Exploring Young People's Views of Upcoming Managed Moves

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Abstract

When managed moves were introduced in 1999 as an alternative to a permanent exclusion, their aim was to mitigate the associated negative consequences and allow the pupil a 'fresh start' in a new school. Due to a lack of guidance and data around their use, it is questionable as to whether this has been achieved and if they are always used as was intended. Previous research has found some evidence for their effectiveness but highlights the need to consider key facilitating factors and challenges faced in their use. This exploratory and emancipatory research, underpinned by a constructivist epistemology identified the hopes and concerns of young people for a managed move, and their sense of autonomy in the process. Previous research has been retrospective; this research took place prior to the move. In line with the emancipatory element of this research, young people were supported to consider how to achieve their hopes and share their views.

The research used qualitative data collection methods. Semi-structured interviews including techniques from Personal Construct Psychology (PCP) and Solution-Focused Brief Therapy (SFBT) were conducted with six participants aged 13-15 years due to undergo a managed move. Interview data was analysed using thematic analysis, and a number of themes and subthemes were identified for each of the three research questions. Young people were found to feel powerless and unheard in the process. The hopes identified were reflective of basic needs from two models of motivation; Maslow's Hierarchy of Needs and Deci and Ryan's Self Determination Theory. Concerns raised reflected barriers to achieving these. The researcher proposes the use of these models as a framework for reflecting on the support for

young people during managed moves. The implications of the research findings for both national strategy and Educational Psychology practice are discussed.

Declaration

Student Declaration Form

Student Name:	Harriet Lee
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Signature of student: **Date: 23rd April 2020**

Acknowledgements

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List of Abbreviations

CASP	Critical Appraisal Skills Programme
CATE	Coalfields Alternatives to Exclusion
CSJ	Centre for Social Justice
CYP	Children and Young People
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfEE	Department for Education and Employment
EP	Educational Psychologist
GCSE	General Certificate of Secondary Education
IPA	Interpretative Phenomenological Analysis
LA	Local Authority
OCC	Office of the Children's Commissioner
PCP	Personal Construct Psychology
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SFBT	Solution Focused Brief Therapy
TEP	Trainee Educational Psychologist
UK	United Kingdom

Chapter 1. Introduction

1.1 Chapter Overview

The chapter begins with an exploration of the landscape of school exclusion practice in the United Kingdom (UK), including the trends in data over time and the impact on the young person, their family and society. The chapter then focuses on managed moves, an alternative to exclusions which forms the basis for the current research exploring the views of young people on this phenomenon. The local context of the research and the position of the researcher are identified, and the chapter ends with a consideration of the rationale and aims of the study.

1.2 National Context

Access to education is recognised as a fundamental right for all children (United Nations, 1989). In the UK's education system, good behaviour is identified as essential to allow all pupils to benefit from education (Department for Education (DfE), 2017). Schools provide training for teachers and have policies in place to both promote good behaviour and inhibit bad behaviour. These tend to be shared with pupils and families to ensure all are aware of the standards expected. In the 1986 Education Act, exclusions were first introduced as a last resort for schools to use when a pupil persistently or significantly deviated from the school's behaviour policy (DfE, 2017). Two types of exclusion were introduced; 'fixed-term' and 'permanent'. A fixed term exclusion is one which lasts between a few hours and five days (with a maximum total of 45 days in an academic year), after which the pupil returns to the setting. In contrast, a permanent exclusion involves the child or young person being removed from the setting and taken off the school's roll or transferred to an alternative provision. The phrase 'at risk of exclusion' refers to those who have not been permanently excluded

but display disruptive behaviours commonly leading to school exclusion, and those who have previously experienced one or more fixed-term exclusions (Cole, McClusky, Daniels, Thompson & Tawell, 2019).

1.2.1 Trends in the use of exclusion.

From 1995-1996, through to the change of government in 2010, there were year on year decreases in the numbers of school exclusions. During this time, exclusions were viewed as a last resort by staff in schools, with a government who supported the use of inclusive practices (Cole et al., 2019). Since the change in government, the trajectory has changed, with the numbers of exclusions rising once again. In terms of secondary school permanent exclusions, there has been an increase from 6 pupils per 10,000 in the 2012-2013 academic year, to 20 per 10,000 in 2017-2018 (DfE 2014; 2019a). This increase may in part be due to reduced funding for Local Authorities (LAs) and schools (Cole, 2015; Andrews & Lawrence, 2018), and new exclusions guidance which was introduced in 2012 (DfE, 2012, revised in 2017).

The latest figures for school exclusions (DfE, 2019a) found that in the academic year of 2017 to 2018, across all types of school in England, there were 7,900 permanent exclusions, and 410,800 fixed-term exclusions. The most common reason for both type of exclusion was 'persistent disruptive behaviour', accounting for 34% of permanent exclusions and 30% of fixed period exclusions. Other reasons for exclusions included physical assaults against pupils or adults, bullying, drug and alcohol related incidents, and verbal abuse/threatening behaviour. Children and young people (CYP) in certain groups are at a higher risk of experiencing school exclusion, including Gypsy Roma and Irish traveller heritage, those eligible for free school meals,

and pupils with Special Educational Needs and Disabilities (SEND; DfE, 2019a). The exclusion of these groups at a school level reflects those who are typically discriminated against in wider society. As argued by Graham, White, Edwards, Potter and Street (2019), schools are a microcosm of society, with the exclusion and discrimination against those of certain races, classes, gender and needs reflecting more general marginalisation in society.

With most exclusions taking place for children of secondary school age, there are concerns (e.g. Timpson, 2019) that this is linked to the current educational climate where those who have a detrimental impact on exam results are perceived as 'undesirable'. Progress 8 was introduced in 2016 as a way of measuring academic progress and attainment in GCSE exams, with Ofsted taking account of scores achieved by schools. In a study by Cole et al. (2019), staff suggested that as a result of the demands that Progress 8 can place on them, there is a tendency to focus on the pupils who will bring grades up, and to exclude those who impact negatively on grades through their behaviour. Additionally, the multiple demands being placed on teachers (such as this change of curriculum, assessments and meeting the requirements of the SEND Code of Practice; DfE, 2015) can lead to high levels of stress. Teachers have lower levels of patience to support pupils who show disruptive behaviour, and less time to ensure they receive appropriate support. Without being aware of what may be underlying behaviour, challenging behaviour can be construed as something chosen by the child and is punished rather than considering appropriate intervention.

1.2.2 Impact of exclusions.

Since their introduction, research has highlighted the potential negative consequences of exclusion on the individual (Valdebenito, Eisner, Farrington & Sutherland, 2018), family (Daniels, 2011) and to society as a whole (Parsons & Castle, 1998). For the individual, there is evidence that exclusions can result in lower academic performance, reduced access to higher education, greater unemployment as adults and an increased likelihood of entering the criminal justice system as an offender or victim (Valdebenito et al., 2018). In a longitudinal study, Tejerina-Arreal et al. (2020) also found a bidirectional association between poor mental health and school exclusion; those who have poor mental health are at a greater risk of being excluded from school, and school exclusion can be detrimental to mental health. As mentioned, statistics around exclusions suggest that they are more often applied to CYP who are already at most risk of social marginalisation, including those from ethnic minorities, lower socioeconomic groups, and those with SEND (DfE, 2019a). The use of exclusion may therefore further compound the likelihood of negative consequences on the young person's life. CYP who have difficulties with learning may be further disadvantaged through missing periods of education from exclusions. As argued by Billington (2000), the effects of a separation from school in this way can be detrimental and long-lasting. Those who are excluded from school are at greater risk of experiencing social exclusion later in life, with higher levels of unemployment, mental health problems, and increased involvement in crime. Daniels (2011) found that negative effects can extend to the family, with others in the society tending to over generalise the exclusion of the child, resulting in the family as a whole being ostracised. It is estimated that the financial cost of exclusion to society is around £370,000 per young person due to the support that is subsequently required from the criminal justice system, mental health

service and benefits payments (Gill, Quilter-Pinner & Swift, 2017). In addition to these impacts of exclusion on the individual, family and society, removing a child from education in this way can contradict with their right to education (United Nations, 1989).

Recently, concerns regarding the negative impact of exclusions have prompted a government-initiated review. Within this report by Timpson (2019), the detrimental consequences of exclusion are clearly outlined, alongside concerns regarding an imbalance in the use of exclusions across certain minority groups. As a result of this review, the government has delineated several changes they aim to make in schools, including making schools accountable for the results of pupils who they exclude, reviewing exclusions guidance, and more preventative support for those at risk of exclusion (DfE, 2019b). It may be that these changes will result in positive changes to the trends of exclusion practice, but this is currently unknown.

1.3   Managed Moves as an Alternative to Exclusion

In 1997, the Labour government put inclusion at the heart of the education agenda. The use of exclusions contradicted this rhetoric, and concerns were also emerging regarding the negative consequences associated with their use. As a result, alternatives were sought, including the use of Alternative Provisions where education is provided away from the school site. Managed moves were also introduced as one such alternative by the Department for Education and Employment (DfEE) in 1999 to enable a child or young person "to transfer to another school", "with the consent of the parties involved". In this way, unlike permanent exclusions, managed moves are designed to be a voluntary agreement between all involved, and to allow for a 'fresh

start' in a new school without any attached stigma or blame. The use of managed moves was hoped to mitigate the negative consequences which had been found to be associated with exclusions.

1.3.1 The use of managed moves.

Due to a reduction in public funding for schools, Gill et al. (2017) suggests that there has been a decline in the use of measures to prevent exclusions, such as increased in-school support for children with additional needs, or the use of external services. As a result, exclusions and their alternatives are used more readily. Managed moves are now the most commonly used alternative to exclusion in the UK (Gazeley, Marrable, Brown & Boddy, 2015). Despite being used by many local authorities in the UK, there is a lack of guidance on the process by which managed moves should occur. How they are implemented can vary significantly, for example, processes for determining placements, whether 'trial periods' are used, and whose views are taken into account. There is no requirement for LAs to record why or how often managed moves occur, resulting in difficulties ascertaining whether managed moves are being used as intended, and whether or not they are successful (The Centre for Social Justice; CSJ, 2018). Timpson's review of school exclusion practice (2019) found that there were cases of parents being pressured into agreeing to a managed move in order to avoid a permanent exclusion, despite government guidance (DfE, 2017) explicitly stating that this should not be done. If used in this way, it could be argued that there is little difference between an exclusion and a managed move; the negative impacts of exclusion are not mitigated by this alternative.

We currently live in a society where children are removed from one school and placed in another because their differences are deemed to be unacceptable (Billington, 2000). In the current educational climate where there is reduced funding and time to support children and young people in schools, and increased pressure to ensure academic performance, removing a child from the setting can seem easier than working towards inclusive practice. However, for the child, Billington (2000) argues that there is little evidence of success, and this places the government's needs at the centre. As the effects of separations on children and young people can be detrimental and long lasting, this highlights the importance of the government defining clear protocols and guidance in the use of managed moves and starting to register why and when they are used.

1.4   Local Context

The current study took place in a diverse, South-East London LA, where the researcher is on placement as a Trainee Educational Psychologist (TEP) as part of the doctoral training programme. In this LA, there is a slightly lower than average rate of both fixed-rate and permanent exclusions (DfE, 2019a). Although it should be noted that these figures do not account for managed moves, for which no data is available nationally. As there is limited guidance and a lack of policy on the use of managed moves, it is up to each individual LA to determine how they are used. In the research LA, managed moves are used as an alternative to exclusion, and their use is decided at a Fair Access Panel which takes place each week. Managed moves are primarily used for pupils who are identified to be at risk of permanent exclusion by their current school, where previous support has been tried but has not been successful. The panel is attended by a range of professionals, including Educational Psychologists (EPs),

Head Teachers, Social Workers and those from the LA Inclusion and Attendance Teams.

Within the managed move process, the CYP moves from one school to another. The researcher will refer to these two schools as the 'starter' school (the school that the CYP started the process at), and 'receiver' school (the school that then received the CYP for the managed move). When a managed move is agreed, the family and CYP are informed of the school, and a 'transition meeting' is arranged with the receiving school. This is aimed to introduce the CYP to the new school, set out expectations for their behaviour and to provide everyone with an opportunity to share their views. Once they start at the new school, they have a 12-week 'trial period'. This is a time during which they are still on roll at their starter school; if it is decided that the move has not been successful during or at the end of this time, the CYP returns to their starter school.

1.5   Position of the Researcher

The researcher's interest in managed moves started as a Psychology Assistant in a large LA near London. Here it was noticed that managed moves were often used as an alternative to exclusion, but with varying degree of success. In situations where they were used, emotions were heightened, and they often seemed to be used reactively. The researcher developed a particular interest in how these CYP were perceived and construed by those working the schools, and the sense of frustration and desperation that staff felt around them. It was not until starting work as a TEP that the researcher started to work directly with the young people at the centre of the process. Their voice seemed lost amongst the tensions and emotions of the situation

and the researcher picked up that many were behaving in a certain way as a result of this. Of particular note was a boy who had been adamant that he had wanted to remain at the starting school and felt powerless in the move. When starting at the receiving school, he threw a table at a teacher to sabotage the move, regaining some control over the situation. The researcher questioned whether this move had taken place in a way that held the young person's best interests at the centre of the process (Department for Children, Schools and Families; DCSF, 2008), or whether this had been overshadowed by the emotions involved. This situation led the researcher to consider how the voices of these young people could be effectively heard within the managed move process to ensure that they were not lost. As a TEP aware of the legal, moral and practical reasons for gaining the voice of the child, and whose role frequently involves advocating for the child, the researcher felt that this was a pertinent area to further explore.

1.6 Aims of the Research

Due to the current educational climate, there has been an increase in exclusionary practice and managed moves in England. Despite managed moves being introduced as a way of mitigating the negative costs which can be associated with exclusions, there is evidence that they are not being used as intended. If this is the case, there is little difference other than name between the two strategies. Recent reviews into exclusion practice by Timpson (2019) and the CSJ (2018) both recommended that there needs to be clear guidance around managed moves so they can be used consistently and effectively. This research hoped to provide findings which can be used to contribute to this guidance by exploring what young people hope for from the process and how this can be achieved.

The researcher has noticed from practice in Educational Psychology that the voice of the young person can become lost within the managed move process, and this can result in implications for the success of the move. An unpublished doctoral thesis by Chadwick (2013) found that a lack of platform to hear the voices of young people is not uncommon within LAs. There is however a legal basis for listening to the voices of young people in matters which affect them (United Nations, 1989), and potential practical benefits for doing so. This research therefore aimed to listen to the voice of young people within the managed move process, and also to consider tools and techniques which could help to effectively elicit these views.

1.7   Chapter Summary

This chapter has provided an overview of exclusion practice in England and how this has led to the current research study. Managed moves have been defined and considered in relation to the local context of the study. The chapter has concluded with a summary of the position of the researcher and the aims for the research.

Chapter 2. Literature Review

2.1 Chapter Overview

This chapter looks in detail at the research that has been undertaken on managed moves since their introduction in the UK in 1999. The chapter begins by outlining the search process before providing an overview and critical analysis of the reviewed literature. Gaps in the existing research base are then identified to consider the rationale and research questions for the current study.

2.2 Literature Review

An initial literature review was undertaken for the proposal for this research in November 2018. This considered the existing research at the time around managed moves and forms a basis for the current literature review. Further searches for relevant research were carried out between May 2019 and April 2020. No further research meeting the inclusion and exclusion criteria published between November 2018 and April 2020 was identified.

2.2.1 Literature search process.

In line with Booth, Sutton and Papaioannou's (2016) definition of a literature review, this review sought to explore the existing research and findings around managed moves. Gaps found within the research informed the current research study. The term "managed move" refers to a specific process within the education system of the UK. As such, only the search terms "managed move" or "managed moves" were used to find relevant peer reviewed academic journals and books. To begin the literature search, EBSCO was used to search the following online databases:

1. Academic Search Complete

2. British Education Index

3. Child Development & Adolescent Studies

4. Education Research Complete

5. ERIC

6. PsycINFO

Following this, further searches for journal articles and books were made using the same search terms on Scopus, handsearching on Google and Google Scholar, and through "snowballing" of the reference lists of relevant articles. The titles and abstracts of all books and articles returned in the searches were initially scanned to ensure that they referred to managed moves within the UK education system. As highlighted within the introduction chapter, the specific process of a 'managed move' originates from the UK government as a response to high exclusion rates. Although moving pupils between schools is not uncommon in other countries, the specific 'managed move' process is unique to the UK education system (which in itself is different to the education system of other countries). Studies which did not meet this criterion were excluded. A check was also made to ensure that the articles and books were not published prior to 1999, as this was when managed moves were initially introduced. Additional exclusion criteria is outlined in Appendix 1. Nine peer reviewed journal articles and one book were selected for the purpose of the review (see Appendix 2). Figure 1. shows a flow chart of the literature review search process.
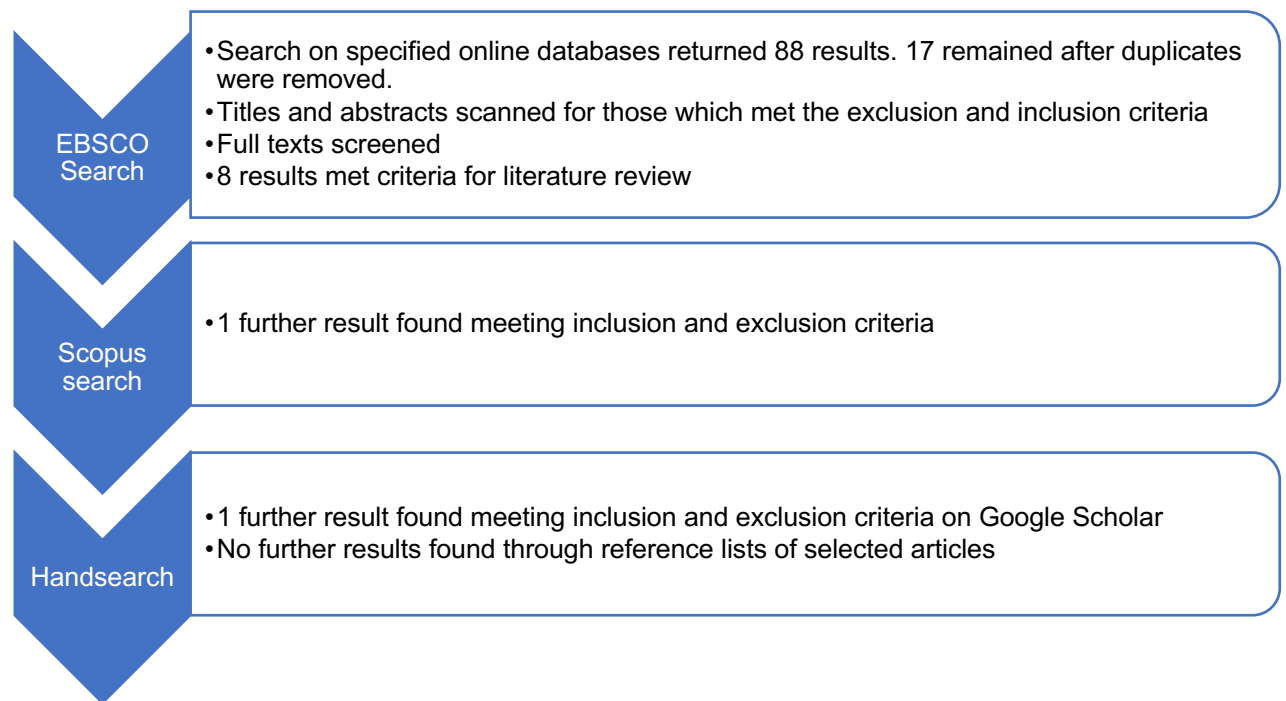
Figure 1. Literature review search process

Once the articles were found, each were read and critiqued in terms of their strengths and limitations. The 'Critical Appraisal Skills Programme' (CASP) was used as a framework to analyse the selected studies. The CASP is a checklist of significant criteria which is designed for application to qualitative research. A table outlining the aims, participants, methodology, analysis and findings of each study is provided in Appendix 3.

2.2.2 Overview of the literature.

Since the managed move concept is unique to the UK education system, all ten studies within the review are from the UK, with nine from England and one from Wales. The recency of research in this area is apparent with seven of the ten studies carried out since 2015.

Seven of the ten research studies look specifically at managed moves, whereas the remaining three look more broadly at reductions in, or how to reduce exclusions, with managed moves mentioned as a part of this (Gazeley et al., 2015; Parsons, 2011; Power & Taylor, 2018). Of the seven studies specifically looking at managed moves, two evaluate a managed move trial in a Midlands area from the perspectives of key stakeholders (Vincent, Harris, Thomson & Toalster, 2007), and the pupils involved (Harris, Vincent, Thomson & Toalster, 2006). Two consider the experience of managed moves from the perspectives of young people and their parents (Bagley & Hallam, 2016), and local authority and school staff (Bagley & Hallam, 2015). Two further studies focus specifically on the development of a 'sense of belonging' for managed move pupils, from the perspective of Deputy Headteachers (Flitcroft & Kelly, 2016), and secondary school pupils (Craggs & Kelly, 2018). The final study considers the role of the EP within the managed move process (Bagley & Hallam, 2017).

With the finding of only ten studies on managed moves, it is clear that little research has taken place in this area to date, despite high instances of managed moves nationally. The reviewed studies provide relevant and helpful implications for practice, but generalisability is limited by the small number of studies in this area, the majority of which have low participant numbers and are constrained to one LA. Further research would allow more concrete conclusions to be drawn around managed moves. As outlined in Appendix 4, although there are numerous strengths to these studies, there are also further limitations which may reduce their validity and credibility. Positions of the researchers are not always explicitly outlined in the studies, but around half seem to stem from an awareness of the challenges of the managed move process (Bagley & Hallam, 2015; 2016; 2017, Craggs & Kelly, 2018; Flitcroft & Kelly, 2016). It

is possible that this may have led to a bias in the findings, perhaps confirming preconceived ideas about the process. All acknowledge the possible strengths of the managed move process when facilitated well. In contrast, although providing an external evaluation of a managed move scheme, Vincent et al. (2007) were commissioned by the key stakeholders and focus solely on the positives and 'what works' in their evaluation, lacking objectivity. It is necessary to also read Harris et al.'s (2006) report on the same scheme to gain a more balanced view of both the strengths and limitations. Across the research there is additionally a lack of transparency noticed in different areas, such as in how participants were recruited (Bagley & Hallam, 2015; Gazeley et al., 2015), what was included in interview schedules (Harris et al., 2006), and how the data was analysed (Gazeley et al., 2015; Harris et al., 2006; Parsons, 2011; Vincent et al., 2007). This lack of transparency raises further questions around whether additional biases may be present in the literature and the findings which have emerged. Caution should therefore be taken into account when reading the following findings from the literature to account for this. Further limitations specific to each study are included throughout the review.

The findings from the literature were organised into themes by the researcher, with some studies overlapping multiple themes. Themes were identified by summarising the findings from each of the research studies (see Appendix 3) and then grouping these into broader themes. The researcher ensured that all findings were encompassed within the following broader themes:

1. Effectiveness of managed moves

2. Challenges and barriers for managed moves

3. Factors which facilitate managed moves

4. The role of the EP in managed moves

These themes will be explored further below, with each study summarised, and comparisons and critiques made where relevant.

2.2.3 Effectiveness of managed moves.

Parsons (2011) carried out a large-scale piece of research in eight different local authorities between 2006 and 2008, with the aim of identifying what works in reducing exclusions. As part of this, both national and local data was analysed, and interviews were carried out with a wide range of stakeholders including LA staff, school staff, young people and parents. From a comparison of the practice of high and low excluding boroughs, and a trial of managed moves in the high excluding boroughs, Parsons (2011) concludes that managed moves can be one of several ways of successfully reducing exclusion rates. Within this study, the 'success' of a managed move appears to be defined as a young person avoiding exclusion, and being accepted on roll at a receiver school, but arguably this may not be how a young person, parents or professionals would define it. However, this thorough, large scale study does provide some initial tentative evidence that managed moves can result in some positive change. Supporting these findings, Gazeley et al. (2015) looked more generally at the context around school exclusion rates, finding that managed moves were the most commonly used alternative to exclusions, and an increase in their use had contributed to a decrease in permanent exclusions.

Vincent et al. (2007) also evaluate a managed move scheme (Coalfields Alternatives to Exclusion (CATE)) which takes place between seven secondary schools in a Midlands Authority. From interviews with a variety of stakeholders including those on

the managed move panel, head teachers, deputy head teachers, parents and pupils, Vincent et al. (2007) support Parsons' (2011) assertion that managed moves can be an effective intervention, with a reduction in exclusions also seen. Further positive outcomes of the scheme included improved educational attainment, a decrease in problematic behaviours, and pupils having a more positive view of themselves and school. Harris et al. (2006) evaluated the same scheme, specifically from the perspectives of the young people whom it aimed to support. They similarly report a reduction in 'problematic' behaviours and a more positive attitude towards school, but additionally noticed improved attendance, the formation of friendships, better relationships at home, and increased motivation at school. The authors of these latter two studies do not report their methods of analysis, and it is therefore not clear how the authors arrived at their reported themes. Despite this, the outcomes appear positive, and provide further detail what the 'success' of a managed move may look like. Although both Vincent et al. (2007) and Harris et al. (2006) conclude that these outcomes are evidence for the effectiveness of managed moves, it should be noted that only 11 of the 14 participants experienced a managed move. The remainder received CATE funded preventative support within their schools. As the researchers do not separate the participants' data, it is not clear whether the outcomes are due solely to managed moves, or whether some of these may have been due to the preventative support put in place.

Bagley and Hallam (2016) explored young people and parent's perceptions of managed moves through interviews and the use of Personal Construct Techniques. Similarly to Vincent et al.'s (2007) findings, the young people presented with a more positive view of themselves and how they felt following the move. As the personal

construct technique (which involved asking young people how they perceived themselves in their starter and receiver schools) was carried out with young people retrospectively, after the move took place, it is difficult to ascertain the accuracy in the changes of construct. The validity of this change in construct is perhaps supported by subsequent semi-structured interviews with parents and young people, which further explore the concept of the success of the managed move. The young people talk about how their perceptions of themselves have improved, and parents describe the increase of their child's happiness. In addition, both parents and young people discuss changes in attitudes towards school, and increased confidence around learning.

Overall within the reviewed studies, there is a consensus that managed moves do have the potential to allow for a successful integration into a new school and the achievement of many positive short-term outcomes. Taken at face value, a reduction in exclusion rates could imply that managed moves are effective. However, as noted by Gazeley et al. (2015), they were not always appropriate or successful when used, and that in order for them to be so, they required a consideration of several key factors. This supports the assertion made by the Office of the Children's Commissioner (OCC; 2013), that when administered well, managed moves can be effective. It is currently difficult to draw firm conclusions around the effectiveness of managed moves, due to the apparent inconsistency in their use, and the small existing evidence base. There is currently no research which looks at the longer-term outcomes of managed moves, such as subsequent exclusion rates, changes in academic achievement, or the wellbeing of the young person over the remainder of their time in education. Conclusions that that managed moves are effective can therefore only be drawn tentatively at this stage.

2.2.4 Challenges and barriers for managed moves.

Although there is a general consensus that managed moves can be an effective intervention, eight of the ten studies raise either concerns about how they are used, or barriers which can impact on their success. These are discussed further in this section and include the lack of clear guidance, the concept of a trial period, narratives, understanding of the young person and the impact on the family.

2.2.4.1 Lack of guidance.

Without clear guidance on best practice for managed moves, the CSJ (2018) have found large inconsistencies in their use across the country as it is up to each local authority to determine how they are used. Across the reviewed studies, six mention or discuss the negative impact of a lack of clear protocols on the managed move process, highlighting the pertinence of this issue. Gazeley et al. (2015), suggest that without clear guidance, managed moves are not always used appropriately, or successfully; a concern that is also raised by Power and Taylor (2018). A lack of clear processes for some pupils can result in large delays in the managed move, and reduced access to education (Bagley & Hallam, 2016; Harris et al., 2006). This resulted in feelings of frustration, isolation, and being 'forgotten about'. Once in a new school, Harris et al. (2006) report further concerns around the amount of time pupils were in the classroom, with many on part-time timetables, or spending time in learning support units where there was limited access to the curriculum.

DCSF (2008) guidance suggests that managed moves should only take place when "it is in the best interests of the pupil concerned" (p.10). However, a lack of clear

guidance and protocols can also result in managed moves being used in school-centred rather than pupil-centred ways. In interviews with local authority and school staff, Bagley and Hallam (2015) found that decisions to use a managed move may be influenced by inter-school politics and the current educational climate. In particular, the results agenda which creates pressures for schools to achieve, and feelings of not being able to manage a child with complex needs. School staff suggested that the information provided to them about the young person when they arrive in the new school does not always seem accurate or honest. The authors suggest that this may be partly due to the lack of guidance on information sharing, which can result in the young persons' needs being side-tracked by any existing inter-school politics. It is recognised that this information was gathered from just one local authority and is not necessarily representative of the use of managed moves around the country. However, these findings clearly conflict with the DCSF suggestion that pupils' needs should remain central to managed moves. Without clear protocols, there is little to ensure managed moves are used fairly and consistently between schools (Parsons, 2011; Power and Taylor, 2018), and for appropriate reasons (Bagley & Hallam, 2015; 2016; Gazeley et al., 2015).

2.2.4.2 Concept of a trial period.

The concept of a 'trial period' is common practice within managed moves (see Chapter 1 for further information), however it was highlighted within two of the studies (Bagley & Hallam, 2016; Craggs & Kelly, 2018) as something that could have negative consequences if not appropriately managed. Craggs and Kelly (2018) identified the period as a potential source of anxiety for pupils, detrimental to the development of friendships, and subsequently impacting on their sense of belonging in the school. The

concept of a trial period was also found by Bagley and Hallam (2016) to potentially lead to reduced commitment from schools to the success of a managed move. It was also reported by the authors that there was a lack of consistency between schools in how progress was monitored and reviewed over the trial period. Craggs and Kelly (2018) found that pupils benefited from clear communication of the expectations and duration for this trial period, and positive management by the school (for example receiving a welcome card at the end). This positive management fits with the solution-focused underpinnings of managed moves discussed by Abdelnoor (2007).

2.2.4.3 Unhelpful narratives.

The narratives that exist around pupils who are experiencing a managed move were mentioned as a barrier by parents, pupils, school staff and local authority staff (Bagley & Hallam, 2015; 2016). Comments related to narratives in both the starter and receiver schools. Bagley and Hallam (2015; 2016) suggest that in the original school, pupils can become stuck in entrenched narratives, which they can feel the need to live up to. In these circumstances, participants suggested that a managed move can be helpful, allowing the pupil a 'fresh start' and a chance to reinvent themselves. Comments were also made around the narratives that can surround a pupil as they move into their new school. Here they may be viewed by staff as a 'problem' which has been 'dumped' on them. These narratives can alter how staff interact with a pupil, which in turn influences how peers perceive the pupil (Bagley & Hallam, 2016). This is then likely to impact on how the pupil perceives both themselves and their new school, subsequently affecting the success of the move.

2.2.4.4 Understanding of the young person.

Individualised support is outlined as a facilitating factor in the managed move process, but in order to provide this, an accurate assessment of the young person's needs is necessary. Bagley and Hallam (2015), found that both LA staff and school staff suggested that by identifying the young person's needs, the host school can account for these during the transition. There was also a recognition between studies that managed moves are not always 'appropriate' (Gazeley et al., 2015). Understanding a young person's needs before a managed move is initiated can ensure that it is being used because it is the most appropriate course of action. Without attempting to support the child with any unmet needs, Bagley and Hallam (2015; 2016) suggest that this can simply result in schools trying to 'move a problem' in a way that is not in the young person's best interests and is unlikely to result in positive change.

