

An exploration of secondary school pupils' experiences of managed moves using a resiliency framework

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Abstract

Many Local Authorities in the United Kingdom (UK) operate managed move systems as an alternative to permanent exclusion. Managed moves were introduced to offer a 'fresh start' without the stigma associated with formal exclusion. This study applied a qualitative design, using semi-structured interviews to explore the experiences of nine secondary school pupils who had been through a managed move. The data were thematically analysed using theory-driven analysis (resilience theory). The aim of the study was to explore young people's feelings and experiences throughout the managed move process, their perception of what changed after their managed move, as well as in-school and within-child factors that supported them in their new school. The purpose of the study was to explore how schools promote successful integration following a managed move.

Participants described positive changes in their behaviour, learning, wellbeing, motivation to attend school and changes to their lives outside of school. Although managed moves have been positioned as a promising alternative to exclusion, this research highlights the vulnerability experienced by young people in terms of anxiety, loss, rejection, injustice and upheaval. Themes were developed to reflect potential protective factors that were felt to support the young people after their managed move. Key themes were; relationships with staff, expectations and boundaries, teaching and learning, peer relationships and a nurturing and inclusive school ethos. Within-child factors that were seen to support change were; an internal locus of control, future ambitions, a sense of mastery and self-control. The findings highlight the importance of proactive support, particularly with regards to building relationships. Resilience may offer a useful framework to structure support for young people going through managed moves, to ensure that managed moves are effective as an intervention and a positive way forward.

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List of Abbreviations

ASD	Autistic Spectrum Disorder
CSJ	The Centre for Social Justice
DCSF	DCSF Department for Children, Schools and Families
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EHCP	Education Health and Care Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
HCEC	House of Commons Education Committee
LA	Local Authority
LAC	Looked After Child
OCC	Office of the Children's Commissioner
PCP	Personal Construct Psychology
PRU	Pupil Referral Unit
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
TEP	Trainee Educational Psychologist

Chapter One: Introduction

This chapter will introduce the current research. This will include details about the background and rationale for the study, relating to the current context, literature and the researcher's experience. The chapter will finish with an outline of the organisational structure of the thesis.

1.1 Background to the study

Positive school experiences have been argued to have a positive and protective effect for young people whose lives are otherwise under stress (Rutter, 1991). In the UK, the rates of permanent exclusion are rising (DfE, 2018), resulting in many children and young people out of education. Permanent exclusion has been argued to remove vulnerable young people from what should be a protective and supportive context, leaving them further disadvantaged (Gazeley, 2010). This research aims to explore the use of managed moves as an alternative to exclusion from school, focusing on the views of secondary school pupils. The researcher takes a positive psychology approach (Seligman & Csikszentmihalyi, 2000), with a focus on 'what works' from the perspectives of young people who have experienced a managed move. This approach was adopted to explore the factors that they attribute to their successful integration into their new school. This study will use a framework of resilience and protective factors to provide information that may enhance the understanding of school staff about the needs of young people who experience managed moves.

1.2 Permanent exclusion

Permanent exclusion is a form of discipline that can be applied by head teachers if a pupil breaches school policy or criminal law, where a pupil is permanently removed from the school roll (Department for Education, DfE, 2018). In contrast, fixed-period or fixed-term exclusion refers to when a pupil is removed from school for a specified period of time (DfE, 2018). Educational psychologists (EPs) have expressed concerns about the rising rates of permanent exclusion for many years (Gersch & Nolan, 1994). This is due to the rising rates of permanent exclusion across the UK, the detrimental impact of exclusion on young people, as well as inequalities in exclusion figures. This will be explored further throughout the following sections.

1.2.1 National and local context

Exclusion rates in the UK have been rising steadily over recent years. In the UK 7,720 pupils were permanently excluded from state funded schools in 2016-2017 (DfE, 2018), an increase from 6,685 in 2015-2016. The DfE suggest that this is equal to 40.6 permanent exclusions per day. Some authors caution that official exclusion statistics may be an underestimation of the real picture, due to a rise in 'unofficial' or illegal exclusions (Gazeley, 2010). For example, unofficial 'fixed term exclusions' where pupils are sent home following an incident, or where parents are informed that the child should change school to avoid permanent exclusion (Office of the Children's Commissioner, OCC, 2011).

The increasing exclusion rates have been linked to an increase in zero tolerance behaviour policies (House of Commons Education Committee, HCEC, 2018),

meaning that pupils may be excluded for incidents that would have previously been managed within the school environment. Furthermore, the demands of the national curriculum, the inspection process, and league tables may mean that schools are incentivised to remove children who are considered a problem (Bagley & Hallam, 2017). Other driving forces have been described, such as financial cuts leading to increased pressure on teachers due to increasing class sizes and cuts in behaviour and mental health support (Pillay, Dunbar-Krige and Mostert, 2013). Pupils who are deemed 'at risk of exclusion' often receive little support until it is too late, or permanent exclusion may be seen as the only way to access support for pupils with challenging behaviour (Commons Select Committee, 2018). Furthermore, alternative provision is over-subscribed, resulting in a high number of pupils who are not in education due to a lack of available provision (HCEC, 2018).

1.2.2 Trends in exclusion

The most common reason for exclusion from school is persistent disruptive behaviour, accounting for 35.7% of permanent exclusions (DfE, 2018). Exclusion rates are highest in secondary schools, accounting for 83% of all permanent exclusions (DfE, 2018). Over half of all permanent exclusions (57.2%) occur in National Curriculum Year Nine or above, with a quarter of all excluded young people being 14 years of age (DfE, 2018). The rate of permanent exclusion for boys appears to be over three times higher than that for girls (DfE, 2018).

1.2.3 Risk Factors and vulnerability

Young people who are excluded are thought to be the most vulnerable children (Gazeley, 2010). This is evidenced by statistics indicating that some groups are disproportionately represented in exclusion figures. DfE (2018) statistics suggest that pupils with identified special educational needs and disabilities (SEND) account for just under half of all permanent exclusions (46.7%). In particular, a high proportion of young people who are excluded from school have unidentified speech and language needs (Clegg, Stackhouse & Finch, 2009). Furthermore, mental health difficulties have been linked to permanent exclusion, with over half of pupils in alternative provision presenting with social, emotional and mental health difficulties (SEMH) as their primary need (IPPR, 2017). Children and young people who receive free school meals accounted for 40% of all permanent exclusions (DfE, 2018). Additionally, there are racial inequalities in exclusion rates. For instance, the highest exclusion rates are for black Caribbean boys, Gypsy/Roma and travellers of Irish heritage (DfE, 2018). Many young people who are excluded from school experience difficulties in their home lives, such as sexual abuse, domestic violence, frequent home moves and social care involvement (Centre for Social Justice, CSJ, 2017). These trends suggest that exclusions appear to target vulnerable groups, and place already vulnerable young people at an increased disadvantage.

1.2.4 The impact of exclusion

Exclusion from school has been shown to adversely affect the trajectory of young people's lives, with links to under-attainment in school, unemployment, youth offending, social isolation (Daniels, 2011) and mental health difficulties in

adulthood (Ford, et al, 2017). This topic has gained further interest recently due to links between school exclusion rates and the increasing number of young people who are groomed and exploited by gangs (Children's Commissioner, 2019), as well as increases in knife crime (BBC, 2019). Although this information cannot be used to determine cause and effect, it does highlight the importance of giving vulnerable young people support to stay in school.

Permanent exclusion has been referred to as an "over-used and ineffective disciplinary measure" (Evans, 2010, p3), exacerbating the already difficult conditions for children, young people and their families, while failing to address the underlying factors that may have led to the young person being excluded. Exclusion therefore leaves vulnerable children further disadvantaged (Gazeley, 2010). In addition to missing out on educational skills and qualifications, excluded young people are also isolated from society (Toothill & Spalding, 2000). Abdelnoor (2007) asserts that schools should be holding on to these young people, rather than pushing them away, reflecting the idea that "Children at risk of exclusion need more adult supervision, not less" (Evans, 2010. p1). Furthermore, it has been argued that excluding pupils from school is a breach of children's rights and does not comply with the United Nations Convention on the Rights of the Child (United Nations, 1989; OCC, 2011). This includes the right to an education (Article 28), and the right to decisions being made in their best interests (Article 3). Young people who have been excluded feel rejected and stigmatized (Gersch & Nolan, 1994; De Pear & Garner, 1996). Often, young people experience multiple exclusions and failed transitions between mainstream schools and Alternative Provision (AP). Pillay et al (2013) referred to this as the

“revolving door effect.” Without the right support, exclusion can have detrimental effects on the young person and their future (Coleman, 2015).

The national concern about exclusion rates has led to pressure from the government to reduce the number of permanent exclusions (Gazeley, 2010). When considering the current picture of permanent exclusion in the UK, the detrimental long-term impact of exclusion on young people and the costs to society, the governments priority to reduce the number of permanent exclusions seems timely. This raises the importance of early intervention and alternatives to exclusion for young people at risk. One alternative is for the pupil to transfer to a different school as part of a managed move (DfE, 2017).

1.3 Managed moves: definition and rationale

A managed move is where a pupil transfers to another school, *“in a planned way which satisfies the school, the child, the family and any individual who has been aggrieved. The process is designed to bring everyone together to find a solution, rather than simply to punish and blame”* (Abdelnoor, 2007. p11). Managed moves are considered to be a form of early intervention, and a way of offering a ‘fresh start’ (Abelnoor, 2007). Managed moves are underpinned by solution-focused thinking, offering a plan for the future in contrast to permanent exclusion where no solutions are offered (Abelnoor, 2007). Additionally, unlike exclusion, managed moves are voluntary and should be agreed by all stakeholders (DfE, 2017). Managed moves include a trial period in the new school, lasting between two weeks and one school term (DfE, 2017). The move is considered a success

once the young person completes the trial period and is taken on roll at the new school (Abdelnoor, 2007).

1.3.1 Managed moves: Current context

Managed moves have been advocated by the government since 2004 as a positive alternative to permanent exclusion. It is difficult to determine the number of managed moves taking place in the UK, as there is currently a lack of standardised systems in place to record their prevalence (Bagley & Hallam, 2015). This also means that there is a lack of clarity regarding how, why and for whom they are being used (Centre for Social Justice, CSJ, 2017).

1.3.2 Reasons for a managed move

Managed moves are typically recommended where there has been a breakdown of the relationships between the young person and their teachers (Bagley & Hallam 2016). A managed move is proposed to enable the young person to develop new relationships and experience a 'fresh start.' Also, managed moves may be used where difficulties with behaviour have been related to unmet special educational needs (Harris, Vincent, Thompson & Toalster, 2006). In some cases, managed moves may be initiated as a result of behaviour difficulties or non-attendance due to bullying or social isolation (Bagley & Hallam, 2016; Craggs & Kelly, 2018). Researchers have noted that, prior to having a managed move, young people often had a longstanding history of behaviour difficulties and had experienced multiple fixed-term exclusions and unauthorised absences (Harris et al, 2006). Some managed moves follow a one-off incident involving drugs or violence (Parsons, 2009).

1.3.3 Effectiveness of managed moves

In cases where managed moves have been deemed successful, studies have suggested that young people have shown improvements in behaviour, academic achievement and wellbeing (Vincent, Harris & Thomson, 2007; Bagley & Hallam, 2016). It is thought that, due to their ‘solution-focused’ nature, they offer a positive alternative to exclusion (Bagley & Hallam, 2016). However, there is limited evidence regarding the outcomes associated with managed moves due to the lack of formal monitoring processes. Additionally, there is a lack of statutory guidance for managed moves, leading to a lack of consistency across local authorities, and even between schools (Bagley & Hallam 2016), meaning that it is difficult to assess their effectiveness.

1.3.4 Current concerns about the use of managed moves

There have been concerns about poor quality, unfairness and a lack of consistency in managed move practice (OCC, 2013). It has been argued that managed moves may be used as a means of removing challenging pupils from schools without the consequences associated with increased exclusion figures (CSJ, 2011; Bagley & Hallam, 2016). In addition, while the DfE (2017) guidance states that the threat of permanent exclusion should never be used to suggest a managed move, some have argued that this is often the case (Evans, 2010; CSJ, 2011). It has been suggested that the system may be abused by headteachers, to avoid permanent exclusions and “massage their figures” rather than supporting the needs of children and young people (CSJ, 2011, p26). Furthermore, the expansion of academies leading to increased control for headteachers, and the current emphasis on league tables may mean that schools are less willing to

accept pupils on a managed move who may affect their results (Bagley & Hallam, 2015). Ofsted (2010) cautioned that managed moves are open to abuse and may lead to pupils becoming 'lost' to the system. It seems that managed moves are part of a much bigger issue where young people are pushed out of schools due to the systems failure to meet their needs (Bagley & Hallam, 2016; CSJ, 2017).

It is difficult to determine whether managed moves are subject to the same inequalities as exclusions due to the lack of central monitoring (CSJ, 2017). The young people who move schools as part of a managed move may not be the same pupils would have been permanently excluded, showing less extreme behaviour. In this sense, managed moves may justify the removal of an even greater number of pupils from schools. This raises questions about their use as a means to reduce permanent exclusion rates.

1.4 Theoretical Framework: Resilience

Despite the numerous risk factors that often occur in the lives of children who are described as 'at risk' of exclusion, some of these young people do turn their lives around and go on to achieve positive outcomes (Lown, 2005). Positive psychology is the exploration of what is going well and how to get more of it (Seligman & Csikszentmihalyi, 2000). The increasing focus on positive psychology has led to an increase in research focusing on what it means to flourish, rather than focusing on and responding to difficulties (Roffey, 2017). Therefore, resilience is deemed a relevant theoretical framework in the context of managed moves.

1.4.1 Resilience: background and definitions

Resilience is a relatively new concept in psychological research, emerging from the work of researchers studying children who were defined as 'at-risk'. Resilience has been defined as the capacity for success despite difficult circumstances (Masten, Best & Garmezy, 1990). The definition used within this study is:

"The capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic and vocational competence despite exposure to severe stress or simply the stress that is inherent in today's world."
(Henderson & Milstein, 2003. p7).

Resilience is not a trait that some people have and others lack, but rather it relates to behaviours, thoughts and actions that can be learned (Cohen, 2013). Resilience is described as a dynamic and ecological phenomenon, and an individual's potential for resilience is a product of complex interactions between personal attributes and environmental circumstances (Daniel, Wassell & Gilligan, 1999).

1.4.2 Resilience frameworks

Daniel and Wassell (2002) developed a framework to support the assessment of positive as well as adverse factors across ecological levels of a child's environment. Their framework is based on ecological systems theory (Bronfenbrenner 1979) and aims to facilitate understanding of the interaction of processes that can determine an individual's resilience. According to the framework, two dimensions interact to determine a child's resilience. The first is the dimension of individual resilience, which is illustrated as a continuum from resilience to vulnerability. The second dimension relates to protective and

adverse environments, focusing on external factors such as the family and the community. These two dimensions interact to determine resilience, meaning that an increase in protective factors in the environment can promote an individual's resilience (Figure 1.1).

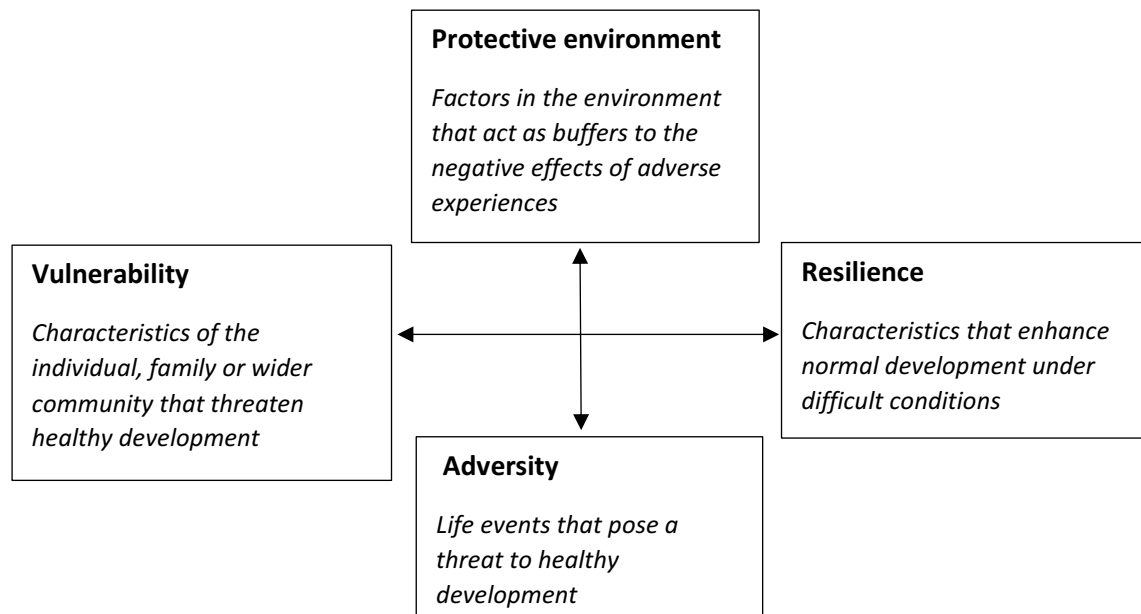


Figure 1.1. Framework for the assessment of resilience factors (adapted from Daniel & Wassell, 2002)

1.4.2.1 Risk factors

Risk is defined as a “*measurable predictor of an undesirable outcome*” (Masten Herbers, Cutuli & Lafavor, 2008, p5), which can be anything that may threaten the healthy development of a child and place them at risk of negative outcomes. Vulnerability has been defined as the increased probability of a negative outcome as a result of exposure to risk (Fergus & Zimmerman, 2005). Risk factors can be intrinsic (within the individual) or extrinsic (relating to their context). As outlined in section 1.2.3, there is evidence to suggest that excluded children are subject to a number of risk factors (Gazeley, 2010). Without the right support, these young people would be much less likely than others to experience positive outcomes.

Of interest to researchers in the field of resilience has been the idea that, despite risk factors, many young people still do well. This has been termed 'bouncing back' or 'beating the odds,' meaning that they have resilience (Rees & Bailey, 2003). In order to find out what helps young people to overcome risk and adversity, research has focused on protective factors.

1.4.2.2 Protective Factors

Research has identified consistent factors in the lives of children and young people who are defined as resilient, referred to as protective factors (Daniel & Wassell, 2002). Protective factors are personal (intrinsic) and environmental (extrinsic) factors that, either directly or indirectly, modify an individual's response to adverse situations and promote positive outcomes (Fergus & Zimmerman, 2005). Protective factors operate in varied ways; by mitigating risk or breaking negative chain reactions, or by promoting adaptive processes by promoting self-efficacy or offering new opportunities (Rutter, 1990; Henderson & Milstein, 2003).

Gilligan (2000) described three intrinsic factors that are fundamental to resilience; self-esteem (perception of worth and competence), self-efficacy (mastery and control), and a 'secure base' (security and belonging). This links to theories of motivation; which suggest that all children are motivated to fulfil innate psychological needs (Maslow, 1954). One example is self-determination theory (Deci & Ryan, 1985) which states that all children are motivated by a need for competence, autonomy and relatedness. Having these needs met has been linked with resilience (Cefai, 2008). Other intrinsic factors are empathy, self-awareness and insight (Dent & Cameron, 2003; Cefai, 2008).

Although intrinsic factors are related to an individual's potential for resilience, resilience is determined by an interaction of intrinsic and extrinsic factors (Daniel & Wassell, 2002; Figure 1.1). Therefore, the contexts in which children live provide extrinsic protective factors that are influential in determining an individual's resilience. This research will focus on one external influence in particular; the school context.

1.4.3 Resilience in schools

Educational resilience has been defined as, "*achievement in schools, despite difficult circumstances*" (Poulou, 2007, p92). One of the first studies to suggest that schools have an important role in providing protective factors for children at risk was a study by Rutter, Maughan, Mortimer and Ouston (1979). Pupils who came from disadvantaged families were found to be more likely to have positive outcomes if they attended schools with high expectations and had positive relationships with teachers. School is now recognised as a significant factor in enhancing the resilience of vulnerable children (Gilligan, 2000; Cefai, 2007). Research has found consistent factors within schools that have been suggested to work as protective factors for children and young people. Resilience therefore offers a framework for intervention for schools, focusing on building on areas of strength within the child, increasing protective factors and decreasing risk factors (Daniel & Wassell, 2002). Schools play an important role in providing pupils with resources that they can draw on as a buffer for negative events or challenges. This led to universal perspectives of resilience (Cefai, 2004), where the framework was thought to benefit all children, rather than just those who are at risk.

1.4.3.1 The Resiliency Wheel

The Resiliency Wheel was developed by Henderson and Milstein (2003; Figure 1.2). This is a framework based on the themes within the educational resilience literature, and it was developed to give guidance to schools with regards to how to support resilience in children and young people. There are two sides to the wheel; 'Mitigating risk', and 'Building resilience.' This means that the focus is not only on removing risk, but also preparing children and young people so that future risks have less impact on them. The Resiliency Wheel illustrates six 'Resiliency building conditions'; increasing pro-social bonding, setting clear and consistent boundaries, teaching life skills, providing caring and support, setting and communicating high expectations, and providing opportunities for meaningful participation.



Figure 1.2: The Resiliency Wheel (Henderson & Milstein, 2003, p12)

1.4.3.1.1 Mitigate risk factors

Henderson and Milstein (2003) outline general actions in schools that mitigate risk: (a) increase bonding with prosocial individuals, (b) clear expectations and

consistent enforcement of consequences, meaning that pupils have a clear understanding of the rules and how to behave, and (c) teaching important life skills such as problem-solving and conflict resolution, as well as coping with stress.

1.4.3.1.2 Build resilience

Henderson & Milstein (2003) distinguish between factors that reduce the impact of risk and those that build resilience in children and young people. Actions that support the development of resilience in children and young people are (a) Provision of care and support, to support a sense of belonging, (b) High expectations and acknowledging pupils' strengths and their potential, and (c) Opportunities for meaningful participation, which includes involving children and young people in planning and goal setting, in addition to learning activities that are seen as meaningful and relevant.

1.5 Qualitative research into resilience

One of the major limitations of resilience research has been the disregard of the views of the children and young people involved (Howard, Dryden & Johnson, 1999). Much of the literature on resilience tends to be quantitative and relies on outcome measures rather than considering individual experiences. Stating that resilience is simply risk and protective factors is simplistic, as this is also affected by how individuals perceive and respond to these factors (Rutter, 2006). Ungar (2003) argues that to enhance our understanding of how resilience works, it makes sense to listen to the views of the young people themselves, suggesting that qualitative methods provide a valuable insight into resilience. This is the rationale for using a qualitative design in the current study.

1.6 Seeking the views of children and young people

A central feature of the legislation within the field of education is the rights of children and young people to have a voice in decisions about their life. The rights of children and young people to express their opinion on matters that affect them was outlined in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC, 1989). Furthermore, the SEND Code of Practice aimed to increase the involvement of children and young people and their families in decision making (DfE, 2015). The emphasis on listening to the voice of the child has led to an increase in research about young people's experiences of a phenomenon. For example, pupils' experiences of exclusion (Gersch & Nolan, 1994; Munn & Lloyd, 2005; Brown, 2007; Quin & Hemphill, 2014; Farouk, 2017), re-integration after exclusion (Pillay et al, 2013), and transition (Tobbell, 2003; Messiou & Jones, 2015). The research that currently exists on managed moves has largely focused on the views of professionals, with few studies focusing on the perspectives of young people. It may be that our understanding of how managed moves can be successful may be enhanced by asking the young people themselves.

There are moral, ethical and practical reasons for listening to children and young people's voices (Gersch & Nolan, 1994). Gordon (2001) argued that listening to children's experiences can provide insights into their difficulties, and we should be "*listening to the children's voices before imposing adult solutions*" (p.83). Although there has been a recent trend in listening to the voices of children and young people, there has been limited research to use their voices to change practice and develop interventions to support them; this is often done using the voices of professionals (Hart, 2013). Some researchers have argued that young

people's insights can enhance our understanding of resilience and increase our knowledge of how to meet the needs of vulnerable children and young people (Dearden, 2004; Hart, 2013). This suggests that further research in this area is important, particularly with regards to topics such as exclusion, where the views of young people have often been ignored (Gazeley, 2010).

1.7 Research Focus: Aims and rationale

Studies have suggested that managed moves can support young people to achieve positive outcomes after a period of difficulty (Vincent et al, 2007). Research on 'successful' managed moves has not accounted for any affective impact on the young people themselves (Craggs & Kelly, 2018). Due to the increasing use of managed moves to reduce permanent exclusions, there is a need to listen to the views of young people to ensure that the move is in their best interests. The aim of this study was to understand the young people's experiences of managed moves, and their views on what helped them. This is particularly important for children who are excluded from school; as their voices often go unheard, and they often believe they have limited control over their lives (Michael & Fredrickson, 2013).

Moving schools has been considered a risk factor, linked to negative educational as well as social and emotional outcomes for some children and young people (Bailey & Baines, 2012). Furthermore, research has explored the risk factors associated with moving schools at non-standard times (Messiou & Jones, 2015) and re-integration after exclusion (Pillay et al, 2013). The concept of resilience has not yet been applied to managed move practice. Given the recognition that transitions are a significant life event where some individuals cope better than

others, the consideration of resilience in the processes of managed moves seems valid. The literature suggests that the positive outcomes following a managed move are a result of specific features within the process that enhance individual strength and resilience, rather than a result of the managed move itself (Harris et al, 2006). The current study was underpinned by a 'what works' approach based on positive psychology (Seligman & Csikszentmihalyi, 2000), aiming to explore the factors underlying successful managed moves by applying a resilience framework. The aim was to enhance our understanding of what helps to re-engage pupils who have been seen as 'at risk,' to discover what young people understand by their experiences and what factors they feel supported integration into their new school. By understanding how some young people experience positive outcomes following difficult times, we may be better equipped to incorporate these understandings into practice to provide an environment that is supportive of their needs and fosters resilience.

1.8 The researcher's position

The interest for this research stemmed from the researcher's experience in secondary schools, pupil referral units (PRUs) and special schools for children and young people with social, emotional and mental health (SEMH) needs. It is of the researcher's view that exclusion puts vulnerable young people at even more of a disadvantage, justifying decisions to exclude them from society (Billington, 2000). In the researcher's experience, managed moves are not consistently effective, perhaps due to a lack of legislation or guidelines resulting in a lack of consistency in how the process is used between schools. The researcher has worked with young people who have experienced 'failed' managed moves, leading to a sense of further rejection and disengagement. This

has led to a passion for 'getting it right' for vulnerable young people. It is felt that schools need support to ensure that managed moves are consistently successful.

The researcher's work as a Trainee Educational Psychologist (TEP) has been underpinned by systemic thinking, as well as solution-focused approaches and positive psychology. This study is underpinned by positive psychology (Seligman & Csikszentmihalyi, 2000), where the aim is to explore the factors that support successful managed moves for young people. Positive psychology and resilience resonates with the researcher because it gives a clear framework to support young people that can be utilised by school staff.

The researcher supports the belief that all children and young people should be central to any decisions made about their lives. EPs play an important role in advocating for pupils who are vulnerable and may not have their voice heard (Fox, 2015). Young people who are excluded often feel disempowered and feel a lack of control in their lives (Gersch & Nolan, 1994), and are often complained about rather than asked for their views (Ravenette, 1988). This research aims to give young people who were previously seen as at risk of exclusion a chance to share their views about what helped them to experience successful integration into another school.

1.9 Chapter summary

Exclusion from school is associated with long term detrimental effects on young people and their families. Managed moves have been considered an effective alternative to exclusion. In practice, however, there is little guidance or consistency, meaning that not all managed moves are successful. The current study aims to explore what supports successful integration following a managed

move, from the perspectives of the young people who have been through it. The key question focuses on 'what works' to re-engage young people who had been considered 'challenging' or 'at risk of exclusion' in their previous school. This chapter has introduced the context regarding managed moves and the rationale for the study. The following chapter will explore the literature relating to managed moves and resilience in schools, and identify gaps in the literature leading to the aims and purpose of the current study.

Chapter Two: Literature review

2.1 Chapter overview

This chapter will critically review relevant literature surrounding the key concepts in this study; managed moves, resilience and protective factors. Themes within the literature, as well as gaps and limitations will be discussed to illustrate the contribution to the design and rationale of the current study. Finally, the aims and rationale of the research will be outlined.

2.2 Details of the literature search

This literature review had two main purposes. The first purpose was to critically consider the current literature about factors supporting successful managed moves in schools. This was considered to be a conceptual purpose (Booth et al, 2016), aiming to explore key themes and theories within the literature. Additionally, the current study is based on a theoretical perspective of resilience and underpinned by positive psychology, meaning that the focus was on 'what works' to facilitate positive outcomes after a managed move. Therefore, the second purpose was to explore literature pertaining to the study of the views of children and young people who have overcome adversity, and their views about what led to their success in school. This second part therefore had a methodological purpose (Booth et al, 2016), aiming to explore the methods that have been used to investigate the phenomenon of resilience from the perspectives of children and young people.

Within the literature review, the researcher intended to answer the following questions:

- What factors do key stakeholders attribute to managed move success in secondary schools? (Conceptual question)
- What methods have been used to consider children and young people's views on what has helped them overcome difficulties in school? (Methodological question)

The literature review was therefore conducted in two strands, and this will form the structure of the review.

2.3 Stand One: What factors do key stakeholders attribute to managed move success in secondary schools?

2.3.1 The literature search

This was a systematic literature search concerned with the views and experiences of key stakeholders involved in managed moves, with regards to what makes them successful. Online searches of the EBSCO databases (Academic Search Complete, British Education Index, ERIC, PsychINFO) were conducted using Boolean Search Logic in July 2018. The key search terms used are presented in Table 2.1.

Table 2.1. Key search terms used in strand one

Key word	Search terms used
Managed move	Managed move or Managed transfer
Views	Views or voice or thoughts or think or account or perspective* or attitude or experience* or self-perception* or reflection* or 'own words'
School	School or Education*
Success	Success*
Alternative to exclusion	'Alternative to exclusion'

After identifying the most relevant literature using various combinations of the key search terms (See Appendix 1 for full information), articles were selected based on inclusion and exclusion criteria (Table 2.2). Qualitative studies were selected, due to the usefulness of this kind of data to gain insight into how participants experience and make sense of events (Willig, 2013). The search was specific to papers within the UK, as managed moves are based on UK legislation. The researcher selected studies about managed moves within secondary schools only, as it was considered that experiences in secondary schools would be qualitatively different to primary schools.

Table 2.2. Inclusion and exclusion criteria for strand one of the literature review

	Inclusion criteria	Exclusion criteria
Type of study	Published academic journals	Unpublished doctoral theses Systematic review papers or guidance documents
Scope	Studies seeking the views of children and young people, parents or school staff, focusing on what helps or what works in managed moves.	Studies that are not focused on managed moves. Studies seeking the views of children and young people, parents or school staff about managed moves in general, not relating to factors underpinning successful integration.
Geography	UK context (managed moves are UK specific)	Studies conducted outside of the UK
Date	Studies after 2004 (when managed moves were introduced)	Studies before 2004
Design	Qualitative design or mixed methods with a qualitative element.	Quantitative design

2.3.2 Overview of the literature search

The literature search identified five published studies that were investigating the views of key stakeholders about what makes managed moves successful. There were three studies that sought to elicit the views of education professionals (Harris et al, 2006; Bagley & Hallam, 2015; Flitcroft & Kelly, 2016). Two studies included the views of parents (Harris et al, 2006; Bagley & Hallam, 2016). Three studies included the views of children and young people (Harris et al, 2006; Bagley & Hallam, 2016), with only one study focusing solely on the views of children and young people (Craggs & Kelly, 2018). All of the studies were based in secondary schools, and these schools were local authority-maintained schools

rather than academies. A map of the studies included in the review is shown in Appendix 1.

2.3.3 Overview of the selected studies

Harris, Vincent, Thompson and Toalster (2006) and Vincent, Harris, Thompson and Toalster (2007) reported different aspects of the same study. A mixed methods design was used to evaluate Coalfields Alternative to Exclusion (CATE), a project involving seven secondary schools within a socially disadvantaged area. The schools used 'managed transfers' or 'preventative support' to support children and young people who were deemed at risk of permanent exclusion. Information was gathered through focus groups and interviews with parents, pupils and staff, analysis of exclusion data and questionnaires. The study had an evaluative purpose with a particular focus on outcomes, however the study also identified factors that were associated with better outcomes for the young people and their families. The Vincent et al (2007) paper was excluded from this review, as the paper focused on outcomes rather than the factors facilitating success.

Bagley and Hallam (2015; 2016) published two papers focusing on managed moves within one local authority. One paper focused on the views of school and local authority staff (Bagley & Hallam, 2015), and the other focused on the views of young people and their parents (Bagley & Hallam, 2016). Both studies used thematic analysis of interview data, aiming to increase understanding of the managed move process and explore the views of those involved.

Flitcroft and Kelly (2016) conducted an appreciative enquiry into how schools support a sense of belonging for pupils after a managed move. This involved a

case study design, using thematic analysis of interviews and focus groups with school staff. The purpose of the study was to explore staff views about what helps to create a sense of belonging in general, as well as for those coming into school on a managed move.

Craggs and Kelly (2018) continued the focus on a 'sense of belonging' and managed moves. They conducted a small-scale study focusing on the views of four young people who had experienced a managed move, using Interpretive Phenomenological Analysis (IPA) of interview data. This was the only study with a sole focus on the views of young people, based on an identified need for research in this area. The study specifically focused on factors that young people believed to have facilitated a sense of belonging in their new school.

2.3.4 Themes in the literature

Thematic synthesis (Thomas & Harden, 2008) was used to identify themes in the literature relating to factors that are related to successful managed moves. This process involved reading through the results sections of each paper and noting key findings. Initial codes were generated (see appendix 1) and these were grouped into themes and subthemes. The themes that were identified were school factors, parent factors, relationship factors and within-child factors (Figure 2.1).

