

**“Pass the Parcel”. Are managed moves an effective
intervention? Is there a role for Educational Psychologists in
facilitating the process?**

Institute of Education, University of London

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

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Abstract

Permanent and fixed-term exclusions were introduced in the Education Act (1986). Despite on-going assertions by the government advocating a reduction in exclusions, the demographic of those excluded has remained similar. A managed move is an alternative to permanent exclusion. Little research has evaluated the process or assessed what constitutes best practice. This study establishes how the managed move process works, the reasons managed moves are initiated, what constitutes and influences success, the problems and how Educational Psychologists (EPs) can best impact upon their implementation.

A single case study methodology was adopted. Within one Local Authority, four sub-groups were highlighted: school professionals (SPs), Local Authority (LA) officers, parents and young people (YP). A mixed-method design was used. Quantitative data on exclusion were gathered from the LA and national records. Semi-structured interviews took place with eleven SPs, five LA officers, five parents and five YP. These were evaluated using thematic analysis. Further data regarding YP views was elicited using personal construct psychology and solution-focused methods. The researcher, as an embedded member of the LA, was able to report informal observations around managed moves in context.

Managed moves are discussed at the borough School Behaviour and Attendance Panel (SBAP) and brokered by Head-teachers. When a YP experiences a managed move, they remain on roll in their starter school and take part in a six week trial in a host school. Bullying / social isolation, breakdown in relationships and behaviour were the main reasons given for managed moves. Success was defined as where a YP experiences happiness and improved self-perceptions and makes progress in their learning. Factors contributing to success included: a fresh start for YP, without pre-judgement, effective home-school communication, early intervention, pastoral work, commitment of all stakeholders, school suitability and involving the YP in the process. A number of problems were identified, including: inter-school tensions, negative narratives around YP, use of the process as an alternative to permanent exclusion, a provision gap for YP with additional needs, accurate identification of special educational needs, the impact of the results agenda, issues around timing and family stress and systemic concerns regarding UK education policy.

The findings suggest that EPs could maximise their impact by clearly explaining their skill set, working preventatively, accurately establishing YP's needs and using systemic and social constructionist thinking. Potential implications at LA and national level are discussed.

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1 Introduction

Education is a fundamental part of a young person's (YP's) life. It is here that they are expected to acquire skills and learn to approach life independently. Some YP find the education system difficult to negotiate and are excluded from school. A recent approach to reducing exclusions is the use of managed moves. However, minimal research has specifically focussed on the processes involved, the reasons they take place and what constitutes and influences "success". Furthermore, there is a paucity of evidence as to the problems associated with managed moves and how Educational Psychologists (EPs) can make an impact. This study aims to explicate these issues, within a case study framework, centring on a London Local Authority (LA).

In assessing the formulation of the managed move concept, it will be necessary to take a broad view, analysing international and UK government legislation and LA data, alongside national data and research evidence. The author will adopt a systemic approach, which assumes that exclusions and managed moves operate within a complex array of inter-relationships, existing at multiple levels, from individual human relationships to the impact of school cultures and national policy.

This view is influenced by Bronfenbrenner's ecological systems model. In its early form, the ecological paradigm represented a reaction to the restricted scope of research being conducted by developmental psychologists: 'It can be said that much of developmental psychology is the science of the strange behaviour of children in strange situations with strange adults for the briefest possible period of time' (Bronfenbrenner, 1977, pg 513). Bronfenbrenner (1979) described the ecological environment in which human beings operate as 'a set of nested structures, each inside the next, like a set of Russian dolls' (pg 3) and suggested that research and thinking around human development should be conceptualised within this framework.

The general ecological model, in its most recent reformulation (Bronfenbrenner, 1990) was based on two defining, inter-dependent propositions. Proposition one states that human development takes place through the complex reciprocal interaction between an evolving bio-psychological human and the persons and objects in their surrounding environment. It is suggested that to have an impact, interactions must take place regularly, over an extended period. These interactions are known as "proximal processes". Proposition two asserts that the form, content, power and direction of proximal processes impacting upon development vary as a function of the person's *immediate* and *remote* environment.

As described by Bronfenbrenner (1994), the ecological systems model presents a 'highly differentiated reconceptualization of the environment from the perspective of the developing person' (pg 39). The ecological environment is posited as existing within a complex array of interacting systems. The 'microsystem' represents the face-to-face, inter-personal relationships experienced by the developing person, such as between a YP and school professionals (SPs). The 'mesosystem' comprises the link between two or more settings, such as between home and school. It is, therefore, a system of microsystems. The 'exosystem' relates to the processes and linkages between two settings, at least one of which does not directly include the individual. For example, between a young person's home and a parent's workplace. The 'macrosystem' consists of the 'overarching of micro-, meso-, and exosystems characteristic of a given subculture' (Bronfenbrenner, 1994, pg 40). Particular reference is made to the belief systems, culture, hazards and opportunity structures that are embedded within these systems. The final dimension, the 'chronosystem', encompasses the environment in which an individual lives, that is, accounting for changes in family structure, socio-economic status, place of residence etc.