2.2.4.5 Impact on family.

Despite several of the studies including interviews with parents, only one appears to consider the impact of the managed move on the family. In this one study, Bagley and Hallam (2016) interview a small sample of five parents, and the analysis coding method makes it difficult to understand whether all parents raised this as an issue, or whether it was raised several times by two or three of the parents. Despite this, Bagley and Hallam note the stressful nature that the move process can have within a family, and this should not be ignored. This included friction between different family members (parent and child, or between parents), worry for the young person, and feelings of relief when a school is found. Young people also noted the stressful feelings, with one commenting that it made them feel "a bit hectic" (p. 221). Although it was generally felt that the positive outcome of the move was worth it, this raises questions around the

level of support that families are provided with throughout the process. As a result of his research, support for the family is something that Parsons (2011) suggests needs to improve to increase the success of managed moves.

2.2.5 Factors which facilitate a managed move.

As there is an apparent inconsistency in how and when managed moves are used (CSJ, 2018), it is perhaps particularly pertinent to identify the factors that can facilitate their success. Both Bagley & Hallam (2015; 2016) and Vincent et al. (2007) identify that it is not simply the managed move that creates positive outcomes, but several key factors which contribute to this success; "it is how the move proceeds and develops rather than the move itself that will ultimately make the difference for troubled and troublesome pupils" (Vincent et al., 2007, p.1). In this way, it is the factors and support which are put in place for the pupil that will enable the success for a managed move. Throughout the reviewed studies, alongside reference to the challenges faced, many different factors are also identified as having the potential to facilitate the process. The following subthemes were identified by the researcher when summarising the findings around facilitating factors within the research: LA factors, support, relationships, the notion of a 'fresh start', commitment and attitudes, pupil voice, and a sense of belonging.

2.2.5.1 Local Authority factors.

The reviewed studies highlight several factors which are important at an LA level in order to ensure a successful managed move. Parsons (2011), and Gazeley et al. (2015) discuss the importance of having agreed protocols and policies in place for managed moves. This mirrors the barrier that a lack of protocols can have on the

managed move, and instead ensures that they are a "secure, planned and restorative experience" (Parsons, 2011, p.120). When speaking with parents and young people, Bagley and Hallam (2016) found that when there were protocols in place, these were often not communicated to parents. For some parents, LA staff had played an important role in supporting them to understand the process.

In Gazeley et al.'s (2015) study, local networks of schools were found to allow for greater communication, transparency and accountability between schools throughout the managed move process. This helped in terms of sharing good practice, increasing the likelihood of success. Communication between a network of schools was also seen as positive in Vincent et al.'s (2007) study, as it allowed for information sharing around the pupil, and the selection of a school appropriate to the pupil. As schools were able to turn down a pupil if they did not feel they could meet their needs, Vincent et al. found that they felt an increased sense of control over the managed move process, which in turn increased their commitment to supporting pupils who they accepted. A concern is raised by Gazeley et al. (2015) however, that these networks of schools have become voluntary, and that as schools move more towards working in isolation, this can increase the likelihood of more 'unofficial' exclusions.

2.2.5.2 A 'fresh start'.

Vincent et al. (2007) identify that the opportunity given by a managed move for a 'fresh start' in itself can create a positive change, as it can allow the young person to leave behind former reputations and identities. Harris et al. (2006) report that experiencing a fresh start in a new school can result in renewed hope and motivation for the pupil. Bagley and Hallam (2015; 2016) in interviews with school and local authority staff and

pupils and parents, found that in order for the 'fresh start' to be positive, the receiving school needs to adopt a non-judgemental attitude. This allows the young person to 'reinvent' themselves without negative preconceptions, leading to a higher chance of success. Bagley and Hallam (2015) additionally highlight the importance of the timing of this 'fresh start', suggesting that it needs to take place before a crisis point is reached and the young person becomes disaffected, so they are able to reassess their behaviour ready for the new school.

2.2.5.3 *Commitment and attitudes.*

In order to ensure success, young people and their parents in Bagley and Hallam's (2016) study identified the importance of schools, parents and young people committing fully to the process and taking a positive view. Levels of commitment and attitudes were not objectively measured within the studies, but were instead based on the subjective opinion of participants. It is therefore difficult to ascertain whether these are accurate, but the points raised are worth considering as factors which could potentially impact upon the process. For example, one parent highlighted that receiver schools are not obliged to fully commit initially to working with the child due to the concept of the 'trial period'. Within the studies, it was identified that when schools did show genuine commitment to making the move work, this had a positive impact on the process (Bagley & Hallam, 2016; Gazeley et al., 2015; Vincent et al., 2007). When schools also demonstrated commitment by allowing pupils time to make changes and not giving up on them, pupils felt cared for which in turn increased their own motivation and commitment (Vincent et al., 2007). Parents in Bagley and Hallam's (2016) study also raised the importance of their own commitment and positivity towards the process, in order to influence their child's feelings around it. Young people additionally

spoke of commitment, identifying the importance of trying hard to integrate with school, and engage positively with staff and peers.

2.2.5.4 Individualised support.

Different types of support, provided by both the starter and receiver schools, were mentioned in several studies as facilitating factors to the managed move process (Bagley & Hallam, 2015; 2016, Gazeley et al., 2015; Harris et al., 2006; Vincent et al., 2007). Within the transition process, Bagley and Hallam (2015) identified these as including discussions between the two schools around appropriate support for the pupil, care taken over timetabling, and support for the pupil in navigating the new school. Vincent et al. (2007) and Bagley and Hallam (2016) also found that a gradual integration into the new school, at a pace the child could cope with, was valued by both pupils and parents.

Once the move had taken place, Harris et al. (2006), report that young people valued being given differentiated work and individualised learning programmes, alongside access to a less formal learning support unit with smaller class sizes to help them to settle in. As ten of the 14 pupils interviewed experienced "some form of learning difficulty" (p.30), it is difficult to generalise this finding to the managed move population. Those without learning needs may not find differentiated work or learning programmes as beneficial, and it is possible that this could increase already existing feelings of being different to those around them. The finding that pupils valued time in a learning support unit also conflicts with concerns raised by school staff in the same study (time in learning support units reduces access to the curriculum and ability to integrate in a

mainstream environment). This is therefore something that should be carefully considered in accordance with the pupils' individual needs.

In terms of pastoral support, a key adult who the young person could talk to if they were struggling was identified by a variety of stakeholders (pupils, parents, school staff, LA staff) as beneficial within the process. This is particularly true in terms of the young person feeling valued and cared about within the school (Bagley & Hallam, 2015; 2016).

Overall, throughout the studies it appears that the support which facilitates the move most, is that which is individualised to the pupil's needs (whether this is for a learning need, or emotional support). As highlighted by Vincent et al. (2007), this centres on how willing and able the school is to respond flexibly to the pupil's needs, but when provided, can increase the success of the move. The idea of individualised support as a facilitating factor is typically raised within the studies in terms of that which the receiver school can provide. However, it is perhaps also important to consider this in relation to the aforementioned concerns that managed moves are not always used for 'appropriate' reasons (Gazeley et al., 2015), and that identifying the child's needs *before* the move and providing support at this stage can help to ensure that it is in their best interests (Bagley & Hallam, 2015; 2016). In this way, individualised support for the child's needs is perhaps beneficial at all stages of the move; before it is initiated, during transition, and after it after it occurs.

2.2.5.5 Relationships.

Relationships were a further factor highlighted as facilitating the managed move process. These included the pupil's relationships with peers (Bagley & Hallam, 2015, 2016; Harris et al., 2006) and staff (Bagley & Hallam, 2015; 2016; Harris et al., 2006; Vincent et al., 2007), as well as between home and school (Bagley & Hallam, 2015, 2016; Parsons, 2011).

Peer relationships were identified as the most commonly emerging theme in interviews with young people by Bagley and Hallam (2016). Through developing new peer relationships, pupils reflected on increased emotional wellbeing and capacity to engage in learning. In order to develop these relationships, pupils valued being provided with support from the beginning of the move, for example through a buddy system or being introduced to peers. The idea of a 'buddy' system was also found to be supportive for peer relationships in interviews with school staff (Bagley & Hallam, 2015). The authors suggest that these positive relationships may be helping to reduce negative self-perceptions, subsequently impacting on academic motivation and progress. Harris et al. (2006) found that experiencing a fresh start in a new school helped pupils to 'escape' any established reputations they may have with peers and reinvent themselves. As the pupils seemed to want to fit in with their peers, for many this resulted in a positive change in behaviour.

Developing positive, trusting relationships with staff was also found to facilitate the move (Bagley & Hallam, 2015; 2016, Harris et al., 2006; Vincent et al., 2007). Bagley and Hallam (2016) highlight the importance of staff taking a positive view of the pupil in order to allow these relationships to develop. This echoes Vincent et al.'s (2007)

argument that young people need to feel "genuinely cared about, wanted, listened to and supported" (p.13) when starting in their new school. When pupils were treated with care and respect and felt welcomed, Harris et al. (2006), found that this resulted in a positive impact on their self-esteem and motivation to attend school, leading to a new 'positive cycle of experience'.

Home-school relationships also aided the managed move process (Bagley & Hallam, 2015; 2016; Parsons, 2011). Prior to the move this includes the school aiding parents to understand why the move may be beneficial and what support has been put in place (Parsons, 2011), and the process of the managed move (Bagley & Hallam, 2015). Bagley and Hallam (2015) highlight that it is important that parents feel that their opinion is valued in this communication, and that they are part of the decision-making process for the managed move. Following the move, Bagley and Hallam (2015; 2016) suggest an ongoing dialogue between parents, the young person, the starter school and the receiver school around how the young person is doing in order to ensure that appropriate support is put in place.

2.2.5.6 Pupil voice.

Three of the reviewed studies consider the importance of listening to the views of young people within the managed move process (Bagley & Hallam, 2015; 2016, Harris et al., 2006). Keeping the views of young people central was the second most mentioned theme by LA staff in Bagley and Hallam's (2015) study. It was felt that this resulted in a more effective move, as it gave the young people a sense security and control over the process and meant that schools were not carrying out the move in a reactive way. Young people in Harris et al.'s (2006) study spoke of the importance of

feeling listened to particularly during the transition into their new school. They noted that having their views heard by staff in the new school (for example around timetabling) resulted in increased feeling of value and a positive impact on pupil-staff relationships.

2.2.5.7 A sense of belonging.

A final key area which was found to facilitate the managed move process was the pupil developing a 'sense of belonging' in their receiver school. This is defined by Libbey (2004) as a pupil feeling part of their school, getting along with peers, and with teachers that care about them and treat them fairly. Flitcroft and Kelly (2016) and Craggs and Kelly (2018) focus on the importance of creating a 'sense of belonging' in the success of managed moves, this relates to previous literature suggesting that a sense of belonging can increase academic motivation and engagement (e.g. Freeman, Andermam & Jensen, 2007).

Craggs & Kelly's (2018) study which looks at the views of secondary school pupils in this area is very transparent; data collection and analysis processes are clearly outlined. Unlike many other studies within this review, they additionally consider their own role within the research, and the impact they may have had on the research data. Similarly to findings by Bagley and Hallam (2015; 2016) and Harris et al. (2006), Craggs and Kelly (2018) found that secondary school pupils see positive peer relationships as fundamental within the managed move process. The authors highlight that through these relationships, pupils are able to develop a sense of safety, security and comfort which helps to establish a sense of belonging in their new school. Focus groups with deputy head teachers carried out by Flitcroft and Kelly (2016) found that

this group had different perceptions on what helps to create a sense of belonging following a manged move. These participants saw generating a school identity, home-school relationships, positive language and attitudes, and activities such as extra-curricular activities key in developing a sense of belonging. Within this research around belonging and managed moves, the views of several key groups including teaching staff and parents are still missing. Despite this, it appears that many key themes which emerge in developing a sense of belonging mirror factors which facilitate success in managed moves (such as relationships with staff and teachers, home-school communication, and language and attitudes). It may therefore be that by considering these facilitating factors, the pupil ultimately feels that they belong in their new school, and it is this that results in a successful managed move.

2.2.6 Role of the Educational Psychologist

Bagley and Hallam's (2017) study considers the role of the EP within the managed move process through interviews with five local authority officers and eleven school staff. Within this study, it appears that schools do not routinely use EPs to assist with managed moves, and that staff associate the role more with learning needs than support for behavioural needs which may result in a managed move. As this study took place in one LA, it is not possible to generalise these findings to the rest of the UK. Despite EPs not currently being used within managed moves in this authority, both school and local authority staff were able to identify several areas in which they may be able to support the process. This included transition work such as supporting the young person with skills that could facilitate the move (including social skills and emotional resilience), working systemically with families and the host school, early intervention, and accurate assessments of needs. Further conclusions about possible

roles for the EP are drawn by the authors such as supporting with the changing of narratives, but it is unclear how these are derived from the data. Overall, from this study it seems that schools may initially be unaware of the breadth of the EP role and how they could support with managed moves. Due to the skills of the profession in areas such as assessment, training, consultation, intervention and working systemically (Farrell et al., 2006), providing staff with the space to consider and discuss how an EP could contribute to the process appears beneficial.

2.3   Summary of the Literature

The current literature around managed moves has provided some evidence for their effectiveness for pupils at risk of exclusion but highlights the need for a consideration of key facilitating factors and challenges that can be faced. Government guidance on managed moves (DfE, 2017) suggests that schools have a protocol and support package in place for managed moves but provides no further details on what this might look like. The findings from these studies provides valuable information that can be used as a starting point for those involved in managed moves. The current literature around managed moves still appears to be growing, and there are certainly gaps within the existing research base which require filling. Two key areas identified by the researcher are pupil voice, and research which is not retrospective. The first of these was selected due to the moral, practical and legal obligations to gain the voice of young people in processes and decisions which affect them. The latter due to the potential to evoke change when working with young people within the process rather than after it has happened. These formed the rationale for the current research study, as discussed in the following section.

2.4   Rationale for the Research

Article 12 of the United Nations Convention on the Rights of the Child (United Nations, 1989) states that children have the right to express their views, feelings and wishes in all matters affecting them. The SEND Code of Practice (DfE, 2015) also highlights the need to listen to the voice of the child. This latter guidance is particularly relevant to the managed move population, due to the higher proportion of children with SEND facing exclusions (DfE, 2019a). In addition to legal obligations, LA staff in Bagley and Hallam's (2015) study identify the practical reasons of listening to the views of the young person. If the young person feels that their views are central to the managed move process, their perception of control will be increased, which in turn enhances the chances of success. As summarised by Gersch and Nolan (1994) in their research with pupils around exclusions, "there are good moral, pragmatic and legally supported reasons for listening to pupils" (p.37) in matters that concern them.

Despite these clear reasons for listening to young people within the managed move process, within the reviewed research, it was identified by both young people and their parents (Bagley & Hallam, 2016) and deputy head teachers (Flitcroft & Kelly, 2016), that children and young people's voices are often missed within the process. As guidance from the DfE (2017) only outlines that 'consent' should be gained from the young person rather than additional views, this is perhaps not entirely surprising.

Mirroring findings around the managed move process, pupil voice also seems lost within the research base. The views of children and young people were only gained for five of the ten pieces of research, and within these, they are typically triangulated by the views of other stakeholders such as parents or school staff. Despite one piece

of research claiming to focus on the views of young people (Harris et al., 2006) the majority of quotes come from adults around the young people. There is only one study (Craggs & Kelly, 2018) which places the views of young people as central to the research. Throughout the literature, the voices of adults are prioritised, and the views of the young people become lost. This current research study therefore focused solely on the views of children and young people, in line with the moral, practical and legal reasons for doing so (Gersch & Nolan, 1994).

A second key gap within the research stems from when in the managed move process the research takes place. The views of participants are all gathered *after* a managed move has taken place, in the form of retrospective accounts. This research therefore considered the views of participants during the move, providing a platform for young people's voices to be heard *within* the managed move process. This in line with Bagley and Hallam's (2015) suggestion that listening to the voices of young people within the managed move process can increase perceptions of control, and ultimately the success of the move. This research therefore has an emancipatory element, supporting the possibility of making positive changes to the process for the child before it occurs.

Bagley and Hallam's (2017) study looks at school and local authority staff's perceptions of the role of the EP within managed moves. The authors suggest that EPs are well placed to "ensure that the process takes place in a way that genuinely meets a young person's needs" (p.331). Although not demonstrated within the study, one way that they suggest EPs can do this is through eliciting the young person's views using Personal Construct Psychology (PCP) and Solution-focused techniques.

The authors suggest that this would allow young people to consider what works for them; crucial in facilitating success. This research put this suggestion into practice, using PCP and Solution-focused techniques to gain the views of young people. The methods involved are explored in further detail in the following methodology chapter.

2.5   Research Questions

Current research around managed moves has found that children and young people's voices are often missed within the process, despite legal and practical reasons for ensuring that these are heard. This research therefore used a Solution Focused and Positive Psychology approach to hear these voices, filling a significant gap within the research base. This research explored what the young person would like from the move before it occurs, any concerns they may have around the move, and their sense of autonomy within the process. In line with the emancipatory element of this research, this allowed for the potential to evoke change for the individual participants, but at a wider level, to inform future managed move practice. The questions for this research were therefore as follows:

1. What are children and young people's hopes for a managed move?
2. What are children and young people's concerns for a managed move?
3. How much autonomy do children and young people feel they have in the managed move process?

As discussed in the Chapter 3, all of the recruited participants were between the ages of 13 and 15 years old. As a result, the research questions were adapted following recruitment and changed to:

1. What are young people's hopes for a managed move?

2. What are young peoples' concerns for a managed move?

3. How much autonomy do young people feel they have in the managed move process?

The title of the research was also changed at this point to account for the participant group.

2.6   Chapter Summary

This chapter has provided an overview of the current literature around managed moves. The techniques and criteria used within this search were outlined, and the research was considered in four key themes: the outcomes of managed moves, the facilitating factors, the challenges and barriers faced in their use, and the role of the EP. The gaps in the research were considered, forming the basis for the rationale of the current research and research questions which concluded the chapter.

Chapter 3. Methodology and Data Collection

3.1 Chapter Overview

This chapter outlines the ontological and epistemological position taken by the researcher, alongside the theoretical underpinnings. These inform the aims of the research and the methods used which are subsequently explored. Information is provided around recruitment of participants, data collection and analysis. The chapter ends with an outline of the ethical considerations taken, and how trustworthiness of the research was established.

3.2 Ontology and Epistemology

All stages and aspects of the research process are guided by the researcher's philosophical paradigm. It is therefore important to identify and acknowledge this at the initial stages of the research. A research paradigm encompasses the researcher's ontological and epistemological assumptions (Scotland, 2012).

Ontology relates to how a person views reality; that is their beliefs about what exists and can be known (Moore, 2005). An individual's ontological stance could be seen as positioned on a continuum, with realist and relativist at polar ends. A realist ontology proposes that there is one, objective reality which can be uncovered by a researcher (Willig, 2008). A relativist ontology instead assumes that there are multiple truths, with each individual having their own valid ideas and meanings attached to an event (Robson & McCartan, 2016). This researcher takes a relativist ontology, with constructions about a managed move seen as unique and equally valid.

Epistemology refers to how that knowledge is created or acquired (Scotland, 2012). A positivist epistemological stance could be seen at one end of the scale, and social constructionist and constructivist at the other. In contrast to a positivist approach which posits that truth can be discovered through measurement and testing (Andrews, 2017), constructionist and constructivist approaches suggest that there is no one 'truth' which can be found. Instead, individuals all create and hold their own meaning. Each individual's reality is influenced by cultural, historical and social variations (Miller, 2016), and their own unique experiences. As a result, one situation can be interpreted in multiple different ways by different individuals. This researcher adopted a stance of constructivism. This differs from constructionism due to the focus on the individual and how they make sense of their world, rather than a group and the meaning that is created between them (Robson & McCartan, 2016). The researcher believes that taking a relativist ontology and a constructivist epistemological stance allowed participants to fully express their individual views and constructions. Quite a pure stance to constructivism was taken, placing as much focus as possible on the constructions of the participants. The researcher was faithful to these constructions throughout the research, remaining as objective as possible in the process to allow them to be elicited. Their views were not subsequently interpreted by the researcher in terms of where they fit with a particular truth; there is not seen to be a 'true' way of viewing a situation. To fully stay true to the participants' views throughout the research, quotations from the participants are extracted and presented in the findings chapter. Including extracts in this way allowed the researcher to stay as true as possible to the views of the participants, reducing the influence of their own interpretations (Mertens, 2010).

The constructivist approach underpinning this research is complementary to the qualitative methodology used; the use of semi-structured interviews allowed the participant to fully portray their constructions and views, which could then be analysed by the researcher. The constructivist paradigm allowed the researcher to consider the impact that they had on the research, and to note this when interpreting it. The researcher acknowledges that each view given is of an individual, at a particular moment in time, and that this view may subsequently change. The aim of the research was therefore not to create generalisable findings, but instead to explore and illuminate how a group of individuals may experience and construct a phenomenon. The findings of this can then be considered in relation to a wider population.

3.3   Research Purpose

The purpose of this research was to explore the views of CYP in relation to an upcoming managed move, including their sense of autonomy within the process. In order to address the research questions, the research was exploratory. The researcher sought to gain an understanding of participants' views rather than look for causation. The research was also emancipatory, with the aim to empower young people experiencing managed moves, by ensuring that their voice was heard and seen as important within the process. As found in the literature review, this is something which is usually lost within the process of managed moves. Additionally, Robson and McCartan (2016) highlight that emancipatory research can "extend the abilities, confidence or self-valuing" (p.61) of children and young people. Within this research, it was hoped that these may be some of the outcomes experienced by participants due to the positive psychology and solution-focused methods employed.

3.4 Theoretical Orientation

This research is underpinned by Positive Psychology (Seligman & Csikszentmihalyi, 2000) and Solution Focused approaches (de Shazer, 1985). These approaches are in line with the emancipatory nature of the research, aiming to encourage positive change and increase autonomy for both the individual participants and the managed move population as a whole.

Applied psychology has gradually shifted from a more traditional deficit model focusing on individual's weaknesses and difficulties, to a focus on an individual's strengths and what they can do (Hull, 2010). Positive Psychology (Seligman & Csikszentmihalyi, 2000) and Solution Focused approaches (de Shazer, 1985) are regularly used within Educational Psychology practice, moving away from the traditional model of the EP as an 'expert' who diagnoses and solves a problem, to a focus on the individual taking an increased responsibility for change.

Positive Psychology (Seligman & Csikszentmihalyi, 2000) refers to a way of thinking which shifts from a focus on difficulties and challenges, to a consideration of the strengths and enabling factors which allow an individual to achieve their potential or aspirations. Positive Psychology has been found to result in many positive outcomes, including a higher probability of attaining goals and increased confidence (Peterson & Seligman, 2004). As highlighted by Seligman, Steen, Park and Peterson (2005), Positive Psychology does not intend to ignore areas of difficulty, but instead suggests that these should not be the sole or primary focus. Within this research, both the concerns and hopes of young people for a managed move were considered within

interviews, but it is the hopes which were subsequently focused on with an exploration of how these could be achieved.

Solution focused approaches similarly reflect the move away from more deficit-based models of thinking. Solution Focused Brief Therapy (SFBT) emerged from the work of de Shazer and Berg in the early 1980s.   Elements of solution focused approaches overlap with tenants of Positive Psychology. Central to SFBT is the consideration of how the individual would like things to be different and the solutions to this, rather than a focus on the problem (de Shazer, 1985). This resonates with the constructivist stance of the research, focusing on how the individual makes sense of their world to create change, rather than on an objective 'reality' or problem. A focus on the objective problem within conversation is thought to increase feelings of helplessness and the belief that change is not possible. In contrast, focusing on the solutions is thought to enhance beliefs that change *is* possible, increase feelings of self-efficacy, and help the client to focus on what is needed to achieve change (Gingerich & Wabeke, 2001). Within SFBT, a number of specific techniques are used. The current research uses a solution focused approach, adopting several of these techniques such as scaling questions, resource activation, and a recognition of the individual's strengths. Participants were encouraged to consider their preferred future for their managed move and the resources that they have to achieve this, supported by the use of scaling questions. The interviews ended with a recognition of the strengths the participant demonstrated within the interview.

3.5 Research Design

This research used qualitative approaches to gain the views of children and young people. Qualitative research typically seeks to understand the views and experiences of participants, and the meanings that they place upon these (Willig, 2008). This is in contrast to a quantitative approach, where the focus is usually on establishing knowledge of 'causation', often associated with a positivist epistemology (Robson & McCartan, 2016). As the focus of this research was on gaining an understanding of how CYP viewed the managed move process (rather than establishing causation), a qualitative design was chosen. A qualitative approach also facilitated the emancipatory and constructivist underpinnings of this research; enabling the voice of each participant to be heard (Greig, Taylor & MacKay, 2013), and eliciting a rich understanding of each individual's constructs.

3.5.1 Research techniques.

In order to obtain the views of the participants involved, the researcher chose to use semi-structured interviews. This approach suited the epistemological position of the researcher, as it allowed for further exploration of answers to gain rich information about an individual's constructs. The flexibility offered by semi-structured interviews is recognised as allowing for richer data to be obtained than through questionnaires or structured interviews (Smith, Harré & Langenhove, 1995), and to promote active participation from a CYP (Gersch, 1992). This latter point fits with the emancipatory nature of this research, facilitating and empowering the young person at a pivotal point within the managed move process. Individual interviews were chosen rather than focus groups. The researcher was aware that although similarities between participants may arise within the data, each would have their own varying constructs around the move, based on their unique experiences, context and values. Within focus

groups, an "interaction effect" often occurs (Coombes, Appleton, Allen & Yerrell, 2013), with the group context causing participants to shift their views towards, or away from more dominant views. Individual interviews instead allowed the researcher to gain detailed information about each individual's constructs, reflecting the epistemological underpinnings of the research. Each participant took part in one interview, varying in length between 41 and 64 minutes. The length of the interview varied depending on how long it took the participants to build or draw their models, and the amount of verbal information they shared.

3.5.1.1 Interview schedule.

Within the semi-structured interviews, the researcher used an interview schedule as a guide (see Appendix 5). It is argued by Smith and Osborn (2008), that a researcher should be guided rather than dictated by their interview schedule. The researcher did not stick rigidly to the prepared questions, but instead used a more natural flow of conversation, further exploring areas which were of interest either to the participant or to the research questions as necessary. Within the semi-structured interviews, it was felt that following a more natural flow of conversation in this way helped to establish rapport and relax the participants. This latter point was particularly pertinent as the researcher was aware that for some participants, discussing the managed move may have evoked difficult feelings. The interview experience was also supported by the researcher's training in techniques such as empathic listening and responding (Egan, 2013) and principles for attuned interaction (Kennedy & Landor, 2015).

The interview schedule was created based upon the research questions, exploring the CYP's hopes and concerns for their new school, their confidence in their ability to

achieve their hopes, and whether they felt that their voice was heard within the process. The interview schedule was guided by the Positive Psychology and Solution-focused underpinnings of the research, with questions reflecting elements of both incorporated into the interviews. Techniques from Personal Construct Psychology (PCP; Kelly, 1955) were also used. A central premise of PCP is that each individual makes sense of their experiences based upon their interpretation of the world, stemming from previous life experiences. Methods used within PCP can help to illuminate how an individual interprets and construes the world (Burr, King, & Butt, 2012), in line with the constructivist epistemology of the research.

The PCP tool, '*Drawing the Ideal School*' (Williams & Hanke, 2007) was used to explore the participant's hopes and concerns for their new school. This tool is an adaptation of Moran's (2001) '*Drawing the Ideal self*' technique. The Ideal School stems from Kelly's (1955) assumption that constructs are based upon dichotomous thinking (one concept contrasted with its opposite). Exploring constructs in this way allows for an understanding of how an individual interprets a situation. When completing the Ideal School, the 'Ideal' and 'Non-Ideal' schools are contrasted. In this study, creating the school that the CYP would like to go to (the 'Ideal' school) and the school that they would not (the 'Non-ideal' school), helped to illuminate the CYP's constructs around their hopes and concerns around their managed move. Within the Ideal School technique, set questions are presented, such as about the pupils and staff within the school. As this had the potential to direct the participants in quite a rigid, pre-determined manner, a flexible approach was used, allowing participants to present their own thoughts and ideas with the questions simply acting as prompts. Participants were additionally asked if there was anything that they wanted to add

about the schools which had not been covered by the questions. This ensured that the different views and constructs of the participants were acknowledged and represented within the research.

When completing the Ideal School, the researcher let each participant choose whether they would like to either draw or make (from Lego®) the school that they would not like to go to, followed by the school that they would like to go to. The participant was provided with either blank paper and drawing materials, or a box of Lego® depending on their choice. The box of Lego® contained a base plate to build on, various building bricks (including doors and windows), parts to create people, and a range of items and props which could be added to the school. Figure 2 shows a sample of the items within the box.

Figure 2. Sample of items from Lego® box used within interviews

Visual or non-verbal PCP approaches such the Ideal School have been found to help facilitate an accompanying dialogue and can be less threatening when exploring core and peripheral constructs (Stein, 2007). It was felt that taking the focus away from purely verbal modalities could help the participant to feel at ease within the session, particularly as the focus was on an area that could potentially be difficult for them.

Lego® was chosen as an alternative option to drawing in this study, firstly because it offers a medium where mistakes can quickly be rectified by modifying and separating bricks, and secondly because it something which is familiar to many children, and seen as a toy within the UK (LeGoff, Gomez de la Cuesta, Krauss & Baron-Cohen, 2014). These factors were felt to be beneficial in reducing any anxiety which may occur whilst creating the 'Ideal' and 'Non-Ideal' schools. This is particularly pertinent for the population within this study (those at risk of exclusion), where social, emotional and mental health difficulties are more prevalent (Ford et al., 2018). A study by Pimlott-Wilson (2012) additionally found that combining Lego Duplo® (a slightly larger version of Lego® bricks aimed at younger children) and narration helped to elicit deeper insights into an individual's views than using just one of these methods alone.

The data collected for all participants was the discussion around the 'Ideal' and 'Non-Ideal' schools, allowing for the same data to be collected regardless of what tools were used. Scaling was carried out in all interviews, with the child choosing whether this was drawn and completed by themselves or the researcher. Stein (2007) suggests that PCP techniques such as the Ideal School have the potential to evoke change through the introduction of an alternative reality and new possibilities. Using this technique therefore additionally suited the emancipatory nature of the research.

Following the Ideal School technique, the young person's hopes for their managed move were explored in more detail. This combined solution focused techniques such as resource activation and scaling (de Shazer, 1988) with open-ended questions to allow for responses that were meaningful to the individual, and rich in information. The solution-focused techniques were used at this stage to promote thinking about the preferred future and a belief that this could be achieved. Using resource activating questions allowed the individual to identify what could facilitate the achievement of this preferred future (such as who could help them, or individual strengths that they could use). In line with the aim of solution-focused techniques, this had the potential to increase the individual's feelings of autonomy and their belief that they could create positive change throughout the managed move process. This again reflects the emancipatory underpinnings of the research.

In the final part of the interview, the researcher explored whether the young person's hopes had been shared so far (and if so, how and when). The researcher discussed options for sharing the information from the interview session as a further way of sharing these hopes. For example, the researcher creating a summary for the new school, or the young person taking this summary letter to an upcoming transition meeting. The researcher ended the interviews by highlighting the strengths that the young person demonstrated within the session, in line with solution-focused principles.

