999), and therefore uncertainty is caused by relationship and interactional changes (Crafter and Maunder, 2012). His lack of friendships may have caused low self-confidence and feelings of security (Brooks, 2007).

Liam underwent multiple mainstream school transitions through repeated exclusion, before then transferring to a PRU and finally a SEMH provision. His final mainstream school he only attended for eight days before hitting a peer. Beach (1999) acknowledges that transitions are often a struggle and a challenging time for CYP and if is considered from a transition as consequential perspective (Beach, 1999), then Liam did not have time within eight days to understand the new social context in which he now belonged to. Getting to know the school routines is an important part of a successful transition (Evangelou, et al., 2008) and it could be argued that Liam did not

have time in which to do so before he hit a peer, therefore possibly being unsettled in his environment making him more likely to act aggressively. It is also possible that Liam had not had enough time in which to build positive peer relationships, which are again integral develop a sense of belonging for a transition with a positive outcome (Peters, 2003).

Liam went from the PRU straight into a SEMH provision and he found the first week very difficult due to not knowing the expectations. This transition can be considered from a community of practice perspective (Crafter and Maunder, 2012). Schools and provisions can be considered their own communities and inside that community are members that share habits, practices, values and routines (Crafter and Maunder, 2012). Liam was not aware of the practices, such as needing to use his cutlery correctly, and therefore stood out from his peers and got into trouble for this.

A transition into a community of practice should be a two-way process in which the transitioning individual adapts whilst the community strives for the inclusion of them (Crafter and Maunder, 2012). For Liam, the community appeared to strive for his inclusion through his immediate conformity to the practices, however this expectation was unrealistic and promoted his exclusion, as he stood out as different. It is important that CYP to are introduced and supported to understand the expectations and practices of new educational provisions, whilst the provision itself allows the CYP adjustment time, without sanction for a lack of understanding or competency in certain skills.

As the local authority has a responsibility to arrange suitable full-time education, no later than the sixth day of a permanent exclusion (Section 19 of the Education Act 1996), it is unlikely that many CYP have a meditational transition in which they have a taster day at their new provision before starting full-time which aids

the transitional process (Evangelou et al., 2008). This is something that EPs can advocate for to ensure we are giving CYP the best possible chance of a successful transition as well as recommending buddy systems to enhance peer relationships and a sense of belonging (Peters, 2003).

If we consider PRUs and SEMH provisions as communities of practice where social learning takes place (Wenger, 1998), then we are grouping together CYP with SEMH needs who have likely to have exhibited some form of disruptive behaviour or aggression, like Dan, David and Liam. It could be argued that by undergoing a transition to a provision such as those, that SEMH needs may become exacerbated through social learning and adopting the community identity (Crafter and Maunder, 2012). This links into the debate around inclusive education and whether all CYP with SEMH needs could be educated in mainstream settings.

5.3.4. Meaningful education and future aspirations

In response to the UN Convention on the Rights of the Child (1989), meaningful education has been discussed within the context of direct relevance to CYP's social, cultural, environmental context, and to their future needs. Mainwaring and Hallam (2010) discuss meaningful education in regard to opportunities to explore future possible selves and attainment, alongside the teaching of specific skills and strategies to actualise these future selves. Coll (1998), meanwhile, suggests meaning in education is ascribed through making logical sense of what it being learnt, as well as having applications and generalisability to the wider context of life, outside of the immediate learning. The commonality across these descriptions is the application and relevance of learning across contexts and towards aspired futures.

In my practice as a TEP, meaningful education is operationalised as school experiences relevant to the short and long-term ambitions of CYP and the contexts in which they live in, such as having opportunities to undertake activities that may not be available within the local community. This also includes education that brings them positive outcomes, whether this is enjoyment, success or a positive sense-of self.

Liam and David discussed positive and preferable experiences within education. Liam liked to have fun in school and particularly enjoyed trips, go-karting, and using the computers. David had a preference for Maths, Science and practical subjects, such as food technology. Dan did not discuss the positives of school itself, however he did say that it was "boring", possibly suggesting education lacked enjoyment and relevance for him. Michaelson and Frederickson's (2013) findings advocate for the use of an individualised curriculum in promoting positive outcomes for CYP educated in PRUs. In the area of teaching and learning, Hart (2013) identified lesson design, personalised learning, teaching of life skills, and a positive ethos of learning as protective factors to foster positive social and academic outcomes.

All three participants had aspirations for their futures. David wants to work with his father, although he is not aware what his father's occupation is. This possibly suggests that David does have a close relationship with his father. It is interesting that his father is central to his future aspiration, indicating a potential desire to strengthen their relationship. Strasser (2016) suggests that in order for father and sons to realise and address the importance of their relationship, a turning point may need to occur, and perhaps David perceives working alongside his father as something that could draw them closer together.

Dan, as the oldest participant, had the most concrete ideas regarding a career and named two potential professions, either a fireman or a landscaper. To have success in these professions Dan knew that he needed to stay out of trouble but did not discuss the route into the professions, such as education or training. Liam, on the other hand, suggested that he would like to be a YouTuber or a boxer. Although the vast majority of individuals do not make careers or earn money out of these, becoming a YouTuber or sportsman/woman are regularly conveyed as aspirations by CYP in my professional practice, particularly for CYP of a similar age to Liam. It was interesting that Liam did not mention boxing as a hobby or interest when asked about these, so I wonder whether he has any experience in this area. Findings from Mainwaring and Hallam (2010) suggested that CYP educated at PRUs are less able to demonstrate a plan for attaining their positive possible future selves, and this seems to be the case with Dan and Liam.

In order for Dan and Liam to attain their aspirations, their education needs be perceived as meaningful to them by feeling applicable to their aspirations through the skills and knowledge taught (Mainwaring and Hallam, 2010). With regard to career aspirations, Guile and Griffiths (2001) suggest the need for work experience to mediate the transition between education and employment. However, meaningful education is not only relevant to career aspirations but also the wider context of life (Coll, 1998). Dan would like to live abroad and move out of the family home, where as Liam would like enough money to buy his grandmother a car and socialise with friends. Both feel they need to stay out of trouble. Independent living, finances, social skills are all life skills and need to embedded within the curriculum for CYP educated at PRUs.

5.3.5. Identity

David was the only participant where identity stood out as a clear theme. He made reference to himself in a very positive light, to include how he perceived himself and how he thought teachers perceived him. Out of the three participants, David was the one that expressed that he liked all of his school lessons. Liking his lessons suggests engagement in them, which is linked to having a more favourable learner identity (Coll and Falsafi, 2009). As learner identity is formed through the emotional and cognitive processes of the experience of becoming a learner (Coll and Falsafi, 2010), Liam's more positive identity may have been influenced through his positive experiences at his PRU, which he wants to go back to.

Liam on the other hand briefly referred to himself as "naughty" but his perception of his identity was not discussed in detail. With consideration of the research around 'wounded learners', it is possible that Liam has 'educational wounds' from low expectations and messages around his failures (Lange et al., 2015; Olson, 2015), which has now impacted how he identifies within a learning context and as a learner.

Sinha (1999) highlighted that being in a learning situation makes an individual a learner; therefore they have to learn to be a learner through experience. As Liam has had multiple permanent exclusions throughout his 5 years of compulsory education, it seems plausible to assume that he has probably also experienced a number fixed term exclusions. This has limited the time available to him in which to learn to be a learner. I hypothesise that Liam may not identify strongly as learner at school and possibly has a different identity in school, such as 'protector of his family' as many of his exclusions have been in relation to this. This identity may also relate to taking on some of his

father's responsibilities as he is absent due to being in prison. Research has suggested that children of father's in prison often have extra responsibilities at home, worry about their mother's wellbeing and take on a caring role for her (Weidberg, 2017), which may coincide with taking on some of his father's identity.

It would be interesting with all of the participants to have further demographics and information about the educational experiences and attainment of their parents and close family members. This is because inequalities, such as social class, impact upon the way different educational opportunities are constructed, experienced and negotiated by individual learners (Archer and Leathwood, 2003). I am curious what 'cultural capital' (Leese, 2010) is held by each participant and how this impacts their individual learner identity and outcomes.

5.4. Limitations of study

The limitations of this study can be categorised into limitations relevant to dependability and those relevant to trustworthiness.

5.4.1. Dependability

As detailed in Chapter 3, dependability, also referred to as reliability, refers to the appropriateness of the tools, processes and data (Leung, 2015). With regard to the tools, I believe the life story interview guide (Appendix 1) was an appropriate tool to support to data collection, as the data gained through its usage enabled the RQs to be answered in full. It is a widely used interview schedule across education and social care disciplines (McAdams, 2005) and was it underwent a field test specific to this study.

Admittedly some of the sections were more difficult for younger participants to engage with as the interview schedule was selected prior to needing to reduce the lower age limit for participation. If I were to conduct this study again with the same aged CYP, I would consider using a range of more tangible resources to aid in recalling their life stories alongside the interview guide and timeline. Creswell (2007) suggests the use of photos, records and memory boxes to aid in recalling life stories.

With regard to processes, the participants were recruited via a purposive sample that had clear inclusion and exclusion criteria. Only a certain proportion of CYP who attended PRUs could be eligible for the research, which could be considered a limitation. This led to a small sample size of three participants, however this number is appropriate for narrative methodology.

It could be argued that the findings from this research lack broader application and generalisability to the wider population of CYP educated in PRUs. However narrative inquiry is not intended to produce generalisable data and instead seeks to gather a richness of data that focuses on the meaning of individual experiences (Daiute, 2014). My intended outcome from this research was to inform educational psychology practice with regard to the support and interventions we provide for YP at risk of attending a PRU and already being educated at PRUs. This has been possible, as discussed in section 5.5.

Within the data collection process, a potential limitation is a lack of consistent follow-up questions asked to participants which could have resulted in richer data. As a TEP, I make decisions in my working practice daily about when to ask follow-up questions and when to not. I based this judgement on verbal and non-verbal communication, which suggests to me that a CYP has more to expand upon or feels they

communicated their thoughts fully. Repeatedly asking follow-up questions when a CYP has little or nothing more to communicate risks making them feel as if their answers are inadequate, potentially reducing engagement and negatively impacting a child's self-esteem. In future research, this risk could be off-set by classroom observations and further increasing rapport building opportunities, prior to data collection, so that I have a greater understanding of participants individual resilience to being asked follow-up questions when they have little more to communicate. This would require the study to be undertaken with reduced pressures on time.

The context of the interview process for David and Liam, in a room that presented distractions through the computers could be considered a limitation of the study. The computers, at times, limited their engagement in the data collection and may have impacted the richness of the data they provided for some questions. I would endeavour to use an environment that had fewer distractions in future.

5.4.2. Trustworthiness

As discussed in Chapter 3, I generally believe the trustworthiness of my data to be high due to checking for internal consistency in the narratives and asking clarifying questions when required, the transparent documentation of data collection and analyses, and the intended dissemination of the research findings to seek social justice. The key threats to trustworthiness are the a potential lack of authenticity, an absence of inter-analysis, the absence of a follow-up interview to check the accuracy of findings, and the fact that I chose not to triangulate my data which can supported credibility by ensuring the research data is as comprehensive and accurate as possible (Moon, 2019).

As with any form of data collection, there is the possibly of participants to experience social desirability bias in which they respond to questions in what they deem to be a socially acceptable direction (Lewis-Beck et al., 2004). There is the potential for this to increase when interviewing participants as the researcher is face-to-face with them and they are not anonymous, therefore they may feel judged on what they say. I tried to limit any potential feelings of judgment through the way in which I responded orally to the participants and by displaying open and warm non-verbal communication. I believe that rapport building prior to data collection enabled participants to have a level of comfort around me and trust in me so that they felt about to give authentic responses to my questions. It is my view, having been present at the interviews and been able to observe tone of voice and non-verbal cues, that the interviews had a high level of authenticity.

The trustworthiness of a qualitative analysis can be enhanced through the use of inter-analysis (Belotto, 2018). This involves having an independent researcher complete their own analysis of the data, which is then compared against the researchers own analysis leading to a measure of inter-analyst agreement (Belotto, 2018). Although this may have presented an interesting additional element to this research, it would contradict my social constructionist perspective in which I believe that knowledge is not a singular, objective truth. As the researcher-participant relationship is collaborative and interactive (Mertens, 2014), I believe I am best placed to analyse the data as I was involved in the collection of the original data, and therefore can provide my own interpretation of the individual's construction of their experiences, utlising the double hermeneutic (Lynch, 1993).

I had intended to carry out a follow-up interview with each participant to check that the plot of their re-storied narrative was accurate and that they felt that their voice was appropriately represented. However time constraints related to the length of my placement as a TEP did not allow for this, as well as participants declining this. Follow-up interviews can be helpful in filling missing links in the narratives and can also be used in the co-construction of the re-storied narratives (Nasheeda et al., 2019).

The absence of the follow-up interviews could lead to a misrepresentation of participants' life stories and to limit the potential benefit to participants of feeling heard. Participants have not had the opportunity to respond to their life stories and ask for amendments to be made. I tried to limit the risk of misrepresentation by asking clarifying questions throughout the data collection process, and immersing myself in the narratives by listening to the interviews several times, transcribing them verbatim myself, and then continually re-reading the transcripts.

In qualitative research, for results to be accepted as trustworthy "researchers must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner through recording, systematising, and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process in credible." (Nowell, Norris, White and Moules, 2017, pp.1).

Having considered trustworthiness throughout this study and reflected upon the above quotation, I believe that the data is trustworthy as the processes for the narrative and thematic analyses are clearly outlined within the methodology chapter (Sections 3.11.1 and 3.11.2), as well as all verbatim transcripts being available to the reader (Appendices 10-12). With regard to the narrative analysis, the restoried

narrative (Appendices 14-16) ate available to the reader, alongside narrative summaries for each participant and my interpretations (throughout Chapter 4).

Specifically to the thematic analysis, quotations that fulfill each code for the analysis (Appendices 16-18) are available to the reader, in addition to the relationships between each main theme, sub-theme and code (Chapter 4: Tables 8, 10 & 12) and the quotations belonging to each main theme/ sub-theme with my interpretations (Chapter 4: Tables 9, 11 & 13).

5.5. Implications for EP practice

I believe that the findings from this research can be used to enhance the practice of EPs in the context of working with CYP who at are risk of permanent exclusion and attending a PRU or are already educated at a PRU.

5.5.1. Advocacy and pupil voice

Within the practice of educational psychology, it is important that we continue to advocate for CYP educated in PRUs and at risk of attending a PRU due to school exclusion. Negative views can be held about CYP who attend a PRU, with assumptions around their values and life trajectories. As educational psychologists, we use psychological skills and knowledge to influence CYP positively (Fallon, Woods and Rooney, 2010) and we can gather the views of CYP in meaningful ways to showcase their positive attributes and positive factors within their lives. When these CYP are viewed more positively, it may ensure that more adults believe in them and want to support and encourage them through high expectations and valuing their experiences.

Also by gathering the views of the CYP in meaningful ways, such as individual interviews, we can listen to the way in which the CYP express their difficulties and their ideas for change (Beaver, 2011). They are often able to tell us, directly or indirectly, that they are bored by the curriculum (Dan), prefer practical subjects (David) or would like a quiet room to use when angry (Liam). This information can enable us to design creative ways in which to engage CYP in their education and provide meaningful education, relevant to their future aspirations. This can be done through the context of individualised learning.

5.5.2. Working with families and peers

A distinct feature of the EP role is to work across contexts and systemic layers, to include individual, family and school systems (Miller et al., 2015). This study has highlighted the importance of EPs to working alongside families when developing interventions and support packages for CYP at risk of attending a PRU or currently attending one. To promote change with a family system, EPs would be using their psychological skills to promote effective engagement, and psychological knowledge for formulation and specific interventions (Beaver, 2011).

Dan, David and Liam all placed high importance on their family relationships, therefore we can support families in encouraging their child's attendance and engagement with education through effectively communication and increasing family well-being.

Despite it being widely acknowledged that practitioner psychologists working with families is central to good practice (Dunsmuir, Cole and Wolf, 2014), this continues to be a challenging area for EPs. A recent doctoral thesis by a practicing EP

(McGuiggan, 2017), highlighted from the perspective of EPs how the traded model of service delivery reinforces perceptions that the EP role is primarily school-focused and not child and family focused. McGuiggan (2017) suggests that to move towards more child and family-focused work, EPs need to consider how their current skillset can support family relationships and well-being; educational psychology services should reflect on how their current commissioning structures may limit opportunities to work with families and open dialogues with current and new commissioners; and the TEP course curriculum should consider an orientation to a community educational psychology approach.

In the area of peer relationships, difficulties among peers should be approached sensitively and supported by appropriate evidence-based interventions to increase positive peer interactions through the development of social skills and promoting inclusion.

5.5.3. Assigning a key adult

As Dan and Liam both highly valued school staff that believed them and spoke up for them, we should ensure that every CYP who is at risk of attending a PRU has a key adult in school whom they can build a positive, and trusting relationship with (Bomber, 2007). This adult should be available to talk to them, problem-solve with them and also advocate for them when they are unfairly receiving blame. It is important that this adult, and other adults who support the CYP, maintain high expectations (Hart, 2013). As EPs can affect change across a school system (Miller et al., 2011), it is important to we highlight the importance and value CYP having a key adult where we formulate that this will promote positive outcomes.

5.5.4. Preparing for transitions

A lack of preparation for transition negatively impacted Dan, David and Liam through the sudden shift in social position and identity, as well as lack of understanding of expectations. Transitions between provisions should be well-planned with a high level of communication between feeder and receiver schools. EPs should ensure that CYP have the opportunity to visit the new provision and meet key staff members and some of their peers (Evangelou et al., 2008). We must recommend a settling-in period where CYP become familiar with the new rules and should anticipate some uncertainty within this time which the CYP are not penalised for, for example David finding it difficult to use his cutlery correctly.

As successful transitions are associated with a positive sense of self (Beach, 1999) and narrative life story interviewing often leads to an increased self of self (Gubrium and Holstein, 2000), EPs may want to consider narrative ways of working to support CYP transitioning to PRUs, such as the use of narrative therapy.

5.5.5. Supporting aspirations

It is important that school staff, families and EPs enable CYP to reach their aspirations and help them to formulate a realistic plan for getting there. As stated by Mainwaring and Hallam (2010), this could include supporting CYP in making connections between their current behaviour and future possible selves, the teaching of specific skills needed for their future ambitions, and meaningful educational experiences. However, in order to be able to do this, it is vital that we seek the future aspirations of CYP directly from them in ways in which they are able to engage and discuss openly. This should not be rushed, and instead should be seen as valuable and

given the appropriate time and resources. In addition to this, relevant work experience should be encouraged to mediate the transition between education and employment Guile and Griffiths (2001) and support or signposting offered in trying to source this.

To enable CYP to engage with learning skills that are necessary for their future ambitions, they need to identify as learner within the school context. More favourable learner identities are constructed through curriculum, content, educational practices that promote learning to be a learner (Coll and Falsafi, 2009; Sinha, 1999). Therefore, I judge that EPs have a role in providing inset training to school staff on what specific educational practices support the construction of a favourable learner identity. Training is considered one of the five key functions of an EP (Rumble and Thomas, 2017).

5.6. Conclusion

5.6.1. Extending existing research

The RQs for this study intended to explore how CYP narrative their life and educational experiences prior to their placement at a PRU, and from their placement at a PRU to the present day, as well as the positive factors outlined in their life stories. It was anticipated that the findings would support

The findings of this study are generally congruent with and extend findings of existing published research.

Area	Existing research	Congruence	Extension
Family relationships	Michaelson and Frederickson (2013)	Positive family relationships are perceived as important by CYP.	Specific factors of suggesting what constitutes a positive family relationship from the perspective of CYP.
School staff relationships	Michaelson and Frederickson (2013)	Relationships with school staff can have both a positive and negative impact on CYP.	Specific factors of what characterise positively and negatively perceived staff.
Meaningful education	Hart (2013); Michaelson and Frederickson (2013);	An individualised education is required for CYP attending a PRU.	CYPs views on what is important within their daily education; enjoyment and building on strengths.
Future aspirations	Mainwaring and Hallam (2010)	CYP educated at PRUs have a range of aspirations but are less able to demonstrate a plan for achieving these.	None.

Table 15 – An overview of how this study has congruence and offers extension to existing research

An area of importance suggested by the findings of this study relates to the impact of transition from a mainstream setting to a PRU. Previous research had not focused on this particular transition, which can be considered novel due to the sudden nature of it. The difficulties associated with these sudden transitions are echoed across transition literature from a socio-cultural framework (Crafter and Maunder, 2012). The findings in this area have highlighted the need for more consideration around the transitional process from a mainstream setting to a PRU, as would be expected with all other educational transitions.

When starting this study, it was anticipated that the findings could be used to support CYP at risk of permanent exclusion to remain in their mainstream schools and challenge the negative discourse that can be present surrounding CYP educated in PRUs. General implications for EP practice from this study were discussed in Section 6.4, however specific to these anticipated outcomes it is important that EPs and all professionals involved with these CYP act as advocates for them when needed and always seek to gain their views, as outlined in the Children and Families Act (2014). Narrative methods have proved a useful and valuable tool in eliciting the views of CYP and could be used more widely.

It is also important that families are involved in the education of CYP and I judge it to be the responsibility of all professionals that work with CYP to promote this approach, and for schools and educational professionals to facilitate this. As recognised by Bomber (2007), the key adult relationship in school is of great important to CYP so this should be a priority within schools for those children at risk of exclusion. In addition to this, I believe that all adults connected to CYP, professionals in the widest context and families, have a responsibility to ensure CYP are supported to achieve their aspirations. This is regardless of their educational setting and covers aspirations in their widest sense, therefore not limited to academic achievement and future career paths.

5.6.2. Implications for further research

This was a small-scale study with participants of similar demographics; male, aged between 10 and 14 years, and attending a PRU or SEMH provision within one

local authority. Further research could use the same methods to answer the RQs from the perspective of a more diverse participant sample, to include females and a wider age range. Socioeconomic factors could also be considered within the demographics.

Further research could also seek to extend the provisions the participants attend to multiple local authorities to gain a wider perspective of educational experiences across local authorities, which have their individual arrangements providing educational provision to CYP who have been permanently excluded from a mainstream school.

5.7. Chapter summary

This chapter began by summarising the research findings, before discussing the findings in relation to the existing research presented in Chapter 2. The implications of the findings to EP practice were outlined, followed by the limitations of the research, the contributions of this to the wider research community and potential further research.

REFERENCES

Ackland, H. 'An exploration of young offenders' life trajectories through narrative', Unpublished App Ed and Child Psy D thesis, https://etheses.bham.ac.uk//id/eprint/8696/.

Atkinson, R. (1998) *The life story interview.* London: Sage.

Bakhtin, M.M. (1963) *Problems of Dostoevsky's Poetics.* Moscow: Khodozhestvennaja literature.

Baxter, P. and Jack, S. (2008) 'Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers', *The Qualitative Report,* 13(4), pp. 544-556.

Beach, K. D. (1999) 'Consequential transitions: A sociocultural expedition beyond transfer in education', *Review of Research in Education,* 24, pp. 101-139.

Beck, J.S., Beck, A.T., Jolly, U.B. and Steer, R.A. (2005) *Beck Youth Inventories (second edition).* Texas: Harcourt.

Belotto, M. J. (2018) 'Data Analysis Methods for Qualitative Research: Managing the Challenges of Coding, Interrater Reliability, and Thematic Analysis', *The Qualitative Report,* 23 (11), pp. 2622-2633.

Benner, A.D., Boyle, A.E. and Bakhtiari, F. (2017) 'Understanding Students' Transition to High School: Demographic Variation and the Role of Supportive Relationships', *Journal of Youth and Adolescence,* 46(10), pp. 2129-2142.

Benzon, N. (2015) "I fell out of a tree and broke my neck:' acknowledging fantasy in children's research contributions', *Children's Geographies,* 13 (3), pp. 330-342.

Berger, R. (2015) 'Now I see it, now I don't: Researchers position and reflexivity in qualitative research', *Qualitative Research,* 15 (2), pp. 219-234.

Birchwood, J. (2013) 'An investigation of the relationship between disruptive behaviour and depressive symptoms in young people who attend pupil referral units', Unpublished App Ed and Child Psy D thesis, https://etheses.bham.ac.uk//id/eprint/4507/.

Bomber, L.M. (2007) *Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools.* London: Worth.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology,* 3(2), pp. 77-101.

Brett, S.E. (2018) 'Pupil's Experiences of Authentic Voice and Participatory Practices in a Special School', Unpublished Ed D thesis,

https://openresearch.lsbu.ac.uk/download/3ef9fd77af5d44657295d4aec2c3eeec9be7cd199cc8cd02699f97aa6ec99c6e/6433958/Thesis%20Final%20%20Aug%202018.pdf.

British Psychological Society (2009) *Code of Ethics and Conduct.* Available at: https://www1.bps.org.uk/system/files/user-files/Division%20of%20Clinical%20Psychology/public/Code%20of%20Ethics%20and%20Conduct%20%282009%29.pdf (Accessed: 18 December 2017).

Brook, A.T., Garcia, J. and Fleming, M.A. (2008) 'The Effects of Multiple Identities on Psychological Well-Being', *Personality and Social Psychology Bulletin,* 34 (12), pp. 1588-1600.