In evaluating the processes and experiences surrounding managed moves, taking an ecosystemic approach, as defined above, will assist the researcher in identifying and unpicking the complex interactions between individuals, groups and cultures within the context of a network of reciprocal relationships.

The literature review will focus on the contexts and systems in which managed moves have arisen. It will outline why managed moves have come into existence, with emphasis on how government legislation has shaped education in a way that fosters their implementation.

Exclusion will first be defined and the current state of school exclusion in England will be evaluated, using nationally recorded data. Subsequently, an analysis of the political ideologies and legislative frameworks within which exclusions and managed moves exist will be conducted. Some groups of YP are at higher risk of being excluded or experiencing a managed move; reasons for this will be scrutinised. The exclusion agenda has led to the formation of alternative educational provision, unofficial exclusions and high costs to society. These issues will be discussed. The above sections will explain and justify the reasons why managed moves are implemented, in response to legislative pressures and prevalent social discourses held by schools and LAs. The role of EPs will also be evaluated, with reference to the skills they are perceived to hold and their present influence on exclusion and managed move processes.

The purpose of the following chapter is to underline the context that has led to the growth of managed moves. It will conclude with a rationale as to why managed moves are a worthwhile

topic of study and what the results of this thesis may contribute to the debate around exclusion and managed moves.

1.1 Research questions

The aim of this investigation is to explore the managed move process, the reasons they take place, what constitutes and influences success, the problems associated with the procedure and how EPs can have a positive impact. A number of research questions are proposed, in order to meet these objectives.

The specific research questions are:

- 1) How does the managed move process work?
- 2) What are the reasons for managed move taking place?
- 3) What are the characteristics of a successful managed move?
- 4) What factors lead to the success of managed moves?
- 5) What are the problems associated with managed moves?
- 6) How can EPs increase their impact upon managed moves?

2 Literature Review

2.1 Defining school exclusion

The Education Act (1986) introduced “fixed-term” and “permanent” exclusions. Exclusion is a disciplinary sanction that prevents a pupil from attending school. The most common form is fixed-term, where a YP is excluded from school for a specified number of days. Permanent exclusions refer to instances where a YP is permanently removed from the school roll. Exclusion guidance in the Education Act states that exclusions should only be employed as a “last resort”.

In the UK, the most commonly cited reason for exclusion is persistent disruptive behaviour (accounting for almost a third of permanent exclusions and nearly a quarter of fixed-term exclusions) (DfE, 2010). Adding together the percentages for physical assault, verbal abuse or threatening behaviour (against a pupil and against an adult), these categories account for four in ten permanent exclusions and one half of all fixed-term exclusions (Centre for Social Justice, 2011).

2.2 School exclusion in context

School exclusions increased dramatically during the 1990s. From academic year 1990/1 to 1991/2, the Department for Education found there to be a 32% rise in permanent exclusions, from 2,910 to 3,833 (Blyth and Milner, 1996, pg 3). In 1995/96 the number of school exclusions reached its peak: over 13,500 YP were excluded, primarily from secondary school (Parsons, 1999). In response to this large increase, the UK Government set up the Social Exclusion Unit (1997) to evaluate the issue and produce recommendations with the aim of reducing levels of exclusion and truancy.

At face value, it would appear that the government has succeeded in reducing permanent exclusions from primary and secondary schools, over the last decade. The official number declined from 12,300 in 1997/98 to 5,740 in 2009/10 (DfE, 2010). However, as highlighted by Civitas (2010), the number of pupils being educated in Pupil Referral Units (PRUs) doubled between 1997 and 2007. The DfE currently collects no data regarding: the reasons why YP are sent to PRUs, the use of referrals, numbers of managed moves between schools, or the number of students on part-time timetables (Centre for Social Justice, 2011).

There are multifarious definitions of the term exclusion and wide ranging record keeping across individual schools and Local Authorities (LAs). Although the level of official permanent exclusions appears to be reducing, it is impossible to be sure of progress, given the uncertainty

about the level of unofficial exclusions, which have been described as 'wholly un-transparent ... as no statistics exist' (Centre for Social Justice, 2011 pg 12).

2.3 Current exclusions policy

Government guidance currently states that where a YP is excluded from school, the Local Authority (LA) must provide some form of alternative provision on the sixth day of exclusion. In addition, a YP cannot be subject to more than 45 days fixed-term exclusion over the course of one school year (DfE, 2008). Following a permanent exclusion, the LA becomes responsible for finding alternative provision for them. This may be in another school, a Pupil Referral Unit (PRU), colleges of further education (CFEs) or other form of provision run by independent projects (IAPs) such as charities, limited companies or community interest companies (Civitas, 2010). Where a YP is subject to a fixed-term exclusion, they remain on the school roll, but are not allowed to enter the school site for a designated period, almost always less than a week (Office of the Children's Commissioner (OCC), 2011).