3.6   Pilot Interview

Once the researcher had created the semi-structured interview schedule, a pilot interview was carried out with a participant fitting the inclusion criteria. To gain the participant for this pilot, the researcher trialled a recruitment method where parents of

young people that a manged move had been requested for were sent letters by the Inclusions Team within the LA prior to the Fair Access Panel. This is the panel in which the managed move was then discussed and agreed. This letter briefly outlined the research and provided an opportunity for the parent to give consent to be contacted with further information by the researcher if a managed move was agreed (see Appendix 6). The researcher then contacted the parent and provided them with information about the study and consent forms for their child to take part. The pilot participant was recruited in this way, but the recruitment method was subsequently changed due to two difficulties which emerged. Firstly, due to tight timescales between the move being agreed and the child moving to their new school, there was little time for this two-step process. When there were delays to communication and the arrangement of interviews (such as parents not answering a phone, or consent forms not being passed on immediately), the process took too long and the young person could no longer take part as they had started at their new school. Secondly, due to the capacity of the Inclusion team, the letter seeking consent to be contacted was not consistently sent out. As a result of these two unforeseeable difficulties, it was felt that the selection of participants in this way was not equitable. The researcher therefore changed the recruitment procedure to that which is outlined in the following section.

Following the pilot interview, a change was also made to the interview schedule based on the researcher's reflections. As the interview did not take as long as initially anticipated, the set break part way through was removed. Instead participants were offered a break if the interview took over an hour, or if the interviewer picked up on signs that a break might be helpful (such as restlessness or yawning). The researcher reflected on how problem free talk and playing a game had helped to establish rapport

and put the participant at ease. This seemed to facilitate the sharing of information and was therefore something that the researcher ensured remained in the subsequent interviews.

3.7   Participants

The research took place in a large, South-East London Borough, with participants gained through purposive sampling. The United Nations Convention on the Rights of the Child (1989) highlights the right of children to participate in discussions on matters which impact their lives. As identified within the literature review, the voice of these young people is often missed or undermined within the current research base. The young people who would be experiencing the managed move were therefore the sole participants within this study, providing them with a platform to have their voice heard.

Following the pilot study, the recruitment process took place between October 22nd 2019, and December 5th 2019. After each weekly Fair Access Panel meeting, the researcher viewed the notes from the panel to identify the children and young people for whom a managed move had been agreed. The researcher then contacted the parents and carers of these young people about the research within three working days of the panel occurring. Within this phone call, the researcher provided information about the research and checked that their child met the following criteria (where this was not clear from panel notes):

- Able to verbally communicate

- Aged between seven to 18 years old.

- The managed move was due to take place between two schools within the LA

- A managed move was agreed at the Fair Access Panel as an alternative to exclusion (as specified in panel papers)

- The managed move was due to take place within one month of it being agreed

Verbal communication was necessary for the chosen data collection method of a spoken semi-structured interview. A lower age limit of seven years old was chosen to increase the chances that the child would be able to talk about more abstract concepts such as a preferred future. An upper age limit of 18 was used, as above this it is unusual for young people to still be attending a mainstream secondary school. The researcher specified that the managed move needed to take place within one month, as this increased the relevancy for the young person. It was felt that if the delay between the interview and the move was too long, the discussion may hold less meaning for the young person, subsequently impacting on the nature of the data. Any positive impacts gained from the interview process (such as increased sense of autonomy and responsibility) could also have been lost or reduced by the time the move took place. It was specified that pupils must be moving between schools within the LA due to the recognised inconsistencies in managed move practices between LAs (see Chapters 1 and 2). This ensured a greater consistency between participants with regards to the managed move process, creating a more homogenous group.

Once the inclusion criteria were met and the parent or carer verbally agreed for their child to take part, information sheets and consent forms were posted and emailed (Appendix 7). This also included information and consent forms for the young person (Appendix 8), with the parent or carer asked to support them in reading these if necessary. Within the information sheet, young people were provided with the option

of carrying out the interview in their current school, their home, or the LA building, depending on where they felt most comfortable. If they wished the interview to take place within school, the head teacher of their current school was also sent an information sheet and consent form (Appendix 9). Parents and head teachers were asked to return signed consent forms by post in a prepaid envelope. Due to the short time window for data collection, parents and headteachers were also asked to provide initial consent by email or telephone if possible, in order for the researcher to book in a time to meet with the young person before they moved schools. Interviews did not take place until written consent was received.

In order to determine the number of participants for the research study, the data analysis method was taken into account. The researcher used Thematic Analysis to analyse the data, for which Braun and Clarke recommend six to ten interviews for small scale studies (Braun & Clarke, 2013). Sandelowski (1995, cited in Fugard & Potts, 2015), argues that this number is small enough for the data to be manageable, but large enough to provide a rich understanding of experience. The researcher recruited six participants for this study. This was due to the small number of young people in the target population during the recruitment period (on average, one per week). After these six interviews, it was felt that enough useful information had been obtained to answer the research questions (Morse, 2000), and a saturation point within the data had been reached.

3.7.1 Participant characteristics.

Six participants took part in the research. Demographic information about the participants is provided in Table 1, obtained from the Fair Access Panel referral forms.

Table 1.

Participant characteristics

Participant Pseudonym	Age	Year Group	Sex	SEN	Cultural Heritage	First Language
Lola	13	9	Female	None identified	Other Black African	English
Poppy	13	8	Female	None identified	Other Black African	English
Ruby	15	10	Female	None Identified	Caribbean	English
Antonio	14	10	Male	None Identified	Other Mixed Background	English and Spanish
Daniella	13	9	Female	SEN Support	White/Black Caribbean	English
Cora	13	9	Female	None Identified	Nigerian	English

Participants aged between seven to 18 years old were eligible for inclusion in the study, but the recruited participants were between 13 and 15 years old. This was due to the ages of the participants for whom a managed move was agreed during the recruitment period.

Interviews for each participant were carried out within one week of recruitment to ensure that the interview took place before they moved into their new school. All interviews were completed by 11th December 2019. During data collection, the researcher audio-recorded the interview and made notes on any non-verbal gestures

which helped to understand the verbal responses. The recordings were transcribed by the researcher prior to analysis. Names were changed to pseudonyms when transcribing to preserve anonymity, and recordings were deleted once the transcriptions were complete.

3.8 Data Analysis

In order to transcribe the data, the researcher first listened to each recording to familiarize themselves with the data. A full verbatim transcription of each interview was then completed. This included a word for word transcription of what was said, alongside notes on how it was said (tone) where relevant, and environmental factors (such as noises). If a participant said a word deliberately in a particular way (rather than this being due to accent), then this was transcribed. For example, extensions of sounds within the word ("eeeeeverything") or specific pronunciations ("stoopid"). An extract from a transcript is provided in Appendix 10, alongside a key for the transcription.

A number of data analysis methods were considered. The first of these was Interpretative Phenomenological Analysis (IPA), which focuses on the interpretation of a lived experience of a phenomenon. As the current study explored the views and beliefs about a future event rather than reflecting on one which had already been experienced, it was decided that IPA was not suitable for the current research study. Narrative analysis was also considered, but similarly, as the focus with this method is on interpreting a narrative about an event which has already occurred, this was also discounted. A third analysis method, Grounded Theory was also considered. The aim of Grounded theory methodology is to create theory from data. This was not felt to fit

with the exploratory aims of the current research, which instead looks to explore views and constructs.

3.8.1 Thematic analysis.

The researcher was interested in the patterns and themes in children's constructs around upcoming managed moves. Thematic analysis was considered to be a method of analysis which would allow the identification of these themes and patterns across the data. Specifically, Braun and Clarke's (2006) six-phase thematic analysis guidelines were used. The data analysed was the verbal content of the interviews, rather than what was drawn or made. This reduced the potential for bias, as interpretation was not made solely on an inanimate object, but could instead begin within the interview where the researcher was able to check their interpretation with the participant.

Within the reviewed literature from Chapter 2, several studies lacked transparency in how their data was analysed, for example the method used, or how themes were identified. Without this transparency, the quality of the research is reduced, as it is not clear whether decisions were made for logical, objective reasons, or whether they instead stemmed from a bias on the part of the researcher. As such, this research offers transparency around what was done within the analysis, how it was done, and why it was done (Tuval-Mashiach, 2017). Braun and Clarke (2006) outline three decisions in particular for which transparency is essential; the approach to the analysis, what specifically is analysed, and the epistemology for the analysis.

3.8.2 Approach to analysis.

A hybrid approach of inductive and deductive data-analysis was adopted by the researcher. The first step of data analysis was deductive (researcher-driven), with the researcher sorting the initial codes into the three research questions; hopes for the managed move process, concerns for the managed move process, and the individual's sense of autonomy within the process. Data was separated in this way as the researcher felt it was important to highlight the findings for each of the distinct research questions.

The remainder of the analysis process of inductive. Once the data was sorted into the three areas, the researcher generated themes from the interview data rather than based upon pre-existing coding frames or theories. This suited the exploratory nature of the research. It also allowed for the voices of participants to be fully heard, with the themes arising being those that were pertinent to the participants rather than the researcher. The active role the researcher played within the analysis is acknowledged; the researcher identified how decisions were made (including the influence of any pre-existing assumptions or values), and the potential impact of these within analysis.

3.8.3 Content of analysis.

Themes and patterns were identified across the content of the entire data set. Both the semantic themes (what was explicitly said during the interview) and latent themes (the underlying ideas and assumptions that may have influenced the semantic content) were considered in interpretation. Due to the researcher's constructivist stance and aim to remain true to the constructions of the young people, the main focus was placed on identifying semantic themes. Latent interpretations were made cautiously during analysis and tended not to be too far removed from what was said

explicitly. Further interpretations of the data in relation to previous literature and theory were then considered following analysis. As argued by Braun and Clarke (2006), identifying the latent themes allows for a focus on "the socio-cultural contexts, and the structural conditions that enable the individual accounts that are provided". Acknowledging these where appropriate therefore opened up the analysis to a wider level, resulting in a consideration of not just what was said, but why it may have been said. Searching for themes in this way allowed the researcher to gain a deeper understanding of children's views and constructs.

3.8.4 Epistemological nature of the analysis.

Braun and Clarke (2006) argue that thematic analysis does not stem from or ascribe a particular theoretical or epistemological position, enabling it to be used within a range of different research paradigms. However, they also acknowledge that "researchers cannot free themselves of their theoretical and epistemological commitments, and data are not coded in an epistemological vacuum" (p. 12). It is therefore important that the researcher acknowledges the impact of their epistemology on the analysis process. As thematic analysis allows for a "rich and detailed, yet complex, account of data" (Braun & Clarke, 2006, p. 78), this suited the constructivist stance, allowing for participants' views and constructs to be heard and represented as accurately as possible. In line with the constructivist stance of the research, it was the views and constructs of the participants that were analysed, rather than the reality of the experience.

The researcher followed a staged process when conducting the thematic analysis, guided by Braun and Clarke's (2006) suggested six phases. These phases are not

designed to be linear, but instead to constitute a more recursive process where the researcher revisits earlier stages as needed. The stages followed by the researcher were as follows:

3.8.4.1 Familiarising yourself with the data.

The researcher became familiar with the data firstly through the experience of the interview. The audio-recordings of each interview were then listened to in full, before they were re-listened to whilst completing a full verbatim transcript. Any initial ideas for the analysis were noted alongside the transcript. Once complete, the researcher checked each transcription whilst listening to the recording. This three-stage process allowed the researcher to fully familiarize themselves with the data prior to analysis.

3.8.4.2 Generating initial codes.

The researcher systematically went through each transcript and noted items of data which were of interest or relevance to the research questions (Braun & Clarke, 2013). These data items were given an initial code which was a word or brief code capturing its essence. In line with Braun and Clarke's guidelines, chunks of data which were not relevant to the research questions (e.g. providing instructions or problem-free talk) were not coded. The computer software NVivo was used to code the data. An example of the initial coding of a transcript is provided in Appendix 11. The codes were colour coded in terms of the three research questions. Another member of the doctorate cohort completed coding of part of a transcript to ensure the validity of the codes (see Appendix 12).

3.8.4.3 Searching for themes.

The researcher created a codebook of all the identified themes on NVivo. This was printed for ease of sorting the codes. Initial codes were refined (for example if two codes reflected the concept, these were accumulated into one) and sorted into their corresponding research questions (colour coded). Within the data for each research question, key concepts were identified (see Appendix 13). These were then grouped together with similar concepts from the other two research questions. The concepts within each research question then became subthemes, with the link between the subthemes becoming the overall 'theme'. An example of the codes sorted into themes and subthemes is shown in Figure 3; the codes for the upper two subthemes are on green paper, representing Research Question 2 (concerns for the managed move), and the lower subtheme on pink paper, representing Research Question 1 (hopes for the managed move).
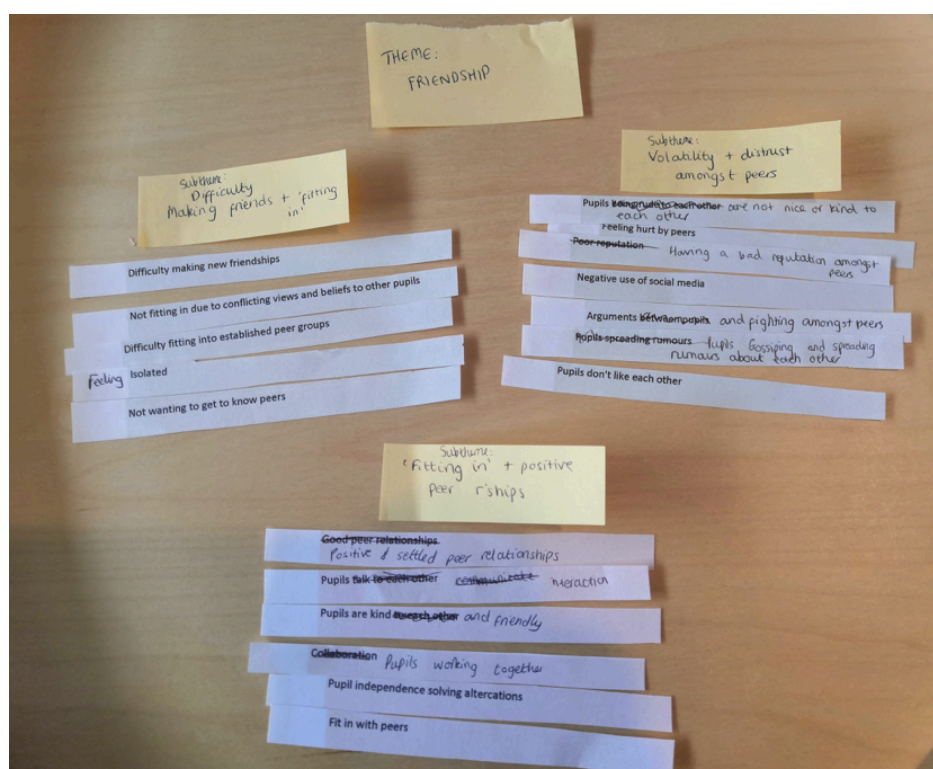
Figure 3. Example of process of organising codes into themes and subthemes

3.8.4.4 *Reviewing, defining and naming themes.*

The themes and subthemes were then refined and reviewed with the researcher's academic supervisor. The researcher referred back to the original data to ensure that the names of the themes and subthemes encapsulated the contents. A thematic map was created which illustrates the identified themes and subthemes (see Chapter 4).

3.8.4.5 *Producing the report.*

The thematic map and a description of each theme and subtheme was then reported in Chapter 4 of this thesis. This includes relevant extracts from the transcripts to further illustrate the content of the themes and subthemes.

3.9 Ethical Considerations

Permission to undertake this research was agreed by the Head of Children's Services in the researcher's LA. Ethical approval was obtained from both the researcher's university (Appendix 14), and LA Ethics Committee (Appendix 15). The researcher carried out the research in compliance with ethical guidelines from the Health and Care Professions Council (2016) and the British Psychological Society (2018). The potential for any harm caused to the participants or researcher was identified and mitigated through a risk assessment prior to the study occurring.

Before data was collected, information sheets (Appendix 7 and 8) were sent to participants, their parents and carers, and head teachers when the research took place in a school (Appendix 9). This outlined the research purpose and process, alongside key issues such as data storage, anonymity, confidentiality and withdrawal. Individuals receiving the information sheets were given the opportunity to ask questions before

signing and returning a consent form by post or email. The researcher recognised consent as an ongoing process, as opposed to something that is simply achieved at the beginning of the research (Mukherji & Albon, 2018). As such, further verbal consent was gained from participants at the start of interviews, after the research was briefly outlined again. The researcher used a deception-free approach, outlining the aims and processes of the research to participants within both information letters and interviews, and checking their understanding. This helped to ensure that the consent gained was fully informed.

During data collection, the researcher ensured that participants were aware of their rights within the research (Bell, 2008; Powell & Smith, 2009), for example to withdraw or to stop the interview at any point. To avoid causing harm, the researcher was sensitive to non-verbal cues from the participants (Mukherji & Albon, 2018). This was particularly important for this research area, as the process of a managed move is something that has the potential to be a difficult and emotive experience for an individual. The researcher's previous experiences working with CYP with social, emotional and mental health needs alongside training on the doctoral programme enabled an attunement to any signs of distress shown from the young person. Additionally, the researcher was aware of how to manage these appropriately in partnership with schools and other agencies (for example, talking this through, stopping the interview, and signposting or contacting appropriate professionals). During the interviews there was no distress from the participants noted. Many were quiet at the beginning of the interviews, but seemed to relax and become more talkative as the interview went on. This relaxation seemed to be aided by the use of problem-free talk and an ice-breaker game. One participant appeared to be anxious

initially when asked questions about their Lego® model, but relaxed and became more talkative when they were reassured that there was no right answer. The researcher checked in with all participants at the end of the session to provide an opportunity to talk through any issues which may have occurred.

Confidentiality was ensured through the use of pseudonyms, and any identifiable data was removed from transcriptions. Data was stored in accordance with a Data Management Plan agreed with the researcher's University, the Data Protection Act (Department for Digital, Culture, Media & Sport, 2018) and LA guidance. Audio-recordings and consent forms were stored on an encrypted memory stick stored in a locked location within the researcher's LA. These recordings were only shared with the researcher's University supervisor and placement supervisor in discussions around analysis. This data will be destroyed following completion of the thesis. Participants were informed that the remaining data (such as transcriptions, scanned drawings and photos) will be safely stored until December 2020. This allows time for the researcher to return to the data if needed for a later publication of the research. After this time, participants were informed that the remaining data would be destroyed, with them being provided the option of being sent their original drawings.

3.10 Trustworthiness of the Research

Unlike quantitative research, qualitative research does not aim to produce data which is generalisable or representative of a given population. Instead, it aims to create an understanding of a phenomenon by considering the way that individuals experience or make sense of it (Kornbluh, 2015). The quality of the data is therefore not assessed on whether or not it can be applied to a wider population, but instead on its

'trustworthiness' (Lincoln & Guba, 1985). Lincoln and Guba (1985) suggest that the trustworthiness, or validity, of qualitative research consists of four factors; credibility, transferability, dependability and confirmability.

Credibility refers to how congruent findings are with reality (Merriam, 1998). This is similar to the concept of 'internal validity' in quantitative research, which looks at whether the research actually measures what it intended to measure. As this research adopted a constructivist paradigm, the credibility of this research is concerned with whether the findings accurately portray each participant's reality of their experience, rather than a more objective reality of a situation. One way of enhancing the credibility of qualitative research is to use "tactics to help ensure honesty in informants" (Shenton, 2004, p.66). In line with this, the researcher ensured that the interview took place in a relaxed, but confidential environment, in a location of the participant's choice. To further establish credibility, the researcher carried out member-checks with participants by firstly summarising each participant's 'Ideal' and 'Non-ideal' school after it was discussed. This allowed an opportunity for the researcher to check understanding with the participant, and for the participant to add or comment further on any information. The researcher additionally checked their understanding with participants at various points throughout the interviews, thus reducing the potential for the researcher to misinterpret the participant's reality. Member-checks such as this are described by Lincoln and Guba (1985) as the most important way of establishing credibility in qualitative research. Ensuring that the data reflected participant views as accurately as possible also met the researcher's ethical responsibility to the participants. The interviews were audio-recorded to address issues around inaccuracy

or incompleteness of data, and transcriptions were checked for accuracy by repeated hearings of the recordings.

The concept of transferability refers to the ability to apply research findings to other contexts. Merriam (1995) suggests that it is the responsibility of the consumer of qualitative research to decide the extent to which conclusions can be transferred to other settings, but the responsibility of the researcher to provide the consumer with enough information to make this decision. The researcher has provided a 'thick description' (Lincoln & Guba, 1985) of the research including aspects such as the context, processes involved, participants, and interpretations of the data. This provides the reader with a substantial amount of information on which decisions around transferability can be made.

Dependability is the extent to which the research could be repeated. Qualitative research underpinned by constructivist epistemology sees the data gained as context, time and culture specific. Establishing dependability for this study therefore refers to the extent to which the methods used could be replicated, and whether the same conclusions could be drawn from this specific data set if the analysis methods were repeated. Within this research, the researcher has provided a thick description of the processes involved, allowing future replication of the research methods. The researcher followed an established process for analysis; the six-step guidelines to thematic analysis by Braun and Clarke (2006), and has outlined the reasons behind any decisions made throughout the process.

The clear, detailed description provided also supports the confirmability of this study. This final criteria from Lincoln and Guba (1985) refers to the extent to which the findings could be confirmed by others, rather than based upon the researcher's beliefs and biases. The methodology and analysis processes that have been described are transparent. Although the data was organised into the different research questions, the themes identified were generated from what existed within the data, rather than the researcher's pre-existing assumptions or expectations. The researcher maintained reflexivity throughout the process to reduce the extent to which they shaped the findings. Finlay (2002) proposes that this involves the researcher recognising how they construct their knowledge and considering why this is in order to reduce bias. The position of the researcher was outlined in Chapter 1, with the impact of values and biases considered at this point. Reflection and reflexion were further undertaken throughout the research through the use of a research diary, regular discussions in tutorials with a University supervisor, and in supervision discussions on placement.

3.11 Chapter Summary

This chapter has outlined the methodology used within the current research study, providing a transparent account for the reader. The ontology, epistemology and theoretical underpinnings of the research were firstly considered, before providing the purpose and design of the study. Following this, the research methods were given, including how data was collected, how participants were recruited, and how the data was analysed. The chapter concluded with a consideration of ethical issues and trustworthiness. The following chapter provides an analysis of the data and presents the findings from the research.

Chapter 4. Research Findings

4.1 Chapter Overview

The previous chapter provided an overview of the methodology of the research. It outlined the ontological and epistemological position of the researcher, considered the purpose and design of the research, and detailed the research methods including data collection, recruitment and analysis. This chapter presents the findings of the research from the thematic analysis process. A thematic map illustrates the themes within the data set as a whole, followed by a more detailed description of each of the themes and subthemes in turn. These are accompanied by extracts from the data. Within each theme, subthemes relating to each of the three research questions are explored further. The following discussion chapter considers the presented findings in relation to the wider literature and implications from the research. Any names used within this chapter are pseudonyms.

4.2 The Themes

Seven themes were identified within the data during the thematic analysis process:

1. Transition to the new school
2. Staff attitude, approach and support
3. Learning
4. Ethos and environment
5. Friendships
6. Feelings about school
7. Feeling heard

These themes were not specific to the research questions but spanned the entire data set. Figure 4 provides a representation of these themes and the corresponding

subthemes within them. As outlined in the key, different colours are used to represent

the subthemes relating to the three research questions of the study.
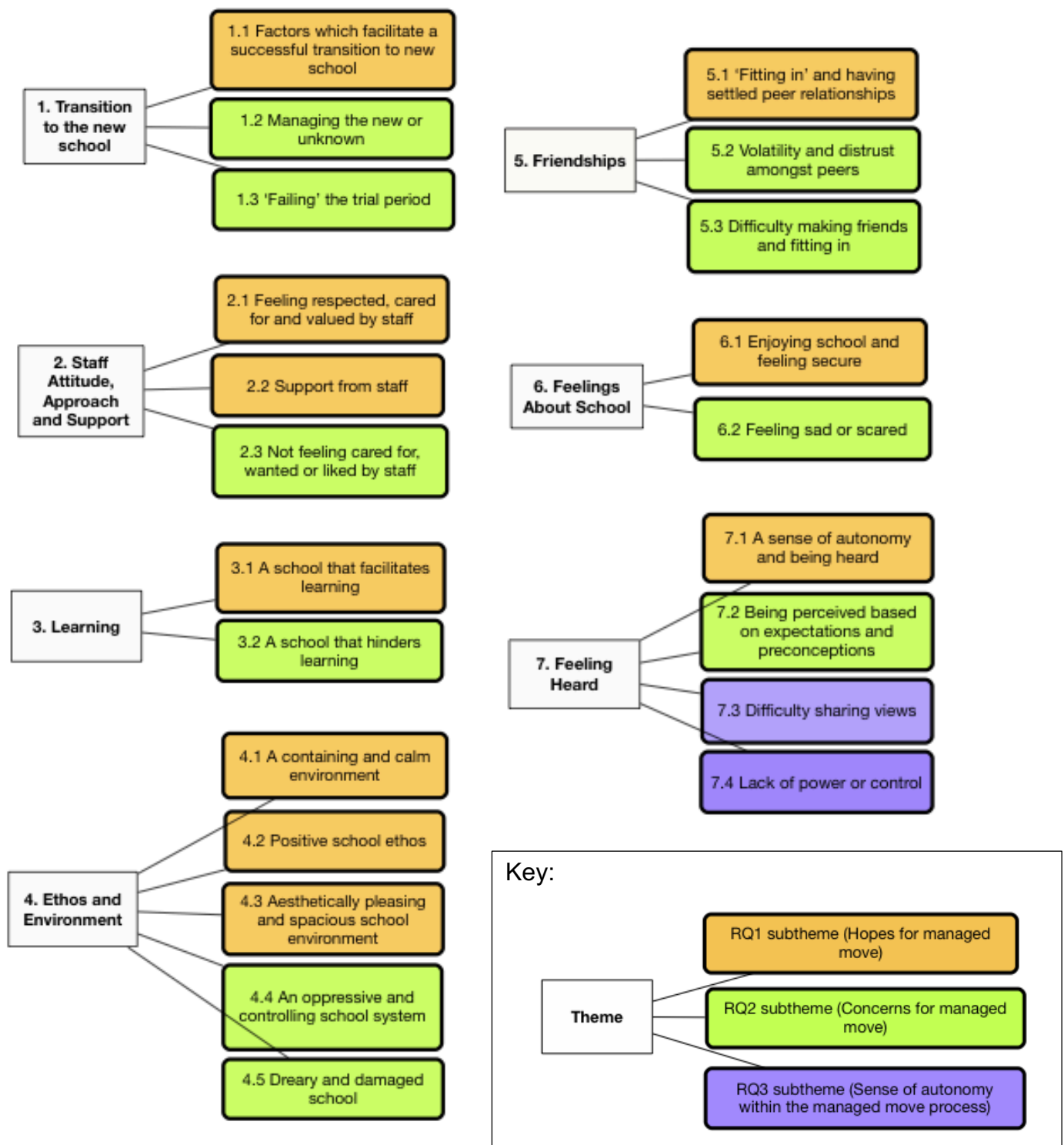
Figure 4. A thematic map illustrating the identified themes and subthemes within the

data

4.3 Theme 1: Transition to the new school
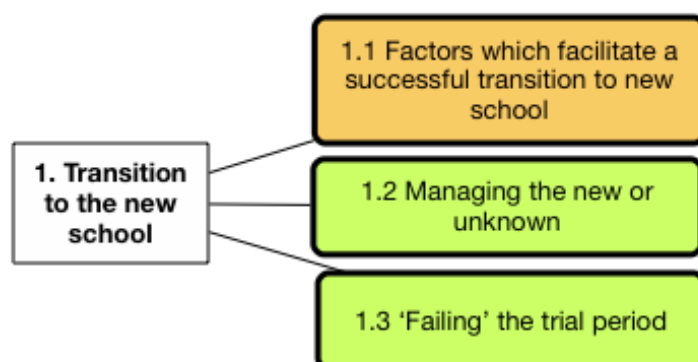
Theme 1 reflects the factors participants felt would facilitate their transition to their new school, and their concerns around managing the move to their new school.

4.3.1 Subtheme 1.1: Factors which facilitate a successful transition to new school.

Participants within this study spoke of different factors which they hoped would be in place to facilitate a successful transition to their new school. One spoken about by Antonio was the idea of being given a 'fresh start' in his new school;

> *"I hope for a school that is willing to give a teenagers a chance in their new school, that is not worried about files…I deserve a fresh start. Um someone that doesn't care about my past, they just want to give me a second chance"* (Antonio, lines 867-871)

It was clear that Antonio hoped to start in his new school with staff not having their own preconceptions of who he was or how he might behave before he got there. He

felt that these preconceptions may change how people responded to him, or how monitored he felt, limiting his chances of success within the new school;

> *Researcher: "How do you think it would affect you if they didn't look through the files then? Would it change how you felt or how you were?"*
> *Antonio: "Like... that's me. (.) That's what's made me like my past. So... (.) It wouldn't really change it it would just take stress off my back…Having to worry ahh... um if I get, if I do one mistake then they will kick me out like a nothing"*
> (Antonio, lines 879-885)

Four of the participants also spoke about the importance of feeling welcomed into their new school, and how they hoped they would feel welcomed by both staff and other pupils. Daniella mentioned the sense of excitement that she would like to experience from the other pupils at her arrival, and how introductions could help her feel welcomed;

> *"There'll be like maybe excited to have a new person in the class, and like they will all introduce themselves and stuff and not make it look like "ugh that's the new girl" like they'll make... welcome me"* (Daniella, lines 423-425)
> *"They could also like introduce themselves, so when they see me they're like "hi I'm..." and then they say their names or..."* (Daniella, lines 434-435)

Participants also spoke about their hopes for friendly Reception staff and signs on the front of the school to make them feel welcomed:

"Just be happy, smiling saying hello, I don't know! (laughs)" (Cora, line 303)

*"There will be a nice welcome sign on the front saying, "welcome to..." umm...
"this academy", something like that"* (Poppy, lines 220-221)

Increased knowledge about the new school, including information about the school before participants started was seen as something which could facilitate the transition. Participants spoke about how they would like pupils or staff to show them around the school when they arrived to help them to learn more about it;

"They can even tell me more about the school. Like if I didn't know anything about the school they could tell me more about the school." (Daniella, lines 435-436)

"Show me around the school and stuff" (Poppy, line 437)

Finally, several of the participants spoke about their hopes to start at the new school soon. This was particularly the case for participants who were not attending their current school and were spending time at home;

"I'm bored, I wanna go to school" (Cora, line 230)

"I want to start school this week hopefully" (Poppy, line 464)

4.3.2 Subtheme 1.2: Managing the new or unknown.

Some participants expressed concerns about experiencing a change to a new school and starting somewhere which was unfamiliar to them. The change of school was

viewed as significant and challenging, moving from what is known and familiar, to experiencing something which is unknown with new people and a new environment;

> *"Like when I mean… like a new school... I meant like a new school like new... a hundred percent new people and just *completely different*"* (Cora, lines 163-164)
>
> *"New things are just... I don't know (laughs)"* (Cora, line 371)
>
> *"It's just, I don't really like changes. So when something changes I get worried about it."* (Daniella, lines 492-493)

Two participants also spoke about specific 'unknown' things which they were worried about. This included the uniform, but most commonly which school they were going to. It was apparent that several did not know which school they were going to, and this was raised when the researcher asked if they had any further questions at the end of the interview. It seemed that this was on their mind and they viewed the researcher as someone who may be able to answer this question due to their position within the LA;

> *"How do you find out which school you got into?"* (Cora, line 520)
>
> *"If you know what school I'm going to?"* (Poppy, line 460)

4.3.3 Subtheme 1.3: 'Failing' the transition.

Participants mentioned their concerns around not being successful in the move to their new school. Antonio felt that he would be closely monitored when he arrived at his new school, and that they would be quick to exclude him if things didn't go well;

"Having to worry ahh... um if I get, if I do one mistake then they will kick me out like a nothing" (Antonio, lines 884-885)

Cora expressed similar concerns around 'failing' the initial period in the new school, but the focus was on not wanting to return to the previous school. This is something which a managed move would require her to do if the trial period was not successful;

"Obviously if I fail the managed move I'll have to go back to XXX but that's something that I really don't... I really don't want to go back to XXX" (Cora, lines 430-431)

This presented an additional concern for Cora, in that if she did not succeed in her second school placement, this may be a reflection of herself being the 'problem' rather than the original school;

"I think that XXX is the problem, but then obviously if I go to another school and then the same thing happens, then it's kind of not XXX that's the problem, *it's just me*" (Cora, lines 437-438)

4.4   Theme 2: Staff Attitude, Approach and Support

Theme 2 identifies participants hopes and concerns in terms of relationships with staff and the support they receive in their new schools.
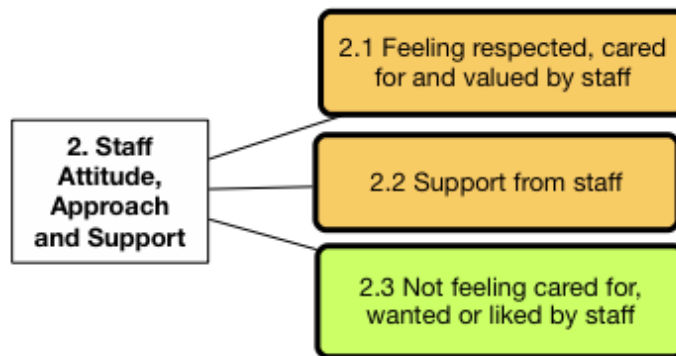
4.4.1 Subtheme 2.1: Feeling respected, cared for and valued by staff.