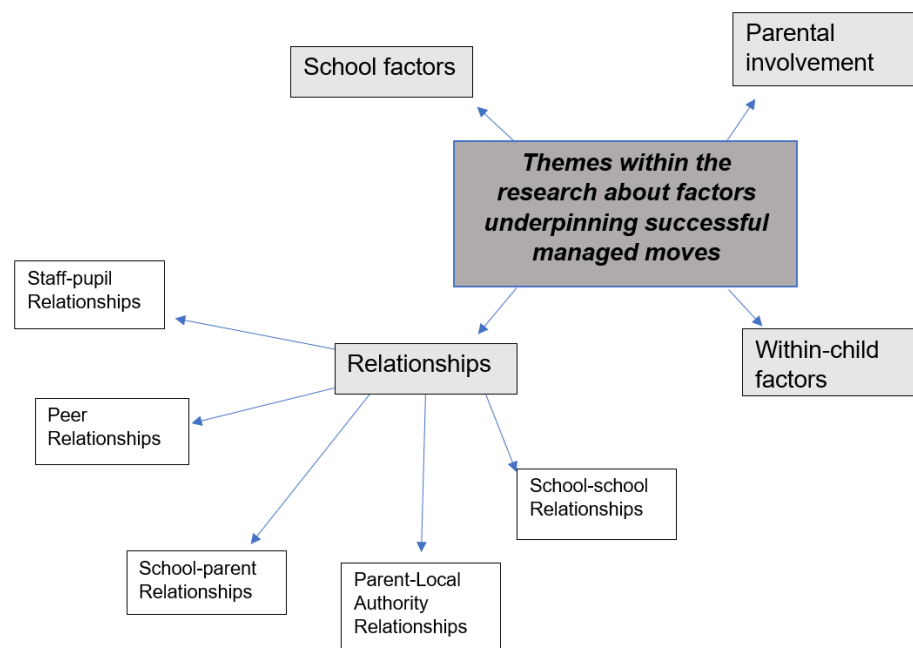


Figure 2.1. Factors underpinning successful managed moves: Themes identified within the literature.

2.3.4.1 School factors

Several factors relating to the receiving school were identified as important for the success of the managed move. Managed move success was linked to an inclusive ethos in the new school, and the ability of school staff to flexibly respond to individual needs (Bagley & Hallam, 2015). The provision of personalised support, skilled staff and intervention work was deemed important to successful outcomes (Harris et al, 2006).

Another factor that was related to success in the receiver school was clear and consistent boundaries. Young people valued clear, consistent, unambiguous and fair enforcement of boundaries (Bagley & Hallam, 2016), particularly because many had described feeling ‘singled out’ in their previous school.

All studies emphasised the importance of offering the young person a 'fresh start', and not seeing the move as 'just a trial' (Flitcroft & Kelly, 2016), suggesting that it is important for school staff to demonstrate that they are making a commitment to the young person. Young people emphasised the importance of staff being non-judgmental rather than expecting bad behaviour, as well as showing commitment to making positive changes for the young person (Bagley & Hallam, 2016; Craggs & Kelly, 2018).

Other factors identified were practical factors such as limiting the amount of time missed from education, as well as pre-transition preparation in the form of school visits and induction programmes (Bagley & Hallam, 2015). Young people raised logistical factors such as knowing where rooms are and the rules of the school (Bagley & Hallam, 2016).

2.3.4.2 Parental involvement

Some studies identified parental factors that were linked to successful integration. In interviews with young people, many attributed their success to their parents' support throughout the process (Bagley & Hallam, 2016). School staff felt that parents who had a positive and supportive attitude towards schooling have a positive influence on young people's attitudes towards school, and therefore managed move success (Bagley & Hallam, 2015; Flitcroft & Kelly, 2016). This suggests that successful integration is more likely when the pupil has parents who are supportive of the young person and their education. This was further highlighted in parents' views, as they recognised the impact of their own positive attitude (Bagley & Hallam, 2016)

2.3.4.3 Relationships

Several sub-themes were developed to incorporate the influence of relationships on successful integration after a managed move. This included staff-pupil relationships, peer relationships, staff-parent relationships, local authority-parent relationships and school-school relationships.

2.3.4.3.1 Staff- pupil relationships

One of the main reasons given for a managed move identified within the literature is a breakdown of relationships between young people and staff (Bagley & Hallam, 2016). Consistent with this, one of the key factors identified as important to success was the young person's relationships with staff in the receiving school. Young people emphasised the importance of having impartial, non-judgmental staff who could advocate for them and who viewed them in a positive light (Bagley & Hallam, 2016). This supported them to feel cared about, listened to and supported, as well as feeling confident that staff are committed to helping them (Harris et al, 2006). Positive relationships with school staff were considered imperative to the experience of a sense of belonging in the new school, supporting pupils to feel wanted and understood (Flitcroft and Kelly, 2016; Craggs & Kelly, 2018). It was also seen as important to have key staff member to go to in case of difficulties (Bagley & Hallam, 2015).

School staff and local authority staff recognised that non-judgmental treatment by staff in receiver schools was important in determining success (Bagley & Hallam, 2015). Young people and their parents also emphasised the value of being given a second chance (Bagley & Hallam, 2016), rather than being prejudged based on

past behaviour. This experience of feeling listened to and supported, as well as receiving positive feedback and praise were suggested to have had a positive impact on the young people's behaviour, self-esteem and confidence (Harris et al, 2006).

Finally, pupils valued staff involving them in making their own decisions, which supported them to feel welcome and accepted in their new school (Harris et al, 2006). This increased responsibility and ownership was associated with an increased motivation for change in pupils. Local authority professionals emphasised the importance of giving young people a voice and control throughout the managed move process (Bagley & Hallam, 2015). However Bagley and Hallam (2015) noted that this was rarely mentioned by school staff, suggesting that this may not be recognised and put into practice in schools.

2.3.4.3.2 Peer relationships

When young people were asked what helped them, peer relationships appeared to have a significant impact on whether the managed move was perceived to be successful or not. Pupils reported that being able to make friends was a key determinant in their sense of belonging (Craggs & Kelly, 2018), and interestingly there was little mention of school staff. Young people reported that it was useful to have a buddy to support them to meet new friends (Bagley & Hallam, 2016). Young people felt that peer acceptance was important for them to be able to 'be themselves' (Craggs & Kelly 2018). Other factors identified were social activities and social networking outside of school and participating in extra-curricular activities (Craggs & Kelly, 2018).

2.3.4.3.3 School-parent relationships

Strong relationships between home and school were identified as factors relating to success of managed moves. This was emphasised in the views of local authority officers and parents, acting to ameliorate differences in expectations between home and school, and ensure that parents feel that their opinion is valued (Bagley & Hallam, 2015).

2.3.4.3.5 Parent – local authority relationships

One study reported on the importance of relationships between parents and the local authority. Parents valued the input of local authority officers as a neutral body, as well as acting as an advocate and to support their understanding of the process (Bagley & Hallam, 2016).

2.3.4.3.6 School- school relationships

School staff expressed a level of mistrust about managed move practices between schools. Within successful managed moves, honesty about the needs of the pupils was reported, resulting in the new school having a better understanding of the needs of the young person and how to support them (Bagley & Hallam, 2015).

2.3.4.4 Within-child factors

Within the literature, specific within-child factors were suggested to support successful integration after a managed move. School staff emphasised the importance of pupils 'owning' their behaviour and taking responsibility for their

actions to increase the likelihood of a successful transition (Bagley & Hallam, 2015). Young people attributed their success to their efforts to leave their former identity behind, suggesting that the managed move removed “the pressure to maintain a particular image” (Harris et al, 2006, p31). This suggests that young people recognised the need within themselves to make changes and take responsibility for their behaviour (Bagley & Hallam, 2016). The young people in Craggs and Kelly’s (2018) study felt that it was their responsibility to settle into the new school, and there was little that the school could have done to support them further. This was referred to as a “sole-responsibility narrative” (Craggs & Kelly, 2018, p66).

In Bagley & Hallam’s (2016) study, the young people emphasised the importance of staying positive and seeing the ‘bright side’ of the situation. When asked what helped them, young people said that it was important to try hard to make a positive impression on staff and peers (Bagley & Hallam, 2016). This suggests that young people recognised how the change in their behaviour increased the respect received from others within the receiving school.

2.3.5 Theoretical framework

Most of the studies in the published literature used an inductive approach, exploring the experiences of participants without fitting them into a theoretical framework on the outset. The exceptions were the studies by Flitcroft and Kelly (2016) and Craggs and Kelly (2018), where a framework was used around school belonging. The themes identified in this literature review show some similarities between risk and protective factors associated with the construct of resilience.

Resilience has not been explicitly referred to in the managed move literature, although the concept was mentioned in one study (Flitcroft & Kelly, 2016). The idea that managed moves offer a ‘fresh start’ links in with the concept of resilience, the idea of ‘turning things around’ and ‘bouncing back’ (Flitcroft & Kelly, 2016). An exploration of resilience and protective factors could offer ideas about how to support pupils going through a managed move more effectively.

2.3.6 Limitations and gaps in the literature surrounding successful managed moves

2.3.6.1 Definitions of success: How do we know if a managed move is ‘successful’?

Several studies claimed to study ‘successful’ managed moves (Harris et al, 2006; Bagley & Hallam, 2015; 2016). However, there appears to be a lack of clarity about what constitutes success within the literature, which presents a challenge when considering the factors that led to success. Within the guidance, managed moves are successful upon completion of the trial period (Abdelnoor, 2007). This was used as a selection criteria within the research (Bagley & Hallam, 2016). A criticism of studies showing ‘success’ of managed moves based on how many remain on roll at the receiving school is that it ignores the views and experiences of the young people involved. Simply stating that a move was successful because the pupil remains in the receiving school seems reductionist and does not account for the social and emotional impact on the young person (Craggs & Kelly, 2018). It is important to ensure that young people’s views are gathered, to ensure that managed moves are in the best interests of young people and their families,

rather than being used by schools as a means of removing pupils who are perceived as difficult.

Other studies used evaluative outcomes to determine success, for example pupils having increased self-worth and feeling happier after the move (Vincent et al, 2007). However it is important to note that this was implied by teaching staff, through comments that the young people were 'smiling more'. In other studies where the young people were directly asked (Bagley & Hallam, 2016), they expressed positive views about the managed move and their future, increased confidence, motivation and self-efficacy (Bagley & Hallam, 2016). They also showed a change in the way they perceived themselves and the way they thought that others viewed them, as well as improvements in their school work, behaviour, and their relationships with teachers. It was concluded that managed moves can be a "positive, life changing experience for young people" (Bagley & Hallam, 2016, p223). However, the retrospective accounts may not have reflected their views at the time of the move. Based on the literature discussed, it appears that there is a limited evidence base for managed move success.

Furthermore, most of the studies identified negative experiences during the managed move, even though it was described as 'successful' overall. It has been recognised that the literature has largely ignored the social and emotional impact of managed moves for young people (Craggs & Kelly, 2018). Some young people reported a sense of rejection after being asked to leave their previous school, as well as feelings of isolation due to spending extended periods of time at home while arrangements were being made (Harris et al, 2006). Pupils also reported feeling scared or nervous about the prospect of having to make new friends (Craggs & Kelly, 2018). This raises the question about whether managed moves

lead to better behaviour by taking pupils out of their comfort zone and making them more vulnerable (Craggs & Kelly, 2018). This vulnerability may lead to more introverted behaviours, meaning that behaviour is more manageable for schools (Harris et al, 2006). Although the research suggests that young people regarded their managed move as a positive experience overall, it is important to consider the effects on young people even in the short term (Craggs & Kelly, 2018).

Furthermore, 'unsuccessful' managed moves have not been studied, therefore the feelings associated with having a failed managed move is unknown. In a study of alternatives to exclusion, Parsons (2009) found that a quarter of pupils returned to their original school; the one that rejected them in the first place. This may cause feelings of stigma and rejection that is consistent with exclusion. Furthermore, Craggs and Kelly (2018) identified potential negative effects of the trial period, as young people felt that the promises of a 'fresh start' were only offered after the trial period was completed. Other pupils reported feeling that staff were suspicious of them, and already had a negative view of them simply because they had come from a managed move (Bagley & Hallam, 2016). Claims about the efficacy of managed moves based on the outcomes (lower permanent exclusion rates, better behaviour, remaining on roll in the receiving school), therefore do not account for any upheaval or distress caused in the short term. This highlights the importance of listening to the experiences of young people to ensure that, should managed moves be used, they are evaluated in ways that mean something to those involved.

Moreover, all of the studies focused on managed moves that happened within twelve months of the interviews, meaning that limited information is available about the long-term outcomes of managed moves. Therefore, although the outcomes appear positive in the short term, it is possible that difficulties may re-emerge after a 'honeymoon period'.

2.3.6.2 Sample size and generalisability

The lack of research around managed moves is expected due to a lack of formal monitoring procedures, meaning that these young people could be considered a 'hidden population.' However, the small number of studies means that the research is limited in terms of generalisability, particularly due to the variable nature of managed move practice across local authorities, and even between schools. This is acknowledged by the authors, and it has been recognised that further research is needed to evaluate managed move practice more fully to compare practice across schools and local authorities (Bagley & Hallam, 2015). All of the studies identified were based in local authority schools, meaning that the managed move process in academies and free schools has not been previously investigated. With the growing number of schools becoming academies (DfE, 2016), it may be beneficial to explore managed move practices in academy schools.

2.3.6.3 The voice of the child

Of the studies reviewed, three included the views of young people. However it was noted that within most of the studies it seemed that the views of young people were not central to the findings. Even studies that claimed to develop

understanding of managed moves from the perspectives of children and young people (Harris et al, 2006; Bagley & Hallam, 2016), the use of triangulation means that their views were combined with those of parents and school staff. This implies that listening to the views of young people alone is not enough. For example, within Bagley and Hallam's (2016) study more emphasis was placed on parents' views, who, although affected by the managed move, they did not experience it directly. Similarly, Flitcroft and Kelly (2016) identified factors that support a sense of belonging in young people, however as there were no pupils or parents involved the application of these findings to young people's experiences is limited. This was highlighted in Craggs and Kelly's (2018) study as a rationale for their research, emphasising that what is important will differ between young people and adults. Their study is a step towards studying young people's views, however further research is needed to explore young people's views about what helped them to turn their lives around and integrate into their new school.

2.3.7 Summary of strand one

This section has considered the literature focusing on the views and experiences of those involved in managed move processes, to facilitate an understanding of what they believe to have supported successful integration into a new school after a managed move. Although the literature identifies positive outcomes, some of the studies suggest that young people experience stress and upheaval, as well as feelings of disempowerment and resentment towards the education system. These feelings seem to be underemphasised in the literature because the outcomes are positive. There is limited information available about the effect that

this has on young people. Moving schools may be seen as a risk factor, and the main focus of the current study is exploring what supports young people to overcome these challenges. To gain an understanding of how this has been approached in previous studies, the second strand of the literature review will explore research that has explored the views of children and young people about what has helped them to overcome adversity or risk in school, using a framework of resilience.

2.4 Strand Two: What methods have been used to consider children and young people's views on what has helped them overcome difficulties in school?

2.4.1 The literature search

The researcher was interested in qualitative studies with children and young people who have managed to overcome difficulties in school, and their perspectives about what helped them. The researcher searched for studies where children and young people were asked about what helped them succeed in school despite adverse circumstances, where a theoretical framework of resilience has been used. Online searches of the EBSCO databases (Academic Search Complete, British Education Index, ERIC, PsychINFO) were conducted using Boolean Search Logic in August 2018. The key search terms used are shown in Table 2.3.

Table 2.3. Key search terms used for strand two of the literature review

Key word	Search terms used
Pupil	Pupil or child* or student or 'young person' or 'young people'
Views	Views or voice or thoughts or think or account or perspective* or attitude or experience* or self-perception* or reflection* or 'own words'
Qualitative	Qualitative or Interview
Resilience	Resilience or Resiliency or Resilient
Protective factor	Protective factor* or Buffer or (protective mechanisms) or (environmental factor)

After identifying the most relevant literature using various arrangements of the key search terms (See Appendix 1 for further information), the researcher selected relevant papers using inclusion and exclusion criteria (Table 2.4). Papers were considered relevant if they explored the views of school age children and young people, with a specific focus on protective factors based on a resilience framework. Studies were excluded if they explored retrospective views of graduate students, or if they did not relate to school experiences.

Table 2.4. Inclusion and exclusion criteria for strand two of the literature review

	Inclusion Criteria	Exclusion Criteria
Scope	Studies seeking the views of children and young people about what helped them to overcome adversity in school.	Studies seeking only the views of adults. Studies of views of children and young people about what helps them to succeed, without relating to school experiences.
Age	Studies exploring protective factors (resilience factors) / factors that help children from the viewpoint of children. School age children.	Studies that were not exploring resilience or protective factors. Retrospective studies of adults who had graduated from education.
Date	Studies produced / published after 1990.	Studies produced / published before 1990.
Language	Studies written in English.	Studies not written in English
Type of study	Published academic journals.	Unpublished studies / dissertations.
Design	Qualitative design (widen to mixed methods that encompass qualitative interviews if the qualitative element was relevant to the question).	Quantitative studies or studies that did not seek views in relation to protective factors / what helps children.

2.4.2 Overview of the literature search

Following the application of the inclusion and exclusion criteria, six papers were identified. A map of the included studies can be found in Appendix 1. Three of the studies were conducted in the UK (Rees & Bailey, 2003; Dearden, 2004; Hart, 2013), two were conducted in Australia (Howard & Johnson, 2000; Johnson, 2008) and one study in Canada (Downey, 2014). Within the literature search, the identified studies focused on views of children and young people from specific 'at risk' groups; for example; looked after children (Dearden, 2004), 'at risk subgroups' (Howard & Johnson, 2000; Johnson, 2008; Rees & Bailey, 2003), low

income students (Downey, 2014) and children and young people in pupil referral units (PRUs) (Hart, 2013).

2.4.3 Overview of the selected studies

As a part of a longitudinal study in the UK, Rees and Bailey (2003) interviewed ten children and their parents to explore factors underpinning the success of those who had been identified as 'at risk of school failure' but went on to be 'positive exceptions.' The study used a case study design, where the initial phases of the study involved baseline assessment of affective characteristics of a whole cohort. The cohort was tracked over a four-year period, focusing on behaviour records, academic achievement, attendance and the need for additional support. The pupils who participated in the study were those who experienced positive outcomes despite being predicted to 'experience problems' based on the baseline data. Participants were specifically asked about factors that contributed to their success, using structured interviews to facilitate comparison between participants. Data were analysed using a protective factors framework (Howard, Dryden & Johnson, 1999) and the themes developed highlighted within-child, within-home, within-school and within-community factors that supported positive outcomes.

As a part of a longitudinal study in Australia, Howard and Johnson (2000) conducted group interviews with 125 children aged 9-12 years old in disadvantaged primary schools. The questions centred around 'what made the difference?' and 'what helped?' when comparing children and young people who 'do ok' and those who do not. The rationale for the study was to develop insights

into how protective factors work in the lives of real children. Furthermore, the themes within staff and child interviews were compared to highlight differences in the perceptions of children and adults. For example where staff regarded specific social and emotional support as the most important factor, children placed more emphasis on specific help with learning, as well as a caring and supportive environment.

In a micro-analysis of the data from Howard and Johnson's (2000) study, Johnson (2008) studied the perspectives of children and young people who were defined as 'resilient' and what helped them, with a specific focus on relationships with teachers. The author reported that the 'ordinariness' of the actions for teachers emphasised the capacity of most classroom teachers to implement them in practice.

In a small-scale pilot study in the UK, Dearden (2004) asked 15 young people (aged 13-19 years) who were in local authority care 'what made a difference' to their lives. The study used a deductive approach, where interviews were based around themes identified in risk and protective factor research. The young people highlighted common factors that helped them; including having supportive peers, the availability of caring adults, having support to make friends and being involved in extra-curricular activities in school.

In another UK study, Hart (2013) explored the views of six children (aged 9-13 years) and PRU staff about what helped them to settle into a PRU. This study used a deductive approach based on a risk and resilience framework. The

methods used were similar to Dearden's (2004) study, where the interview questions and thematic analysis were structured using a risk and protective factor framework. The study hoped to understand what protective factors the PRU offered other than the removal from their mainstream school. Themes were identified around relationships, teaching and learning, expectations and environmental factors. The young people emphasised the contrast between their positive relationships with staff in the PRU, and their negative relationships in mainstream school. Other factors identified were the experience of success, clear expectations and feelings of safety and security in contrast with their mainstream experiences. In this study, the views of children were found to be consistent with staff views, this was taken to suggest a shared understanding of what helps.

In a Canadian study, Downey (2014) interviewed 50 primary age pupils aged 8-12 years. All had been identified as experiencing academic difficulties in school and received free or reduced-price school meals. Participants were asked about their perspectives about the factors related to academic success in the face of adversity, using hypothetical situations. Similar to the other studies identified, this study used a deductive approach; using a framework based on protective factors and mechanisms to code the interview data. The participants identified eight factors that they felt made a difference for them in terms of academic success (intelligence, feelings, behaviour, home environment, family assistance, school support, community connections, and organised programs). As well as factors, this study was unique as it also explored protective mechanisms, meaning that the research asked not only what helped, but how. The mechanisms underlying the protective factors were facilitating work, increasing understanding, and preventing negative behaviour.

2.4.4 Themes in the literature

The studies identified suggest that young people can explain what helped them to overcome difficulties and achieve success. The studies highlight the importance of listening to children and young people in these matters, particularly as differences between the views of children and young people and those of adults were identified (Howard & Johnson, 2000). As the adults are the ones putting support in place, it is important to ensure that the young people's voices are heard. Furthermore, treating the children as 'experts' in these studies was suggested to create a positive dynamic between them and the interviewer (Downey 2014).

The majority of the studies used deductive analysis based on themes within resilience literature. This helped to structure the information and provide a practical framework for schools. The link between the views of young people and resilience frameworks suggests that this is a useful way to research resilience in terms of the factors that matter to children and young people. This goes some way towards Ungar's (2003) plea for qualitative research into resilience discussed in the introductory chapter; adding a 'real life' picture of protective factors.

Although the studies discussed predominantly used interview data to gather the views of children and young people, all of the studies made adaptations to support participants to be able to express their views. For example, visual prompts and rating scales (Dearden, 2004; Hart, 2013), and hypothetical situations (Howard & Johnson, 2000, Downey, 2014) were used to ensure that the approaches were more 'child friendly'. Furthermore the researchers tended

to avoid using the term 'resilience,' preferring to ask 'what helped?' to support participants' understanding (Dearden, 2004; Hart, 2013).

In the past, the validity of research focusing on only the views of children and young people has been questioned, based on the idea that children may offer only biased complaints about their situation, leading to an emphasis on triangulation with other data sources (Greig, Taylor & Mackay, 2013). However, the authors in these studies argue that children and young people are able to acknowledge personal responsibility in their academic success (Downey, 2014), rather than placing responsibility on the adults around them. Rees and Bailey (2003) commented that no 'previously unknown ingredient' had been discovered, and Johnson (2008) described the actions as 'unsurprising' and 'ordinary'. What makes a difference for young people is therefore "well within the capacity of most members and groups that constitute society" (Howard & Johnson, 2000. p336). This suggests that the views of young people can offer practical applications for teaching staff and schools without the need for separate intervention work; focusing on the 'small things' that teachers can do to make a difference.

2.4.5 Limitations and gaps in the literature

Few studies were found to focus on resilience in this way, by asking young people about what helps them. Furthermore, many of the studies were conducted outside of the UK, and therefore may have a limited applicability to UK education systems. This highlights a need for further research in this area. Interestingly, most of the studies considered the views of primary age pupils about factors facilitating their success in school. For the researcher this raises the question; Is

resilience recognised in secondary schools? Researchers investigating the experiences of excluded pupils have reflected on the 'caring culture' of primary schools in comparison to secondary schools, which were felt to be 'impersonal' and 'inflexible' (Farouk, 2017). This suggests that research into how secondary schools can support resilience may be beneficial.

Despite the longitudinal nature of some of the studies, views about factors underpinning success were gathered at a single point in time. All of the studies identified were exploratory or descriptive in nature rather than explanatory, and therefore unable to draw cause and effect with regards to the factors. The authors recognise that resilience research is vulnerable to criticism, as it would be impossible to determine what the outcome would have been without the 'protective factors' (Rees & Bailey, 2003). Due to the complex and 'messy' nature of human life with many interacting factors, it is not possible to directly relate success to any given factor (Rutter, 2013). Only one of the studies (Downey, 2014) considered young people's views of how the identified factors supported positive outcomes. Therefore, there is limited information about the mechanisms underlying positive change.

Similar to the studies identified in strand one, it could be argued that 'success' is socially constructed, as are concepts such as 'doing ok' and 'beating the odds.' Therefore these terms mean different things to different people. In the studies discussed, 'success' is predefined by the researchers through the selection process, and the children were asked for their views about what contributed to it. Resilience is domain specific (Downey, 2014) meaning that young people could experience academic success but not social success, or vice versa. Most of the

studies tended to focus specifically on educational outcomes, ignoring social or relational outcomes. There appears to be a need for research to consider what young people see as 'successful,' to ensure that studies investigating 'what works' to support outcomes that are meaningful to young people.

Some of the studies (Howard & Johnson, 2000; Downey 2014) used hypothetical situations to support children and young people to 'respond freely' without embarrassment or concerns about social desirability. The use of these adapted methods may have affected the validity of the findings. Hypothetical situations mean that it was not clear if the child experienced them directly, as well as giving little indication of how much this was related to their own success. In Downey's (2014) study, some of the participants were still failing academically despite showing awareness of protective factors, suggesting that an awareness of protective factors does not necessarily mean that they have access to them. One study used specific measures of 'within-child' protective factors such as self-esteem, locus of control and self-concept (Rees & Bailey 2003). Although these may provide useful information, they are not the views of the young people themselves. The researcher feels that it may be more beneficial to ask questions about their views and future aspirations, as it is believed that specific questionnaires do not have the flexibility to explore views and experiences in detail.

2.4.6 Summary of strand two

The studies discussed within this section used qualitative methodology to gather young people's views about what helps them, based on a framework of risk and resilience. This seems to be a shift from the view of children as passive recipients

of risk and protective factors towards viewing them as active participants in their lives (Sellman, 2009). Overall these studies show that children and young people can offer valuable insight into what helped them to 'beat the odds' and what has made a difference in their lives. Moreover, Howard & Johnson (2000) found that the young people had different perspectives to adults about what helped them in school, further emphasising the importance of gathering their views rather than relying on what works from the perspectives of adults. Listening to the views of children and young people may be the only way that adults can overcome the limitations of their own biases and perspectives (Downey, 2014). Rees & Bailey (2003) noted that young people's reports about what helped them were not exceptional; the factors were already present within the systems that they were part of. This suggests that young people's ideas can lead to clear and feasible applications for schools.

2.5 The current study: purpose and rationale

The literature highlights factors that seem to be consistently linked to successful integration after a managed move. However, there is a gap around young people's views of the experience; particularly relating to the social and emotional impact and their reflections on what helped them. Due to the rising exclusion rates reported in the UK (DfE, 2018), an exploration of the managed move process from young people's perspectives seems timely. The current study used a positive psychology perspective, exploring the factors underlying successful managed moves through the application of a resilience framework. The intention is that understanding how some young people experience successful outcomes may offer ideas for supporting others who are going through the managed move

process. This will develop the capacity of schools to support young people, in addition to supporting the local authority to reduce the use of permanent exclusions.

While the views of young people have been elicited about what helped them to succeed after their managed move, this has been limited and there has been no previous link to resilience or protective factors. There appears to be a great deal of overlap between resilience and the factors seen as supporting successful managed moves, as discussed in the first strand of the literature review. This suggests the potential to use knowledge of protective factors to support young people towards positive outcomes following a managed move.

In the literature around how to promote success for children facing adversity, some have claimed that the views of children are an important perspective that has been neglected (Downey, 2014). Additionally, the literature on resilience has highlighted how children and young people are able to offer insight into what helps them (Dearden, 2004; Hart, 2013). Few studies have approached the topic of resilience from the perspectives of children and young people who have overcome difficulties. This means that there is limited information about young people's views of what helped them to succeed despite exposure to risk and adversity, particularly at secondary school age. A potential problem with programmes designed to improve resilience is that children and young people may have different understandings to adults, meaning that interventions based on adult interpretations may not be effective (Howard, Dryden & Johnson, 1999). It is important to discover what children and young people understand by their

experiences of risk and resilience, and the support they valued (Downey, 2014). The current study aimed to explore the views and experiences of young people who had been through a managed move. Similar to previous studies exploring resilience and PRUs (Hart, 2013), one of the aims of this study was to understand what the new school offers other than removal from a difficult situation.

2.6 Chapter summary

This chapter has presented a review of the literature that informed the purpose and design of the current research. The literature focusing on what facilitates successful managed moves from the perspectives of professionals, parents and young people was discussed. Key themes in the literature and the theoretical perspectives used were explored. The literature on qualitative studies with children and young people were considered, where resilience has been used as a framework to consider what helped them to overcome challenges. The rationale for the current study was introduced.

The following chapter will re-visit the aims of the study and link this with the purpose and design. In addition, the researcher's ontological and epistemological position will be outlined, and the implications of this for the design and methods chosen. An outline of the data collection and analysis methods will be provided, as well as considerations regarding the quality of the research.

Chapter Three: Methodology

3.1 Overview of the chapter

This chapter will begin by outlining the aims of the study, as well as the researcher's ontological and epistemological positioning and how this influenced the research design. The local context in which the study was conducted will be discussed, followed by information about participant recruitment. Details of the data collection procedure will be presented, including anonymised descriptions of the participants and the inclusion criteria that was used in the study. The chapter will then include an overview of the data collection and data analysis methods that were used. Finally, issues of ethics and validity will be considered.

3.2 Research aims and purpose

The aim of the current study was to explore 'what works' in supporting young people through managed moves, through exploration of the views and experiences of young people themselves. The literature review outlined a lack of research focusing on the views of young people; their views have been amalgamated with those of parents and professionals. The researcher felt that it was important to acquire a complex and detailed understanding of the views and experiences of young people who have had a managed move. Therefore, the researcher hoped to address gaps in the previous literature, giving young people space to express their experiences without being combined with adult views.

Exploratory research aims to elicit information about participants' views and experiences in order to allow insight into a specific phenomenon (Robson & McCartan, 2016). The current study had an exploratory purpose, where the aim was to address the current gap in understanding of young people's feelings and experiences of managed moves. This is combined with a focus on 'what works,' based on factors identified within educational resilience research (Henderson & Milstein, 2003), to make sense of participants' experiences in relation to the factors related to a successful managed move.

Successful managed moves, within the current study, are defined as where the young person has passed their trial period and are staying in their new school. This definition was identified as a limitation of previous research as it does not account for the views and experiences of young people (section 2.3.6.1). Despite the limitations, this definition was used in the current study in order to remain consistent with the literature on managed moves, as well as offering clear criteria to support participant recruitment. To address this limitation, the current study aimed to explore young people's views of the managed move to determine whether or not participants perceived the managed move to be a success.

The aim of the study was to contribute towards qualitative studies around resilience and to provide detailed perspectives about what helps young people. It is hoped that this will develop the capacity of schools to support young people who have had a managed move, and also contribute to a reduction in the use of permanent exclusions. The researcher has a commitment and interest in promoting the voice of the child, particularly young people who have been deemed 'at risk of exclusion'. As highlighted in the introductory chapter, the views of these young people are often neglected (Gersch & Nolan, 1994). Therefore,

this research could also be considered to have an emancipatory purpose (Creswell, 2014).

3.3 Research questions

The researcher aimed to explore several questions:

- Research question one: What do participants say about their feelings and experiences throughout the managed move process?
- Research question two: What are the participants' perceptions about what has changed since the move?
- Research question three: What in-school protective factors do participants identify as important in determining their success after their managed move?
- Research question four: What within-child protective factors do participants identify as important in determining their success after their managed move?

To answer these questions, the current research adopted a qualitative design. The conceptual and epistemological framework that this study is based on will be explored further within the following section.

3.4 Conceptual, theoretical and epistemological framework

A paradigm constitutes beliefs about reality and how the world can be understood, including the nature of reality (ontology), how knowledge is created (epistemology) and how to access reality and truth (methodology) (Matthews, 2003). The philosophical assumptions of the researcher influence the ways in which the research is conducted, as well as the interpretation of the findings (Robson & McCartan, 2016). This illustrates the importance of having an

awareness of these paradigms and the researcher's own beliefs and values when undertaking research. Paradigms in research have been considered to be points on a continuum, ranging from realist to relativist (Madill, Jordan & Shirley, 2000). A realist ontology assumes that there are truths in the world that can be observed and measured, with a cause and effect that can be known (Willig, 2012). Conversely, a relativist ontology asserts that there are multiple truths, recognising that individuals have different perspectives about events based on their own perceptions and interpretations, suggesting that there is no single truth (Robson & McCartan, 2016).

As managed moves are not centrally managed and there is little consistency in practice (as discussed in section 1.3.1), it was deemed appropriate to take a relativist epistemological approach; in which the researcher assumed that participants will have different experiences of managed moves. Therefore, the researcher's position lies towards the relativist end of the spectrum. However, although a managed move could be argued to be a socially constructed phenomenon, some of the outcomes of the process (i.e. transferring schools) exist independently of the individuals' perceptions of them. Resilience is also a socially constructed phenomenon, whereby it is seen differently by different people. As the current study is based on these phenomena it does not fit with pure relativist positions such as social constructionism, where the researcher would work inductively to generate a pattern of meaning, and so the researcher has adopted the paradigm of critical realism for this research. Critical realism has been described as a stance that is halfway between realism and relativism (Kelly, 2008).

Within a critical realist stance, it is considered that a real world exists independently of our assumptions, however it is accepted that our understanding of reality is constructed from our experiences and mediated by the social and cultural contexts in which we live (Robson & McCartan, 2016). A critical realist epistemological position allowed the researcher to explore the young people's descriptions of their subjective experiences, while also recognising that their subjective experiences are influenced by social and environmental structures (Braun & Clarke, 2006).

The current research uses a resilience framework, which typically aims to identify protective factors that are suggested to modify the negative effects of adversity, with the aim of identifying the mechanisms underlying this process (Luthar, 2006). From a critical realist perspective, the aim is to explore potential mechanisms underlying specific processes rather than focusing on the actual event (Matthews, 2003). This can be useful in highlighting what works for some people in some contexts, by exploring what it is about a certain context that facilitates success (Robson & McCartan, 2016). This is consistent with the aims of the current study, to look for protective factors within the school and the young people themselves (The critical realist explanation is illustrated in Figure 3.1). The researcher did not intend to focus on the reality of the situation, but the participants' understanding of their experience of a managed move. The researcher hoped to explore what worked well for the participants, to identify ways in which the experience of having a managed move could be improved for others.