Education has operated under the Every Child Matters umbrella, which states that 'this country is still one where life chances are unequal. This damages not only those children born into disadvantage, but our society as a whole. We all stand to share the benefits of an economy and society with less educational failure, higher skills, less crime, and better health. We all share a duty to do everything we can to ensure every child has the chance to fulfil their potential' (DfES, 2004).

It has been argued that a recurrent problem with children's services relates to the failure of professionals to understand each other's roles or to work together effectively in a multi-disciplinary manner. Every Child Matters was designed to change this, through stressing the need for professionals working with YP to have an awareness of the contribution that can be made by their own and other's services. Effective multi-agency collaboration is emphasised, to encourage the planning and delivery of joined up services, thus ensuring best outcomes for children and families (Barker, 2009).

The main aims of Every Child Matters are for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Each of these themes has a detailed framework attached whose outcomes require multi-agency partnerships working together to achieve.

The drive to limit disadvantage and increase education equality has so far been ineffective, as evidenced by the prevailing, static characteristics of excluded YP and the costs this entails to individuals, families and society (see sections 2.5 and 2.6). Pirrie et al. (2011) argue that fault-lines have arisen as a result of tension between the “will to punish” (exclude) as defined by Parsons (2005), and the inclusion agenda decreed by Every Child Matters.

Parson’s (2009) argues that ‘exclusion from school, either permanently or for a fixed period, is a quiet mockery of Every Child Matters’ (pg 7). An important factor that has driven the agenda towards a punitive, exclusive position is the introduction of market forces in education. West and Pennell (2002) suggest that UK education exists within a “quasi-market” environment, where schools compete for students amongst communities. Authors have cited the introduction of market forces as resulting in a spike in the number of exclusions that were observed in the 1990s (Parsons, 1997). Where schools are judged by their capacity to satisfy league tables, market dynamics work against YP who have difficulties conforming to the demands of mainstream education (Blyth and Milner, 1994).

Parffrey (1994) argues that the emphasis on academic attainment has created an environment where some YP are viewed as undesirable. They are viewed as “bad news” in a market economy. Parffrey’s (1994) study quotes a secondary school Head-teacher who describes “problem” children as “human un-saleable goods”. Parffrey argues that adolescents who do not conform are ‘rendered vulnerable as a result of political and systemic failure (and)... become scapegoats of that failure’.

Macrae, Macguire and Milbane (2003) have drawn a distinction between ‘weak’ and ‘strong’ versions of social exclusion, based on the work of Viet-Wilson (1998). The ‘weak’ version attempts to include the excluded; whereas a ‘strong’ version addresses the mechanisms through which powerful constituencies exercise their power to exclude. It could be argued that government bodies such as the Social Exclusion Unit have addressed exclusion processes using the weak definition, by focusing on the symptom (number of exclusions) of a large scale systemic problem. This weak conceptualisation of exclusion fails to consider the biases and conflicts between the will to punish and the moral drive to include that are embedded in the system. This observation exposes systemic contradictions in UK education, which often leads to the violation of vulnerable YP’s right to education under international law.

2.4 Current policy versus the human rights agenda

Munn et al. (2000) suggest four dilemmas that may impact upon exclusion policy. These dilemmas were identified based on qualitative research that explored Head-teacher's perceptions of exclusion policies. Viewed as a by-product of the policy context outlined in the above section, these findings are unsurprising. First, the competing claims of individual welfare versus collective rights is discussed. This refers to the need to weigh the rights of the majority to enjoy a safe and secure educational environment versus the rights of the "disruptive" individual.

Second, the weight given by LAs and individual schools to academic versus personal and social development was questioned. Munn et al. (2000) found that in case studies of secondary schools which had both social and academic goals for their pupils, exclusion rates were lower. A key characteristic of these schools was a conception of teaching that involved more than simply subject specialisation.

Thirdly, the professional autonomy of teachers is deemed important. This dilemma relates to the difficulties schools face in formulating a consistent approach to behaviour and discipline. What constitutes good / bad behaviour is difficult to define.

Finally, the curriculum entitlement of YP was highlighted. This refers to national guidelines that outline broad areas of knowledge to which all YP should be exposed. Restricting access to any area of this is viewed by government legislation as unduly disadvantaging pupils. However, as identified in the first dilemma, a YP's curriculum entitlement is overlooked when they do not conform to rules and are seen to be impacting negatively upon others.

Head-teachers, operating within a centralised, market based system are driven to respond to the above dilemmas in a way that: favours the "collective" rights of the least vulnerable, focuses on academic rather than personal and social development, creates low tolerance behaviour strategies that many vulnerable YP struggle to cope with and removes "difficult" children from the curriculum that they are entitled to. The high level of exclusion in the UK, which far exceeds the rest of Europe (Munn, Lloyd and Cullen, 2000), can be viewed as contradicting human rights legislation.

Commentators have discussed the issue of fundamental human rights in relation to school exclusion. Henricson and Bainham (2005) point out the need for a balancing of individual rights versus collective rights under international law. The UK government has signed up to the European Convention on Human Rights (ECHR) (2010) and the United Nations Convention on the Rights of the Child (UNCRC) (1991). It is debateable as to whether current policy is

compatible with either document. Parson's (2005) and the OCC (2011) have evaluated exclusion policy in relation to the rights agenda.