Five of the six participants spoke about their hope for 'nice' teachers and members of staff. When this was unpicked further, the concept of 'nice' related to staff conveying to pupils that they genuinely cared about them and respected them, resulting in the pupils feeling valued. Ruby described how she hoped her new headteacher would be;

"Genuine and cares about her students' success, not just the school's"
(Ruby, lines 630-631).

This was then reflected in the way the teachers were with the pupils;

"Really nice, and just like they wanna help you do good in school"
"The teachers actually care about their students and not that they just get paid to be here." (Ruby, lines 689, 722-723)

And the impact that this had on the pupils;

"Happy. And joyful because they feel like people actually care about them"
(Ruby, line 698)

Participants also hoped to feel respected by staff. For them, this meant staff being polite towards them. Poppy expanded on what she meant by 'polite teachers', reflecting that for her this meant teachers valuing their pupils' needs above their own;

"They just wouldn't be rude" (Cora, line 315)

"Polite teachers" (Poppy, line 330)

"I don't like teachers that try to make the subject everything about them when they came to school to teach children" (Poppy, lines 332-333)

Lola additionally reflected that respect she hoped for was a two-way process, with staff and pupils both needing to be polite and 'nice' to each other;

"Obviously if you give... rude back to the teacher, the teacher will obviously like give back rude back to you… but if you're nice to the teacher obviously then the teacher's going to be nice back to you…Treat others the way you like to be treated" (Lola, lines 506-514)

4.4.2 Subtheme 2.2: Support from staff.

Participants hoped that they would feel able to approach teachers for support in their new school. This seemed to rely on the approach and attitude from teachers, and therefore follows on from Subtheme 2.1. 'Calm' teachers were noted to be more approachable, and those who are available at any time to support the students;

"I like the calm teachers because you can talk to them" (Antonio, lines 897-898)

"If I don't understand something like obviously the teacher should know that students can come back to them at any time" (Lola, lines 575-576)

Being able to approach staff for support was a key hope identified by Poppy. She called her Ideal School, "Trust Academy", highlighting the importance she placed on being able to approach staff for support;

"Because the teachers, they have trust in the students to tell them if anything's wrong or if they're not feeling comfortable" (Poppy 248-249)

In terms of what this support would look like, participants referred to both academic and emotional support. For academic support, Ruby spoke of the importance of staff being motivated to help pupils within lessons. Other participants described how a supportive teacher would 'interact' with the pupils and offer support with their work;

"They wanna help you do good in school" (Ruby, line 689)

"A teacher that interacts with the students. Like... instead of just like sitting at her desk or his desk like all the time. Maybe like gets up and like goes around the classroom and stuff" (Daniella, lines 360-363)

"If they don't understand anything they actually go to them and ask them if they need any help" (Poppy, lines 207-208)

Lola reflected that a high staff to pupil ratio may facilitate this, describing a classroom with fifty students but five teachers (10:1 ratio). This enabled one teacher to focus on providing the teaching of the curriculum to the class, and other staff to support the pupils;

> *Researcher: "So if there's one teacher at the front that's teaching, what would the other teachers be doing?"*
>
> *Lola: "They'll be like supporting the other children"* (Lola, lines 422-424)

As mentioned, participants also spoke of their hopes for emotional support within their new school if they had any difficulties. Key factors identified as beneficial to this were staff taking the time to listen, and subsequently providing 'guidance' or support.

> *"They wouldn't just leave you there and upset"* (Poppy, line 353)
>
> *"I like people that listen"* (Antonio, line 901)
>
> *"They would just listen and I don't know. Just listen basically and give me guidance and wait until I was ready to talk or something"* (Cora, lines 410-411)

It seemed that participants felt listened to and heard, when staff reflected back that they understood them. This then fed into the development of trusting and supportive relationships between staff and pupils;

> *"They understand… That some of us do not like school and we're just here because we have to be."* (Ruby, lines 376-378)
>
> *"Nice teachers are like the ones who understand you"* (Antonio, line 267)

Participants also hoped for the availability of additional emotional support, such as counselling services or nurses;

> *Antonio: "And then you got the... you got the... nurse which has the... like the CAMH people. Not CAMHS not CAMHS. The people from the nurses and yeah"*
> *Researcher: "Like people that would help?"*
> *Antonio: "Yeah"* (Antonio, lines 661-664)
> *"And then you have the meeting corridor which is counselling and like…"* (Ruby, line 639)

4.4.3 Subtheme 2.3: Not feeling cared for, wanted or liked by staff.

This subtheme was a direct contrast to subtheme 2.1. Participants frequently used the word 'rude' to describe teachers in their Non-Ideal Schools. When unpicked further, this tended to reflect staff who did not take time to help or support the pupils;

> *"Teachers are very rude and... they don't care about like trying to help the students or something"* (Cora, lines 148-149)
> *"Just like sitting at her desk or his desk like all the time"* (Daniella, line 362)
> *"The teacher is always on their phone"* (Poppy, line 91)

Participants spoke of staff adopting quite a punitive approach, monitoring the pupils and being quick to raise their voice and place blame upon them;

"They're not very nice people. They just... they say that they're coming to school to help you learn, but they're not. They really want to check like, what type of bag you have, or the type of hair colour..." (Poppy, lines 101-103)

Researcher: "What kind of things did they do that was rude?"

Cora: "Shouting... always blaming things that they don't know about on me..." (Cora, lines 385-387)

This last quote from Cora highlights the importance placed on staff not being biased in their judgements, but instead taking the time to get to know a pupil and the situation before coming to a conclusion.

4.5   Theme 3: Learning

Within the data, it was evident that many of the participants had a desire to learn and being able to do so in their new school was something that was important to them. This theme outlines factors spoken about which would facilitate this, and those which would create a barrier to doing so.

4.5.1 Subtheme 3.1: A school that facilitates successful learning.

The participants spoke of wanting to be successful in their education, and the importance that they placed on achieving a good education or grades. For example, one of Ruby's three hopes for her new school was to achieve, *"good grades, and hopefully two As and Bs and Cs"* (Ruby, line 770). Lola also put "Education" as one of her three hopes, and reflected on the importance of being successful in education:

> *"I think education is really important because like you won't get anywhere in life... so you know... education is actually important. If you want to become like rich all them celebrities out there... like I think you need to be you know... you need to have really good job"* (Lola, lines 549-552)

Participants also reflected that they wanted to feel confident in their ability to complete the work, which would be facilitated by the support they received by teachers;

> *"Like I know what I'm doing with the work and making me more like… confident with the work".* (Daniella, lines 375-376)

Several factors were mentioned as facilitating learning within the new school. One was an increased availability of different opportunities and resources;

> *"I hope for better education e.g. more options for my GCSE"* (Antonio, line 796)
>
> *"More equipment"* (Daniella, line 246)
>
> *"The board is really big so everyone can see"* (Lola, line 406)

Another factor was a style of teaching which facilitated learning, such as feeling challenged, or providing support which aids understanding of the content of lessons;

"They'll be willing to push me more… For me to complete my end goal" (Antonio, lines 800-803)

"A board where like the teacher's demonstrating what to do" (Daniella, lines 246-247)

"Making the tasks like try and think of something to make it less just... like I'm not saying I want this, but like sometimes the teacher will like create a song to make it more enjoyable" (Daniella, lines 400-402)

Daniella's points regarding factors which would facilitate her learning are reflected in the 'Ideal School' which she made from Lego®, shown in Figure 5. Within this picture, the shelves at the back of the classroom are filled with different resources and equipment, and the teacher is stood at the front demonstrating the activity to the class.

Figure 5. Daniella's 'Ideal School'.

Also evident within this Lego® model, are the children sitting down at the desks with their hands up. This focused learning environment was a shared hope amongst participants, as something that would help the them to engage with their learning;

"Like more focused on learning and stuff" (Cora, line 311)

"Just think... teaching... like someone's distracting a class... you know... it's going to have all more time you know. Within them two minutes that people distracting the teachers we can be learning something really important that we didn't learn before" (Lola, lines 556-558)

"When there's too much drama you can't really focus on your education" (Poppy, lines 412-413)

Ruby highlighted the impact that the expected the managed move may have on her education. Being in Year Ten, she was almost halfway through the GCSE curriculum at the time of the interview (started at the beginning of Year Nine). When describing her Ideal School, she hoped that no pupils would be 'kicked out' from Year Nine onwards due to its potential impact on GCSEs;

"Not allowed to kick out students after Year nine because that's when GCSEs start" (Ruby, lines 708-709)

4.5.2 Subtheme 3.2: A school that hinders learning.

Participants also reflected on an environment that would hinder their learning when discussing their concerns for their new school. For three of the participants, a factor in

this was not feeling challenged or provided with opportunities. This included being asked to support other pupils rather than being challenged, not being provided with work that was appropriate for their academic level, and being held back by peers;

"Cos you can already do it you can come and coach the other young people" (Antonio, lines 813-814)

"The learning would not be that good. Like education, work would not be like at year nine level or something, I don't know" (Cora, lines 240-241)

"I just feel mixed schools... like they don't give girls a lot of opportunities because boys are dumb and stupid and useless" (Ruby, lines 103-104)

Another concern expressed by participants was the impact behaviour might have on learning, particularly if followed their own agenda rather than participating in the lesson;

"The students would just do like what they want" (Daniella, line 91)

"Kids just walking in, being rude to the teachers, umm... doing what they want basically" (Lola, lines 158-159)

Behaviour such as this was felt to impact on both the pupils' focus and the teacher's ability to teach. Lola mentioned the effect that this would have on her feelings within the classroom;

"There's not really any learning in the school cos there's always distractions" (Poppy, lines 90-91)

There is nice children trying to work but at the same time, rude people trying

to get to... yeah... not feel good" (Lola, lines 211-212)

"Even if they try to do fun lessons, there's always like an argument or

something always happens" (Poppy, lines 94-95)

"Not a lot of teaching and just loads of... noise" (Cora, lines 245-246)

Poppy also referred to the impact that the wellbeing and stress of the teacher had on her learning. She described a scenario in which a teacher clearly expressed to the pupils their unhappiness and how she felt this impacted on the pupils. The focus had shifted from teaching and learning, to the emotions of the adult who was there to be containing for the pupils;

"I know some teachers who like to complain about things in that... "I always

come to school depressed" and things like that but nobody asked them. Like, if

you don't want to come and teach in the school, why are you still here? Cos it

doesn't make sense if you keep complaining every day but you're still in the

school. So I feel like if they're not bothered to come and teach then you

shouldn't come at all because it just gives bad energy to the children… The

teachers put a negative mindset into their mind, thinking that "oh I've been

giving this teacher stress and it's all my fault" and things like that." (Poppy, lines

335-344)

4.6 Theme 4: Ethos and Environment
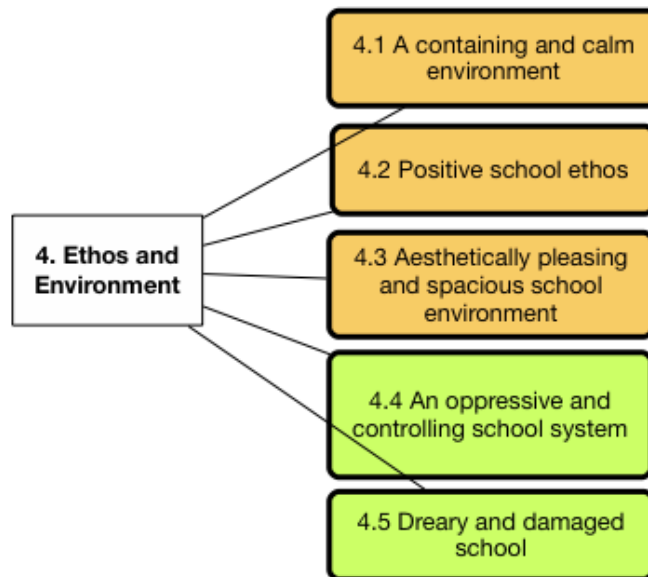
Theme 4 focuses on participants' hopes and concerns for the school environment and ethos. This includes how behaviour is managed, what is valued within the school, and the aesthetics of the school.

4.6.1 Subtheme 4.1: A containing and calm environment.

Participants described their hopes a calm and containing environment in their new schools. It was hoped that the rules of the school would be clear, with teachers who were firm in enforcing these, but calm and positive in how they did so;

> *"Like, you're allowed to wear trainers, no earrings, umm... you can wear make-up to minimal, and... I think nails are allowed but they have to be a certain length, and if they're too long they have a whole room right here with a nail tech."* (Ruby, lines 652-654)

> *Antonio: "Well a school isn't a school without the strict teachers. My god I get that"*
>
> *Researcher: "So there would be strict teachers, would they be the same as the teachers in the other school or would they be a bit different in this one?"*
>
> *Antonio: "Nah, they will be the calm ones"* (Antonio, lines 656-659)

> *"She's… joyful and like she's strict but she's not that strict…. So like she can still control the classroom but have fun at the same time"* (Daniella, lines 267-269)

For Lola, her hope for clear rules and boundaries went so far as a 'zero tolerance' school;

> *Lola: "This is like a 'zero tolerance school'"*
>
> *Researcher: "Okay, is that something you quite like at school, if it's quite clear?"*
>
> *Lola: "Yeah"* (Lola, lines 445-447)

As highlighted by Daniella, the clear and firm approach from staff conveyed to pupils that the teacher was 'in control', something which is likely to be containing for pupils, and as a result create a classroom environment which enabled learning. In parallel to this approach from staff, it was also noted that participants hoped that pupils would follow the rules which were given;

> *"They also like got to their lessons on time so it wasn't like they were messing around and everything"* (Daniella, lines 486-487)

"He said they should put their hand up so they're putting their hand up" (Poppy, line 184)

"They're still quiet when the teacher tells them to be" (Poppy, lines 241-242)

These descriptions of the pupils were shown within Poppy's 'Ideal School' in Figure 6. The image depicts pupils within the classroom putting their hands up to answer a question as requested to do so by the teacher.

Figure 6. Poppy's 'Ideal School'

4.6.2 Subtheme 4.2: Positive school ethos.

Participants spoke of their hopes for their new schools' ethos; this primarily focused on the behaviour management approach of the school. Several participants spoke of their hopes for a more 'lenient' approach from teachers, where chances were given, and mistakes were not punished;

''I just like that they're like... well they're more lenient'' (Ruby, line 389)

"You will be like "ohh Miss. I didn't do my homework, I need you to give me...
can you let me do... can you give me another day?" And she'll be like "ok""
(Antonio, lines 898-899)

"They would speak to their parents, you know there's an amount of strikes so
they're like ten strikes for each student" (Lola, lines 435-436)

"Some people didn't have their PE kit so they're in a different classroom to be
doing a fun activity instead" (Poppy, lines 166-167)

When consequences for behaviour were used, there was a consensus amongst participants that they hoped 'isolation' or 'internal exclusions' where the pupil is placed in a room on their own would not be used;

"No exclusion room. If somebody has done something bad then a detention is
ok... Like you put them in exclusion but exclusion is just in your lesson at the
back of the classroom." (Ruby, lines 704-705, 713-714)

Ruby here describes an alternative punishment which is more 'inclusive' than 'exclusive', with the pupil remaining part of the class. Within her interview, she used the term 'kicked out' to described how she felt when she had been excluded from her primary school and within the managed move process. It seems that for her, the idea of being placed in isolation also reflects this feeling of being 'kicked out'. The more inclusive alternative which she suggests does not remove the pupil's punishment, but instead perhaps negates these feelings of being rejected.

Lola also placed a focus on her hopes for 'good' behaviour being rewarded;

"You can see obviously like if people are good... you come here and you take like... you know... sweets and stuff like that" (Lola, lines 337-338)

Participants also hoped for a school which valued pupil success, and saw this as a priority;

"Genuine and cares about her students' success, not just the school's"
(Ruby, lines 630-631).

4.6.3   Subtheme 4.2: Aesthetically pleasing and spacious school environment.

When discussing what participants hoped their new school would look like, the majority of participants described a school that they would find aesthetically pleasing. The colours of this varied, with most participants hoping for quite a colourful school and classrooms. In contrast, Antonio hoped for one which was 'plain' so it was less distracting for him.

"It's more colourful and bright" (Daniella, line 249)
"It's not very plain but it's quite colourful" (Poppy, line 193)
"Yellow. Because everybody loves a bit of yellow" (Ruby, line 674)

Lola also hoped for a school in quite neutral colours. To her, a school built with bricks represented an 'expensive' school which was desirable;

"Like a proper... you know... one of them expensive schools"

"Obviously the buildings are gonna be like really nice. So... all like obviously bricks with layers" (Lola, lines 247, 289-290)

This is illustrated by Lola in her Ideal School (see Figure 7). The buildings are drawn with a brick exterior, with *"a really nice sign"* (Lola, line 259) with the school's name. She described this sign as having *"perfect lettering"* (Lola, line 264), reflecting the importance she placed on the presentation of the school. Also evident within Lola's drawing is the 'Fire Assembly Place'. She hoped that there was somewhere safe pupils could go if there was a fire or they felt physically in danger.

Figure 7. Lola's 'Ideal School'

An aesthetically pleasing school also included the cleanliness of the environment. Participants spoke of their hopes for a school which was clean, and well maintained;

"It would be more cleaner" (Daniella, line 303)

""Clean environment" ... If something is broken, they try to get it fixed quite quickly and like the toilets they're clean. So like there'll be like somebody to come and clean the toilet. Not every... but like every day after school or sometimes during when the pupils are in their lessons." (Poppy, lines 287-292)

Elements of nature within the school were often referenced. This included flowers, plants and fish within the school, but also opportunities to be outside or to see the outside from within the classrooms. Large, or multiple windows were spoken about, something which would allow a greater link with the outside environment;

"It has a lot of windows" (Poppy, line 190)

"I love... you know... ahhh you know when you go to schools and you see there's glass buildings" (Antonio, lines 532-533)

The multiple windows are evident in the second photo of Daniella's Lego® model shown in Figure 8.

Figure 8. Daniella's 'Ideal School' (second photo)

A spacious school environment was also hoped for, in terms of both the classrooms, and the facilities in the school. A more spacious school was seen as being linked to reduced difficulties with peers, being able to engage in more sports activities, and creating a more comfortable environment to be in;

> *"I don't like drama, that's why. That's why I like a very spacious..."*
>
> *"More spacious school" umm so there will be more space to do more activities. So more sports would be… would be done"* (Antonio, lines 687, 847-848)
>
> *"They would be very spacious... because I think we all get really uncomfortable because there's thirty of us in each classroom and the classrooms are not that big"* (Ruby, lines 684-685)

4.6.4 Subtheme 4.4: An oppressive and controlling school system.

When discussing their concerns for their new school, the school ethos for participants was a direct contrast to the previous theme. Rather than being lenient with rules and providing pupils with additional chances, the behaviour management approach seemed oppressive, with teachers who were quick to reprimand pupils and use punishments, often for things which participants felt were unfair;

> *"You know the people that are too like over… over the top with the rules like… we're kids come on, we know discipline but you can let us off sometimes"* (Antonio, lines 268-270)
>
> *"It's just... like it's just primary school stuff. Just like, put your hand up…Sit down… They treat us like little people"* (Antonio, lines 286-291)
>
> *"Stoopid stuff. Like meeee…. I've been sent in there for quite little things as well. Just because they could… a lot of things in XXX are quite unfair but… just all have to kind of deal with it"* (Ruby, lines 216-222)
>
> *"They just put you in detention if… so… she's probably going to go to detention because she has blonde hair and it's not her natural hair colour."* (Poppy 105-106)

In contrast to the 'calm' approach which was mentioned in the previous theme, participants spoke of teachers shouting;

> *"The teachers, are like… some are them are really shouty"* (Lola, line 216)

"The ones that scream and it's really high and like "come back heereee!"… And like "chill! I'm coming I'm coming!""" (Antonio, lines 274-276)

Participants also expressed concerns regarding the use of an isolation room in their new school. Ruby described the negative feelings she believes other pupils and herself are left with after being placed in such a room;

"An exclusion place… I think exclusion is so unnecessary. It just makes students more angry" (Ruby, lines 202-204)

"I just don't like the room it makes me really uncomfortable and really sad." (Ruby, 211-212)

Ruby's 'exclusion place' is shown in her 'Non-Ideal' School in Figure 9. Within this Lego® model, a child is in a room which she described as having no windows, and a teacher watching them.
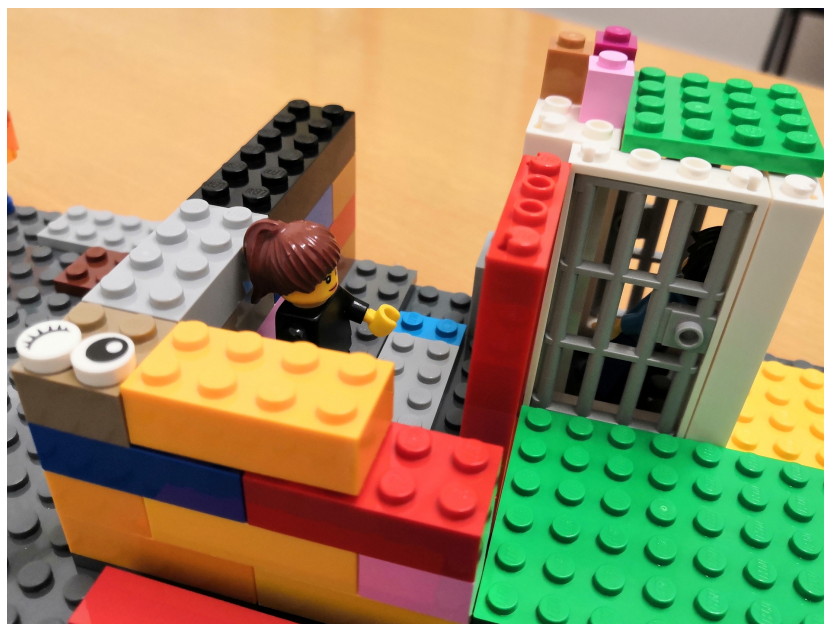
Figure 9. 'Exclusion Place' in Ruby's 'Non-Ideal School'

The idea of being 'watched' and closely monitored by staff was mentioned several times by participants, again feeding into the oppressive atmosphere which they did not want;

> *"When you come into the reception, there'll be... the people will be in uniform and they will be asking "who are you coming to see?"" (Poppy, lines 75-76)*
>
> *"They say that they're coming to school to help you learn, but they're not. They really want to check like, what type of bag you have, or the type of hair colour"* (Poppy, lines 101-103)
>
> *"You just have like... the exam people breathing down your neck. It's really awkward"* (Ruby, lines 610-611)

As well as being watched by staff Poppy and Ruby also made comments regarding feeling controlled by them. For Ruby this was quite a pertinent theme, and seemed to link to her feeling that the school she had found out that she would be attending had conflicting views and beliefs to her own. She expressed concerns that she would be made to go along with rules and behaviours which she did not believe in;

> *"The teacher won't allow them to open the windows and they're... it's hot"* (Poppy, lines 58-59)
>
> *"Apparently you have to go to church. I'm not going to church cos I don't go to church"* (Ruby, lines 70-71)
>
> *"As a girl when I go there I'm not allowed to wear trousers"* (Ruby, line 259)

"And I'm not allowed to gel my hair! What am I going to do to survive!" (Ruby, line 228)

From what was said in interviews, it seemed that participants were concerned that their views and opinions would not be valued or listened to, and they would be forced to act in a way directed by authority figures which goes against their own needs, wishes or beliefs.

4.6.5   Subtheme 4.5: Dreary or damaged school.

Participants described certain aesthetics which they hoped their new school would not have. They described schools which were dirty, damaged or in need of repair;

"Like the grass it doesn't even make sense like, you see patches…it's astro turf…But it's broken" (Antonio, lines 236-243)

"None of the toilets are clean" (Poppy, line 300)

This suggested a lack of maintenance within the schools, but they also described factors which related to pupils damaging or not respecting the school property;

"There's even a hole here. It's like ohh so someone just ripped it out." (Antonio, line 247)

"Someone's obviously pooed on the field" (Lola, line 150)

"Chewing gum underneath the desks" (Lola, line 187)

Lola's Non-Ideal school drawing shown in Figure 10 depicts a school in which two young people are climbing up the building, smashing windows and setting fire to the school.
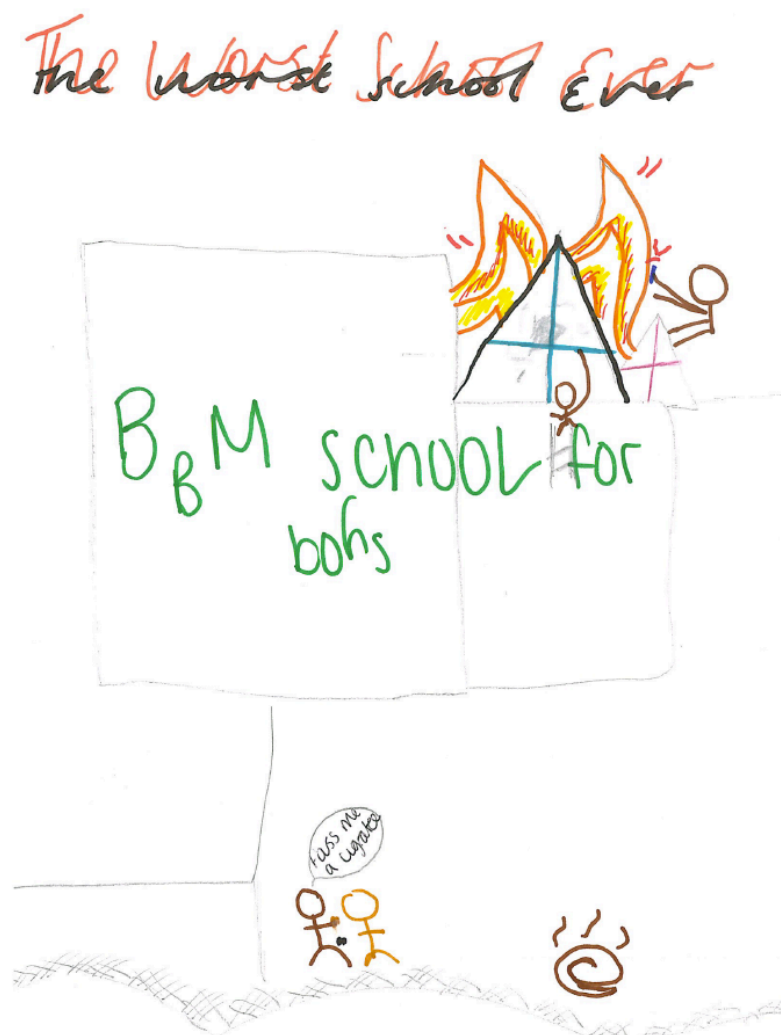
Figure 10. Lola's 'Non-Ideal School'

Participants also described schools which were quite oppressive in how they looked or felt. Many spoke of the buildings and classrooms being dark or dull colours, and often referred to a lack of space;

"Small, dark and weird looking" (Cora, line 141)

"The walls are umm... they're not really... here's no displays or anything. They're just plain" (Poppy, lines 123-124)

"Very dark colours, miserable colours" (Daniella, line 86)

Participants also expressed concerns that their new school would have a lack of resources and facilities. Antonio described a school in which there was only one of some pieces of equipment for all of the pupils to use;

"One table tennis table… One pathway to the dinner hall… One bin in the whole school" (Antonio, lines 219-225)

"One table, as well, two chairs. Like what kind of school is this, it's a church! Come on! (Antonio, line 251)

When Daniella made her two Lego® model schools, her 'Ideal School' contained numerous resources (see Figure 5). In comparison, her 'Non-Ideal School' depicted a classroom with no resources (Figure 11).

Figure 11. Daniella's 'Non-Ideal School'

Some of the participants also referred to concerns that their new school would feel like a prison. This referred to the actual aesthetics of the buildings, such as prison doors and no windows, but also to the lack of control that those within the building would have. There was an overarching sense of feeling trapped within the school;

> *"It's like a jail house. And the people... they're not... they don't feel comfortable."* (Poppy, line 49)
>
> *"There's only two windows so she doesn't feel like... she doesn't feel comfortable. And the teacher won't allow them to open the windows and they're... it's hot"* (Poppy, lines 57-59)
>
> *"Some of them don't have any windows at all"* (Poppy, line 121)
>
> *"A prison"* (Ruby, line 475)
>
> *"That's why I want to move to America. Their schools are more lenient. And you're allowed to leave to have lunch. And least you get to leave school for some time of the day"* (Ruby, lines 479-481)
>
> *"Really shut off…. No windows"* (Ruby, lines 483-485)

4.7 Theme 5: Friendships
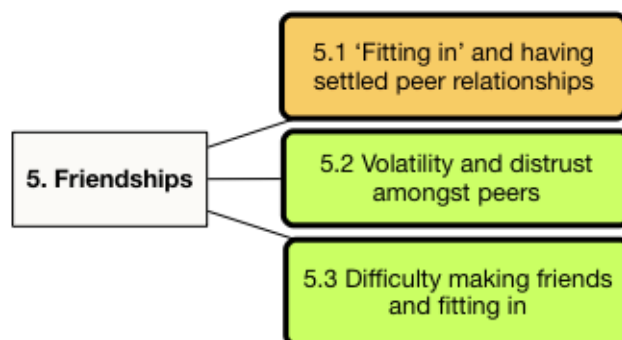
The fifth theme identified was around friendships. This included one subtheme around hopes for the managed move, and two around concerns for the managed move.