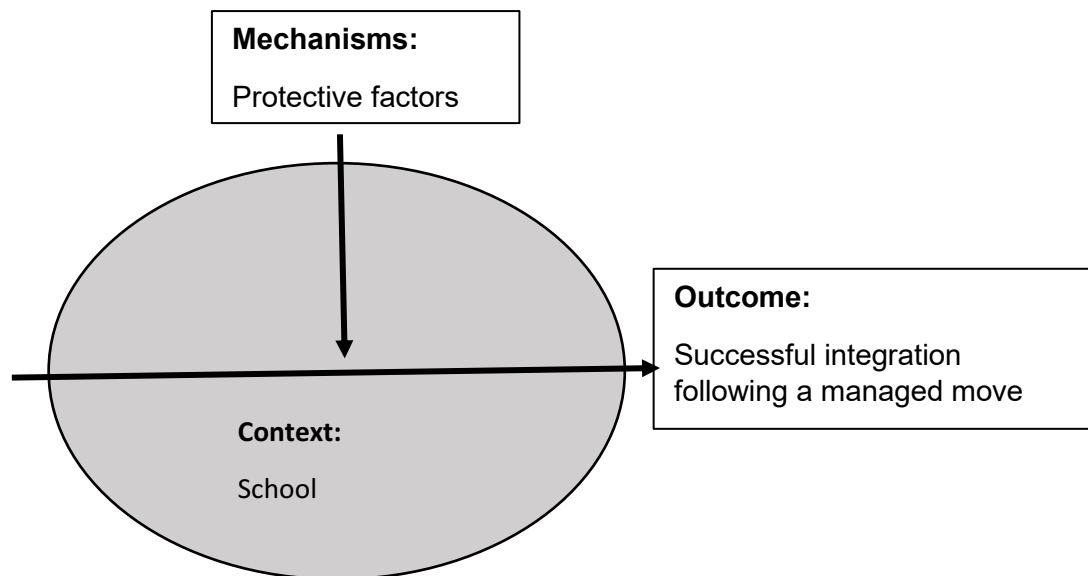


Figure 3.1. Critical realist explanation (adapted from Robson & McCartan, 2016, p33)

Critical realism is compatible with a wide range of research methods (Sayer, 2000). Critical realists state that any methodology can only offer a transitive understanding of reality, which is affected by theory and values (Lipscomb, 2008). According to critical realism, knowledge is created through interactions between the researcher and those who are researched (Robson & McCartan, 2016). This means that the researcher acknowledges that all experiences are context dependent and shaped by the researcher's interpretations of the situation (Bhaskar, 2008). Therefore 'reality' is shaped by sociocultural meanings and both participant and researcher's interpretive resources.

3.5 Research design

The aim of the current study was to explore the views and experiences of the participants about the phenomenon of managed moves. A qualitative design was selected to answer the research questions. Qualitative research takes an idiographic approach, where the aim is to explore individual experiences to

develop new understandings (Willig, 2013). In qualitative research data is collected in a natural setting (Creswell, 2014), and for this reason it has been argued that qualitative research can make useful contributions to our understanding of resilience by giving meaning to the phenomena (Ungar, 2003).

In the current study data was collected through semi-structured interviews with young people in their schools. Phenomenological research explores common meanings of a group of participants of a concept or a phenomenon (Creswell, 2014). This research focuses on factors that participants have in common with regards to their shared experiences of their managed move. This would produce a synthesised description highlighting the 'essence' of the experience of all individuals (Creswell, 2014). This knowledge about the shared experiences of young people having a managed move could be of benefit to schools. The design of the research supports the aim for exploring the experiences of young people and the factors related to resilience within their managed move.

3.6 Context and location of study

The local authority in which the research took place is a rural county in England. The county involved in this research has one of the highest rates of permanent exclusion in the UK (DfE, 2018). Consequently, this research hopes to be a part of the movement to promote positive alternatives to exclusion from school. Due to the impact of exclusion as discussed in section 1.2.4, there is a need for a solution to the increasing exclusion rates to prevent the negative trajectory for vulnerable young people.

Within the local authority there have been many changes with the academisation of schools, meaning that many schools have been running managed moves between themselves. Recent figures show that 85% of the secondary schools in the local authority are now academies, with all secondary schools except for one taking steps towards academisation. This meant that all participants were selected from academy schools, in contrast to the available literature which focuses on local-authority maintained schools. This is important to consider when interpreting the findings, as it may have an impact on how managed moves are decided and negotiated and therefore affect the experiences of the young people involved.

Due to the rural county in which this research is based, schools are often large distances away from each other, which may have an impact on the effectiveness of a managed move. Evans (2010) suggested that in some rural counties, managed moves may not be practical and would cause a large amount of upheaval for the family. During the recruitment process the researcher was able to speak with head teachers who reflected on managed moves that had been unsuccessful, not due to the behaviour of the young person, but instead due to the long bus journey required to attend their receiver school. This highlights a potential factor that may have an influence on the use of managed moves within this local authority.

3.7 Research participants & Sampling Framework

The aim of the current study was to develop a more detailed understanding of a phenomenon through understanding the viewpoints of the young people involved.

The researcher considered seeking the views of parents / carers and school staff in terms of what protective factors they felt underpinned a successful managed move. However, the focus of this research is the experiences of the young people and what helped them from their perspectives. It was therefore felt that staff perspectives of what helped the young people were not relevant, and it was felt that parents and carers may be distanced from the school experiences of the young people. Consequently, the young people themselves were deemed to be best placed to answer questions about their own experience of moving schools.

3.7.1 Sampling strategy

Due to the phenomenological approach that was adopted in this study, participants were selected based on whether they had experienced the phenomenon in the study, managed moves. The sampling strategy in this study was purposive, whereby participants were selected according to pre-defined criteria. The criteria that the researcher followed in approaching schools is illustrated in Table 3.1. The recruitment process is described fully in section 3.7.3.

Table 3.1. Participant selection criteria

Criteria
<ul style="list-style-type: none"> - The participants were of secondary school age (11-16 years) at the time of interview. - The participants were of mixed gender. - They had experienced a managed move within the last twelve months at the time of the interview. - They were fully on roll at their current school (rather than on trial). - A conversational level of English language was important for participants to be able to take part in the interviews.

Secondary school pupils were selected because the majority of permanent exclusions come from secondary schools. According to statistics from 2016/17

from the Department for Education (DfE, 2017), over half of all permanent and fixed period exclusions occur in National Curriculum Year 9 or above. Therefore, this was considered an appropriate age group to interview about their experiences of an alternative to permanent exclusion.

In the literature outlined in the previous chapter (section 2.3.3), managed moves were considered successful if the young person had completed the trial period and was fully on roll at the receiving school (Harris et al, 2006; Bagley & Hallam, 2016). To remain consistent with the criteria used within the literature, the researcher was interested in recruiting participants who had completed their trial period in the receiving school.

It was considered important that the managed move had occurred within twelve months of the interview, because this was thought to be recent enough for participants to be able to remember it in detail (Bagley & Hallam, 2016).

Due to the 'hidden population' that the research involves, participant recruitment was challenging. Only a small number of participants were interviewed, as there appeared to be limited use of managed moves within the local authority. Many cases that the researcher came across during recruitment had failed their trial period and consequently returned to their original school. This further illustrates a need to establish good practice for managed moves, and develop ways to ensure their success. A small sample was considered to be suited to this study as it allowed a detailed exploration of the participants' experiences, as opposed

to superficial analyses that may be seen in larger scale research (Creswell, 2014).

3.7.2 The recruitment process

Following the receipt of ethical approval for the research from both the university and the local authority (Appendix 5), head teachers at all secondary schools within the local authority were approached. The researcher explained the purpose and nature of the research, and asked head teachers to identify any pupils who met the selection criteria (Table 3.1). Managed moves are not recorded centrally, and therefore there was no available record of children and young people who have had a managed move. This meant that the researcher was reliant on schools to inform the researcher if they had any pupils on their roll who met the criteria for the study.

The recruitment for this study required approaching gatekeepers, those who safeguard the interests of others and give permission for the research to proceed (Greig, Taylor & Mackay, 2013). The reliance on gatekeepers to identify participants means that there may be many more pupils who had experienced a managed move where the gatekeepers had not been willing to participate. As it was school staff who were responsible for identifying and approaching suitable participants, it is not clear whether these participants were approached because of their willingness to engage and talk positively about their school experience. This may have led to a bias in the sample against more vulnerable young people, where schools may only allow access to those pupils who will represent their school in a positive way. This was something that the researcher considered during the analysis of the data and will be considered further in chapter five.

Once participants had been identified, information and consent forms were sent to the schools to forward on to parents/carers and young people. School staff were asked to explain the study to the young people to ensure that they fully understood and knew what to expect, in one school the researcher did this as the school staff did not have the time. Once participants had agreed to take part and written consent from their parents had been obtained, the researcher visited the school to meet participants, ensure their understanding and to obtain full written consent prior to the interview.

3.7.3 Sample

A purposive sample was used, as participants were sought who had been through a managed move and met the selection criteria. Nine participants were involved, recruited from secondary schools within the local authority. Four participants were in Year 9, four participants in Year 10 and one participant in Year 8. The majority of the participants were aged 14 and 15 years old, this is consistent with the DfE statistics stating that over a quarter of all permanent exclusions involve pupils who were 14 years of age (DfE, 2017). Participant information is illustrated in Table 3.2.

Table 3.2. Participant information

Name ¹	Receiving School	Gender	Age	Year group	Time in new school	SEND register
Ethan	A	Male	14	10	12 months	No
Connor	B	Male	15	10	9 months	Yes – Dyslexia
Katie	C	Female	13	9	2 months	No
Mark	D	Male	15	10	9 months	No
Ryan	E	Male	15	10	9 months	Yes – Autistic Spectrum Disorder
Leo	E	Male	14	9	10 months	No
Tom	F	Male	14	9	12 months	No
Polly	F	Female	14	9	5 months	No
Simon	G	Male	13	8	2 months	No

The sample consisted of 7 males and 2 females. This is also consistent with the statistics on exclusions; boys are over three times more likely to receive a permanent exclusion and almost three times more likely to receive a fixed period exclusion than girls (DfE, 2018). Due to the lack of a formal record keeping system for managed moves, there is no way to assess the gender balance of pupils who have received managed moves in order to determine the representativeness of this sample. During the recruitment process, the researcher came across three other female pupils who had experienced a managed move, however they did not consent to participate.

According to DfE statistics, almost half of pupils who are excluded from school have SEND (DfE, 2018). Within the sample, two of the participants had identified SEND; although none of them had an Education Health and Care Plan (EHCP)

¹ Pseudonyms were used; participants' real names were not included in the research

or statement of special educational needs. Due to the lack of formal monitoring procedures it is impossible to tell if this sample is representative of all pupils going through managed moves, although the sample could be considered to be approximately representative of the DfE exclusion figures.

All participants had moved from different schools, and there was no crossover between the previous schools and receiving schools of the participants. All of the participants had moved to academy schools. One participant (Ethan) had moved from a community school to an academy, but the other participants had moved between academies. Previous studies have focused on community schools, and therefore this study adds to previous research by involving schools that are academies. The rate of permanent exclusions is higher in sponsored academies (DfE, 2018), making it important to explore the reasons for this as well as alternatives. This also may lead to differences in how the managed move is conducted.

Within the participants there was some homogeneity of experience, as they had all been through a managed move. However, the amount of time participants had been in their current schools varied. Two participants had only just completed their trial period, whereas others had been in their current school for up to a year. One participant was in the last week of his trial period (Simon), however the head teacher school advised that they regarded the managed move to be successful, but the interview took place on the last week before the summer holidays. It is possible that the amount of time spent in their new school may have impacted

their views and experiences, and their memories of the previous school. This will be taken into account and explored further in the discussion chapter.

3.8 Data collection

Individual interviews were used to enable the researcher to develop rapport with participants, and to encourage in-depth reflection on their experiences (Braun & Clarke, 2013). The following sections will explore the rationale for the use of interviews, as well as information about the interview design and process, including the role and influence of the researcher.

3.8.1 Semi structured interviews

Due to the exploratory purpose of this research, semi-structured interviews were chosen to facilitate participants' reflection on their managed move experience. Semi-structured interviews offered a structure to ensure that the focus on the research questions was maintained while allowing for unanticipated ideas to emerge, as well as offering the interviewer some flexibility to adapt to participants' responses (Robson & McCartan, 2016). Furthermore, the semi-structured interviews allowed participants to further elaborate on their views of how 'successful' the managed move was. This was important due to the limitations identified around how managed move success had been defined in the previous literature based on completion of the trial period (section 2.3.6.1). By including the views of young people in this way, it was hoped that this would add depth to the definition of success that has been used in previous studies.

Within the interviews, the researcher considered that it would be important to establish the differences between the young person's current school and their previous school, with the aim of highlighting changes and differences, particularly relating to areas identified in the educational resilience literature. This enabled the researcher to focus on differences between the schools in terms of protective factors as well as protective factors within the young person themselves.

3.8.3 Development of the interview questions

The semi-structured interview schedule contained 22 questions (Appendix 3). The researcher used prompts to ensure that all areas relating to the research questions were covered, without restricting the flow of the participants. The interview questions were open, but focused on specific areas, in line with the critical realist positioning of the researcher. Each question was mapped onto one of the research questions, and based around themes identified in the literature around resilience in schools (Henderson & Milstein, 2003; Appendix 2). This approach is similar to previous studies identified within the literature review chapter (Rees & Bailey, 2003; Dearden, 2004; Hart, 2013). The interview questions were designed to cover all six themes within the Resiliency Wheel (Henderson & Milstein, 2003), as this was considered a framework that represents the literature on resilience in schools. The researcher recognised that the concept of resilience may be a difficult concept for young people to understand, therefore based on previous studies exploring young people's views of resilience and protective factors (Dearden, 2004; Hart, 2013), the researcher chose to ask participants 'what helped' rather than using the terms 'resilience' or 'protective factors.'

Due to the difficulties with regards to participant recruitment discussed earlier, and the small sample involved, it was not deemed possible to conduct a pilot study and not use the data within the analysis. This was consistent with other studies (Craggs & Kelly, 2018). A lack of a pilot study meant that the researcher applied additional steps to ensure that the interview questions were understandable and related to the research questions. A full draft version of interview schedule was peer reviewed by two EPs and two TEPs, to determine the suitability of the wording and appropriateness for young people. Following this process, the researcher adapted the wording of three questions; to ensure that they were easily understood, to avoid leading participants, and to ensure that the questions allowed open responses. Two questions were removed as they were deemed unrelated to the research questions.

Due to the semi-structured nature of the interview, the ordering of questions was not fixed, and this was adapted based on participant responses (Robson & McCartan, 2016). For example, where a participant began to discuss their relationships with teachers, this was explored further at that point rather than returning to it later in the interview.

The researcher anticipated a risk of limited responses to open questioning due to the age of the participants involved. Therefore, within the interview, the researcher utilised a range of open-ended questions, prompts and scaling questions (Hart, 2013).

3.8.4 Scaling lines

Within the interviews, scaling questions were used to support participants to reflect on their feelings about their current and previous school, as well as to help them to explore the differences in how much they felt like they 'fitted in' across schools. This enabled the researcher to explore their reasons for their chosen number. Scaling lines were considered a practical and visual way of involving the young people in the research process. Previous research explored within the literature review (Hart, 2013), found this to be a useful method to facilitate discussion about the participants' views of the setting, and to encourage comparison. An example transcript to illustrate how the scaling lines were approached within the interviews is shown in Appendix 13.

3.8.5 The interview process

Interviews were conducted with young people within their school setting. Each of the interviews lasted between 35-50 minutes. The interviews were all conducted in a quiet room, free from interruptions and distractions. At the start of each interview, the researcher allowed time to develop rapport and trust. Although parental and participant consent had been given prior to meeting the participants, they were reminded of the purpose and nature of the study, as well as their rights to confidentiality and to withdraw. This process is described further in the following section (3.9). Written consent was obtained from participants at this stage.

The researcher used warm up questions at the beginning of the interview (Robson & McCartan, 2016) to develop rapport and to help participants to feel comfortable. This included non-threatening questions about background information and interests, for example, 'how old are you?' and 'what do you like to do?' The interview questions explored their thoughts on their experiences, as well as their views on what changed and what helped them in their new school (Appendix 3). At the end of the interview, participants were given the opportunity to ask questions and there was a period of time at the end for de-briefing (Appendix 11).

Within the interviews, prompts were used to support participants to talk about their experiences in more detail. Due to the semi-structured nature of the interviews, the researcher was not restricted to the questions and prompts that were included in the interview schedule (Robson & McCartan, 2016). On some occasions it was necessary to use additional prompts, which was considered important when working with young people (Greig, Taylor & MacKay, 2013). Some participants required further elaboration of the question, as well as re-wording of the question to support their understanding.

The researcher chose not to take notes during the interviews, as this would have affected the use of eye contact and nonverbal communication, making it more difficult to establish rapport (Willig, 2013). The interviews were audio-recorded using a Dictaphone and transcribed verbatim. During the transcription process, all identifying information was removed from the data and each participant was assigned a pseudonym. The researcher transcribed the interviews as a way of

becoming immersed in the data, and repeatedly listened to the audio recordings while reading the transcripts to ensure accuracy. The researcher used consistent symbols throughout the transcripts to highlight pauses, emphasis and tone of voice. An example transcript including the symbols used is shown in Appendix 12. The transcripts were thematically analysed using QSR NVivo Version 12 software. This will be described in further detail in section 3.10.

3.9 Ethical Considerations

Ethical considerations are important to protect the wellbeing, values and dignity of research participants. This study followed additional considerations that are required for conducting research with vulnerable groups. A research proposal was submitted to the University Research Ethics Committee (UREC) at the University of East London (UEL) (Appendix 5), as well as the ethics board within the commissioning local authority in January 2018. This was to ensure that the research study is in line with the British Psychological Society (BPS) (2014) and Health and Care Professions Council (HCPC) (2012) requirements and ensured that all statutory safeguarding requirements were met.

3.9.1 Informed Consent

The researcher sought approval from the Local Authority prior to commencing the research process. Additionally, fully informed consent was obtained from the school (Appendix 6), parents (Appendix 7 & 8) and the young people themselves (Appendix 9 & 10). This process is outlined below.

Beauchamp and Childress (2009) defined autonomy as being free from controlling influences of others and limitations, such as inadequate understanding, which may prevent them making informed choices. This principle should be applied to all research involving children and young people, to ensure that they consent through free choice, without the worry that they will be disadvantaged should they refuse. This also highlights the need for all information presented about the research, and consent forms, to be clear and understandable. The information letter that was given to the young people is shown in Appendix 9. Throughout the process of gaining consent, the language used was differentiated for the young people, the researcher continually checked their understanding and they were given the opportunity to ask questions. Participants were asked for their permission to use audio recording and they were made aware of the intention to distribute the findings. Written consent was documented from all participants (Appendix 10).

3.9.2 Withdrawal

Participants were informed about their right to discontinue the interview at any time. After the interview, participants were debriefed and given the opportunity to ask questions. The participants were informed that they were able to withdraw their data at any time up to a point where data would be aggregated.

3.9.3 Anonymity and confidentiality

Confidentiality means that the data cannot be associated with participants, whereas anonymity means that no uniquely identifying information is recorded (Mertens, 2015). Pseudonyms were used in this study to maintain confidentiality,

and all school and staff names were removed during the process of transcription. Data protection procedures were explained to participants before the interviews, informing them of their right to confidentiality and anonymity. They were also informed of any limits to confidentiality, for example any information suggesting that themselves or others were at risk would be passed on to the designated safeguarding lead.

3.9.4 Data protection procedures

The Data Protection Act (Great Britain, 2018) states that only relevant data about participants should be collected, and all audio recordings and transcripts should be stored under password protection. The interviews were audio-recorded and the recordings were transferred to an encrypted computer with password protection. Each recording was transcribed verbatim and anonymised. This meant that any identifying information was removed (e.g. names of participants, staff, schools). The recordings were deleted once the transcription process was complete.

3.9.5 Risk

Non-maleficence is defined by Beauchamp & Childress (2009) as an obligation to do no harm. Throughout the research, the researcher ensured that participants' rights were respected and protected in accordance with the BPS (2014) code of human research ethics. The participants in this study were under the age of 16, meaning that they are considered a vulnerable group in the legislation (BPS, 2014). There are ethical concerns specific to interviewing children and young people, particularly where there are SEMH or learning difficulties (Hayden &

Ward, 1996). Therefore, the researcher took steps to ensure that the interviews were conducted in a way that was 'child friendly'. To ensure that participants felt as comfortable as possible within the interview, the research was conducted within their school setting to support a sense of safety and familiarity. Extra time was allowed at the beginning of the interviews to talk about participants' interests, as this has been recommended to support the development of rapport (Cameron, 2005).

Risks were considered in the planning stages of the study, the researcher considered that the young people may be upset talking about their experiences of their previous school. Participants were informed that they could stop the interview at any time. All participants were debriefed, and all ethical considerations were revisited at the end of the interviews. The participants were provided with contact details of the researcher as well as a designated school staff member to contact should they have experienced any distress during the interview. The debriefing information given to participants is in Appendix 11.

3.10 Data analysis

Analysis of qualitative data involves looking for patterns, interactions or stories within the data (Braun & Clarke, 2013). The research questions in the current study focused on the views and experiences of the young people, with a focus on protective factors based on resilience literature. This means that the aims of analysis were to identify patterns within the data. Consequently, thematic analysis (TA) was chosen as an appropriate method of analysis.

3.10.1 Thematic analysis

Thematic analysis was used to analyse the data in order to provide detailed information about participants' shared views and experiences (Braun & Clarke, 2006). Thematic analysis involves looking for repeated patterns of meaning within the data (Braun & Clarke, 2006), and was identified as a suitable method of data analysis as it is compatible with the critical realist ontology of the current research. From a critical realist perspective, thematic analysis explores the meaning that those involved in a particular phenomenon give to their experiences, within the broad social context that influences their meanings (Braun and Clarke, 2006). In the current study, the phenomenon explored is managed moves. The critical realist standpoint taken in the current study acknowledges that although each individual will construct their own interpretation of their managed move experience, the aim was to explore patterns and commonalities in their experiences.

Researchers have identified two types of thematic analysis, inductive and deductive (Willig, 2013). Inductive thematic analysis (Boyatzis, 1998), involves analysing the data with no theoretically informed frame for coding, this means that the data is analysed from the "bottom-up." On the other hand, a deductive approach to thematic analysis involves using a framework for coding and developing themes that are based on theory (Willig, 2013).

In qualitative research, the nature of the research question has implications for the type of thematic analysis that is chosen by the researcher (Willig, 2013). In the current study, the researcher has knowledge about the literature around

managed moves and resilience, and therefore it would not be possible to do the analysis inductively. Additionally, as the interview questions focus on protective factors, the researcher used a framework of resilience and protective factors in schools to analyse the findings. The researcher therefore chose to use a deductive and theoretical approach to the analysis (Boyatzis, 1998; Braun & Clarke, 2006) using themes identified from the educational resilience literature. Following the deductive analysis, the researcher used further inductive analysis to identify any themes that were not highlighted based on the initial codebook. This means that the research could be described as an 'integrative' approach, using aspects of both deduction and induction (Braun & Clarke, 2013); using a theoretical framework to guide the coding of the data, as well as including emerging themes that were related to the research questions using an inductive approach.

3.10.2 Thematic analysis using QSR NVivo 12

The thematic analysis used within this study involved the use of QSR NVivo (Version 12), which is a computer-assisted qualitative data analysis software. This software enabled the researcher to easily manage the data and access the information related to specific codes quickly and easily (Robson & McCartan, 2016). As outlined previously, the researcher used a predetermined set of codes, due to the deductive thematic analysis used. The codebook (Appendix 14) was pre-loaded onto the NVivo software and used to code the dataset. Through the use of the software, the researcher was able to rearrange and restructure the codes to fit the data. Furthermore, the use of software enabled the researcher to code smaller sections of data than manual analysis would allow.

3.10.3 Stages of thematic analysis

The researcher followed the six-stage approach to thematic analysis (Braun & Clarke, 2006). Information about each stage of the analysis is outlined in the following sections.

3.10.3.1 Familiarisation with the data

Analysis of the data began during the transcription process. The interviews were transcribed verbatim, with pauses and emphases recorded to maintain the intended meaning as much as possible. The researcher took care in using punctuation that best reflected the verbal response. After transcribing the data, the researcher spent time reading through the transcripts, noting any items that were of interest. During the familiarisation process, the researcher read and re-read the transcripts several times. Initial notes and ideas were written on the transcripts during this stage. Although this process revealed interesting information regarding background information, this was not relevant to the research questions and therefore was not included within the thematic analysis. However, this information has been included within the findings chapter to provide context for the reader about the reasons for the managed move.

3.10.3.2 Generating initial codes

The first stage in thematic analysis was coding (Braun & Clarke, 2006). Codes are descriptive and capture basic units of meaning (Willig, 2013). Due to the deductive approach that was used, the researcher was looking for data extracts relating to pre-defined ideas based on the theory of educational resilience and the research questions. The codebook that was applied to the data is shown in

Appendix 14. The codes were broad, allowing different aspects of each area to be coded separately. During this process, some codes were split into more specific codes and renamed based on the data. A final list of codes is shown in Appendix 16. Examples of coded transcripts are shown in Appendix 17.

3.10.3.3 Searching for themes

The next stage involved searching for themes. A theme captures information representing patterns within the data that are related to the research questions (Braun & Clarke, 2006). The lists of codes were reviewed and grouped into similar areas. In this study, themes were identified if they appeared to be salient or frequent (Buetow, 2010). Saliency analysis was used so that ideas within the data can be considered important without being frequent. Salient themes were reported as important by participants, and frequent themes were ideas raised by several participants. The data within the initial themes were divided into smaller categories and subcategories. At the end of this process, the researcher had created a list of themes and subthemes related to each research question. Themes and subthemes were reviewed and related to each other in initial and interim thematic maps (Appendix 15).

3.10.3.4 Reviewing themes

Within this stage, the themes were reviewed to assess whether the data formed a coherent pattern. Additionally, each research question was considered as a whole to ensure that there was an accurate reflection of the data. During this process, some themes were collapsed into another theme and others were split. Finally, the researcher re-read the full interview transcripts to identify any further

extracts that would add any information to the themes. This was to ensure that important data was not missed or coded in a different theme during the initial stages. The initial and interim thematic maps (Appendix 15) were refined and the final thematic maps were created. Final thematic maps are illustrated in the findings chapter. The list of codes organised into final themes can be found in Appendix 16.

3.10.3.5 Defining and naming themes

This stage involved ongoing analysis of the themes within each research question to refine the details of each theme and develop clear names and definitions for each theme and subtheme. The final names and definitions for each theme and subtheme are shown in Appendix 18. The researcher decided to use quotes from the data to name themes and subthemes, to ensure that the research is in the words of the young people as much as possible.

3.10.3.6 Producing the report

The final themes are each presented in thematic maps for each of the four research questions, alongside a discussion of the findings. A selection of extracts from the data were used to relate to the research questions, to produce a report of the thematic analysis in the following chapter.

3.11 Research quality

Lincoln and Guba (1985) regarded the quality of qualitative research to be determined by four criteria; confirmability, credibility, dependability and

transferability. These factors were considered throughout the research process to ensure the trustworthiness and quality of the data.

3.11.1 Credibility

Credibility is the level of correspondence between the researcher's interpretations and the views of participants (Mertens, 2015). Lewis (2002 p115) states that, "accessing children's views can never be achieved perfectly," suggesting that researchers can aim to represent their views authentically but should be aware of the limitations. One of the ways in which credibility can be enhanced in qualitative research is member checking, a strategy of checking with participants what they have said. Participants did not review the full transcripts in this study due to time and geographical constraints. However the researcher checked their understanding of what the participants said throughout the interview, and summarised key points at the end of the interview to ensure that the participants views were represented as accurately as possible.

3.11.2 Transferability

In qualitative research, it is important that researchers provide sufficient detail to allow the reader to judge the transferability of the findings from the study context and other contexts (Creswell, 2014). Due to the qualitative nature of the study and the small number of participants involved, the intention is not to generalise the findings to all young people who experience managed moves. Managed moves are not currently monitored, therefore practice varies between local authorities, and between schools (Bagley & Hallam, 2015). Additionally, as noted by resilience researchers (Ungar, 2003), resilience is highly individual and

context specific, which limits generalisability. The researcher recognises these limitations, and therefore has provided demographic information about the participants (Table 3.2) as well as information about the schools involved and the local authority context to support transferability of the data. Although the limits of transferability are recognised by the researcher, the findings may enhance our understanding of the experiences of young people involved in the managed move process, to understand commonalities in their experiences of 'what helped' them.

3.11.3 Dependability

Dependability means that data collection is consistent and the research process is repeatable (Lincoln & Guba, 1985), and is closely linked with credibility. The researcher used an audit-trail to establish dependability, outlining all steps and decisions that were made throughout data collection and analysis.

3.11.4 Confirmability

Confirmability means ensuring that the analysis of the findings clearly comes from the data, and therefore may be confirmed by other researchers (Lincoln & Guba, 1985). Thematic analysis has been described as a flexible approach, allowing the researcher more freedom, however this may mean that it has previously been associated with a lack of transparency (Pope, Mays & Popay, 2007). To promote confirmability, the researcher followed Braun and Clarke's (2006) guidance on the steps for thematic analysis to ensure clarity and consistency. Additionally, the researcher kept an audit trail including transcripts, notes and reflections from the interviews and throughout the stages of data analysis. Full transcripts can be

found on the included USB storage device. The audit trail was cross-checked with peers throughout the process. It is hoped that these steps would minimise any bias on the part of the researcher. The role of the researcher on the whole process will be explored further in the next section.

3.11.5 The role of the researcher

Reflexivity means that the researcher critically reflects on the data that has been gathered and the role that they have played in producing that data (Braun & Clarke 2013). Due to the critical realist epistemological position within this research study, it is deemed important to recognise the effect that the researcher has on the study (Bhaskar, 2008). The interactive nature of interviews means that the data are shaped by the participant, researcher and the interactions between them (Willig, 2013). The researcher maintained an awareness of their effect on the participants' responses within the interviews. For example, being an adult working for the local authority may have made participants feel obliged to speak positively about their current school. It was a concern throughout the research that the researcher did not impose their own views, and that the participants were able to express their views freely. Therefore, it was deemed important to spend time building rapport with the participants prior to the start of the interviews, as well as using open questions throughout the interview to avoid leading participants towards a certain answer. The researcher has included transcripts to maintain transparency around the researcher's influence on the interviews. The researcher kept a reflective diary (Robson & McCartan, 2016) to maintain an awareness of the interactions between the researcher and participant (Some examples are presented in Appendix 20), to consider how this may affect both

the participants' reactions towards the researcher, as well as the researcher's interpretations of their responses.

Thematic analysis is an active and interpretive process requiring a large degree of reflexivity, as the researcher is responsible for interpreting the meaning of the data and organising this into themes (Braun & Clarke, 2013). This issue was less significant in this study due to the theory driven nature of the analysis. Regular supervision enabled the researcher to be reflective throughout the process of the research, including in the initial stages, throughout the interviews and during the stages of data analysis. Furthermore, the codes and themes were peer reviewed to ensure credibility of the interpretations.

3.12 Chapter summary

This chapter has outlined key methodological considerations within the research study. The researcher explored the experiences of young people who have had a managed move using a phenomenological hermeneutic perspective, through analysis of interview data. Each participant took part in a semi-structured interview, where they were asked questions about their thoughts about the differences between their schools. The data was analysed using thematic analysis. The qualitative data gathered here will be used to gain insight into the participants' experiences, maintaining the view that they are affected by social and cultural factors in accordance with the epistemological viewpoint of critical realism. The following chapter will outline the findings of the thematic analysis.

Chapter Four: Findings

4.1 Chapter overview

The purpose of the current study was to explore young people's experiences of managed moves, and the factors that they attribute to their success in a new school. This chapter will present the data collected from the semi-structured interviews, which will be presented in relation to each of the research questions. The researcher will present each of the themes that were identified within the thematic analysis, using quotes from participants to aid understanding. A summary of the findings will be presented at the end of the chapter.

4.2 Data analysis

Interviews were conducted with 9 participants who had experienced a managed move within 12 months of the interview date. Participants' names have been changed to pseudonyms to maintain confidentiality. The researcher followed Braun & Clarke's (2006) stages of thematic analysis, as outlined in the previous chapter, which is described as a recursive process rather than a linear model (Braun & Clarke, 2006). This meant that the researcher continuously reviewed and revised the themes throughout the process.

4.2.1 Theoretical thematic analysis

The researcher was looking specifically for answers to the four research questions. Additionally, the researcher was interested in risk and protective factors within schools based on themes identified in resilience literature (Henderson & Milstein, 2003), therefore a theory-driven approach to thematic

analysis was chosen. This is consistent with the approaches used in studies identified within the literature review (Rees & Bailey, 2003; Dearden, 2004; Hart, 2013). Furthermore, this type of analysis is consistent with the critical realist epistemology of the research, where the aim is to explore underlying mechanisms (Robson & McCartan, 2016).

4.2.2 The coding process

Coding involves creating labels for features of the data that are relevant to the research questions. Braun and Clarke (2013) refer to this as an analytic process capturing semantic and conceptual elements of the data. As outlined in the methodology chapter, this research is based on a theoretical framework of resilience. Due to the deductive nature of the thematic analysis that was used, only data that was considered relevant to the research questions was coded, rather than using line-by-line coding. Codes were formed in advance in a codebook, based on the research questions, a framework of resilience and protective factors and initial scanning of the interview data (Appendix 14). This codebook was pre-loaded into the QSR NVivo 12 programme, and the codes were put onto the transcripts.

Themes were derived from the interview data according to the four research questions and the codebook. Further inductive analysis was completed to identify any additional information that may be relevant to the research questions and the codebook was reorganised accordingly. Some sections were merged to avoid overlap and other sections were split to increase specificity.