Parsons (2005) identifies the main choices in education as between condemning and punishing, supporting, nurturing and being virtuous, or balancing attacks on the problem with attacks on the causes of the problem. Parsons describes the policies in place in England and Wales as essentially "punitive", citing the construction of a legally defined group (permanently excluded), who are excluded from full-time education, as evidence of this. Parsons (2005) argues that a rights based agenda based on Articles 28 and 29 of the UNCRC should be implemented. Article 28 describes the 'right of the child to education... on the basis of equal opportunity... available and accessible to every child'. Article 29 states that 'education of the child shall be directed to the development of the child's personality, talents, and mental and physical abilities to their fullest potential'.

The OCC (2011) also takes a rights based view. They assert that the current system of school exclusion is not compliant with the UNCRC. Article 3 states that the interests of the child should be of primary consideration in decisions made concerning their education. The OCC (2011) found this not to be the case with many permanently excluded YP. The Education Act (2011) removed the right for parents to appeal to an independent panel against their child's permanent exclusion. Independent Appeal Panels have been replaced by Independent Review Panels, which do not have the power to require a school to re-integrate a YP whose exclusion was deemed inappropriate. According to the OCC (2011), this is inconsistent with Article 6 of the European Convention Human Rights, which protect the right to a fair trial. In addition, families have minimal right to choose as to what form of alternative provision a YP may be sent to. Along with their lack of appeal rights, this represents a further violation of Article 12 of the UNCRC, which requires the views of the child to be fully considered.

In sum, it is arguable that, at present, the balance of rights lies with the 'collective', whilst permanently excluded YP and their families currently have minimal rights, and, as decreed by The Education Act (2011), these rights are to be further curtailed. It appears that YP who conform to school rules and "behave", are granted the full range of human rights in relation to education. In comparison, those who do not conform are denied these fundamental rights. This is a worrying trend, particularly given the stable, entrenched risk factors that are associated with excluded YP. As described in the next section, the current system, despite much debate and political discourse to the contrary, is failing a large segment of YP.

2.5 Risk factors in exclusion

Research suggests that some YP are at significantly higher risk of exclusion than others. Risk factors include: special educational needs (SEN), gender, ethnic minority status, socio-economic status and other social issues such as living in care. The trends outlined below have remained constant over the last decade. The Social Exclusion Unit (2001) described similar risk factors as those recorded by the DfE in 2009/10. This section will outline the risk factors and evaluate reasons as to why they might lead to an increased chance of exclusion.

2.5.1 Special educational needs

YP with Special Educational Needs (SEN) are eight times more likely to be permanently excluded, according to the Department for Education (DfE) (2010). During 2009/10, pupils with a statement of SEN were seven times more likely to be excluded than those with no SEN. More than two-thirds of YP who have been permanently excluded have some form of SEN (DfE, 2010).

The Special Educational Needs Code of Practice (2001) defines a YP with SEN as having 'a learning difficulty which calls for special educational provision to be made for them' (DfES 2001). Some commentators have included EPs in their criticism of SEN "labelling" (Woods, 1994). The current climate requires professionals to locate YP within stratified, arbitrarily constructed labels. The DfES (2001) suggests a false dichotomous position of "special" and "normal". YP are acutely aware of these labels and may feel an SEN assignment as being pathologising, which can lead to de-motivation and dis-engagement. Woods (1994) states that by accepting and normalising this dichotomy, EPs add weight to government policy and may alienate some YP.

The categorisation of Social, Emotional and Behavioural Difficulties (SEBD) is particularly hard to define (Munn et al., 2000). There is no clear boundary as to where SEBDs begin and end. Pirrie et al. (2011) conducted a study of 24 YP who had been permanently excluded from school during 2005/06. They found that most of these YP had complex needs, the most common being SEBD and moderate learning difficulties (MLD).

The way education is organised and delivered is inherently norm-based and difficult to access for YP with SEN. An Ipsos Mori (2008) poll lists activities that YP describe themselves as doing in the classroom. The most commonly mentioned activities were 'copying from a book or the board' (52 per cent), followed by 'listen to explanations in class' (33 per cent). YP with learning difficulties may find such tasks difficult to cope with and hence disengage. A further report asserts that YP feel that some teachers do not understand how they learn, thus making it

difficult for them to do so (Ipsos Mori, 2010). This is particularly problematic within secondary school environments, where teachers may not be aware of the individual learning needs of all pupils in their care.

O'Regan (2010) suggests modifying the existing school exclusion criteria to include screening for learning difficulties. The Steer Report (2009) proposed that staff training should encourage the development skills required to identify SEN, thus facilitating early intervention, rather than resorting to exclusion, which is often reactionary.

2.5.2 Ethnicity

Certain ethnic minority groups are considerably more likely to be excluded from school when compared with their peers. The DfE (2010) report that Black Caribbean YP and those from Gypsy and Roma Traveller and Irish Traveller backgrounds are at significantly higher risk of school exclusion.