4.7.1 Subtheme 5.1: 'Fitting in' and having settled peer relationships.

All participants spoke of their desire to fit in at their new school and to have settled friendships. This included the concept of having friends in the new school, but also within these friendships, being able to sort out any altercations quickly and easily;

> *"Like everybody would get along, but if anything happens, then you got beef, it's like, cool already"* (Antonio, lines 681-682)
>
> *"They all know each other and are still hanging around with each other"* (Daniella, line 286)
>
> *"It'll have lots of children playing and running around"* (Poppy, line 219)
>
> *"If there's an argument they... they know how to solve it by themselves"* (Poppy, 231-232)

For Daniella, seeing that pupils 'got on' with each other was something she had particularly liked when she had been to visit her new school;

> *"We could see that everyone was just getting along, that there was actually no problems, everyone was getting along"* (Daniella lines 485-486)

Poppy wanted to return to one of her previous schools due to the settled relationships she felt she had had there. The lack of upset in relationships seemed to help her feel calmer;

"It wasn't drama it was just like...it was calm every day, I didn't really have problems, there was no fall outs with any of my friends" (Poppy, lines 417-418)

For the majority of participants, these settled friendships stemmed from pupils being kind, friendly and supporting one another;

"The children are friendly" (Poppy, line 231)

"Everybody is nice to each other" (Ruby, line 702)

"Everyone will be like "Ehh come play football, come play football! We need more people!"" (Antonio, line 704-705)

Figure 12 shows Antonio's football game in his 'Ideal School', where pupils are calling him over to join them.

Figure 12. Football game in Antonio's 'Ideal School'

Several participants mentioned that they hoped they would know people in their new school, so that it was easier to fit in and form friendships when they arrived. This was particularly important for Cora, who mentioned this several times within the interview. For her, this seemed to stem from her worry about managing the change as a whole. Having peers who were familiar was a protective factor in a situation she perceived as quite overwhelming;

> *Cora: ""People I know as friends""*
>
> *Researcher: "Ok. And what do you mean by that one?"*
>
> *Cora: "My friends… I just want my new school to be *people I already know* It just makes it easier... cos new things are just... I don't know (laughs)"*
>
> *Researcher: "Mm. I guess the whole school is new isn't it"*
>
> *Cora: "Yeah*
>
> *Researcher: So maybe if you knew people"*
>
> *Cora: "Yeah it makes it just *like easier so...*"* (Cora, lines 368-375)

Interestingly, Poppy was the only participant who mentioned familiar peers not necessarily being a good thing. Although she hoped to go to a school where she had friends, she also made reference to another school she was concerned about going to due to difficult relationships she had with people who went there;

> *"I don't want to go to like XXX or something cos it's quite a long journey and I feel like cos I know some people there, they're not really nice people. They don't... I don't really like them. They're not nice people so..."* (Poppy, lines 524-526)

4.7.2 Subtheme 5.2: Volatility and distrust amongst peers.

Participants spoke about their concerns around discord and arguments between pupils. As highlighted in Subtheme 5.1, having settled friendships is something which participants hoped for and valued which is likely to feed into this concern. They referred to face to face altercations between peers;

> *"There's always arguments"* (Poppy, lines 82-83)
>
> *"People doing what they want, fighting"* (Lola, line 189)

Participants also described conflict between pupils which did not take place face to face. These were more secretive unkind acts, carried out behind pupils' backs, such as spreading rumours and getting each other into trouble with teachers. These acts seemed to create an atmosphere where there was increased tension and a lack of trust amongst peers, reducing the positive feelings they had towards each other;

> *"There's always the people that like... like love to, to tell the teachers everything… like always snaking"* (Antonio, lines 293-296)
>
> *"They're always rude behind each other's back. They don't like each other."* (Daniella, line 292)
>
> *"Spreading rumours about me and they... they liked to get me in trouble. Say if I haven't done anything to them, they'll make a lie and because like teachers they thought like I was a bad student, they obviously believed that person"* (Poppy, lines 405-407)

The negative feelings that peers had towards each other is likely to have fed into participants' concerns around making friends and fitting into a friendship group (Subtheme 5.3). This is something illustrated within Antonio's Non-Ideal School in Figure 13. He described how pupils would 'snake' on each other and gossip about him ("*Most people talk on my name, so gives me a bad rep... reputation*"; Antonio, lines 307-308), and then drew himself, with the only two people that he felt were his friends on the left side of the page. Circles within the rest of the picture represented other pupils. He drew a circle around himself and his two friends to highlight the isolation he felt.

"I'm here, and I'm here with the three people in the whole school. Just here. That's me and my other two friends… That's why I only got a small circle. Small circle" (Antonio, lines 296-297, 310)

Figure 13. Antonio's 'Non-Ideal School'.

4.7.3   Subtheme 5.3: Difficulty making friends and fitting in.

Participants expressed concerns around making friends at their new school and fitting in when they arrived;

> *"I'm really bad at new people, so it's just..."* (Cora, line 28)
>
> *"I have to make new friends... and I can't be bothered because it's annoying"* (Ruby, line 192-293)
>
> *"I don't like meeting new people"* (Ruby, line 802)

For Ruby, this seemed to come from her worry that pupils in the new school would have conflicting beliefs and values to her, impacting on her ability to fit in with them;

> *Ruby: "In my opinion, I just feel like they're a bunch of rich snobby white kids. Cos of the way I see them act, like outside. It's kind of sad."*
>
> *Researcher: "Hmm. So you feel like you might not fit in?"*
>
> *Ruby: "Oh I'm... I'm not going to fit in **at all**"* (Ruby, lines 430-433)

Additionally, it was highlighted that the timing of the move could make it difficult to fit in. As the majority of the pupils at the new school would have been there since the beginning of Year Seven and had time to get to know each other well, coming in at a later stage may position the new pupil as an 'outsider'. Ruby expressed concerns that pupils in her new school might not want to let her into their established friendship groups and she would feel unwelcome;

"I've been here for a long… So you know... like when you're here for a long time you just like... automatically fit in" (Ruby, lines 435-436)

"I think I mean like... cos I'm going to a new school it's going to be like… cos everybody... it's year ten. Eeeeverybody has their friendship groups, everybody knows who their friends are. Nobody wants to add anyone to their friendship group" (Ruby, lines 790-792)

Daniella also spoke of her concerns around being positioned as the 'new girl' and how others might react to her;

"Not make it look like "ugh that's the new girl"" (Daniella, line 424)

As a result of these difficulties fitting in with peers and forming friendships, participants worried that they would be isolated in their new school;

"So it's just going to be like... I know that when I go for a couple of weeks I'm just going to be by myself. But that's... just me" (Ruby, lines 494-495)

"I would not speak to people" (Cora, line 160)

4.8   Theme 6: Feelings About School

The sixth theme identified was around feelings about school. This included one subtheme linked to hopes for the managed move, and one linked to concerns for the managed move.

4.8.1   Subtheme 6.1: Enjoying school and feeling secure.

Participants expressed that they would like to feel happy in their new school, and they would like those around them to feel happy too;

> *"I just want to be like happy at the new school"* (Cora, line 446)
>
> *"Happy as in like everyone just smiles like... too short life just to be like sad all the time"* (Lola, line 527)

For many of them, this was stated after the discussions around what they would like their new school to be like. It seemed that if the factors they had mentioned they hoped for were in place, they would enjoy being in the new school and experience positive feelings as a result. Daniella and Poppy both discussed how they would like learning and for lessons to be an enjoyable experience for them;

> *"The people enjoy themselves inside the classroom"* (Poppy, line 195)
>
> *"More fun to learn instead of just like "get on with your work" and more fun to learn"* (Daniella, lines 335-336)

For Antonio and Lola this extended from feeling happy and enjoying themselves, to also feeling relaxed and a sense of security within the school. They hoped that a school would feel like a safe place to be;

"I feel very relaxed" (Antonio, line 714)

"I'd feel safe, secure" (Lola, line 456)

The positive feelings which were noted seemed to have a subsequent impact on the participants wanting to attend school and lessons;

"I'd want to go" (Cora, line 334)

"Everything's good, I don't mind com- waking up to come into the school" (Antonio, lines 714-715)

"It's like... when they know that that they have like... let's say it was a Spanish lesson, they'll... will be like "ah yeah have Spanish next", they wouldn't be like "ohh we have Spanish next"…And they'll look forward to it" (Daniella, lines 412-416)

4.8.2 Subtheme 6.2: Feeling sad or scared.

In contrast, participants expressed concerns that they would experience negative feelings within their new school. These feelings tended to be those of sadness, or feeling scared. Again, this was discussed as one of the final questions in the 'Non-Ideal School' activity, and typically linked to the concerns which had just been discussed;

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Researcher: "How would you feel if you walked through those doors?"

Lola: "Just scared" (Lola, lines 224-225)

Researcher: "If you walked into this school, how would you feel?"

Ruby: "Sad" (Ruby, lines 496-497)

Concerns around the experience of negative feelings also extended to other pupils within the school, and raised a more general concern around pupils experiencing mental health difficulties within the school setting;

"Just sadness. I think school makes people depressed" (Ruby, line 487)

"Some of them have anxiety, depression" (Poppy, lines 85-86)

Again, these negative feelings then impacted on the participants' feelings around their desire to be in the school. When describing how she would feel in her non-ideal school, Cora stated that she would not want to be there;

"I'd probably just wanna to go home, I probably wouldn't want to be there, just go home" (Cora, lines 200-201)

4.9 Theme 7: Feeling Heard
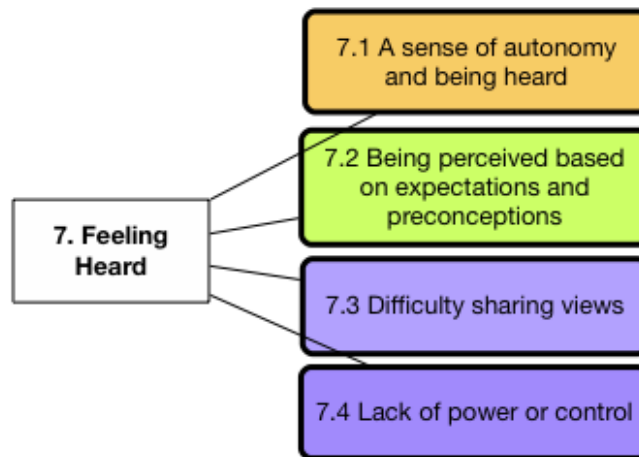
The final theme identified was around feeling heard. This included one subtheme linked to hopes for the managed move, one linked to concerns for the managed move, and two around feeling heard within the managed move process.

4.9.1 Subtheme 7.1: A sense of autonomy and being heard.

When speaking of what they hoped for in their new school, participants referred to being autonomous and having a sense of freedom. If they wanted to do something or they needed something, they hoped that their views and wishes would be respected, and they would be able to act accordingly;

"You can like use your phone" (Lola, line 353)

"It has a lot of windows so people... if people are cold they can at least open one near where they are" (Poppy, lines 190-191)

"You can leave school to get lunch" (Ruby, line 664)

Participants also referred to feeling that they could express themselves within the school and that their voice would be heard. This was in the context of learning (such as being asked for contributions within a lesson), but also the wider school environment;

"They allow all the students to contribute" (Poppy, line 207)

"They like to give them a chance to speak and have a mind of their own" (Poppy, line 214-215)

Ruby expressed frustration and not always feeling that she is listened to when she tries to speak. This reflects two factors within this hope, both having an opportunity to express an opinion, but also being listened to and heard when it is expressed.

*"When I try to voice my opinion, I get ignored. And when people get ignored, people get angry. So I get irritable." (*Ruby, lines 421-422)

As well as feeling heard and listened to by staff within the school, participants hoped that they could express themselves and their views to other peers, without fear of how they might be judged. Being able to be themselves rather than fitting into a stereotype was viewed as something positive;

"I wouldn't care what people think about me. Cos who cares what they think." (Ruby, line 846)

"Being myself… And not being stereotypical" (Ruby, lines 861-863)

"You got the nice people and then you got the rude people and then you got the humble people…That's what makes the school special, the different kind of children." (Antonio, lines 679, 675)

4.9.2 Subtheme 7.2: Being perceived based on expectations and preconceptions.

Participants expressed concerns that there was a negative narrative which surrounded them (due to the constructivist underpinnings, when used in this research the term 'narrative' refers to the constructs that are held about an individual or situation). Participants felt that this narrative may impact on the way adults respond to them in their new school. Their concerns seemed to be around this narrative clouding the judgement of staff, rather than staff listening to what they had to say, and treating them the same as others. They expressed specific concerns around being blamed unfairly for things they had not done, or being given consequences they felt were not in proportion to the situation;

"Thing is I feel like when my name gets brought to the head teacher... I feel like even if it's not as bad, they always find a way to put me in reflection" (Ruby, lines 459-460)

"Always blaming things that they don't know about on me" (Cora, line 387)

"Having to worry ahh... um if I get, if I do one mistake then they will kick me out like a nothing" (Antonio, lines 884-885)

They also spoke of concerns that due to this narrative, there may be an expectation that they will 'fail' or become involved in trouble.

"People would be like I'm just waiting for that guy to do the wrong thing. And they will always be there ready to catch me out" (Antonio, lines 875-876)

This was something that they saw as almost inevitable when starting their new school, particularly as they were aware that information about their past and history would be passed on. It seemed that this fed into their own anticipation of how they might behave, or how others would react towards them;

"I'm gonna get... I feel like I will get in a lot of trouble" (Ruby, lines 370-371)
"I hope for a school that is willing to give a teenagers a chance in their new school, that is not worried about files…I deserve a fresh start. Um someone that doesn't care about my past" (Antonio, lines 867-868)

4.9.3   Subtheme 7.3: Difficulty sharing views.

When speaking with participants around how they might share their views within the managed move process (such as what they hoped for or what they were worried about), there was a general consensus that they did not feel able to do this. This seemed to stem partly from them not feeling that they had had an opportunity to share their views, but also the value that they placed upon their views and their confidence to share them.

There seemed to be a lack of opportunity to share views amongst participants, or a lack of awareness of the processes in place which may allow them to share their views (such as a transition meeting with the new school);

> *Researcher: "Have you had a chance to say what you want from your new school to anyone? Like what you hope for or anything?"*
> *Cora: "Hmmm the only person we've spoken with... no cos the only thing we just sent the email to um Miss XXX about what schools I wanted to go to"* (Cora, lines 484-487)

> *Researcher: "Have you had a chance to talk to anyone about what you want from your new school yet?"*
> *Lola: "Umm.. no…you're the first person"* (Lola, lines 583-587)

Participants reflected that even with this opportunity, it would need to be structured in a way which facilitated them sharing their views. For example, asking the young person directly rather than waiting for them to share them on their own accord;

> *"I might like just get there and end up just not saying anything… Cos I don't know. I know I might, if they ask or something I wouldn't kind of just bring it up or anything"* (Cora, lines 509-512)

It seemed that this may be partly due to the participants not feeling that their views were important, or that they may be perceived negatively by the receiving school. Antonio appeared to see his views as a burden and something which would put

'pressure' on the school rather than something which would be welcomed and valued. He subsequently commented that he wanted to be quieter at his new school, again reflecting his view that voicing his opinions was not a positive thing. Ruby commented that she didn't feel her new school would 'care' about her views, again downplaying their importance;

> *Researcher: "Do you think you would feel like you could share what you want from the new school there?"*
> *Antonio: "Nah, because I don't want to pressure them into anything like... I'm gonna change, like I'm going to be more quiet"* (Antonio, lines 922-928)

> *"I don't think the head teacher will really care because the head teacher seems really mean and like... just does"* (Ruby, lines 903-904)

Within interviews with participants, they were offered the option of sharing the letter written by the researcher which would summarise what had been spoken about with their new school. One participant responded that they would like to do this, but others did not seem convinced that they would be able to share their views this way;

> *Researcher: "If I wrote you the letter, do you feel like you could share it with them?"*
> *Ruby: "Yeah... I don't know... depends on how I feel that day (laughs)"* (Ruby, lines 871-872)

When provided with the option of the researcher sharing it with the new school, participants were more positive. This is particularly more evident within the extract from Antonio, where he became more animated when this was suggested. It seemed that having the EP as someone who could advocate for their views and support them to share these was something they felt positive about.

> Researcher: "What would you find more helpful, if you did it or if I did it?"
>
> Ruby: "Probably if you did it, I'm very awkward and probably just hand it to them and be like 'there'" (Ruby, lines 876-878)

> Researcher: "So if you wanted, you could share the letter that I send with them if you felt like you had a good chance or you wanted to"
>
> Antonio: "Oh ok, yeah"
>
> Researcher: "But that would be up to you"
>
> Antonio: "Yeah man"
>
> Researcher: "Or if you wanted I could send it to them"
>
> Antonio: "What's going to be in the letter? Like what's happened today?"
>
> Researcher: "So it would just say what we've talk about, like about the schools and what you hope for as well"
>
> Antonio: "Yeah. Yeah I would, yeah I'd like that"
>
> Researcher: "You'd like it if I shared it?"
>
> Antonio: "Yeah, yes please" (Antonio, lines 929-940)

4.9.4 Subtheme 7.4: Lack of power or control.

Amongst the participants, there was a sense that they felt quite powerless within the managed move process. Several were waiting to hear which school they would be going to and did not seem to be receiving communication about this or the next steps within the process. For some, which school they would be going to came up several times within the meeting, suggesting that this was something on their mind.

"We haven't like heard anything other than this since Thursday about what school it is" (Cora, lines 502-503)

"How do you find out which school you got into?" (Cora, line 520)

"If you know what school I'm going to?" (Poppy, line 460)

"That's down to the panel or if they're letting me choose a school..." (Antonio, lines 862-863)

Participants generally felt that power was held by both schools and council staff within the managed move process, and there was little they could do to influence the process. Ruby referred to feeling that the initial instigation of the managed move had been out of her control. She uses language such as 'kicked out' and 'choice' to highlight the lack of power that she felt;

"At this point, I don't think that was a choice because my head teacher does not like me… So I don't think that was a choice to stay" (Ruby, lines 84-85)

"Miss XXX should have kicked me out in year... in year... in year eight" (Ruby, line 271)

This limitation of power then seemed to continue to the decision-making process about the school which the young person would subsequently be attending for their managed move. Participants seemed to feel that this decision was with the adults around them (such as parents or those within the council) rather than something which they could influence. Although some spoke of having provided names of schools they would like to go to, they seemed to lack conviction in this being taken on board;

"The one I put first was XXX. I put it first but I don't know..." (Cora, line 214)

Ruby referred to her father having selected schools for the list for her, and felt that her views had not been listened to;

"I'm still angry about that because I knew... I told him that I don't want to go. Then he still put it down knowing that I'd probably get into there anyway." (Ruby, lines 181-182)

"I didn't think I was going to have any choice anyway. So I just kinda have to deal with it so... yaah" (Ruby, lines 198-199)

Although participants seemed to feel that they had not been able to share their views (particularly around which school they wanted to go to), it was apparent that they wanted increased involvement in this process. Where participants had provided a list of schools they would like to go to, they tended to reiterate their preference within the interviews, highlighting their views.

"The one I put first was XXX" (Cora, line 214)

"I said XXX Academy" (Poppy, line 470)

"I want to be able to choose my school as well" (Poppy, line 464-465)

4.10 Summary of Findings

Within the data, participants expressed a variety of hopes and concerns for their managed move and reflected on their sense of autonomy within the process. Participants highlighted several factors which they hoped would be in place to facilitate their transition to their new school, including a 'fresh start' and feeling welcomed when they arrived. They expressed a desire to be back in education, but also raised concerns about starting somewhere new and unfamiliar. There was a sense of anticipation around their transition to the new school not going well, particularly due to feeling that they would be monitored when they arrived. There were concerns around the consequences of 'failing' the managed move and what this might reflect about themselves.

Participants hoped that they would feel cared about, respected and valued by staff in their new school, resulting in positive relationships between staff and pupils. They hoped to receive both academic and emotional support when it was needed, with staff being calm, approachable and communicating that they understood the pupil to facilitate this. Participants expressed concerns that teachers may instead adopt a punitive approach, and not take the time to listen to them.

Participants highlighted their desire to learn and be successful academically within their new school. It was felt that additional resources and support within lessons would

facilitate this, as well as a learning environment free of distractions. It was noted that a managed move taking place during GCSE years may impact on pupils academically. In contrast, participants expressed concerns that there may be factors in their new school which create a barrier to them learning including not being challenged, the wellbeing of the teachers, and distracting behaviour from pupils.

Participants reflected on their hopes for a school environment, with clear rules and teachers who were calm in enforcing these, communicating a containing sense of control. To manage behaviour, participants expressed that they would like a more 'lenient' approach from staff, where chances were given, and mistakes were not punished. Participants hoped that good behaviour would be rewarded, and pupil success valued by staff. The participants expressed concerns around an oppressive school environment, where teachers use punishments unfairly, 'control' the pupils, and closely monitor them.

It was hoped that the new school would be clean, well maintained, and spacious, with outdoor space and windows in the classrooms. There were concerns that it would be dirty and in need of repair, with pupils who damaged and disrespected the environment. Pupils worried that they would feel trapped within this school, with it bearing resemblance to a prison and they lacked any power.

Friendships were discussed in all of the interviews, with participants expressing a desire to 'fit in' with a friendship group, and concerns that they may not at their new school. Pupils who were friendly and welcoming to each other was thought to facilitate the formation of friendships, as well as having peers they were familiar with. Concerns

were raised regarding difficulty fitting into established peer groups when they arrived in their new school and feeling isolated, and also around discord and a lack of trust amongst peers.

Participants hoped that they would be provided with opportunities to share their views and have these listened to within their new school. This was in terms of communication with staff, but also extended to participants being able to express themselves freely amongst peers and not trying to conform to a stereotype. Concerns were raised that instead of having their views listened to, they would be judged based on the narrative that surrounded them, resulting in unfair blame or consequences.

Achieving the hopes noted within the interviews was seen to result in feeling relaxed, secure and content in the new school, with participants wanting to go each day. They expressed concerns that they would experience negative feelings within their new school, such as sadness or being scared if their concerns were instead realised. This perhaps highlights the importance that sharing their views may have.

Despite this, within the managed move process there was a sense that sharing their views was difficult due to a lack of opportunity, and the value they placed on their views. Being provided with some structure around sharing their views or support to share these was seen as helpful. Within the managed move process, it seemed that participants felt quite powerless, with the control over the process and decisions within it (such as which school they would go to) being held by the adults around them. There also seemed to be a lack of communication around how the process worked and the results of decisions which had been made which was a source of worry for participants.

It was apparent from some participants that they would like increased involvement in the process.

4.11 Chapter Summary

This chapter has outlined the themes which were identified through the thematic analysis process. The chapter started with a thematic map which illustrates the seven identified themes and corresponding subthemes, in relation to the three research questions. Each theme was outlined in turn, accompanied by extracts from interviews with the participants. The next chapter aims to discuss these findings in line with the research base identified in Chapter 2, and provides a critical analysis of the current study. Implications for Educational Psychology practice and further research opportunities are explored.

Chapter 5. Discussion

5.1 Chapter Overview

The previous chapter provided an analytic narrative of the research findings based on the themes drawn from the thematic analysis. This chapter firstly provides a reflective synthesis of these findings in relation to the wider literature base around managed moves, before looking at theoretical links to motivation. The researcher critically evaluates the research in terms of its strengths, limitations, and implications for local and national contexts including the contributions to Educational Psychology practice. The chapter ends with a reflection on ideas for future research.

5.2 Reflective Synthesis of the Research Findings

This research set out to explore the answer to three research questions in relation to managed moves;

1. What are young people's hopes for a managed move?

2. What are young people's concerns for a managed move?

3. How much autonomy do young people feel they have in the managed move process?

This section considers the findings for each of these three research questions in turn to provide clarity for the reader. Findings for these research questions are referred to in terms of pre-existing literature and guidance on managed moves (as outlined in Chapter 2) and psychological theory.

5.2.1 Research question 1: What are young people's hopes for a managed move?

5.2.1.1 To have a successful transition to the new school.

A successful transition to the new school was hoped for by all participants in this study. It was hoped that this would happen quickly, with some currently not in school (but still 'on roll' at the starter school) and wanting to get back to education. They outlined several factors which they felt would facilitate a successful transition. Firstly, a 'fresh start', with staff in the new school not reading paperwork about them before they started and forming opinions based on this. It was felt that this was likely to change how staff perceived them, subsequently altering how they viewed their behaviour and their response. A 'fresh start' and a lack of judgement was also found by Vincent et al. (2007), Harris et al. (2006) and Bagley and Hallam (2015; 2016) to be something that facilitated a successful transition. Starting in a new school with no preconceptions may help the young person to form a new, more positive narrative about themselves. As highlighted by Harris et al. (2006), this is likely to change how others view them and respond to them, subsequently feeding into a more positive sense of self.

Young people hoped to be welcomed in their new school in terms of others' attitudes, being introduced to peers and having an increased knowledge of the school on arrival (e.g. having a tour). Support to navigate the new school was also found to help with the transition by Bagley and Hallam (2015). Several of these hopes around the transition reflect ideas noted to increase school belonging for managed move pupils in Flitcroft and Kelly's (2016) study. A sense of belonging is linked to greater academic motivation and engagement (Freeman, Andermam and Jensen, 2007), suggesting

that if these hopes are met, there are likely to be positive implications for the young person's success in the new school.

5.2.1.2 For the new school to be aesthetically pleasing and spacious.

Young people undergoing a managed move hoped that their new school would be aesthetically pleasing. This concept was unique to the individual (for example, whether it was colourful, the material it was built from, or how 'grand' it was), but there was a general consensus that the school would be clean, presentable, comfortable and spacious, with some inclusion of nature. The physical aspects of schools are not referred to in the managed move literature. This finding may be unique to this study due to the more visual approaches used (Lego® building or drawing), and the Ideal School technique which requires the young person to consider what the school 'looks like'. These hopes around the physical aspects reflect 'basic needs' in Maslow's Hierarchy of Needs (1943) which is looked at in more detail later in this chapter. Without these basic needs being met, Maslow would suggest that pupils are unlikely to then be able to engage in higher level needs such as friendships, learning and positive self-esteem. This highlights the impact that the environment can have on young people when moving to a new school. Physical security and safety may be particularly pertinent for these pupils, who will need time to establish relationships from which they can gain emotional security.

5.2.1.3 To learn.

Young people hoped that they would learn at their new school, and placed importance on being successful in exams. This may seem surprising considering the most common reason for a risk of exclusion is 'persistent disruptive behaviour' (DfE, 2019a).

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This disruptive behaviour may be perceived as the antithesis of wanting to engage in learning, with the behaviour disrupting learning for themselves and others within the class. Previous research has found that managed moves can lead to improved academic attainment (Vincent et al., 2007), and the young person feeling more confident with their work (Bagley & Hallam, 2016). However, these researchers highlight that it is not the move that results in these changes, but the support which is put in place in the receiving school. Young people in the current study provided information on several factors that they felt would facilitate their learning including being challenged, being provided with support and opportunities, and a focused learning environment.

5.2.1.4 To feel respected, cared for and valued by staff.

Positive relationships with staff, where staff conveyed genuine care, respect and value for the young person were hoped for in the receiving school. This reflects findings by Vincent et al. (2007), that much of what underpinned success in a managed move was pupils feeling "genuinely cared about, wanted, listened to and supported" (p.13) in the receiving school. The desire to feel respected and valued in this study seemed to stem from previous poor relationships with staff and feeling "kicked out" from the starter school. How staff act towards a pupil is likely to impact upon how they see themselves. As suggested by Harris et al. (2006), if staff demonstrate that they value and care about the young person, this can have a positive impact on their view of themselves and subsequently their self-esteem and motivation.

In this study, the attitudes of staff were seen as part of a top-down process; if the head teacher conveyed this genuine care and respect, it filtered down to teachers' attitudes,

and ultimately how the pupils felt within the school. Young people spoke of this relationship as reciprocal, noting that if teachers showed respect to them, they would show respect to teachers. Reciprocity such as this is noted to be a key part of effective relationships (Brazelton, Koslowski & Main, 1974), however, young people tended to place the initiation of this reciprocal relationship on staff rather than themselves.

5.2.1.5 To receive support from staff.

Both academic support (support in lessons to understand work, being able to ask questions, staff interacting with pupils and a high teacher to pupil ratio), and emotional support (being listened to, providing guidance, having additional support services available) were raised as hopes by young people in the managed move process. Many of the factors raised by the young people linked to establishing a positive relationship with staff. Young people hoped staff would listen to the difficult feelings that they shared and subsequently provide support around the issue to make it more manageable. In this way, the adult acts as the 'container' for the young person who feels 'contained' in the new school (Bion, 1962).

Young people referred to receiving this support from all staff in the school, rather than a particular 'key' adult as has been found in previous research (Bagley & Hallam, 2015; 2016). As identified by Bagley and Hallam (2015; 2016), an identified adult who knows the young person well and has established a trusting relationship can provide support during a managed move. Developing trusting relationships with all staff and receiving support when needed can only build on this, allowing support when the key adult is not available, and changing the discourse that supporting these young people is

'someone else's problem'. Establishing trusting relationships with a greater number of adults may help the young person to feel more accepted and valued within the school.

5.2.1.6 To be in a containing and calm environment.

Young people hoped for clear rules, with staff who were firm but calm in enforcing them, and pupils who follow them. Teachers would convey a sense of control in the learning environment. Flitcroft and Kelly (2016) found that supporting pupils to understand the school rules helped to develop a sense of belonging in the new school. Clear rules and boundaries have been identified by Haigh (2013) as key structural features for a feeling of containment; although the young person's emotions may feel overwhelming and without boundaries, there are agreed limits for their actions. This can enhance feelings of emotional security which in turn feeds into the development of relationships between staff and pupils.

5.2.1.7 For the new school to have a positive ethos.

Young people hoped that within their new school, pupil success would be valued and seen as a priority, and their needs would be viewed as central. This seemed to be an extension of their hope that they would feel valued in the new school, reflecting findings by Vincent et al. (2007). This hope seemed to stem from young people noting that in their starter school their success was not prioritised, and feeling that decisions made were not always in their best interests. For example, a managed move whilst they were working towards their GCSEs, or staff using punishments without understanding the situation. Young people hoped that when it came to behaviour management, the focus in the new school would be on rewarding good behaviour rather than punishment. Mistakes would not be punished, and chances would be

given. This reiterated young peoples' desire to feel understood and listened to within the school environment.

5.2.1.8 To fit in and have positive and settled peer relationships.

Young people hoped to fit into a peer group in their new school and subsequently develop settled friendships. Retrospective research on managed moves has found that developing peer relationships in the receiving school can result in increased emotional wellbeing (Bagley & Hallam, 2016) and a sense of security, comfort and safety which leads to a greater sense of belonging (Craggs & Kelly, 2018). Participants in these studies and the current study all fell within the adolescent age bracket, a time when friendships are increasingly important. Research has found that intimate adolescent friendships are linked to increased self-esteem, and reductions in mental health difficulties (Buhrmester, 1990). The frequency of mentions of peer relationships in this study illustrates how valuable young people perceive these friendships to be. Research which has only gained the views of parents and professionals (Bagley & Hallam, 2015; Flitcroft & Kelly, 2016), cite peer relationships far less. This reiterates the importance of gaining the views of young people, without which the significance of friendships may be overlooked.