4.2.3 Themes

As highlighted in the methodology chapter, a theme captures patterns of meaning within the data that are deemed important to the research question (Braun & Clarke, 2006). Due to the aims of the research and ontological position of the researcher, themes were based on shared views and experiences of participants rather than taking a more ideological stance.

4.2.3.1 Identifying themes in the interview data

Themes were identified according to each research question, due to the theory-driven nature of the analysis. Braun and Clarke (2006) assert that the 'keyness' of a theme depends on whether it captures important information in relation to the research questions, rather than the frequency in which it appears within the data. The researcher was guided by this principle in the development of the themes.

From a standpoint of critical realism, researchers should take care in moving beyond the realities of participants and making claims about a reality that exists beyond that (Robson & McCartan, 2016). Therefore, it was not the intention of the researcher to abstract the data for higher level or latent themes. The researcher felt that it was important that the language of the participants themselves was used as much as possible, still acknowledging the influence of the researcher's interpretations as well as the influence on interview responses. For example, subthemes were named based on participants' verbal expressions that the researcher deemed to encapsulate the experiences of the other participants.

4.2.3.2 Checking the themes: ensuring quality in thematic analysis

It is acknowledged in this study that qualitative data analysis does not happen in an “epistemological vacuum” (Braun & Clarke, 2006. p84). The final themes were based on the researcher’s interpretation of participants’ language and their intended meanings. In order to ensure transparency and clarity the researcher provided a clear audit trail for how the interpretations were derived from the data, as according to Yardley’s (2008) quality criteria for qualitative research. Themes and sub themes were discussed and reviewed with the research supervisor and with two colleagues; one in training to become an educational psychologist, and one education professional not in the educational psychology profession. This enabled the researcher to cross-check the audit trail. The initial and interim thematic maps are included in Appendix 15 to demonstrate changes made to the themes prior to the creation of the final thematic maps shown in this chapter. A full list of codes organised by theme and sub theme is shown in Appendix 16. The final list of themes, subthemes and descriptions can be found in Appendix 18. Excerpts from coded transcripts are shown in Appendix 17, and all transcripts can be seen on the included USB storage device.

Furthermore, the pre-existing codebook that was used within the analysis means that the analysis is driven by theory and past research, as opposed to the interests of the researcher. This may enhance the credibility of the study and enable the findings to be interpreted in line with other research. However, the researcher acknowledges that the use of pre-existing codes and a deductive approach may mean that interesting information was lost from the analysis. For example, participants’ reports about how their managed move came about were not relevant to the research questions, and therefore were not included in the

thematic analysis. However this information will be presented prior to the findings of the thematic analysis, to provide contextual information to facilitate the interpretation and transferability of the findings.

4.3 Background: The context of the managed move

The participants in this study appeared to have common experiences regarding the context and reasons for their managed move. All of the participants felt that they had been at risk of exclusion for a while before their managed move, *“I just wasn’t getting on at school, and I was going to get excluded for, like, a while” (Ethan: line 24)*. They reported that they had been getting in trouble in school on a regular basis, suggesting that this had become *“like a lifestyle” (Mark: line 39)*. In most cases, this was linked to negative relationships with school staff, *“There was teachers there that I **didn’t** get on with” (Polly: line 26)*. All participants described a gradual escalation of their behaviour throughout their time at secondary school:

*“It was like, sort of low level to start with. Like, the end of year seven through to year eight was just shouting out and getting sent out. But when I got sent out I would argue. And then it went into like, year nine and I was getting in fights.”
(Mark: line 57-59)*

All participants reported similar experiences reflecting an inability to escape from a ‘cycle’ of negative behaviour, up to the point where a managed move was suggested; *“The point I was at, there was no stopping” (Simon: line 49)*. In addition to longstanding behaviour issues, three participants reported that a single event prompted their managed move and meant that they were no longer able to stay in their previous school; *“There was like, a thing where, in the school*

toilets I set toilet paper on fire. And that's what kinda kicked it off" (Leo: line 77-78).

Overall this information highlights similarities between participants in terms of the circumstances in which their managed moves took place. Their stories reflect a gradual build-up of behaviours that were challenging towards teachers, leading to a sense of helplessness in both the young person and the school and eventually resulting in a managed move. It is hoped that this provides contextual information on which to explore their feelings and experiences, which will be explored further in section 4.5.

4.4 Scaling questions

During the semi-structured interviews, scaling lines were used to facilitate discussion and comparison between the two schools (Appendix 4). The rationale for the use of scaling lines was outlined in Section 3.8.4. Participants were asked two questions that involved scaling responses. These were; "How much do you like this school / previous school?" and "How much do you feel like you fit in at this school/previous school?"

4.4.1 Data from the scaling questions

Table 4.1 and 4.2 illustrate participants' numerical responses to the scaling questions. Statistical analysis was not carried out on this data as it was used to facilitate discussion about the topics, as well as providing a visual point of

reference. The young people's explanations for their choice of numbers were included within the thematic analysis.

Table 4.1. Scaling data for the interview question "How much do you like this school / previous school?"

Participant	Rating (0 = "completely dislike", 10 = "love it")	
	Previous school	New school
Polly	0	4
Simon	1	10
Tom	6	8
Mark	3	7
Ryan	0	9
Katie	1	6
Ethan	2	7
Connor	1	5
Leo	2	6

The responses in Table 4.1 illustrate that participants' ratings of their previous school generally fell in the negative half of the scale (below five), with one exception. This is consistent with their verbal responses which will be explored in more detail within the thematic analysis. The ratings for the current school generally fell within the positive half of the scale (above five). The two participants with the lowest ratings (Polly and Connor) reported that they did not like school, but they explained that their new school was *"the best a school can be"* (Connor: line 147).

Table 4.2: Scaling data for the interview question “How much do you fit in here / at your previous school?”

Participant	Rating (0 = “Not fitting in at all,” 10 = “Fitting in completely.”)	
	Previous school	New school
Polly	0	5
Simon	5	10
Tom	8	8
Mark	10 with pupils / 5 with teachers	10
Ryan	7	9
Katie	4	4
Ethan	1	10
Connor	2	6
Leo	7	8

The responses in Table 4.2 show participants’ perceptions of how much they ‘fit in’ their previous school and their new school. There seemed to be a greater variation between participants on this scale, with some participants reporting very low scores and some reporting high scores. Seven out of the nine participants reported that they ‘fit in’ more in their new school, with two participants (Tom and Katie) giving both schools the same rating.

The use of scaling lines supported participants to compare their feelings and experiences of each school. The scaling data supplements the verbal information and suggests that the new school is doing something to provide a more positive environment from the perspectives of the participants.

4.5 Description of the findings of the thematic analysis

As previously stated, themes and subthemes will be presented according to the research question for which they are relevant. Full thematic maps showing the themes and sub themes are displayed for each research question. Illustrative quotes from the raw data will be presented throughout the chapter to support interpretations of the analysis.

4.5.1 Research question one: What do participants say about their feelings and experiences throughout the managed move process?

The first research question aimed to explore participants' views of what was significant about their managed move process, including their feelings about moving schools at the time and reflecting back on it. The themes and sub themes created in response to this research question are displayed in Figure 4.1.

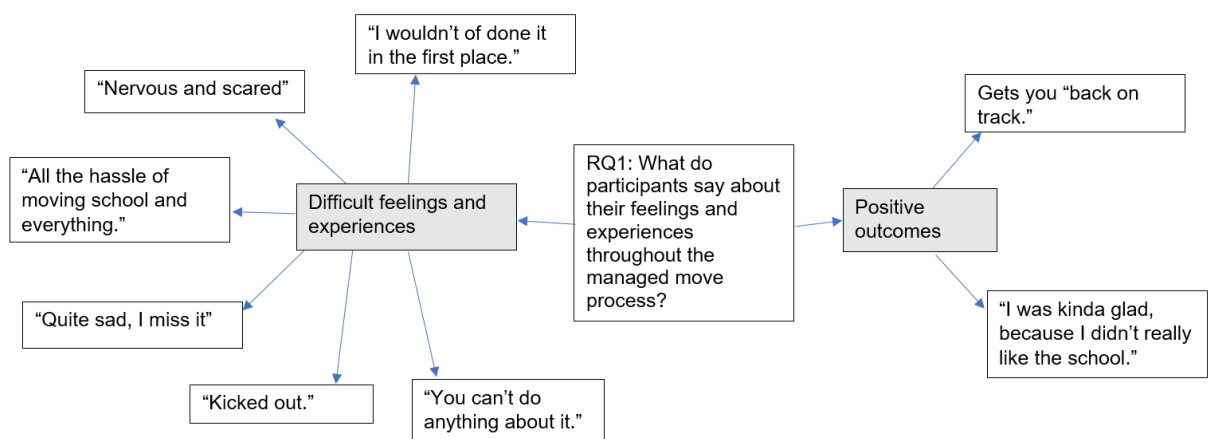


Figure 4.1. Thematic map for research question one

4.5.1.1 Theme: *Difficult feelings and experiences*

This theme was developed to reflect the 'struggle' within participants' accounts of their managed move experience, *"It was really hard."* (Polly: line 295). In arriving at the overall theme, six subthemes were created to reflect vulnerability, practical challenges, sadness, injustice, regret, and a perceived lack of autonomy and control.

4.5.1.1.1 Subtheme: *"Nervous and scared"*

All participants spoke of stress and anxiety around the prospect of starting a new school, particularly with regards to not knowing anyone; *"I... I was really scared to come to a new school. I didn't know anyone in my year"* (Katie: line 57-58). They reflected on concerns about making new friends, and described a lack of confidence in their ability to do so; *"When I... tried speaking to them I used to sort of go, but I used to sort of stutter or stop myself"* (Ryan: line 233). These worries were intensified by a lack of perceived support; *"They just kinda threw me into the school"* (Leo: line 213). This lack of support appeared to increase their confusion and lack of direction. Participants described worries about finding their way around a new school, as well as the uncertainty of different teaching methods, sanctions and rules. Their vulnerability and uncertainty seemed to be exacerbated by the feeling that the managed move was their 'last chance.' This was reported to be a particular concern during the trial period, where participants described feeling watched by school staff; *"It's a bit like... it feels... like, if I do something wrong, I'm **instantly** gone"* (Simon: line 112-113).

4.5.1.1.2 Subtheme: “All the hassle of moving school and everything”

All participants reflected on the challenges and upheaval involved in moving schools. The most significant concern was the need to travel further to get to their new school. In most cases this involved getting a taxi, resulting in a longer school day; *“I have to get a taxi now which takes longer. I won’t get home until five so I get quite tired”* (Ryan: line 142-143). There were implications not only for the young person, but also practical and cost implications for their family, *“I did have to get a taxi, but that was twenty pound a day, so my dad has to take me then go to work straight after. So it’s like, kind of a rush for him”* (Tom: line 356-358). Furthermore, for many of the participants, the managed move was a lengthy process, and they waited a long time between schools; *“I used to just... sit and do nothing. Nothing really, used to just sit and wait”* (Ryan: line 431-432). Participants spoke of other challenges related to moving school in the middle of the academic year, for example having to repeat curriculum work that they had already studied; *“Most of the lessons I’m having...I have done them before. Either in the previous year, or during the year”* (Simon: line 287- 288). Additionally, particularly for pupils who moved schools in year 10, complications were described around ‘options’ subjects due to differences in provision between schools; *“I ended up doing two **extra** options here because I didn’t have one language”* (Mark: line 219)

4.5.1.1.3 Subtheme: “Kicked out”

All participants described feeling that the reasons for the managed move were unjustified. This included feeling singled out, leading to a sense of anger and distrust towards the previous school. A sense of injustice and rejection was

conveyed in the use of the term “kicked out.” (Simon: line 64). Participants recalled other pupils in their previous school ‘getting away’ with similar or worse behaviours, without experiencing any consequences:

*“I was a bit... irritated... because... it was a gram of weed... and ... they’d also **literally** like... that same week found this boy with two grams and a knife.... And put him in (X) (inclusion unit) for one week and that was it. And they expelled me for one. So **that** pissed me off.” (Connor: line 36-39)*

Participants described feeling that the previous school did not give them a chance before sending them to another school; *“They expected me to change just like that. Without... giving me a **chance** to change” (Ethan: line 190-191).* It seemed that participants felt that their previous school could have done more to prevent the need for a managed move in the first place; *“Children do not misbehave for no reason. There’s a reason behind it” (Polly: line 58-59).* Participants expressed distrust towards their previous school, and the school was seen to deflect responsibility to the receiving school or the parents; *“They didn’t really want it to... have anything to do with the school, they just wanted the other school to sort it” (Ethan: line 31-32).* There was a sense that participants felt that the managed move was for the benefit of the school rather than themselves; *“They didn’t wanna have it on their record thing about it. So they just decided to do that instead” (Leo: line 44-45).*

4.5.1.1.4 Subtheme: “You can’t do anything about it”

Although participants described being in trouble frequently prior to the managed move, most of them felt that the move was unexpected; *“I was just like, surprised because it was like, almost out of the blue. It was just... random” (Leo: line 72-*

73). Participants commented on their lack of involvement in the process. They described a sense of powerlessness, as decisions were being made for them by other people, reflecting a lack of autonomy and control; *“I couldn’t choose what school I wanted to go to, he didn’t **want** me to choose. But yeah... he just told me I’m leaving and that he’s gonna phone a couple of schools”* (Simon: line 76-77). Participants expressed a desire to have been included in the decision-making process; *“I just kind of, wish they’d **actually spoken** to me instead and not just go round my back basically”* (Leo: line 86-87).

4.5.1.1.5 Subtheme: *“Quite sad, I miss it”*

All participants described feelings of loss after leaving their previous school. One of the most significant concerns was having to leave behind close friends who they had long standing relationships with; *“Just, like, people I guess... because I’ve known people for like **ten** years”* (Katie: line 62). They also described feeling unable to say goodbye to anyone; *“I wasn’t allowed back in the school so I couldn’t say bye to anyone”* (Leo: line 82-84). This was often linked to the unexpected nature of their managed move.

4.5.1.1.6 Subtheme: *“I wouldn’t of done it in the first place”*

Participants seemed to regret their behaviours leading up to their managed move, reporting that they would rather have been able to prevent the managed move in the first place; *“If I could sort it out before I would, rather than having to move”* (Polly: line 412). Their views suggest that, although they feel that they are doing better in their new school, if they had not needed the managed move in the first

place they would have been much better off. This suggests that they still felt at a disadvantage as a consequence of their previous behaviour:

*“I wouldn’t of done it in the first place. I wouldn’t have messed up in my old school. If I **knew** that this is what happens, then I’d just... from year seven I’d be like ‘This high school actually matters so I need to like, get used to it.’ And then I would have a bigger shot at getting better grades. Like, admittedly I **am** getting better grades. But if I didn’t do it in the first place I would have had **even better** grades, and I could have had an **even better** job. So I just wouldn’t do it at the start because I know the effect it had. Definitely.” (Mark: line 695-699)*

Participants explained that they would behave differently if they had the opportunity for a second chance in their previous school; *“I wouldn’t be as bad as I used to be. I’d go back and I’d think to myself ‘Right I need to change.’ And... I’d be like how I am now but I’d be back in (School1)” (Mark: line 670-672).*

4.5.1.2 Theme: Positive outcomes

This theme was developed to incorporate the participants’ positive reflections on the outcomes of their managed move. All participants expressed that they were glad to have had a managed move, reflecting on where they would have been without it. They report that the move put them back on the right course to achieve their grades and that they learned from the experience. In the process of developing the theme, two subthemes were created; one focusing on the managed move as an experience which supported them to get ‘back on track’, and the other focuses on the managed move being seen as an opportunity to escape from a difficult situation at their previous school.

4.5.1.2.1 Subtheme: Gets you “back on track”

All participants described feeling positive about the changes in themselves since their managed move; *“I’m glad it happened, because... I’ve **changed** since I moved here” (Tom: line 354)*. The negative feelings described were seen as temporary; *“At first it’s scary but it gets fine” (Ethan: line 265)*. Although the process was difficult, the outcomes were positive. The move was described as an intervention that helped them to remain in education, as well as supporting them to make positive changes such as improved grades and behaviour:

“Think of a managed move as not a negative, as in like, moving you away from people, but like setting you in place and managing to like, get you back on track and get all your grades and everything.” (Mark: line 652-654)

Participants reflected on what would have happened if they had stayed at their previous school; *“I just **wasn’t** getting on, so I would have been excluded” (Ethan: line 271)*. Some reflected on the experiences of others who have been excluded from school, seeing their managed move as an ‘opportunity’ in comparison to the alternative of permanent exclusion; *“The other mates I used to play up with have been excluded from that school” (Mark: line 47-48)*, *“So I would of too but I got the opportunity to come here and get the managed move” (Mark: line 50-51)*. The managed move was therefore seen as a second chance, in contrast to permanent exclusion where no second chances are offered.

4.5.1.2.2 Subtheme: “I was kinda glad, because I didn’t really like the school”

Many of the participants described a sense of relief to be moving schools, as it enabled them to escape from a negative environment. They reflected on what would have happened if they had remained in their previous school, either being

excluded or refusing school; *“I actually think I would have quit school by now. I think I would have **literally** just sat at home and said ‘I don’t **care** if we go to court, I’m not going in.’ because it was getting there”* (Connor: line 341-343). Despite wishing to not have had a managed move in the first place, most participants said that they would not go back to their previous school. This appeared to be related to fears that that would lose the positive changes made:

“I’d rather go back to (School1) obviously because that’s where I’m used to. But at the same time I’d rather stay here. Because I know that... there’s a slight chance of me messing up again. And that one chance could lead into bigger things, and I’d just get in trouble. So me coming here would have been just pointless.” (Mark: line 668-676)

4.5.1.3 Summary of the findings related to research question one

This section has outlined common experiences and feelings reported by participants about their managed move. All participants expressed positive views and reflections regarding the outcomes of their managed move. There was a sense that it offered them a second chance, and a way to avoid the negative alternatives of exclusion or remaining in a negative environment. However, despite positive reflections on the outcomes, participants described difficult feelings and experiences during the process. This included feelings of vulnerability and anxiety, a sense of injustice and a lack of control. It is interesting to note that eight out of nine participants, despite positive feelings about their new school, would rather have not needed to have a managed move in the first place, due to the upheaval involved and the loss of relationships.

4.5.2 Research question two: What are the participants' perceptions about what has changed since the move?

This research question aimed to explore participants' perceptions of what changed since their managed move. Five themes were identified around behaviour improvement, increased engagement in learning, emotional changes, motivation to attend school and changes outside of school. The themes are illustrated in Figure 4.2.

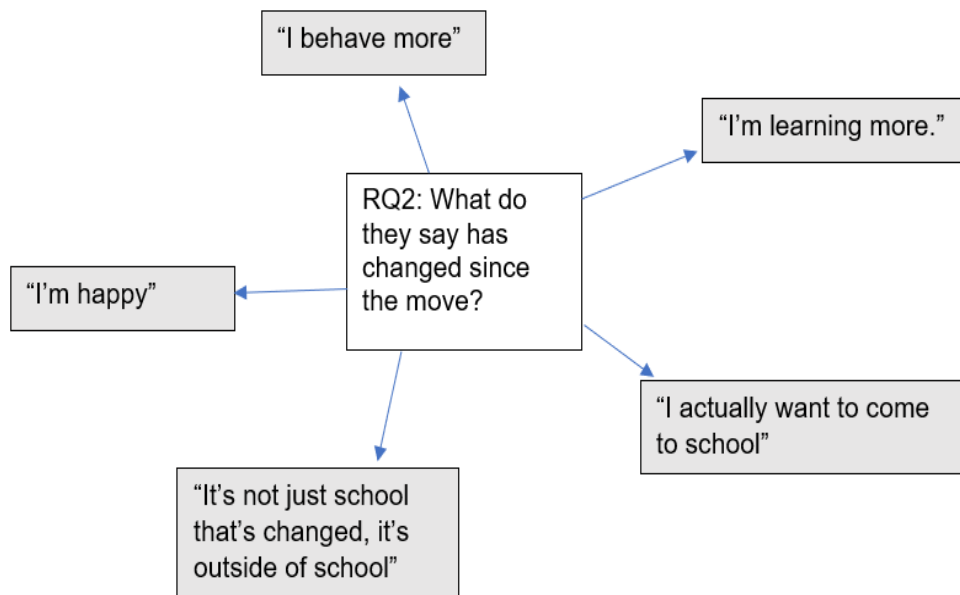


Figure 4.2. Thematic map for research question 2

4.5.2.1 Theme: "I behave more"

A change in behaviour in school appeared to be a predominant theme across the data, as all participants reported improvements in their behaviour since moving schools; *"I behave more. I'm... I'm more **nice**. I guess. Because, like I **know** I was really gobby towards everyone in my old school"* (Katie: line 367). It

was felt that teachers who had known them in the previous school would have been surprised, suggesting a significant change in behaviour is perceived since the move; *“Oh my god, he’s not calling out. Oh my god he’s not actually ...not listening. Oh my god, he’s not... being cheeky, he’s not backchatting, he’s not messing around... what has happened to him?”* (Simon: line 391-393). All participants reported getting in trouble less frequently in their new school, and receiving fewer sanctions and detentions; *“It’s like, maybe one lesson a week... where... I get sent out of the lesson. So not like, every day anymore”* (Tom: line 255-256). Most of the participants acknowledged that they do get in trouble in their new school, however this is less frequent or for ‘lower level’ behaviours; *“Sometimes but it’s not properly trouble”* (Leo: line 236).

4.5.2.2 Theme: *“I’m learning more”*

All participants commented that they are learning more in their new school; *“I actually learn here”* (Ethan: line 249). This was directly contrasted with their limited motivation to engage in learning in their previous school; *“I never used to listen in class, I used to lie there and go to sleep. And that doesn’t really happen in this school”* (Connor: line 266-267). Participants described taking increased responsibility for their learning; *“I’m **actually doing** the work. And I’m not just sitting and talking to people”* (Leo: line 322-323). Participants also described improvements in their grades; *“My grades have improved **a lot**. Like, I’ve gone from like twos and threes, to fours and fives and now I’m getting like sixes”* (Mark: line 470-471).

4.5.2.3 Theme: *"I do actually want to come to school"*

Participants reported an increased enjoyment of school and increased motivation to attend since their managed move; *"Like, at (School1) I didn't wanna go into school, I just kept asking to stay off. But now I **do** actually want to come into school" (Ethan: line 233-234)*. This is reflected in the scaling responses in tables 4.1 and 4.2, where all pupils reported that they like their new school more; *"I never thought I would actually **not** mind having to go to school... and I don't mind going to school" (Connor: 317-318)*.

4.5.2.4 Theme: *"I'm happy"*

Participants reported feeling happier and more confident in their new school; *"I'm better and a lot happier, more respected and stuff" (Ryan: line 394)*. Their views suggest that they felt less stressed after moving away from a negative environment; *"Well, not as upset when I come home from school anymore" (Polly: line 394)*. This was linked to changes in their behaviour and how they respond to situations; *"I've become more laid back as a person" (Mark: line 560)*.

4.5.2.5 Theme: *"It's not just school that's changed, it's outside of school"*

Participants mentioned changes outside of school since their managed move:

"It's not just school that's changed it's like, outside of the school... and the way I sort of... think about things. So it's a lot different. I thought it was just gonna change the way I learn. But it's everything that's a lot different." (Mark: 560-562)

Participants felt that their relationships with their parents had improved; *"I'm better at home. There's less arguments" (Katie: line 422-423)*. Their improved behaviour in school was linked to fewer disagreements at home:

*“I would go home, and just get yelled at, whereas now, I go home with my mates... just **laughing** and having fun, and not having to worry about having to see my mum.” (Connor: line 328-330)*

Participants also described changes in their social activities outside of school, including seeing their friends more; *“In (School1) I would just stay indoors all day after school and not do anything. But now I actually go out with my mates and stuff” (Ethan: line 253-254)*. Additionally, participants reported that they are no longer involved in anti-social activities outside of school; *“She doesn’t have like, problems with me getting in trouble and doing bad things” (Mark: line 608-609)*.

4.5.2.6 Summary of the findings for research question two

The themes described in this section suggest that, despite the negative experiences and vulnerabilities outlined in research question one, participants’ stories reflect positive changes since their managed move. This included changes in how they behave in school, their motivation for learning, their emotional wellbeing, as well as enjoyment of school and changes that extend outside of school. This was summarised by Mark, reflecting on the overall outcomes of his managed move:

*“It’s helped a **lot**... definitely like, physically, mentally, at home, with my mates, with my learning. It’s just helped overall.” (Mark: line 658-659)*

4.5.3 Research question three: What in-school protective factors do participants identify as important in determining their success after their managed move?

The third research question focused on the in-school protective factors that the young people believed to have helped them since their managed move. It has been recognised that risk and protective factors are often antonyms (Howard et al, 1999). This meant that participants' experiences were interpreted by the researcher to represent risk factors within the previous school context (predicting vulnerability to exclusion) and protective factors within the new school (supporting successful integration after the managed move). Analysis of the data led to the development of five themes and fifteen subthemes. These are illustrated in the thematic map in Figure 4.3.

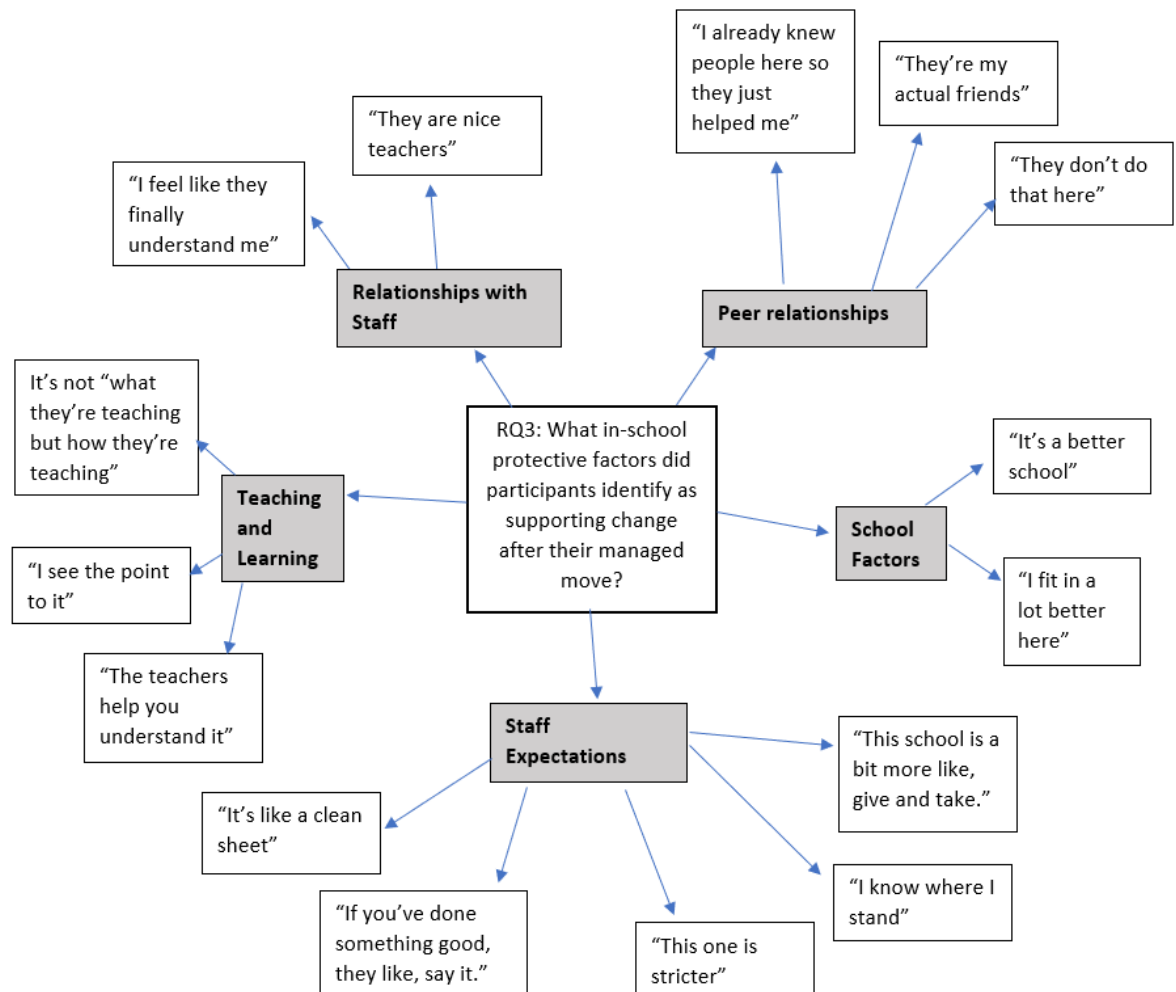


Figure 4.3. Thematic map for Research Question Three.

4.5.3.1 Theme: Relationships with staff

Relationships with teachers were particularly significant in participants' stories about what helped them in their new school, as well as their difficulties in their previous school. All participants reflected on conflict with school staff as a major influence on their behaviours leading up to their managed move. When describing what helped them in their new school, participants largely attributed positive changes to the characteristics and attitudes of school staff and their relationships with staff. Within the overall theme, two subthemes were developed. One

subtheme centred around positive attitudes of teaching staff, and the second subtheme focused on participants' feelings of being cared for and understood.

4.5.3.1.1 Subtheme: *"They are nice teachers"*

Participants described the personal qualities and attitudes of teachers in their new school as a key factor in supporting behaviour change. Staff in the new school were described as nice, funny and respectful; *"They're just so much nicer. Like, they're smiley"* (Katie: line 184). Participants valued teachers being approachable and having time for pupils; *"You go into school and go into a lesson, and they're waiting at the door for you, just something simple like that. Just like, greeting you as you go in"* (Mark: line 543-544). Staff in previous schools were perceived to have abused their power; *"They claim they've got power over everyone. So you can't have a laugh with them and they'll be like 'I'll get you excluded'"* (Mark: line 336-339). This was related to a lack of trust in school staff; *"I didn't trust **no-one**"* (Simon: line 203). All participants emphasised the importance of staff members being approachable and having a friendly relationship with them; *"You can talk to the teachers like they're actual people instead of someone who is just there to piss you off"* (Connor: line 153-155). This was linked to their increased motivation to engage in learning; *"Because the teachers aren't horrible I like being in the lesson, and I get on with my work"* (Ethan: line 194-195).

4.5.3.1.2 Subtheme: *"I feel like they finally understand me"*

Participants described feeling that the teachers in their previous school did not care or understand their needs; *"The other school knew about me, and whatever,*

but they just weren't very supportive. They just didn't help" (Katie: line 176-178).

In comparison, staff in the new school were seen to better understand their needs; *"I feel like they finally understand me" (Polly: line 140).* Participants felt that staff show interest in them by listening and providing support; *"They're always asking how you are and that. And... you can have a chat with them" (Simon: line 188-189).* Overall participants' descriptions of the way they are treated in their new school suggests that they feel better understood and cared for; *"There's a place called nurture over there. And the people who are having problems outside of school can walk in there, and they're more welcoming as well. We didn't have anything like that at (School1)" (Mark: line 349-353).*

4.5.3.2 Theme: Expectations

This theme represents participants' views of the effect of staff expectations on their behaviour, and how this was linked to positive change. Within this theme, five subthemes were created around clear boundaries, consistency in approaches, flexible approaches to behaviour management, the opportunity for a 'fresh start' as well as positive feedback and recognition.

4.5.3.2.1 Subtheme: "This one is stricter"

Participants described differences in how behaviour was managed between the schools as a reason for changes in their behaviour. Rules in the previous school were not perceived to be enforced effectively, and the teachers were thought to lack power and control. Therefore pupils took advantage of this; *"I started realising that the teachers weren't like, firm enough. So you could just get them*

*wrapped around your finger” (Mark: line 43-44). The sanctions that were given had limited impact; they either caused an increase in negative behaviours or they were not followed through due to a lack of compliance; “I didn’t used to show up for detentions. So they’d basically give up giving me detentions because they knew I wouldn’t turn up” (Leo: line 248-249). In the new school, clear boundaries were valued; “Instead of ignoring the kids they’d like, **actually** do something like send them out or something” (Leo: line 156-157). Some reported ‘testing’ the boundaries in the new school prior to changing their behaviour;*

*“On the third day, I skived. I think I was just like, just **testing** what they’d do. So I skived on the third day and I got an after school for it. But since then I haven’t got into trouble.” (Katie: line 80-81).*

Being in a ‘stricter’ school also meant that the environment is calmer and more conducive to learning; *“I prefer it to be a little bit strict when it needs to. Because if you wanna learn and get a good job and stuff, you don’t wanna be sitting and listening to everyone talking or something do you” (Ryan: line 254-256).*

4.5.3.2.2 Subtheme: “I know where I stand”

Participants valued clarity and consistency with regards to the rules and consequences, as well as knowing that sanctions are the same for all pupils. They all described feeling ‘singled out’ or treated differently to everyone else in their previous school; *“It didn’t matter what I’d do they would just remove me. Like, if I coughed at the wrong time they would send me out of the room” (Katie: line 30-31). There was also seen to be a lack of consistency between staff members; “Some people wouldn’t tell you off and some would pick on you for anything” (Polly: line 389-390). Participants described a lack transparency in teacher*

expectations and in the enforcement of rules, meaning that they were not seen as fair;

“At the other school they just don’t really, like they don’t really say if something happened. Like, at the other school if I got annoyed I’d just walk off, and they’d just like, they’d leave you. Then they’d call your parents and say that you’ve left the site or something.” (Tom: line 149-152)

Participants often mentioned the use of consistent behaviour management approaches in the new school when explaining their change in behaviour. Expectations, rules and sanctions in the new school were regarded as consistent between pupils; *“We’re all treated the same here” (Ryan: line 339)*. Staff clearly communicate the rules and consequences to pupils, meaning that staff are seen as trustworthy; *“I know where I stand if you know what I mean, so I know what would happen” (Polly: line 387)*.