Black Caribbean pupils were four times more likely to be permanently excluded from school in 2009/10 than other members of the population (DfE, 2010). According to Lindsay (2007), Black pupils are often treated as different and difficult in the school classroom. Lindsay comments that White teachers, particularly male White teachers, sometimes react defensively to Black pupils, especially boys, as different claims to masculinity compete.

Jahoda (1999) described scenarios and experiences described by Black pupils as anchored in historical legacies of the 'Black savage'. This narrative portrays Black people as intellectually inferior and naturally aggressive. Hence, not only do dominant re-presentations of Black pupils infiltrate teachers' encounters with their pupils and their teaching practices in general, but these re-presentations also invade pupils' own understanding of socially constructed categories and power relations. Furthermore, Black people may also think in racial stereotypes. For instance, an educated, middle-class Black teacher may take a similar view as their white colleagues.

According to Jordan (2001), 'overt stereotyping, discrimination and racial prejudice faced mostly by Gypsies and Travellers is said to keep them out of schools and certainly has contributed to low attendance levels and even non-attendance and dropout before the due leaving date' (pg 117). Jordan further argues that parentally condoned absence, combined with a school system that essentially excludes this group, conspires to perpetuate marginalisation and under-achievement. The mainstream education system does not cater for the individual needs of YP from Gypsy and Traveller backgrounds. This may lead to low self-esteem, disaffection and

challenging behaviour – the pre-cursor for most school exclusion. In turn, Jordan (2001) suggests that this environment leads to an on-going cycle of social exclusion within this group in society.

2.5.3 Gender

In 2009/10, the permanent exclusion rate for boys was approximately four times higher than that for girls, while the fixed-term exclusion rate for boys was three times higher than that for girls. Hence, boys accounted for 78 per cent of permanent exclusions and 75 per cent of fixed-term exclusions (DfE, 2010).

Gender is an oft discussed factor that impacts upon school engagement and classroom behaviour. Jackson (2002) found that boys develop coping strategies to avoid being judged by their peers. They tend to protect their self-worth by avoidance of work, procrastination, withdrawal of effort and disruptive behaviour. This may help to explain why boys are at higher risk of exclusion, when compared with girls.

The gender of teachers may also play a part in boys' engagement and behaviour. Carrington and Skelton (2003) assert that boys achieve better when they are taught by a male member of staff. Much education provision is dominated by female teachers. The DfE (2012) reports that in 2011, 73.2% of teachers and 65.2% of Head-teachers were female. In the same year, 93.4% of LSAs were female. It is arguable that this disadvantages boys. The teaching styles in operation may be better suited to young girls and this may favour their gender. Success at school may be perceived by some young males as being associated with being femininity (Jackson, 2003) and therefore, less appealing.

2.5.4 Socio-economic group

YP who are brought up in families with low incomes are disproportionately likely to be excluded from school. The most common measure of low income is eligibility for free school meals. Children eligible for free school meals are around four times more likely to be permanently excluded and three times more likely to receive a fixed-term exclusion, when compared with their peers (DfE, 2010).

The United Kingdom has experienced low levels of social mobility (Hirsch, 2006; Stationary Office, 2009). One view of this situation is that 'these gaps are not mainly caused by the education system itself.... They arise principally from what happens outside school and before a child reaches school' (Stationary Office, 2009). This view has been challenged. A study by

Gazeley (2010) found that professionals commonly attribute pupils' difficulties in school to factors within the home. This study concluded that school exclusion processes are 'inextricably connected to other social and educational processes and it is therefore important to recognise systemic problems as well as those that relate to individuals and families'. Parsons (1999) affirms this view and states that locating causes within families ignores the causes at policy and institutional level.

As pointed out by Gerwitz et al. (1993), working-class mothers are poorly positioned and may not have the confidence to exert influence in cases of exclusion. They are less likely to be engaged in the processes surrounding the education system, hence decreasing the capacity for YP to access resources and achieve well academically. This issue is linked closely with social "class" and the perception of one's place in society.

There is evidence that when YP move into a different locality, they feel threatened and insecure (Alexander, 2008). For instance, where a YP from a low socio-economic background moves to a school in a middle-class area, they may feel that they do not belong. Feelings of inferiority may lead to a YP school refusing or exhibiting challenging behaviour.

2.5.5 Other factors linked with exclusion

Berridge et al. (2001) found that many YP who had been permanently excluded had disrupted home lives. Some of the sample studied had been subject to sexual abuse, parental violence and frequent shifts between homes. The same study observed that 45% of the YP were known to social services.

The DfES (2008) indicated that some permanently excluded YP were experiencing severe social difficulties outside school. At particular risk are children who are in LA care. They are more likely to be excluded from school when compared with their peers (Brodie, 2000).