Brooks, R. (2007) 'Friends, peers and higher education', *British Journal of Sociology of Education,* 28(6), pp.693-707.

Buetow, S. (2019) 'Apophenia, unconscious bias and reflexivity in nursing qualitative research', *International Journal of Nursing Studies,* 89, pp. 8-13.

Bryman, A. (2001) *Social Research Methods.* Oxford: Oxford University Press.

Burr, V. (1995) *An introduction to social constructionism.* Florence, KY: Taylor and Frances.

Carroll, C. and Hurry, J. (2018) 'Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature', *Emotional and Behavioural Difficulties,* 23 (3), pp. 310-325.

Cefai, C. and Cooper, P. (2010) 'Students without Voices: The Unheard Accounts of Secondary School Students with Social, Emotional and Behaviour Difficulties', *European Journal of Special Needs Education,* 25 (2), pp. 183-198.

Chase, S.E. (2005) 'Narrative inquiry: Multiple lenses, approaches, voices', In Denzin, N.K. and Lincoln, Y.S. (Eds.), *Handbook of qualitative research,* pp. 651-679. Thousand Oaks, CA: Sage.

Children Act. 1989. *The Children Act.* London: HM Stationery Office.

Clandinin, D. J. and Connelly, F.M. (2000) *Narrative inquiry: Experience and story in qualitative research.* San Francisco, CA: Jossey-Bass.

Coll, C. (1998) 'Signifcado y sentido en el apprendizaje escolar. Reflexiones en torno al concepto de apprendizaje significativo', *Infancia y aprendizaje,* 41, pp. 131-142.

Coll, C. and Falsafi, L. (2010) 'Learner Identity. An educational and analytical tool', *Revisita de Educacion,* 353, pp. 211-233.

Conner, L. (2016) 'Reflections in inclusion: how far have we come since Warnock and Salamanca?' *Research in Teacher Education,* 6 (1), pp. 18-23.

Cooper, P. (1993) 'Field relations and the problems of authenticity: researching participant's perceptions of teaching and learning in classrooms', *British Educational Research Journal,* 19 (4), pp. 323-338.

Cosma, P. and Soni, A. (2019) 'A systematic literature review exploring the factors identified by children and young people with behavioural, emotional and social difficulties as influential on their experiences of education', *Emotional and Behavioural Difficulties,* 24 (4), pp. 421-435.

Council for Disabled Children (nd.) *Participation in the Children and Families Act 2014.* Available from: https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/MIH_Participation.pdf (Accessed: 17 June 2019).

Crafter, S. and Maunder, R. (2012) 'Understanding transitions using a sociocultural framework', *Educational and Child Psychology,* 29 (1), pp. 10-18.

Craig, L. (2009) 'Post-school transitions" Exploring practice in one local authority', *Educational and Child Psychology,* 26 (1), pp. 41-51.

Creswell, J. W. and Miller, D. L. (2000) 'Determining Validity in Qualitative Inquiry', *Theory into Practice,* 39, pp. 124-130.

Cruddas, L. (2007) 'Engaged Voices – Dialogic Interaction and the Construction of Shared Social Meanings', *Educational Action Research,* 15 (3), pp. 479-488.

Czarniawska, B. (2004) *Narratives in social science research.* London: Sage.

Daiute, C. (2014) 'Narrative Inquiry: A Dynamic Approach.' Thousand Oaks, CA: Sage.

Dolton, A., Adams, S. and O'Reilly, M. (2019) 'In the child's voice: The experiences of primary school children with social, emotional and mental health difficulties', *Clinical Child Psychology and Psychiatry,* 23 (2), pp. 419-434.

Data Protection Act (1998, modified 2003) *Data Protection Act.* London: HM Stationary Office.

Department for Children, Schools and Families (2007) *The Children's Plan: Building brighter futures.* London: HM Stationery Office.

Department for Children, Schools and Families (2008a) *Back on Track: a strategy for modernising alternative provision for young people.* London: HM Stationery Office.

Department for Children, Schools and Families (2008b) *Personalised learning: A practical guide.* Nottingham: DCSF Publications.

Department for Education (2011) *Reasons for Exclusion from School.* Leicester: School of Education, University of Leicester.

Department for Education (2013) *Permanent and fixed period exclusions in England: 2011 to 2012.* London: Department for Education.

Department for Education and Department of Health (2014) *Special Educational Needs and Disability Code of Practice: 0 to 25 years.* London: DfE.

Department for Education (2017) *Statistics for England on Schools Pupils and their Characteristics, and on Absence and Exclusion.* London: DfE.

Department for Education (2018) *Number of pupil referral units in England.* Available from: https://lginform.local.gov.uk/reports/lgastandard?mod-metric=2200&mod-area=E92000001&mod-group=AllRegions_England&mod-type=namedComparisonGroup. (Accessed: 17 June 2019).

Department for Education (2018) *Permanent and fixed period exclusions in England: 2016 to 2017.* London: Department for Education.

Department for Education (2018) *Special Educational Needs in England: January 2018.* London: Department for Education.

Department for Education (2019) *Timpson Review of School Exclusion.* London: Department for Education.

Department for Education and Department for Health (2015) *Special Educational needs and disability code of practice: 0 to 25 years.* Available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25. (Accessed: 4 June 2019).

Department for Education and Skills (2004) *Removing barriers to achievement: the Government's strategy for SEN.* London: Department for Education and Skills.

Department for Education and Skills (2007) *Departmental Report 2007.* London: HM Stationery Office.

Dray, S. (2017) 'Identity matters: Language, practices and the (non)performance or rudeness in a Pupil Referral Unit', *Linguistics and Education,* 38, pp. 44-53.

Ecclestone, K. (2007) 'An Indentity Crisis? Using Concepts of 'Identity', 'Agency' and 'Structure' in the Education of Adults', *Studies in the Education of Adults, 39 (2), pp. 121-131.*

Eden, G.H. (1998) 'The life course as developmental theory', *Child Development,* 69, pp. 1-12.

Education Act. 1944. *The Education Act.* London: HM Stationery Office.

Education Act. 1986. *The Education Act.* London: HM Stationery Office.

Education Act. 1996. *The Education Act.* London: HM Stationery Office.

Elliot, J. (2005) *Using narrative in social research: Qualitative and quantitative perspectives.* London: Sage.

Equality Act. 2010. *The Equality Act.* London: HM Stationery Office.

Erikson, E.H. (1963) *Childhood and Society.* New York, NY: Norton.

Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P. and Siraj-Blatchford, I. (2008) *What makes a successful transition to secondary school?* Secondary education 3-14 project (EPPSE 3-14). Department for Children, Schools and Families (Research Report No DCSF-RR019).

Fallon, K., Woods, K. and Rooney, S. (2010) 'A discussion of the developing role of educational psychologists within children's services', *Educational Psychology in Practice,* 26(1), pp. 1-23.

Fivush, R. (2011) 'The development of autobiographical memory', *Annual Review of Psychology,* 62, pp. 559-582.

Grove, J. (2017) 'Researching a marginalised group: Reflections on being an outsider", *Counselling and Psychotherapy Research,* 17(3), pp. 176-180.

Gubrium, J. F. and Holstein, J. A. (2002) *Handbook of Interview Research: Context and Method.* Thousand Oaks, CA: Sage.

Guile, D. and Griffiths, T. (2001) 'Learning through work experience', *Journal of Education and Work,* 14(1), pp. 113-131.

Gray, P. (2011) 'Special Educational Needs: A new look – By Mary Warnock and Brahm Norwich', *Journal of Research in Special Educational Needs,* 11 (1), pp. 79-82.

Habermas, T. (2018) 'Narratives reflect defense against emotions, and narrating helps cope with them', In Habermas, T (Eds.), *Emotion and Narrative: Perspectives in Autobiographical Storytelling,* pp. 177-256, Cambridge: Cambridge University Press.

Hammersley, M. (2002) 'Ethnography and the disputes over validity', In Walford, G. (Eds.), *Handbook of qualitative research,* Vol. 6, pp. 7-22. Boston and London: JAI Press.

Harding, S. (1998) *Feminism and methodology: Social science issues.* Bloomington: Indiana University Press.

Hart, N. (2013) 'What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff', *Behavioural and Emotional Difficulties,* 18 (2), pp. 196-213.

Hegna, K. (2019) 'Learner identities in vocational education and training – from school to apprenticeship', *Journal of Education and Work,* 32 (1), pp. 52-65.

Hodge, S. (2007) 'Why is the potential of augmentative and alternative communication not being realized? Exploring the experiences of people who use communication aids', *Disability and Society,* 22 (5), pp. 457-471.

Hodgkinson, A. (2016) *Key issues in special educational needs and inclusion, 2nd edn.* London: Sage.

Holdsworth, C. (2006) '"Don't you think you're missing out, living at home?" Student experiences and residential transitions', *The Sociological Review,* 54(3), pp. 495-519.

Howard, J. (2013) 'Are the rights of children and young people to reach their potential severely compromised by school exclusion?' *Community Practitioner,* 86 (4), pp. 31-35.

Jackson, C. (2006) *Lads and Ladettes in School: Gender and a Fear of Failure.* Maidenhead: Open University Press.

Jalali, R. and Morgan, G. (2017) ''They won't let me back.' Comparing students perceptions across primary and secondary Pupil Referral Unit (PRUs)', *Emotional and behavioural Difficulties,* 06 July, pp. 1-14 (ahead of print).

Kearney, A. (2011) 'Exclusion from and within school: issues and solutions.' Available from: https://www.sensepublishers.com/media/389-exclusion-from-and-within-school.pdf. (Accessed: 19 June 2019).

Lange, E.A., Chovanec, D.M., Cardinal, T., Kajner, T. and Smith-Acuna, N. (2015) 'Ounded Learners: Symbolic Violence, Educational Justice, and Re-Engagement of Low-Income Adults', *Canadian Journal for the Study of Adult Education,* 27 (3), pp. 83-104.

Lawler, S. (2008) *Identity; Sociological Perspectives.* Cambridge: Polity Press.

Lawrence, N. (2011) 'What makes for a successful reintegration from a Pupil Referral Unit to mainstream education: An applied research project', *Educational Psychology in Practice,* 27 (3), pp. 213-226.

Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation.* Cambridge: Cambridge University Press.

Leung, L. (2015) 'Validity, reliability, and generalizability in qualitative research', *Journal of Family Medicine and Primary Care,* 4 (3), pp. 324-327.

Lewis, A. and Norwich, B. (2004) *Special teaching for special children? Pedagogies for inclusion.* Maidenhead: Open University Press.

Lewis, I. and Vulliamy, G. (1980) 'Warnock or Warlock? The Sorcery of Definitions: the limitations of the Report on Special Education', *Educational Review,* 32 (1), pp. 3-10.

Lewis-Beck, M. S., Bryman, A. and Liao, T. F. (2004) *The SAGE Encyclopaedia of Social Science Research Methods.* London: Sage.

Lincoln, Y.S. and Guba, E.G. (1985) *Naturalistic inquiry (Vol. 75).* London: Sage.

Lucey, H. and Reay, D. (2000) 'Identities in transition: anxiety and excitement in the move to secondary school', *Oxford Review of Education,* 26(2), pp. 191-205.

Lundy, L. (2007) 'Voice is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child', *British Education Research Journal,* 33 (6), pp. 927-942.

Lynch, M. (1993) *Scientific practice and ordinary action: Ethnomethodology and social studies of science.* Cambridge: Cambridge University Press.

MacFarlane, K. (2018) 'Higher education learner identity for successful student transitions', *Higher Education Research and Development,* 37 (6), pp. 1201-1215.

Mainwaring, D. and Hallam, S. (2010) ''Possible selves' of young people in a mainstream secondary school and a pupil referral unit: a comparison', *Emotional and Behavioural Difficulties,* 15 (2), pp. 153-170.

McAdams, D. P. (1993) *Stories We Live By: Personal Myths and the Making of the Self.* Now York: William Morrow.

McAdams, D.P. (2001) 'The psychology of life stories', *Review of General Psychology,* 5 (2), pp. 100-122.

McAdams, D.P. (2005) 'Studying Lives in Time: A Narrative Approach', *Advances in Life Course Research,* Vol. 10, pp. 237-258.

McAdams, D.P. (2011) 'Narrative Identity', In Schwartz, S.J., Luyckx, K. and Vignoles, V.L. (Eds.) *Handbook for Identity Theory and Research. Volume One: Structures and Processes,* pp. 99-115. New York, NY: Springer.

McGuiggan, C.L. (2017) 'Stepping over the boundary: An exploration of educational psychologists' work with families', Unpublished Ed Psy D thesis, http://orca.cf.ac.uk/104534/.

McInerney, D.M. and Sinclair, K. E. (1991) 'Cross-cultural model testing inventory of school motivation', *Educational and psychological measurement,* 51, pp. 123-133.

McKenzie, J. A. (2013) "Models of intellectual disability: towards a perspective of (poss)ability', *Journal of Intellectual Disability Research,* 57 (4), pp. 370-379.

McLeod, J. (2001) 'Critical issues in the methodology of qualitative research', *Counselling and Psychotherapy Research,* 1 (2), pp. 114-126.

Mental Capacity Act (2005) Available at: http://www.legislation.gov.uk/ukpga/2005/9/contents (Accessed: 12 December 2017).

Mental Health Foundation (2018) *What new statistics show about children's mental health.* Available from: https://www.mentalhealth.org.uk/blog/what-new-statistics-show-about-childrens-mental-health (Accessed: 17 June 2019).

Mertens, D.M. (2014) *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods.* London: Sage.

Michael, S. and Frederickson, N. (2013) 'Improving pupil referral unit outcomes: pupil perspectives', *Emotional and Behavioural Difficulties,* 18 (4), pp. 407-423.

Miller, A., Frederickson, N. and Birch S. (2015) 'What do educational psychologists do?' In *Educational Psychology,* pp. 19-46. London: Routledge.

Mills, A. J., Durepos, G. and Wiebe, E. (2010) 'Reflexivity', *Encyclopedia of Case Study Research.* London: Sage.

Moon, M. (2019) 'Triangulation: A Method to Increase Validity, Reliability, and Legitimation in Clinical Research', *Journal of Emergency Nursing,* 45 (1), pp. 103-105.

Murray, G. (2009) 'Narrative Inquiry', in Heigham, J. and Croker, R. A. (eds) *Qualitative Research in Applied Linguistics.* Houndsmills: Palgrave Macmillan.

Murray, G. (2015) 'Narrative psychology', in Qualitative Psychology: A Practical Guide to Research Methods (3rd ed.), J. A. Smith. London: Sage, pp. 85-107.

Murray, G., Gao, X. and Tamb, T. (2011) *Identity, motivation and autonomy in language learning.* Bristol: Multilingual Matters.

Murray, J. (2019) 'Hearing young children's voices', *International Journal of Early Years Education,* 27 (1), pp. 1-5.

Murray, J. and Cousens, D. (2019) 'Primary School Children's Beliefs Associating Extra-curricular Provision with Non-cognitive skills and Academic Achievement', *Education 3-13: International Journal of Primary, Elementary and Early Years Education,* pp. 37-53.

National Children's Bureau (2011) *Matching needs and services: an audit of the needs of 268 children attending pupil referral units in six local authority areas.* London: National Children's Bureau.

Newland, L. (2014) 'Supportive family contexts: promoting child well-being and resilience', *Early Child Development and Care,* 184 (9), pp. 1336-1346.

Norwich, B. and Eaton, A. (2015) 'The New Special Educational Needs (SEN) Legislation in England and Implications for Services for Children and Young People with Social, Emotional and Behavioural Difficulties', *Emotional and Behaviour Difficulties,* 20 (2), pp. 117-132.

Nowell, L. S., Norris, J. M., White, D. E., and Moules, N. J. (2017) 'Thematic Analysis: Striving to Meet the Trustworthiness Criteria', *International Journal of Qualitative Methods,* 16 (1), pg. 1-13.

Office of the Children's Commissioner for England School Exclusion (2012) *They Never Give up on You.* London: Office of the Children's Commissioner.

Ofsted (2007a) *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2006/7.* London: HM Stationery Office.

Ollerenshaw, J. A., and Cresswell, J. W. (2000) *Data analysis in narrative research: A comparison of two "restorying" approaches.* Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

Ollerenshaw, J. A. and Creswell, J. W. (2002) 'Narrative Research: A Comparison of Two Restorying Data Analysis Approaches', *Qualitative Inquiry,* 8(3), pp. 329-357.

Olsen, K. (2015) *Wounded by School: Recapturing the Joy in Learning and Standing up to Old School Culture.* New York, NY: Teachers College Press.

Osler, A., Street, C., Lall, M. and Vincent K. (2002) *Not a problem? Girls and school exclusions.* London: National Children's Bureau.

Oyserman, D., Elmore, K. and Smith, G. (2012) ' Self, Self-concept, and Identity', In Leary, M.R. and Tangney, J.P. (Eds.) *Handbook of Self and Identity: Second Edition.* New York, NY: The Guildford Press, pp. 69-104.

Pelter, G. B. (2016) 'In hospital but not forgotten: an exploration into children and young people's narratives about their experiences of hospitalisation and hospital school', Unpublished thesis, https://etheses.bham.ac.uk//id/eprint/6662/.

Peart, J. (2009) *The importance of Learner Voice in the 21st Century.* Available from: https://www.johnpe.art/2019/12/15/the-importance-of-learner-voice-in-the-21st-century (Accessed: 24 March 2020).

Peters, S. (2003) '"I didn't expect that I would get tons of friends…more each day": children's experiences of friendship during the transition to school', *Early Years,* 23(1), pp. 45-53.

Pirrie, A. and Macleod, G. (2009) 'Locked out: researching destinations and outcomes for pupils excluded from special schools and PRUs', *Emotional and Behavioural Difficulties,* 14(3), pp. 185-194.

Polkinghorne, D. E. (1988) *Narrative knowing and human sciences.* Albany, NY: State University of New York Press.

Polkinghorne, D. E. (1995) 'Narrative configuration in qualitative analysis', *International Journal of Qualitative Studies in Education,* 8(1), pp. 5-23.

Punch, S. (1998) 'Negotiating independence: children and young people growing up in rural Bolivia.' Unpublished doctoral thesis, https://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.400428.

Reismann, C. K. (2008) *Narrative Methods for the Human Sciences.* Thousand Oaks, CA: Sage.

Robson, C. (2000) *Small-Scale Evaluation: Principles and Practice.* London: Sage.

Rudd, T., Colligan, F. and Naik, R. (2006) *Learner Voice.* Bristol: Futurelab.

Rumble, A. and Thomas, G. (2017) 'Reflections on the Role of the Educational Psychologist Within a Multi-Academy Trust', *Educational Psychology Research and Practice,* 3(1), pp. 15-28.

Rustin, M. and Rustin, M. (2005) *Narratives of Love and Loss: Studies in Modern Children's Fiction.* London: Karnac.

Rutter, M. and Rutter, M. (1993) *Developing minds: Challenge and continuity across the life span.* New York, NY: Basic Books.

Ryan, D. (2009) ''Inclusion is More than a Place': Exploring Pupils Views and Voice in Belfast Schools Through Visual Narrative', *British Journal of Special Education,* 36(2), pp. 77-84.

Salkind, N J. (2010) 'Discourse Analysis' in *Encyclopedia of Research Design.* Thousand Oaks, CA: Sage.

Samra, H. (2016) 'A narrative exploration of sense-making, self, and identity in young people diagnosed with an Autism Spectrum Condition.' Unpublished App Ed and Child Psy D thesis, https://etheses.bham.ac.uk//id/eprint/6719/.

Sefton-Green, J. and Erstad, O. (2013) 'Identity, Community and Learning Lives in the Digital Age', In Sefton-Green, J. and Erstad, O. (Eds) *Identity, Community and Learning Lives in the Digital Age.* Cambridge: Cambridge University Press.

Sellman, E. (2009) 'Lessons Learned: Student Voice at a School for Pupils Experiencing Social, Emotional and Behavioural Difficulties', *Emotional and Behavioural Difficulties,* 14(1), pp. 33-48.

Shakespeare, T. (2002) 'The social model of disability: an outdated ideology?' *Research in Social Science and Disability,* 2, pp. 9-28.

Shanahan, M. (2000) 'Being that bit older: Mature students' experience of university and healthcare education', *Occupational Therapy International,* 7(3), pp. 153-162.

Sinha, C (1999) 'Situated Selves: Learning to be a learner', In Bliss, J., Saljo, R. and Light, P. (Eds.), *Technological resources for learning,* pp. 32-46, Oxford: Pergamon.

Sheffield, E. L., and Morgan, G. (2017) 'The perceptions and experiences of young people with a BESD/SEMH classification', *Educational Psychology in Practice,* 33(1), pp. 50-64.

Solomon, Y. and Rogers, C. (2001) 'Motivational Patterns in Disaffected School Students: Insights from pupil referral unit clients', *British Educational Research Journal,* 27 (3), pp. 331-345.

Spence, D. P. (1986) 'Narrative smoothing and clinical wisdom', In Sarbin, T. R. (Eds.), *Narrative psychology: The storied nature of human conduct,* pp. 211-232. New York, NY: Praeger Special Studies.

Spyrou, S. (2016) ' Researching children's silences: exploring the fullness of voice in childhood research', *Childhood,* 23 (1), pp. 7-12.

Strasser, D.S. (2016) '"You Might Want to Call Your Father": An Autoethnographic Account of Masculinity, Relationships, and My Father', *Journal of Family Communication,* 16 (1), pp. 64-75.

Tajfel, H. and Turner, J.C. (1986) 'The social identity theory of intergroup behaviour', In Worchel, S. and Austin, W.G. (Eds.) *Psychology of Intergroup Relations,* pp. 7-24. Chicago, IL: Nelson-Hall.

Thomas, G. (2011) 'A typology for the case study in social science following a review of definition, discourse, and structure', *Qualitative Inquiry,* 17(6), pp. 511-521.

Thomas, G. (2013) *How to do your research project: A guide for students in education and applied social sciences.* London: Sage.

UNESCO (1994) *The Salamanca Statement and Framework for Action on Special Needs Education.* Paris: UNESCO.

van Lier, L (2007) 'Action-based teaching, autonomy and identity', *Innovation in Language Learning and Teaching,* 1 (1), pp. 46-65.

Vignoles, V.L., Schwartz, S.J. and Luyckx, K. (2011) 'Introduction: Towards an integrative view of identity', In Schwartz, S.J., Luyckx, V.L. and Vignoles, V.L. (Eds.) *Handbook of Identity Theory and Research. Volume One: Structure and Processes,* pg. 1-27. New York, NY: Springer.

Walker, L. and Logan, A. (2008) *Learner Engagement: A review of learner voice initiatives across the UK's education sectors.* Bristol: Futurelab.

Warnock Committee (1978) *Special education needs: the Warnock Report.* London: Department for Education and Science.

Warnock, M. (2005) *Special Educational needs: a new look.* London: Philosophy of Education Society of Great Britain.

Warren, S. (2000) 'Let's do it properly: inviting children to be researchers,' In Lewis, A. and Lindsay, G. (Eds.), *Researching children's perspectives.* London: Open University Press.

Weidberg, F. (2017) 'Giving children of imprisoned parents a voice', *Educational Psychology in Practice,* 33 (4), pp. 371-386.

Wenger, E. (1998) *Communities of practice: learning, meaning and identity.* New York, NY: Cambridge University Press.

Wojecki, A. (2007) 'What's Identity Got to Do with It, Anyway? Constructing Adult Learner Identities in the Workplace', *Studies in the Education of Adults,* 39 (2), pp. 168-182.

Woodhead, M. and Brooker, L. (2003) 'A Sense of Belonging', *Early Childhood Matters,* 111, pp. 3-6.

Wright, K. (2008) 'Researching the views of pupils with multiple and complex needs: is it worth doing and whose interests are served by it?' *Support for Learning,* 23 (1), pp. 32-40.

Zittoun, T. (2004) 'Symbolic competencies for the developmental transitions: The case of the choice of first names', *Culture and Psychology,* 10(2), pp. 131-161.

Zittoun, T. (2006) *Transitions: Development through symbolic resources.* Greenwich: Information Age Publishing.

APPENDICES

Appendix 1: Interview guide

Introductions and wellbeing check

- Clarification of each other's names
- I will check that the participant still consents to take part in the research and remind them they can withdraw at any point and thank them for coming to meet me today
- I will ask the participant how they are feeling, how there day has been and if there is anything upsetting them currently
- I will give the participant the opportunity to ask any questions

Life Chapters

- Participants will be presented with a blank timeline that represents their life from birth until now. I will explain that the focus of the timeline is their life in education, however there is likely to be overlap with what is happening in other areas of their life. They are free to discuss other areas of their life as much or as little as they think is helpful and feel comfortable with.
- I would like you to begin by thinking about your life as a story book. A book has characters, scenes, heroes, villains, good times and bad times, etc. A long story may even have chapters. Think about your life story as having a few chapters – anywhere between 2 and 7. What may they be? You may want to give each chapter a name and give a short plot summary for each.
- We will write/draw each chapter onto the timeline.

Critical events

- I am going to ask you about 7 specific life events. For each event describe in detail what happened, where you were, who was involved, what you did and what you were thinking/feeling. Try to tell me about what effect this event has had on your life story and what this event says about who you are or were as a person.
- Life events: high point, low point, turning point, earliest memory, important childhood scene, important adolescent scene, one other important scene.