4.5.3.2.3 Subtheme: *“This school is a bit more like, give and take”*

All participants described expectations in the previous school as being unrealistic and unreasonable; *“(School1) are just a bit more uptight about everything. Like, if you walk around without your shirt tucked in... you’d get a detention” (Connor: line 254-256)*. In their previous school, participants felt there was a focus on punishment, with limited opportunities to work through any problems. In the new school, participants explained that they understand the reasons behind the rules, and the rules are seen as coming from a caring attitude rather than punishment; *“I guess they want you to learn more don’t they. So that’s why they put it in place because they want you to learn more. So I prefer it” (Ryan: line 251-252)*. Teachers support pupil behaviour by teaching positive coping strategies rather

than simply punishing bad behaviour, encouraging them to take ownership of their behaviour; *“Actually like, bothering to help. And like... actually **trying** instead of just punishing me” (Leo: line 351)*. This was viewed positively by the participants, as they felt better equipped to manage situations for themselves in future; *“They teach you how to do things and how to... **get out** of situations” (Mark: line 565)*. Participants trusted staff as they were seen to recognise their needs and adapt the rules accordingly; *“Well obviously they still punish me, but in a certain way. I don’t know how to describe it... I feel like they’re not so hard on me” (Polly: line 142-143)*. The new school is seen to have a more flexible approach to managing behaviour. For example the use of a ‘time out card’, *“I wish my old school gave me a time out pass, I think that would have helped, because this school have done it and it’s been really good” (Connor: line 392-393)*.

4.5.3.2.4 Subtheme: *“It’s like a clean sheet”*

Participants’ stories of their previous school experiences suggest that they felt that they were expected to misbehave;

“Even when you have a mind frame when you go into a lesson and you think, ‘right I just want to do my work and get this day over.’ But they won’t let you do that, because they’d be like ‘Right, are you gonna play up today?’” (Mark: line 317-319).

They described feeling that teachers did not expect them to engage in learning, meaning that they were not given a chance; *“At (School1) they’d only help the people who were really like, smart and everything” (Leo: line 163-165)*. Participants attributed their behaviour to living up to the negative expectations placed on them by staff; *“So I was just like “fine if you’re going to think I’m naughty*

I'm gonna be naughty." (Katie: line 382-383). This highlighted the burden of their previous reputation and how it affected their school life. Teachers in their new school were seen to treat them differently, giving them the opportunity to break their negative cycles of behaviour; *"Most teachers here aren't like that. Most teachers don't judge you. So it's **better** in that way"* (Ethan: line 109-110). Participants valued the opportunity to build new relationships with teachers, giving them the opportunity for a fresh start; *"Here they don't expect you to be disruptive because you've got a reputation. They give you a chance"* (Connor: line 357-358).

4.5.3.2.5 Subtheme: *"If you've done something good, they like, say it"*

Participants spoke about the importance of receiving positive feedback and recognition from staff. Staff in the previous school were seen to only recognise bad behaviours; *"Even if you were like, really well behaved for ages, they wouldn't like, notice that. They'd just focus on like, if you get in trouble"* (Leo: line 174-175). In their new school, participants seemed to gain a sense of confidence from staff recognising that they are doing well; *"If you've done something good, they like, say it"* (Tom: line 273). One participant reported that characteristics that had been viewed negatively in their previous school had been reframed and recognised as a strength by his new teachers; *"I'm... apparently a good leader. And I should be head boy or student leader, or something like that. That's what I've been told by teachers here"* (Simon: line 247-248).

4.5.3.3 Theme: Peer relationships

Participants consistently mentioned peer relationships as one of the most important factors in determining whether or not they enjoyed school. The transition between schools caused a loss of peer relationships. The formation of new peer relationships was regarded as crucial, and a key element in determining how much participants liked their new school and how much they felt like they “fit in” on the scaling lines (Table 4.1 and 4.2). Most participants compared their peer relationships across schools and reflected on how this was linked to changes in their behaviour and happiness in school. In arriving at the overall theme, three subthemes were developed to summarise peer related factors that were linked to positive changes. These factors included; availability of familiar peers, feeling accepted and understood within peer relationships, and peers who act as positive role models.

4.5.3.3.1 Subtheme: *“I already knew people here so they just helped me”*

Most participants emphasised the importance of knowing at least one other pupil when starting at a new school; *“I think if I didn’t know anyone I’d be much more scared”* (Katie: line 73). Being around familiar people helped them to feel more confident, as well as providing ‘bridging’ relationships by introducing them to other people; *“Because I was hanging around with my friends that I knew, and they obviously hung around with other people as well. So I was around lots of people, so I just... made friends with them”* (Ethan: line 152-154). Some of the participants reported that the school used a ‘buddy’ system to support them to settle in and make friends; *“It is a good way of like, settling people in. I felt a lot more relaxed and sort of like ‘I know where I’m going now.’ So it was a lot easier*

for me” (Mark: line 456-457). Interestingly, most participants did not regard this as helpful unless they knew them already; *“It was awkward, so I just like... walked off to be honest.”* (Leo: line 366), or they were in the same lessons, *“Maybe give me a buddy that’s actually **in** my lessons so I didn’t get lost and maybe I wouldn’t have skived”* (Katie: line 448-449). Participants placed more emphasis on all pupils being approachable and inviting them to join in; *“As soon as I joined, like, everybody tried to like, invite me into a like, friendship. And like, I started getting friends straightaway”* (Simon: line 137-138).

4.5.3.3.2 Subtheme: *“They’re my actual friends”*

Participants described the quality of their relationships with peers as important in supporting positive change. Participants described difficulties in their previous school around ‘fitting in’ and feeling accepted by their peers; *“I felt like, left out of the group kind of thing. It was horrible and I’d just had enough of it”* (Katie: line 166-167). Peers in their previous school were described as ‘judgemental’, leading to misbehaviour in an attempt to fit in or to gain peer approval or recognition; *“I used to be a goat and just sort of follow them around and be like ‘alright I’ll do this.’ And if they asked me to do something I’d do it straight away”* (Mark: line 592-597). Pupils in the new school were described as more accepting; *“It’s different, like they don’t judge you on things like that. They don’t want you to be like them. So you don’t have to copy them or anything to fit in”* (Ethan: line 167-168). The experience of having peers that are trustworthy and supportive was seen as important; *“They’re **there** for me to talk and stuff”* (Polly: line 279). This experience helped participants to feel valued and cared for, and their friendships were seen as an important source of support.

4.5.3.3.3 Subtheme: *“They don’t do that here”*

This final subtheme describes participants’ reflections about the influence of their peer group on their behaviour. Participants described spending time with ‘badly behaved’ peers, which affected their behaviour; *“Because I was mates with the older lot and they were naughty as well. So I **wanted** to fit in with them”* (Simon: line 47-48). Peers in the new school were not perceived to engage in ‘bad’ behaviours; *“Whereas here you don’t have to worry about that, because no one has the desire to like, go out and do that. No one kicks off or hurts anyone. They don’t do that here”* (Mark: line 581-583). The other pupils were also seen to be more engaged in school work; *“**Kids** don’t disrupt the lesson or anything, we just get it done and over with and everything”* (Ryan: line 320-321). This was seen to provide both positive influences on their behaviour as well as an environment that was more conducive to learning.

4.5.3.4 Theme: *Teaching and Learning*

This theme was developed to include factors related to teaching and learning that supported positive changes after the managed move. Within the overall theme, three subthemes were created around teaching strategies, relevance of learning experiences and perceived access to support.

4.5.3.4.1 Subtheme: *It’s not “what they’re teaching but how they’re teaching”*

Participants discriminated between passively copying work in their previous school, and actively learning in their new school; *“I actually **learn** here”* (Ethan:

line 249). Passive teaching methods were linked to a lack of engagement in learning; *“There was teachers sometimes who would just not teach you **anything** so we used to just sit there and talk” (Ryan: line 398-399)*. This was also linked to poor motivation; *“I thought, well, what’s the point in me like, doing the learning if I’m not gonna **actually learn** in the lessons” (Mark: line 601-602)*. After the managed move, participants attributed their increased motivation to teaching strategies that are seen as more active and engaging, relating to an increased sense of achievement and interest in their learning; *“The way things are taught here, are a bit better as well because it’s more like, interactive... instead of just, looking at the teacher at the front and just copying what they wrote down on the board” (Connor: 131-133)*.

4.5.3.4.2 Subtheme: “I see the point to it”

Another factor that participants attributed to their increased engagement with learning was their perception that the tasks are relevant and meaningful, compared to tasks that were viewed as ‘pointless’ in their previous school; *“I know it’s not relevant so they’re just making us do it” (Mark: line 637-638)*. Some of this seemed to be related to being in the upper year groups of school, having chosen their options subjects; *“I’m in year nine now, and I’ve chosen my options... So it’s kind of doing what I want to do... Instead of having to do like... all the other lessons” (Tom: line 260-262)*.

4.5.3.4.3 Subtheme: *“The teachers help you understand it”*

Most participants felt that their lack of engagement and motivation to learn was linked to a lack of support for learning in their previous school, leading to a sense of ‘learned helplessness’:

“If I didn’t understand I used to put my hand up and they used to have a go at me. So I just thought, ‘Well, I’ve asked for help, what’s the point of me trying to do it if they just won’t let me.’” (Ryan: line 186-189)

Participants attributed their engagement with learning with the perception that they are able to access help if they need it; *“I actually get help at this school” (Simon: line 301)*. Participants described receiving support from teachers who actively try to understand and meet their learning needs; *“Sort of like, using boards and words, or slow it down in a pace that I can understand” (Ryan: 178-179)*. Participants suggested that this experience made them feel that teachers were focused on their best interests and wanted them to learn, leading to increased motivation.

4.5.3.5 Theme: *School factors*

This theme reflects aspects of the overall school environment that facilitated positive change. In arriving at the overall theme, two subthemes were created. One subtheme was created to reflect the inclusive ethos of the school, leading to a sense of a more accepting and positive environment. The second subtheme includes participants’ views about aspects of the school that facilitate a sense of belonging.

4.5.3.5.1 Subtheme: *“It’s a better school”*

Participants expressed negative perceptions of their previous school; *“The **people** there, the teachers, the lessons, break and lunch... just being near it, it’s just ... **awful**”* (Connor: line 159-160). Their new school was perceived to have a more positive ethos and ways of working, which was linked to positive changes; *“Just a better environment I guess”* (Polly: line 348). This notion of a ‘better environment’ was linked to the people within the school rather than the school itself; *“I probably prefer the actual school there, but the people in the school here”* (Tom: line 128-129). The new school was seen to have a more inclusive and nurturing environment, this attitude was modelled by staff which is then taken on by pupils:

*“There’s less bullying here, and less targeting from other students here, because obviously you’re friends with **everyone** and everyone is friends with you. But that’s **partly** because the teachers sort of set it in, like ‘this is how you should be.’ They don’t say ‘You **should** be like this,’ but they **show you** how to be like this. And that’s what changed the attitude of the people here. So it’s a lot different.”* (Mark: 431-436)

4.5.3.5.2 Subtheme: *“I fit in a lot better here”*

Participants’ accounts reflect difficulties fitting in and feeling accepted in their previous school, frequently spending time in detentions, ‘inclusion rooms’ and being banned from certain lessons and assemblies; *“And there I am sitting in isolation again”* (Mark: line 338). This was linked to a sense of rejection and separateness in their previous school, affecting their sense of belonging and involvement in school life; *“Like, maths and English when everyone was having fun and doing their GCSEs, and I didn’t get to do **any** of that”* (Polly: line 34-35). The participants reported an increased sense of belonging in their new school; *“I fit in a lot better here than I did in (School1)”* (Ethan: line 94). In their new school

they felt more involved in the school activities, facilitating a greater sense of community and belonging. This was often supported by moving to a smaller school:

*“It’s just all a massive group. And they all say hello to everyone and they’re all friends, like civil with each other. Like, even if you fall out with them they’ll still be civil with you, and you’ll regain their friendship again after a while. **That’s** the difference really.” (Mark: line 232-235)*

4.5.3.7 Summary of the findings for research question three

The themes described highlight common factors that pupils found to be helpful in their new school. Relationships with school staff seemed to be the most valued, particularly with regards to helping them to feel listened to and cared for. Participants’ also valued clear and consistent rules and boundaries, and teachers who praised their strengths and had high expectations of them. Peer relationships were seen to increase confidence and a sense of belonging, as well as providing positive role models. Active teaching methods were valued, as well as learning tasks that were seen as relevant and access to support. Finally, participants valued being in a more positive environment, facilitated by an inclusive and nurturing ethos. The final research question centres around what the young people felt about themselves that they attribute to the changes.

4.5.4 Research question four: What within-child protective factors do participants identify as important in determining their success after their managed move?

This research question explored participants' views of what it was about themselves that supported positive change following their managed move. Four themes were created to represent motivation, a sense of mastery, willingness to change, and emotional reactivity. The thematic map is displayed in Figure 4.4.

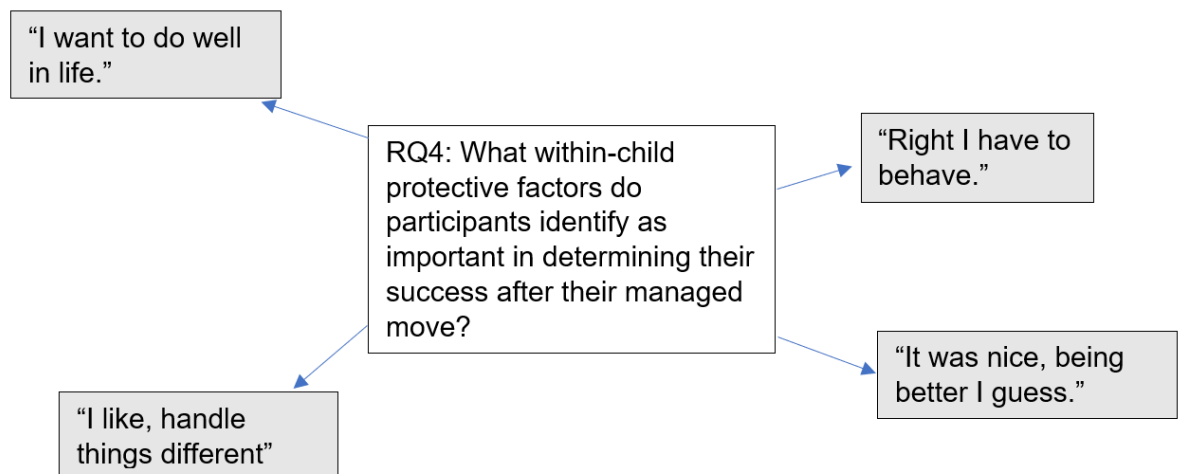


Figure 4.4. Thematic map for Research Question 4.

4.5.4.2 Theme: "Right I have to behave"

Participants described taking ownership of their behaviour and seeing the managed move as an opportunity for them to change. In many cases, participants felt that the changes were largely down to themselves rather than external factors, *"It's just me that can change my actions. It's me that can change the way I act."* (Simon: line 422-423). They appeared to take responsibility for that fact that they had a managed move, and therefore taking ownership of the changes;

“You’ve clearly put yourself in a position to come on a managed move. So you’ve got to deal with it” (Polly: line 405-407). The motivation for change appeared related to future goals rather than attempting to impress other people; *“You’ve kind of just got to forget about everyone else, and think about yourself” (Polly: line 408-409).* Behaviour change appeared to be a conscious choice, requiring constant effort and reflection to avoid behaving the way in which they used to behave:

*“Don’t get like...don’t have little moments where you think, ‘Oh lets go back to how I used to be.’ Because that’s how I... I’ve had moments like that where I think like, it’s fun. Which it **was** fun to do but I’ve realised the outcome.” (Mark: line 648-651)*

4.5.4.3 Theme: *“I want to do well in life”*

This theme represents participants’ motivation as a protective factor. Their reflections on their previous school suggest a lack of motivation; *“I **never** actually wanted to be at the school, so I didn’t really **care** what I was doing there” (Leo: line 255-256).* Since moving schools, participants described feeling better placed to consider their futures. This involved recognising the value of education to get a good job in future; *“I know I’ve gotta start trying, and concentrating. I don’t wanna just fail my GCSEs I do wanna get like, good grades” (Katie: line 394-395).* They seemed to realise the consequences of their previous behaviour on their life chances. Their motivation to change was related to avoiding negative outcomes, such as reduced future opportunities, permanent exclusion, and the realisation that little was gained from their past behaviours. The experience of being close to exclusion prompted a desire for change; *“I’ve **seen it** happen. I’ve seen what it can **do** and I know that it can happen, because I was close to it as well, but I stopped... so I sort of woke up” (Mark: line 423-424).* In some cases,

their motivation to change appeared to be related to the experiences of others who had been excluded from school:

*“I have a cousin, who’s seventeen now. He got kicked out of school, and he can’t get a job. Because **no one** will accept him because he hasn’t got good grades and he’s been kicked out. And no-one wants to hire someone that’s been kicked out of school. So, I’m trying to change that, so that I don’t get kicked out and I have good grades. So that I can **actually** get a job.” (Simon: line 270-275)*

4.5.4.1 Theme: “It was nice, being better I guess.”

Participants expressed an increased sense of self-belief after their experience of success, leading to a sense of competence. This was contrasted to feeling bad about themselves in their previous school; *“I was told at my last school and all the way through my life that I was the **bad** child. They made me feel really bad about myself” (Polly: line 43-44)*. Most indicated a negative academic self-concept previously, which was associated with disruptive behaviour and a lack of engagement in learning; *“At (School1) I’d be like, two topics behind everything because none of the teachers **bothered** to help, so there was no point. But here I’m actually like, up to date with it. So I see the point to it” (Leo: line 274-276)*. A positive self-concept was associated with increased motivation for learning, linked to feeling that they can do it; *“I like... knowing it, and when I get to like, give an answer... and be a ‘know-it-all’” (Simon: line 280-282)*. Seeing the positive changes in themselves was associated with positive feelings and a sense of accomplishment; *“It was nice, being better I guess” (Katie: line 133)*. Feeling like they are valued and understood in their new school also increased positive feelings; *“I feel better about myself. Because like, I know that I’m... I don’t know... **appreciated**. So that kinda makes me feel good about myself” (Ethan: line 229)*.

4.5.4.5 Theme: *“I like, handle things different”*

The participants' stories suggest that internal factors were the cause of their difficulties in their previous school related to emotional regulation; *“Because of my anger issues. Like, I get angry for no reason sometimes”* (Simon: line 348). It seemed that they had done some reflection to make sense of their previous behaviour. Participants described being better able to manage their feelings since they had moved schools; *“It’s just... I don’t react. Because I don’t want to... mess up my chance at being at this school”* (Simon: line 354). Participants reported that they had ‘matured,’ suggesting that they had re-evaluated their previous behaviours; *“I’ve grown up now, like, I’ve **matured** a bit because I know I shouldn’t be doing it”* (Mark: line 610-611). They showed insight into how their previous behaviour was not getting them what they wanted; *“I’ll just keep it calm now because I know it’s not going to make the situation any better”* (Mark: line 559). They also reported an increased empathy and awareness of the effects of their behaviour on other people; *“I would even admit to myself that, if I was one of them teachers I would hate myself. Because I didn’t care”* (Simon: line 171-172)

4.5.4. Summary of the findings from Research Question Four

The findings highlighted common within-child characteristics that were seen to support positive change after the managed move. This included a sense of mastery after seeing themselves make progress, as well as increased motivation to change and taking responsibility for their own behaviour. Whilst these factors are described as ‘within-child,’ they were interpreted as interdependent on external factors within the school.

4.6 Overview of the findings

The findings illustrate consistencies in participants' accounts of their managed move experiences. This includes feelings of anxiety about the changes involved, a sense of loss, injustice and practical upheaval. Despite this experience of loss and vulnerability, participants described feeling pleased with the outcome, although it was believed that the managed move could have been prevented or dealt with in a different way.

The young people's stories reflect positive changes since their managed move in terms of their behaviour, learning, wellbeing, motivation to attend school as well as changes outside of school. As well as the perceived changes experienced, the findings highlight in-school factors that were perceived to have contributed to these changes. Positive changes were largely attributed to the development of new relationships, particularly with staff and peers. Other facilitating factors described were the boundaries and expectations placed on students, support for learning and tasks that are seen as engaging and relevant. Some change was attributed to within-child factors, such as an internal locus of control, future ambitions, a sense of mastery and maturity leading to increased self-control and reduced emotional reactivity.

4.7 Chapter summary

This chapter has given an outline of the main findings of the study. The findings of the thematic analysis have been presented based on the four research questions. Within the following chapter, the researcher will re-visit the aims of the research and the research questions, and illustrate how the findings answer the research questions. Limitations of the study will be considered, as well as implications for educational psychology practice and ideas for future research.

Chapter Five: Discussion

5.1 Chapter overview

This chapter will provide a discussion of the main findings of the study with regards to each of the four research questions, as described in the previous chapter. The implications of the study will be discussed, both in general and specifically relating to EP practice. The limitations and researcher reflections on the study will be outlined, as well possible avenues for further research and overall concluding comments.

5.2 Revisiting the aims of the study

Pupils who have experienced managed moves are an underrepresented population in the literature due to the challenges involved in recruiting them for research. This study explores the views of young people who had been 'at risk of exclusion' but had been offered an alternative in the form of a managed move. The literature review identified a gap in the literature around the views of young people in the context of managed moves, and highlighted the potential use of resilience frameworks to understand young people's views about what helps them. The purpose of this research was to gain insight into how young people experience the managed move process, as well as their views about what changed and what helped them. This focus on 'what works' in managed moves is not new, however this is the first study to use a framework of resilience.

5.3 Addressing the research questions

5.3.1 Research question one: What do participants say about their feelings and experiences throughout the managed move process?

The young people's experiences of managed moves highlight difficult feelings, including nervousness, sadness, injustice and regret. Many of the participants suggested that they felt that there was no alternative other than permanent exclusion, suggesting that there was no real choice. A sense of powerlessness and rejection was conveyed in the use of the term 'kicked out'. They had experienced frequent sanctions and limited support from their previous school, and they felt that they had not been asked for their views, leading to a sense of injustice and hostility towards their previous school. Their experiences appear contradictory to managed move guidance, which states that managed moves should be presented without the threat of permanent exclusion, and that young people should be fully involved in decision-making (Abdelnoor, 2007). Although they were not excluded, the fact that they had to move schools conveys the message that the problem is 'within-child' (Billington, 2000), which is likely to foster feelings of resentment and rejection.

Furthermore, starting a new school raised feelings of vulnerability, confusion and a lack of belonging and support, mainly relating to a lack of existing relationships. The pervading idea throughout the participants' accounts was that the transition was a difficult time. They were aware that they would need to form new friendships, and consistent with Craggs and Kelly's (2018) study, they worried about their ability to do so. The 'upheaval' from the perspective of young people;

including building new relationships, academic changes and transport difficulties, has not been considered previously, and perhaps is not recognised or considered when planning managed moves. Comments such as “*They just threw me into the school*” (Leo: line 213), suggest heightened vulnerability and a perceived lack of support. This is recognised in studies of in-year transition (Messiou & Jones, 2015) but appears to have been largely ignored in managed move studies. This leads the researcher to wonder if managed move pupils are treated differently to other in-year transitions? Do staff expectations affect the support that is offered? Young people who have already experienced rejection from one school may need more support for transition, rather than less.

The vulnerability experienced by participants in this study appears consistent with studies exploring the views of students who move schools at non-typical times (Messiou & Jones, 2015). This included feelings of isolation and worries about making friendships, alongside concerns about adapting to different lessons, rules and ways of working. Additionally, aspects of their experiences appear consistent with those who have been excluded (Gersch & Nolan, 1994); such as rejection, isolation and resentment. This highlights the level of vulnerability experienced by young people in the process of managed moves, which has largely been ignored in studies where managed moves are presented as a positive alternative to exclusion. The anxiety experienced by pupils was similar to participants in Craggs & Kelly’s (2018) study. Although these feelings were only short term, some have argued that it is important to consider the long-term implications of ‘triggering’ these emotions in young people (Messeter & Soni, 2017).

The lack of an agreed definition of managed move success was highlighted in the literature review. The data in this study also presents a complex picture, as

the young people expressed mixed feelings about whether it was successful or not. It seemed that participants separated the managed move process, which was associated with negative feelings, from the outcome. Most participants, although they described positive outcomes, mentioned that they would rather have prevented the managed move, due to the upheaval, stress and the loss of relationships. Their views suggest that they believed that not enough preventative support was put in place, and the managed move seemed to be in the interests of the school rather than themselves. Despite these feelings, there was a sense of relief that they had been offered a second chance and a way to avoid the more negative alternative of exclusion. It could be that the managed move was viewed positively because it was presented as the only option other than exclusion, and therefore a 'lesser of two evils'. The idea of 'success' is socially constructed and depends on who defines it. In this sense, defining a managed move as successful seems to lack meaning or usefulness.

Overall, the findings draw attention to the vulnerability surrounding moving to a new school alone, and the importance of providing support for these young people. This could provide some explanation for why managed moves may not be consistently 'successful'. Despite being glad to receive a second chance, young people seemed to have mixed feelings with regards to missing their peers and wished that they did not have to go through it in the first place. Participants expressed a desire to return to their previous school but feared that they would lose the positive progress that they had made. This suggests that it is something in their new environment that is facilitating change, which will be explored further in the following section.

5.3.2 Research question two: What are the participants' perceptions about what has changed since the move?

As outlined in the previous section, the participants expressed mixed views about whether they deemed the move as successful or not. Previous literature has measured the 'success' of managed moves based on how many remain on roll at their new school (Bagley & Hallam, 2015), as well as a predominant focus on adult perceptions of change (e.g. Harris et al, 2006). It has been recognised that children's views of success may be different from that of adults (Howard & Johnson, 2000). This has been a criticism of resilience research that is based on external measures such as academic outcomes or questionnaires, as this does not account for the views of those involved (Ungar, 2003). Therefore, the researcher felt that it is important to explore participants' perceptions of change based on what is important to them.

Participants described feeling happier and more confident in their new school. They described a reduced frequency of disruptive behaviour, and increased motivation to attend school. Additionally, participants felt that they were more motivated to engage in learning, their grades had improved, and they felt that they were achieving more in the new school. These findings are consistent with previous studies (Vincent et al, 2007; Bagley & Hallam, 2016). The young people's views add detail to the definitions of positive outcomes that previous studies have used, such as remaining in school after the trial period (Bagley & Hallam, 2016), academic outcomes (Vincent et al, 2007), and observed changes in behaviour and self-concept (Bagley & Hallam, 2015; 2016). Participants also described changes outside of school. Their difficulties with behaviour were no

longer causing arguments at home and they described feeling happier not just in school, but outside of school. The fact that the young people described changes outside of school links to the ecosystemic model (Bronfenbrenner, 1979) suggesting a 'ripple effect' outside of school after the managed move. The sense of transformation reported by the participants resembles a trajectory of 'risk' to 'resilience'. The following sections will explore participants' views on what it was about moving schools that supported these changes.

5.3.3 Research question three: What in-school protective factors do participants identify as important in determining their success after their managed move?

This question explored participants' perceptions about what helped them to achieve positive changes in their new school in contrast to their previous experiences. Their experiences were interpreted by the researcher to represent risk factors (predicting vulnerability to exclusion) and protective factors (supporting successful integration after the managed move).

Relationships were considered to be one of the most important factors in young people's views about what helped, consistent with resilience literature (Henderson & Milstein, 2003; Rees & Bailey, 2003). Participants expressed resentment towards their teachers in their previous school, reporting that teachers were either against them or did not care for them. In contrast, staff in the new school were described positively, and they were perceived to 'like' and respect the pupils more, facilitating a sense of trust in the adults (Johnson, 2008). Baumeister and Leary (1995) stated that a sense of belonging requires

individuals to feel they are thought about and cared for, linking with attachment theory (Bowlby, 1969). Having staff members who care, and will be there for them unconditionally, provides a 'secure base' from which to explore new behaviours (Howard, 2000). This sense of security is important, particularly for young people who are similar to the participants in this study and have experienced rejection in the past (Bomber, 2009). For pupils starting a new school at a non-typical time, this needs to be nurtured more, due to a lack of pre-existing relationships (Messiou & Jones, 2015). This is consistent with previous research suggesting that children with challenging behaviour can have their futures 'rescued' by sensitive and caring teachers, who make them feel worthwhile and build a sense of trust (Roffey, 2017).

Participants identified the importance of fair and clear boundaries, consistent with previous studies (Bagley & Hallam, 2016). A lack of clear and consistent behaviour management strategies fosters feelings of a lack of autonomy and a lack of trust in staff (Pillay et al, 2013). Clear, consistent boundaries and expectations are suggested to encourage young people to see school as a 'secure base' (Gilligan, 2000, Henderson & Milstein, 2003), supporting feelings that staff are trustworthy, and school is a place of security and stability. Some reported testing the boundaries when starting at the new school, perhaps to establish a sense of trust in the school. Furthermore, staff were seen to make allowances for pupils, adapting the rules based on their needs, which demonstrates their commitment to the young person (Vincent et al, 2007). Not only does this enhance a sense of trust in staff, but also gives young people a chance to develop the necessary skills to work through their difficulties (Henderson & Milstein, 2003). In contrast, constant sanctions and low

expectations in their previous school adversely affected their interactions with staff and their capacity and motivation to change, leading to a self-fulfilling prophecy (Benard, 1995). Participants cited the importance of not being prejudged on past behaviours, as identified in previous managed move studies (Bagley and Hallam, 2016). When adults have high expectations, these are internalised and conveys the message that they can succeed (Henderson & Milstein, 2003). This has also been emphasised in previous managed move studies, *“If schools think that these young people matter and act accordingly, the pupils themselves will internalise this and begin to act as if they do”* (Harris et al, 2006, p.36).

There seemed to be a close link between learning and relationship themes within the data. Participants described a lack of perceived support in their previous school, linking to a sense of ‘learned helplessness.’ Attachment theory suggests that young people are likely to try harder when they are confident that there are trusted adults to help them if difficulties arise (Bowlby 1969). This also links to learning theories, and the emphasis on social support in learning (Vygotsky, 1978). Studies in the literature review reported that young people valued support from teachers to help them to master skills, facilitating increased self-efficacy and engagement in learning (Howard and Johnson, 2000; Downey, 2014). Other factors linked to positive changes were high interest and engaging lessons where young people are actively involved, as recognised in educational resilience research (Henderson & Milstein 2003). This is thought to foster intrinsic motivation, as highlighted in self-determination theory (Deci & Ryan, 1985).

Participants regarded peer relationships as an important factor in supporting change. Resilience research has emphasised that friendships are important protective factors (Daniel & Wassell, 2002), and closely linked to managed move success (Bagley and Hallam, 2016). Peer relationships are fundamental for school belonging and have an impact on wellbeing (Craggs & Kelly, 2018). Based on the participants' stories, their 'problem' behaviours began when they started secondary school. Many reported spending time with older pupils, which encouraged them to try out new behaviours to fit in and feel accepted. The value placed on removing negative peer influences and reputation was highlighted by Harris et al (2006), offering young people a fresh start to re-invent their identity. Participants in this study reported that they felt more accepted with their new peers; they feel able to 'be themselves' rather than needing to conform or act a certain way, echoing previous studies (Bagley & Hallam 2016). Most participants relied on pre-existing friendships as a means of entry to a new peer group, therefore supporting a sense of belonging. Previous studies outlined the importance of assigning a buddy to facilitate social interaction by introducing the young person to peers and providing social support (Bagley & Hallam, 2016). However, consistent with Craggs & Kelly (2018), participants in this study felt that there were limits to what schools can do to push people into peer groups.

When participants compared their previous school with their new school, most preferred their new school and felt as if they 'fitted in' more. This suggests that they value feeling as if they belong somewhere, especially in comparison with feeling unwanted in their previous school; describing internal exclusions, detentions, being denied access to the school day, bullying and truancy. A community ethos in the new school where 'everyone knows everyone' appeared

to foster an increased sense of safety and belonging. School information was consulted, such as Ofsted results and school size, in order to contextualise the impression given by participants that their receiving schools were better than their previous school (Appendix 21). Interestingly, none of the participants moved to schools with a higher Ofsted rating, and in fact most participants moved to schools with a lower rating than their original school. This suggests that what young people value may differ from school characteristics that are measured by Ofsted. However there did appear to be a trend relating to school size. Eight out of the nine participants moved from larger schools to smaller schools, suggesting that being in a smaller school environment may have facilitated an increased sense of belonging.

Overall, participants described several factors within their new school that they believed to have supported positive outcomes. The themes centre around relationships with staff and peers, as well as access to learning support and consistent boundaries, enabling them to feel more engaged in learning and more secure in school (Henderson & Milstein, 2003). This is consistent with previous research, highlighting that young people regard the social aspects of schooling as more important than learning itself (Rutter, 1991). This suggests that it is not enough to simply move a pupil from school to school and expect change. Efforts need to be made to build relationships to support successful transition. This is highlighted in guidance on managed moves (Gazeley, Marrable, Brown & Boddy, 2015). The key point is that when young people feel settled and respected in school they are more likely to engage in learning and behave in a positive way.

5.3.4 Research question four: What within-child protective factors do participants identify as important in determining their success after their managed move?

Participants identified several factors within themselves that helped them to change in their new school. Much of their success was attributed to their own efforts. For instance, participants emphasised seeing the managed move as an opportunity to change their behaviour. Their motivation was reflected through their willingness to change and their focus on their future aspirations, such as GCSEs and job prospects. The use of phrases such as *“You’ve kind of just got to forget about everyone else and think about yourself”* (Polly: line 408-409) suggest motivation to change for themselves, making an active choice to leave behind their previous reputation, consistent with previous studies (Harris et al, 2006). This appears consistent with the ‘sole responsibility narratives’ described in Craggs & Kelly’s (2018) study, where the young people felt that it was their responsibility to change. An internal locus of control has been identified as a protective factor that is closely linked with resilience (Garmezy, 1985), meaning that the young people were less drawn towards negative behaviours that they had engaged in previously. The motivation for behaviour change also seemed to be linked to avoiding negative outcomes, for example seeing it as their ‘last chance’ and comparing their ‘fresh start’ with the negative outcomes of others who had been excluded from school, linking with social learning theory (Bandura, 1977). This suggests that, although the motivation was within the pupils, it was closely interlinked to social factors. The managed move prompted the

participants to reassess their priorities and focus on the future, giving them a sense of purpose and direction.