It is important to mention that the risk factors outlined above rarely operate in isolation. YP whose needs span multiple risk factors are at particularly high risk of exclusion. One 'stark figure', compiled by the OCC (2011) suggests that in 2009/10, a Black-Caribbean boy with SEN, who was eligible for free school meals, was 168 times more likely to be permanently excluded from school when compared with a White girl without SEN from a middle class family. Clearly, the current system is not operating to the benefit of some of the most needy YP. This entails considerable costs to society, as outlined below.

In response to the intransigent nature of inequality in schools exclusions, the OCC (2013a) raised concerns regarding the accumulation of research highlighting the problem, but little top-down commitment to change systems. The OCC (2013a) recommended that Ofsted pay increased attention to the components of the Ofsted (2012) framework for inspection, that ensure schools create inclusive learning environments, and enable pupils to overcome barriers to learning.

2.6 The cost of exclusion

According to the Audit Commission (1999), exclusion is associated with negative outcomes including low educational attainment, unemployment, homelessness, criminality, and poor mental and physical health. Whilst it is not possible to posit exclusion as the main causal factor, research is unequivocal in linking it with these outcomes, as evidenced below.

Academically, excluded YP fare particularly poorly and this carries a high cost for their long term futures. Daniels et al. (2003) looked at the career pathways of 193 YP pre and post exclusion. They found that re-integration into mainstream schools often failed and only 50% of permanently excluded YP were still in education, training, or employment 23-24 months after exclusion. Furthermore, the achievement of YP educated in alternative provision is often poor.

At a social level, Daniels (2011) discusses the concept of “deep” exclusion, which refers to individuals and families being excluded at various levels of society, from school level to the wider community. It is possible that once a YP is excluded from school, they may become ostracised from their peers and their community. Negative reputations can develop that cross over generations of “excluded” families, which can impact upon siblings and parents. It is argued that school exclusion leads to deeper, more entrenched exclusion throughout the systems in which a YP operates. For example, Munn, Lloyd and Cullen (2000) discuss the ramifications of exclusion on family units. Parents may have to leave work to care for their excluded child and this can be disastrous for internal family dynamics, both socially and economically.

Exclusion has also been linked closely with criminality. This is unsurprising, given the risk of a deep sense of exclusion from mainstream society that can prevail. 90% of young men and 75% of young women in criminal custody had been excluded from school (HM Inspectorate of Prisons and Youth Justice Board, 2010). Berridge et al. (2001) attempted to establish whether, and to what extent, permanent exclusion from school had an independent effect upon the offending careers of 343 YP in six LAs in England. On the basis of 263 cases in which complete records were held by the police, it was found that 85 had no recorded offences prior to, or

following, permanent exclusion from school. 117 had no recorded offences prior to permanent exclusion but had a record of offending following permanent exclusion, 47 had recorded offences before and after permanent exclusion and 14 had recorded offences before permanent exclusion but not after. Of the 263 YP, 13 began their criminal career in the same month they were permanently excluded. This study does suggest an association between permanent exclusion and criminality, though showing that it has an independent effect is not possible. It is particularly noteworthy that 117 YP (44%), out of 263 for which records could be found, offended *after* their exclusion.

The New Philanthropy Capital (NPC) (2007) estimates the aggregate lifetime cost of permanent exclusions from school to be £650 million per annum. Some of the NPC's (2007) figures regarding the nature of excluded YP, such as estimates about health, work prospects and impact upon future earnings are based on questionable assumptions. For instance, suppositions are made about the type of employment a YP might enter and the socio-economic status of their families, some of which over-generalise and are not justifiable, given the range of life contexts that YP may experience. However, what is clear is that exclusion places a heavy economic burden on the tax payer.

Parsons (1997) estimated the cost of school exclusion in 1996/7 to be more than £70 million. This estimate is extrapolated from the various mean costs to education and wider services (eg. social services, health, police and justice). Parson's postulates that inclusion, on the other hand, should be significantly less expensive (£49.5 million). Again, these figures are norm-based and cannot therefore incorporate the nuances of the population. Even so, the message is clear, school exclusion places a large economic burden on society.

Alternative provision for excluded YP is very expensive. According to Sodha and Margo (2010), the state spends more on PRUs than it does on mainstream education. Following analysis of government figures, these authors estimate the cost of a full year in a PRU at £15,000. This figure does not account for costs that might accrue to parents, who in some cases need to leave work to look after their excluded child for set periods.

There is an on-going government drive to reduce the number of exclusions from school. Legislation states that those permanently excluded are required to attend some form of education; hence alternative provisions is required. Managed moves are a further alternative and will be introduced in section 2.9.

2.7 Alternative provision

Various forms of alternative provision are in operation across state-funded schools in the UK. As outlined above, the long term costs of permanent exclusion are many, which makes alternative provision an important issue. There are three methods by which a YP can be transferred to alternative provision: a permanent exclusion, a managed move or a referral.

As cited by Gazeley (2010), pressure to reduce permanent exclusions has led to the increased use of managed moves and referrals to alternative provisions. Alternative provision is often not well regulated and there are no minimum standards (Thomson and Russell, 2007). As suggested by Taylor (2012), there is a distinct lack of accountability in relation to outcomes for YP educated in alternative provision. Furthermore, Ofsted (2011) found that practice and quality across alternative provision is variable.