Life challenge

- Looking back over your life story, please describe the single greatest challenge you have ever faced? How have you handled this challenge? Have other people helped you? How has this affected your life story?

Influences on the life story – positive and negative

- Positive: looking back over your life story, please identify the single person, people or organisation that has had the biggest positive impact on your story. Please describe this person/people/organisation and the way they had a positive impact on your story.
- Negative: looking back over your life story, please identify the single person, people or organisation that has had the biggest negative impact on your story. Please describe this person/people/organisation and the way they had a negative impact on your story.

Stories and the life story

- You have been telling me about your life story. I would like you to think a bit more about stories and how some particular stories have influenced your life story.
- Stories watched – eg. television, film, performance – try to identify one your favourite stories from this category. In a couple of sentences, tell me what the story is about, why you like it so much and if/how the story has impacted your life.
- Stories read – eg. books, magazines – think back over things you have read and identify one story from this category. Again, tell me a little bit about the story, why you like it and what impact, if any, it has had on your life.
- Stories heard – eg. friends, family – many of us hear stories from families and friends about their lives or people they know. Think of a story you have heard throughout your life, one that has stayed with you. Tell me a little about the story, why you like or remember it, and what impact, if any, it has had on your life.

Alternative futures for the life story

- Now you have shared your past with me, I would like to hear a little bit about your future. I would like you to imagine two futures for your life story, negative and positive.
- Negative – please describe a future that you fear could happen but that you hope does not happen. Try to be realistic.
- Positive – please describe a positive future for your life story, including the goals and dreams you may achieve. Try to be realistic and focus on things that are possible for you even if it involves hard work or getting more support.

Personal ideology

- If you have some, please tell me about any religious or spiritual beliefs that help guide your life.
- What is important in your life? (eg. values, people)

Life theme

- Looking back over your whole life story, is there a message or theme that runs through the whole story? For example, The Tortoise and the Hare – slow and steady wins the race; The Boy Who Cried Wolf – a story about a boy who falsely accuses a wolf of trying to get his sheep, when a wolf actually does come nobody believes him, therefore teaching honesty.

Other

- Is there anything else I should know about your life story?

Ending

- How did you find that? Do you want to discuss anything?
- How are you feeling now - If 0 is really sad/angry and 10 is really happy?
- Do you feel okay to go back to class? Do you need to speak to a member of staff first?
- Thanking participant for taking part and reminding them of their right to withdraw within 7 days of this point.

Appendix 2: Provision information sheet

This recruitment sheet has been given to you in the hope that you may be able to identify children and young people as prospective participants in a research project undertaken by Faye Hingley, a full-time postgraduate research student at the University of Birmingham. The research project fulfills a core component of Faye's training as an educational psychologist.

A brief description of the project

The project aims to explore the narratives of three children and/or young people who are educated at a Pupil Referral Unit (PRU) to gain their insight into their journeys through the British education system from mainstream placement to PRU.

The purpose of the project

Within the research domain of PRUs the existing literature tends to focus on improving outcomes, the reintegration of pupils back into mainstream education and the mental health and emotional wellbeing needs of pupils. Data is collected from parents and school staff with limited literature expressing the views of the pupils themselves. There appears to be no focus in existing literature on the circumstances that led pupils to becoming educated in PRUs and their perceptions of their experiences. This projects aims to bridge this gap in the literature.

Details of the project

The project will first involve the pupil spending time with Faye, either alone or in a group, so that Faye feels familiar to them and gains their trust. Faye will then interview the pupil to gain their perceptions of their journeys through education and the support they have been provided with. The interviews will be voice-recorded and stored securely so that Faye can analyse them afterwards.

Participant requirements

- Aged between 9 and 16
- Male or female
- Currently attend a Pupil Referral Unit or have done in the past 12 months
- Be able to give informed consent to be take part

Appendix 3: Parent information sheet

My name is Faye Hingley and I am training to be an educational psychologist. I would like to ask for your child to be involved in a project I am running.

As part of my training I have chosen to run a project that listens to the stories of young people in Pupils Referral Units to understand why they attend a PRU and their thoughts and feeling about this.

Quite a few projects have been done before about PRUs but it is rare that the young people themselves are spoken to.

Who can take part

- Young people who currently attend a PRU or have done in the past 12 months
- Aged between 9 and 16
- Male or female
- Young people who are generally feeling emotionally well

What will be required of your child

First I will get to know your child a little by spending some time in their PRU. I want them to feel comfortable around me.

I will ask them to have a discussion with me about their education so far which I will voice-record to I can listen to it afterwards. The recording will be kept safe and secure. During the discussion we will create a timeline of some of the most important things that have happened during your child's education – times that were really good in school, times that were more difficult, and when they moved to the PRU. I will ask them some questions about why certain things happened, how they felt, what and who helped them, and what wasn't helpful. Your child doesn't have to answer all the questions and they don't have to share anything they don't want to.

What happens next

If your child would like to take part and you agree it is okay for them to do so, I would like to meet with you both to give you the opportunity to ask any questions that you have. I will also ask you both to sign a consent form. If throughout the project your child decides they don't want to take part anymore, or you would prefer them not to be involved any further, then it is possible to withdraw from the project. However this can only take place up until 7 days after the recorded discussion with your child. After this point I will be anaylsing the discussion with your child and other children and it would be too difficult to remove one child's information from the data set.

What happens at the end

After we have completed our discussion I will take the recording away and make notes on the main areas we have discussed. This will then go into a written report which I give to the University of Birmingham to be marked as part of my training.

You and your child can have a copy of the report if you'd like to read it however it will be 25,000 words long. I will write a much shorter summary so that you can read what we found out from our discussion. I can meet with your child again so that they can ask any questions or give their views on what we found out.

Keeping things private

In the report that I write and in any notes that I make nobody will know who your child is. I will write about what they have told me however I won't use their real name and they can choose a different one! I won't include anything that is personal and that they don't want me to include.

Only I will have access to the recordings of our discussions and my supervisor at university. We have a responsibility to keep the recording secure and we have IT software to enable us to do this.

As a professional who works with young people I have a responsibility to ensure that they are safe. If your child shares information during our discussion that I believe means they are not safe I will inform the PRU 'Safeguarding Lead' and they will follow this up inline with their Safeguarding Policy. This is no different to any professionals Safeguarding responsibility on a daily basis.

Contact details
Faye Hingley –
Huw Williams – University of Birmingham supervisor –

Appendix 4: Participant information sheet

Hi, my name is Faye and that is me in the picture. I would like to ask you to be involved in a project I am running.

I am currently training to become an educational psychologist so that I can work with lots of young people and help them with their education.

As part of my training I have chosen to run a project that listens to the stories of young people in Pupils Referral Units to understand why they attend a PRU and their thoughts and feeling about this.

Quite a few projects have been done before about PRUs but usually parents/carers and staff give the information and not the young people themselves. Your voice is the most important to me.

Who can take part

- Young people who currently attend a PRU or have done in the past 12 months
- Aged between 9 and 16
- Male or female
- Young people who are generally feeling emotionally well

What will be required of you

First I will get to know you a little by spending some time in your PRU. I want you to feel comfortable around me.

I will ask you to have a discussion with me about your education so far which I will voice-record to I can listen to it afterwards. The recording will be kept safe and secure. During the discussion we will create a timeline of some of the most important things that have happened during your education – times that were really good in school, times that were more difficult, and when you moved to the PRU. I will ask you some questions about why certain things happened, how you felt, what and who helped you, and what wasn't helpful. You don't have to answer all the questions and you don't have to share anything you don't want to.

What happens next

If you would like to take part then I will also need a parent/carer to say that it's okay too. If you both agree then I will meet with you so that you can ask any questions that you have and I will ask you to sign a consent form. If you decide you don't want to take part anymore then that's fine up until 7 days after our recorded discussion.

What happens at the end

After we have completed our discussion I will take the recording away and make notes on the main areas we have discussed. This will then go into a written report which I give to the University of Birmingham to be marked as part of my training.

You can have a copy of the report if you'd like to read it however it will be 25,000 words long. I will write a much shorter summary so that you can read what we found out from our discussion. We can meet up again incase you want to ask any questions or give me your views on what we found out.

Keeping things private

In the report that I write and in any notes that I make nobody will know who you are. I will write about what you have told me however I won't use your real name and you can choose a different one! I won't include anything that is personal and that you don't want me to include.

Only I will have access to the recordings of our discussions and my supervisor at university but we have a responsibility to keep the recording safe and we have special software to make sure we do this.

I will keep our discussions private so I won't be telling anyone what you said, unless I am worried for your safety. As a professional who works with children and young people I have to let a special staff member at your PRU know if I don't think you are safe. This staff member is called a 'Safeguarding Lead.' You may not be safe if someone is physically or emotionally hurting you or you aren't getting any food to eat.

Contact details
Faye Hingley –
Huw Williams – University of Birmingham supervisor –

Appendix 5: Parent consent form

Providing my consent

Please read the statements below and write your initials in the right-hand box if you agree with the statement.

I have read the information sheet provided and understand the nature of the project	
I understand that this project forms part of the University of Birmingham postgraduate doctoral research towards Faye's professional qualification as an educational psychologist and my child's data will be used in a research report submitted to the university	
I understand that the project is voluntary and my child does not have to answer any questions that they don't want to	
My child and I have had the opportunity to ask any questions and we have had them answered fully	
I understand that my child can withdraw from this project at any point before or within 7 days of the first recorded discussion	
I understand that Faye will know who my child is however my child's data will remain confidential and other people will not know who my child is	
I understand that my child's data will be stored on a password-protected and encrypted MacBook Pro, with ICloud disabled whilst Faye is using the data. After this, the data will be securely stored for 10 years within the University of Birmingham's BEAR Data Archive	
I consent for my child to take part in this project	

Child's name:

Your name:

Signed:

Date:

Appendix 6: Participant consent form

Providing my consent

Please read the sentences below and write your initials in the end box if you agree with the sentence.

I have read the information sheet provided and understand what I will be asked to do for the project	
I understand that this project is part of Faye's training as an educational psychologist and Faye will use my data in a research report to submit to the University of Birmingham	
I understand that the project is voluntary and I don't have to answer any questions that I don't want to	
I have been able to ask Faye questions and she has answered them	
I understand that I can change my mind about being involved in the project at any point before or within 7 days of the first recorded discussion	
I understand that Faye will know who I am however my data will remain confidential and other people will not know who I am	
I understand that my data will be stored on a password-protected and encrypted MacBook Pro, with ICloud disabled whilst Faye is using the data. After this, the data will be securely stored for 10 years within the University of Birmingham's BEAR Data Archive	
I agree to take part in this project	

Name:

Signed:

Date:

Appendix 7: Application for Ethical Review

UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW

Who should use this form:
This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.
Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

Researchers in the following categories are to use this form:

1. The project is to be conducted by:
   - staff of the University of Birmingham; or
   - **a research postgraduate student enrolled at the University of Birmingham (to be completed by the student's supervisor);**
2. The project is to be conducted at the University of Birmingham by visiting researchers.

Students undertaking undergraduate projects and taught postgraduates should refer to their Department/School for advice.
NOTES:

- Answers to questions must be entered in the space provided.
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the Research Ethics Team.

☒ **Before submitting, please tick this box to confirm that you have consulted and understood the following information and guidance and that you have taken it**

into account when completing your application:

- **The information and guidance provided on the University's ethics webpages (https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx)**

- **The University's Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf)**

UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW	*OFFICE USE ONLY:* Application No: Date Received:

1. TITLE OF PROJECT

Children and Young People's Perceptions of their Journeys' through the British Education System from Mainstream School to Pupil Referral Unit: A Narrative Inquiry

4. THIS PROJECT IS:

University of Birmingham Staff Research project ☐
University of Birmingham Postgraduate Research (PGR) Student project ☒
Other ☐ (Please specify):

5. INVESTIGATORS

a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family	Dr Huw Williams
Highest qualification & position held:	Doctorate in Educational Psychology / Academic and Professional Tutor
School/Department	School of Education (Disability, Inclusion and Special Needs Department)
Telephone:	[redacted]
Email address:	[redacted]

Name: Title / first name / family	Mrs Sue Morris
Highest qualification & position held:	M. Ed. (Ed Psych) / Programme Director of Professional Training in Educational Psychology
School/Department	School of Education (Disability, Inclusion and Special Needs Department)
Telephone:	[redacted]
Email address:	[redacted]

b) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family	
Highest qualification & position	
School/Department	
Telephone:	
Email address:	

c) In the case of PGR student projects, please give details of the student

Name of	Faye Hingley	Student No:	[redacted]
Course of study:	Applied Educational and Child Psychology Doctorate	Email address:	[redacted]
Principal	Dr Huw Williams		

6. ESTIMATED START OF Date: May 2018 **PROJECT**

ESTIMATED END OF Date: June 2019 **PROJECT**

7. FUNDING

List the funding sources (including internal sources) and give the status of each source.

Funding Body	*Approved/Pending /To be submitted*
N/A.	

If applicable, please identify date within which the funding body requires acceptance of award:

Date:

If the funding body requires ethical review of the research proposal at application for funding please provide date of deadline for funding application:

Date:

8. SUMMARY OF PROJECT

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon. Please explain any technical terms or discipline-specific phrases.

Purpose

The research will focus on children and young people (CYP) being educated in Pupil Referral Units (PRUs) and endeavour to gather rich information on CYPs journeys from mainstream education to a PRU. The research will use narrative methodology to elicit the stories of CYP focussing on what they deem to be key points throughout their education so far. There will also be a focus on the value YP place on having their stories and views listened to, and the process of telling their stories.

Background rationale

Within the research domain of Pupil Referral Units (PRUs), the existing literature tends to focus on improving outcomes of CYP in PRUs (Michael and Frederickson, 2013; Hart, 2013), the reintegration of CYP back into mainstream education (Jalai and Morgan, 2017; Pillay, Dunbar-Krige and Mostert, 2013; Lawrence, 2011) and mental health and emotional wellbeing needs of children in PRUs (Birchwood, 2013; Mainwaring and Hallam, 2010; Solomon and Rogers, 2001). There is a lot of overlap between these topics however there appears to be no literature with a primary focus of hearing pupil's views. There is also no literature that seeks to understand the education journeys of CYP in PRUs and factors that may have facilitated their placement in a PRU.

Research questions

- What factors outlined in the life stories of the CYP may have facilitated their placement in a PRU?
- What positives can be taken from the life stories of the CYP and what could have been done differently?
- How did these CYP perceive telling their stories to the researcher and having their views listened?

Expected outcomes

The expected outcomes are:

- Hearing and promoting the views of CYP in PRUs
- Understanding the education and life journey of pupils that attend PRUs
- Reflecting on what could have been done differently to support their mainstream placements

9. CONDUCT OF PROJECT

Please give a description of the research methodology that will be used

Narrative methodology will use used for this research, in particular narrative interviews based upon The Life Story Interview by McAdams (1993). Three participants will be interviewed using the interview guide (appendix 1). The interview guide acts as a useful tool to broadly structure the interview to support in eliciting important narrative information from the participants. However the researcher may add, change or remove questions to best support participants in sharing their narratives in meaningful ways. A pilot interview will take place, prior to participant interviews, to practise using the interview guide and test its effectiveness in answering the research questions. The pilot will require an additional CYP and their data will not be included in the analysis

The interviews will be voice recorded so that they can be listened to afterwards for transcription and analysis.

Interviews will last approximately one hour and participants will be able to take breaks throughout. If participants want to end the interview at any point and continue at a later date then that will be possible. If participants would like to be interviewed for longer than one hour to fully tell their story then this will also be possible.

Within 4 weeks of each participants interview, the researcher will meet with them again to gain their perceptions of the narrative process. This will be a brief recorded interview lasting roughly 20 minutes. There will be two specific open questions asked:

1. How did you find telling your story?
2. How did you find having your story listened to?

The researcher will use prompts such as 'tell me more', and 'what do you mean by that?' to elicit further information. Within this time frame the researcher will also present their participant with their written 'life story' and check that they agree it is an accurate representation. For this to happen the researcher will first transcribe the interview, remove speech made by the researcher, and reorder the information so that it is sequenced chronologically.

10. DOES THE PROJECT INVOLVE PARTICIPATION OF PEOPLE OTHER THAN THE RESEARCHERS AND SUPERVISORS?

Yes ☒ No ☐

Note: "Participation" includes both active participation (such as when participants take

part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

If you have answered NO please go to Section 18 . If you have answered YES to this question please complete all the following sections.

11. PARTICIPANTS AS THE SUBJECTS OF THE RESEARCH

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

It is proposed that three participants will be interviewed for the research. There will be an additional participant for the pilot interview. The following inclusion and exclusion criteria will be applied:

Inclusion criteria

- CYP who attend a Pupil Referral Unit (PRU) within the local authority in which the researcher is undertaking a 2-year placement as a trainee educational psychologist
- CYP aged between 11 and 16
- CYP who are male or female
- CYP who provide responses to general wellbeing questions (eg. scaling from 0-10 how emotionally well they are feeling) that the researcher deems safe and appropriate to proceed with the interview following communication with parents/carers, PRU staff and UoB supervisor

Exclusion criteria

- CYP who have specific Special Educational Needs that would affect their ability to engage with the research, including CYP supported by a Speech and Language Therapist, and CYP whose attainment levels are significantly below age-expectations based on attainment data recorded in the PRU or held on file from previous education providers.
- CYP who pose potential risk to the researcher through recent or regular physical violence directed towards others
- CYP with heightened emotional needs, such as recently becoming a looked after child or unstable mental health diagnoses
- CYP with current safeguarding concerns such as being the victim or perpetrator of abuse or sexual exploitation

The researcher will communicate with the Senior Leadership Team of the PRU to ensure all participants meet the inclusion criteria and do not meet any of the exclusion criteria.

12. RECRUITMENT

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student).

Note: Attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

The researcher will approach Educational Psychologists within the Local Authority service that the researcher is undertaking a two-year placement as a Trainee Educational Psychologist. The Educational Psychologists who work with the local Pupil Referral Units (PRUs) will jointly contact the Senior Leadership Team (SLT) of the PRU in conjunction with the researcher. This has been deemed appropriate as the Educational Psychologists will have established relationships with the SLT of the PRU and will be able to facilitate a meeting, with the aim of outlining the purpose of the research in addition to the recruitment sheet (appendix 2). Any questions that the SLT of the PRU have will be addressed at this stage.

The SLT of the PRU will act as a gatekeeper for the research meaning they make contact with potential participants first. The researcher will have spoken to the SLT of the PRU and given them information sheets for pupils (appendix 3) and parents/carers (appendix 4) which the gatekeeper will distribute.

If pupils and their parents/carers are interested in the pupil taking part in the research, after reading the information sheets, they would then indicate their interest to the SLT of the PRU. The researcher will then arrange a meeting with the pupils and their parents/carers to explain the details of the research in-depth and ensure both pupils and parents/carers have understood. There will be the opportunity to ask questions and have them answered fully. Additional meetings can be arranged to further discuss the research and details of the researcher's supervisor will be given.

After the initial meeting, pupils and their parents/carers can indicate orally whether they wish to take part in the research. For those that wish to take part, consent forms will be issued to pupils and parents/carers to be read and signed. They will again have the opportunity to discuss the research and ask any questions. Contact details will be provided for additional queries or later concerns.

13. CONSENT

a) Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why**.** If the participants are minors or for other reasons are not competent to consent, describe the proposed alternate source of consent, including any permission / information letter to be provided to the person(s) providing the consent.

Initial consent will be gained from the Senior Leadership Team of the PRUs in which is it is intended that the participants will be attending.

As all participants will be 16 years or younger the researcher will gain their informed consent and that of a parent/carer. The researcher will ensure that consent is informed by providing each participant and their parent/carer with information sheets (appendices 3 and 4) which the researcher will read to them if required. They will also have the opportunity to meet with the researcher to gain a more detailed understanding of the research and have any questions answered. Parents/carers and children will all be aware that participation is on a voluntary basis and will be consenting to this. Consent will be given orally initially and then followed up with a written consent form (appendices 5 and 6).

The researcher does not anticipate any pupils within the PRUs having learning disabilities that compromise their ability to give confirmed consent. The research is aware of the Mental Capacity Act (Mental Capacity Act, 2005) and that as the researcher seeking consent they are responsible for judging the capacity of potential participants.

Mental Capacity Act. (2005) Available at: http://www.legislation.gov.uk/ukpga/2005/9/contents (Accessed: 12 December 2017).

Note: Attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

b) Will the participants be deceived in any way about the purpose of the study?
Yes ☐ **No** ☒

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and who will administer this feedback.

Not applicable.

14. PARTICIPANT FEEDBACK

Explain what feedback/ information will be provided to the participants after participation in the research. (For example, a more complete description of the purpose of the research, or access to the results of the research).

The researcher will provide each participant with an information sheet explaining the findings of the research. The participants will have the opportunity to discuss the findings further or ask any questions during a one-to-one meeting with the researcher. They will also be able to offer their feedback on the findings.

Participants will be offered an electronic copy of the completed volume one thesis and be provided with a copy of any published articles related to this research.

15. PARTICIPANT WITHDRAWAL

a) Describe how the participants will be informed of their right to withdraw from the project.

Consent forms and the information sheets will explicitly state that participants have the right to withdraw at any point from the project up until 7 days after their final data collection session. This will be discussed orally prior to participants giving their consent to be involved in the project. Throughout the data collection process I will provide participants with oral reminders of their right to withdraw.

The withdrawal time is limited to 7 days after the final data collection session as after this time the data analysis will start. It will then be difficult to remove a participant's data from the analysis. Seven days is inline with recommendations made by the British Psychological Society (BPS, ethical guidelines, 1.4, 2009).

British Psychological Society (2009) *Code of Ethics and Conduct.* Available at: https://www1.bps.org.uk/system/files/user-files/Division%20of%20Clinical%20Psychology/public/Code%20of%20Ethics%20and%20Conduct%20%282009%29.pdf (Accessed: 18 December 2017).

b) Explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

There will be no consequences for participants withdrawing from the study. If a participant indicates that they would like to withdraw from the project prior to the data collection commencing then I will attempt to replace the participant. If a participant indicates they would like to withdraw from the project after data collection has commenced, but prior to 7 days after their final data collection session, then any voice recordings of their interviews and any full or partial transcripts would be erase from all storage devices and their data removed from any analysis.

16. COMPENSATION

Will participants receive compensation for participation?

i) Financial

Yes ☐ **No** ☒

ii) Non-financial **Yes** ☐ **No** ☒

If **Yes** to **either** i) or ii) above, please provide details.

Not applicable.

If participants choose to withdraw, how will you deal with compensation?

Not applicable.

17. CONFIDENTIALITY

a) Will all participants be anonymous?

Yes ☐ **No** ☒

b) Will all data be treated as confidential? **Yes** ☒ **No** ☐

Note: Participants' identity/data will be confidential if an assigned ID code or number is used, but it will not be anonymous. Anonymous data cannot be traced back to an individual participant.

Describe the procedures to be used to ensure anonymity of participants and/or confidentiality of data both during the conduct of the research and in the release of its findings.

The research will use a narrative approach therefore the researcher will have direct contact with participants removing their anonymity to the researcher. To ensure that data is traceable to individuals for the purpose of data collection, analysis and write-up each participant will be able to choose a pseudonym (not a nickname). The use of a pseudonym will also mean that a participant's individual data can be identified and taken out of the research should they wish to withdraw.

Although the data will not be anonymous it will be confidential. All data will refer to the CYP through their pseudonym and not their real name.

The PRUs will not be named throughout the research however some demographic information will be provided in the write-up, including being based in the West-Midlands and entry-criteria for the PRU. Some demographic information of the participants will also be provided in the write-up, including age, gender, and length of time at PRU. The participants will not be traceable from the information included in the write-up.

If participant anonymity or confidentiality is not appropriate to this research project, explain, providing details of how all participants will be advised of the fact that data will not be anonymous or confidential.

Participants will received oral and written information included in the information sheets (appendix 3) and consent forms (appendix 5) informing them that their data will remain confidential. They will be aware that only the researcher and the researcher's supervisor will have access to this information.

Participants will also be informed that their data will remain confidential throughout the final report and be referred to by a pseudonym of their choice. They will be made aware that information contained within the report will not lead to their identification.

18. STORAGE, ACCESS AND DISPOSAL OF DATA

Describe what research data will be stored, where, for what period of time, the measures that will be put in place to ensure security of the data, who will have access to the data, and the method and timing of disposal of the data.

Note: throughout this section the acronym BEAR is used – this refers to the Birmingham Environment for Academic Research. BEAR has IT resources managed by the university's IT Services.

All data will be kept and stored in accordance with the Data protection Act (1998, modified 2003). The researcher will own the data as a Postgraduate Researcher at the University of Birmingham.

Interview data will be voice-recorded directly onto a password-protected and encrypted MacBook Pro that only the researcher has access to. ICloud features will be disabled on the MacBook Pro as this is an insecure data storage platform. A backup of the interview data will be voice-recorded onto a storage device and transferred to the Mac immediately after the interview if the primary recording has failed. If the backup recording is not required, or after it has been transferred to the Mac, it will be erased. The interview data will then be transferred to be stored on BEAR Research Data Storage at university's secure online storage site. The researcher will have secure remote access to the storage and the Mac-version of the data will be erased.