Another theme highlighted confidence following experiences of success, which was interpreted to reflect self-efficacy (Bandura, 1997). Participants' reflections on their previous school suggested a poor sense of self, related to not feeling accepted and not achieving in school, meaning that self-esteem was sought through peer acceptance for challenging behaviour. Participants described feeling like they could be themselves more, linked to the experience of a positive school environment and feelings of competence. Achievement is necessary for self-esteem to develop (Seligman, 1996), and develops the belief that they will be able to overcome future difficulties. Self-esteem is therefore a key determinant of resilience (Earl, 2009). Participants described feelings of mastery and achievement, through seeing that they had been capable of positive change. A sense of competence has been linked to a reduced need for passive or challenging behaviours (Howard & Johnson, 2000). Feeling accepted and able to achieve in school therefore encourages a positive identity as a learner and boosts their sense of achievement which is consistent with previous managed move research. An increase in positive emotions links to an increase in positive behaviour (Bagley & Hallam, 2016), which leads to a 'cycle' where the positive emotions experienced create an increased receptiveness to positive events and therefore increases the likelihood of positive emotions (Frederickson, 2004). The experience of a positive environment where they are no longer labelled as 'naughty' therefore results in a change in overall self-concept (O'Riordan, 2015). Spending time in a new school seemed to allow participants to have a positive

experience of education, to feel wanted, respected and understood. This could be viewed as a 'turning point experience,' offering discontinuity from past experiences and providing new options (Rutter, 2013).

Another intrinsic factor identified by participants was lower emotional reactivity, which has previously been linked with self-regulation, empathy and motivation (Goleman, 1996). The participants appeared to recognise the impact of their past behaviours on themselves and others, and felt better able to manage frustration and anger in their new school. This was perhaps facilitated through supportive staff relationships; developing their understanding of their own and other's emotions and providing ways of regulating their emotions and resolving conflicts.

None of the characteristics mentioned by participants are 'traits' that someone either has or does not have, highlighting the interactional nature of within-child and school factors (Rutter, 2013). Personal characteristics related to resilience such as motivation, autonomy and self-esteem have been argued to be triggered or suppressed by the environment (Ungar, Russell & Connelly, 2013). This suggests that, although the changes were within the pupil, their motivation, self-regulation and self-efficacy are closely linked to contextual factors such as the encouragement of autonomy, high expectations and the provision of a 'secure base' (Daniels, 2011).

5.4 Summary and implications of the findings

These findings provide insight into the experiences of nine young people who had been subject to a managed move. All participants reported improvements in their

behaviour, learning and wellbeing, as well as changes outside of the school environment. The findings indicate that managed moves can offer young people the opportunity for a fresh start and a chance to succeed, free from the negative expectations that they had previously. In resilience terms, managed moves could be regarded as a 'turning point' (Gilligan, 2000; Dearden, 2004; Rutter, 2013), providing a way to re-engage young people and offering an opportunity for positive change and to develop new relationships.

This research did not have an evaluative purpose, and the researcher raises caution with interpreting the findings as overly positive. Although managed moves may be regarded a positive alternative to exclusion, it is still a transition presenting with risk factors. The vulnerability associated with transitions at non-typical times, such as managed moves, is not currently well understood (Messiou & Jones, 2015). Some have argued that schools may be quick to move young people without considering the emotional impact of transition (Bomber, 2009). This research suggests that it is important to raise awareness of the significance of transitions and the need to ensure these are managed appropriately, rather than being misused by schools (CSJ, 2011). If managed carefully, transitions may provide a 'window of opportunity' for change (Masten et al, 2004). Supporting young people through transitions and helping them to learn from the experience is therefore an 'investment' in their futures (Bomber, 2009).

Resiliency theory recognises the need to promote protective factors in order to mitigate the impact of risk factors, as well as to promote coping skills for future risk (Gilligan, 2000; Henderson & Milstein, 2003). Participants described the removal of risk factors, such as negative staff relationships and a 'problem child' narrative, giving them the opportunity for a fresh start and a chance to try out new

behaviours. The findings suggest that schools have an important role in mitigating risk and building protective factors throughout managed moves. This included support from caring adults, high expectations and clear boundaries, as well as supporting a sense of achievement and belonging. The focus on relationships resonates with the concept of having a 'secure base', which they lacked in their previous school. The role of attachment and relationships in education is often overlooked in secondary schools (Joslyn, 2015), and even more so for pupils who are seen as challenging (Billington, 2000). It has been suggested for a long time that teachers equipped with knowledge of resilience are better able to support emotional and social needs (Knight, 2007). Resilience could therefore be used as a framework for schools to support managed move practice, drawing on strengths, opportunities and solutions as opposed to problems, vulnerabilities, and deficits. The use of a strengths-based approach would send powerful messages to the young people, highlighting the possibility of change and offering them a fresh start.

As identified in the literature review, there have been few qualitative studies where pupils have been asked 'what helps' them with a specific focus on resilience. It is recognised that resilience is not only determined by the characteristics of the child and the experiences they encounter, but also how they interpret those experiences (Gilligan, 2000; Rutter, 2013). Therefore, qualitative research can make strong contributions to resilience research by giving voice and meaning to the phenomenon (Ungar, 2003). As previously discussed, there is a no universal definition of resilience (Knight, 2007), as well as concepts such as 'success', 'doing ok' or 'beating the odds.' This emphasises a need for a holistic view of the young person and their situation, rather than a 'one size fits all'

approach. It will be important to develop managed move protocols that take account of the concerns of the young people themselves. It was noted by the researcher that this is currently not included in the local authority managed move protocol (Appendix 19). Even with the best intentions, strategies based on the views of adults alone are unlikely to succeed (Gordon, 2001). This study shows that young people have a valuable insight into what may be going wrong for them and what helps them. This suggests that schools and local authorities should consider the voices of young people in a meaningful way on a routine basis, not only in the context of managed moves, but in general. It may be useful to consider person-centred planning for pupils who are 'at risk of exclusion.' Person-centred planning is based on discovering how a person wants to live, and deciding what needs to be done to support them to move towards that life (Sanderson, 2000). The use of specific tools such as Planning Alternative Tomorrows with Hope (PATHS; Pearpoint, O'Brien & Forest, 2001) or Person-Centred Reviews (Hammond & Palmer, 2018), may provide a means of supporting and empowering these young people in planning for their futures. Directly involving young people in this way would not only mean that support is better tailored to their needs and aspirations, but it would also ensure that they feel listened to and supported, encouraging a sense of ownership, motivation and readiness to change (Corrigan, 2014).

It was interesting to note that most participants would have preferred earlier intervention rather than have a managed move. This begs the question, was the managed move necessary to achieve the positive changes? Managed moves and exclusions typically result from a breakdown in staff pupil relationships where

staff attribute blame to the child, meaning that it is the child who is moved or excluded (Gazeley, 2010). Managed moves could therefore be considered to be part of a wider societal problem, defining the problem as ‘within-child’ to justify certain practices (Billington, 2000). It has been argued that supporting teachers in their work with children and young people with social emotional and behavioural needs would reduce the need for managed moves and exclusions (Hyman, 2012). As one of the participants reflected, “*Children do not misbehave for no reason. There’s a reason behind it*” (Polly: line 58-59). This highlights the importance of school staff and professionals understanding the ‘problem’ in order to intervene effectively (Ravenette, 1988). Using a resilience framework may be a helpful means of working preventatively, providing a means of assessing the risk and protective factors involved and putting support in place.

5.5 Implications for educational psychology practice

Bagley and Hallam (2017) suggested that EPs could have a role in supporting effective managed move practices, preventative work and assessment, as well as gathering the views of the young person before the move. Within the local authority in which the researcher is employed, there has been a bid agreed to support the reduction of permanent exclusions. It has been suggested that this would potentially mean EPs would be involved in supporting managed moves. The SEND Code of Practice (DfE, 2015) calls for the views of the young people to be central in all decisions, this is also outlined in managed move guidance (Abdelnoor, 2007). EPs may have a useful role in facilitating managed moves by identifying the needs of young people, obtaining their views and acting as an advocate to ensure their needs are understood. Furthermore, EPs have

theoretical understanding of resilience, and they are able to bring this into practice to bring about positive change for children (Roffey, 2017). EPs take a systemic view (Bronfenbrenner, 1979), promoting an understanding of the impact of managed moves on young people and the importance of promoting a sense of belonging to mitigate the potential risk. EPs could also engage in preventative work by challenging the narratives around young people and using person-centred approaches. Finally, due to the increasing use of managed moves, EPs could have an important role in conducting research to ensure that recommendations for managed moves are based on evidence and in the best interests of children and young people.

5.6 Dissemination of the findings

This study has linked resilience with managed move practice and has implications for managed moves within the local authority as well as nationally. A summary of the findings will be shared with the schools involved in the research. The findings will also be shared with the participants in the form of a 'young person friendly' summary to honour their contribution. Key findings will be shared with the Local Authority Fair Access Panel, to develop an understanding of factors to consider in managed move practice. Sharing the findings with schools and the local authority is hoped to prompt thinking around resilience and facilitate reflection on how young people are currently being supported in the context of managed moves. Furthermore, the findings will be used to develop training for school staff, supporting their knowledge of resilience as well as the use of techniques to elicit the views of pupils in the context of managed moves. The research will be shared with the EP service to support EPs who may be involved in supporting managed

moves. Further dissemination of the findings to contribute to managed move practice in general may be possible through publication of the research in a peer reviewed journal.

5.7 Limitations of the study

This section will discuss limitations of the study, relating to sampling, the theory-driven approach, the validity of the concepts discussed and the transferability of the findings.

5.7.1 Sampling

As outlined in the methodology chapter, participants were not randomly selected, meaning that there may be various sources of bias that are important to consider in terms of sampling. Despite contacting all secondary schools in the local authority, the researcher found it difficult to recruit schools that were willing to participate, leading to a bias in sample selection. Furthermore, due to the focus on 'what works,' it was decided that the sample would include only those who had experienced a 'successful' managed move, meaning that they had completed their trial period. It is recognised that their experiences may be different to those who had experience 'failed' managed moves, but it is hoped that understanding the experiences of 'success' would provide insight into what it takes for managed moves to be successful.

It was also considered that the gender of the sample may have impacted the themes, as there were seven male participants and two females. It is possible that there is a gender difference in factors that are considered important in supporting resilience. This was not considered in the current study and may warrant further investigation in future.

Finally, there was a heterogeneity of experience across participants in terms of the amount of time they had spent in their new school. Some participants had been in their new school for a year, whereas some had only just completed their trial period. Although it is likely that this would have an impact on their views and experiences, it was not considered to affect the aims of this study which was to explore common themes around what helped them.

5.7.2 The voice of the child

Due to the focus on the views of young people, the researcher acknowledges that there may have been contextual information that was missed. For example, the research could be criticised for focusing on the views of young people only; meaning a lack of triangulation with the views of other stakeholders, and the actual support that was offered to the young people was not assessed. Research has shown that perceptions of available support are more consistently related to outcomes than the actual support received (Reddy, Rhodes & Mulhall, 2003). Furthermore, although parents and staff may have views about what helped, they did not directly experience the managed move. Due to the critical realist perspective of the researcher, the young people are viewed as experts of their own experience and their views are seen as relevant and valid for the aims and purpose of this study.

As acknowledged in the methodology chapter (section 3.11.1), post-interview member checking did not take place due to time and geographical constraints. The researcher checked their understanding of participants views within the

interviews, member checks would have offered participants the opportunity to review the transcripts and enhance the trustworthiness of the study.

5.7.3 Theory-driven research

The theory-driven nature of the research, shaping the semi-structured interviews and the thematic analysis, lends itself to criticism due to the use of pre-existing themes. Within the interviews the researcher hoped to explore the views of the young people fully. The focus on protective factors may have limited the participants' responses, meaning that other important factors may have been missed. Additionally, participants may have been prompted to identify factors that were not important to them. Furthermore, the deductive analysis meant that the focus of the research was on patterns and commonalities in the data, meaning that the heterogeneity of experience within the sample was not considered. The researcher recognises these limitations, but the approach within this study was based on an identified gap in the literature around risk and resilience in managed moves. The use of a pre-existing framework gave structure to the data that is based on research, and fits the data into a framework that can be applied in schools.

5.7.4 Retrospective views taken at a single point in time

This study considered young people's experiences of managed moves that had happened up to twelve months previously. This has been a concern in other managed move studies, and it could be that the participants' understanding of their experiences have changed and developed over time. Additionally, although

the participants identified positive changes since their managed move, it must also be acknowledged that the interviews took place within twelve months of the managed move. This means that this study does not explore whether the success is maintained over time and therefore whether managed moves are feasible as a long-term solution. The researcher has contemplated whether the changes are permanent, or just a 'honeymoon period.'

5.7.5 Validity of 'protective factors'

As highlighted in the literature review, the researcher asked 'what helped?' as this was used in previous studies as a more 'child-friendly' way to explore resilience (Dearden, 2004; Rees & Bailey, 2003; Hart, 2013). However, as identified in previous studies (Hart, 2013), what young people like and find helpful may not be 'protective'. Key resilience researchers have argued that experiences do not need to be pleasant to support positive outcomes (Rutter, 1985). This raises questions around whether the young people in this study reported what really helped them. Hart (2013) suggested that any setting that is accepting will be perceived to be more positive compared to a rejecting setting.

Furthermore, dividing young people's experiences into 'factors' may be simplistic. Resilience is a complex and interactive process, and it is not possible to separate within-child and environmental factors as they both affect each other (Ungar, Russell & Connelly, 2013). For example, it is impossible to determine whether the positive relationships described improved participants' learning and behaviour or the other way around. For this reason, it is not the intention of the researcher to

go beyond the suggestion of potential protective factors. Nonetheless, the themes give practical applications for schools to support positive managed move practice.

5.7.6 Only school factors were considered

Although managed moves could be suggested to enable young people to move from a risk environment to a protective environment, resilience is influenced by many interacting systems. The current study did not consider factors outside of the school that may have been related to positive changes. For example, the family environment has been identified as a key protective factor (Daniel & Wassell, 2002). One participant mentioned changes in their home life that may have affected their feelings and behaviour in school. The study did not explore protective factors outside of the school environment, as the research specifically aimed to provide information that would be useful for schools to support pupils undertaking a managed move. It was felt that, although home and family factors are important, educators have limited impact with regards to the home environments of young people. Therefore, maintaining a focus on school factors has a more practical use for schools. It is not the intention of the researcher to suggest that in-school factors can support pupils regardless of difficulties experienced at home, this would be a reductionist approach. However, the aim is to provide information for schools to provide protective factors and mitigate risk within the school setting, but there should also be an awareness that young people vulnerable to exclusion may have difficulties at home (CSJ, 2017).

5.7.7 Transferability

This research highlights themes that may be useful to consider in managed move practice, as well as factors to consider for professionals working with young people who are 'at risk of exclusion.' Due to the small samples involved and the qualitative design, the researcher does not intend to generalise the results of all young people who experience managed moves. Lincoln and Guba (1985) note that to promote transferability, researchers can only provide enough information needed for the reader to decide whether to transfer the findings to a particular time and context. The researcher is aware that managed move practice varies between local authorities, and even between schools. This means that professional judgement should be used to determine the applicability of the findings to other contexts. However this research could be considered to have theoretical generalisability, as the findings may be applied in similar contexts to support understanding and lead to practical strategies for change (Yardley, 2008). What this research does add is an exploration of managed move practice in academy schools, which has not been done before. Academies may have different processes involved in their use of managed moves. In the current context where there is a push for a more 'school-led' system, and for all schools to become academies (DfE, 2016), research conducted in academy schools seems relevant and timely.

5.8 Reflexivity

Reflexivity has been explored in relation to the research design, data collection and data analysis in the methodology chapter. Due to the critical realist epistemology of this study, it is important to consider the position and beliefs of

the researcher and the influence on the interpretation of the findings. The researcher kept a reflective diary throughout the research to record thoughts and feelings throughout the process, as well as reflections about the influence of the research on the researcher's practice as a future EP.

As reflected in the introductory chapter; it is the belief of the researcher that managed moves have the potential to be misused as a way for schools to remove pupils who are perceived as 'challenging,' and may result in similar negative experiences to exclusion. The researcher felt that more should be done to support young people going through managed moves, rather than expecting the move itself to solve the problem. It was important to reflect on this throughout the research to assess any influence of the researcher's feelings and beliefs on the interactions within the interviews, interpretation and analysis processes (See Appendix 20 for reflective diary extracts).

Although some of the researcher's views have remained consistent, there were surprises and challenges throughout the research which encouraged reflection (Appendix 20). Not only did this come from the wealth of information given by the young people themselves, but also from discussions with head teachers, Special Educational Needs Coordinators (SENCOs) and local authority staff throughout the recruitment process. This experience has strengthened the researcher's belief in including young people in planning for their futures. This process has suggested that adult assumptions about how young people feel or what they need may not always be correct or meaningful for the young people themselves.

5.9 Possible areas for future research

The findings support the importance of further research into managed moves, to increase the chances of success for other young people and to ensure that successful managed moves become regular practice. In the context of the national and local demand to decrease permanent exclusion rates, and the increasing use of alternatives such as managed moves, research to explore the experiences of pupils involved and the impact that those moves have on their learning as well as their mental health and wellbeing will be important. As managed moves happen throughout the year rather than at consistent times, it is difficult to find pupils before they happen, especially as EPs are often not informed or involved in managed moves. Exploring practice on a larger scale would be beneficial in future, which would also support consistency between schools and local authorities.

Resilience is an interactive and dynamic concept, which has led researchers to suggest that longitudinal designs are best placed to address this area (Werner, 2005) as discussed in the literature review. It would be interesting to explore the journey of young people throughout the managed move process and to the end of their school career to see if the changes continue over time.

Finally, it would be interesting to consider pupil-led or participatory research (Sellman, 2009) with regards to the development of managed move frameworks and policies, or even research focusing on reducing rates of permanent exclusion. It is felt that this would ensure that the focus is on what young people find important, as well as providing opportunities to have their voices heard and

to be active participants in society, consistent with statutory guidance (DfE, 2014). Children who are seen as challenging do not often have this opportunity (Gazeley, 2010). This research suggests that young people can identify ways to support them more effectively, therefore it makes sense that they should be actively involved in the development of guidance or protocol in this area.

5.10 Concluding comments

The aim of this research was to explore young people's views about their managed move experiences and what helped them. By using a framework of resilience to make sense of the data, this study has taken a step towards adding to the literature surrounding what managed moves may provide other than removal from a negative environment. In addition, this study adds to the literature around using children's voices to define what helps them, addressing a relative lack of studies exploring resilience and protective factors qualitatively. While all participants reported positive changes following their managed move, they described vulnerability and risk factors throughout their experience. When reflecting on what helped them, the young people identified factors in line with resilience literature. Their views highlight the importance of relationships to support changes in behaviour, wellbeing and academic progress. Resilience offers a positive perspective, based on the idea that young people who have been experiencing difficulties can turn their lives around and stay in school. It is the view of the researcher that moving pupils from school to school should not be considered a solution in itself. This study suggests that resilience may be a useful framework to guide school staff to support pupils. This would ensure that managed moves are used as an intervention and a positive way forward, as

opposed to a punishment or a way of removing 'challenging' pupils. Practice around managed moves should shift the focus towards growth, rather than discipline. Based on resiliency theory, all children can flourish given the right environment (Cefai, 2007). This research suggests that young people are in a position to advise on what helps them. Not only does this enhance our understanding of their needs, but also gives them control and autonomy in the process.

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Appendices**Appendix 1: Information about the literature searches conducted****Literature search strand one**

The question that the researcher aimed to answer in the literature review:

What factors do key stakeholders attribute to managed move success in secondary schools?

EBSCO databases searched:

- Academic search Complete
- British Education Index
- ERIC
- Psychinfo
- PsychArticles

Date: 28th July 2018

Details of searches conducted, and relevant papers identified

Title searches * <i>(Individual searches)</i>	Number of initial studies identified <i>(Inclusion and exclusion criteria applied to abstracts)</i>	Number selected for in depth review of full article	Relevant studies identified
Managed move	10	6	Craggs & Kelly (2018) Bagley & Hallam (2017) Flitcroft & Kelly (2016) Bagley & Hallam (2016) Bagley & Hallam (2015) Vincent, Harris & Thomson (2007)
Managed move and views	1	0	--
Managed move and Success	2	0	--

Alternative to exclusion and views	2	1	Harris, Vincent, Thompson & Toalster (2006)
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**The full list of synonyms for each of the search terms applied is shown in table 2.1 on page 23.*

Following the identification of relevant literature, the abstracts of identified papers were read and either selected or discarded using the inclusion and exclusion criteria (Table 2.2, page 24). Studies that were selected as relevant were read in full and critically reviewed.

A map of studies included in strand 1 of the literature review: Thematic synthesis

Authors & date²	Title	Sample	Data collection	Analysis	Initial codes relating to the review question – What factors support success?	Limitations
Harris, Vincent, Thompson & Toalster (2006)	Does Every Child Know They Matter? Pupils' Views of One Alternative to Exclusion.	14 young people (11 male, 3 female; 11 had managed moves and 3 had preventative support in the current school) 5 parents 7 head teachers	Semi-structured interviews with young people, Focus groups with school staff. Semi-structured interviews with parents.	Thematic analysis	Positive relationships with adults and peers The young person feeling cared about and listened to The chance for a fresh start away from previous negative relationships Clear behaviour management approaches Additional support for learning Extracurricular activities	Views are merged together limiting any differences of opinion between groups. Limited evidence is presented from the perspective of the pupils. Evaluation of a specific scheme, which may have led to bias in the results, and a lack of transferability to managed move practice in general.

² Studies are presented in date order

		7 deputy head teachers 7 staff from pupil placement panel				
Bagley & Hallam (2015)	Managed moves: school and local authority staff perceptions of processes, success and challenges.	11 school staff 5 LA officers	Semi-structured interviews	Thematic analysis	Fresh start Early intervention Home-school communication Autonomy of the young person Pastoral support	Only considered educational practitioners' views.
Bagley & Hallam (2016)	Young people's and parent's perceptions of managed moves.	5 young people (2 girls, 3 boys) 5 parents	Semi-structured interviews	Thematic analysis	Fresh start Home-school communication Pastoral support More suitable school Commitment from the school.	Voices of young people are merged together with their parents
Flitcroft & Kelly (2016)	An appreciative exploration of how schools create	6 deputy head teachers with pastoral responsibility	Focus group using appreciative enquiry	Thematic analysis	A sense of belonging Process of transfer Positive partnerships between schools.	Only considered educational practitioners' views, meaning that young

	a sense of belonging to facilitate the successful transition to a new school for pupils involved in a managed move					people's experiences of belonging were not studied. Views of what supports managed moves in general, rather than being based on specific young people.
Craggs & Kelly (2018)	School belonging: Listening to the voices of secondary school students who have undergone managed moves.	4 year 9 and 10 pupils who had experienced a managed move (3 male, 1 female)	Semi-structured interviews	IPA	Making friends Feeling safe Feeling known, understood and accepted as a person Specific support for SEND Extra-curricular opportunities Facilitation of peer relationships Sensitive management of the trial period.	Small sample limiting generalisability.

Literature search strand two

The question that the researcher aimed to answer in the literature review:

What methods have been used to consider children and young people's views on what has helped them overcome difficulties in school?

EBSCO databases searched:

- Academic search Complete
- British Education Index
- ERIC
- Psychinfo
- PsychArticles

Date: 10th August 2018

Details of searches conducted, and relevant papers identified

Title searches * <i>(Individual searches)</i>	Number of initial studies identified <i>(Inclusion and exclusion criteria applied to abstracts)</i>	Number selected for in depth review of full article	Relevant studies identified
Resilience and views	1,049	<i>Search narrowed to become more specific</i>	
Resilience and pupil and views	157	3	Dearden (2004) Downey (2014) Johnson (2008)
Resilience and views and school	44	0	--
Resilience and pupil and views and school	26	0	--
Protective factor and views and pupil	31	0	--
Qualitative and resilience and school	1	0	--
Qualitative and resilience and pupil	12	0	

'What helps' and 'protective factors'	1	1	Hart (2013)
'What helps' and pupil and views	10	0	--
'What helps' and school and views	2	0	--
'What helps' and transition	3	0	--
'What helps' and reintegration	1	0	--
'Positive outcomes' and resilience and pupil	1	0	--
Improving outcomes and pupil and views	13	0	--
Resilience and Behavioural difficulties	1	0	--
Resilience and EBD	2	0	--
'Resilient outcomes'	22	1	Howard & Johnson (2000)
'Beat the odds' and pupil	6	1	Rees & Bailey (2003)
'Bounce back' and pupil	3	0	--

**The full list of synonyms for each of the search terms applied is shown in table 2.3 on page 39.*

Following the identification of relevant literature, the abstracts of identified papers were read and either selected or discarded using the inclusion and exclusion criteria (Table 2.4, page 40). Studies that were selected as relevant were read in full and critically reviewed.

Map of studies included in strand 2 of the literature review

Authors & date³	Title	Location	Sample	Data collection	Analysis	Key findings: What helps?	Limitations
Howard & Johnson (2000)	What Makes the Difference? Children and teachers talk about resilient outcomes for children 'at risk'	Australia	125 children (aged 9-12) from 5 schools in a disadvantaged area Teachers	Part of a longitudinal study Group interviews	Analysis framed by ecosystemic theory (Bronfenbrenner, 1979)	Caring parental relationships Supportive teacher relationships Support to experience success / access to support for learning Differences between staff and pupil views about what is helpful	Group interview "Tough life" and "doing ok" were not defined Hypothetical situations may mean that the children are not thinking about their own experiences
Rees & Bailey (2003)	Positive exceptions: learning from	UK	10 children (8 male, 2 female; mean age 14	Phase 3 of a		Parent support/ input	Some themes were only

³ Studies are presented in date order

	students who 'beat the odds.'		years) who were 'predicted to have less desirable outcomes but succeeded 10 parents	longitudinal study Case study design Interviews with pupils about factors relating to success Structured interviews with parents and teachers Formal assessment of self- esteem, locus of		Self-motivation / ambition / approach to learning Peer relationships Teacher relationships Personal interests Physical learning environment Opportunity for relaxation	mentioned by a single pupil
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				control and self-concept. Comparison of current and previous self-esteem and peer relationships			
Dearden (2004)	Resilience: a study of risk and protective factors from the perspective of young people with	UK	15 young people (13-19 years) in Local Authority Care	Semi-structured interviews based around the construct of resilience	Deductive thematic analysis using themes from risk and protective factor research	Supportive peers Availability of caring adults Support to make friends Extra-curricular activities Achievements	Small number of participants, sample chosen by local authority workers Lack of clarity around children who were defined as

	experience of local authority care.					High expectations	'resilient' and 'less resilient'
Johnson (2008)	Teacher-student relationships which promote resilience at school: a micro-level analysis of students' views.	Australia	125 children (aged 9-12) from 5 schools in a disadvantaged area Teachers	Secondary analysis	Micro-level analysis of data from Howard & Johnson (2000)	Teacher availability Listening to pupil worries Active teaching strategies Challenging bullying and harassment Promoting pro-social bonding	Reanalysis of findings may mean that contextual information is lost.
Hart (2013)	What helps children in a pupil referral unit (PRU)? An exploration into the	UK	6 children (aged 9-13) in a pupil referral unit (PRU) 4 staff from the PRU	Semi-structured interviews framed around resilience literature	Deductive thematic analysis using themes from resilience literature	Clear expectations Reward systems Feelings of safety and security Friendships	Small sample from one PRU Children's views and staff views combined in the discussion.

	potential protective factors of a PRU as identified by children and staff.					Teaching and learning High expectations Environment	Risk factors and life circumstances ignored Researcher role Use of scaling and comparison could have led to leniency effect.
Downey (2014)	Indispensable Insight: Children's Perspectives on Factors and Mechanisms That Promote Educational Resilience	Canada	50 children (aged 8-12 years; 35 boys 15 girls) identified as facing personal, social and academic challenges	Interviews	Deductive thematic analysis using protective factor themes as coding	Protective factors: <ul style="list-style-type: none"> - Intelligence - Feelings - Behaviour - Home environment - Family assistance - School support - Community connections 	Focus on grades as the positive outcome No measure of how often experienced or why some were still failing

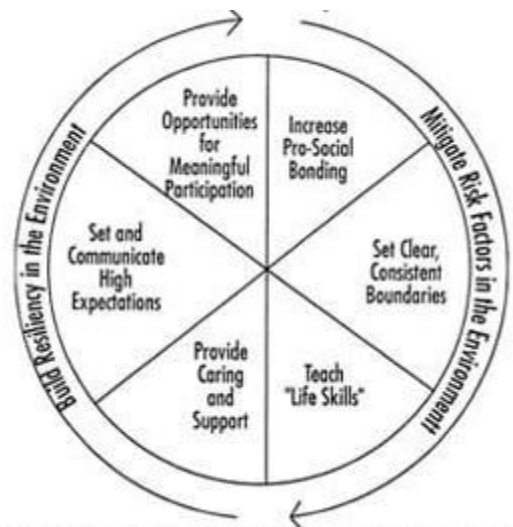
						<ul style="list-style-type: none"> - Organised programmes <p>Protective mechanisms:</p> <ul style="list-style-type: none"> - Facilitating work - Increasing understanding - Preventing negative behaviours 	
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Appendix 2: Mapping the interview questions to the research questions**Research questions:**

- Research question one: What do participants say about their feelings and experiences throughout the managed move process?
- Research question two: What are the participants' perceptions about what has changed since the move?
- Research question three: What in-school protective factors do participants identify as important in determining their success after their managed move?
- Research question four: What within-child protective factors do participants identify as important in determining their success after their managed move?

Protective factors to explore based on the literature

- Teacher expectations / trust?
- Boundaries / clear rules
- Secure base: Belonging / school identity/fitting in
- Being listened to / supported?
- Friendships and relationships with teachers
- Mastery and control / self-efficacy?
- Self-esteem: self-worth and competence

*The Resiliency Wheel (Henderson & Milstein, 2003)*

Research question	Interview questions
General background questions	<p>[Child's name], first I would like to ask some questions to find out a little more about you.</p> <p>Take details of:</p> <ul style="list-style-type: none"> - Age / birthday - Interests (to build rapport / help them to feel comfortable)

	<p>How long have you been at this school?</p> <p>What school did you go to before coming here?</p> <p>What was it like for you at [previous school]?</p> <p>How did the managed move come about?</p>
Research question one: What do participants say about their feelings and experiences throughout the managed move process?	<p>How did you feel about leaving [school name]?</p> <p>What did it feel like when you first started at this school?</p> <p>How do you feel about the managed move now?</p> <p>If another young person was going to have a managed move to this school, what would you tell them?</p> <p>Is there anything you would change or do differently?</p>
Research question two: What are the participants' perceptions about what has changed since the move?	<p>Have you changed since moving schools?</p> <p>How do you think you have changed since moving school?</p> <p>If your teachers from your old school came to see you here, would they say that you have changed?</p>
Research question three: What in-school protective factors do participants identify as important in determining their success after their managed move?	<p>Is this school different to your last school?</p> <p>How do you feel about this school? (using scaling from 0-10 dislike-like). How did you feel about your old school? (0-10)</p> <p>What sort of things do you like here / what is good about [school]?</p> <p>What are the teachers like here?</p> <p>Are there people you can talk to here if you are worried about anything?</p> <p>What are the other students like here? (Probe about friendships) Have you made friends?</p> <p>What are the rules like in this school?</p> <p>What are the lessons like here? How do they compare to your old school?</p>

	<p>What happens if you are in a lesson and finding something difficult here? What about your last school?</p> <p>How much do you feel like you 'fit in' here? (scale 0-10), what about at your old school?</p> <p>What would you have liked the school to have done differently to have helped you more?</p>
<p>Research question four: What within-child protective factors do participants identify as important in determining their success after their managed move?</p>	<p>Have you changed since you moved schools?</p> <p><i>(Prompts: What caused the change? did you want to change?)</i></p>

Appendix 3: Final semi-structured interview schedule

Background information / interests

1. [Child's name], first I would like to ask some questions to find out a little more about you.

Take details of:

- Age / birthday
- Interests (to build rapport / help them to feel comfortable)

Information about previous school and the move process

2. How long have you been at this school?
3. What school did you go to before coming here?

Take details of:

- School / any other schools before that? First managed move?

Experience of managed move / feelings about the move, then and now

4. How did the managed move come about?

Prompts: reason for move? who first mentioned it? Involvement in meetings? Who's choice was it? Were the family involved?

5. What was it like to leave your last school and move to this one?

*Prompts: Did you want to move? How did you feel about moving?
How did the move affect you?*

6. What did it feel like when you first started at this school?

Prompts: first day, trial period

Protective factors extrinsic / comparison between schools

7. Is this school different to your last school?

If yes, Probe for differences (size, teachers, lessons, work, rules, children). If *no* probe for ways in which they feel the schools are similar.

8. How much do you like this school? (using scaling from 0-10 dislike-like).
What about your old school? (0-10) *

Prompts: What sort of things do you like here / what is good about [school]? What are the main differences?

9. What are the teachers like here?

Prompts: What were they like at your last school? Do you prefer teachers here or at your last school? Why?

10. Are there people you can talk to here if you are worried about anything?

Prompts: Who? key adult? Were there people at your last school? Have you spoken to anyone about anything?

11. Have you made friends here?

Prompts: what are the students like here? *Any support given to make friends? What helped? Different to friendships in the last school?*

12. What are the rules like in this school?

Prompts: did anyone explain the rules to you? Do you, or other children / pupils, ever get into trouble here? What about at your last school?

13. What are the lessons like here? How do they compare to your old school?

Prompts: teaching, structure, interest/engagement. Options?

14. What happens if you are in a lesson and finding something difficult here? What about your last school?

Prompts: learning support given, teacher expectations

15. How much do you feel like you 'fit in' here? (scale 0-10), what about at your old school? *

Prompts: what helped you to fit in here? Any teams/ clubs. People?

Protective factors (intrinsic)

16. Have you changed since you moved schools?

Prompts: how? behaviour? Motivation? Interests? What caused the change? did you want to change? How do you feel about the changes?

17. If your teachers from your old school came to see you here, would they say that you have changed?

Prompts: what would they notice? Who else would notice a change? parents?