5.2.1.9 To feel heard.

Young people in this study hoped to be able to express their views in their new school and have these listened to. These individuals did not feel particularly listened to within the managed move process, which may have raised the importance of feeling heard within their new school. In terms of Hart's (1992) Ladder of Participation referred to later in this chapter, facilitating young people to share their views and become involved

in decision making could increase their participation in the process. Harris et al. (2006) found that having views listened to when starting in the receiving school following a managed move resulted in the young person feeling valued, improving pupil-staff relationships and the individual's sense of self.

5.2.1.10 To enjoy school and feel secure.

Participants in this study hoped to feel happy and secure in their new school. They wanted to enjoy going to school and attending their lessons. Vincent et al. (2007), Harris et al. (2006) and Bagley and Hallam (2016) found that an outcome of managed moves was children and young people having a more positive view of themselves and school, suggesting that this hope could be realised from the managed move process. In this study, individuals feeling happy and secure in their new school seemed to result from achieving the other things that they hoped for (such as peer relationships, feeling valued, and receiving support). This echoes Vincent et al's (2007) suggestion that "it is how the move proceeds and develops rather than the move itself that will ultimately make the difference" (p.1); reiterating the importance of the support which the young person receives.

5.2.2 Research question 2: What are young people's concerns for a managed move?

5.2.2.1 Managing the new or unknown.

Young people expressed concerns regarding the move from what was known, to somewhere new and unfamiliar in terms of both people and environment. Several did not know which school they would be attending, or how they would find out. This

concern therefore related to both the 'unknown' in terms of what the school would be like, but also the 'unknown' regarding the managed move process. Parsons (2011) and Gazeley et al. (2015) argue for the importance of agreed protocols around managed moves, but Bagley and Hallam (2016) found that these were often not communicated to parents. This study suggests that these may also not be communicated to the young people themselves, resulting in feelings of anxiety and frustration.

5.2.2.2 'Failing' the transition.

When starting at their new school, young people expressed concerns that they would be closely monitored and staff would be quick to exclude them. When looking back on managed moves, Craggs and Kelly (2018) found that young people had experienced anxiety during this initial 'trial period' which had impact on the development of friendships and a sense of belonging in the new school. It seems that in this 'trial period', young people feel that they are 'on trial' rather than those around them wanting them to succeed and helping them to do so. Young people in this study also expressed concerns around returning to the starter school where they had not had a positive experience if the move was unsuccessful, and that a further failure may indicate that they were the 'problem'. Further rejection from being unsuccessful in this trial period is likely to have an increasingly negative effect on the narrative a young person holds about themselves. As highlighted by Billington (2000), repeated separations in this way are likely to have detrimental and long-lasting effects on a young person. It is therefore important that those in the new school expect and support the young person to succeed and welcome them in order to help alter this construct.

5.2.2.3 Not feeling cared for, wanted or liked by staff.

When starting in their new school, young people highlighted concerns that staff would not take the time to help or support them. Instead, they would adopt a punitive approach, monitoring pupils and being quick to place blame due to the narrative that surrounded them. Staff would make judgements based on preconceptions rather than a genuine understanding of the young person and situation. This concern mirrors the hope that young people had around wanting to feel genuinely cared for and valued within their new school. In a similar way that feeling valued by staff can feed into a more positive self-concept, it is likely that if they young person feels they are not worthy of being listened to and valued, this will feed into a negative self-concept and subsequently their engagement in the new school.

5.2.2.4 Not being able to learn.

As highlighted in the hopes for the managed move, young people were keen to learn and access education in their new school, and concerns were raised about not being able to do so. Young people noted several factors they were concerned may arise as a barrier to learning, including not feeling challenged or provided with opportunities, other pupils' behaviour impacting on their focus, and the wellbeing of the teacher. Harris et al's (2006) study found that pupils undergoing a managed move often spent less time in the classroom when starting in their new school. This gives weight to the concern from young people that they may not be provided with the right learning opportunities and resources, for example, a teacher trained in the subject and access to classroom equipment. It would therefore be important that the balance between additional support and access to opportunities and resources are carefully considered by the new school to support the young person.

Young people also spoke of how the managed move may impact on their education. In the English education system where this research took place, young people sit GCSE examinations at the end of Year 11, which are worked towards from the start of Year Nine. It was highlighted by participants in this study that a move taking place from Year Nine onwards is therefore likely to have a damaging impact on exams. Several participants were out of education while they waited to start in their new schools, missing part of this important period of education. With the process and timing of the move felt to be detrimental to some of the young people in this study, it could be argued that this was not necessarily taking place in their best interests, contradicting with guidance (Abdelnoor, 2007). When speaking with school staff in their study, Bagley and Hallam (2015) found that some schools instigated managed moves due to limited resources to support a young person who was adversely affecting school results. Parffrey (1994) suggests that in the current educational climate, young people who are negatively impacting on the performance of others are viewed as 'undesirable'. Although instructed to be inclusive and adapt practice to support individuals, judgements of schools based on narrow Ofsted criteria and league tables can incentivise the removal of pupils impacting on performance (Timpson, 2019). The detrimental impacts raised by young people in this study highlight the importance of undertaking a managed move only when it is in their best interests.

5.2.2.5 An oppressive and controlling school system.

Young people expressed concerns that the behaviour management approach in their new school would be oppressive. They described an unjust system where staff held power over pupils, and they felt powerless and unheard. A sense of autonomy is

clearly important to these young people, with some maintenance of control and ownership over their time within school. This reflects one of the three components contributing to intrinsic motivation according to Deci and Ryan's (1985) Social Determination Theory. This is looked at in more depth later in the chapter. The use of coercive power where individuals conform due to threat of a punishment (French & Raven, 1959) has been found to induce a more antagonistic climate (Hofmann, Hartl, Gangl, Hartner-Tiefenthaler & Kirchler, 2017) and weaker trust between an individual and authority (Gangl, Hofmann & Kirchler, 2015). This oppressive, unjust and controlling school system feared by young people may therefore have wider consequences on pupil-teacher relationships and the pupil's sense of belonging within the school.

5.2.2.6 Attending a dreary or damaged school.

Another concern for the managed move amongst young people was that the new school would be damaged, dirty or in need of repair as a result of a lack of maintenance and pupils damaging and disrespecting school property. The buildings and classrooms would be dull and oppressive, with a lack of resources and facilities, and a prison-like atmosphere. As a result, young people would not feel safe. In accordance with Maslow's Hierarchy of Needs (1943), this represents unmet 'basic needs', with a lack of physical and emotional comfort, safety and access to resources likely to impact on the young person's ability to access education, relationships and self-esteem. To determine placements for managed moves, many LAs (including the research LA) consider how many spaces are available in the local schools. Young people are placed in schools where spaces are available. It is possible that these schools have the most

spaces due to being less desirable (for example in terms of how they look and how well they are maintained) which may place some reality in this concern.

5.2.2.7 Difficulty making friends and fitting in, and unsettled peer relationships.

Young people raised concerns that when they arrived at the new school, they would find it difficult to make friends and to fit in. As the majority of pupils would have been in the school since the beginning of year seven, they noted that friendship groups would already be established, making it harder to fit in. This concern reflects the fear and doubts that pupils in Craggs and Kelly's (2018) study spoke of when looking back at their managed move, suggesting concerns around friendships are prevalent for many within the process.

Young people also raised concerns regarding face-to-face altercations between peers, or unkindness behind each other's backs such as rumours and bullying on social media. This again reiterates the importance of positive friendships for this adolescent age group (Buhrmester, 1990), and the need to support with the development of these at the receiving school.

5.2.2.8 Being perceived based on expectations and preconceptions.

Young people were concerned that that when they started at their new school, others would construe them in a certain way, changing how they were responded to. They felt they might be victimised or 'expected' to fail. When looking back on the process with pupils, parents, school staff and LA staff, Bagley and Hallam (2015; 2016) found that all involved mentioned the narratives surrounding pupils as a barrier to successful

managed moves. This narrative changed how staff interacted with pupils, and consequently how the pupil perceived themselves and their new school. It is clear that the narratives held by others and the feedback that this provides pupils with, impacts on their self-concept. This highlights the validity of this concern and reiterates the importance of a 'fresh start' for managed move pupils where they are able to form their own narrative.

5.2.2.9 *Feeling sad or scared.*

In a similar vein to feeling secure and enjoying school if their hopes were realised, young people noted that they would feel sad or scared at the new school if their concerns were. They also recognised that this feeling may extend to other pupils in the school, creating an atmosphere of pupils who were unhappy, and experiencing mental health difficulties as a result. Research has found that a negative school climate where pupils feel unsafe, have poor relationships, and are unable to learn (i.e. many of the concerns raised by this population) can affect self-esteem and impact on emotional and mental health outcomes (Hoge, Smit & Hanson, 1990; Lester & Cross, 2015). The importance of supporting these young people to achieve their hopes in the new school is even more pertinent given the frequency of social, emotional and mental health needs in this population (DfE, 2019a).

5.2.3 Research question 3: How much autonomy do young people feel they have in the managed move process?

5.2.3.1 Difficulty sharing views.

The importance of children and young people feeling heard within the managed move process was identified in research by Bagley and Hallam (2015; 2016). They found that listening to the voices of children and young people resulted in a more effective move, due to an increased sense of control and security over the process, and a reduced likelihood of schools using a managed move reactively. Harris et al. (2006) additionally found that feeling listened to during the managed move helped young people to feel valued which impacted positively on pupil-staff relationships and self-regard.

Within the research LA, young people attend a transition meeting with their new school before starting, in line with good practice guidance by Abdelnoor (2007). This can provide an opportunity for young people, parents and staff to voice their concerns and hopes for the move. However, in this study, the majority of young people were not aware of this meeting, and if they were, did not feel that they could use this as an opportunity. Young people felt that their views were not important, that they may be perceived negatively as a result of sharing their views, or that their views may place unwanted pressure on the new school. One suggested that they would only share their views if asked directly. It is clear that simply holding this meeting is not enough. There needs to be careful consideration as to how the meeting is structured to support the young person to share their views and feel that they are valued, or to gain the views in other ways (e.g. individually).

Within this study, young people were offered support from the researcher to share their views through a summary letter, which they could either take to the transition

meeting or the researcher could send to the new school. The majority opted for the researcher sharing their views with the new school, mentioning that this would be helpful. This illustrates the value young people placed on having someone who would advocate for them and support them within the process.

5.2.3.2 Lack of power and control.

Young people spoke of feeling powerless within the managed move process. The majority were unsure which school they were going to, or how they would find this information out. This information was known by the researcher and others in the LA, but had not yet been passed onto the young person or their family several days after the decision had been made. The uncertainty resulting from this lack of communication appeared to be causing some anxiety and frustration to young people in the study. Bagley and Hallam (2016) and Harris et al. (2006) also found that a lack of clear processes within managed moves can result in feelings of frustration, isolation, and feeling 'forgotten about', echoing the findings from the current study. According to the CSJ (2018), there are not always clear processes for managed moves within LAs due to a lack of national guidance and protocols. The LA where this research took place does have a process for managed moves, but it seems that this is not communicated clearly to the young people at the centre of the process.

In addition, young people spoke of feeling 'kicked out' from their previous school with little that they could do to influence whether the move took place or how it was done. They clearly placed the power with staff in their old school and to some extent with their parents. Where young people had been able to share their views around which school they would like to go to, they lacked conviction that this would be taken into

account. Young people seemed to desire more involvement at all stages of the managed move process, from deciding whether the move could be helpful, to the choice of school, and subsequently what support they would receive when they arrived.

5.3   Theoretical Links

Managed moves are commonly used as an alternative to exclusions. For young people who are excluded, the most frequent cause is 'persistent disruptive behaviour' (DfE, 2019a). Within literature, there are several studies which have found that those who are not motivated to engage in learning are more likely to engage in behaviours which are disruptive (e.g. Covington, 1992; Kaplan & Maehr, 1999). Research has also found that following transition from primary to secondary school, greater motivation can result in academic and social success (Duchesne, Ratelle & Feng, 2017). As another form of transition, it is likely that if a managed move pupil has greater motivation, their move to a new school is more likely to be successful.

Many of the hopes and concerns which were identified by young people in this study reflect key aspects of two prominent theories around motivation; Maslow's (1943) Hierarchy of Needs, and Deci and Ryan's (1985) Self-Determination Theory. These two theories highlight the importance of environmental and interpersonal factors in fostering motivation.

5.3.1   Maslow's Hierarchy of Needs.

Maslow (1943) suggested that we are motivated by the need to fulfil certain needs. We seek to meet these needs in a progressive manner; once we have met a more

basic need, only then are we motivated to fulfil those at a higher level. Our lowest level need at a moment in time will preoccupy us and prevent us from considering higher level needs. Maslow used his 'Hierarchy of Needs' to illustrate this (Figure 14). Although this was not originally portrayed as a pyramid by Maslow, this is how it is most often illustrated within literature for a visualisation.
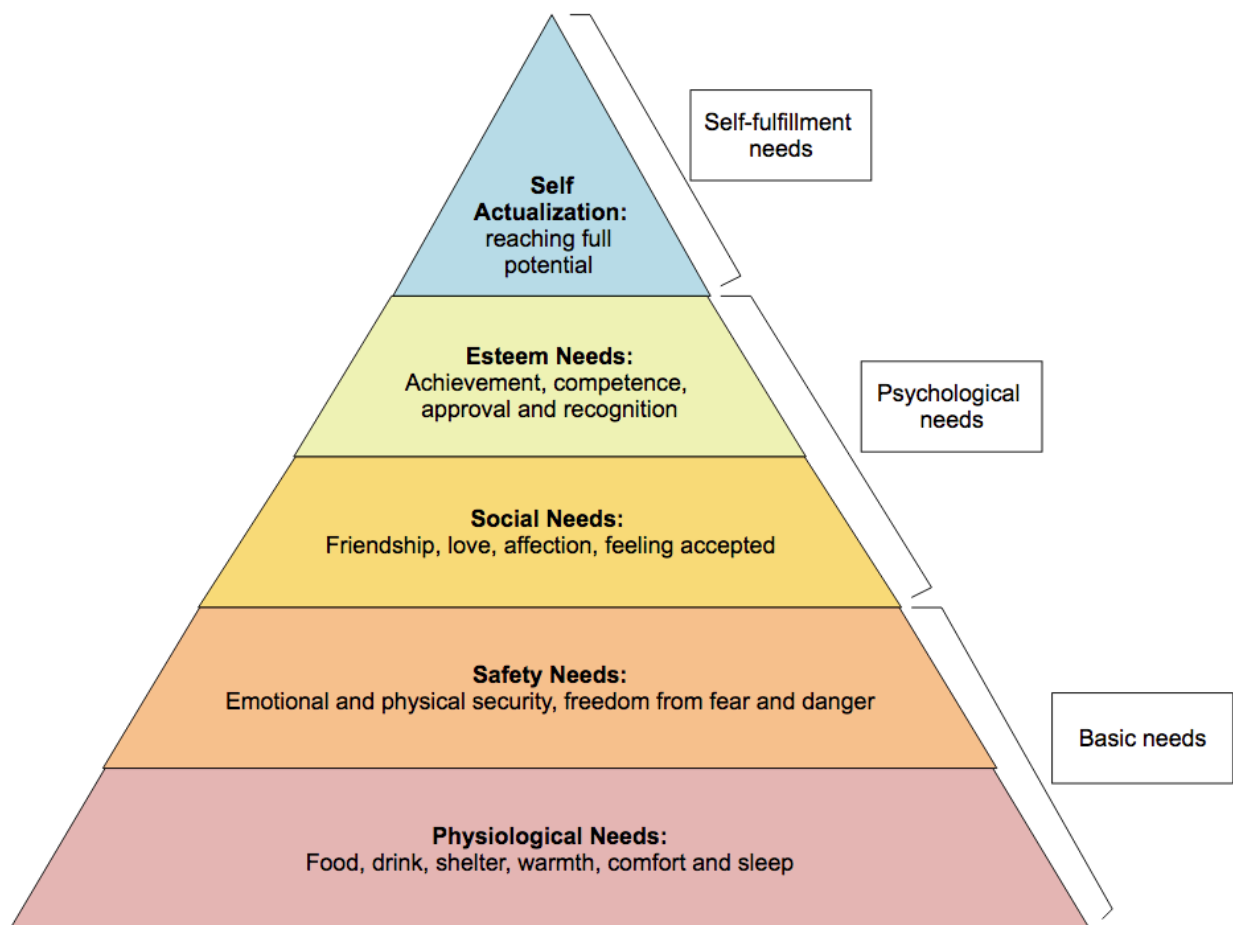
Figure 14. Maslow's Hierarchy of Needs (1943)

Hopes spoken about by young people in terms of their managed move often reflected the different needs in Maslow's hierarchy. Many of the concerns raised were barriers to meeting these. This is illustrated in Figure 15. This would suggest that for young people, their overall hope is that their needs will be met in their new school to enable

success in the aspects of school life which are important to them. This is supported by much of the literature on managed moves; many of the hopes identified by young people in this study reflect the factors which were found to facilitate a successful managed move in the research base.
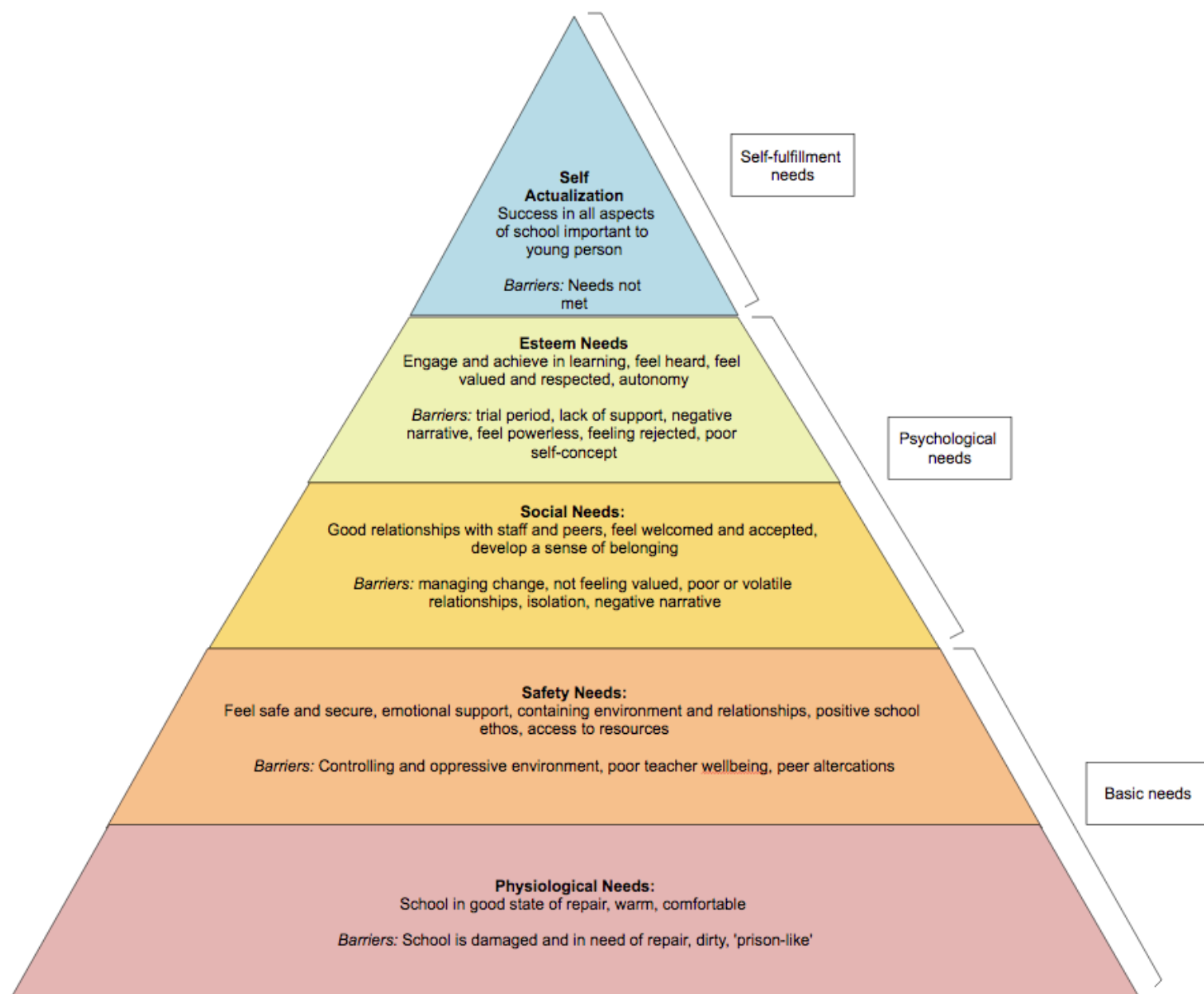
Figure 15. Hopes for a successful managed move and barriers to achieving these as identified by young people in relation to Maslow's 'Hierarchy of Needs' (1943)

It is recognised that school is not the only system where the child's needs can be met (or where the barriers to meeting these may arise), but by supporting young person to meet their needs in the new school, we are likely to see positive impacts on their behaviour, learning and subsequently success from the managed move. Maslow additionally argues that each individual may place greater importance on different needs; highlighting the importance of listening to and working with the young person when supporting them.

5.3.2 Self-Determination Theory.

A second model of motivation relevant to this research is Deci and Ryan's (1985) Self-Determination Theory. Deci and Ryan's initial idea was that the type and quality of an individual's motivation plays a more important role in predicting outcomes than the amount. They placed types of motivation on a continuum. At one end is 'amotivation', where an individual lacks any motivation, and at the other is 'intrinsic' motivation, where an individual completes an activity because it brings them satisfaction or pleasure. Between these two points is 'extrinsic' motivation, where motivation relies on an external regulation such as a reward, or avoidance of a negative consequence. According to Ryan and Deci (2000), those who are intrinsically motivated have the greatest motivation and 'self-determination' (autonomy), allowing for optimal functioning, social development and personal wellbeing. To achieve intrinsic motivation, Deci and Ryan's (1985) propose three psychological needs which must be satisfied; competence, autonomy and relatedness. A study by Goldman, Goodboy and Weber (2017) found that the fulfilment of these three psychological needs within the classroom can increase a pupil's motivation to learn and engage in education. By supporting young people who are at risk of exclusion to develop intrinsic motivation to

engage in education in their new school, further 'persistent disruptive behaviour' can be reduced, and the likelihood of a successful managed move is increased. Many of the hopes and concerns raised by young people before they underwent a managed move also reflected the needs of autonomy, competence and relatedness.

5.3.2.1 Competence.

Competence relates to an individual's feelings of effectiveness, confidence and experience of opportunities to use one's capacities. Experiencing a sense of 'competence' in their new school in relation to the environment, learning, managing the transition and social contexts was hoped for by the young people in this study. They spoke of factors within the environment which would support them to feel competent with these, such as receiving support from the teacher, being challenged, a focused learning environment, and increased knowledge of the new school. Concerns around factors which may reduce their 'competence' included a learning environment which was not conducive to learning, 'failing' the trial period, poor relationships with staff and not fitting in with peers.

5.3.2.2 Autonomy.

Autonomy refers to an individual's need to initiate their own actions and act in line with their interests and values. The young people in this study spoke of their desire to have their views taken into account in their new school and during the managed move process. They additionally highlighted that they wanted to act in line with their own values amongst peers, and to be supported to learn (an action they were initiating). Several concerns were raised as factors which could hinder a sense of autonomy. These included teaching staff asserting control and an unfair use of punishments,

being judged based on a narrative rather than being listened to and understood, and not having the opportunity or confidence to share their views.

5.3.2.3 Relatedness.

The concept of relatedness is similar to Baumeister and Leary's (1995) idea of a 'sense of belonging'. Both refer to developing positive relationships with others and the community, feeling cared for and accepted by others. Within this study, young people expressed that they would like to fit in with peers when they arrived in their new school, feel valued, cared for and respected by staff, and experience a successful transition to the new school where they felt part of the community. Factors which were mentioned to contribute to this were not being judged based on a pre-existing narrative, staff providing emotional and academic support, being introduced to peers and shown around the school when they arrived. Again, negative narratives were perceived as a barrier to this, as well as not being able to establish friendships and an oppressive school system impacting on pupil-teacher relationships.

5.3.3 Summary

The link that has been made in this study to what is needed for young people and models of motivation demonstrates the importance of shifting the focus from solely on the young person, to what we can do in their environment and at interpersonal levels to support them to meet their needs. Helping young people to meet these needs can enhance motivation and subsequent engagement in learning and education (Goldman, Goodboy & Weber, 2017). This may increase the likelihood of a successful managed move.

5.4   Implications of the Research

In line with the Solution-Focused (de Shazer, 1985) and Positive Psychology (Seligman & Csikszentmihalyi, 2000) underpinnings, this research has acknowledged the concerns held by young people for managed moves but placed a focus on their hopes. Young people were supported to consider how to achieve their hopes and take increased responsibility in the process through techniques from SFBT including resource activation and scaling. This supported the emancipatory nature of the research, with young people leaving the interview with ideas around what they themselves could do to facilitate the managed move process.

Many of the hopes and concerns highlighted by young people reflect the findings within the literature base around factors that facilitated or hindered the managed move process when it is looked back on retrospectively. This study illustrates that many of these key hopes and concerns could be pre-empted by gaining the views of young people involved before the move. By taking these findings into account, those working with the young person can support them to achieve their hopes and reduce the likelihood of their concerns being realised. As illustrated through motivational theories, this can increase the likelihood of the move being successful and place the young person on a more positive educational trajectory. It was noted in Chapter 1 that the social and financial costs associated with exclusion are vast. By supporting young people to establish supportive relationships, feel competent in their new school and retain a sense of autonomy we can help increase the motivation of young people to engage positively in education (Goldman, Goodboy and Weber, 2017). This may help to prevent further permanent exclusions and the alternatives to these. The findings from this study therefore not only have implications for individual young people

undergoing managed moves, but also financial and social implications for local authorities and the wider government.

Within this study young people did not feel that they had a sense of autonomy during the managed move process. They did not feel able to share their views, or that their views would be valued and taken into account if they did. It seemed that for young people the managed move process was something which was done to them rather than with them, and they spoke of a sense of rejection from their previous school. Article 12 in the United Nations Convention on the Rights of the Child (1989) proposes that children who are capable of forming their own views have the right to express these, and that these should be given due weight in decision making. The young people in this study have clearly shown that they are capable of forming their own views, but that these are not currently given due weight within the managed move process. As mentioned, within the LA where the research took place, young people attend a transition meeting before starting at their new school which provides an opportunity for them to share their views. Even though this opportunity is in line with good practice guidance (Abdelnoor, 2007), young people were either not aware of it, or did not feel able to use it for this purpose. This raises the question of how much involvement young people truly have if not supported to share their views in a way that they are comfortable with. Hart (1992) presented a Ladder of Participation (Figure 16) to depict different levels of participation. Simply attending a meeting but not being able to share views would amount to 'tokenistic' participation which is classed as 'non-participation'.

Figure within the figure reads:

8. Child-initiated, shared decisions with adults

7. Child-initiated and directed

6. Adult-initiated, shared decisions with children

5. Consulted and informed

4. Assigned but informed

3. Tokenism

2. Decoration

1. Manipulation

Degrees of participation

Non-participation

Eight levels of young people's participation in projects.
(The ladder metaphor is borrowed from the well-known
essay on adult participation by Sherry Arnstein (1969); the
categories are new).

Figure 16. Hart's (1992) Ladder of Participation. Sourced from: https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

In order to advance to true participation, the adults working with the young person need to consider how they can facilitate the young person to share their views. Findings from this study suggest that this may include thought on how the meeting is structured (e.g. are they asked directly for their views or are they expected to

contribute without structure), but also how the young person is supported to feel that their views are valued and listened to. As highlighted by Gersch and Nolan (1994), there are practical reasons for listening to the voices of children and young people. The young people in this study have provided valuable information around what would support them to be successful in their new school. If taken on board, this has positive implications for their education as well as others within the classroom.

Using the findings from this study at a national level could help to reduce the current inconsistencies in managed move practice across the country (CSJ, 2018). Following a recent review of school exclusions (Timpson, 2019), it was suggested that there needs to be clear guidance on the use of managed moves so that they are used consistently and effectively. The current findings around the support young people feel they would benefit from during the move, the barriers that may arise and how to increase participation within the process can help to inform this guidance and intervention for this population. The study has provided a tool to gain the views of young people to ensure the support provided is individualised and effective.

5.4.1 Implications for Educational Psychology practice.

In guidance around managed moves, Abdelnoor (2007) suggested that there should be someone impartial involved in helping to facilitate the process. He proposed that this facilitator should be able to work effectively in an emotionally charged environment, have good relational skills, psychological awareness and a unifying perspective. As a profession equipped with these skills, EPs are well place to provide support in the managed move process.

Foucault (1998) described how 'power is everywhere' and 'comes from everywhere'. In this way, there is no one source of 'power', instead it is something which is built amongst us and is constantly changing in society. Foucault's concept of 'governmentality' considers how broader societal policies and practices influence those of institutions such as education (2003). This 'bio-power' determines what is normal, acceptable and deviant in our society and is communicated through 'technologies of power'. A managed move may be considered to be one such technology of power; an individual is moved from one setting to another because they are perceived to be 'undesirable'.

Foucault's concept of 'subjectification' considers how an individual governs themselves based upon these institutional and social practices present around them. In this way, 'power' is not used directly on an individual, but indirectly via self-governing processes. Technologies of power such as disciplinary practices and managed moves can alter how a young person constructs themselves and how they regulate their behaviour. How a young person regulates themselves due to this may vary for each individual and is important for the EP to consider when working with this population; they are not necessarily 'powerless' within this process. Do they problematise themselves? Do they perceive themselves as an 'outsider' whom others cannot handle? Do they act in a way that lives up to this construction? Are they seeking an escape from this metapower? Through considering the answers to these questions and others which may arise, the EP can support the young person to manage these technologies of power in a way which is most helpful for them.

Foucault argued that the discourses we have can alter the perceptions held of the self and others; "discourse transmits and produces power; it reinforces it, but also undermines and exposes it, renders it fragile and makes it possible to thwart" (1998, p.100-101). The conversations that EPs have within the managed move process are therefore invaluable. Through discourse, the profession can help to undermine and thwart the constructs held by, and of this population. This may be through work with the young person to alter unhelpful constructs, or with those around them to reframe the difficulties from wholly 'within' child to a more holistic view incorporating friendships, the school environment, the ethos and teacher relationships to better consider support.

The British Psychological Society (2015) suggests that EPs are skilled at eliciting the views of young people, and that these views are central to their work. This research has successfully piloted the use of PCP and Solution focused techniques, adapted to explore the constructs of young people within the managed move process and what would support them in their new school. When working with a school around a managed move, EPs are able to gather the views of CYP directly using these techniques, or can support those working with the young person to do so. The views gained can subsequently feed into problem solving around how to meet the young person's needs and provide them with appropriate support.

5.5   Dissemination

Stakeholders for this study include the Children's Services department in the LA where the research took place, its Educational Psychology service and the young people who

participated. It was additionally identified that those who may benefit from dissemination also include the parents of the participants, and the receiver schools.

Within the LA, the researcher worked primarily with the Inclusions Team who supported with recruitment and provided information on current managed move protocols. The director of Children's Services and the Principal EP gave permission for the research. The researcher aims to provide an executive summary of the research to the head of the Inclusions Team and the director of Children's Services following the thesis viva. A presentation of the research findings and the implications for EP practice will be shared at a Service Development session for the Educational Psychology Service in July 2020 to provide an opportunity to consider how the findings can inform the practice of the EPs within the local service.