Written notes will be attributed to individual participants through a pseudonym that the participant can choose. Transcription data will stored on the researcher's Mac (with ICloud disabled) and a backup copy will be stored on a USB stick (both password-protected and encrypted). Printed versions of the transcription data with pseudonyms, used for data analysis, will be securely stored in a locked filing cabinet that only the researcher has access to. These will be shredded when finished with.

In line with university ethical guidelines, all data (electronic recordings, field notes and typed transcripts) will be kept for ten years in the university's BEAR Data Archive. During this time the researcher, supervisors and university examiners may have access to the data. After ten years has subsided, all electronic data will be erased along with any backup versions.

19. OTHER APPROVALS REQUIRED? e.g. Criminal Records Bureau (CRB) checks

☒ YES ☐ NO ☐ NOT APPLICABLE

If yes, please specify.

The researcher has an existing, approved valid enhanced Criminal Records Bureau (CRB) check from the University, required to visit schools and work with (and interview) children and young people in schools.

20. SIGNIFICANCE/BENEFITS

Outline the potential significance and/or benefits of the research

It is anticipated that the research will have the following benefits to the CYP involved and implications for EP practice.

Benefits to the CYP involved:

- The opportunity to share their stories and have them listened to which may feel empowering for CYP
- Improved psychological wellbeing as narrative approaches have been linked with this effect due to the therapeutic nature of the process (Murray, 2009)

Implications for EP practice:

- The narrative methods used may prove beneficial to EPs gaining pupil voice is meaningful ways
- Further understanding of the educational journeys of children who attend PRUs and insight into their perceptions of this
- Further insight into recommendations and support that hold the CYP at the centre and reflect their perceptions
- Supporting schools and PRUs to understand the perceptions of CYP

Murray, G. (2009) 'Narrative Inquiry', in Heigham, J. and Croker, R. A. (eds) *Qualitative Research in Applied Linguistics.* Houndsmills: Palgrave Macmillan.

21. RISKS

a) Outline any potential risks to **INDIVIDUALS**, including research staff, research participants, other individuals not involved in the research and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap

Risk to researcher

The PRU's I will be collecting data in will be for children excluded from mainstream education, rather than pupils who cannot attend mainstream education due to illness. Children can be excluded from mainstream school for a number of reasons, however often this can relate to challenging and aggressive behaviour. There is the risk of perceived or actual aggression towards the researcher during the interview process. To minimise potential risk to the researcher the interviews will be conducted during the school-day, inside the PRU, where other professionals will be close by. The researcher has worked with children and young people for many years, including those with challenging behaviour, and is able to notice signs that could indicate anger. The researcher has skills to reduce anger felt.

There is the potential for emotional personal risk to the researcher through hearing the stories of a vulnerable population. The researcher worked in a wholly therapeutic role for four years prior to commencing as a trainee educational psychologist and feels able to utilise self-care effectively alongside formal supervision and peer supervision to monitor emotional reactions to the interview content.

Risk to research participants

There is no physical risk posed to participants, however there is potential emotional risk. This is due to the emotive nature of the interviews identifying key events in their narrative that may be upsetting. This could lead to short-term emotional discomfort during the interview process and for a short time afterwards.

To reduce the potential for emotional discomfort, the more difficult areas of discussion in the interviews will be immediately followed by the identification of positives that have followed. The interview will also conclude with positively framed questions and the opportunity for reflection. A designated teacher will be available throughout and after the interviews should any participant require follow-up support or sign-posting.

The risk for emotional discomfort is further reduced by the researcher's training in therapeutic and counselling skills as part of the doctoral course. The researcher also has four years of therapeutic experience prior to this. This enables the researcher to build trust and rapport with participants, conduct interview sensitively and attune to emotional needs. If a participant appears to become emotional distressed by the interview then it will be paused while the emotional needs of the participant are met. They will also be reminded of their right to withdraw from the interview and/or entire research process if they feel this would be best for them. They can discuss this with their parent/carer of trusted adult in school. If the researcher feels the level of emotional distress is significant, the researcher will end the interview sensitively and seek the designated teacher for follow-up support.

Risk to individual's not involved in the research

There is potential risk from the participants to peers and staff in the PRU as well as family members at home. This is due to the potentially emotive nature of the interviews and emotional responses being directed towards others. As discussed in 'risk to research participants' there are measures in the place to reduce the potential for emotional discomfort and distress for the participants. If the researcher feels that a participant is experiencing heightened emotions at the end of the interview then the researcher will sit with the participant for a short-time to allow emotional regulation to take place. The designated teacher will also be available to offer support to the participant, as they will be more familiar with the participants and how to support in managing their emotions. It is anticipated that this support will enable to participant to regulate their emotions and return to their class or home safely.

Risk of disclosure

Due to the narrative approach of the research, participants may disclose information that the researcher considers a safeguarding concern. If this is the case then the researcher will follow this up inline with their safeguarding training as a TEP in the same way as if a disclosure was made during casework. The researcher would not promise to keep the information confidential and inform the participant who they would be telling. The researcher would document the disclosure in the words of the participant and ask open questions to do this so not to lead the participant. The researcher would inform the Designated Safeguarding Lead at the PRU promptly and follow this up by discussing with their supervising EP on placement and their supervising research tutor at university. The disclosure would be logged within the Educational Psychology Service in the appropriate way.

b) Outline any potential risks to **THE ENVIRONMENT and/or SOCIETY** and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.

It is not anticipated that there will be any risks to the environment and/or society as a result of this research.

22. ARE THERE ANY OTHER ETHICAL ISSUES RAISED BY THE RESEARCH?

Yes ☐ **No** ☒

If yes, please specify

Not applicable.

23. CHECKLIST

Please mark if the study involves any of the following:

- Vulnerable groups, such as children and young people aged under 18 years, those with learning disability, or cognitive impairments ☒
- Research that induces or results in or causes anxiety, stress, pain or physical discomfort, or poses a risk of harm to participants (which is more than is expected from everyday life) ☒
- Risk to the personal safety of the researcher ☒
- Deception or research that is conducted without full and informed consent of the participants at time study is carried out ☐
- Administration of a chemical agent or vaccines or other substances (including vitamins or food substances) to human participants. ☐
- Production and/or use of genetically modified plants or microbes ☐
- Results that may have an adverse impact on the environment or food safety ☐
- Results that may be used to develop chemical or biological weapons ☐

Please check that the following documents are attached to your application.

	ATTACHED	**NOT APPLICABLE**
Recruitment advertisement	☐	☒
Participant information sheet	☒	☐
Consent form	☒	☐
Questionnaire	☐	☒
Interview Schedule	☒	☐

24. DECLARATION BY APPLICANTS

I submit this application on the basis that the information it contains is confidential and will be used by the
University of Birmingham for the purposes of ethical review and monitoring of the research project described

herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent.

I declare that:

- The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- I undertake to abide by University Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines.
- I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer.
- I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer.

Name of Principal investigator/project	
Date:	

Please now save your completed form, print a copy for your records, and then email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.

Appendix 8: First addendum to the Application for Ethical Review

UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW –
REQUEST FOR AMENDMENTS

Who should use this form:

- This form is to be completed by PIs or supervisors (for PGR student research) who are requesting ethical approval for amendments to research projects that have previously received ethical approval from the University of Birmingham.

  Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

- What constitutes an amendment?

  Amendments requiring approval may include, but are not limited to, additions to the research protocol, study population, recruitment of participants, access to personal records, research instruments, or participant information and consent documentation. Amendments must be approved before they are implemented.

NOTES:

- Answers to questions must be entered in the space provided
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please submit it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the Research Ethics Team.

UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW - REQUEST FOR AMENDMENTS	*OFFICE USE ONLY:* Application No: Date Received:

1. **TITLE OF PROJECT**

Children and Young People's Perceptions of their Journeys' through the British Education System from Mainstream School to Pupil Referral Unit: A Narrative Inquiry

2. **APPROVAL DETAILS**

What is the Ethical Review Number (ERN) for the project?

18-0125

3. **THIS PROJECT IS:**

University of Birmingham Staff Research project ☐
University of Birmingham Postgraduate Research (PGR) student project ☐
Other ☐ (Please specify):

4. **INVESTIGATORS**

d) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	Dr Huw Williams
Highest qualification & position held:	Doctorate in Educational Psychology / Academic and Professional Tutor
School/Department	School of Education (Disability, Inclusion and Special Needs Department)
Telephone:	[redacted]
Email address:	[redacted]

Name: Title / first name / family name	Mrs Sue Morris
Highest qualification & position held:	M. Ed. (Ed Psych) / Programme Director of Professional Training in Educational Psychology
School/Department	School of Education (Disability, Inclusion and Special Needs Department)
Telephone:	[redacted]
Email address:	[redacted]

e) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

f) In the case of PGR student projects, please give details of the student

Name of student:	Faye Hingley	Student No:	
Course of study:	Applied Educational and Child Psychology Doctorate		
Principal supervisor:	Dr Huw Williams		

5. **ESTIMATED START OF PROJECT** Date: May 2018

ESTIMATED END OF PROJECT Date: June 2019

6. **ORIGINAL APPLICATION FOR ETHICAL REVIEW AND ANY SUBSEQUENT APPROVED AMENDMENTS:**

Please complete the table below for the original application and any subsequent amendments submitted

Key points of application and/or changes made by amendment (include: aims of study, participant details, how participants were recruited and methodology)	**Ethical considerations arising from these key points (e.g. gaining consent, risks to participants and/or researcher, points raised by Ethical Review Committee during review)**	**How were the ethical considerations addressed? (e.g. consent form, participant information, adhering to relevant procedures/clearance required)**
Aims The research will focus on children and young people (CYP) being educated in Pupil Referral Units (PRUs) and endeavour to gather rich information on CYPs journeys from mainstream education to a PRU. There will also be a focus on the value CYP place on having their stories and views listened to, and the process of telling their stories. **Participants and recruitment** Three participants are required, who currently attend a PRU and are aged between 11 and 16. Participants will be recruited through the Educational Psychologists within the Local Authority service that the researcher is undertaking a two-year placement as a Trainee Educational Psychologist. The Educational Psychologists who work with the local PRUs will jointly contact the Senior Leadership Team (SLT) of the PRU in conjunction with the researcher. The SLT of the PRU will act as a gatekeeper for the research meaning they make contact with potential participants and their parents first.	**Informed consent** Initial consent will be gained from the Senior Leadership Team of the PRUs for recruitment to take place. As all participants will be 16 years or younger the researcher will gain their informed consent and that of a parent/carer. **Risks** Potential physical risk to researcher through working with CYP who have been excluded from mainstream education so may show challenging and aggressive behaviour at times. Emotional risk to participants through sharing their stories which may lead to short-term emotional discomfort.	**Informed consent** Recruitment sheet for PRUs Participant information sheet Parent information sheet Participant consent form Parent consent form **Risks** Addressed through interviews being conducted during the school day in the PRU where adults are about who know how to manage challenging behaviour of the participants. Researcher is therapeutically trained and follow up any difficult questions with more positively framed ones. Researcher can arrange follow-up emotional support if needed.

Methodology Narrative interviews will be used, based upon The Life Story Interview by McAdams (1993). Interviews will be voice recorded so that they can be listened to afterwards for transcription and analysis. Interviews will last approximately one hour. Four weeks later, each participant will be interviewed again, for roughly 20 minutes, to gain their perceptions of the narrative process. Two questions will be asked: 3. How did you find telling your story? 4. How did you find having your story listened to?	Risk to individual's not involved in research if participant becomes upset or angry and directs this towards peers, PRU staff or family. Risk of disclosure related to Safeguarding .	Addressed through interviews being conducted during the school day in the PRU. If heightened emotions are experienced, the researcher will sit with the participant until their emotions regulate. The researcher will follow Local Authority and PRU procedures for reporting a Safeguarding concern.

7. **DETAILS OF PROPOSED NEW AMENDMENT**
Provide details of the proposed new amendment, and clearly and explicitly state how the proposed new amendment will differ from the details of the study as already approved (see Q6 above).

In the original study, participants are only being recruited from the Local Authority in which the researcher is undertaking a 2 year placement as a Trainee Educational Psychologist. In addition to this, participants were only being recruited from Pupil Referral Units (PRU).

The amended study proposes that participants will be recruited from any West Midlands Local Authority. The researcher would like to be able to recruit from PRUs and also any other provision which has pupils that have previously attended a PRU, for example provisions for young people with social, emotional and mental health difficulties can often have a number of pupils who have previously attended a PRU. If a participant is not currently attending a PRU, then it is proposed that they will have attended a PRU in the past 12 months so that their journey to the PRU is still fairly recent to enable them to reflect on this.

8. **JUSTIFICATION FOR PROPOSED NEW AMENDMENT**

The researcher has spent 10 weeks recruiting participants within her placement Local Authority for this study. Despite a number of parents initially consenting verbally for their child to be involved, written consent forms have not been returned. This is despite many reminders from the PRU and the researcher offering to complete a home visit so that the forms could be signed. The researcher works in a fairly small Local Authority which also limits the number of participants available.

As the researcher is due to hand in her thesis in June 2019, she feels that she now needs to broaden her recruitment opportunities by going outside of her placement Local Authority and having the option to include pupils who have recently attended a PRU.

9. **ETHICAL CONSIDERATIONS**
What ethical considerations, if any, are raised by the proposed new amendment?

All ethical considerations remain as they were.

Appendix 9: Second addendum to the Application for Ethical Review

UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW –
REQUEST FOR AMENDMENTS

Who should use this form:

- This form is to be completed by PIs or supervisors (for PGR student research) who are requesting ethical approval for amendments to research projects that have previously received ethical approval from the University of Birmingham.

  Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

- What constitutes an amendment?

  Amendments requiring approval may include, but are not limited to, additions to the research protocol, study population, recruitment of participants, access to personal records, research instruments, or participant information and consent documentation. Amendments must be approved before they are implemented.

NOTES:

- Answers to questions must be entered in the space provided
- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please submit it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the Research Ethics Team.

UNIVERSITY OF BIRMINGHAM APPLICATION FOR ETHICAL REVIEW - REQUEST FOR AMENDMENTS	*OFFICE USE ONLY:* Application No: Date Received:

10. **TITLE OF PROJECT**

Children and Young People's Perceptions of their Journeys' through the British Education System from Mainstream School to Pupil Referral Unit: A Narrative Inquiry

11. **APPROVAL DETAILS**

What is the Ethical Review Number (ERN) for the project?

18-0125

12. **THIS PROJECT IS:**

University of Birmingham Staff Research project ☐
University of Birmingham Postgraduate Research (PGR) student project ☐
Other ☐ (Please specify):

13. **INVESTIGATORS**

g) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	Dr Huw Williams
Highest qualification & position held:	Doctorate in Educational Psychology / Academic and Professional Tutor
School/Department	School of Education (Disability, Inclusion and Special Needs Department)
Telephone:	[redacted]
Email address:	[redacted]

Name: Title / first name / family name	Mrs Sue Morris
Highest qualification & position held:	M. Ed. (Ed Psych) / Programme Director of Professional Training in Educational Psychology
School/Department	School of Education (Disability, Inclusion and Special Needs Department)
Telephone:	[redacted]
Email address:	[redacted]

h) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

i) In the case of PGR student projects, please give details of the student

Name of student:	Faye Hingley	Student No:	
Course of study:	Applied Educational and Child Psychology Doctorate		
Principal supervisor:	Dr Huw Williams		

14. **ESTIMATED START OF PROJECT** Date: May 2018

ESTIMATED END OF PROJECT Date: June 2019

15. **ORIGINAL APPLICATION FOR ETHICAL REVIEW AND ANY SUBSEQUENT APPROVED AMENDMENTS:**

Please complete the table below for the original application and any subsequent amendments submitted

Key points of application and/or changes made by amendment (include: aims of study, participant details, how participants were recruited and methodology)	**Ethical considerations arising from these key points (e.g. gaining consent, risks to participants and/or researcher, points raised by Ethical Review Committee during review)**	**How were the ethical considerations addressed? (e.g. consent form, participant information, adhering to relevant procedures/clearance required)**
Aims The research will focus on children and young people (CYP) being educated in Pupil Referral Units (PRUs), or having attended a PRU in the last 12 months, and endeavour to gather rich information on CYPs journeys from mainstream education to a PRU. There will also be a focus on the value CYP place on having their stories and views listened to, and the process of telling their stories. **Participants and recruitment** Three participants are required, who currently attend a PRU, or have attended a PRU in the past 12 months, and are aged between 11 and 16. Participants will be recruited through the Educational Psychologists within West Midlands local authority Educational Psychology Services. The Educational Psychologists who work with the local PRUs , and other provisions who have children who have attended a PRU in the last 12 months, will jointly contact the Senior Leadership Team (SLT) of the PRU/provision in conjunction with the researcher. The SLT of the PRU/provision will act as a gatekeeper for the	**Informed consent** Initial consent will be gained from the Senior Leadership Team of the PRUs for recruitment to take place. As all participants will be 16 years or younger the researcher will gain their informed consent and that of a parent/carer. **Risks** Potential physical risk to researcher through working with CYP who have been excluded from mainstream education so may show challenging and aggressive behaviour at times. Emotional risk to participants through sharing their stories which may lead to short-term emotional discomfort.	**Informed consent** Recruitment sheet for PRU/provision Participant information sheet Parent information sheet Participant consent form Parent consent form **Risks** Addressed through interviews being conducted during the school day in the PRU/provision where adults are about who know how to manage challenging behaviour of the participants. Researcher is therapeutically trained and follow up any difficult questions with more positively framed ones. Researcher can arrange follow-up

research meaning they make contact with potential participants and their parents first. **Methodology** Narrative interviews will be used, based upon The Life Story Interview by McAdams (1993). Interviews will be voice recorded so that they can be listened to afterwards for transcription and analysis. Interviews will last approximately one hour. Four weeks later, each participant will be interviewed again, for roughly 20 minutes, to gain their perceptions of the narrative process. Two questions will be asked: 5. How did you find telling your story? 6. How did you find having your story listened to?	Risk to individual's not involved in research if participant becomes upset or angry and directs this towards peers, PRU staff or family. Risk of disclosure related to Safeguarding .	emotional support if needed. Addressed through interviews being conducted during the school day in the PRU/provision. If heightened emotions are experienced, the researcher will sit with the participant until their emotions regulate. The researcher will follow Local Authority and PRU procedures for reporting a Safeguarding concern.

16. **DETAILS OF PROPOSED NEW AMENDMENT**

Provide details of the proposed new amendment, and clearly and explicitly state how the proposed new amendment will differ from the details of the study as already approved (see Q6 above).

In the original study, three participants were being recruited and were aged 11 to 16.

The amended study proposes that two or three participants will be recruited and will be aged between 9 and 16.

17. **JUSTIFICATION FOR PROPOSED NEW AMENDMENT**

The researcher has spent 10 months recruiting participants and has only managed to recruit one successfully. A number of parents initially consented verbally for their child to be involved, however written consent forms have not been returned. This is despite many reminders from the PRU/provision and the researcher offering to complete a home visit so that the forms could be signed.

Numerous participants have recently come to light that are in Year 5 and 6 (aged 9-11) of a provision, in which the researcher is on placement in as a Trainee Educational Psychologist, who would be appropriate for the research. As all other avenues of participant recruitment have been unsuccessful, the researcher would like the opportunity to try and recruit from this cohort of pupils.

As the researcher is due to hand in her thesis in June 2019, she feels that she now needs to broaden her recruitment opportunities.

Having the option to conduct the research with 2 participants, instead of 3, (should recruitment continue to be difficult), should not impact the outcome of the research, as narrative methodology is suitable for a single participant or more.

18. **ETHICAL CONSIDERATIONS**

What ethical considerations, if any, are raised by the proposed new amendment?

Ethical considerations remain the same with the exception of considering working with younger participants, up to two years younger than the original study.

These participants would be 9 or 10 years old. As a Trainee Educational Psychologist, the researcher is trained to work with children and young people between the ages of 0 and 25. She has many years professional experience in her current and previous role, working with children aged 9 and 10. The semi-structured interview schedule is flexible and the researcher will adapt her language so that it is appropriate for this age group throughout the interview, as she would for any other participant. The content of the interview remains appropriate for this younger age group.

Appendix 10: Dan's verbatim transcript

F: So can you remember how old you were when you started school?

D: No.

F: No. Did you do Reception?

D: Yeah.

F: Yeah. Okay. And did you do any like pre-school or anything like that before Reception? Nursery?

D: Can't remember.

F: Can't remember. We will start at Reception then. So I'll put Reception here *(timeline).* Erm… so can you remember what school you went to for Reception?

D: *(anonymised – school 1)*.

F: And, erm how long did you stay there for?

D: Since Year 4.

F: So up to Year 4. And what year are you in now?

D: I'm in Year 9.

F: Year 9.

D: But I'll be in Year 10 next year.

F: Ah so at the end of Year 9 now, so I'll put Year 9 here *(timeline).* Year 9. So you did one school up until…

D: Year 4.

F: Year 4. So that's roughly in the middle. This doesn't need to be accurate *(timeline scale),* it's just so I don't forget what's going on. So we will call that 'School 1.' I never have pens that work. And then where did you go after Year 4?

D: I went to *(anonymised – school 2)*

F: And how long were you there for?

D: Just for a year, a whole year 'til Year 5.

F: So Year 4 'til Year 5… in 'School 2.' And then where did you go for Year 5?

D: I went to *(anonymised – school 3).*

F: Ah I've been to *school 3*. How long were you there for?

D: 'til Year 6.

F: 'til Year 6. So then… 'School 3.' Okay and then where did you for Year 7?

D: *(anonymised – school 4)*

F: *School 4.* And how long were you there for?

D: For a year and a half.

F: Year and a half.

D: Cos I got kicked out in Year 8.

F: So up until here *(timeline).* So up until Year 8. So you got kicked out of *School 4* and then where did you go?

D: Here.

F: Here. So how long have you been here for?

D: About a year and a half.

F: About a year and a half. So I'll put 18 months… at *(anonymised – PRU)*. And what's happening in September?

D: Erm I'm going, I might be going to *(anonymised).* I'm going to have a meeting there.

F: Okay.

D: At the end of the month.

F: Ah, so you might be going elsewhere. Is there a chance you'll stay here or are you definitely moving on?

D: You can't stay here after Year 9.

F: Ah… so you definitely will be moving on then.

D: Yeah.

F: But it's just where at the moment.

D: Yeah.

F: Okay so you said at the end of Year 8 you left *School 4* because of exclusion.

D: No no that was in the middle of Year 8.

F: Okay. And then you started at *School 4* because it was time for a change of school anyway wasn't it? At the end of Year 6. When you moved from school between 5 and 6, can you remember the reason why you moved?

D: I moved house.

F: Moved house.

D: That's the reason why I'm moved a lot to them schools. I've moved house.

F: Ah so it's because of house moves. 'School 1' house move. 'School 2' house move. 'School 3' then Year 6, so we start a new school anyway. 'School 4' exclusion. *PRU*. Then somewhere else next… Brilliant, okay. Thank you for doing that for me. So, what I'd like to do, it it's okay with you, let me just move thee across otherwise the recordings going to be my loud voice on them all the time. Erm, can I ask you about different things that have happened at your time at school? We're thinking all the way from Reception up 'til today.

D: Yeah I won't be able to remember Reception.

F: That's okay.

D: I might not be able to remember some things in this school *(points to 'School 2' on timeline).*

F: That's fine. I can't remember most of what I did at primary school so don't worry about that. Just answer from anything you can remember. Okay? So if we start with something good first of all. Can you think what your happiest point at

school has been? When you've felt happiest or something really good has happened?

D: *(6 second pause).* Erm no.

F: Have there been any good points for you at school, do you think? *(2 second pause).* Not really?

D: Not really.

F: Okay. Is that why you can't think of a good one? Because there probably hasn't been one?

D: Mm.

F: That's fine. Okay. So, while you've been at school, thinking about life at school, has there been a particularly bad time in school?

D: Like when I've been fighting, yeah.

F: Okay, so fighting was sort of…

D: The worst thing for me was getting excluded.

F: Okay, so that was halfway through Year 8.

D: Yeah.

F: And that was probably the worst time for you in school. Can you remember what you got excluded for?

D: Being disruptive, fighting, and everything else.

F: And everything else. Okay. Was it particular people you were fighting with or was it like a particular group of particular people that were winding you up? Or could it be anyone?

D: Whoever wound me up.

F: Whoever wound you up. Okay so that was a particular bad time. And was it a shock when you got excluded?

D: No, no, no I knew I was going to be excluded.

F: So had it been building for a while?

D: Mm.

F: So the day they told you, you were so expecting it at that point... So when you started at high school then, at the start of Year 7, how long before things atrted to get tough there?

D: I was fine in Year 7 and then when I got to Year 8 I got worse.

F: Okay. So okay in Year 7 but worse in Year 8… Did anything happen when you were in Year 8, anything that you can remember that started this off? Anything people did? Or anything you were feeling?

D: *(6 second pause).* No.

F: But Year 8 was a particularly difficult year and then got halfway through and then…

D: It was just I got used to the school.

F: Yeah, okay. Yeah. So you got more confident there, more comfortable, 'cos I think we are all a bit more nervous in Year 7. We don't quite know what we're doing and then we get to Year 8 and we're like nahh I can do this. Okay, and where you were at primary school, the different ones that you went to, we you much of a sort-of fighter then, and disruptive or were things a bit calmer?

D: In this school I was *(points to 'School 1' on timeline).*

F: When you were really little.