Overall experience

18. If another young person was going to have a managed move to this school, what would you tell them?

19. How do you feel about the managed move now?

Prompts: glad to have moved? Successful/unsuccessful?

20. Is there anything you would change or do differently?

What can schools do differently?

21. What would you have liked the school to have done differently to have helped you more?

Final question

22. Is there anything else about your managed move experience that we have not talked about?

**use scaling lines*

Appendix 4: Scaling sheet

How much do you like this school?

I don't like it
at all



I like it
very much



0 1 2 3 4 5 6 7 8 9 10

How much did you like your last school?

I didn't like it
at all



I liked it
very much



0 1 2 3 4 5 6 7 8 9 10

How much do feel like you "fit in" here?

I don't fit in
at all



I fit in a lot



0 1 2 3 4 5 6 7 8 9 10

How did you feel like you "fitted in" at your last school?

I didn't fit in
at all



I fitted in a
lot



0 1 2 3 4 5 6 7 8 9 10

Appendix 5: Ethical Approval Information

1. Ethical Approval from University

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

REVIEWER: Max Eames

SUPERVISOR: Lucy Browne

STUDENT: Georgina Turner

Course: Professional Doctorate in Education and Child Psychology

Title of proposed study: TBC

DECISION OPTIONS:

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.

APPROVED, BUT MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES (see Minor Amendments box below): In this circumstance, re-submission of an ethics application is not required but the student must confirm with their supervisor that all minor amendments have been made before 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.

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):*

Not applicable.

Major amendments required *(for reviewer):*

Not applicable.

ASSESSMENT OF RISK TO RESEACHER (for reviewer)

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

YES / ~~NO~~

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

<input type="checkbox"/>	HIGH
<input type="checkbox"/>	MEDIUM
<input checked="" type="checkbox"/>	LOW

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

Not applicable.

Reviewer (Typed name to act as signature): Max Alexandre Eames

Date: 26 February 2018

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

2. Ethical Approval from Local Authority

From: ...
Sent: 21 February 2018 17:29
To: Turner, Georgina <georgina.turner2@...>
Cc: T* <...>
Subject: RGF159

Dear Georgina
I'm pleased to be able to say that your research application has been approved. Please can I see a summary of the findings?
Thanks
[...]

Appendix 6: Head Teacher letter and consent form



Dear [Head Teacher],

My name is Georgina Turner and I am studying for the Professional Doctorate in Educational and Child Psychology at the University of East London (UEL). I am also working as a Trainee Educational and Child Psychologist for **** Educational Psychology Service. As part of my training I am researching the use of managed moves as an alternative to exclusion from school. I am particularly interested in exploring the experience of managed moves from the perspectives of pupils, with the hope of identifying the factors underlying their success.

Consent to Participate in a Research Study

The purpose of this letter is to request your permission for the school to participate in this study and to provide you with additional information about the purpose and nature of the research.

Project Description

The title of this research is:

An exploration of the experiences of children and young people of managed moves.

The aim of this research is to explore the experiences of managed moves from the perspective of the pupils themselves. I am particularly interested in the protective factors which participants perceive as contributing to positive outcomes.

I would like to recruit pupils for this study who meet the following criteria:

- The child will have moved to your school from another mainstream school.
- They must have been through a managed move.
- They will be fully on roll at your school (rather than on trial).
- The children will be aged 11-16 years at the time of interview.
- They will need to be able to use conversational level of English language in order to take part in semi-structured interviews.

Participants will be asked to take part in a semi-structured interview about their individual perceptions and experiences of the managed move process.

Why is this research being done?

This study is concerned with the increasing rate of school exclusions in the UK, and drive for early intervention and prevention of exclusion. As you will know, managed moves have been used in **** as an alternative to formal exclusion. Managed moves were introduced to provide children and young people at risk of exclusion with a fresh start, without the stigma associated with permanent exclusion. The current study hopes to explore the views of pupils who have been through a managed move. It is hoped that understanding experiences of some pupils, might give clues about how to support other pupils going through the process. This will develop the capacity of schools to support pupils and their families, as well as supporting the local authority in the drive to reduce permanent exclusions.

Confidentiality of the Data

All participant names and school data will be coded and anonymised, and participants will be given a pseudo-name to ensure anonymity. All data will be destroyed after the research has been completed.

What does the study involve?

If you have any pupils in the school that meet the criteria, and consent for the research to take place in your school I will send you an information letter to give to the parents of the selected pupils, which will outline the purpose of the study and what their child's involvement in the research would entail. All participants will be offered an opportunity to discuss the research with me and to ask any questions they may have about their involvement.

If the parents and pupils consent to their participating in the study, I will arrange a time to meet with the pupil individually. Pupils will then take part in an interview lasting for around 25-40 minutes. The interview will be audio recorded. The information communicated during the interview will be kept confidential; the only circumstance in which I would break this confidentiality would be if the participant tells me something that means either themselves or somebody else is in danger.

Location

With your permission, the interviews will take place in the school setting. All information will be kept confidential, and stored in a secure location within Norfolk EPSS.

Disclaimer

The young people who are participating in this research study will be able to withdraw at any time during data collection, up until the point where I have started to analyse the data.

Thank you for taking the time to read this letter. If you would like to give permission for the school to participate in this research or would like to discuss the nature of the research further, please contact me on the details provided below.

I look forward to hearing from you.

Yours Sincerely,
Georgina Turner

Trainee Educational Psychologist

.....
Please show your interest in participating in the project by either completing the slip below and returning to the address stated or by emailing me at [****](#)

Name:

Position:

Name of School:

Contact number or email:

I am interested in my school taking part in the research on pupil experiences of managed moves being carried out by Georgina Turner, and would like my school to be considered for the project.

Signed:

Date:

*(Please detach and return to Georgina Turner, **** Educational Psychology Service)*

Appendix 7: Parent information letter



PARENT/CARER INFORMATION LETTER

Your child is being invited to participate in a research study. Before you agree it is important that you understand what their participation would involve. Please take time to read the following information carefully.

Who am I?

My name is Georgina Turner and I am studying for the Professional Doctorate in Educational and Child Psychology at the University of East London (UEL). I am also working as a Trainee Educational and Child Psychologist for **** Educational Psychology Service. As part of my training I am researching the use of managed moves as an alternative to exclusion from school.

What is the research?

I am particularly interested in exploring the experience of managed moves from the perspectives of children and young people. A managed move is where it is agreed by school staff and parents that a pupil moves to a new school. I hope that understanding the experiences of pupils who have been through this process will be useful for school staff and other professionals by helping them to understand what it is like for children and families so that they can support them as well as possible.

Why has my child been asked to participate?

Your child has been invited to participate in my research as someone who fits the kind of people I am looking for to help me explore my research topic. I am looking to involve pupils who have moved from one school to another, and who are now fully enrolled at their new school. I am not looking for 'experts' on the topic I am studying. Your child will not be judged or personally analysed in any way and will be treated with respect.

What will their participation involve?

If you agree for your child to participate, I will arrange to meet him/her in school for a short chat to introduce myself and to answer any questions he/she may have about what it is I am doing. I will also talk with him/her about getting his/her written permission to take part in an interview.

If your child agrees to talk with me about his/her experiences of the managed move then I will meet him/her for a chat, lasting about 25-40 minutes. I will not be able to pay for participation in my research but your child's participation would be very valuable in helping to develop knowledge and understanding of this topic.

Taking part will be safe and confidential

Your child's privacy and safety will be respected at all times. They will not be identified by the data collected, on any written material resulting from the data collected, or in any write-up of the research. He/she does not have to answer all of my questions and can stop at any time.

What will happen to the information that your child provides?

The interviews will be recorded using a tape recorder. No one else will listen to the tape or read any notes I have made. Whatever is said in the interview will remain private and confidential. The only time I would have to speak to someone else would be if he/she told me something that means that they or someone else is in danger. He/she is are entitled to stop the interview at any time.

When I have talked to all of the children and young people who agree to take part in the project I will write a report for professionals who work with children. I will not use any names or personal information in any reports. I will keep all of the recordings and notes in a locked safe place and when I have finished with the information I will destroy them.

What if they want to withdraw?

Your child will not be obliged to take part in the research. He/she will be able to withdraw from the research study at any time without explanation, disadvantage or consequence. If they do decide to be involved, they can change their mind at any point up to the start of the summer holidays in 2018 when the data will be analysed.

Contact Details

I would like to take the opportunity to thank you for considering this opportunity for your child; I hope that he/she enjoys talking about the experience and that other young people will benefit from the insights that it brings.

If you are happy for your child to take part, please could you sign the consent form and return it to the school. I will contact the school to arrange an interview date/time that is convenient.

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Georgina Turner

u1622748@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact the research supervisor Dr Lucy Browne, School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: l.browne@uel.ac.uk

or

Chair of the School of Psychology Research Ethics Sub-committee: Dr Mark Finn, School of Psychology, University of East London, Water Lane, London E15 4LZ.

(Email: m.finn@uel.ac.uk)

Appendix 8: Parent consent form



UNIVERSITY OF EAST LONDON

Parent/Carer consent for a child/young person to participate in a research study

Research study: An exploration of the experiences of children and young people of managed moves.

I have read the information sheet relating to the above research study and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which my child will be involved in have been explained to me.

I understand that _____'s involvement in this study, and particular data from this research, will remain strictly confidential. Only the researcher involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

I hereby freely and fully consent for _____ to participate in the study which has been fully explained to me.

Having given this consent I understand that _____ has the right to withdraw from the study at any time without disadvantage and without being obliged to give any reason. I also understand that should they withdraw, the researcher reserves the right to use my anonymous data after analysis of the data has begun.

Child/Young person's Name (BLOCK CAPITALS)

.....

Parent/Carer Name (BLOCK CAPITALS)

Parent/Carer Signature

Researcher's Name (BLOCK CAPITALS)

Researcher's Signature

Date:

Appendix 9: Young person information letter



PUPIL INVITATION LETTER

You are being invited to take part in a research study. Before you agree it is important that you understand what this will involve. Please take time to read the following information carefully.

Who am I?

My name is Georgina, and I am training to become an Educational and Child Psychologist (someone who works in schools to help them to support children and young people). I work in **** Educational Psychology Service and I am studying at the University of East London.

What is the research?

I am interested in the experiences of children who have had a managed move. A managed move is where everyone agrees that it might be best for a child or young person to try out a new school. I am doing research about children and young people's views about their managed move. I would like to hear from you about your experiences.

What you tell me might help other children and young people in the future. I hope that my research will be useful for teachers and other professionals by helping them to understand what it is like for children and young people so that they can support them.

Why have you been asked to participate?

You have been invited to take part in my research as someone who fits the kind of person I am looking for to help me explore my research topic. I am looking to involve pupils who have moved from one school to another, and who are now fully enrolled at their new school.

I am not looking for 'experts' on the topic. You will not be judged in any way and you will be treated with respect.

You are free to decide whether or not to participate and should not feel like you have to do anything.

What will your participation involve?

First I will meet you in school to introduce myself and answer any questions you have about the project. I will also talk with you about getting your written permission to include you in this research.

If you agree to talk with me about your managed move then I could meet with you for a chat, lasting about 30 minutes. I want to find out what things you think have helped you and what supported you in the move into your new school.

What will happen to the information that you provide?

When we talk I will record our conversation so that I can remember what we talked about. Nobody else will listen to our conversation or read any notes I have made. The only time that I would have to speak to anyone else would be if you tell me something that means either yourself or somebody else is in danger. If you feel upset at all during our chat then we can stop straight away.

When I type up the interview I will change your name to protect your identity (you can choose a 'fake' name if you wish). The names of other people and schools will also be changed to protect their identity too.

When I have talked to all of the children and young people who agree to take part in the project, I will write a report for professionals who work with children. I will not use your name or any personal information in anything I write, so nobody will know that it was you. I will keep the recordings and notes locked away in a safe place and when I have finished with the information I will destroy them.

What if you want to withdraw?

You are free to withdraw from the research study at any time without explanation, disadvantage or consequence. You don't have to take part in the research if you do not want to. If you do decide to be involved, you can change your mind at any point up to the end of the summer holidays in 2018, and your information would not be used in the research. You will still be able to ask me questions after the interviews if you wish to do so.

Contact Details

Thank you for considering taking part in this research. I hope that you enjoy talking about your experience and I hope that other young people will benefit too.

If you are happy to take part, please could you sign the consent form. I will then contact the school to arrange a time to meet with you.

If you would like any more information about my research or have any questions or concerns, you can contact me by email.

Georgina Turner

u1622748@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact the research supervisor Dr Lucy Browne. School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: l.browne@uel.ac.uk

or

Chair of the School of Psychology Research Ethics Sub-committee:
Dr Mark Finn, School of Psychology, University of East London,
Water Lane, London E15 4LZ.

(Email: m.finn@uel.ac.uk)

Appendix 10: Young person consent form



Pupil Research Consent Form

If you want to take part in the study and talk with me about your experiences of your managed move, then please complete this form. All you need to do is tick the boxes that apply to you.

1. I have read the information about the research and I understand what it is about

YES	NO
------------	-----------

2. I understand that I don't have to take part if I don't want to

YES	NO
------------	-----------

3. I understand that I do not have to answer any questions if I do not want to

YES	NO
------------	-----------

4. I understand that the interview will be audio recorded

YES	NO
------------	-----------

5. I understand that everything I say will be private and it will only be shared after my name and any other personal details have been removed. The only time that can tell anybody else my name or any details, is if I say something which means that me or someone else is getting hurt.

YES	NO
------------	-----------

6. I understand that I can change my mind at any time about taking part, and I do not have to explain this

YES	NO
------------	-----------

7. I agree to take part in this research

YES	NO
------------	-----------

Participants Name (BLOCK CAPITALS).....

Participant's Signature:.....

Date.....

Appendix 11: Debriefing information

Study title: An exploration of the experiences of children and young people of managed moves.

The aim of this research was to find out about your views and experiences of 'managed moves'.

Your information will be used to help other young people in their managed move.

Any information used in this study will not include your name or the name of your school. If you change your mind about being included in the research and want your data to be destroyed, you can do this at any point up until the end of the summer holidays in 2018.

Please let me know if you would like a summary of the research findings once the study is completed.

If you have any concerns or want to speak to someone about the study please contact [identified member of staff] at your school.

If you feel upset, or need to speak to someone. You can call the ChildLine number below for help and advice.



If you have any questions please contact me, at u1622748@uel.ac.uk

Thank you for taking part in this research.

Signature _____

Date _____

If you have any questions or concerns about how the research has been conducted please contact the research supervisor Dr Lucy Browne. School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: l.browne@uel.ac.uk

or Chair of the School of Psychology Research Ethics Sub-committee: Dr Mark Finn, School of Psychology, University of East London, Water Lane, London E15 4LZ. (Email: m.finn@uel.ac.uk)

Appendix 12: Excerpts from a transcript to illustrate the symbols usedIndividual data

Pseudonym	Polly
Age	14
Year group	9
Gender	Female
School	F
SEND register	No
Managed Move date	January 2018
Interview date	18 th July 2018

Data were transcribed verbatim, including pauses and “filler” words such as “like,” “erm,” and “er”. Correct punctuation has been added by the researcher to support the reader.

Key for symbols used throughout the transcript

...	Pause
(?)	Inaudible
(X)	Name of a person
(School1)	Previous school
(School2)	Current school
(P)	Place name
	Emphasis
{laughs}	Laughter

Scaling responses

Question	School1	School2
How much do you like the school?	0	4
How much do you fit in?	0	5

Interview transcript

- 1 INTERVIEWER: Ok so how old are you Polly?
- 2 POLLY: Fourteen
- 3 INTERVIEWER: And what year are you?
- 4 POLLY: Nine
- 5 INTERVIEWER: What sorts of things do you like doing?
- 6 POLLY: Don't know... I'm a bit of an awkward person.
- 7 INTERVIEWER: What do you mean by that?
- 8 POLLY: I just do the typical teenage girl stuff.
- 9 INTERVIEWER: Ok what sort of thing is that?
- 10 POLLY: Just seeing friends and stuff.

Appendix 13: Excerpt from a transcript to illustrate the use of scaling lines

- 149 LEO: Just like, really uneventful. Like, nothing actually happened that was important. Like in
150 lessons and everything, you wouldn't get any... like, most of the teachers didn't even
151 bother trying to teach us.
- 152 INTERVIEWER: So was that just you or the whole class?
- 153 LEO: Like, a few people in class. They would just move the people who were talking and
154 everything to the back. Then we would just get ignored.
- 155 INTERVIEWER: Ok... how does that compare to here?
- 156 LEO: It's kinda the same. But... instead of ignoring the kids they'd like, actually do something
157 like send them out or something.
- 158 INTERVIEWER: Ok... so on this scale, from zero to ten, how much do you like this school?
- 159 LEO: About a six-ish.
- 160 INTERVIEWER: About six? Ok, how about (School1)?
- 161 LEO: Two
- 162 INTERVIEWER: About two. Ok so talk me through the six.
- 163 LEO: Because like, the teachers actually like, bother more. And they don't just ignore you
164 when you're doing something they'll actually like, help it. They'll help you, like at
165 (School1) they'd only help the people who were really like, smart and everything.
- 166 INTERVIEWER: Is there anything else that makes it a six and not a zero?
- 167 LEO: I definitely prefer the people here as well. Because I'm a bit weird, and most of them are
168 just like, nice and like not awkward and that.
- 169 INTERVIEWER: Ok so talk me through the two for (School1)?
- 170 LEO: Well it was like, in class and everything, they wouldn't bother to help you or anything.
171 And then, they'd give you detention and stuff, for not paying attention and not learning
172 anything. But it's like, even if you like, put your hand up and everything they just ignore
173 you. Because they think you're gonna say something like, try to make people laugh. Even
174 when you're not. And like, you'd literally... like, even if you were like, really well behaved
175 for ages, they wouldn't like, notice that. They'd just focus on like, if you get in trouble.
- 176 INTERVIEWER: So how come it's not quite a zero?
- 177 LEO: Because, I got on with like, basically everyone in the school. I had a lot of friends there.
- 178 INTERVIEWER: Ok, so what are the teachers like here?
- 179 LEO: They're like, chilled out. They don't really like, they don't treat you like you're the year
180 eleven students.
- 181 INTERVIEWER: What do you mean by that?
- 182 LEO: Well like, a lot of schools by now they'll be like, making you learn all the GCSE things. And
183 like, making you do like, practise things of all the GCSE papers... even when you haven't
184 learnt half of the things on there and we're only in year nine. And here it's just like,
185 actually focused on things that the people aren't good at and practising that.

Appendix 14: Codebook developed for deductive thematic analysis

The following codebook was developed to structure the deductive thematic analysis of the interview data. The codebook was developed using themes from educational resilience and protective factor research, the interview structure (Appendix 2 and 3) and initial scanning of the data, as well as the research questions. Hierarchical “parent” and “child” codes were used, known as “tree nodes” in the QSR NVivo 12 software. The table below illustrates parent and child nodes (parent nodes are highlighted in bold) and the descriptions that were used to facilitate the analysis.

Codes (Tree nodes)		Description
Feelings about the move		Participant discusses their feelings about their managed move experience.
	Feelings about reasons for the move	Participant describes how the managed move came about
	Leaving the previous school	Feelings about leaving the previous school are discussed
	Views of the transition process	Challenges experienced in the transition between schools are described.
	Feelings about the move now	Participant talks about whether they were glad it happened or would go back to the other school
	Challenges	The challenges experienced throughout the managed move process are discussed
Change		Changes in the participant since their managed move are highlighted
	The participant’s perception of change	Participant highlights things that they think have changed since the move.
	Causes of change	The participant discusses reasons for the changes
Perception of the new school		Participant talks about their perceptions of their new school.
	Motivation to attend school	Participant discusses their motivation to attend school.
	Differences to the previous school	Participant highlights differences between their previous school and the new school.
	Positive perception of the new school	Participant has positive views of their school

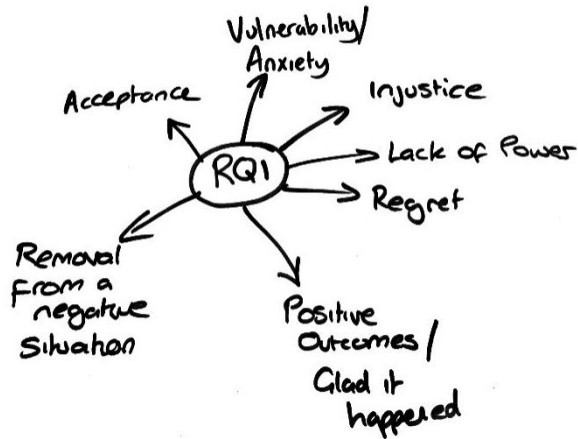
	Negative perception of the new school	Participant shares negative views of the school.
	Sense of belonging	Participant experiences a sense of belonging in their new school.
	School ethos	Participant discusses the general ethos of the school and what it is like.
Staff- pupil relationships		Relationships between staff and pupils are mentioned
	Staff attributes	Staff are described in comparison to staff in the previous school.
	Perception of staff	Participants share their perceptions of the school staff, for example how much they like/dislike them
	Trust in staff	Participants are able to trust school staff
	Staff understanding	Staff are described as understanding and supportive of individuals.
Peer relationships		Relationships with peers are discussed
	Support to develop friendships	Participant discusses what helped them to make friends in their new school
	Relationships with peers	Relationships with peers and group dynamics are discussed
	Characteristics of peers	Attributes of peers are described eg nice, kind etc
	Behaviour of peers	Behaviour of peers and the effect on the participant's learning and behaviour are described
	Importance of peer relationships	The importance of peer relationships to the participant is described.
Lessons		Lessons and learning activities are discussed

	Description of lessons	Participant describes lessons and engagement in lessons
	Learning behaviour	Participant discusses learning behaviour of their peers and the effect on their learning.
	Support for learning	Participants talk about the availability of support for their learning
	Teaching strategies	The participant describes the teaching approaches in the schools and how they affect their learning
	Relevance and interest	Learning activities are described as meaningful and interesting
Environment		The school environment is discussed with regards to how it promoted change
	Size of the school	The participant describes the size of the school in comparison to their previous school.
	The school environment	Aspects of the school environment are described.
Fresh start		The idea of having a fresh start is mentioned
	The importance of having a fresh start	Participant highlights the importance of starting afresh
	The situation at the previous school	The participant highlights the negative situation at their old school
Expectations		Participant discusses expectations placed on them by others.
	High expectations	Participant reports that the expectations of the school are high.
Rules and boundaries		Participant discusses boundaries around behaviour in the school.
	Clear and consistent boundaries	Participant highlights the importance of having clear and consistent boundaries.
	Behaviour	Participant discusses their behaviour and the behaviour of other pupils in school
	School rules	The school rules are discussed.
	Behaviour management	The participant describes the school disciplinary procedures and consequences for behaviour

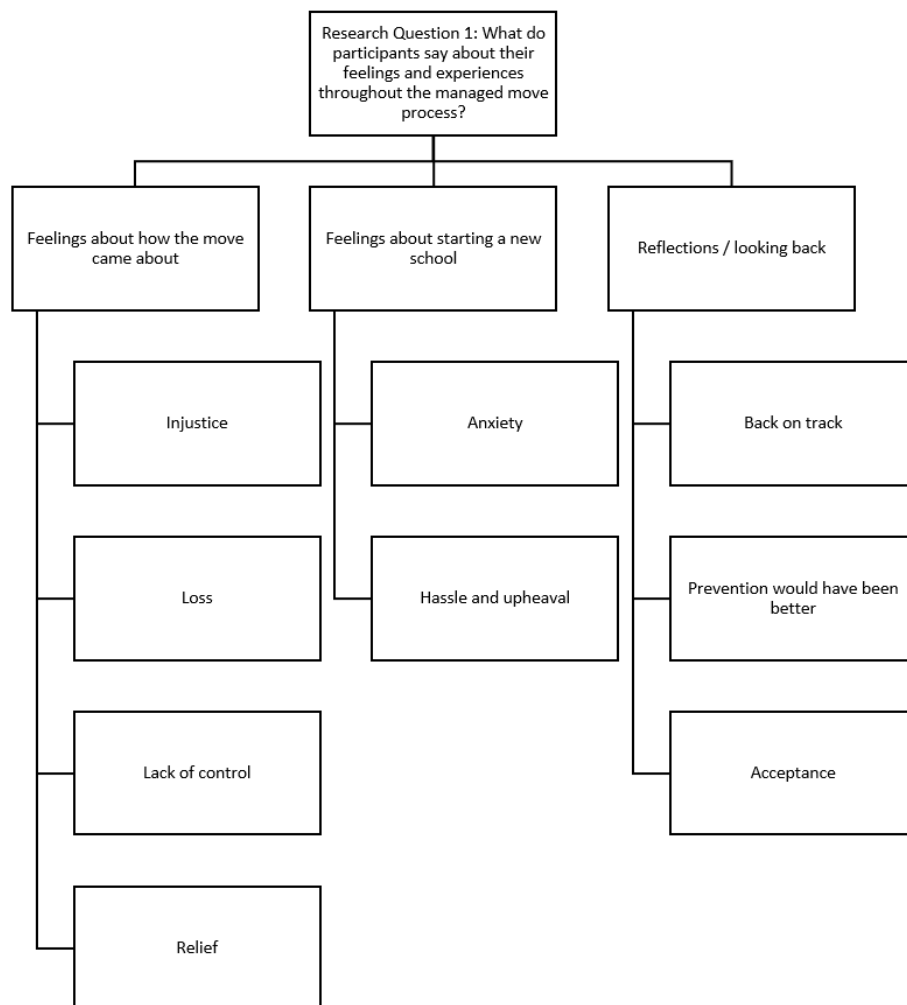
	Support for behaviour	Support given by school staff for behaviour is discussed.
Reward and recognition		Rewards and recognition for positive behaviour is discussed.
	Recognition	Participant reports recognition of strengths and encouragement.
	Feedback	Participant discusses feedback on their progress
Within-child factors		Participant describes factors about themselves that helped them
	Motivation	Changes due to participant's motivation or willingness to change
	Maturity / age	Changes due to age and maturity are highlighted
	Self-esteem	Changes due to confidence
	Personality	Personality factors that helped to change

Appendix 15: Initial and interim thematic maps for each research question

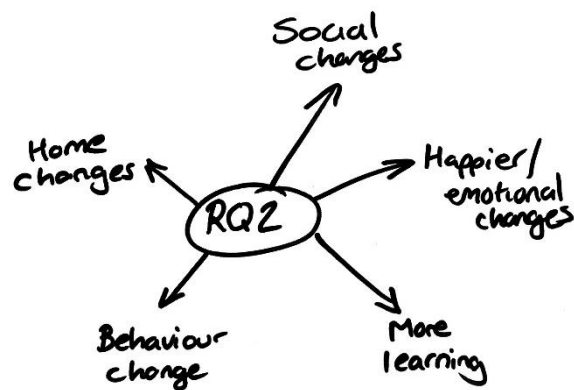
Research question one: Initial Thematic Map



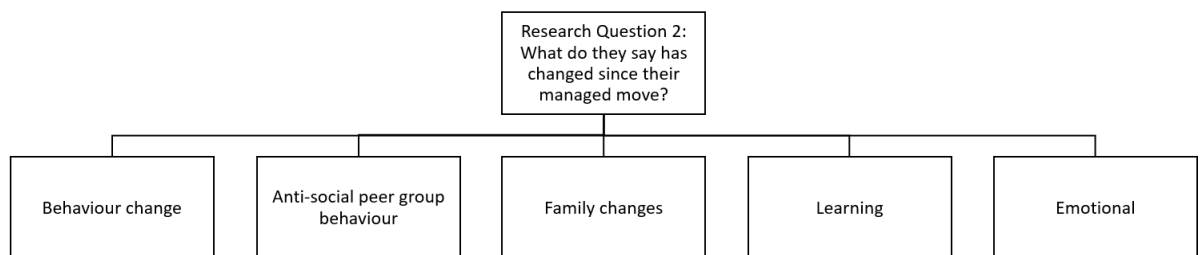
Research Question one: Interim thematic map



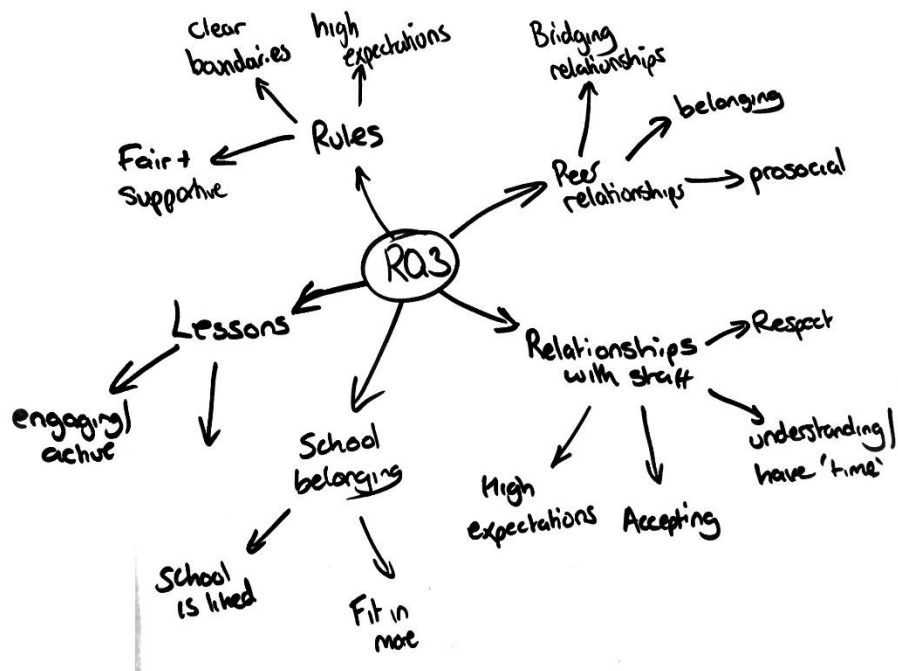
Research Question Two: Initial thematic map



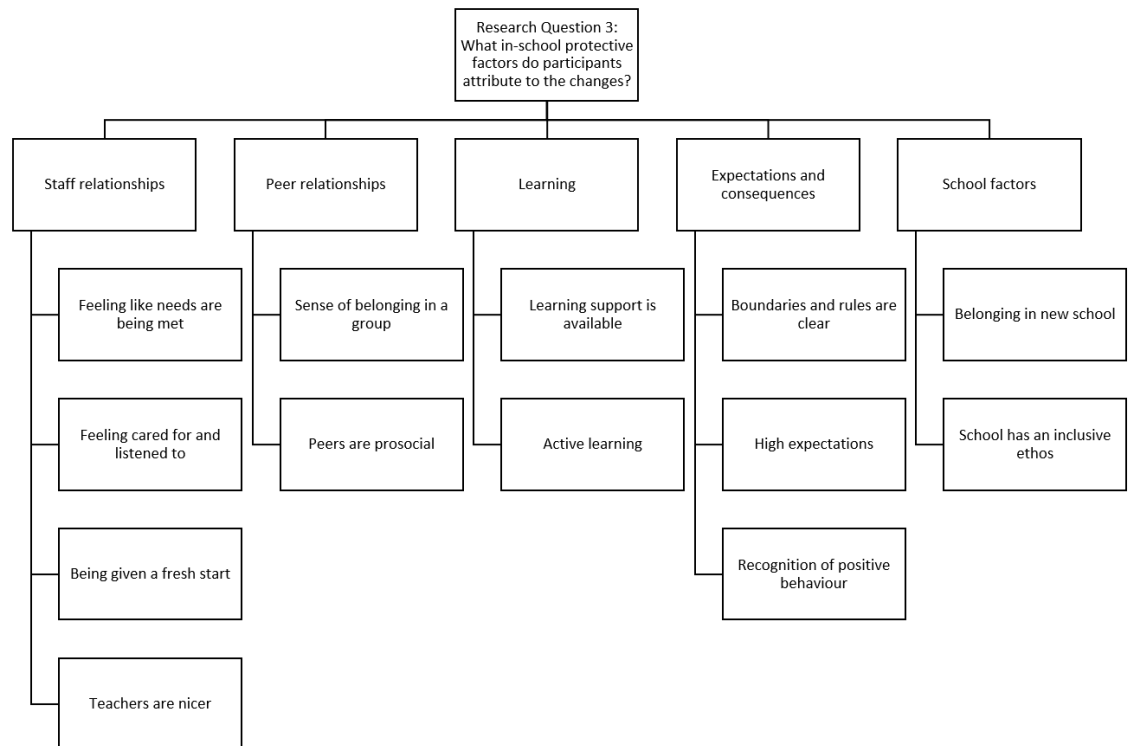
Research Question Two: Interim thematic map



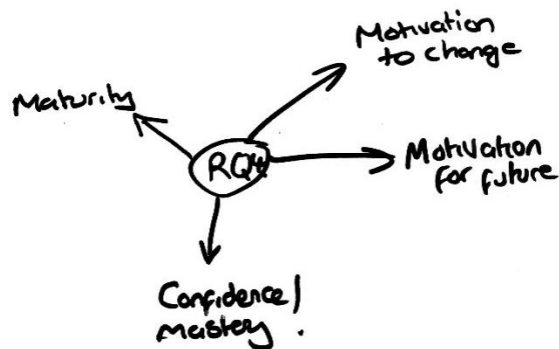
Research Question Three: Initial thematic map



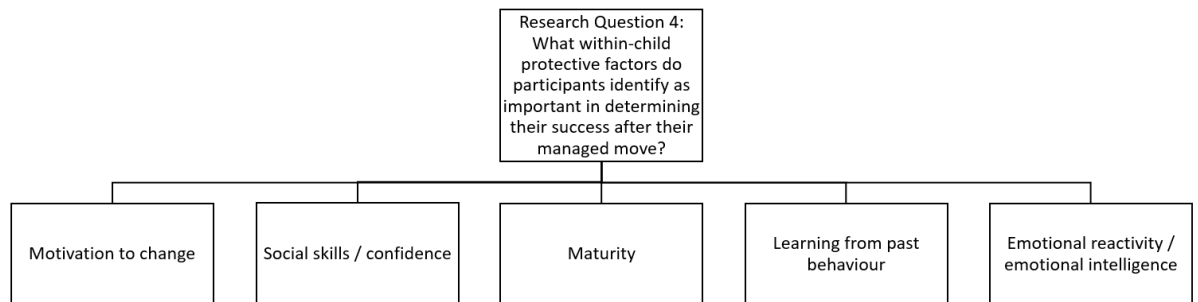
Research Question Three: Interim thematic map



Research Question Four: Initial thematic map



Research Question Four: Interim thematic map

**Appendix 16: Code list organised into final themes and subthemes for each research question*****Research Question 1: What do participants say about their feelings and experiences throughout the managed move process?***

Theme: Difficult feelings and experiences
Subtheme: "Nervous and scared"
Worries about not knowing anyone
Perceived lack of support
Difficulties making new friends
Feeling under pressure not to mess up the chance
Difficulties finding the way around the new school
Feelings of uncertainty
Subtheme: "All the hassle of moving school and everything."
Having to get used to a different school
Starting again with new staff
Waiting a long time between schools
Having to travel further to get to school
Challenges regarding options and subject choices
Rejection from other schools

Subtheme: "Quite sad, I miss it"
Sadness about leaving behind long term friends
Not being able to say goodbye
Maintaining contact with old friends
Subtheme: "I wouldn't of done it in the first place."
Regrets about behaviour
Wanting to go back
Mixed feelings about staying or going
Subtheme: "Kicked out"
Anger about the circumstances leading up to the move
Feeling rejected
Feeling that other pupils got away with worse behaviour
The school were against us – parents advocating for my rights
School did not try to understand their needs
Not given a chance
Subtheme: "You can't do anything about it."
No warning about the move
Lack of control throughout the process
Acceptance of the move as a consequence for past behaviour
Theme: Positive outcomes
Subtheme: Gets you "back on track."
Happy with the outcome
It helped to prevent exclusion
The move is viewed positively by the family
Nervous at first but it improves over time
Subtheme: "I was kinda glad, because I didn't really like the school."
Involved in the decision to leave
Glad to leave due to dislike of the previous school
Do not want to go back now

Research Question 2: What do they say has changed since the move?