Blyth and Milner (1994) state that the government's attitude towards alternative provision posits YP educated there as inferior. They argue that PRUs are best described as bastions of social control and are merely "dumping grounds" for undesirable YP. There are currently three main types of alternative provision, Pupil Referral Units (PRUs), Colleges of Further Education (CFEs) and Independent Alternative Providers (IAPs).

PRUs have been criticised, often with some justification, for the level of results that are obtained by YP on roll. Ofsted (2007) found that one in eight PRUs were inadequate. In 2008, 1% of YP educated in PRUs achieved 5 GCSE grades A*-C and only 11.7% achieved at least one GCSE A*-C. The numbers of YP being educated in PRUs has risen dramatically since 1997. They are viewed by some as "dumping grounds" for some YP that other institutions have given up on (Civitas, 2010). Some authors (O'Regan, 2010) have asserted that PRUs reinforce poor behaviour and therefore lead to poor engagement and low standards.

The second type of alternative provision is provided by CFEs. As described by Civitas (2010), these schools tend to provide basic skills courses like English and Maths, alongside more vocational subjects like Mechanics. CFEs are inspected by Ofsted, but are not required to follow the national curriculum.

The third type of provision, IAPs, refers to those run by a charity, limited company or community interest company. The YP's fees are paid by the mainstream school or PRU to which the YP is attached. IAPs are not subject to centralised assessment and are not publicly controlled.

Gazeley (2010) reports that when alternative provision breaks down pupils are at risk of becoming missing from education all together. YP's perceptions are often not sought prior to a referral. They may view alternative curriculum arrangements negatively and their perception of themselves as a learner may be shaped by them. YP who are transferred lack the right to influence the form of alternative provision they are allocated and must accept whatever the LA provides. Disturbingly, given the fact that many permanently excluded YP have some measure of learning and / or social difficulties, Ofsted (2009) reported that up to one third of schools are failing to provide excluded students with suitable full-time education. This is further evidence of the lack of consideration bestowed upon excluded YP and their families.

The current climate is best described by Civitas (2010), 'If an unsuccessful attempt has been made to permanently exclude a child, the school can effectively exclude the pupil using a referral to alternative provision or by an internal form of exclusion in any case' (pg 20). Hence, it is arguable that permanent exclusion is, in some cases, a red herring. Schools have the capacity to exclude via alternative means. This can be done via a referral to alternative provision, a managed move or through internal exclusion. As noted by Steer (2009), compliance with the law on exclusion is not consistent, which may undermine good behaviour management and violate the rights of YP and their families under international law. Also, unofficial / illegal exclusion methods have been observed. These phenomena, along with the rise in numbers attending alternative provision, can be viewed as a symptom of a system that fails to cater to the most needy YP. Parsons (2009) would refer to this as "punishing the victim".

2.8 Unofficial / illegal exclusions

As described by Civitas (2010), the development of the Social Exclusion Unit and increased political will to encourage schools to reduce schools exclusions, has resulted in increased unofficial exclusions. Head-teachers, under pressure to achieve good academic results, have become more creative in their recording of figures and defining what counts as exclusion.

Commentators, in attempting to gain an accurate picture regarding numbers of fixed-term and permanent exclusions, have encountered difficulties. For instance, government guidance on the definition of "authorised absence", has allowed head-teachers to "massage" figures, to mask the actual number of fixed-term exclusions (Munn, Lloyd and Cullen, 2000). Barnado's (2010) describe instances where YP are subject to fixed-term exclusions, yet their absences are not recorded officially, and thus do not affect the schools targets.

The number of YP who are referred to PRUs and other off-site provisions is unknown. The lack of monitoring of this in many LAs means that significant numbers of YP are receiving minimal

education opportunities for large parts of the school week (Ofsted, 2004). There is also evidence that some YP are dual registered, and are attending a PRU or special school on a temporary basis (DfES, 2008). Both instances are effectively forms of exclusion, and exist in contravention of government guidance and international law.

Ofsted (2010) found that some schools permanently exclude pupils on an illegal basis. This may involve teachers informing parents that if they find another school themselves, or educate their child at home, they will not be subject to permanent exclusion and therefore avoid the labelling and potential stigmatisation associated with this.

More recently, the OCC (2011) raised the issue of “unofficial” or “informal” exclusions, for a fixed period of time or in some cases indefinitely. This inquiry found numerous examples of such activity, including: unrecorded short-term exclusions to allow children to “cool off”, students being “sent home” and not allowed back before schools have met with parents (where parents do not attend meetings this can last for a week or more), and students being coerced into moving schools.

2.9 The impact of current policy

The DfE (2013) is currently reviewing the state of school exclusions. The process started in autumn 2011 and continues until July 2014. The investigation involves 180 participating schools across 11 LAs. The first interim report suggests that schools need to have the capacity to ‘commission, manage and monitor alternative provision’ (pg 4) and be given the skills and resources to increase early intervention. The DfE (2013) reports increased use of ‘dual roll’, where YP remain on school roll but are also registered with an alternative provider. Schools are showing an increased tendency to directly commission alternative provision, hire specialist staff and take responsibility for YP at risk of exclusion. Of concern is the extent to which individual schools will feel it necessary to include challenging YP, when they are able to act outside the auspices of LAs.