D: This one *('School 2')* I wasn't really.

F: Okay. Do you think…

D: In *School 3* I was.

F: Okay. And I suppose looking at this, your first school that you went to, you were there quite a long time, weren't you?

D: Mm-hm.

F: So do you think you had time there to get sort-of comfortable?

D: *(Nods).*

F: Yeah. Okay. So, what's your earliest memory of school? You have to think back but don't worry if you can't remember Reception. What's the earliest thing you remember at school?

D: *(5 second pause).* Erm, I don't know.

F: Can you remember anything from school number 1? Anything significant? It might be, it could be a friend, your first friend, it could be I don't know a play that you did, a school sports day, a lesson. Anything you remember from your very first school?

D: Nothing.

F: No, that's okay. Anything from 'School 2' you remember? Anything that stands out?

D: *(3 second pause).* Someone that I used to go there, well 2 people that used to go there, comes here.

F: Okay, brilliant. So that's, you remember those 2 peers from there. Are they in your year?

D: Mm.

F: Did you know them well at primary school?

D: Yeah.

F: In your friendship group?

D: We had 2 classes in like, 2 classes in, one of them is a Year 5 class…

F: Yeah.

D: They're both Year 5 but there's 2 different classes because there's too many people.

F: Okay.

D: So there's 2 classes, and him, both of them were in that other class.

F: Yeah.

D: And, I had, had, a fight with one of them.

F: Okay.

D: It was fine.

F: It was fine after?

D: Mm.

F: Any fights with him since you've been here?

D: No.

F: No, good stuff.

D: Cos I know, he's like up there now.

F: *(Laughs).* Is he tall?

D: (*Nods).*

F: And is there anything in particular you remember from childhood that's important to you? Anything, it might be school or it might have been in family life, friendship life. But anything that's really important for you that stands out from your childhood? Any important memory? It can be good or bad. Whatever you are willing to share.

D: *(13 second pause, while tapping fingers slowly on table).* Erm. When my, my, when my little brother was born.

F: Ahh, how old is your little brother?

D: He's 5 now, I think.

F: He's 5 now. So, oh gosh, he was born when you were…

D: 2002

F: 2002. So you were in, you were, end of primary school then? Yeah. My Maths isn't working today. Year 9, 8, 7… so you would have been about Year 5, 6-ish?

D: I think.

F: Have you just got the one sibling?

D: No. I have 5, 5 brothers and one sister.

F: 5 brothers and one sister. There's a lot of boys.

D: 2 are, my sister lives with my dad and my one brother lives with my dad. Then I have two older ones that live with me and one younger.

F: And one younger. Aww.

D: And I have two step-brothers.

F: Oh gosh, you're a big family then. I've got three brothers and a sister, so lots of boys in my family but not as many as yours. You are winning there. So why is it so memorable qhen you're little brother was born? What was so special about that?

D: I don't know, he just…

F: It just stands out for you.

D: Mm.

F: Are you close to him? Do you do stuff together?

D: Mm.

F: A little bit.

D: Mm.

F: Yeah.

D: A little bit.

F: Little bit. Okay, so that was a good memory that stands out from when you were in primary school. Is there anything that really stands out for you since you've been in sort of Year 7 and upwards? So one memory that's either really good or a bad one if you wanted to share. Something that stands out for you?

D: *(6 second pause).* No good ones.

F: No good memories in secondary that stand out. Okay. Anything you're willing to share that's a less good memory? Something that stands out for you?

D: *(7 second pause).* I can't remember what happened in Year 7 at my old school.

F: Okay, it can be anything from Year 7 up until now. Erm, anything that stands out? Don't worry if not. We can just leave it there… Nothing?

D: No.

F: Okay, that's fine. Okay, so I think I've ticked off all of those there. So, the next thing is a bit more about people now. So we're thinking the whole time you've been at school, as far back as you can remember up until today. Who has been the most positive person come into your life at school? Some body who has had like a really positive impact?

D: From like here?

F: It can be here or if someone stands out from a different school that's fine. It can be any one person the whole time you've been at school. Someone that stands out for you?

D: *(8 second pause).* Erm, erm, there's teachers.

F: Yeah.

D: Here there's Miss X, Miss Y, and Mr Z. Then the ones in *School 4*, there was Mr A, Miss B, Miss C, and *Surname.* At *School 3* there was Mrs P, *Surname* something like that.

F: Okay. So there have been some positive people then?

D: Mm.

F: So, if we just go through them school by school, we won't go through each person. But if we can think back to *School 3*, I know it was a while ago. Can you think why those people were positive in your like? What were they like or what they did?

D: *(Shakes head).*

F: Can't remember? What about *School 4*?

D: They just helped me.

F: Okay, can you remember what they helped with? Was it like…

D: If it wasn't for them I would have got excluded at the start of Year 8.

F: Right. So they helped you to stay there that little bit longer?

D: Mm.

F: What did they do, in particular, to help?

D: They just like, if I was in trouble, they would lie get me out of it.

F: Okay. Would they talk to you or would they like talk to other people?

D: Like, sometimes, like if I got into a fight and I said they started it, they would like back , back me up.

F: Okay. So it sounds like people listening to you and hearing your side is something that was quite important to you. Do you think that's right?

D: (*Nods).*

F: Okay. And what about here? So you've mentioned quite a few positive people here. I'm not going to tell them, don't worry, this is all like stays within this room. But like, why are they positive for you?

D: Don't know. They're just, they just am.

F: They just are. Have they done anything… anything special? Given you any extra time or listened to you?

D: They always speak to you. Like if there's anything wrong, they speak to you.

F: Yeah. So again it seems like they actually like listen and they show an interest in you. You know like if you're having a rough day, they want to know.

D: Mm. Yeah.

F: Brilliant. Ah that's good to hear. Now we've just done the good people, so now we have to do the bad people. So we're thinking about school again and, throughout your school life, so…

D: I can name quite a lot of people.

F: Okay. So, if we… you can name them if you want but you don't have to if there's too many to name, because I don't know their names anyway.

D: Waste of time anyway.

F: So let's think about all of them as a big group. Why are they negative people for you?

D: Cos they're annoying.

F: They're annoying, okay.

D: And they don't listen.

F: Okay, so they're annoying and they don't listen?

D: Mm.

F: How, how didn't they listen?

D: Dunno, just didn't.

F: They just didn't. Okay. Erm why were they annoying? What did they do that annoyed you?

D: *(5 second pause)* Um

F: Okay, is there anything else about that group of people that meant they didn't have a positive impact on you? Anything they said, or did, or anything you think they might have felt about you?

D: They just didn't like me I don't think.

F: Okay, yeah. So for whatever reason in their heads, you felt that…

D: They didn't like me and I didn't like them.

F: Okay, yeah, and it sounds like they just didn't seem to give you the time of day, didn't listen. Okay. Are there any of those people involved when you got excluded?

D: Yeah.

F: Yeah, so they were involved in that process.

D: They was… one of them's the deputy head of *School 4.*

F: Okay.

D: And it was the head teacher of my brother's old school.

F: Ah, so he knew your brother as well. Did he like your brother?

D: No.

F: Ah, okay. That can normally be the way can't it? If they've got a view about one family member then they might make the same assumption about you… Okay, um, and what you got excluded, were you given the opportunity to explain your side of things? Did anyone listen…

D: *(shakes head)*

F: No.

D: No.

F: Just jumped to conclusions and that was it?

D: Yep.

F: Okay. Did you have to wait long before getting a place here?

D: *(Nods head)*

F: So they're was time you were out of school?

D: Yeah. Quite a lot. It was a long time.

F: Yeah. A long time. Because I know there can be a big wait to come here.

D: There's a long, massive waiting list.

F: What did you do in that time? Did you have to try and learn stuff from home? Or were you just…

D: Online thing.

F: Okay.

D: And I got sent a thing online.

F: How was that?

D: Boring.

F: It's not the same as having a person is it, doing it online. So, we've not got too much left to ask you. The next question you might find is a bit of an odd one, so if you think I don't have a clue what she's on about, tell me to be quiet. What we're doing here is sort of looking at your school life story and I was wondering whether there's any stories that perhaps you've watched, like films, television programmes, or stories that you've read, that you sort of think are similar to your story? Any you can identify with? I don't know whether you've like watched

a film and you've thought I feel like that character or they've had similar experiences to me? Anything? … No films or programmes? Books?

D: *(shakes head)*

F: No, nothing that stands out there?

D: No.

F: No that's fine then. Okay. And then what I'd like to do now is do something about sort of, we've talked about what's gone on now and now thinking about the future of your story. Okay. So if we've got 2 options, so I'll probably make a few notes here because I forget things as we're going along. So we'll start negative and end positive because I like to do that. So, think about your future from now moving forwards. If things don't go right for you, what do you think that future looks like?

D: Erm, me having no job and that.

F: Okay. And what do you think school would be like over the next few years if things didn't go right?

D: *(7 second pause).* Bad.

F: Okay, so bad at school?

D: Mm.

F: And what things might you be doing for things to go wrong?

D: Don't know.

F: Okay. Or what might other people around you be doing that wouldn't help?

D: Being silly.

F: So other people being silly?

D: Mm.

F: Is that… because I hear being silly a lot. That's quite a common thing that people say. Is it that people are being silly as in being daft and not listening to you or is it, are you more thinking about your peers being silly? Or are you thinking about adults being daft?

D: Like the students.

F: So the students. When they're silly, what does that mean for you?

D: I join in.

F: You join in. Okay. And does that then get you into trouble?

D: *(Nods head).*

F: Okay. So that's like if things went wrong. But you've had your time here so hopefully things are going to go really right for you. So, if everything goes brilliantly and you've got a really really positive future ahead of you, which I'm sure you have, what will that look like? What will be going on in that future?

D: I'll have a job, I'll… I'll, I'll actually move out of my mom's house, 'cos all my other brothers are still living there.

F: Are they?

D: Hm-mm.

F: So you've got lots of people at home?

D: Mm.

F: So you'd like to get your own place one day?

D: Yeah.

F: And when you say, you're talking about a job, have you even thought what things might interest you when you're older before?

D: Fireman or landscaping.

F: So fireman or landscaping, was that? Is that like er garden landscaping?

D: *(Nods head).*

F: Nice. I'm trying to landscape my garden at the moment. It's been a nightmare. We ripped up all our decking 'cos is was rotten. We've relayed it all and now we're painting it. But it's taken like 3 months. So all this nice weather, everyone has been in their garden, we have not been in our garden. It's been horrendous. But it's because we've been at work in the day and had to come home after work really tired and then start doing the garden, where as if you're a landscaper you have like all day to do it. Where as we have been having to try and do it like after work and we have so much decking it's ridiculous. Small garden, for some reason loads of decking. But we're nearly there, we are hoping to finish it this weekend. So yeah landscaping, good career. We actually spoke to someone about coming to do the decking for us and the amount they were charging, he must be so wealthy. He had a lovely car. It's a really good job, like money-wise. So…

D: It's just like a lot of laboring.

F: Yeah. But this man, he was only going to do our decking, not landscaping the whole garden, just our decking. And getting the quote from him I was like ahhh I'm going to have to do it myself. He must earn a good wage from that. Really good wage. And just being outside must be a lovely job. And again being a fireman, brilliant job. So, positive job, fireman or landscaping and move out from mom. What else would be going on for a positive future?

D: Live abroad.

F: Nice. Where would you like to live?

D: I dunno, like, LA.

F: Oh nice. Have you ever been to America?

D: *(Shakes head).*

F: LA, that would be amazing. Good weather all year round, close to Hollywood to see all the mansions…

D: I, I just can't get a criminal record or I can't go to America.

F: I know. Yeah. It's tough. I know a few people that have just had minor things on their record and have applied for their American visas and not got them. So, have you got a clear record at the moment?

D: *(Nods head).*

F: Good work. Keep it that way and LA is looking good. Landscaping in LA, in the sunshine, what more could you want. Perfect. What would be happening with things like friendships, relationships if things were going positively?

D: Dunno.

F: Do you think you'd sort of have a group of friends?

D: *(Nods head).*

F: Yeah. Good stuff. Okay. So, there's just a few little odd questions to finish. So, again if you think I don't know what she's on about, then I'll just move on. But, so sometimes people's life stories, they'll say ooo I've been really like guided by something in particular, and they'll say like religion is a big thing to me, or family or trust or honesty or values, and those sort of words. Um, in your life and the way you go about things, what's important to you?

D: Family.

F: Family.

D: Friends.

F: Family, friends. Perfect. So the people around you are important?

D: Yeah.

F: And do they sort of help sort of shape your life, and what you're doing, who you are as a person?

D: Mm.

F: Lovely. Okay. And then the other one is if you had to, if we were saying that like you're story, me and you were going to write it up as a book, all the events that have happened in your time at school, and you had to give your book a title, any idea what you might call it? Is there something that comes to mind?

D: No.

F: No. Any words you'd use to describe…

D: Boring.

F: Boring? Ahh. Why boring?

D: School's just boring.

F: 'Cos school's boring. But you've had an interesting journey. You've had the opportunity to see a lot of school, meet a lot of different people. Erm, I suppose the exclusion and then coming here is different. That's not the route a lot of people take but it makes you who you are. So, but school for you, is not the most interesting.

D: *(Nods head).*

F: Okay. We will stick with boring then. Any other words? About your story?

D: Crap.

F: Crap?

D: Mmm.

F: Ah no, why crap?

D: 'Cos school's just crap.

F: School's crap. So you're quite just looking forward to finishing school and completing it and doing something for yourself, earning some money and making your own future. That sounds good though. Okay, and then let me just check I've got everything… that is everything. Oh, one more. What's been the biggest challenge do you think of your life at school? What's been like a challenge for you?

D: *(7 second pause).* Like, listening.

F: So listening. Yeah. And has that sometimes caused some of the troubles that you've had?

D: Just like sitting in a classroom with like loads of people.

F: Mm-hm. So just sort of how schools are set up with that sitting, loads of people, listening, is a challenge for you? What would you rather be doing than sitting there listening?

D: Talk.

F: Talking.

D: messing about.

F: So again it sounds like friendships, having fun are important to you?

D: Yeah.

F: Okay. So I suppose what I want to know from you, erm, have you had any contact with the educational psychologists while you've been here? So it think it's X and Y who work here. Have they done any work with you?

D: Can't remember.

F: Okay. Or other professionals come in to you see you?

D: Don't think so.

F: You don't think so. Okay. Because I think as professionals what a lot of people do is, it's really important for me as a psychologist that when I'm doing work, the most important person to me is the young person I'm working with, so people like you. And I think a lot of the time the adults do all the talking rather than actually hearing what the young person has to say about their experiences. And sometimes, because all professionals can be pushed for time, even if they do meet the young person, it might just be a quick 10 minute hi, I'm so and so, what are your interests, what do you like about school, what don't you like. And that's sort of it. And I think that we need to have more time to sit down and really get to know your school experiences for us to be able to think and work with you to find better ways of moving forward. So I suppose what I want to know is how you've found doing this today? And you can be perfectly honest with me.

D: It was alright.

F: It was alright. Okay.

D: Bit boring but…

F: A bit boring. The questions, were they easy enough, were they hard?

D: Normal.

F: Normal. And we've had just under half an hour together, so we've not had loads of time. Erm, do you think in that time I've managed to learn quite a bit about your school experiences? Have you been able to share quite a bit?

D: Yeah.

F: So in that way, do you think the questions were useful for me to learn about you? Or not useful?

D: I think they were quite useful.

F: Quite useful. Okay. And knowing what you know about doing this, so it's a little bit boring, we'll take that, but if someone asked you to do it again knowing what you know, would you be like I desperately don't want to do that or would you be like actually its alright?

D: Depends what mood I'm in.

F: So I've got to catch you in the right mood. What sort of mood is best?

D: When I'm not annoyed.

F: When you're not annoyed. Okay, that's really good.

D: Or tired.

F: Yeah. No that's really good for me to know. 'Cos when I think I do this with young people in future, 'cos you're the first one I've done it with by the way, er, I need to know that like I need to catch people on the right day. Because there's no point doing it, is it, if someone's just annoyed you or something like that. Or you've not slept last night. You're not going to want to do it anyway. I don't think I would either if someone had just annoyed me. So, okay, anything else you want to say at all?

D: *(Shakes head).*

F: No?

D: No.

F: Okay. I'll finish it there then.

Appendix 11: David's verbatim transcript

Key
X School – SEMH provision
Y School – PRU (still registered there)
Z School - Primary

F: Can I ask you a couple of things about yourself? Is that okay?

D: (nods)

F: So how old are you?

D: Ten.

F: You're ten. And what year are you in? (3 second pause) Are you year 5 or 6 now?

D: (shows 5 fingers)

F: Year 5. Okay. That's good to know. And what's your favourite thing to do when you're at home?

D: Play games.

F: What type of games?

D: (muffled)

F: Football?

D: Fortnite.

F: Fortnite. Is that on an Xbox, or a PlayStation, or a computer?

D: A PlayStation 4 Pro.

F: A PlayStation 4 Pro. That sounds like a good one. Is it a really good one?

D: Yeah.

F: And what's your favourite thing to do at school?

D: Hmm (8 second pause)

F: Have you got a favourite lesson? (4 second pause)

D: (muffled)
F: What would your favourite lesson be?

D: Erm Maths.

F: Your favourite lesson is Maths. That's good to know. And have you got anything that you… (interrupts)

D: Maths and Science.

F: Maths and Science. They're clever subjects. Are there any subjects you don't like?

D: Erm not really.

F: That's really good to hear. Well done. Okay, brilliant, that's all I need to know there. And, erm, are you having a good day today? Are you feeling alright? (5 second pause). Yeah, is that a nod of the head? Yeah. So you're not upset today?

D: (shakes head)

F: No. Well that's good to hear. Can we not play games for a bit? And then when we've had some time together, we'll be able to have some chocolate and play some games. I'll speak to Miss. Is that okay? If we can just talk for a little bit without playing games and then we can tell how good you've been and you can have chocky and games. Does that sound alright? Does that sound like a deal? Brilliant. Thank you. So (interrupts).

D: Can I ask a question?

F: Yeah.

D: (muffled)

F: Yeah it logs you out, doesn't it? You're good with computers I think.

D: My friends taught me.

F: Your friends taught you, did they?

D: Yeah.

F: They're good with computers.

D: What's that?

F: It's just a line. I've drawn us a line. So, I want to put a few things on the line, if its okay with you?

D: How much lines have you got?
F: I've got two lines. One for you and one for someone else in a bit.

D: Oh so you're only having two people.

F: Only two people today. Some more another day though. This line here is when you were born. Okay.

D: I don't know when I was born.

F: You don't need to know. That's okay. It was ten years go though wasn't it? Because you've had a tenth birthday. Now if I draw this line up here, this is today. So what I want to know is when did you come to X school? Can you remember?

D: At the end of the Y school.

F: At the end of Y. Was that, have you, are you really new here or have you been here a while?

D: Been here for a while.

F: Have you been here for all of year 5?

D: (muffled)

F: So since the start of year 5. Because they don't have a year 4 here, do they?

D: Nope.

F: So, if I put, did you come after the summer holidays? In September?

D: Mm.

F: Yeah. So September. What year was that? That was 2018, wasn't it, last year? Came to Y. Oops, no, came to X. And you were at Y before.

D: First I was at Z.

F: Yeah.

D: And then Y, because I'd been naughty at Z.

F: Ah.

D: And I was hiding underneath the desk.

F: Okay, so Y here and Z before. So did you go to Z from when you were very little? Was that the only school you've been to when you were very little?
D: I was erm 5 when I went to Z and then when I was 9 I went to (muffled)

F: Y when you were 9.

D: Y when I was 9. Then when I was 10 I came here.

F: Do you know how long you were at Y for?

D: It's called (full name of Y school).

F: It is isn't it? (Full name of Y school). Was that then when you were in year 4, you were at Y?

D: Yep.

F: Good stuff. So all I want to know, a little bit, is (interrupts)

D: Do you know what my last name is?

F: I don't. (6 second pause)

D: (types name on computer)

F: Oooh okay.

D: This is my last name.

F: Mine begins with that letter as well.

D: (types name on computer) That's my middle name.

F: That's a nice middle name. So you've got three names?

D: Mm. My whole name is (types name).

F: Yeah. Brilliant.

D: There's my whole name.

F: Okay. And what I want to know is (interrupts).

D: You've drawn lines.

F: I haven't drawn very straight lines, have I? Are you able to tell me about the best time you've had at school? The best time.

D: Erm break.
F: Break. Is there one break that you remember that was really really great? Something special that you did? Or is it all breaks?

D: All breaks.

F: Why do you like break times?

D: Because I don't have to listen to what the teacher says.

F: You don't have to listen to what the teacher says.

D: For ten minutes.

F: So you get ten whole minutes, do you? What do you do with your break time?

D: Erm. Me and my friends play tag.

F: You play tag? Wow, that sounds really good. Did you do that today? Yeah. So your best time (interrupts)

D: It's called zombie tag.

F: Ooh and what's zombie tag? How's that different to normal tag?

D: Because normal tag you have to tag people but in zombie tag you have to fake to bite people.

F: Ooh okay, I like the sound of that.

D: Because do you get it? 'Cos zombies eat people.

F: They do, don't they? They're not very nice, zombies, but fun to play.

D: But, but friendly zombies doesn't bite you.

F: No, that's good. Have you ever had a favourite day at school where something really special has happened? Like you've been on a trip or.

D: I haven't been on no trips.

F: Not here. What about at your old school? At Y or Z? Any really good days?

D: Erm at the Y I go to McDonalds, erm swimming. I go to the brook.

F: Were those good days? When you went to McDonalds and swimming?

D: Also I got to go to KFC.
F: Wow, with school?

D: And to Burger King.

F: That sounds amazing.

D: There was other stuff where I go.

F: Do you enjoy doing those things? Are they good days when you do that?

D: (non verbals)

F: Brilliant. Okay.

D: But this school, we have to do two minutes for work. *(means 'hours')*

F: Yeah.

D: And then break, and then another two.

F: Yeah.

D: And then dinner, and then another two, and then home.

F: And then home.

D: So that's six hours.

F: Six hours. So two hours, break, two hours, lunch, two hours, home.

D: Yeah.

F: Yeah.

D: School stands for six crap hours of our lives.

F: I've never heard of that. Can you think of a really bad day at school? Like the worst day you've ever had? Here, or at Y or Z? Can you think of a horrible day.

D: Erm, erm, this school.

F: What happened for it to be a horrible day?

D: Teacher's training day.

F: Teacher training day is a horrible day? Why?

D: Because I don't get to come to school.

F: So you're at home. Do you like being at home?

D: (non-verbals)

F: So you'd rather be at school. Why would you rather be at school?

D: Because it gets me learning stuff.

F: Okay. So you like to learn things? Well that's really good to hear.

D: And also get to go on the art in the classroom.

F: So you get to do some art?

D: I like to do, 'cos, sometimes I get to go to food tech.

F: Yeah.

D: And then I get to go to, sometimes I get to go to, erm (4 second pause), art.

F: Okay.

D: Because the art teacher comes into here.

F: Yeah.

D: But when it's food tech we go into the dinner hall.

F: Okay, that sounds really good.

D: (muffled)

F: Can you remember being really little, before you started school?

D: Nu-huh

F: Can you remember anything at all about being little?

D: Yeah I did bit my sister's foot when I was little.

F: You bit your sister's foot. How old were you when you bit your sister's foot?

D: Erm, five.

F: You were five.
D: My sister was newborn.

F: She was a newborn baby?

D: Yeah.

F: Why did you bite her foot?

D: Because she was pissing me off obviously.

F: Obviously. What did she do to annoy you?

D: She kept saying, she wasn't exactly newborn. She kept, she was erm, two. She kept saying my name.

F: And was that annoying for you?

D: Yeah.

F: Was that the earliest thing you can remember?

D: (non-verbals)

F: Okay. Can you tell me something that's really important to you? What's important in your life?

D: Hmm, my bike.

F: You're bike is really important to you. Tell me about your bike. What does your bike look like?

D: I have three bikes.

F: Wow. Three.

D: But want to sell two of them.

F: Why do you want to sell two?

D: Because one of them is fast and it's a voodoo bike.

F: A voodoo bike? What's a voodoo bike? Is that a special type of bike?

D: Yeah it's worth ten grand.

F: No way.

D: But my, but my mom got it off her friend for three.

F: Is it a bike that you pedal or is it electric?

D: A pedal bike.

F: You pedal it. And where do you go on your bike?

D: Erm I go to my mom's friend's house, called Tiffany (psudonym).

F: Yeah.

D: And I go to the big shop. I go down to the stadium.

F: Yeah.

D: Do you go to the stadium?

F: No, I don't know where it is.

D: It's, it's a big playground. It's a kid's playground.

F: Yeah.

D: And a football area and a swimming area.

F: Yeah.

D: And then another football area.

F: That sounds amazing.

D: So there's three football areas.

F: Yeah.

D: (hand signals) One here, right next to the playground. And two here, and the swimming area there.

F: That sounds really good. Do you go there a lot?

D: No.

F: Not a lot. But sometimes on your bike.

D: Yeah and sometimes I take me phone.

F: Okay.

D: What I brang into school.

F: How do you feel when you're riding your bike?

D: Happy.

F: You feel happy on your bike?

D: Mm.

F: That's really good to hear. How did you feel when you were at Z school?