The researcher aims to publish findings from this research following the thesis viva. The findings from this research can contribute towards national strategy and guidelines for supporting children and young people within the managed move process.

Letters summarising the content of the interviews were sent to young people within two weeks of the interview taking place (see Appendix 16 for an example). The researcher suggested in this letter that young people could share this with a family member or staff at their new school if they felt this would be helpful. It was felt that the decision to share their views should remain with the young person. Where requested by the young person, a copy of this letter was also sent to the receiving school as a way of sharing their hopes, concerns and what they felt would help them when starting

in the new school. Following the thesis viva, the researcher will send a summary of the research findings as a whole to participants.

5.6   Strengths of the Research

A key strength to this study is that it has gained the voices of young people; a population whose voice is often lost within the managed move process. Supporting young people to subsequently share these views has ensured that the views are not lost, but are instead advocated for. An additional strength is that these views were gained and shared before the managed move took place. This provided an opportunity for the views of young people to influence the support given when starting at the receiver school.

Semi-structured interviews allowed for flexibility to explore the views of young people, and to gain information they felt was relevant to them. The inclusion of the 'Ideal School' PCP technique (Williams & Hanke, 2007) demonstrates how a creative method can be used to explore an individual's constructs. By creating their Ideal and Non-Ideal schools, participants formed a visual representation of their hopes and concerns around the managed move, creating a richer picture of their constructs than purely verbal methods could allow. As the young person could see their Lego® model or drawing, this allowed time to process their thoughts and seemed to support the young person to consider what was important to them, adding to the value and relevance of the themes gathered. The model or drawing could also be used as a reference point to check understanding and interpretation, enabling further clarification on the young person's constructs and reducing interpretation bias from the researcher.

The pressure to talk was initially reduced by young people first creating or drawing a model. The joint attention between the researcher and the participant to a shared object seemed to help put the young person at ease and relax into the interview. Many became more talkative after taking this point, further adding to the richness of the data gathered. Although Lego® bricks may be considered to be something primarily used with younger children, this research demonstrates the value of offering this as a material with the adolescent population. The majority of participants within this research chose to use Lego® bricks for at least one of the schools that they created, and seemed enthusiastic when doing so;

Ruby: Who would have thought I would be having so much fun with Lego! (lines 222-223)

5.7   Limitations of the Research

The small sample size in this study and restriction to one LA limits generalisability to the wider population. However, in line with the constructivist underpinnings, the aim of the research was to explore individuals' constructs within the managed move process rather than to generalise findings. As argued by Kelly (1955), each individual will have different constructs about a phenomenon, and it may therefore not be appropriate to generalise. Although not directly generalisable, the findings from this study can help to inform the literature base around managed moves, as well as policy and intervention guidance at a national context. They additionally highlight areas for EPs, school staff and other professionals to consider when working with young people undertaking a managed move.

The age for recruitment of participants for this study was originally intended to be those between seven and 18 years old. However, due to the infrequency of managed moves for the primary age population in the LA, it was not possible to recruit participants in this age group. Views gained from younger children may have varied due to their developmental stage and differences between primary and secondary school systems. For example, themes around autonomy and feeling heard were prevalent amongst this adolescent group, for whom the development of autonomy is thought to be accelerating and of central importance (Zimmer-Gembeck & Collins, 2003). The timing of the move in relation to GCSE examinations was also spoken about, which is unlikely to be mentioned by primary age participants. Only including the adolescent age group has narrowed the findings, but it has also allowed for a richer picture of the constructs of this demographic who are at most risk of exclusion (DfE, 2019a). This adds to the relevance of the findings.

All but one of the participants within this study were female (as identified in LA data for the moves). This was due to the individuals for whom a managed move was agreed for in the LA during the recruitment period. From looking at LA data, this is not reflective of the gender of the local managed move population, where there is a more even split between males and females. This again may have produced a bias in the themes which were obtained from the data.

The Ideal School technique (Williams & Hanke, 2007) used draws on Kelly's Dichotomy Corollary (1955), where bipolar constructs are compared (in this case, the 'Ideal' and 'Non-Ideal' schools). This technique provided a clear, logical structure to the interview. Young people appeared to enjoy completing the activity and relaxed

while doing so. However, it could be argued that this structure limited the data which could be gathered to the dichotomy. Richer data may have been gathered if this restriction was not present. The researcher was flexible with the structure of the interview, exploring areas further when they seemed important to the interviewee or in answering the research questions. The use of a scaling exercise following the Ideal School Technique also helped to gain further rich data for the research questions. The third research question around the young person's sense of autonomy was primarily answered in a separate part of the interview where the researcher asked the young person about sharing their views and was therefore not restricted by the dichotomy.

Lego® bricks and drawing materials were both used to help elicit the constructs of the young people within the study. It is possible that the use of Lego® bricks limited responses, as models could have been determined by the Lego® bricks which were available. Drawing may have enabled more freedom in terms of what young people could put in their Ideal and Non-Ideal schools, facilitating a more accurate reflection of their views. This was considered by the author prior to data collection, and as such, a wide range of objects and bricks were included in the Lego® selection. Participants were also told that if they could not find an item they wanted in the selection, they could use another brick to represent it. The use of questions around the model appeared to elicit broader responses, with young people building on what they had created. As it was the discussion around the model that was analysed, this limitation was not felt to impact on the data gathered. The benefits found when using the Lego®, such as helping to establish rapport and reduction of anxiety were felt to outweigh this possible limitation.

5.8 Reflexivity

It is argued by Sword (1999) that "no research is free from biases, assumptions, and personality of the researcher and we cannot remove the self from those activities in which we are intimately involved" (p. 277). The researcher was aware of this, and as a result practised several reflexive strategies throughout the research journey to reduce the extent to which they influenced the study. It is acknowledged that it is never possible to entirely remove oneself from the data when conducting research, but these strategies helped to ensure that the conclusions drawn from the findings were as objective as possible.

Finlay (2002) proposes that reflexivity involves the researcher recognising how they construct their knowledge and considering why this is in order to reduce bias. In order to develop reflexivity, a research diary was maintained throughout the research process (Robson & McCartan, 2016) to reflect on why different decisions were made in the research, and to reflect on the data collection and analysis process. A transparent log of the research process and information on how or why different decisions were made was outlined in the methodology chapter.

Within interviews, a non-judgemental and open position was maintained. Questions were carefully considered before asking to ensure that they remained 'curious' rather being perceived as judgemental by participants. Participants were reassured that there was not a correct answer to questions to encourage them to share their views freely. The information gathered from participants was checked with them throughout the interviews via paraphrasing, summarising and referring to their Lego® models or drawing. Participants therefore had the opportunity to confirm or alter any

interpretations which had been made. A summary of the interview sent to participants allowed them a further opportunity to contact the researcher if they felt that anything had been misinterpreted.

The researcher listened back to each interview after it had taken place, allowing for a reflection on what had been said and how this may have influenced the participant, noting these in a reflective diary. An example of this was in the interview with Daniella, where the researcher noticed that providing options within the questions asked may have shaping her response:

> *Researcher: What about the teacher, what's she like? Is she a nice teacher, is she a strict teacher?*
>
> *Daniella: Strict*
>
> *Researcher: Strict. And if you walked into this school, how would you feel in it? Do you think you'd be happy, do you think you'd feel a bit sad? Do you think you'd be a bit scared?*
>
> *Daniella: Scared*

Reflecting on interviews gave the researcher a greater awareness of their role within the data and how this could be reduced in following interviews.

Once data was collected and initial codes were noted for each interview, a colleague also coded part of a transcript (see Appendix 12). This peer checking allowed for a comparison of coding to check for any bias in interpretation. Any differences in coding were discussed with the thought process behind these outlined. The researcher

discussed their data and potential themes with their academic tutor to allow for any interpretive bias to be recognised and alternative conclusions considered.

5.9   Future Directions

This study gathered the views of an adolescent age group. A follow up study to this research could be to use the same methods with a younger age group to explore whether different hopes and concerns arise, and whether their feelings of autonomy in the managed move process differ to those of older children. The methodology used would suit this age group, but an adaptation could be made to using larger Lego® 'Duplo' bricks which are specifically designed for young children.

This study focused on the views of children and young people in particular, as it was noticed that their voice is often missing from research. During participant recruitment and data collection, the researcher had contact with the parents of participants. Parents expressed numerous concerns around communication, time out of education, and the impact of the managed move process on the young person and the family. The concerns raised mirror those which were found in discussions with parents in Bagley and Hallam's (2016) study. Several parents mentioned that they felt this research was important and that they were glad that the young person was being listened to within the process. Future research which similarly listens to the voices of parents *within* the process, including the support that they would find helpful would be valuable. It was noticed during interviews in the current study, that some of the concerns raised by young people mirrored those raised by their parents in the informal discussions. It is possible that the constructs of these young people had been co-created through discussions with their parents or noticing their views. Listening to the

voices of parents and providing them with support during the managed move process may therefore have positive implications for the constructs of their children.

When sharing the views of the young people, the researcher received several responses from staff at the receiver school that they found the views helpful. Further research could look at how the hopes and concerns shared with receiver schools are used, and the impact of this on the young person. This could add further evidence for the value of gaining the views of young people within the process and help to illuminate any challenges that the new school may have in supporting the young person. As highlighted by Billington (2000), repeated separations through the use of exclusionary practice can have a detrimental impact on a young person. Exploring how support is implemented at the new school and any barriers to this may increase the likelihood of the move being successful and reduce the need for further separations for the young person.

5.10 Conclusion

The aim of this exploratory and emancipatory research was to use PCP and Solution Focused techniques to gain the voices of young people within the managed move process. Through semi-structured interviews, the researcher explored what young people hope for from the move, the concerns they had, and their sense of autonomy within the process.

It was found that young people hoped for; a fresh start and to feel welcomed, physical security, to be able to learn, positive staff and peer relationships, to 'fit in', a containing and calm environment, to have their views heard, and to enjoy attending school. They

expressed concerns regarding; managing the unknown, experiencing further 'rejection', succeeding in the 'trial period', being surrounded by a negative narrative, not feeling valued, an oppressive and controlling school system, poor staff and peer relationships, not fitting in, and feeling unsafe or scared in the new school. These findings reflected many which have been found in previous literature around factors which facilitate or hinder managed moves. From looking at motivational models, many of these factors are reflective of basic needs which the young person is looking to meet. By supporting the young person to meet these needs, their motivation to engage positively in the new school is likely to increase, facilitating a successful transition. Listening to young people provided them with an opportunity to offer suggestions around what would help them to achieve their hopes and mitigate their concerns, contributing to more individualised and effective support in the new school.

It was found that young people often feel powerless within the managed move process, with a lack of opportunity or confidence to share their views, and little clarity about the process. Suggestions made following the Timpson Review of School Exclusions (2019) include the managed move process being transparent and understood by all involved, and the views of the young person being taken into account. This researcher echoes these recommendations. This study has given voice to this vulnerable population, placing the needs and the wishes of young people at the centre. It is hoped that by sharing these views, the young people who took part in the study felt listened to and valued, and going forward, this provides the opportunity for their needs to become more central to the process. This is of paramount importance in light of the fact that managed moves do not always take place in the best interests of the child or young person.

The findings from this study can also help to inform schools and professionals working with young people in the managed move process at a wider level. For EP practice, the findings have implications for the importance of working with schools to 'thwart' the dominant constructs of the young person and perception of where the 'problem' lies. The methodology used within this study has also demonstrated a way that the views of this vulnerable population can be gathered, either directly by EPs or with their support.

Overall, this research has reiterated the importance of gaining the views of children and young people within the managed move process. Doing so not only has positive implications for the individual, but can subsequently impact on the education of others within the setting, and reduce the wider societal costs associated with exclusions. The young people within this study demonstrated their insight into what could support their managed move to be successful, placing value on listening to what they have to say. The researcher would like to end by thanking the young people for their valuable contributions to this research.

That's what makes a school special, the different kind of children.
I hope for a school that is willing to give a teenagers a chance in their new
school - Antonio

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Appendix 1.

Inclusion and exclusion criteria of literature review studies

Study Feature	Inclusion Criteria	Exclusion Criteria	Rationale
Language of study	The whole study is available in the English language	All or part of the study is not available in the English language	So that the entire study can be evaluated for the review as translation services are not available
Type of literature	The study is in a peer-reviewed journal or book	The research is not peer reviewed, or is a dissertation	Peer-reviewed research has higher credibility based on a comprehensive assessment process
Topic of research	The research is either all or partly about managed moves	The research is about something other than managed moves	The author is interested in gaining an overview of the research on managed moves

Type of research	The research is a piece of primary research	The article or book is about secondary research e.g. a literature review or summary of another study	
Accessibility	The entire study is accessible through online searching or library requests	The whole or parts of the study are not accessible through online searching or library requests	So that the relevant sections from a study can be evaluated for the review
Location of Study	Study carried out within the United Kingdom (UK)	Study carried out somewhere other than the UK	Managed moves are a concept unique to the UK education system
Date of Study	Study carried out in 1999 or later	Study is carried out before 1999	Managed moves were introduced in 1999

Appendix 2.

Studies included in the literature review

Full reference

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Appendix 3.

Summary of literature review studies

Study	Aim(s)	Participants	Methodology	Key findings (specific to managed moves if part of wider study)
Bagley & Hallam (2015)	To increase understanding of the process of managed moves, what contributes to success, and the challenges experienced	5 LA officers (1x officer responsible for exclusions and managed moves, 1x Education Welfare Officer, 1x Head of Children Looked After, 2x EPs) 11 school staff (Headteachers, Special Educational Needs Coordinators (SENCos), Inclusion Officers)	Interviews (order of questions not fixed)	*Facilitating factors:* 'fresh start', home-school communication, early intervention, pastoral support (including relationships), involvement of young person *Challenges:* inter-school tensions, narratives around young people, objectifying language, accurate diagnosis
Bagley & Hallam (2016)	To increase understanding of the experiences of young people and their parents in managed moves, what	5 young people (10-14 years) Mothers of these young people	Semi-structured interviews Personal construct psychology (PCP) technique with young people	*Reasons for move:* bullying/social isolation, breakdown in relationships with staff *Conceptions of success:* happy/improved self-perception, progress and learning

	contributes to success, and the challenges experienced		prior to interview	*Facilitating factors:* 'fresh start', home-school communication, pastoral support, commitment, school suitability *Challenges:* narratives, timing, family stress, 'moving a problem', awareness of protocols and trial period
Bagley & Hallam (2017)	To explore LA and school staff perceptions of the role of the EP in supporting managed moves	5 LA officers (1x officer responsible for exclusions and managed moves, 1x Education Welfare Officer, 1x Head of Children Looked After, 2x EPs) 11 school staff (Headteachers, SENCos, Inclusion Officers)	Interviews (two specific questions asked around current EP role in managed moves, and future possibilities for role)	*Current EP role:* Lack of EP role clarity, variability between schools, reactiveness in relation to crisis, capacity of EP *Further involvement possibilities:* transition support, preventative work, accurate assessment of needs
Craggs & Kelly (2018)	To gain the views of children and young people on school belonging and managed moves in order to contribute to personalisation of the	4 young people (Year 9-10)	Individual interviews	*Key components of a sense of belonging for pupils who had undergone a managed move:* making friends and feeling safe, feeling known, understood and accepted as a person in receiver school, identification of and support for SEND, supportive school practices, clarity around trial period, extracurricular activities, peer relationships *Developing school belonging for future pupils:*

				Further support for peer relationships, shorter trial period, using skills and interests, staff acknowledging completion of trial period, staff advocates
Flitcroft & Kelly (2016)	To explore how school staff conceptualise and create a sense of belonging (in general and for pupils experiencing a managed move)	6 Deputy headteachers 1 LA officer responsible for supporting families in managed moves	Focus group using Appreciative Inquiry 4-D cycle with deputy head teachers Interview with LA officer	*Current practice to facilitate sense of belonging for managed move pupils:* preparations for the individual, parent-pupil-school partnership *Current facilitators:* process of transfer, positive language and attitude *Suggestions for further facilitating sense of belonging:* Knowledge of pupils, school integration, preparations for move, changes to managed move system
Gazeley et al. (2015)	To explore how inequalities in exclusion might be reduced To put school exclusion data in context	8 tutors from Initial Teacher Education (ITE) departments 7 LA staff 55 school staff (senior and pastoral) 53 young people (secondary age)	Focus groups with ITE tutors Interviews with LA staff Review of school data and information Semi-structured interviews with school staff and young people	Managed moves most commonly used alternative to exclusion *Facilitating factors:* local networks of schools, well-defined protocols, close co-operation, ongoing monitoring, commitment of resources and support *Challenges:* right of appeal, consent, varying practice between schools
Harris et al. (2006)	To evaluate effectiveness of managed	14 young people (year 7-11). 11 underwent managed moves, 3	Individual interviews	*Outcomes:* reduction in 'problematic' behaviours, forming friendships, improved attendance, better home

	move trial in order to refine protocol	received preventative support		relationships, improved attitude towards school and motivation to engage in activities *Facilitating factors:* 'fresh start', new relationships with peers and staff, consistent behaviour management, additional support, out of school programmes *Challenges:* inconsistencies between schools, time out of school, access to curriculum
Parsons (2011)	To look at what works in reducing exclusions	17 LA staff (school staff, statutory services and voluntary services) in first stage 126 individuals including young people and families in second stage	3 stages: Examining exclusion data, visiting 3 low excluding LAs, Interviews with LA staff Supporting schools to use alternatives to exclusions. Interviews with 126 individuals Consolidating information and reporting with LAs	Managed moves used in low excluding LAs and contributed to lower exclusion rates. Some success in trialling managed moves in high exclusion LAs. Highlights need for risk assessment, parent consultations, reviews, induction and support arrangements, and management of any breakdowns

| Power & Taylor (2018) | To explore alternatives to exclusion in Wales due to concerns around 'under the radar' exclusions | Headteachers from 12 secondary schools | Semi-structured interviews | Headteachers use managed moves to avoid exclusion

Challenges: lack of council processes, delays and problems in finding a new school, schools affected unevenly |
|---|---|---|---|---|
| Vincent et al. (2007) | To evaluate a managed move scheme after its first year | 7 non-school panel members
7 deputy head teachers
7 head teachers
5 parents
14 pupils (year 7-11)
'Cross-section' of school staff | Semi-structured interviews
Focus groups with cross section of school staff
Observations
School exclusion statistics analysis
Survey completed by teaching and non-teaching staff | *Outcomes of scheme:* fewer permanent exclusions, increased educational attainment, decrease in 'problematic' behaviours, increase in behaviour consistent with school norms and expectations, improves relationships at home, more positive feelings about self and school

Facilitating factors: 'fresh start', support, control to schools, additional learning support, recognition of needs, willingness and ability of school to respond to needs, quality relationships with staff, school commitment |

Appendix 4.

Key strengths and limitations of literature review studies

Study	Strengths	Limitations
Bagley & Hallam (2015)	Information about interview schedules provided Coding of data allows consideration of perceived importance of issues (although difficult to know how many participants each theme is mentioned by) Researcher relationship to participants is discussed	Based on retrospective accounts – interpretations may have changed over time Unclear how participants were recruited
Bagley & Hallam (2016)	Ethical approval has been obtained and provides information on ethical considerations Contextual information provided for young people Clear how data is analysed	PCP technique is used retrospectively so difficult to ascertain accuracy of change in constructs Interviews carried out retrospectively – interpretations may have changed over time Research carried out in one LA with small number of participants – limits generalisability
Bagley & Hallam (2017)	Clear how data is analysed Coding of data allows consideration of perceived importance of issues (although difficult to know how many participants each theme is mentioned by)	Researcher relationship to participants not mentioned (e.g. whether also employed by local authority) Not all conclusions seem to be derived from the data, some seem to be the author's own suggestions (particularly in relation to future EP involvement in the process) EPs likely to have different views of role compared to other LA officers – not separated in data
Craggs & Kelly (2018)	Clear participant selection criteria given Background information on participants given	Small participant group (but looks at individual experiences, rather than aiming for generalisability)

	Recognises impact researcher has on data collection and analysis (but not explicit around what impact this may have had) Consideration of ethics – gained ethical approval and outlines consent Clear how data is analysed	
Flitcroft & Kelly (2016)	Transparent data collection – questions provided Researcher relationship to data is acknowledged (but not to participants) Bias reduced in analysis through second rater and participants checking codes and themes Good practice guidance produced as a result of study which could be a valuable resource	Unclear why LA officer was recruited based on aims, and how this was done Unclear how opportunity sample was undertaken Does not mention extent to which researcher was involved in focus group (may have impacted upon data) Ethics not mentioned, participant and school names given in acknowledgements without mentioning that permission has been obtained Some information in discussion (e.g. relationships with staff) not mentioned in findings
Gazeley et al. (2015)	Large scale data collection over four local authorities Range of participants and views gathered	From the aim of the study it is unclear why young people were interviewed. There is only one reference to an interview with a young person in the findings and discussion. Lack of pupil voice despite large amount of young people interviewed (all but one quote from adults) Why/how these young people were selected is vague ("Most young people had first-hand experience of these issues" - unclear what "these issues" are, and why participants who hadn't experienced them were selected) Data analysis method is not clear Interviews only recorded 'when possible' rather than in all circumstances, this may result in inaccuracies in the data

Harris et al. (2006)	Methodology described in more detail than Vincent et al.'s (2007) evaluation of the same scheme. Challenges with scheme considered as well as positive factors	Limited interview information (e.g. no mention of type of interview, what it included) Pupils receiving managed moves or preventative support are not separated in findings Lack of transparency in how themes are identified from the data. Author draws quite firm conclusions based on perspective of one participant at times. No mention of ethical considerations Participants are pupils, but voice is often supported by quotes/information from adults. Implies child's voice alone is not enough, and sometimes unclear whose perspective theme emerges from Lacks some objectivity in language used despite showing both positives and challenges
Parsons (2011)	Thorough research study using range of data collection methods and wide variety of participants Provides strategies for positive change which can be a valuable resource for LAs and schools	Unclear whether author collected and analysed data, or other researchers Unclear how results are analysed, simply presented as 'broad themes' Definition of 'success' is vague
Power & Taylor (2018)	Diverse group of participants selected (economic advantage, rural or urban, language spoken)	Data analysis method is unclear Views only gained from one group (head teachers). Interviews with other groups e.g. LA staff may produce different findings.
Vincent et al. (2007)	Research carried out by independent University team (potentially reduced bias) Thorough data collection methods Range of participants allows for triangulation Analysis carried out by two researchers (ensures rater reliability)	Pupils receiving managed moves or preventative support are not separated in findings Lack of transparency in how themes are identified from the data No mention of ethical considerations Challenges of the scheme are not considered

Appendix 5.

Interview schedule

Part 1: Introduction
   a) Introduce self and explain the research in line with the child's level of understanding.
   b) Check again for the child's consent to take part and to audio-record the session
   c) Problem free talk and game

Part 2: The ideal school activity
   a) Child is asked to either draw or make from Lego® *"The kind of school that you would not like to go to"*. It is emphasised that this is not a real school.
   b) While the child is drawing, the child's concerns for their new school are explored through prompting questions (see below)
   c) Child is then asked to either draw of make from Lego® *"The kind of school that you hope your new school will be like"*. It is emphasised that this is not a real school (i.e. it is not a model of the school they know they are going to)
   d) While the child is drawing/creating, the child's hopes for their new school are explored through prompting questions (see below)

Prompting questions to explore hopes and concerns (adapted from Drawing the Ideal School technique, Williams & Hanke, 2007) used by the researcher when the child draws their 'ideal' and 'non-ideal' schools:
   - *The school:* Think about the kind of school you would/would not like to go to. Tell me three things about this school. What kind of school is this?
   - *The classroom:* Think about the sort of classroom you would/would not like to be in. What would be in the classroom?
   - *The children:* Think about some of the children at the school you would/would not like to go to. What are the children doing? Tell me three things about these children.
   - *The adults:* Think about some of the adults at the school you would/would not like to go to. What are the adults doing? Tell me three things about these adults.
   - *Me:* Think about the kind of school you would/would not like to go to. Draw/put yourself in the school. What you would be doing at this school? Tell me three things about the way you feel at this school.
   - *Anything else child would like to add*

Part 3: Exploring hopes
   a) Researcher or child creates a horizontal scale from 0-10 on a piece of paper. At 0 on the left, the non-ideal school will be placed, and at 10 on the right, the ideal school will be placed.
   b) The child is asked "Where on this scale would you like your new school to be?" and "What would you settle for?" (researcher/child marks responses on scale)
   c) The child is asked to pick three things that they hope for from their new school (prompted to look at ideal school if they cannot think of any)
   d) The child is asked questions around achieving this hope such as:
      o How confident are you that you can achieve this hope?
      o Who could help you to achieve this hope? What could they do?
      o What skills or strengths have you got to help you achieve this hope? What could you do?

Part 4: Sharing views

   a) Researcher explores whether the child has had the opportunity to share their hopes (if so, how and when), or whether they feel they will have this opportunity.
   b) Researcher talks to the child about what opportunities there might be to share this information (e.g. a transition meeting)

Part 5: Ending

   a) Researcher highlights strengths shown by child during session in line with solution-focused approaches
   b) Researcher thanks child for taking part and will explain that they will receive a summary of what has been discussed in this session, as well as another letter in a few months which will give a summary of what was found in the research as a whole.
   c) Researcher reassures child that no one will be able to identify their data and is reminded that they can withdraw within three weeks of the interview
   d) Child is provided with the opportunity to ask any questions and is given a debrief letter.

Appendix 6.

Initial consent letter

Dear Parent/Carer,

A Trainee Educational Psychologist from (LOCAL AUTHORITY) is currently meeting with children and young people within the borough who are about to experience a managed move. This meeting considers the individual's feelings for the move, including their hopes and concerns. This will involve talking, alongside either drawing or building with Lego® depending on preference. It is hoped that this meeting may support your child to achieve a successful transition to their new school, and contribute to a wider research study looking at pupils' views around managed moves. Your child will receive a written summary of this meeting which can be shared as they wish (for example, with their new school).

If you are interested in hearing more about your child meeting with the Trainee Educational Psychologist, and would like to receive more detailed information, please tick the box below. Spaces are limited to 10 children and young people (on a first come, first served basis). Your child must be able to talk about their views and be aged between 7-18 years old.

I would like to hear more about this meeting if a managed move is agreed for my child. *(please tick)*

Appendix 7.

Parent/carer information sheet and consent form

Dear _____

On a recent consent form for the 'Fair Access Panel' in XXXX, you indicated that you were happy to be contacted about a Trainee Educational Psychologist meeting with your child before they experience their managed move. This letter is to provide you with further information about what this would involve, and a consent form for you to sign if you are still happy for this to go ahead. I have also enclosed an information sheet and consent form for your child.

My name is Hatty Lee, I am currently studying at the University of XXXXX, carrying out a Professional Doctorate in Educational and Child Psychology. I am on placement with XXXXX Educational Psychology Service for a two-year period, working in schools as a link Trainee Educational Psychologist during this time. As part of this doctorate, I am looking into managed moves, and thinking about what might help them to be successful through a piece of research.

What is the research?
The research I am carrying out is called, "*Exploring children and young people's views of upcoming managed moves*". This research will involve speaking to children and young people who are about to have a managed move, prior to the move taking place.

Previous research has found that children's voices are often missing in decisions made around managed moves. Within this research I am hoping to give children and young people a platform to have their hopes and concerns heard, and to look at how they can achieve what they want from the managed move. It is hoped that this may contribute to the success of the managed move for your child, and will also provide information that can help children experiencing managed moves in the future.

What does the research involve?
I will meet with participants for 1-2 hours in a place they are comfortable with (this can be your home, or their current school), with a break in the middle. If this is at home, the session will need to take place in a quiet room. This session will be audio-recorded in order to ensure the data collected is accurate. This session will involve:
- Drawing or making from Lego® the type of school the participant would not like to go to, followed by the school they would like to go to. I will ask some questions about these as they are made or drawn.
- A chat about the participant's hopes for their new school and how they can achieve these (e.g. what they can do, what others could do to help them).
- Participants will be given the option of receiving a summary of the session to share as they wish (for example, with their new school).

If participants have made models from Lego®, these will be photographed with the child or any identifiable data omitted. All information shared within the session will remain confidential unless your child wishes it to be shared, or if they say something that indicates that they, or someone else may be in danger.

The researcher will be mindful of how your child is feeling during the session, and will provide opportunities for breaks or to stop as necessary. Participants will be made aware that they

can stop the interview at any point, and that they can withdraw from the research process within three weeks of the interview taking place. You are also entitled to withdraw your child before the interview or within the three weeks following. In this instance, all data supplied will be destroyed.

Your child will receive a written summary of the interview within two weeks. This may be helpful for them to share with their new school. At the end of the research process, I will write to all participants again summarising any findings from the research as a whole.

What will happen with the information?
Once I have met with all of the participants in this research study, I will write a report based on the information gathered. Your child's name will be changed within the report so they remain anonymous. Any information which may identify them will either be removed or changed.

If your child wishes to carry out the interview session at their current school, your child's school will be informed of your child's participation in the research. They will not be told what has been said within the session.

Any information gathered within the study, including any audio-recordings, notes and drawings will be kept in a secure location within the Educational Psychology Service during the research. Only the researcher and their supervisor will have access to these. After the study is complete, all data containing personal details will be destroyed. Your child will be offered any original drawings before this happens. It is anticipated that this will be by December 2020.

What do I need to do now?
Please ensure that your child has read (or you have read to them) their information sheet, and that they understand what the study involves. Once both you and your child have read the information sheets and are happy to agree to participation, please sign the attached consent forms and return these in the addressed envelope provided by **(DATE).** Due to the time restricted nature of this study, **I would be grateful if you could additionally email or telephone me on the contact details at the bottom of this letter to let me know you are happy for your child to take part**. I can then arrange a time to meet with your child before they move to their next school.

If you have any questions, please do not hesitate to contact me. I look forward to hearing from you.

Thank you very much,
Hatty Lee
Trainee Educational Psychologist

Phone number: XXXXX
Email address: XXXXX
Postal address: XXXXX

If you have any questions or concerns about how the research has been conducted please contact the research supervisor, XXXXX
Address: XXXXX
Email: XXXXX

Consent form (Parents/carers)

Research title: "*Exploring children and young people's views on upcoming managed moves*"

Please tick or initial each box

1. I have read the information sheet about the research which my child has been selected to participate in. I understand what the research will involve and why it is being carried out. I have been given the opportunity to ask any questions and discuss any information further.

2. I understand that my child is able to withdraw themselves from the research at any point up to three weeks after data is collected. I understand that I am also able to withdraw my child from the research, with no need to give reason for this.

3. I understand that any data collected in this study will remain confidential, and only the researcher and supervisor will have access to the data. I understand how the data will be stored and what will happen to it once the research has finished. I understand that the session with my child will be audio-recorded

4. I give my consent for my child to take part in this research

Parent/carer's name_____

Parent/carer's signature_____

Child's name_____

Date_____

Appendix 8.

Participant information sheet and consent form

Dear _____

Hello, my name is Hatty Lee and I am a Trainee Educational Psychologist (this means I am currently learning to be an Educational Psychologist). Here is a photo of what I look like:

(Photo)

I'm not sure if you have met with an Educational Psychologist before. We visit different schools and meet with lots of different children, young people, teachers and parents. When we meet with all these people, we try to think about how we can help the child or young person feel happier and learn well in school.