Theme: "I behave more."
Badly behaved in the previous school
Change in behaviour towards staff and pupils
Got in trouble frequently in the previous school
Get in trouble less often now
Less disruptive behaviour
Lack of motivation to behave in previous school
Theme: "I'm learning more."
Achieving higher grades now
Increased enjoyment of learning
Increased ownership and responsibility for learning
Lack of engagement in learning in the previous school
Perception that they have learned more since the move
Listening to teachers more than in previous school
More work completed since the move
Putting more effort into learning tasks
Theme: "I actually want to come to school."
Increased enjoyment of school
Resistance to attend the previous school
Theme: "I'm happy."
Feeling happier since the move
Feeling more confident
Feeling more calm
Theme: "It's not just school that's changed, it's outside of school."
Better social life outside of school
Fewer arguments at home now
Less involvement with anti-social behaviour
More independence
Parents have noticed changes

Research Question 3: What in-school protective factors do participants attribute to the changes?

Theme: Relationships with Staff
Subtheme: "They are nice teachers"
Poor relationship with teachers in previous school
Negative perceptions of staff in previous school
Teachers are seen as more approachable in the new school
Subtheme: "I feel like they finally understand me"
Key member of staff to confide in
Staff were not trustworthy in the previous school
Staff are supportive
Staff are trustworthy here
Staff understand my needs
Previous school did not understand my needs
Staff check on my wellbeing
Support is given for emotional needs
Teachers in the previous school did not care or provide support
Theme: Expectations
Subtheme: "This one is stricter"
Better behaviour due to stricter rules
Close monitoring of behaviour during the trial period
Lack of consequences for behaviour in the previous school
Staff had a lack of control in the previous school
Staff follow-up on behaviour in the new school
Testing the boundaries when starting the new school
Subtheme: "I know where I stand"
Clarity about the rules and consequences
The same rules apply to everyone here
Rules were not clear or consistent in the previous school
Subtheme: "This school is a bit more like, give and take"

Rules are seen as fair
Behaviour change is supported rather than punished
Rules and punishments were seen as unfair in the previous school
Teachers make allowances for pupils
Subtheme: "It's like a clean sheet"
Singled out in previous school
Opportunity to build new relationships with new staff
Teachers did not judge
Teachers didn't give me a chance
Stuck in a cycle of negative behaviour in previous school
Teachers encourage autonomy
Teachers have high expectations
Low expectations described in previous school
Bad behaviour was expected
Subtheme: "If you've done something good, they like, say it"
Positive feedback
Teachers recognise strengths
Teachers only noticed bad behaviour
Theme: Peer relationships
Subtheme: "I already knew people here so they just helped me"
Knowing people already helped me to settle in
Other pupils made me feel welcome
Similar interests helped
Buddy system
Subtheme: "They're my actual friends"
Feeling accepted by peers
Friends are caring and supportive
Lack of security and acceptance in the previous school
Misbehaviour in the previous school was a means to gain acceptance
Subtheme: "They don't do that here"

Peers are well behaved in the new school
Peers in the previous school encouraged misbehaviour
Less distracted by peers in lessons now
Theme: Teaching and learning
Subtheme: It's not "what they're teaching but how they're teaching."
Learning tasks were passive in the previous school
Lessons are more interactive and engaging
Subtheme: "I see the point to it."
Learning is interesting
Learning is relevant and has meaning
Learning tasks in the previous school were seen as pointless
Subtheme: "The teachers help you understand it"
Perceived lack of support in lessons in the previous school
Learned helplessness in previous school due to a lack of help
Teachers help with understanding the work
Theme: School factors
Subtheme: "It's a better school."
The new school is a better school
The previous school was a bad school
Seeing another school helped
Subtheme: "I fit in a lot better here"
Feeling excluded from school life previously
Perception of belonging more in this school
Felt a lack of belonging in the previous school
Support given to fit in
The people in the school are welcoming
The school has a positive overall ethos – feeling accepted

Research Question 4: What within-child protective factors do participants identify as important in determining their success after their managed move?

Theme: "It was nice, being better I guess."
Experience of success leading to increased confidence
Sense of achievement
Negative identity in previous school
Theme: "I want to do well in life."
Looking to the future and wanting to get a job
Motivation to achieve good grades in school
Focusing more due to being in the upper years of school
Learning from the mistakes of other people who have been excluded
Lack of motivation previously
Theme: "Right I have to behave."
Ownership of behaviour
Realisation of the consequences of previous behaviour
Realisation that this is the last chance
Not being worried about what other people think
Theme: "I like, handle things different."
Difficulties with emotional reactivity described previously e.g. anger issues
Ability to not react to stressful situations
Empathy for other people
Maturity leading to behaviour change

Appendix 17: Examples of coded transcripts

The screenshot displays a qualitative data analysis software interface. The central pane shows a transcript of an interview with Katie. The transcript is displayed in a central pane, with a list of transcripts on the left and a coding density chart on the right. The transcript shows Katie's responses to questions about her school experience, with several segments highlighted in yellow. The coding density chart on the right shows various codes applied to the transcript, such as 'Learning is interesting', 'Key member of staff to confide in', 'Poor relationship with teachers in previous school', 'Staff are supportive', 'Teachers are more approachable', 'Negative perceptions of staff in previous school', 'Staff understand my needs better', 'Staff check on wellbeing', and 'Staff were not trustworthy in the previous school'.

The screenshot displays a qualitative data analysis software interface. The central pane shows a transcript of an interview with Mark. The transcript is displayed in a central pane, with a list of transcripts on the left and a coding density chart on the right. The transcript shows Mark's responses to questions about his school experience, with several segments highlighted in yellow. The coding density chart on the right shows various codes applied to the transcript, such as 'Better behaviour due to stricter rules', 'Staff were not trustworthy in the previous school', 'Fewer arguments at home', 'Learning tasks were passive in previous school', 'Challenges regarding options and subject choices', 'The people in the school are more welcoming', 'Staff had a lack of control', and 'Lack of consequences in previous school'.

Appendix 18: Theme and subtheme descriptions for each research question, with illustrative quotes***Research Question One: What do participants say about their feelings and experiences throughout the managed move process?***

Title	Description	Illustrative quote
Theme: Difficult feelings and experiences	Participants mention negative experiences and feelings throughout the process, including feelings of injustice, a lack of control, as well as anxiety and practical challenges. Participants would rather have stayed in their previous school, having had support to do so.	
Subtheme: "Nervous and scared" (Ethan: line 263)	Participants express anxieties about not knowing anyone in their new school, and the pressures of making friends and being alone. Also includes anxiety about their behaviour and messing up their chance at the new school.	<i>"At first you'll feel like... really nervous and scared." (Ethan: line 263)</i> <i>"I...I was really scared to come to a new school. I didn't know anyone in my year." (Katie: line 57-58)</i>
Subtheme: "All the hassle of moving school and everything." (Leo: line 346)	Participants talk about practical challenges they experienced in the move process, such as having to travel further, extended periods of time between schools, and changes in subjects.	<i>"I wouldn't have had to go through all the hassle of moving school and everything, and meeting new people." (Leo: line 346-347)</i> <i>"Because this school... moving here... well I live, like the other side of the city. And I did have to get a taxi, but that was twenty pound a</i>

		<i>day, so my dad has to take me then go to work straight after. So it's like, kind of a rush for him. Whereas... the other school I had to walk."</i> (Tom: line 356-358)
Subtheme: "Quite sad, I miss it" (Polly: line 72)	Participants express feelings of loss of peers and staff relationships in their previous school. Participants explain that they miss their old friends who they had known for a long time.	<i>"I didn't know they was gonna move me until that night. And by then I wasn't allowed back in the school so I couldn't say bye to anyone."</i> (Leo: line 82-84)
Subtheme: "I wouldn't of done it in the first place." (Mark: line 695)	Participants express feelings of regret about their previous behaviour and explain how they wish they had changed before, meaning that they would not have needed to move. They describe how they would change if they went back now, and that they would rather have not moved and stayed in their previous school.	<i>"I wouldn't of done it in the first place. I wouldn't have messed up in my old school. If I knew that this is what happens, then I'd just... from year seven I'd be like "this high school actually matters so I need to like, get used to it." And then I would have a bigger shot at getting better grades. Like, admittedly I am getting better grades. But if I didn't do it in the first place I would have had even better grades, and I could have had an even better job. So I just wouldn't do it at the start because I know the effect it had. Definitely."</i> (Mark: line 695-699) <i>"If I could sort it out before I would, rather than having to move. As much as I hate the school, I do miss it a bit."</i> (Polly: line 412-414)
Subtheme: "Kicked out."	Participants feel that the reasons for the move were unjustified and other pupils get away with	<i>"I... got kicked out of the old school."</i> (Simon: line 64)

(Simon: line 64)	more, leading to a sense of anger and distrust towards the previous school. This includes feelings that the school could have done more to prevent the move in the first place and it wouldn't have been necessary.	<i>"I was a bit... irritated... because... it was a gram of weed... and ... they'd also literally like... that same week found this boy with 2 grams and a knife.... And put him in (X) (inclusion unit) for one week and that was it. And they expelled me for one. So that pissed me off." (Connor: line 36-39)</i>
Subtheme: "You can't do anything about it." (Ryan: line 458-459)	Participants express feelings of a lack of autonomy and control during the move. Feeling like the move is a punishment and passively accepting their fate. Even trusted members of staff didn't have power to do anything about it.	<i>"You can't do anything about it can you. You've just got to get on with it." (Ryan: line 458-459)</i> <i>"I just kind of, wish they'd actually spoken to me instead and not just go round my back basically." (Leo: line 86-87)</i>
Theme: Positive outcomes	Participants report positive feelings about the move now, reflecting on how they are now "back on track." This includes reflections about where they would have been if they hadn't had the move.	
Subtheme: Gets you "back on track." (Mark: line 654)	Participants are glad that the move happened, reflecting on where they would have been without it. They report that the move has put them back on the right course to get their grades.	<i>"And think of a managed move as not a negative, as in like, moving you away from people, but like setting you in place and managing to like, get you back on track and get all your grades and everything." (Mark: line 652-654)</i>

		<i>"I'm glad it happened, because... I've changed since I moved here." (Tom: line 354)</i>
<p>Subtheme: "I was kinda glad, because I didn't really like the school."</p> <p>(Tom: line 56)</p>	<p>Participants were glad to leave their previous school, having autonomy and choice in the process.</p>	<p><i>"Well I was kinda glad, because I didn't really like the school." (Tom: 56)</i></p> <p><i>"I was sort of just... had enough of the school. Because it was just like, it weren't really for me. I was bullied for like, my condition and the way I looked so I just thought it's not the place for me. The teachers didn't really help so I just thought, 'Well, I'll try this school.' And it's actually alright." (Ryan: line 40-43)</i></p>

Research Question Two: What do they say has changed since the move?

Title	Description	Illustrative quote
Theme: “I behave more” (Katie: line 367)	Participants feel their behaviour has improved since their managed move (although some explain that they still get into trouble at times)	<i>“I behave more. I’m... I’m more nice. I guess. Because, like I know I was really gobby towards everyone in my old school.” (Katie: line 367)</i> <i>“My behaviour is a lot different here. It’s more chilled out and less aggressive.” (Mark: line 154)</i>
Theme: “I’m learning more.” (Polly: line 346)	Participants describe improvements in their motivation and engagement towards learning since their managed move. They may refer to improved grades, improved engagement in learning and completion of the work set.	<i>“I’m learning more, I think... I’ve tried more.” (Polly: 346)</i> <i>“I’m actually doing the work, and I’m not just sitting and talking to people.” (Leo: line 322-323)</i>
Theme: “I do actually want to come to school” (Ethan: line 234)	Participants express an increased enjoyment of school and motivation to attend school since their managed move.	<i>“Like, at (School1) I didn’t wanna go into school, I just kept asking to stay off. But now I do actually want to come into school.” (Ethan: line 233-234)</i> <i>“I never thought I would actually not mind having to go to school... and I don’t mind going to school.” (Connor: line 317-318)</i>
Theme: “I’m happy” (Connor: line 375)	Participants describe feeling happier since the move and more confidence in themselves, relating to factors that may have contributed to this.	<i>“I’m happy. I’m actually enjoying myself at school, whereas I used to literally just, despise school.” (Connor: line 375-376)</i>

		<i>"I'm better and a lot happier, more respected and stuff." (Ryan: line 394)</i>
Theme: "It's not just school that's changed, it's outside of school" (Mark: line 560)	Participants describe changes in how they are with their family, as well as the activities they engage in out in the community.	<i>"It's not just school that's changed it's like, outside of the school... and the way I sort of... think about things. So it's a lot different. I thought it was just gonna change the way I learn. But it's everything that's a lot different." (Mark: line 560-562)</i> <i>"I'm better at home. There's less arguments." (Katie: line 422-423)</i>

Research Question Three: What in-school protective factors do participants attribute to the changes?

Title	Description	Illustrative quote
Theme: Relationships with Staff	Participants report improved relationships with staff as a reason for change. Staff help and support children through listening, being fair and kind, and having time for them.	
Subtheme: "They are nice teachers" (Simon: line 184)	Participants have a positive perception of staff. This is contrasted to more negative perceptions of staff in their previous school. Staff are seen to treat them with respect, in contrast to staff at the previous school where staff treated them negatively.	<i>"They're nice teachers. They are strict, but then again they are nice teachers to talk to. Like, if you're on the right side of them, if you're on the good side of them they are nice to talk to. They are nice teachers." (Simon: line 183-185)</i> <i>"They're just so much nicer. Like, they're smiley." (Katie: line 184)</i>
Subtheme: "I feel like they finally understand me" (Polly: line 140)	Participants describe staff in the new school as having time for them, listening and understanding them. School staff help them to change their behaviours and support children more compared to the previous school. Participants feel like their emotional needs are met.	<i>"I feel like they finally understand me." (Polly: line 140)</i> <i>"They know stuff about me. Like, the other school knew about me, and whatever, but they just weren't very supportive. They just didn't help. But this school they understand and they help." (Katie: line 176-179)</i>
Theme: Expectations	Participants report that boundaries are strictly adhered to in the new school, and	

	<p>this means that the young people know where they stand and how to behave. Participants describe high expectations in the new school and feeling rewarded and recognised for their good work and good behaviour, in contrast to lower expectations in the previous school.</p>	
<p>Subtheme: "This one is stricter"</p> <p>(Ryan: line 251)</p>	<p>The rules of the school are strictly enforced to develop children's sense of acceptable and unacceptable behaviours. The rules in the previous school were not enforced, and the teachers were described to have a lack of power, leading to children taking advantage of this. Participants reported testing the boundaries in the new school to find out how strict the rules were.</p>	<p><i>"This one is stricter." (Ryan: line 251)</i></p> <p><i>"If I acted like I did at my old school, I'd have been sent out of every lesson at this school. Because they... are stricter." (Simon: line 292-293)</i></p>
<p>Subtheme: "I know where I stand"</p> <p>(Polly: line 387)</p>	<p>Participants describe the rules in the new school as clearer, and consistent between other pupils.</p>	<p><i>"I know where I stand if you know what I mean, so I know what would happen." (Polly: 387) "...some people wouldn't tell you off and some would pick on you for anything." (Polly: line 389-390)</i></p> <p><i>"Whereas here it's the same rules... like, the same rules apply to everyone." (Mark: line 375)</i></p>

<p>Subtheme: "This school is a bit more like, give and take."</p> <p>(Connor: line 258)</p>	<p>Participants describe the rules in the new school as coming from a caring attitude rather than punishment. The rules in the school are seen as reasonable and have a purpose of supporting behaviour change rather than simply punishment. This is in contrast to the previous school where punishments were seen as harsh and unfair.</p>	<p><i>"They don't care as much if you don't wear your school shoes, as long as you don't behave like an idiot." (Connor: line 258-259)</i></p> <p><i>"I guess they want you to learn more don't they. So that's why they put it in place because they want you to learn more. So I prefer it." (Ryan: line 251-252)</i></p>
<p>Subtheme: "It's like a clean sheet"</p> <p>(Mark: line 142)</p>	<p>Participants talk about staff expectations of them in their new school. The expectations are high, in comparison to expectations in their previous school where they were either expected to misbehave or to fail. Participants compare how they felt singled out and picked on in their previous school, to their new school where they feel like the teachers treat them the same as everyone else. Staff expect them to do well and to try, leading to a lot more freedom and autonomy.</p>	<p><i>"I come here and it's just completely different. It's just like a clean sheet." (Mark: line 141-142)</i></p> <p><i>"Here they don't expect you to be disruptive because you've got a reputation. They give you a chance." (Connor: line 357-358)</i></p>
<p>Subtheme: "If you've done something good, they like, say it"</p> <p>(Tom: line 273)</p>	<p>Participants talk about positive behaviours being recognised by staff members. This includes staff members recognising their strengths and encouraging them to use them.</p>	<p><i>"If you've done something good, they like, say it." (Tom: line 273)</i></p> <p><i>"All the teachers say to me that I can do good in their subjects." (Simon: line 372-373)</i></p>

Theme: Peer relationships	Children contrast negative experiences at their previous school with friendships and contrast this with making friends at the new school. The importance of having a supportive peer network is discussed.	
Subtheme: "I already knew people here so they just helped me" (Leo: line 101-102)	Participants describe how their peers helped them to settle in. For most this involved having people they knew prior to the move supported them in settling into their new school. Peers approached them and helped them to settle in and to make new friends.	<i>"I already knew people here so they just helped me."</i> (Leo: line 101) <i>"A few people messaged me going 'you can hang around with us.' So I made friends through Snapchat."</i> (Katie: line 67-68)
Subtheme: "They're my actual friends" (Ryan: line 237-238)	Participants describe feeling accepted by their peer group, in contrast to peers who were judgemental and not accepting in their previous school, leading to behaviour in an attempt to fit in or for peer approval or recognition.	<i>"They're a lot more trusting, and a lot more... nicer, a lot more... like they're my actual friends. Sort of, treat you well, and things like that."</i> (Ryan: line 236-237) <i>"It's different, like they don't judge you on things like that. They don't want you to be like them. So you don't have to copy them or anything to fit in."</i> (Ethan: line 167-168)
Subtheme: "They don't do that here" (Mark: line 582-583)	Participants describe the influence of their peer group on their behaviour. Peers in the previous school misbehaved, compared to peers behaving well in the new school.	<i>"Whereas here you don't have to worry about that, because no one has the desire to like, go out and do that. No one kicks off or hurts anyone. They don't do that here."</i> (Mark: line 581-583)

		<i>“Kids don’t disrupt the lesson or anything, we just get it done and over with and everything.” (Ryan: line 320-321)</i>
Theme: Teaching and learning	Participants talk about the curriculum and lessons (including the teaching strategies, differentiation and the purpose / relevance of learning activities) in relation to how it has supported their learning.	
Subtheme: It’s not “what they’re teaching but how they’re teaching.” (Mark: line 473-474)	Participants describe the teaching strategies used in their new school as more active, in comparison to the more passive approaches used in their previous school, leading to increased interest and engagement with learning tasks.	<i>“It’s the teaching. Like not necessarily what they’re teaching but how they’re teaching. And like, their attitude to it all. And how they sort of confront you with it. It’s a lot more easy to handle.” (Mark: line 473-475)</i> <i>“I think that... the way things are taught here, are a bit better as well because it’s more like, interactive... instead of just, looking at the teacher at the front and just copying what they wrote down on the board.” (Connor: line 131-133)</i>
Subtheme: “I see the point to it.” (Mark: line 633)	Participants describe feeling that the learning in the new school is relevant and has meaning, compared to tasks that they saw as pointless in their previous school.	<i>“I see the point to it.” (Mark: line 633)</i> <i>“I think it’s because, the work’s interesting, like, history... I just find it interesting. So I just do it.” (Tom: line 283-284)</i>

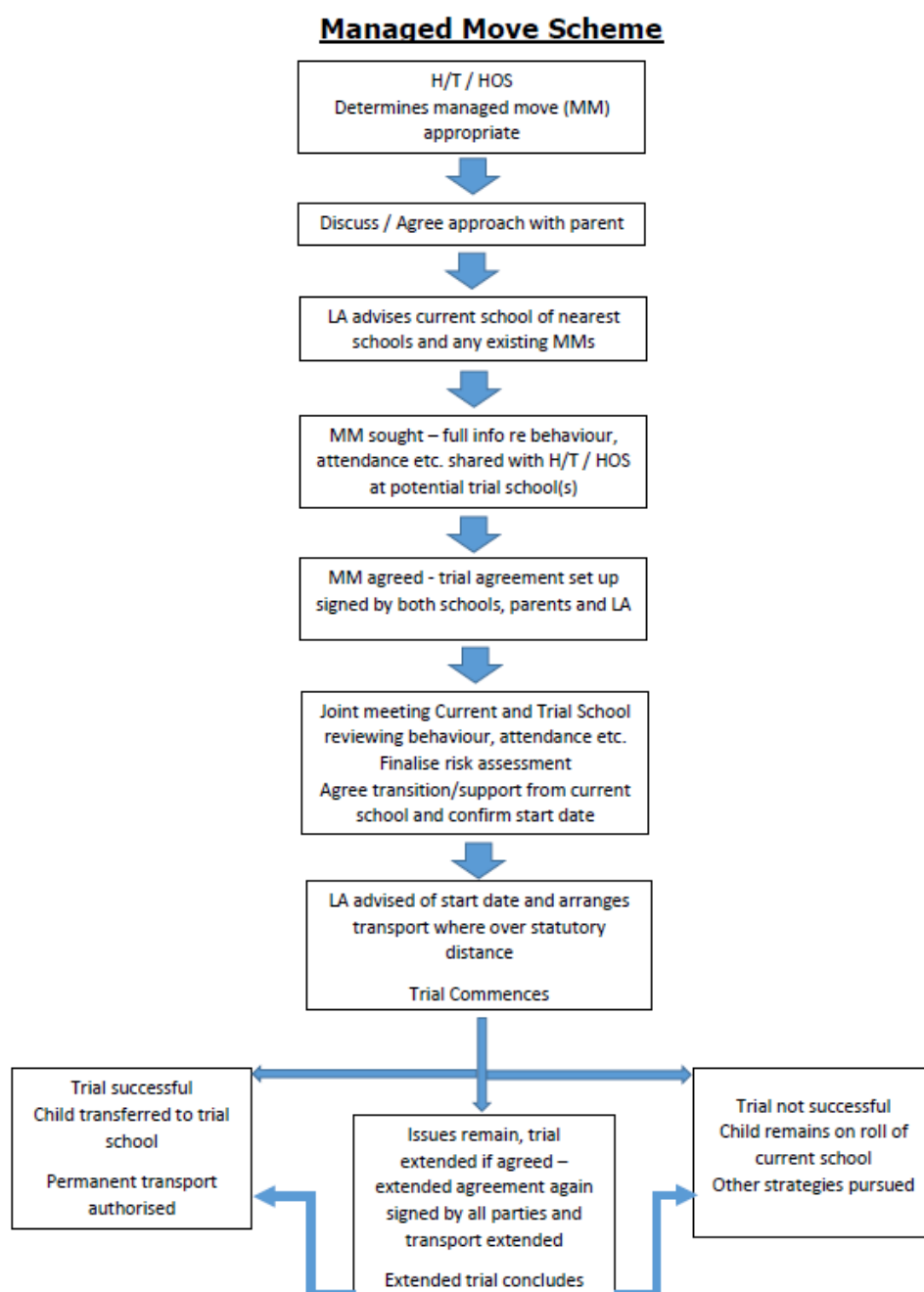
<p>Subtheme: “The teachers help you understand it”</p> <p>(Ethan: line 242-243)</p>	<p>Participants say that they receive more support in lessons at their new school and describe the effects on their learning and engagement. This is in contrast to a lack of support for learning in the previous school leading to a sense of ‘learned helplessness’</p>	<p><i>“Well some of it, is like... easier. Because the teachers help you understand it. Whereas there you don’t really get help.” (Ethan: line 242-243)</i></p> <p><i>“They don’t just ignore you when you’re doing something they’ll actually like, help it. They’ll help you, like at (School1) they’d only help the people who were really like, smart and everything.” (Leo: line 163-165)</i></p>
<p>Theme: School factors</p>	<p>Participants describe the characteristics of the new school as a reason for change.</p>	
<p>Subtheme: “It’s a better school.”</p> <p>(Ryan: line 275)</p>	<p>Participants describe the new school as generally better, with a more positive ethos and ways of working. The new school is seen as more nurturing and inclusive.</p>	<p><i>“Because it’s ... better. It’s a better school maybe. Yeah that’s about it.” (Ryan: line 275)</i></p> <p><i>“It’s a lot better from my old school, and I really see the difference, because I never realised, like I thought all schools were the same. Then I come here and I’m like ‘wow it’s a lot different.’ Because it’s a lot better.” (Mark: line 659-651)</i></p>
<p>Subtheme: “I fit in a lot better here”</p> <p>(Ethan: line 94)</p>	<p>Participants describe feeling a sense of belonging in their new school. this is often supported by being in a smaller school, where they feel like they know everyone.</p>	<p><i>“I fit in a lot better here than I did in (School1)” (Ethan: line 94)</i></p> <p><i>“I kinda like, get on well in the school. And like, I’m similar to everyone else in a way. Like, from when I first moved here I just basically got on with like, everyone in the school.” (Leo: line 292-294)</i></p>

Research Question Four: What within-child protective factors do participants identify as important in determining their success after their managed move?

Title	Description	Illustrative quote.
Theme: “It was nice, being better I guess” (Katie: line 133)	Experience of success in a new setting has led to a sense of mastery, self-confidence and a belief in one’s own ability.	<i>“I like... knowing it, and when I get to like, give an answer... and be a ‘know-it-all.’” (Simon: 280-282)</i>
Theme: “I want to do well in life.” (Simon: line 270)	Participants describe motivation to do well in future, considering the job they would like to do. This includes reflecting on how their previous behaviour would have impacted their future.	<i>“I want my education. I want to... do well in life. Because... I have a cousin, who’s seventeen now. He got kicked out of school, and he can’t get a job. Because no one will accept him because he hasn’t got good grades and he’s been kicked out. And no-one wants to hire someone that’s been kicked out of school. So, I’m trying to change that, so that I don’t get kicked out and I have good grades. So that I can actually get a job.” (Simon: 270-275)</i> <i>“I know I’ve gotta start trying, and concentrating. I don’t wanna just fail my GCSE’s I do wanna get like, good grades. So yeah I know I need to start concentrating.” (Katie: 394-395)</i>
Theme: “Right I have to behave.” (Katie: line 110)	Participant describes an active attempt to change and to leave their former identity behind, taking ownership and responsibility for their own behaviour.	<i>“I knew I only had a few chances though that’s the thing. And after I skived they were like, this is your last chance. So I was like “Right I have to behave.” So I just behaved.” (Katie: 109-110)</i>

		<i>"You've kind of just got to forget about everyone else, and think about yourself." (Polly: 404-409)</i>
Theme: "I like, handle things different." (Tom: line 317)	Participant describes feeling more "mature" and being less reactive to emotional situations, reflecting on their behaviour in the past.	<i>"I like, handle things different. Just... better. So if someone says something I like, try and ignore it." (Tom: 317-318)</i> <i>"It's just... I don't react. Because I don't want to... mess up my chance at being at this school." (Simon: 354)</i>

Appendix 19 Current Local Authority Managed Move Protocol



Appendix 20: Reflective diary extracts

The following extracts may provide some insight into the thoughts and reflections of the researcher throughout the research process.

Extract 1: 26th April 2018: Recruitment challenges

I am finding it very difficult to find participants to interview for the research. When I have been speaking to SENCOs and head teachers, I have received mixed feedback about managed moves. Some head teachers reported that they do not use managed moves as they “don’t like putting my pupils through that,” particularly as they were often regarded as unsuccessful, with many pupils returning to their previous school after a trial period. This suggests that managed moves are viewed negatively by many schools in the county. Others reported that they do not use managed moves due to a lack of clarity around the right level at which to use a managed move. For example, “not wanting to inflict the bad ones on other schools” and “the ones that might cope in another school might cope with in-school interventions.”

Other head teachers told me that there is a lack of guidance for schools to follow. This could be due to the “school led system” that was taken up within this local authority in 2017. One SENCO commented that the system seems to be a case of “I take your naughty kid, you take mine.” Many head teachers reported that they have turned managed move pupils down because they “can’t see what we would do differently than the other school.” It seems that the narrative around managed moves is quite negative, and I am unsure if I will be able to find any cases that fit my selection criteria. This experience has given me an insight into the current context, and although this has been frustrating, it has been interesting

to explore the views of school staff. I am wondering if this means something for managed moves, is there a place for them in a school system that is trying to reduce permanent exclusion? Or is it simply another type of exclusion in disguise?

In the cases of head teachers who informed me that they used managed moves, many expressed an interest in the research, however they appeared to lose interest or seemed almost 'suspicious' when I mentioned that the focus was the views of children and young people only. Many wanted to know what kind of questions I would be asking the young people. Perhaps this is due to a fear of being judged for their practice? Or are managed moves being used in the way they are supposed to be? This has increased my motivation to find out how young people experience managed moves; how do they make sense of their experiences?

Extract 2: 4th July 2018: Interview with Mark

I had my interview with Mark today. I am reflecting back on the interview as I feel like it challenged my assumptions. I thought that, because it was all positive and he said that he was happier now, that he would do it again if he went back in time. However, in the interview this did not seem to be the case. I felt like I reacted in a surprised manner about this in the interview, but I hope it didn't affect my responses and how he responded to me. My thoughts were "if you're happier and you've just told me about all of the positive changes, why wouldn't you do it again?" Thinking back, I probably acted surprised and questioned this more than I needed to. I reminded myself that it is their views that are important, and I should try to influence this as little as possible. Mark was quite confident and able to

express himself well, so I don't think I put him off, but I could have if he was less sure of himself. I will apply this learning to the rest of my interviews and focus on remaining open to what they say, rather than what I think they are going to say.

Extract 3: 18th July 2018: Interview with Polly

My interview with Polly was much more difficult than previous interviews. I felt that it took a lot of prompting and effort from me to gain information from her. She presented as quite defensive, using closed body language and giving very short answers to my questions at times. I wonder if it was something about me that made her less willing to talk. I had been in the school the previous week to introduce myself, so I wasn't a complete stranger to her. Perhaps I only thought her answers were limited in comparison to some of the other interviews. She talked about some uncomfortable experiences in school and her "issues" and difficulties with mental health. I felt that I could have explored this further and instead I kind of just brushed passed it because of my nervousness of the interview and focus on gaining answers to my research questions. This might have affected our rapport and her willingness to trust me. However, towards the end of the interview she seemed more comfortable. Similar to Mark, she was doing better in the new school, however she would rather have prevented it. I did not act surprised as I had in Mark's interview, and I felt more comfortable exploring this with her. These interviews are showing me that we cannot just assume that, because there are positive outcomes, that is what young people want and need. I wonder if those positive outcomes could have been achieved another way?

Appendix 21: School information

School information was consulted to contextualise the impression given from participants in the study that their new school (School 2) was universally better than their previous school (School 1). The information considered includes the type of school, the number of pupils on roll as well as Ofsted ratings.

Participant	Contextual information	School 1 (previous school)	School 2 (receiving school)
Ethan	Number of pupils on roll Type of school Ofsted rating	695 Community school Good	344 Academy Sponsor Led Good
Connor	Number of pupils on roll Type of school Ofsted rating	1463 Roman Catholic School Outstanding	251 Technical College Requires improvement
Katie	Number of pupils on roll Type of school Ofsted rating	641 Academy sponsor led Outstanding	343 Academy sponsor led Good
Mark	Number of pupils on roll Type of school Ofsted rating	1020 Academy converter Good	601 Academy sponsor led Good

Ryan	Number of pupils on roll Type of school Ofsted rating	843 Academy sponsor led Outstanding	447 Academy converter Requires improvement
Leo	Number of pupils on roll Type of school Ofsted rating	815 Academy converter Good	447 Academy converter Requires improvement
Tom	Number of pupils on roll Type of school Ofsted rating	998 Academy sponsor led Outstanding	460 Academy sponsor led Requires improvement
Polly	Number of pupils on roll Type of school Ofsted rating	601 Academy sponsor led Requires improvement	460 Academy sponsor led Requires improvement
Simon	Number of pupils on roll Type of school Ofsted rating	378 Academy sponsor led Outstanding	571 Academy sponsor led Good