D: Erm good.

F: You felt good? Why did you have to leave Z and go to Y?

D: (3 second pause) Erm, I don't know.

F: You don't know? You said something earlier to me about sitting under a table.

D: Well I was lying down, my hands were on the table (muffled) but the teacher's couldn't find me.

F: The teachers couldn't find you. How do you think they felt when they couldn't find you?

D: (8 second pause, tapping on keyboard)

F: How do you think the teachers felt when they couldn't find you?

D: Maybe, (un)impressed.

F: Unimpressed, did you say?

D: I said impressed.

F: Impressed that they couldn't find you. Is that then when you had to leave Z?

D: Yeah and also a teacher holded my arm like that and then she left hand marks on my arm.

F: Was that tight? Did it hurt?

D: A handprint so I hit her face.

F: So did you hit the teacher on the face?

D: (non-verbals)

F: Yeah. Can you remember why she held you? What had happened?

D: Basically it happens here sometimes when I don't want to do my work.

F: You don't want to do your work so you get held?

D: Yeah.

F: Yeah. Are there any people (interrupts).

D: I don't do my work and I flip a table. Like I do ages ago. And broken it.

F: Ah so if you don't want to do your work, sometimes you might flip a table. Yes?

D: And sometimes at Z primary school.

F: Yeah.

D: I don't do that.

F: You didn't flip any tables at Z?

D: No. I punched the teachers.

F: You punched the teachers. Once or lots of times?

D: Erm, a lot of times.

F: A lot of times.

D: And I, I sometimes broken the thing. I sometimes going into the staff room.

F: The staff room.

D: Where they took me when they was holding my arm.

F: Ah, okay. Were there any teachers at Z that tried to help you? Were there any really nice ones?

D: No.

F: Nobody you can think of?

D: Only there's one teacher but I don't know her name.

F: You don't need to know her name. Why was she a good teacher? What did she do to help? Can you tell me?

D: Because she's a Science teacher. And also we were learning about our names in Egypt.

F: Wow. That sounds interesting.

D: In the Z. Not at Y. In the Z.

F: So you liked the Science teacher?

D: Yeah.

F: Because it was Science and you like Science?

D: Hm-mm. The Science teacher does some experiments and it was another teacher that does teaching things about Egypt.

F: Okay. Wow. And what about at Y? Were there any really helpful teachers there? Anyone really nice?

D: Hm, no.

F: None at all?

D: Only one.

F: One. Sit up for a minute. I can't hear you. Tell me about the nice person at the Y?

D: Because they was, do you know Robert (pseudonym) in this school?

F: I don't know how him, no.

D: He was in there.

F: Oh, okay, I'll probably get to meet him.

D: He was in the Y I think, I don't know.

F: Yeah. Tell me about this good teacher? What did they do that was good?

D: 'Cos there was this playground.

F: Yeah.
D: And you only had to take one door to go out.

F: Okay.

D: Where this school takes two doors to go out.

F: Two doors to go out to the playground.

D: That door there and then that one.

F: Yeah. So this teacher you liked at Y, why did you like them? What did they do?

D: The teacher at Y always gives me, when it's movie day, and we got school.

F: Yeah.

D: The teacher lets us watch movies everyday.

F: So you got to watch movies and you liked that?

D: Yeah. And at lunch we got to eat in our classroom.

F: Okay.

D: And when we go to our classroom, I always pick, erm not Sponge Bob, because I hate it.

F: Okay.

D: But this kid in school called Bert (pseudonym), he does not like scary stuff.

F: Oh okay. Do you like the scary stuff?

D: Yeah but he does like Sponge Bob scary stuff.

F: Yeah.

D: Because the ghost pirate (muffled).

F: Okay.

D: Remember there's a ghost pirate.

F: A ghost pirate. Can you tell me about this school? Can you tell me something about X? Do you like it here?

D: Yeah because it's close to my sister's school.
F: It's close to your sister?

D: Mm.

F: That's good.

D: 'Cos when she was at (muffled), at the Z, her friends always picked on her.

F: Did they?

D: They got used to her.

F: Yeah.

D: Then they stopped.

F: They stopped. So you like this school because it's close to your sister. Are there people in this school that make it good? Who makes it good?

D: Erm, nobody.

F: Nobody?

D: Only the art teacher.

F: The art teacher.

D: And the technology teacher.

F: Why do art and technology teachers make it good?

D: The food tech.

F: Why do they make it good?

D: Erm, because they make me cook food.

F: Because they cook food.

D: No, not the art teacher. The food technology teacher. She lets us cook food.

F: Yeah.

D: Because it's food technology. You see?

F: I get it. It's food technology so you get to cook food.

D: Sometimes we get to make erm gingerbread houses.

F: Ooh.

D: But we don't make it no more.

F: But you don't make them anymore. That's a shame.

D: Yeah. I asked my teacher if I could make apple crumble.

F: Woah, do you like apple crumble?

D: Yeah, you get it at dinner time.

F: Ooh, that sounds good. Who is the most important person in your life?

D: Erm, me.

F: You are the most important person in your life? Why are you the most important?

D: (playing with a computer mouse) Is this a sensor?

F: I don't know. Don't shine it in your eyes though. I don't think that's good for you. Go on, tell me why you are really important in your life.

D: Erm, let me just think. Hm.

F: Are you having a think?

D: (muffled)

F: Is that your thinking face?

D: No, in my jumper is my thinking face. (4 second pause). What did you say again?

F: Why are you important in your life? Why you? There's no right or wrong answer. You can just tell me what you think.

D: Because I like myself.

F: Because you like yourself. Well that's good. You need to like yourself.

D: And I like my clothes.

F: Are you clothes important to you? What you look like.

D: (non-verbals)
F: What about, who do you live with at home?

D: My mom, and my sister, and my little baby brother.

F: Mom, sister, and little baby brother.

D: That's a newborn one.

F: Oh, wow. And, can I ask you, do you know what you want to do when you are older?

D: (4 second pause) Hmm.

F: No idea yet?

D: Hmm when I'm a teenager I'm going to get a job.

F: You're going to get a job.

D: The same as my dad.

F: What does dad do?

D: Erm , I don't know.

F: Would you like to work with your dad?

D: Yeah.

F: Yeah. So you're going to get a job like dad. That sounds good.

D: (playing with computer mouse) It looks like a flying mouse.

F: It does.

D: Do you know a real life mouse?

F: Yeah.

D: It looks like one of them.

F: Flying through the air.

D: Do you get it? Because it's a mouse.

F: I get it. Yep. It's a flying mouse. And are you staying at X forever? Or are you going somewhere different?

D: I'm staying at X forever.

F: And are you happy to stay here?

D: (shakes head).

F: Where would you like to go?

D: I'm going to be naughty until I go to a different school.

F: You're going to be naughty until you go to a different school. Where would you like to go?

D: Until I got back to the Y.

F: You'd like to go back to the Y? Come on, can you tell me why you like Y more than here? What was good about Y?

D: Because I get to eat in the classrooms.

F: You get to eat in the classroom. What else was good? Tell me more good things.

D: (muffled about eating in the classroom).

F: So where do you eat here?

D: In the dinner hall.

F: Ah. So you like eating in the classroom. Why else is Y good? There must be more than eating in the classroom.

D: Did you come in through the reception?

F: Mm-hm.

D: Did you see that big hall?

F: Yes.

D: That's the dinner hall.

F: I've been in the dining hall, had Christmas dinner in the dinner hall with everyone.

D: Everyone, even me?

F: Yeah.

D: Did you see me?

F: I saw everyone but I don't remember everyone's faces because there's quite a lot of you, isn't there, to remember.

D: Erm, I don't know how much kids are in this school.

F: No, I don't either.

D: The only two kids persons names who I know.

F: Yeah.

D: Is, erm, Ant (pseudonym) and Bob (pseudonym).

F: Oh, okay.

D: Do you know them?

F: No.

D: (inaudiable) They are sometimes in the middle and sometimes at the back.

F: Sometimes in the middle and sometimes at the back.

D: But I don't know what their teacher is.

F: What do you think is the most difficult thing about school?

D: Homework.

F: Homework is the most difficult thing. What about difficult things when you're at school in the day, before you go home? What's difficult?

D: (4 second pause) Mm, difficult thing, I do not know.

F: You don't know?

D: Nothing.

F: Nothing. That's okay.

D: (Distracted) Optical sensor.

F: Can I just ask you a couple more questions? Okay? Then I can tell Miss about the chocolate. When you went to Y, did you hit any teachers there?

D: Mm, no.

F: Mm, no you didn't, no. That's important. So why did you not?

D: I did hit people at Z.

F: So you did hit people at Z. You got angry at Z.

D: And I hit people here.

F: You hit people here. But why not at Y?

D: Because they were good to me.

F: There were good to you? Is that the teachers or the children?

D: Both.

F: Why were they good to you? What did they do that was good?

D: (inaudible) There were four boys, (pseudonyms) A, B, C.

F: Yeah.

D: (pseudonym) D. And E but not in this school.

F: Yeah. So was that good that there were only four boys or was that bad?

D: And there was one more.

F: Yeah.

D: So.

F: So there weren't many of them.

D: (listing names of boys)

F: So.

D: And got ten kids in my class.

F: In this class now?

D: No, not in this class, in the Y class.

F: Oh, okay.
D: In my classroom. There's four in the other one.

F: Yeah.

D: How much is it to make ten?

F: Four and six would make ten.

D: There's six people in the other one, and four in the other one. *(mixed year group classes)*

F: Which room were you in? The six or the four?

D: I'm in both.

F: Is that at Y or here?

D: Y.

F: At Y. So you went in both rooms?

D: There's Key Stage One and Key Stage Two.

F: And did you like that there were only a few people in each class? Was that good or bad?

D: Good.

F: Good. So are there lots of people in your class here?

D: Who am you gonna have in here next?

F: I'll tell you when we finish.

D: What?

F: I'll tell you when we finish. Just one more question. Are there more people in your class here than there were at Y?

D: Key Stage One there's not cos in Key Stage One there's five.

F: Yeah.

D: But in this classroom, there's, erm, seven. I think. No, erm, nine.

F: Nine. It looked about nine.

D: It's actually eight. Because there's me, (lists names of boys). (3 second pause).

F: That's okay. I don't need to know all their names so don't worry. So you liked Y because there were less people in the class? Is that right?

D: Yep.

F: And that was better for you? Why was it better for you?

D: Cos (inaudible) there were five.

F: But why is five a good number?

D: Four is good.

F: Why is four good?

D: I get to play.

F: You get to play with them.

D: Cos we only play (inaudible – name of game)

F: Okay.

D: Have you heard of that game?

F: No.

D: It's a good game.

F: Okay, brilliant. Well.

D: What's the last question what you were going to say?

F: My last question was why do you like Y more than here? And you said.

D: Cos there's less people obviously.

F: Yes. Any other reason?

D: No.

F: So it's just that there were less people?

D: Yeah.

F: Can you tell me. Why don't you like lots of people? Why do you like less people?

D: Cos they always piss me off.

F: Because people piss you off.

D: Mm.

F: What do people do to annoy you or piss you off? Can you think of what people do? Do they say things or do they do things?

D: Yeah. They always keep calling me a midget and a faggot.

F: Okay. So they don't use very nice words, do they, to you? That's not nice is it?

D: No. Those words are bad.

F: They are bad words.

D: So when they call me that, I like to call them it back.

F: So you call them names back? And then, what happens then?

D: When they call me a midget and a faggot, I have to call them the same name.

F: Okay.

D: Because some of them are midgets.

F: So is that upsetting when they call you those names?

D: Yeah and also they sometimes call me big ears.

F: So there's lots of nasty names then?

D: Like the people in my street call me them.

F: Ah. Does that upset you?

D: Mm.

F: Yeah. It's not very nice is it?

D: (Distracted – talking about the computer mouse)

F: Shall I let you go back to class now?

Appendix 12: Liam's verbatim transcript

Key:
X – SEMH provision (current)
Y- PRU
- **A- primary school**
- **B- primary school**
- **C- primary school**

F: The first thing I want to do is, so you're ten years old now, if I put ten all the way…

L: No, I was ten years old about a year ago.

F: Are you nearly eleven? When's your birthday?

L: August the XXth.

F: Ah, so you're ten years, nearly eleven. And you're Year 5, nearly Year 6.

L: Yeah.

F: Can you remember when you came to X? When did you come?

L: I don't know which day it was.

F: It doesn't matter what day. Was it, like, this year or last year? What school year were you in?

L: I think it was before Christmas.

F: Before Christmas.

L: So that's a year ay it?

F: Nearly. So did you come straight into year 5?

L: Yeah I did. No, I didn't come. I was like half in year 5.

F: So you'd already done a bit of year 5?

L: Yeah.

F: So do you think you came in December right before Christmas or was it a bit before then?

L: Like.

F: Maybe October or November?

L: Two weeks before Christmas.

F: Two weeks before Christmas. So middle of December you came to X.

L: I think.

F: That's okay. It's not something that has to be exact. So where were you before you came to X?

L: Y. A.

F: Ah I've been to A.

L: Then B, then C.

F: Wow. So let me get this right. So how long were you at Y for, do you know?

L: Oh for like 6 or 7 weeks.

F: So you weren't there long then. Did you go in September of Year 5 or in Year 4?

L: Soon as I was in Year 5.

F: As soon as you went into Year 5.

L: No Year 4 actually.

F: Year 4.

L: Then I done half Year 5 in there. So I'd say it's been longer than 6 weeks.

F: Yeah.

L: Like a year or something.

F: So you went Year 4 to Y.

L: Yeah.

F: At the start of Year 4 or a bit of the way through?

L: Start I think. No, a bit of the way through.

F: So a bit of the way through. Perfect. So where were you before Y? You were at A?

L: Yeah.

F: How long were you at A for?

L: I think it was like 8 days.

F: Wow. A for 8 whole days. Where were you before A?

L: B.

F: How long were you at B for?

L: Ooo since I was in 'ception, Reception. Ooo I can't speak.

F: Reception.

L: Yeah to Year 3. So that's a long time ay it?

F: That's a really long time. So Reception.

L: To Year 3.

F: Was B. I can never spell B.

L: No, to Year 4.

F: Oh yeah, because you went to A in Year 4. And then where were you before Reception? Did you do Nursery somewhere?

L: No, it was Nursery there.

F: So you did Nursery there as well at B?

L: At, no, it was like another school. But, it's like, (muttering). I don't know what it's called.

F: It doesn't matter. So you did Nursery somewhere else. That's all we need to know.

L: Yeah.

F: Okay. Right.

L: And the one before that. It was, erm, (8 second pause), C.

F: Oh okay.

L: Oh no, I was at C until I was four.
F: Until you were four years old?

L: Yeah. Then I went to B I think, then C.

F: (inaudible). Can you tell me a little bit about a few things in your life then. So, if we are thinking about school here, if we can. So let's start with something really good. What's the best thing that's ever happened in school? If you had to choose something really good that's ever happened. Or the best thing.

L: Yesterday was the bestest day ever.

F: Yesterday was the best day ever. What did you do yesterday?

L: We went on a really cool trip.

F: Where was your trip to?

L: To the Wolves stadium. Then it was a park. Then it was McDonalds. Then, I think, no, we went McDonalds, then it was the park. Then we played on the park until 1 or something, then it was home time.

F: So you did Wolves, McDonalds, and park, all in one day?

L: Yeah.

F: So why was that so good?

L: I don't know. It was just good.

F: It was just good. Was it nice not being in school?

L: Yeah and not doing the work.

F: It was nice not doing work. Okay. Oh don't mess with that. We might be in trouble. We are not allowed on the computers. So that's the best day you've ever had at school.

L: Yeah.

F: That's good to know about. What's the worst day you've ever had at school? In all the times you've ever been at school.

L: My first day here was the worst.

F: You're first day here?

L: Yeah.

F: Why was it so bad?

L: I don't know. It was just bad. I don't remember anything.

F: You don't remember. Did something bad happen?

L: Yeah, it was weird.

F: It was weird. Go on, tell me about it.

L: I don't remember.

F: You don't remember? I'm not going to tell anyone. Was it weird because you didn't know anyone or?

L: I knew Casey (pseudonym) straight away from home ages ago.

F: So you did know someone here.

L: His name's called Casey.

F: Casey. I don't know him.

L: He's a Year 6.

F: Ah, so he's a bit older. Were you, I don't know, did you get in trouble on your first day?

L: Yeah. Cos I, I didn't know what to do or anything, and they told me to like eat weird.

F: They told you to eat weird?

L: Yeah.

F: Like weird food?

L: No. Like the spoon and that. Was weird.

F: The way they use the cutlery?

L: Yeah.

F: Ah so was it hard knowing what you needed to do when you came here, because it was different?

L: Yeah.
F: Well that's interesting. Okay. Thank you for telling me that. What is the first thing you remember about being a child? Like being really, really little. What's your first memory? Because I bet you can't remember being born.

L: Erm, erm, erm, how old?

F: How old can you remember? Can you remember one year old? Or two years old?

L: I remember six.

F: Six. What happened at six years old? What's your memory of being six?

L: We had a party and that.

F: Was that for a birthday or something?

L: For my birthday.

F: So your earliest memory is at six years old you had a party. What type of party? Do you remember?

L: It was a Power Rangers 'cos I wanted Power Rangers.

F: Oh, cool. Was that at home or did you go somewhere for it?

L: For my mom's sisters 'cos she has, like, a big garden and there's like a hall there.

F: So you had a Power Rangers party.

L: And we had a bouncy castle and that.

F: Was that a good day, your sixth birthday?

L: Yeah.

F: So you remember that one. That's nice.

L: I think that was the bestest day of my life, when I was six.

F: Really? That's really lovely. What's the first thing you remember about school when you were little? Do you remember… (interrupts).

L: No, I don't remember anything.

F: Nothing at all? Do you remember being at C?

L: Once with my step-brother.
F: So you were at A with your step-brother?

L: Yeah.

F: What do you remember about that day or that time?

L: Me and my step-brother got kicked out 'cos we were naughty.

F: You were naughty? Can you remember what you did?

L: Erm, erm, what was it now? (13 second pause) I think it was because we had a food fight and we threw food at the kids in the dinner hall.

F: Oh no. And the teachers didn't like that?

L: (laughing) No, 'cos we threw like a big, big, big like pile of custard, like on a film, at the head teachers face accidentally. That was my step-brother. And he shouted at my step-brother, yeah. And my step-brother just walked away (laughing).

F: So then you were in a bit of trouble?

L: His names called Jack (pseudonym) and it was so funny.

F: Ah. Is he your age or is he bigger?

L: O he's a tiny bit older than me.

F: Tiny bit older. Is he your year? Year 5?

L: His birthday's like two weeks after, I mean before mine.

F: Two weeks before. Oh, so he's a little bit older. A little bit bigger.

L: Yeah.

F: Okay. Erm, what is, what's been the most difficult day at school do you think?

L: Oooh, that's hard.

F: The hardest day that you've had?

L: The hardest day ever?

F: Yeah.

L: When I came and I had to do PE. It was so hard. I couldn't do it.

F: What were you doing in PE?

L: Like, I don't know what they were called. It was my first ever chance of football.

F: Ah, so you're first chance at football. When was that? Was that here or somewhere else?

L: I think it was like a week after I came.

F: A week after you came here? Okay. Can you tell me a little bit about, then, B?

L: Ooh.

F: Eight whole days. What happened at A?

L: I don't know. It was like this kid was starting so I just, and he was talking about my mom and that, so I just like, I hit him with like a rock on his head.

F: So he was saying nasty things about your mom?

L: He peed me off really bad.

F: I think that it was understandable to feel like that if he was talking about your mom. And were then cross then, A?

L: Yeah.

F: Mm, okay. So then you weren't allowed back to A?

L: No.

F: No.

L: Fortnite!

F: No. You'll get me into trouble if you play Fortnite.

L: I'm not playing Fortnite.

F: What about B? Can you tell me something about B?

L: That was just really boring.

F: It was boring.

L: Yeah.

F: Why did you leave B?

L: I don't know actually (laughing). I don't remember.

F: You don't remember? Was it one big thing that happened, like a fight, or lots of times in trouble?

L: Oh, I it was me and my brother got kicked out.

F: Both of you?

L: 'Cos these kids was picking on my brother, yeah, and my brother's only seven and these was like ten, yeah.

F: Yeah.

L: And nine and that, and I was, like, nine then, and they was like picking on my brother, so I just went over and beat them up and my brother just jumped on somebody's face and jumped one of them's face. It was funny.

F: Where does your brother go now?

L: Er, he still goes A 'cos I blamed it all on me.

F: Oh, did you? So you took the blame for your brother?

L: Yeah.

F: Aw, that was lovely of you. So, how did you find Y then? What did you think of it?

L: Now that was, okay, it was a bit fun. I liked the go-karts there. That was fun.

F: So it was a bit fun.

L: Yeah.

F: What were the teachers like at Y?

L: Ooh, they was moany.

F: Moany.

L: Yeah.

F: All of them?

L: I'd say there's one girl that was actually nice to me.
F: So that was one girl teacher?

L: Yeah.

F: Can you tell me about her? What did she do that was nice?

L: Erm, she kept sticking up for me and that. So when somebody went to hit her, yeah, I pushed him over.

F: So she stuck up for you and you stuck up for her?

L: Yeah.

F: What did she do to stick up for you? Was that when you were in trouble she stuck up for you?

L: Yeah. She blame it on another kid 'cos the other kid did start it.

F: Okay. So she could see when you were being good.

L: Yeah and every other teacher blamed it on me.

F: So you really liked her. Were there any nice teachers at A?

L: Yeah. Miss Smith (pseudonym).

F: She was nice or not nice?

L: Not nice.

F: Why was she not nice? Tell me.

L: She was grumpy.

F: She was grumpy.

L: And horrible.

F: Did she ever do anything horrible to you?

L: Yeah. Blamed everything on me.

F: Okay. Was there a nice teacher at A that you can tell me about? Anyone you remember?

L: Yeah. It was in Year 1.

F: Tell me about the Year 1 teacher.

L: I forgot her name.

F: You don't need to know her name.

L: Erm, she, erm, she was actually nice and that.

F: what did she do that was nice?

L: I don't know. (6 second pause). I don't remember.

F: Why do you think she was nice then? Why do you remember that she was nice?

L: Ooh, 'cos I remember when she sticks up for me once she did.

F: Can you remember (interrupts)

L: And I think she sticked up for me again but I don't remember that one. I only remember one of them.

F: So do you like it when people stick up for you?

L: Yeah.

F: That's interesting. So, that's a little bit about people who were good at Y and A. Tell me about X then. What do you think about X?

L: I would say a five out of ten.

F: You'd give it a five out of ten? So halfway.

L: I'd say the bestest school ever was C, 'cos is was funny and it was my first school ever.

F: So the best. It was funny.

L: Oh, that's when I started Reception at C.

F: Ah, Reception started at C.

L: Mm.

F: Right, okay. And go on tell me somethings about X.

L: I hate Dan (pseudonym).

F: So you hate someone in your class?

L: Yeah.

F: Why?

L: He's just moany and he gets you in a headlock everything you say to him. Every time you say something. You say "that's mine" and he says "no, it's mine" and he gets you in a headlock or something.

F: That's not nice, being in a headlock, is it?

L: No. I just punch him in the stomach.

F: So you don't like Dan. Have you got friends here?

L: Yeah, Casey. And I also knew Richard and Jeff (pseudonyms).

F: From?

L: And Lennie (pseudonym). I knew Lennie from home and I knew Jeff and Richard from another school, before Y.

F: Okay. So a few of you came from Y then?

L: Yeah.

F: Tell me about your favourite teacher at Y? Have you got one?

L: Yeah. I got one that stuck up for me. I like that one.

F: Yes. You said that, sorry. Tell me about your favourite teacher at X? I'm not going to tell them so you can tell me what you want.

L: I say it's the head teacher.

F: The head teacher here.

L: The girl one.

F: The girl head teacher. Why do you like her?

L: She's nice and that to me.

F: What does she do that's nice? What does she say?

L: I don't remember. Even though she's at this school.
F: Yeah, have a think. What's she done that's nice? Why would you say she's nice?

L: (5 second pause) Ooh, I actually don't know.

F: You don't know why she's nice. Erm.

L: I forgot.

F: You forgot why she's nice. Has she done anything kind or.

L: Yeah she be's kind.

F: She's kind to you.

L: She's kind to everybody.

F: Ah, okay. So it's not just you she's kind to. She's kind to everyone.

L: Yeah.

F: Is there a teacher here that you really don't like? (5 second pause) You don't have to name them. You can just say yes or it might be no. Is there someone here that you really don't get on with?

L: Yeah.

F: Why don't you get on with that person?

L: He's a teacher.

F: Okay. Why don't you get on with that teacher?

L: He just shouts at you for everything.

F: Okay.

L: And like when somebody does something to you, yeah, he likes blames it on you.

F: Oh, okay.

L: And especially like Dan is his favourite boy.

F: So you get things blamed on you a lot?

L: Mm, yeah.

F: Okay. Can you tell me then, I haven't got too many questions left, erm, what do you want to do for school now? Are you happy staying at X? Is this where you want to stay?

L: Yeah. But I want to get a job when I'm older.

F: Pardon, what?

L: I'm gonna be rich. I'm going to get a job so I can be rich.

F: Oh wow. So tell me, what do you want to do?