Why am I writing to you?
As part of my training to be an Educational Psychologist, I am carrying out some research to find out more about Managed Moves. I understand that this is something you are about to experience when you move from XXXXXX to XXXXXX.

I was wondering if you would be happy to meet with me to think about how you are feeling about this move? I hope that this might be able to help you to be happy in your new school, and also help other children and young people who are going to experience a managed move in the future.

What would this involve?
If you are happy to meet with me, you can choose whether this is at your house or school. If you would like to meet at school, I will let them know that you are taking part in the study, but won't share what we talk about with them.

When we meet, we would:
- Draw or make from Lego® (you can choose) an imaginary school that you would like to go to, and then one that you wouldn't. I will ask you some questions about these as you draw or make them
- Think about what you would like from your new school and how you could achieve this

I will take a photo of any models you make from Lego®, but won't include anything that can identify you in the photo. I will record what we say so I can remember what we talk about. I won't share anything that we talk about with people that you know unless you would like me to, or if I am worried about yours or anyone else's safety.
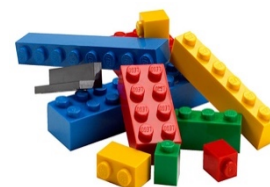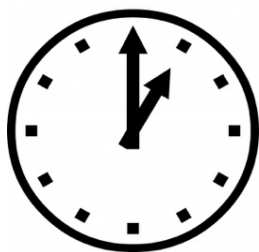
We will meet for between 1 and 2 hours, but you can have a break or stop the session whenever you would like. If, after the session you decide that you don't want to take part in the research any more, you will have 3 weeks to let me know. If you tell me you no longer want to take part, I will make sure that any information I have about you or from our session is destroyed. You don't need to give a reason for doing this. If you are happy to take part, I will keep all of the information in a safe, locked location at the Educational Psychology Service.

What happens after we meet?

Once I have met with you, I will send you a summary of what we talked about. You can then choose to share this with your new school. After I have finished meeting with the other children and young people I am meeting, I will write a report. This will be about what children and young people would like from a Managed Move, and what they might be worried about.

Your name will be changed in this report so that no one knows who you are (a bit like a secret spy or Batman!), and I won't include any information which can identify you. I will also send you a letter about our session, and what I have found out when I met with other children and young people.
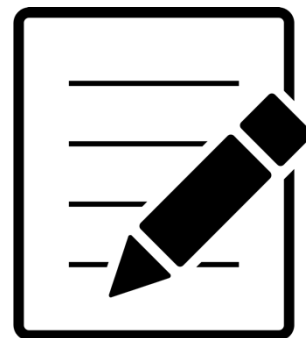
What do you need to do now?

If you have any questions after reading this letter, you can either ask your parent or carer, or contact me on one of the details below. If you are happy to take part, there is a consent form with this letter which you will need to sign and give to your parent/carer to return to me. Once I have received this, I will arrange a time to meet with you.

Thank you for reading this letter and I hope to meet you soon!

Best wishes,
Hatty Lee
Trainee Educational Psychologist

Phone number: XXXXX
Email address: XXXXX
Postal address: XXXXX

Consent Form (Participants)

Thank you for reading the information sheet. Please tick or initial each box if you are happy to take part in the research. ✔

1. I have read the information sheet ☐

2. I understand what I will be asked to do when I meet with the researcher (Hatty) ☐

3. I have been able to ask any questions that I wanted to about the study ☐

4. I understand that I can pull out from the study for up to 3 weeks after I have met with the researcher (and I don't need to say why I have done this). ☐

5. I understand what will happen with the information from my session and I am happy for our session to be audio-recorded ☐

6. I am happy to take part in this research ☐

I would like to meet with Hatty at…… (please tick which you would prefer)

☐ My school   ☐ My house   ☐ (Name of LA building)

Your name_____

Your signature _____

Date _____

Appendix 9.

Head Teacher information sheet and consent form

Dear _____

My name is Hatty Lee. I am a Trainee Educational Psychologist currently on placement with XXXXX Educational Psychology Service. Within this role I am the Link Educational Psychologist for three schools within the borough. As part of my doctoral training in Educational and Child Psychology at the University of XXXXX, I am carrying out some research on Managed Moves.

Research Title: "*Exploring children and young people's views on upcoming managed moves*"

This research looks at what children hope for from their managed move (and how they might achieve these hopes), as well as any concerns they may have. It is hoped that research will support the individual children it is carried out with to experience success with their move, as well as providing valuable information that can help to increase the success of Managed Moves at a wider level.

I am writing to you because *(pupil's name)* at your school is about to undergo a managed move. *(Pupil's name)* and their parents/carers have agreed for *(pupil's name)* to take part in my study. *(Pupil's name)* has asked if the interview session can be carried out within school as this is where they feel comfortable.

What will the research involve?
If you are happy for me to meet with *(pupil's name)* at school, this will take 1-2 hours, with a break in the middle. This break can be one which is scheduled within the school day (such as morning break or lunch) or can take the form of a walk or game with myself. The session will need to be carried out 1:1 in a quiet room. The session will be audio-recorded, and the participant is aware of this. The session will include the following:
- Drawing or making from Lego® the type of school the participant would not like to go to, followed by the school they would like to go to. I will ask some questions about these as they are made or drawn.
- A chat about the participant's hopes for their new school and how they can achieve these (e.g. what they can do, what others could do to help them).

Following the session, participants will be sent a summary of the session to share as they wish (for example, with their new school, or with someone at their current school).

If participants have made models from Lego®, these will be photographed with the child, and any identifiable data will be omitted. All information shared within the session will remain confidential unless the participant wishes it to be shared, or if they say something that indicates that they, or someone else may be in danger. If this happens, I will share the information with the school's safeguarding lead.

I will be mindful of how the participant is feeling during the session and will provide opportunities for breaks or to stop as necessary. Participants will be made aware that they can stop the interview at any point, and that they can withdraw from the research process within three weeks of the interview taking place. In this instance, all data supplied will be destroyed.

Participants will receive a summary of their interview session. At the end of the research process, I will write to all participants again, summarising key findings from the research.

What will happen with the information?
Once I have met with all of the participants in this research study, I will write up my findings in a thesis. Pseudonyms will be used to protect the identity of participants. Any information which may identify them will either be removed or changed.

Any information gathered within the study, including any audio-recordings, notes and drawings will be kept in a secure location within the Educational Psychology Service during the research. Only the researcher and their supervisor will have access to these. After the study is complete, all data containing personal details will be destroyed. Participants will be offered any original drawings before this happens. It is anticipated that this will be by December 2020.

Next Steps:
If you have any questions, please do not hesitate to contact me on the details below. If you are happy for me to come into your school to carry out this interview session, please sign the attached consent form and return this in the addressed envelope provided by **(DATE).** Due to the time restricted nature of this study, **I would be grateful if you could additionally email or telephone me on the contact details at the bottom of this letter as soon as possible** to let me know you are happy for me to carry out this research at your school. I will then arrange a time that is convenient to meet with *(pupil's name)*.

Thank you for taking the time to read this letter, and I look forward to hearing from you soon.

Kind regards,

Hatty Lee,
Trainee Educational Psychologist

Phone number: XXXXX
Email address: XXXXX
Postal address: XXXXX

Consent form (Head Teacher)

Research title: *"Exploring children and young people's views on upcoming managed moves"*

Please tick or initial each box

1. I have read the information sheet about the research which a pupil at my school has been selected to participate in.

   ☐

2. I understand what the research will involve and why it is being carried out. I have been given the opportunity to ask any questions and discuss any information further.

   ☐

3. I understand that information collected within this study will remain confidential, and it is up to the pupil to decide whether they would like to share what was discussed and who with.

   ☐

4. I understand how the data from this study will be stored and what will happen to it once the research has finished. I understand that the interview session will be audio-recorded.

   ☐

5. I give my consent for the interview session to take place in a room within the school.

   ☐

Your name: _____

Signature _____

Pupil's name_____

Date_____

Appendix 10.

Extract from an interview transcript

Transcription Key

R	Researcher
P	Participant
XXX	Anonymised personal information (e.g. name, teachers, peers, school)
…	Unfinished utterance
//	Interruption or overlap
()	Non-verbal e.g. laughter, sighing
<inaudible>	Inaudible
(.)	Short pause (2 seconds or less)
((number in seconds))	Longer pause (3 seconds or more)
word(s)	Quiet voice used
Bold	Emphasised word(s)
Italics	Contextual information

867   P: " I hope for a school that is willing to give a teenagers a chance in their new school,

868   that is not worried about files".

869   R: Ok

870   P: So, I deserve a fresh start. Um someone that doesn't care about my past, they just

871   want to give me a second chance

872   R: Ok. So not like reading everything

873   P: Nah

874   R: And then expecting you to be that way?

875   P: Yeah like… people would be like I'm just waiting for that guy to do the wrong thing.

876   And they will always be there ready to catch me out

877   R: Mm

878   P: I just want a second chance, that's it really

879   R: How do you think it would affect you if they didn't look through the files then? Would it

880   change how you felt or how you were?

881   P: Like... that's me. (.) That's what's made me like my past. So... (.) It wouldn't really

882   change it it would just take stress off my back

883   R: Mmhmm

884   P: Having to worry ahh... um if I get, if I do one mistake then they will kick me out like a

885   nothing

886   R: Ok, so maybe having more chances

887   P: Yeah

888   R: Yep. Do you think that there's anything that the teachers could do to help with that

889   one?

890   P: Nah, just not look at the file

891   R: (laughs) yeah. Maybe be more patient?

892   P: Yeah.

893   R: Yeah. It sounded like the calm... some of the teachers were quite calm in this one

894   weren't they

895   P: Yeah

896   R: Do you think that could help?

897   P: Yeah I mean you got... because I like the calm teachers because you can talk to

898   them. You will be like "ohh Miss. I didn't do my homework, I need you to give me... can

899   you let me do... can you give me another day?" And she'll be like "ok"

900   R: Ok. So yeah, they would take the time to listen a bit

901   P: Yeah. I like people that listen yeah

902   R: Yep. And what about you, do you think there's anything you could do to help with that

903   one?

904   P: That's down to the kind of person... like the person, the head teachers.

Appendix 11.

Example of initial coding of a transcript on NVivo

P: Yeah
R: What's she got on her desk?
P: There's a computer, book and a plant
R: Ah, there's lots of plants in this classroom aren't there. (.) So it's quite a bright classroom, but there's also lots of like flowers and plants?
P: (nods)
R: So it looks a lot nicer than the other one would you say?
P: (nods)
R: And the other classroom, did that have any equipment in it?
P: No
R: Ok, so it was really bare then. And what's this teacher like?
P: She's more (.) joyful and like she's strict but she's not *that* strict.
R: Okay
P: So like she can still control the classroom but have fun at the same time
R: Yep. So the... are the class all having fun as well then?
P: (nods)
R: And what are the children like in this class?
P: More active
R: Ok
P: Like with their learning
R: So they're all taking part in the lesson? I can see some of them have their hands up at the front.
P: Yeah
R: Are they going to guess the answers?
P: (nods)
R: And what about the ones at the back, what are they like?
P: (.) *They're just the same*
R: The same, taking part. And what are the children like to each other? Like at playtimes
P: They're...((5s))
R: What kind of things do they like doing?
P: ((6s)) Like they all know each other and are still hanging around with each other.
R: So all friends?
P: (nods)
R: So they're all nice to each other
P: (nods)
R: What about in the other classroom that you made, how were they?
P: They're always rude behind each other's back. They don't like each other.
R: Ah, they didn't like each other. Is that because they weren't very nice to each other or something?
P: (nods)
R: Yeah. And if we walked up to this school from down here and saw the outside of the school, what would the outside of the school look like?
P: More presentable
R: Ok. Would it be... so the other school was dark colours wasn't it. Would this be dark colours or would it be different?
P: Bright colours.
R: Bright colours. And the other one was dirty as well wasn't it.

Code labels:

Coding Density
Aesthetically pleasing
Emotional support from staff
Supported academically
Teaching that facilitates learning
Feeling welcomed
Pupils are kind and friendly
Pupils supporting each other
Staff checking in on how you're doing initially
EP advocate
Introductions with peers
Experience of negative emotions
Positive and settled peer relationships
School damaged and not maintained
Confident in ability to do work
Behaviour prevents learning
Limited resources
Oppressive rules and punishments
Learning about new school
Feel happy to be in the school
Managing change and 'newness'
Lack of teacher attention or support
Feeling unwelcome by pupils
Dark or dull presentation
Pupils following own agenda

Learning is enjoyable
Pupil interaction
Feeling voice is heard
Pupils following rules
Familiar peers
Calm but firm teaching approach
Happy and positive teachers
Teacher is in control of class
Pupils gossiping and spreading rumours about each other
Sense of distrust amongst peers
Clean and well maintained

N.B. Not all codes shown on screen

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Peer checking of coding

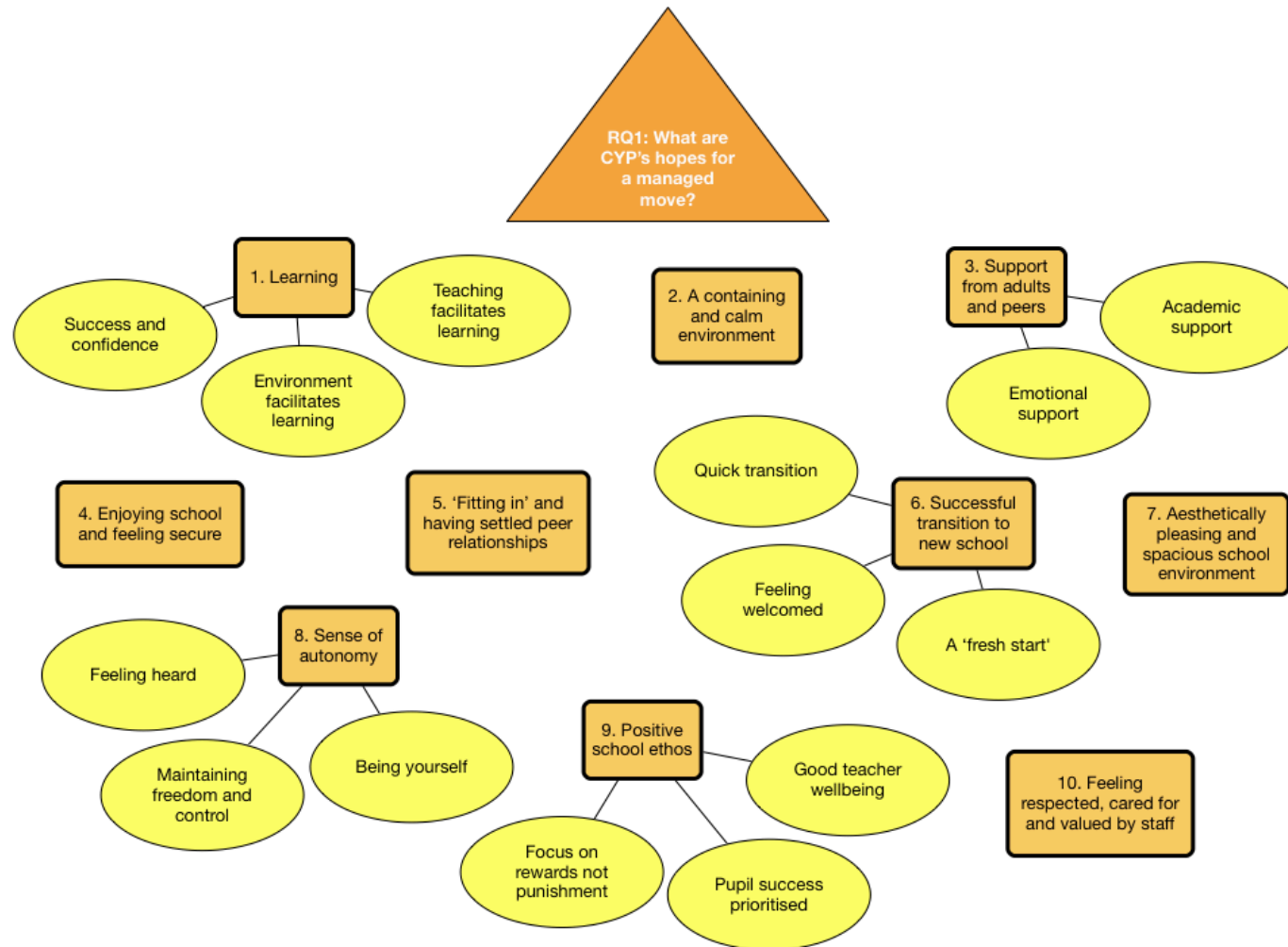| Extract from Transcript (Poppy)	Researcher Coding	Peer Coding
08:54 R: So tell me a bit about this classroom then, who's in there? P: It's like a jail house. And the people... they're not... they don't feel comfortable. So like there's… as you can see from the face (.) she's... that she's not comfortable because of like (.) how the teacher's looking at her R: Ok P: And because there's another boy with a mask on so she's not comfortable. R: Ah	Prison Lack of freedom Uncomfortable Feeling watched	Oppressive Uncomfortable environment Teachers make feel uncomfortable
P: So she doesn't like feeling bad impressions. R: Ok P: And there's not really... there's only two windows (.) so she doesn't feel like... she doesn't feel comfortable. (.) And the teacher won't allow them to open the windows and they're... it's hot so R: Ok, so do they feel a bit trapped in there then? P: (nods) R: And these doors, can they go out of these doors or are they closed? P: (shakes head) R: Closed doors. And this is one of the teachers that's there?	Others negatively judging Can't see outdoors Feeling trapped Controlled and powerless	Feels criticised Oppressive environment Uncomfortable Powerless Trapped
P: (nods) R: What kind of things would they be in this room for? P: Umm... R: Is this like a normal classroom or would they go here for something in particular? P: They're coming to do... they're practicing for an assembly. R: Ok. (.) Ah so there's assemblies in your school as well, in this school? P: (nods) R: And if we walked up to this school from the outside, what would it look like? P: Umm it would look like a prison. R: Ok. What about it would look like a prison? P: When you come into the reception, there'll be... the people will be in uniform and they will be asking "who are you coming to see?" ((3s)) R: So lots of people checking what you're doing there? P: (nods) R: And would these doors... these prison doors be in other rooms as well? P: Yeah. The school and all the buildings.	Feeling trapped Prison Being monitored Unwelcoming	Trapped Prison Regimented Direct questioning Unfriendly Unwelcoming Restricted

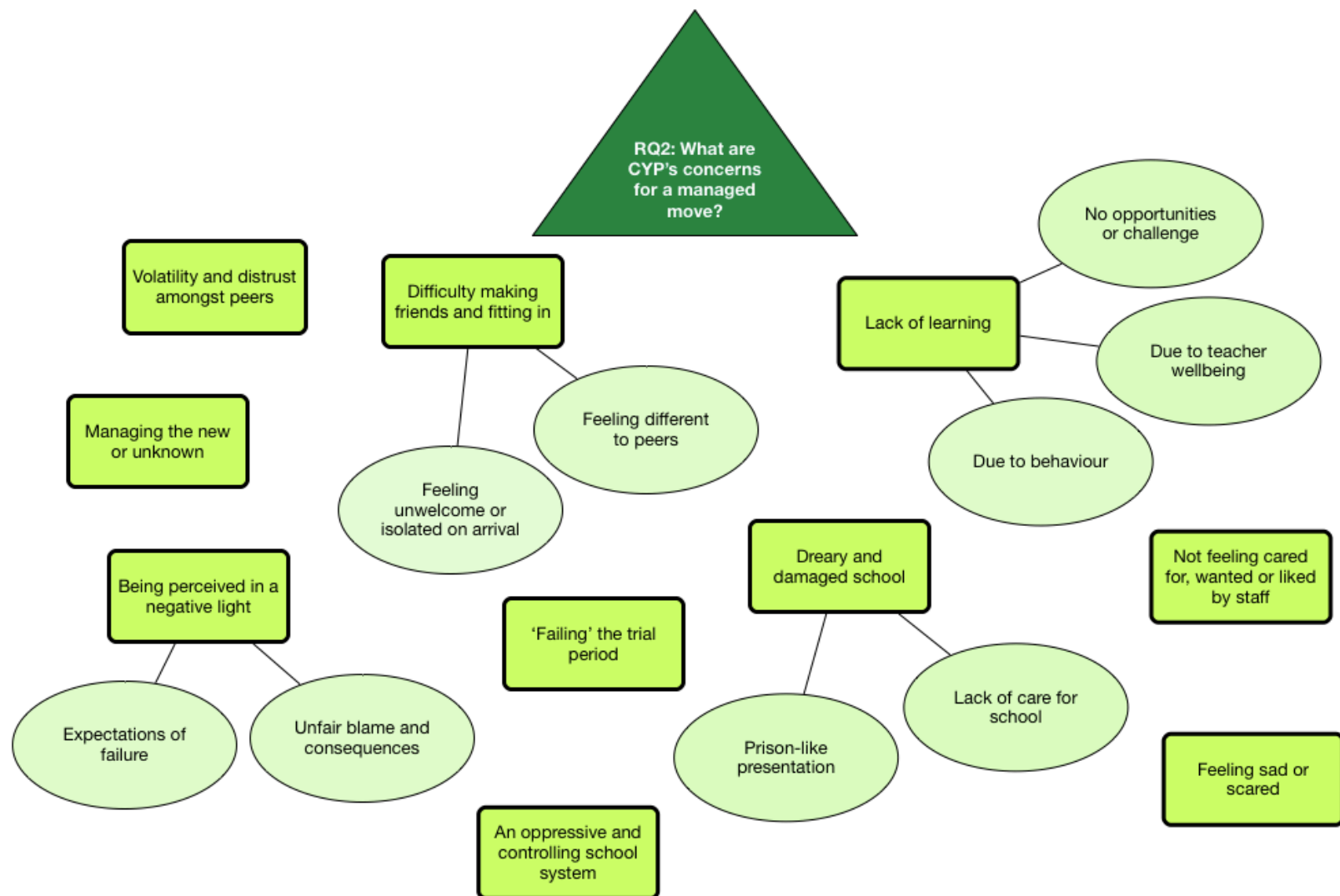| Transcript	Initial codes	Themes
R: Ok. (.) And in this school, what are the children like? P: Umm... some of them are not well-behaved, some of them (.) they don't... there's always arguments R: Ok P: They... they don't feel secure in the school. Some people, they get bullied. Some of them have anxiety, depression. Some of them, they just don't know how to focus. R: Hmm, must be hard to focus if there's so much going on in the school all the time. P: (nods) R: So when the children do do their learning, what's that like?	Poor pupil behaviour Arguments Feeling unsafe (emotionally) Bullying Mental health difficulties Pupils unable to focus	Poor behaviour Arguments Lack of safety = poor wellbeing Poor focus Distractions
P: Um... there's not really any learning in the school cos there's always distractions. Like the teacher is always on their phone R: Ok P: And umm... the teacher doesn't really like to contribute or help to the class. And err... ((3s)) there's... even if they try to do fun lessons, there's always like an argument or something always happens R: Ok. So often the teacher's distracted, but then the children don't really focus either? P: (shakes head) R: Sounds like there's a lot of arguments going on between them, (.) and they're not very nice to each other? Hmm… So the teachers in general, what are they like, what are they like to the children?	No learning Pupils unable to focus Lack of teacher input Lack of teacher support Arguments	Poor learning environment Chaotic Teacher unfocused Uncaring teacher Teachers lacking authority Disruptive pupils
P: Umm… they're not very nice people. They just... they say that they're coming to school to help you learn, but they're not. They really want to check like, what type of bag you have, or the type of hair colour... R: Mmm P: So they just put you in detention if... so... she's probably going to go to detention because she has blonde hair and it's not her natural hair colour. R: Ok, so because she's dyed it? P: Yep R: And they've got quite strict rules there then? P: (nods) R: And if you walked into this school, how would you feel there?	Teachers not nice Lack of transparency Being monitored Trivial/strict rules Punitive	Lack of focus on learning Rule focused rather than learning focused Too rule focused = uncaring teacher Teacher has different priorities Punitive response Strict rules
P: I wouldn't feel safe. R: No. (.) What about it wouldn't feel safe? P: Everything. Like, especially the teachers. R: Mm P: They don't... they're not nice people R: Yeah. So the adults and the children don't make you feel safe there then? P: (nods) R: Mm. (.) And what do the classrooms look like inside? So this one's got only two windows.	Feeling unsafe (emotionally Teachers not nice	Unsafe Teachers can influence feeling safe/unsafe

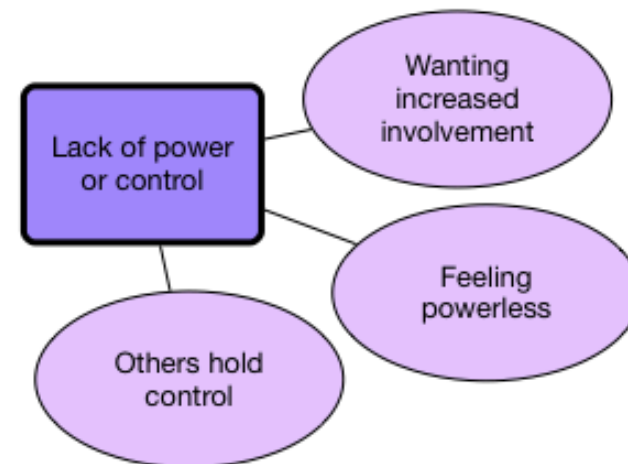|		
P: Some of them don't have any windows at all. R: Ok P: And the ceilings are black, and they don't... some of the walls are umm... they're not really... (.) there's no displays or anything. They're just plain.	Can't see outdoors Feeling trapped Plain presentation	Oppressive Unwelcoming environment Displays = more friendly environment

Appendix 13.

Initial maps of key concepts

RQ2: What are CYP's concerns for a managed move?

- Volatility and distrust amongst peers
- Managing the new or unknown
- Difficulty making friends and fitting in
  - Feeling different to peers
  - Feeling unwelcome or isolated on arrival
- Being perceived in a negative light
  - Expectations of failure
  - Unfair blame and consequences
- 'Failing' the trial period
- Lack of learning
  - No opportunities or challenge
  - Due to teacher wellbeing
  - Due to behaviour
- Not feeling cared for, wanted or liked by staff
- Dreary and damaged school
  - Prison-like presentation
  - Lack of care for school
- An oppressive and controlling school system
- Feeling sad or scared

Appendix 14.

Ethical approval from University

<div align="center">

School of Psychology Research Ethics Committee

NOTICE OF ETHICS REVIEW DECISION
For research involving human participants
BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

</div>

REVIEWER: Mary Robinson

SUPERVISOR: Miles Thomas

STUDENT: Harriet Lee

Course: Professional Doctorate in Educational and Child Psychology

Title of proposed study: Exploring children and young people's views around upcoming managed moves

DECISION OPTIONS:

1. **APPROVED:** Ethics approval for the above named research study has been granted from the date of approval (see end of this notice) to the date it is submitted for assessment/examination.

2. **APPROVED, BUT MINOR AMENDMENTS ARE REQUIRED <u>BEFORE</u> THE RESEARCH COMMENCES** (see Minor Amendments box below)**:** In this circumstance, re-submission of an ethics application is <u>not</u> required but the student must confirm with their supervisor that all minor amendments have been made <u>before</u> the research commences. Students are to do this by filling in the confirmation box below when all amendments have been attended to and emailing a copy of this decision notice to her/his supervisor for their records. The supervisor will then forward the student's confirmation to the School for its records.

3. **NOT APPROVED, MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED** (see Major Amendments box below)**:** In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application.

DECISION ON THE ABOVE-NAMED PROPOSED RESEARCH STUDY
(Please indicate the decision according to one of the 3 options above)

Approved

Minor amendments required *(for reviewer)*:

Major amendments required *(for reviewer):*

Confirmation of making the above minor amendments *(for students)*:

I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data. Student's name *(Typed name to act as signature):* Student number: Date: *(Please submit a copy of this decision letter to your supervisor with this box completed, if minor amendments to your ethics application are required)*

ASSESSMENT OF RISK TO RESEACHER *(for reviewer)*

Has an adequate risk assessment been offered in the application form?

YES

Please request resubmission with an adequate risk assessment

If the proposed research could expose the <u>researcher</u> to any of kind of emotional, physical or health and safety hazard? Please rate the degree of risk:

HIGH

Please do not approve a high risk application and refer to the Chair of Ethics. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not approved on this basis. If unsure please refer to the Chair of Ethics.

☐ MEDIUM (Please approve but with appropriate recommendations)

☒ X   LOW

Reviewer comments in relation to researcher risk (if any).

Reviewer : Mary Robinson

Date: 22nd October, 2019

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Research Ethics Committee

RESEARCHER PLEASE NOTE:

For the researcher and participants involved in the above named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Research Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UELs Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard

Appendix 15.

Ethical approval from Local Authority

RE: ███████ Research Governance Ethics Committee Research Proposal Form.docx

To: ███████████ Harriet Lee

Hi ████Hatty,

The research proposal was approved. The panel would be interested in findings, once completed.

Thank you for taking it to the panel,

████████

████████
Strategic Projects and Policy Officer
Children's Services Department
████████████████

Appendix 16.

Anonymised summary letter to a participant following interview

Dear XXX,   18th November

Thank you for meeting with me at your house the other day. It was good to chat to you and find out what you would like from your move to your new school. As promised, here is the letter I said I would write you which summarises everything we talked about.

The first thing we did was to make two imaginary schools out of Lego®. The first one was the one you said you really wouldn't like to go to. The school you made was really dark, miserable colours and it was dirty. In the classrooms there was no equipment and they were really empty. The children were doing what they wanted, messing around rather than doing their work. None of the pupils were happy there, and you said you would feel scared if you went there.

The second school was the one you said you really would like to go to. This school was very different, there were lots of bright colours, it was clean and there were flowers everywhere. The teacher spent time demonstrating to the pupils what to do, and tried to make the lessons fun (while still being strict enough to make sure everyone was doing what they should be doing). The pupils were really engaged in the lesson and were kind to each other, not talking about each other behind each other's backs. You said that you would feel happy to be in this school and welcomed there.

From drawing these two schools, it seemed the following things are important to you about school (would you agree?):

- Teachers who take time to make sure pupils understand their work
- Pupils engaging in their learning (perhaps so you can concentrate?)
- Boundaries, but still a fun atmosphere
- Pupils who are friendly towards each other

Once we'd done this we thought about 3 things that you hope for from your new school. These were…
1. *A teacher that interacts with the students* – taking the time to make sure that pupils understand their work so you can feel more confident with it.
2. *Enjoyable lessons* – where you complete your work, but have fun while you do it. Students would be looking forward to their lessons. You described how learning in ways other than just writing helps you to remember it (like through songs)
3. *Welcoming students* – the other pupils would introduce themselves when you arrived in the school to help you feel welcomed there and be excited that there was someone new starting. You mentioned that it might help if they could tell you a bit more about the school or where to go when you get there. You also spoke about how it might be quite helpful if there was an adult you could check in with regularly to make sure you were doing ok when you first arrived at the new school.

During our session you were very good at problem-solving (especially in that game we played!) and talking to me about your thoughts. You thought carefully about what you would like from your new school and came up with some really mature, and realistic ideas.

At the end of our session I asked if you would like to share what we had spoken about with your new school. You asked if I could share the information with them instead. To do this, I have sent a copy of this letter to XXX as it gives some really good information from you about what would help you when you start.

I will write to you again when I have spoken to other children about what they'd like from their managed move to let you know what's been said. Thank you again for meeting with me, and good luck at your new school!

Hatty
Trainee Educational Psychologist

P.S. You are welcome to share this letter with anyone you would like to (like your mum or a teacher at your new school)