L: I'm going to be a YouTuber and I'm going to get a job.

F: You're going to be a YouTuber.

L: I'm gonna be a builder job.

F: Oh, okay.

L: I like builders.

F: Do you know someone who's a builder?

L: My uncle used to be one.

F: You're uncle used to be. So you'd like to be a builder.

L: And then he got old.

F: Oh.

L: He got like thirty-something.

F: That is old.

L: But he done it so long. He done it until he was twenty.

F: Yeah.

L: He's thirty-five now.

F: Is he?

L: Yeah.

F: What would you do YouTubing of?
L: Fortnite and Apex. And Call of Duty and that.

F: Okay, so games.

L: I's won! (playing on computer) I's won the game.

F: Okay. Are there any particular stories you remember from being a child that used to be read to you?

L: I never got a bedtime story. I just like, my mom just like brought me a little tele when I was young. Like she has a tele in the house and I was like in a cot, yeah, and I always liked Sponge Bob. My first word was actually Sponge Bob.

F: You're first word was Sponge Bob?

L: Yeah. It was just so funny, and another guy.

F: Oh, okay. What's your favourite film?

L: Ooh, that's hard. (4 second pause)

F: Have you got one?

L: Yeah. I've got like two.

F: Go on, tell me what they are.

L: It's Fast and Furious, the new one. Well there's a newer one coming. I watched the trailer and I liked that. So Fast and Furious and the old Spiderman. No, the new Spiderman what came out.

F: Yeah, the new one.

L: I like that. That's cool.

F: I like that.

L: Even though it's for little kids, I like it.

F: Okay. Why do you like Fast and Furious?

L: 'Cos of the driving and that. And I like it. It's fun to watch.

F: Okay. Okay. Just got a couple more questions. Is that okay?

L: Yeah.

F: Can you tell me about the most important person in your life?

L: My life is my dad ‘cos I miss him. He’s in jail. No, my nan actually.

F: Tell me about nan.

L: I love my nan with all my heart.

F: Tell me something about her.

L: She sticks up for me and she’s lovely to me. And she says I’m her favourite grandson.

F: Aw, do you see a lot of her?

L: Yeah.

F: You do. Okay, so that’s nan. She sounds really lovely.

L: I sleep at hers.

F: Do you?

L: Yeah.

F: And then dad, is dad in jail at the moment?

L: Yeah.

F: For a long time?

L: Not a long time. Its like, like, two or one, like two or one years. That’s not that long.

F: No, it’s not, is it? That will go very quickly.

L: It’ll be like a flash.

F: Do you get to see him? Do you get to visit?

L: Sometimes he lets me.

F: Yeah. So when did you last see him?

L: It was with his sister, my aunty.

F: Yeah.

L: She took me to see him. But he put me and my granddad on the visit.

F: Ah, that's good.

L: So obviously my granddad can drive me there.

F: Oh brilliant. So is dad really important in your life as well?

L: Yeah.

F: Yeah.

L: And my mom.

F: And mom as well.

L: But I'd say my nan's the best.

F: Nan is number one. She does sound lovely. Okay.

L: Then my dad and my mom together 'cos I can't pick which one's better.

F: No. That's a very difficult thing to do, I think.

L: Yeah.

F: So, what I want to do is just two more questions.

L: Yup.

F: So, if, I want you to think about two futures.

L: Two futures. What do you mean?

F: So, you know in like your future, when you're older?

L: Yeah.

F: We are going to think of two different ones.

L: I do not want to be a little grasser like a policeman.

F: Okay. So let's think of the really good future first?

L: And I'm not gonna be naughty and, like, this kid Ryan (pseudonym), like in my class, he said he's going to be a robber when he's older.

F: Oh, okay. So you don't want that?

L: No.

F: Okay. So, lets start, lets start bad and we'll finish on something really good.

L: I don't want to be nothing bad.

F: You're going to be nothing bad.

L: I can't be nothing bad.

F: Good. Well we don't want you to be anything bad.

L: I want to be like a good job.

F: You want a good job. What would a bad future look like though?

L: If I was a policeman I'd do nothing.

F: If you were a policeman that would be a bad future?

L: Mm.

F: Why?

L: 'Cos I hate them and I, and I, don't grass like them.

F: Okay. What would happen, do you think, you know sometimes you do a bit of fighting?

L: Yeah.

F: What would happen if you keep fighting when you're grown up? Would that be a bad future?

L: Ah, I want to be a boxer.

F: You'd like to be a boxer. So, a good future. You want a good job. Why do you want a good job?

L: So I can get some money and a house and that.

F: Money and a house.

L: And a car.

F: So with your money, you'd buy a house and a car. What else would you buy, do you think?

L: I'd buy my nan, erm, something pink 'cos pink's her favourite colour.

F: You'd buy your nan something pink. That's lovely.

L: She's always wanted a pink car.

F: Ooh.

L: So I think I'm gonna buy her a pink car and she said her favourite car was a mini.

F: Wow. So a pink mini.

L: But those cars ay that good but obviously it's my nan's reason, ay it?

F: She likes it.

L: Yeah.

F: Okay.

L: If she likes it then I like it too for her.

F: What would you do it you had a good future? What would you do when you're not at work? What would you do for fun?

L: I don't know.

F: As an adult.

L: I'd like go out and that.

F: Go out? Is that like out with friends or family?

L: And watch films and that.

F: Go out and watch films. That sounds brilliant.

L: Me and Casey go to the pub.

F: You're going to go the pub when you're an adult?

L: Yeah.

F: That'd be cool.
L: When we're adults.

F: When you're all grown up. So all of those things would be a really good future, so what do you need to do to get that good future? What do you need to do at school.

L: Be good and that.

F: Be good and that. What's being good at school? How do you be good? How would I know if you were good?

L: I don't know.

F: What would you do differently if you were good?

L: Just be really, really good and do your work and that.

F: Okay.

L: And listen to the teachers.

F: Yeah, perfect. So that sounds like a brilliant future. Is there anything that you can think of that teachers could do to make school better for you?

L: To have a quiet room like Y. Like when people get angry, just tell them to like go in the quiet room and have some time to themselves.

F: Okay. Anything else teachers could do for you?

L: To let us play on computers forever.

F: Forever. And what about parents? Is there anything that parents can do to make things better at school?

L: Erm, no.

F: No. Anything nan could do to help?

L: Nan always helps me.

F: It sounds like nan always helps you. Okay, so erm, just one last question. You've told me that your nan's the most important person in your life.

L: Yeah.

F: What's the most important thing in your life?

L: Most important thing?
F: In your life.

L: Like what you play on and that?

F: Well it could be that. It could be what you play on, that could be it.

L: My bestest family is my nan and the bestest thing is my Xbox what I play on.

F: Bestest person is nan and bestest thing is Xbox. Brilliant.

Appendix 13: Dan's restoried narrative

I can't remember if I did pre-school or anything like that. I remember going to Reception and staying at that school until year 4. Then I moved house.

I went to another school for a year but then I moved house again and left. I remember two people that went to that school and they come to the PRU now too. They were both in my year but in the other class. We had two classes in a year. I had a fight with one of the boys. I haven't had a fight with him here though, as he's really big.

I stayed at my next school until the end of Year 6 when it was time to go to secondary school. Whilst there my little brother was born. He's five now and we do a little bit of stuff together. I have five brothers and one sister. One brother and my sister live with my dad, then two older brothers and one younger live with me. And I have two step-brothers. Family and friends are most important to me.

Year 7 was fine but I was kicked out half way through year 8. I think I just got used to the school and more confident. I was excluded for being disruptive, fighting and everything else! I'd fight with anyone who wound me up. I knew I was going to get excluded. That was the worst time for me. But I would have got excluded earlier if it wasn't for the teachers that helped me. If I was in trouble they would get me out of it and back me up if I said I didn't start the fight. There were some teachers that were a waste of time though. They were annoying and didn't listen. They didn't like me and I didn't like them.

After I got kicked out of Year 8, I had a long wait to come to the PRU. I had some boring online work to do. I've been here about 18 months now but I've got to leave next month. You can't stay here after Year 9 and I don't know where I'll be going yet. There's some teachers here that I like. They always speak to me if there's anything wrong.

Overall, I can't think of any good points about school. It's just boring and crap. Listening is a challenge for me; just like sitting in a classroom with like loads of people. I'd rather be talking and messing about. It doesn't help me when people around me are being silly, like the students. I join in.

In the future, I'd like to have a job, and actually move out of my mom's house because all my brothers are still living there. I'd like to live abroad, maybe LA, I just can't get a criminal record or I can't go to America. For work I'd like to be a fireman or landscaper. Landscaping is just a lot of laboring. It'd be a bad future if I didn't have a job and that.

Appendix 14: David's restoried narrative

I don't know when I was born but when I was little I remember biting my sister's foot. I was five and my sister was newborn. Well not exactly newborn, she was two. She was pissing me off obviously. She kept saying my name!

When I was also 5 years old I went to a primary school and I felt good there. There was only one nice teacher but I don't know her name. She was a Science teacher and I liked her because we did some experiments. I also liked learning our names in Egyptian with another teacher.

I had to leave my primary school because I was lying down under a table because I didn't want to do my work. The teacher's couldn't find me. I think they were impressed that they couldn't find me. Then a teacher held my arm and left hand marks on it so I hit her face. They took me to the staff room. I punched teachers' lots of times there.

I went to the PRU at 9 years old because I'd been naughty at the primary school. At the PRU, I liked going on trips to McDonalds, swimming and I got to go to the brook. Also I got to go to KFC. And to Burger King. There was other stuff where I went too. I also liked a teacher at the PRU who let us watch movies everyday. And at lunch we got to eat in our classroom. And when we got into our classroom, I always picked not Sponge Bob, because I hate it. But this kid in school called Bert, he does not like scary stuff. But he does like Sponge Bob scary stuff. Like the ghost pirate!

I didn't hit any people at the PRU because they were good to me. I've hit people at all my other schools!

I was ten when I came here to the SEMH provision. We have to do two hours of work, and then break, and then another two, and then dinner, and then another two, and then home. So that's six hours! School stands for six crap hours of our lives.

I like it here because it's close to my sister's school. When she was at the same primary school as me her friends always picked on her. Then they got use to her and stopped. My favourite lessons are Maths and Science. Only the art teacher and the technology teacher make it good here. We do art in the classroom and food technology in the dinner hall. They let us cook food and sometimes we get to make gingerbread houses. I've asked my teacher if I can make apple crumble.

The best time at school is break, all breaks, because I don't have to listen to what the teacher says for ten minutes. Me and my friends play tag – zombie tag. In normal tag people tag you but in zombie tag you have to fake bite people because zombies eat people. But friendly zombies don't bite you.

The most horrible day at school has been here. It was a teacher's training day. It was horrible because I didn't get to come to school. I'd rather be at school because it gets me learning stuff. Although sometimes I don't want to do my work and I get held because I flip a table. I broke one!

The most difficult thing here is homework but there's nothing difficult during the school day.

I'm staying here forever but I'm not happy about it. I'm going to be naughty until I go to a different school. Until I go back to the PRU because I get to eat in the classrooms.

I'd rather be at the PRU because there's less people obviously. There were four or five in my class there but nine here. People always piss me off. They always keep calling me a midget and a faggot. Those are bad words. So when they call me that, I like to call them it back. When they call me a midget and a faggot, I have to call them the same name. Because some of them are midgets. And also they sometimes call me big ears. Like the people in my street call me that. It upsets me.

When I'm a teenager I'm going to get a job. The same job as my dad and work with him. I don't know what he does.

Appendix 15: Liam's restoried narrative

I remember being six years old. We had a party and that for my birthday. It was a Power Rangers one because I wanted Power Rangers. It was at my mom's sisters because she had a big garden and there was a hall there. We had a bouncy castle. I think that was the bestest day of my life, when I was six.

When I was little I never got a bedtime story. My mom just bought me a little television when I was young. I was like in a cot and I always liked Sponge Bob. My first word was actually Sponge Bob.

My first school was the bestest school ever because it was funny and it was my first school. Me and my step-brother got kicked out because we were naughty. It was because we had a food fight and we threw food at the kids in the dinner hall. We threw like a big, big, big pile of custard, like on a film, at the head teachers face accidentally. That was my step-brother. And he shouted at my step-brother, and my step-brother just walked away. It was so funny. He's a tiny bit older than me. His birthday is like two weeks before mine.

At my next school, I remember there was one nice teacher who stuck up for me and one teacher, who was horrible and grumpy, and blamed everything on me.

These kids were picking on my brother. My brother was only seven and they were like nine and ten. I was nine too and I just went over and beat them up and my brother just jumped on somebody's face. It was funny. My brother still goes there because I blamed it all on me. Apart from that it was really boring there.

I was at my third primary school for about 8 days. This kid was starting and he was talking about my mom and that, so I just hit him with like a rock on his head. He peed me off really badly. Then I had to leave.

I went to the PRU as soon as I was in Year 4, so I was there like a year or something.

The teachers were moany but there was one girl teacher that was actually nice to me. She kept sticking up for me and that. She blamed things on another kid when the other kid started it. Every other teacher blamed it on me. So when somebody went to hit her, I pushed him over.

I came to the SEMH provision two weeks before Christmas of Year 5. My first day here was the worst day ever at school. It was just bad and weird. I got into trouble because I didn't know what to do or anything, and they told me to like eat weird; like the spoon and that was weird.

The hardest day was when I had to do PE and I couldn't do it. It was my first ever chance at football. I think it was like a week after I came.

I knew Casey and Lennie from home ages ago. I also knew Richard and Jeff from another school. I hate Dan though. He's just moany and he gets you in a headlock every time you say something. You say "that's mine" and he says "no, it's mine" and he gets you in a headlock or something. I just punch him in the stomach.

I would give this school a five out of ten. My favourite teacher is the girl head teacher. She's nice to me and kind to everybody. I really don't like one of the teachers though. He just shouts at you for everything. And when somebody does something to you, he likes blames it on you. And Dan is his favourite boy. I'd like it if they had a quiet room like at the PRU. Like when people get angry, just tell them to like go in the quiet room and have some time to themselves. And to let us play on computers forever.

Yesterday was the bestest day ever. We went on a really cool trip to the Wolves stadium, then it was McDonalds, then it was the park. We played on the park until 1pm or something, then it was home time. It was a good day and I didn't have to do work.

I don't see much of my dad at the moment because he's in jail. I miss him. He's there for one or two years. It's not that long and it'll go like a flash. Sometimes he lets me visit with my aunty or my granddad.

When I'm older I want to get a job so that I can be rich. I'm going to be a YouTuber and a builder. My uncle used to be a builder and then he got old. He got like thirty-something. But he had done it so long, since he was twenty.

I'd be a YouTuber of Fortnite, Apex, Call of Duty and that. I also want to be a boxer. I want some money, a house and a car. I'd like go out when I'm an adult and watch films. Me and Casey could go to the pub. I'll need to be good. Just be really, really good and do my work. And listen to the teachers.

I also want to buy my nan something pink because pink is her favourite colour. My nan is the most important person. I love my nan with all my heart. She sticks up for me and she's lovely to me. She always helps me and she says I'm her favourite grandson. She's always wanted a pink car. So I think I'm going buy her a pink car and she said her favourite car was a mini. But those cars aren't that good but obviously it's my nan's reasons for having it, isn't it? If she likes it then I like it too for her.

When I'm older, I'm not going to be naughty, not like this kid in my class who says he's going to be a robber when he's older. I don't want to be anything bad. I can't be anything bad. But I do not want to be a little grasser like a policeman. I'd do nothing if I was a policeman. I hate them and I don't grass like them.

Appendix 16: Dan's codes and quotations – thematic analysis

Codes	Quotations
Transitions	"D: That's the reason why I'm moved a lot to them schools. I've moved house." …… "D: I was fine in Year 7 and then when I got to Year 8 I got worse. F: Okay. So okay in Year 7 but worse in Year 8… Did anything happen when you were in Year 8, anything that

you can remember that started this off? Anything people did? Or anything you were feeling?

D: *(6 second pause).* No.

F: But Year 8 was a particularly difficult year and then got halfway through and then…

D: It was just I got used to the school. "

Fighting/disruption

"F: That's fine. Okay. So, while you've been at school, thinking about life at school, has there been a particularly bad time in school?

D: Like when I've been fighting, yeah.

F: Okay, so fighting was sort of…

D: The worst thing for me was getting excluded.

F: Okay, so that was halfway through Year 8.

D: Yeah.

F: And that was probably the worst time for you in school. Can you remember what you got excluded for?

D: Being disruptive, fighting, and everything else…

F: And was it a shock when you got excluded?

D: No, no, no I knew I was going to be excluded."
……

"F: No, that's okay. Anything from 'School 2' you remember? Anything that stands out?

D: *(3 second pause).* Someone that I used to go there, well 2 people that used to go there, comes here… And, I had, had, a fight with one of them.

F: Okay.

D: It was fine.

F: It was fine after?

D: Mm.

F: Any fights with him since you've been here?

D: No.

F: No, good stuff.

D: Cos I know, he's like up there now.

F: *(Laughs).* Is he tall?

D: (*Nods).*"

Peer interpersonal factors

"F: Okay. Or what might other people around you be doing that wouldn't help?

D: Being silly.

F: So other people being silly?

D: Mm.

F: Is that… because I hear being silly a lot. That's quite a common thing that people say. Is it that people are being silly as in being daft and not listening to you or is it, are you more thinking about your peers being silly? Or are you thinking about adults being daft?

D: Like the students.

F: So the students. When they're silly, what does that mean for you?

D: I join in.
F: You join in. Okay. And does that then get you into trouble?

D: *(Nods head).*"
……

"F: Okay, and then let me just check I've got everything… that is everything. Oh, one more. What's been the biggest challenge do you think of your life at school? What's been like a challenge for you?

D: *(7 second pause).* Like, listening.

F: So listening. Yeah. And has that sometimes caused some of the troubles that you've had?

D: Just like sitting in a classroom with like loads of people.

F: Mm-hm. So just sort of how schools are set up with that sitting, loads of people, listening, is a challenge for you? What would you rather be doing than sitting there listening?

D: Talk.

F: Talking.

D: messing about.

F: So again it sounds like friendships, having fun are important to you?

D: Yeah."

……

"F: And everything else. Okay. Was it particular people you were fighting with or was it like a particular group of particular people that were winding you up? Or could it be anyone?

D: Whoever wound me up.

F: Whoever wound you up. Okay so that was a particular bad time. And was it a shock when you got excluded?

D: No, no, no I knew I was going to be excluded."

Relationship values

F: Um, in your life and the way you go about things, what's important to you?

D: Family.

F: Family.

D: Friends."

Family set-up

"F: And is there anything in particular you remember from childhood that's important to you? Anything, it might be school or it might have been in family life, friendship life. But anything that's really important for you that stands out from your childhood? Any important memory? It can be good or bad. Whatever you are willing to share.

D: *(13 second pause, while tapping fingers slowly on table).* Erm. When my, my, when my little brother was born.

F: Ahh, how old is your little brother?

D: He's 5 now, I think."
……

"F: Have you just got the one sibling?

D: No. I have 5, 5 brothers and one sister.

F: 5 brothers and one sister. There's a lot of boys.

D: 2 are, my sister lives with my dad and my one brother lives with my dad. Then I have two older ones that live with me and one younger.

F: And one younger. Aww.

D: And I have two step-brothers."
……..

"F: Um, in your life and the way you go about things, what's important to you?

D: Family.

F: Family.

D: Friends."

Teacher support

"F: So we're thinking the whole time you've been at school, as far back as you can remember up until today. Who has been the most positive person come into your life at school? Some body who has had like a really positive impact?

D: From like here?

F: It can be here or if someone stands out from a different school that's fine. It can be any one person the whole time you've been at school. Someone that stands out for you?

D: *(8 second pause).* Erm, erm, there's teachers.

F: Yeah.

D: Here there's Miss X, Miss Y, and Mr Z. Then the ones in *School 4*, there was Mr A, Miss B, Miss C, and *Surname.* At *School 3* there was Mrs P, *Surname* something like that."
……

	"D: They just helped me. F: Okay, can you remember what they helped with? Was it like… D: If it wasn't for them I would have got excluded at the start of Year 8. F: Right. So they helped you to stay there that little bit longer? D: Mm. F: What did they do, in particular, to help? D: They just like, if I was in trouble, they would lie get me out of it. F: Okay. Would they talk to you or would they like talk to other people? D: Like, sometimes, like if I got into a fight and I said they started it, they would like back , back me up." ……. "D: They always speak to you. Like if there's anything wrong, they speak to you."
Negative teacher perception	"F: Brilliant. Ah that's good to hear. Now we've just done the good people, so now we have to do the bad people. So we're thinking about school again and, throughout your school life, so… D: I can name quite a lot of people. F: Okay. So, if we… you can name them if you want but you don't have to if there's too many to name, because I don't know their names anyway. D: Waste of time anyway. F: So let's think about all of them as a big group. Why are they negative people for you? D: Cos they're annoying. F: They're annoying, okay.

D: And they don't listen.

F: Okay, so they're annoying and they don't listen?

D: Mm.

F: How, how didn't they listen?

D: Dunno, just didn't.

F: They just didn't. Okay. Erm why were they annoying? What did they do that annoyed you?

D: *(5 second pause)* Um

F: Okay, is there anything else about that group of people that meant they didn't have a positive impact on you? Anything they said, or did, or anything you think they might have felt about you?

D: They just didn't like me I don't think.

F: Okay, yeah. So for whatever reason in their heads, you felt that…

D: They didn't like me and I didn't like them.

F: Okay, yeah, and it sounds like they just didn't seem to give you the time of day, didn't listen. Okay. Are there any of those people involved when you got excluded?

D: Yeah.

F: Yeah, so they were involved in that process.

D: They was… one of them's the deputy head of *School 4.*

F: Okay.

D: And it was the head teacher of my brother's old school.

F: Ah, so he knew your brother as well. Did he like your brother?

D: No."

Missed education

"F: Okay. Did you have to wait long before getting a place here?

D: *(Nods head)*

F: So there was time you were out of school?

D: Yeah. Quite a lot. It was a long time.

F: Yeah. A long time. Because I know there can be a big wait to come here.

D: There's a long, massive waiting list.

F: What did you do in that time? Did you have to try and learn stuff from home? Or were you just…

D: Online thing.

F: Okay.

D: And I got sent a thing online.

F: How was that?

D: Boring."

Employment

"D: Erm, me having no job and that.

F: Okay. And what do you think school would be like over the next few years if things didn't go right?

D: *(7 second pause).* Bad."

……..

"F: And when you say, you're talking about a job, have you even thought what things might interest you when you're older before?

D: Fireman or landscaping."

Future living arrangements

"D: Live abroad.

F: Nice. Where would you like to live?

D: I dunno, like, LA.

F: Oh nice. Have you ever been to America?

D: *(Shakes head)...* I, I just can't get a criminal record or I can't go to America."

……..

"D: I'll have a job, I'll… I'll, I'll actually move out of my mom's house, 'cos all my other brothers are still living there.

F: Are they?

D: Hm-mm.

F: So you've got lots of people at home?

D: Mm.

F: So you'd like to get your own place one day?

D: Yeah."

View of school

"F: No. Any words you'd use to describe…

D: Boring.

F: Boring? Ahh. Why boring?

D: School's just boring.

F: 'Cos school's boring. But you've had an interesting journey. You've had the opportunity to see a lot of school, meet a lot of different people. Erm, I suppose the exclusion and then coming here is different. That's not the route a lot of people take but it makes you who you are. So, but school for you, is not the most interesting.

D: *(Nods head).*

F: Okay. We will stick with boring then. Any other words? About your story?

D: Crap.

F: Crap?

D: Mmm.

F: Ah no, why crap?

D: 'Cos school's just crap.

F: School's crap. So you're quite just looking forward to finishing school and completing it and doing something for yourself, earning some money and making your own

future. That sounds good though."

Appendix 17: David's codes and quotations – thematic analysis

Codes	Quotations
Subjects	"F: What would your favourite lesson be? D: Erm Maths. F: Your favourite lesson is Maths. That's good to know. And have you got anything that you… (interrupts) D: Maths and Science. F: Maths and Science. They're clever subjects. Are there any subjects you don't like? D: Erm not really." …….. "F: What happened for it to be a horrible day? D: Teacher's training day. F: Teacher training day is a horrible day? Why? D: Because I don't get to come to school. F: So you're at home. Do you like being at home? D: (non-verbals)

F: So you'd rather be at school. Why would you rather be at school?

D: Because it gets me learning stuff."
……..

"F: Okay. So you like to learn things? Well that's really good to hear.

D: And also get to go on the art in the classroom.

F: So you get to do some art?

D: I like to do, 'cos, sometimes I get to go to food tech.

F: Yeah.

D: And then I get to go to, sometimes I get to go to, erm (4 second pause), art.

F: Okay.

D: Because the art teacher comes into here.

F: Yeah.

D: But when it's food tech we go into the dinner hall.

F: Okay, that sounds really good."
……

"F: They stopped. So you like this school because it's close to your sister. Are there people in this school that make it good? Who makes it good?

D: Erm, nobody.

F: Nobody?

D: Only the art teacher.

F: The art teacher.

D: And the technology teacher.

F: Why do art and technology teachers make it good?

D: The food tech.

F: Why do they make it good?

D: Erm, because they make me cook food."
……

"F: Ah, okay. Were there any teachers at Z that tried to help you? Were there any really nice ones?

D: No.

F: Nobody you can think of?

D: Only there's one teacher but I don't know her name.

F: You don't need to know her name. Why was she a good teacher? What did she do to help? Can you tell me?

D: Because she's a Science teacher. And also we were learning about our names in Egypt.

F: Wow. That sounds interesting.

D: In the Z. Not at Y. In the Z.

F: So you liked the Science teacher?

D: Yeah.

F: Because it was Science and you like Science?

D: Hm-mm. The Science teacher does some experiments and it was another teacher that does teaching things about Egypt."

School routine

"F: I haven't drawn very straight lines, have I? Are you able to tell me about the best time you've had at school? The best time.

D: Erm break.

F: Break. Is there one break that you remember that was really really great? Something special that you did? Or is it all breaks?

D: All breaks.

F: Why do you like break times?

D: Because I don't have to listen to what the teacher says.

F: You don't have to listen to what the teacher says.

D: For ten minutes."
……..

"D: But this school, we have to do two minutes for work. *(means 'hours')*

F: Yeah.

D: And then break, and then another two.

F: Yeah.

D: And then dinner, and then another two, and then home.

F: And then home.

D: So that's six hours.

F: Six hours. So two hours, break, two hours, lunch, two hours, home.

D: Yeah.

F: Yeah.

D: School stands for six crap hours of our lives."
……..

"F: Yeah. Can you remember why she held you? What had happened?

D: Basically it happens here sometimes when I don't want to do my work.

F: You don't want to do your work so you get held?

D: Yeah.

F: Yeah. Are there any people *(interrupts).*

D: I don't do my work and I flip a table. Like I do ages ago. And broken it."
……..

"F: So you get ten whole minutes, do you? What do you do with your break time?

D: Erm. Me and my friends play tag.

F: You play tag? Wow, that sounds really good. Did you do that today? Yeah. So your best time (interrupts)

D: It's called zombie tag.

F: Ooh and what's zombie tag? How's that different to normal tag?

D: Because normal tag you have to tag people but in zombie tag you have to fake to bite people.

F: Ooh okay, I like the sound of that.

D: Because do you get it? 'Cos zombies eat people.

F: They do, don't they? They're not very nice, zombies, but fun to play.

D: But, but friendly zombies doesn't bite you. "
……..

"F: What do you think is the most difficult thing about school?

D: Homework.

F: Homework is the most difficult thing. What about difficult things when you're at school in the day, before you go home? What's difficult?

D: (4 second pause) Mm, difficult thing, I do not know.

F: You don't know?

D: Nothing."

Name

"D: Do you know what my last name is?

F: I don't. (6 second pause)

D: (types name on computer)

F: Oooh okay.

D: This is my last name.

F: Mine begins with that letter as well.

D: (types name on computer) That's my middle name.

F: That's a nice middle name. So you've got three names?

D: Mm. My whole name is (types name).

F: Yeah. Brilliant.

D: There's my whole name."
……..

"F: You don't need to know her name. Why was she a good teacher? What did she do to help? Can you tell me?

D: Because she's a Science teacher. And also we were learning about our names in Egypt."

Possessions

"F: Okay. Can you tell me something that's really important to you? What's important in your life?

D: Hmm, my bike.

F: You're bike is really important to you. Tell me about your bike. What does your bike look like?

D: I have three bikes.

F: Wow. Three.

D: But want to sell two of them.

F: Why do you want to sell two?

D: Because one of them is fast and it's a voodoo bike.

F: A voodoo bike? What's a voodoo bike? Is that a special type of bike?

D: Yeah it's worth ten grand.

F: No way.

D: But my, but my mom got it off her friend for three.

F: Is it a bike that you pedal or is it electric?

D: A pedal bike."

……

"F: Because you like yourself. Well that's good. You need to like yourself.

D: And I like my clothes.

F: Are you clothes important to you? What you look like.

D: (non-verbals)."

Self

"F: Ooh, that sounds good. Who is the most important person in your life?

D: Erm, me…

F: Why are you important in your life? Why you? There's no right or wrong answer. You can just tell me what you think.

D: Because I like myself."
……..

"F: I've been in the dining hall, had Christmas dinner in the dinner hall with everyone.

D: Everyone, even me?

F: Yeah.

D: Did you see me?

F: I saw everyone but I don't remember everyone's faces because there's quite a lot of you, isn't there, to remember."
……..

"D: Well I was lying down, my hands were on the table (muffled) but the teacher's couldn't find me.

F: The teachers couldn't find you. How do you think they felt when they couldn't find you?

D: (8 second pause, tapping on keyboard)

F: How do you think the teachers felt when they couldn't find you?

D: Maybe, (un)impressed.

F: Unimpressed, did you say?

D: I said impressed."

Peers/teachers "D: Erm, I don't know how much kids are in this school.

F: No, I don't either.

D: The only two kids persons names who I know.

F: Yeah.

D: Is, erm, Ant (pseudonym) and Bob (pseudonym).

F: Oh, okay.

D: Do you know them?

F: No."

……

"D: I did hit people at Z.

F: So you did hit people at Z. You got angry at Z.

D: And I hit people here.

F: You hit people here. But why not at Y?

D: Because they were good to me.

F: There were good to you? Is that the teachers or the children?

D: Both."

……..

"F: Can you tell me. Why don't you like lots of people? Why do you like less people?

D: Cos they always piss me off.

F: Because people piss you off.

D: Mm.

F: What do people do to annoy you or piss you off? Can you think of what people do? Do they say things or do they do things?

D: Yeah. They always keep calling me a midget and a faggot.

F: Okay. So they don't use very nice words, do they, to you? That's not nice is it?

D: No. Those words are bad.

F: They are bad words.

D: So when they call me that, I like to call them it back.

F: So you call them names back? And then, what happens then?

D: When they call me a midget and a faggot, I have to call them the same name.

F: Okay.

D: Because some of them are midgets.

F: So is that upsetting when they call you those names?

D: Yeah and also they sometimes call me big ears.

F: So there's lots of nasty names then?

D: Like the people in my street call me them.

F: Ah. Does that upset you?

D: Mm.

F: Yeah. It's not very nice is it?

D: (Distracted – talking about the computer mouse)"
……..

"D: I did hit people at Z.

F: So you did hit people at Z. You got angry at Z.

D: And I hit people here.

F: You hit people here. But why not at Y?

D: Because they were good to me.

F: There were good to you? Is that the teachers or the

children?

D: Both."

Trips

"D: Erm at the Y I go to McDonalds, erm swimming. I go to the brook.

F: Were those good days? When you went to McDonalds and swimming?

D: Also I got to go to KFC.

F: Wow, with school?

D: And to Burger King.

F: That sounds amazing.

D: There was other stuff where I go.

F: Do you enjoy doing those things? Are they good days when you do that?

D: (non verbals)

F: Brilliant. Okay."

PRU set-up

……..

"F: Yeah. So this teacher you liked at Y, why did you like them? What did they do?

D: The teacher at Y always gives me, when it's movie day, and we got school.

F: Yeah.

D: The teacher lets us watch movies everyday.

F: So you got to watch movies and you liked that?

D: Yeah. And at lunch we got to eat in our classroom.

F: Okay."

……
"F: You'd like to go back to the Y? Come on, can you tell me why you like Y more than here? What was good about Y?

D: Because I get to eat in the classrooms."

……

"F: My last question was why do you like Y more than here? And you said.

D: Cos there's less people obviously.

F: Yes. Any other reason?

D: No."

Future

"F: I get it. Yep. It's a flying mouse. And are you staying at X forever? Or are you going somewhere different?

D: I'm staying at X forever.

F: And are you happy to stay here?

D: (shakes head).

F: Where would you like to go?

D: I'm going to be naughty until I go to a different school.

F: You're going to be naughty until you go to a different school. Where would you like to go?

D: Until I got back to the Y."

Family

"D: Yeah I did bit my sister's foot when I was little.

F: You bit your sister's foot. How old were you when you bit your sister's foot?

D: Erm, five.

F: You were five.

D: My sister was newborn.

F: She was a newborn baby?

D: Yeah.

F: Why did you bite her foot?

D: Because she was pissing me off obviously.

F: Obviously. What did she do to annoy you?

D: She kept saying, she wasn't exactly newborn. She kept, she was erm, two. She kept saying my name.

F: And was that annoying for you?

D: Yeah."

……..
"F: A ghost pirate. Can you tell me about this school? Can you tell me something about X? Do you like it here?

D: Yeah because it's close to my sister's school.

F: It's close to your sister?

D: Mm.

F: That's good.

D: 'Cos when she was at (muffled), at the Z, her friends always picked on her.

F: Did they?

D: They got used to her.

F: Yeah.

D: Then they stopped."

…….

"F: What about, who do you live with at home?

D: My mom, and my sister, and my little baby brother.

F: Mom, sister, and little baby brother.

D: That's a newborn one."

……

"F: Oh, wow. And, can I ask you, do you know what you want to do when you are older?

D: (4 second pause) Hmm.

F: No idea yet?

D: Hmm when I'm a teenager I'm going to get a job.

F: You're going to get a job.

D: The same as my dad.

F: What does dad do?

D: Erm , I don't know.

F: Would you like to work with your dad?

D: Yeah.

F: Yeah. So you're going to get a job like dad. That sounds good."

Appendix 18: Liam's codes and quotations – thematic analysis

Codes	Quotations
Fun at school	"F: What's the best thing that's ever happened in school? If you had to choose something really good that's ever happened. Or the best thing.

L: Yesterday was the bestest day ever.

F: Yesterday was the best day ever. What did you do yesterday?

L: We went on a really cool trip.

F: Where was your trip to?

L: To the Wolves stadium. Then it was a park. Then it was McDonalds. Then, I think, no, we went McDonalds, then it was the park. Then we played on the park until 1 or something, then it was home time.

F: So you did Wolves, McDonalds, and park, all in one day?

L: Yeah.

F: So why was that so good?

L: I don't know. It was just good.

F: It was just good. Was it nice not being in school?

L: Yeah and not doing the work."
……

"L: I'd say the bestest school ever was C, 'cos is was funny and it was my first school ever.

F: So the best. It was funny.

L: Oh, that's when I started Reception at C.

F: Ah, Reception started at C.

L: Mm."

Improving school

"F: Yeah, perfect. So that sounds like a brilliant future. Is there anything that you can think of that teachers could do to make school better for you?

L: To have a quiet room like Y. Like when people get angry, just tell them to like go in the quiet room and have some time to themselves.

F: Okay. Anything else teachers could do for you?

	L: To let us play on computers forever."
Existing friendships	"F: You don't remember? I'm not going to tell anyone. Was it weird because you didn't know anyone or? L: I knew Casey (pseudonym) straight away from home ages ago. F: So you did know someone here. L: His name's called Casey. F: Casey. I don't know him. L: He's a Year 6." …… "F: So you don't like Dan. Have you got friends here? L: Yeah, Casey. And I also knew Richard and Jeff (pseudonyms). F: From? L: And Lennie (pseudonym). I knew Lennie from home and I knew Jeff and Richard from another school, before Y. F: Okay. So a few of you came from Y then? L: Yeah."
Hatred	"L: I hate Dan (pseudonym). F: So you hate someone in your class? L: Yeah. F: Why? L: He's just moany and he gets you in a headlock everything you say to him. Every time you say something. You say "that's mine" and he says "no, it's mine" and he gets you in a headlock or something. F: That's not nice, being in a headlock, is it? L: No. I just punch him in the stomach."
Favourite things	"L: I remember six.

F: Six. What happened at six years old? What's your memory of being six?

L: We had a party and that.

F: Was that for a birthday or something?

L: For my birthday.

F: So your earliest memory is at six years old you had a party. What type of party? Do you remember?

L: It was a Power Rangers 'cos I wanted Power Rangers.

F: Oh, cool. Was that at home or did you go somewhere for it?

L: For my mom's sisters 'cos she has, like, a big garden and there's like a hall there.

F: So you had a Power Rangers party.

L: And we had a bouncy castle and that.

F: Was that a good day, your sixth birthday?

L: Yeah.

F: So you remember that one. That's nice.

L: I think that was the bestest day of my life, when I was six."

……

"F: Oh, okay. What's your favourite film?

L: Ooh, that's hard. (4 second pause)

F: Have you got one?

L: Yeah. I've got like two.

F: Go on, tell me what they are.

L: It's Fast and Furious, the new one. Well there's a newer one coming. I watched the trailer and I liked that. So Fast and Furious and the old Spiderman. No, the new Spiderman what came out.

F: Yeah, the new one.

L: I like that. That's cool."
……

"F: What's the most important thing in your life?

L: Most important thing?

F: In your life.

L: Like what you play on and that?

F: Well it could be that. It could be what you play on, that could be it.

L: My bestest family is my nan and the bestest thing is my Xbox what I play on.

F: Bestest person is nan and bestest thing is Xbox. Brilliant."

Exclusion

"F: What do you remember about that day or that time?

L: Me and my step-brother got kicked out 'cos we were naughty.

F: You were naughty? Can you remember what you did?

L: Erm, erm, what was it now? (13 second pause) I think it was because we had a food fight and we threw food at the kids in the dinner hall.

F: Oh no. And the teachers didn't like that?

L: (laughing) No, 'cos we threw like a big, big, big like pile of custard, like on a film, at the head teachers face accidentally. That was my step-brother. And he shouted at my step-brother, yeah. And my step-brother just walked away (laughing)."
……

"F: Eight whole days. What happened at A?

L: I don't know. It was like this kid was starting so I just, and he was talking about my mom and that, so I just like, I hit him with like a rock on his head.

F: So he was saying nasty things about your mom?

L: He peed me off really bad."
……..

"F: Why did you leave B?

L: I don't know actually (laughing). I don't remember.

F: You don't remember? Was it one big thing that happened, like a fight, or lots of times in trouble?

L: Oh, I it was me and my brother got kicked out.

F: Both of you?

L: 'Cos these kids was picking on my brother, yeah, and my brother's only seven and these was like ten, yeah.

F: Yeah.

L: And nine and that, and I was, like, nine then, and they was like picking on my brother, so I just went over and beat them up and my brother just jumped on somebody's face and jumped one of them's face. It was funny."

Family members

"L: His names called Jack (pseudonym) and it was so funny.

F: Ah. Is he your age or is he bigger?

L: O he's a tiny bit older than me.

F: Tiny bit older. Is he your year? Year 5?

L: His birthday's like two weeks after, I mean before mine." *(step-brother)*
……..

"F: Eight whole days. What happened at A?

L: I don't know. It was like this kid was starting so I just, and he was talking about my mom and that, so I just like, I hit him with like a rock on his head.

F: So he was saying nasty things about your mom?

L: He peed me off really bad."
……..

“F: Why did you leave B?

L: I don’t know actually (laughing). I don’t remember.

F: You don’t remember? Was it one big thing that happened, like a fight, or lots of times in trouble?

L: Oh, I it was me and my brother got kicked out.

F: Both of you?

L: ‘Cos these kids was picking on my brother, yeah, and my brother’s only seven and these was like ten, yeah.

F: Yeah.

L: And nine and that, and I was, like, nine then, and they was like picking on my brother, so I just went over and beat them up and my brother just jumped on somebody’s face and jumped one of them’s face. It was funny.

F: Where does your brother go now?

L: Er, he still goes A ‘cos I blamed it all on me.

F: Oh, did you? So you took the blame for your brother?

L: Yeah.”

……

“F: Do you know someone who’s a builder?

L: My uncle used to be one.

F: You’re uncle used to be. So you’d like to be a builder.

L: And then he got old.

F: Oh.

L: He got like thirty-something.

F: That is old.

L: But he done it so long. He done it until he was twenty.

F: Yeah.

L: He’s thirty-five now.

F: Is he?

L: Yeah."
……

"L: I never got a bedtime story. I just like, my mom just like bought me a little tele when I was young. Like she has a tele in the house and I was like in a cot, yeah, and I always liked Sponge Bob. My first word was actually Sponge Bob.

F: You're first word was Sponge Bob?

L: Yeah. It was just so funny, and another guy."
……

"F: Can you tell me about the most important person in your life?

L: My life is my dad 'cos I miss him. He's in jail. No, my nan actually.

F: Tell me about nan.

L: I love my nan with all my heart.

F: Tell me something about her.

L: She sticks up for me and she's lovely to me. And she says I'm her favourite grandson.

F: Aw, do you see a lot of her?

L: Yeah.

F: You do. Okay, so that's nan. She sounds really lovely.

L: I sleep at hers.

F: Do you?

L: Yeah.

F: And then dad, is dad in jail at the moment?

L: Yeah.

F: For a long time?

L: Not a long time. Its like, like, two or one, like two or one years. That's not that long.

F: No, it's not, is it? That will go very quickly.

L: It'll be like a flash.

F: Do you get to see him? Do you get to visit?

L: Sometimes he lets me.

F: Yeah. So when did you last see him?

L: It was with his sister, my aunty.

F: Yeah.

L: She took me to see him. But he put me and my granddad on the visit.

F: Ah, that's good.

L: So obviously my granddad can drive me there.

F: Oh brilliant. So is dad really important in your life as well?

L: Yeah.

F: Yeah.

L: And my mom.

F: And mom as well.

L: But I'd say my nan's the best.

F: Nan is number one. She does sound lovely. Okay.

L: Then my dad and my mom together 'cos I can't pick which one's better."
……

"F: So with your money, you'd buy a house and a car. What else would you buy, do you think?

L: I'd buy my nan, erm, something pink 'cos pink's her favourite colour.

F: You'd buy your nan something pink. That's lovely.

L: She's always wanted a pink car.

F: Ooh.

L: So I think I'm gonna buy her a pink car and she said her favourite car was a mini.

F: Wow. So a pink mini.

L: But those cars ay that good but obviously it's my nan's reason, ay it?

F: She likes it.

L: Yeah.

F: Okay.

L: If she likes it then I like it too for her."
……

"F: Forever. And what about parents? Is there anything that parents can do to make things better at school?

L: Erm, no.

F: No. Anything nan could do to help?

L: Nan always helps me."
……

"F: What's the most important thing in your life?

L: Most important thing?

F: In your life.

L: Like what you play on and that?

F: Well it could be that. It could be what you play on, that could be it.

L: My bestest family is my nan and the bestest thing is my Xbox what I play on.

F: Bestest person is nan and bestest thing is Xbox. Brilliant."

……..

“L: I remember six.

F: Six. What happened at six years old? What’s your memory of being six?

L: We had a party and that.

F: Was that for a birthday or something?

L: For my birthday.

F: So your earliest memory is at six years old you had a party. What type of party? Do you remember?

L: It was a Power Rangers ‘cos I wanted Power Rangers.

F: Oh, cool. Was that at home or did you go somewhere for it?

L: For my mom’s sisters ’cos she has, like, a big garden and there’s like a hall there.”

Hardest day

“L: The hardest day ever?

F: Yeah.

L: When I came and I had to do PE. It was so hard. I couldn’t do it.

F: What were you doing in PE?

L: Like, I don’t know what they were called. It was my first ever chance of football.”

First day

“L: My first day here was the worst.

F: You’re first day here?

L: Yeah.

F: Why was it so bad?

L: I don’t know. It was just bad. I don’t remember anything.

F: You don’t remember. Did something bad happen?

L: Yeah, it was weird.

F: It was weird. Go on, tell me about it…
L: Yeah. Cos I, I didn't know what to do or anything, and they told me to like eat weird.

F: They told you to eat weird?

L: Yeah.

F: Like weird food?

L: No. Like the spoon and that. Was weird.

F: The way they use the cutlery?

L: Yeah.

F: Ah so was it hard knowing what you needed to do when you came here, because it was different?

L: Yeah."

PRU

"F: Aw, that was lovely of you. So, how did you find Y then? What did you think of it?

L: Now that was, okay, it was a bit fun. I liked the go-karts there. That was fun. "

……..
"F: What were the teachers like at Y?

L: Ooh, they was moany.

F: Moany.

L: Yeah.

F: All of them?

L: I'd say there's one girl that was actually nice to me.

F: So that was one girl teacher?

L: Yeah."

Support

"F: Can you tell me about her? What did she do that was nice?

L: Erm, she kept sticking up for me and that. So when somebody went to hit her, yeah, I pushed him over.

F: So she stuck up for you and you stuck up for her?

L: Yeah.

F: What did she do to stick up for you? Was that when you were in trouble she stuck up for you?

L: Yeah. She blame it on another kid 'cos the other kid did start it.

F: Okay. So she could see when you were being good.

L: Yeah and every other teacher blamed it on me."
……

"F: Okay. Was there a nice teacher at A that you can tell me about? Anyone you remember?

L: Yeah. It was in Year 1.

F: Tell me about the Year 1 teacher.

L: I forgot her name.

F: You don't need to know her name.

L: Erm, she, erm, she was actually nice and that.

F: what did she do that was nice?

L: I don't know. (6 second pause). I don't remember.

F: Why do you think she was nice then? Why do you remember that she was nice?

L: Ooh, 'cos I remember when she sticks up for me once she did.

F: Can you remember (interrupts)

L: And I think she sticked up for me again but I don't remember that one. I only remember one of them.

F: So do you like it when people stick up for you?

L: Yeah."
……

F: Yes. You said that, sorry. Tell me about your favourite teacher at X? I'm not going to tell them so you can tell me what you want.

L: I say it's the head teacher.

F: The head teacher here.

L: The girl one.

F: The girl head teacher. Why do you like her?

L: She's nice and that to me.

F: What does she do that's nice? What does she say?

L: I don't remember. Even though she's at this school.

F: Yeah, have a think. What's she done that's nice? Why would you say she's nice?

L: (5 second pause) Ooh, I actually don't know.

F: You don't know why she's nice. Erm.

L: I forgot.

F: You forgot why she's nice. Has she done anything kind or.

L: Yeah she be's kind.

F: She's kind to you.

L: She's kind to everybody."

Blame

L: Yeah. Miss Smith (pseudonym).

F: She was nice or not nice?

L: Not nice.

F: Why was she not nice? Tell me.

L: She was grumpy.

F: She was grumpy.

L: And horrible.

F: Did she ever do anything horrible to you?

L: Yeah. Blamed everything on me."
……

"F: Is there a teacher here that you really don't like? (5 second pause) You don't have to name them. You can just say yes or it might be no. Is there someone here that you really don't get on with?

L: Yeah.

F: Why don't you get on with that person?

L: He's a teacher.

F: Okay. Why don't you get on with that teacher?

L: He just shouts at you for everything.

F: Okay.

L: And like when somebody does something to you, yeah, he likes blames it on you.

F: Oh, okay.

L: And especially like Dan is his favourite boy."

Career aspirations

"L: Yeah. But I want to get a job when I'm older.

F: Pardon, what?

L: I'm gonna be rich. I'm going to get a job so I can be rich.

F: Oh wow. So tell me, what do you want to do?

L: I'm going to be a YouTuber and I'm going to get a job.

F: You're going to be a YouTuber.

L: I'm gonna be a builder job.

F: Oh, okay.

L: I like builders…

F: What would you do YouTubing of?

L: Fortnite and Apex. And Call of Duty and that.

F: Okay, so games."
……..

"F: What would happen if you keep fighting when you're grown up? Would that be a bad future?

L: Ah, I want to be a boxer."

Future behaviours

"F: Okay. So let's think of the really good future first?

L: And I'm not gonna be naughty and, like, this kid Ryan (pseudonym), like in my class, he said he's going to be a robber when he's older.

F: Oh, okay. So you don't want that?

L: No.

F: Okay. So, lets start, lets start bad and we'll finish on something really good.

L: I don't want to be nothing bad.

F: You're going to be nothing bad.

L: I can't be nothing bad.

F: Good. Well we don't want you to be anything bad.

L: I want to be like a good job."
……

"F: When you're all grown up. So all of those things would be a really good future, so what do you need to do to get that good future? What do you need to do at school.

L: Be good and that.

F: Be good and that. What's being good at school? How do you be good? How would I know if you were good?

L: I don't know.

F: What would you do differently if you were good?

L: Just be really, really good and do your work and that.

F: Okay.

L: And listen to the teachers."
……..

"L: I'd like go out and that.

F: Go out? Is that like out with friends or family?

L: And watch films and that.

F: Go out and watch films. That sounds brilliant.

L: Me and Casey go to the pub.

F: You're going to go the pub when you're an adult?

L: Yeah.

F: That'd be cool.

L: When we're adults."

Material aspirations

"F: You'd like to be a boxer. So, a good future. You want a good job. Why do you want a good job?

L: So I can get some money and a house and that.

F: Money and a house.

L: And a car."
……..

"F: So with your money, you'd buy a house and a car. What else would you buy, do you think?

L: I'd buy my nan, erm, something pink 'cos pink's her favourite colour.

F: You'd buy your nan something pink. That's lovely.

L: She's always wanted a pink car.

F: Ooh.

L: So I think I'm gonna buy her a pink car and she said her favourite car was a mini.

F: Wow. So a pink mini.

L: But those cars ay that good but obviously it's my nan's reason, ay it?

F: She likes it."

Police

"F: So, you know in like your future, when you're older?

L: Yeah.

F: We are going to think of two different ones.

L: I do not want to be a little grasser like a policeman."
……

"L: If I was a policeman I'd do nothing.

F: If you were a policeman that would be a bad future?

L: Mm.

F: Why?

L: 'Cos I hate them and I, and I, don't grass like them."