As laid out by the DfE’s Academies Annual Review (2011a), academies are free from LA control and are therefore not accountable in terms of their exclusion practices and inclusion policies. Questions arise as to the extent to which, given these freedoms, schools will collaborate to establish fair access protocols and include YP who do not conform, under-achieve academically and may have a negative impact on their peers. This issue has been identified by the OCC (2013a), who ‘recommend that the exclusion rates from “converter” academies should be monitored carefully over time, and any differentials that become apparent should be addressed robustly’ (pg 6). Current policy may open the door for schools to consort, or act unilaterally to

set up alternative provision to place difficult YP on 'dual roll', effectively excluding them from mainstream settings. This is a potentially divisive issue. Given the political will to reduce recorded exclusions and the high cost of alternative provision, managed moves have been instigated.

2.10 Managed moves

The number of "managed moves" that have taken place between schools is currently unknown. At present, there are no standardised processes, or regulatory systems in place to guide their administration or record their prevalence nationally (Osler et al. 2001). DfES (2008) guidance defines a managed move as enabling the pupil to have a fresh start at a new school, with the full cooperation of all parties involved, including parents, governors and the LA. It is deemed "helpful" to have a protocol in place and to have a "full support package" for the YP. It is not specified what a "helpful protocol" or a "full support package" means. The DfES also make clear that parents should never be pressured into removing their child under threat of permanent exclusion.

Some LAs (Children and Young People's Directorate of Somerset County Council (2008)) have produced comprehensive process documents including: a detailed checklist as to what information is required, consideration of presenting needs, time frames for implementation, assurance of on-going inter-school contact, rules around formal planning meetings and initial preparation work and monitoring and review arrangements. In other boroughs, such as the research LA, the systems in place are more ad-hoc.

The OCC (2013b) suggest that when well administered, managed moves can be effective. For this to occur, the OCC propose that managed moves should be agreed across both the excluding and receiving institutions, in a process whereby schools collaborate to facilitate the process. This contrasts with an illegal exclusion, where decisions are taken unilaterally by the excluding school. The LA is viewed as an integral body, acting in a neutral, coordinative capacity, ensuring accountability across schools. 'Good' managed moves are defined by the OCC as: transparent, with all those involved having an awareness of what is happening; fully inclusive of the child's views in the decision making process, without the implied threat of exclusion if they do not succeed and contingent on all parties working to ensure that the new placement succeeds.

Abdelnoor (2007) defines a managed move as... 'an alternative to permanent exclusion. They enable a child or YP to move on to a new placement or programme in a planned way which satisfies the school, the child and family and any individual who has been aggrieved' (pg 11).

Parson's (2009) definition posits the managed move as a last chance option for YP. Parson suggests that the process should be instigated with full parental engagement, with a high degree of support and with the child's needs at the forefront. Parents should understand that 'their child has been subject to a raft of measures before they reached the critical point...' (pg 17). At present, LAs are tasked with instigating managed moves, using whatever processes they see fit.

Abdelnoor's vision of a managed move incorporates a process of restorative justice, or reparation by the YP to 'make amends' for their behaviour. Subsequently, having acted out their punishment and ensured that the YP has been made accountable for their actions before the school, a managed move can then occur on a 'voluntary' basis. This would be coordinated by a trained 'facilitator', who would act as a neutral body in brokering the move between schools, showing unconditional positive regard for all stakeholders.

Abdelnoor's (2007) book is one of few endeavours to define the managed moves process and outline considerations for implementation. This publication is important, given the findings of the DCSF (2008), who report that some schools engineer managed moves to effectively exclude YP, whilst avoiding permanent exclusion. Similar findings were recorded by the Centre for Social Justice (2011). In their review of educational exclusion they said... 'It seems that the managed move process is being abused by some head teachers. Concerns also exist over the quality of practice being applied, which appears to vary considerably. This is resulting in inconsistency, unfairness and an understandable degree of scepticism by some towards the process itself' (pg 151). At present, many such moves are taking place "under the radar" and without much of the parent engagement, restorative element or support networks espoused by Abdelnoor (2007) and Parsons (2009).

To date, one study has specifically evaluated a managed moves scheme, in a Midlands LA. Vincent et al. (2007) looked at the Coalfields Alternatives to Exclusion Scheme (CATE), which involved 'transfers, between schools, of pupils who would otherwise have been permanently excluded, and of pupils at risk of permanent exclusion' (pg 285). The protocol included a preventative element whereby YP identified as disaffected receive additional support of various forms, within and outside school. The findings suggest that the CATE initiative was viewed positively by most stakeholders, as reported in interviews with pupils, parents and school staff.

The initiative was perceived as having precipitated a reduction in the number of exclusions, a reduction in previously problematic behaviours and increased behaviour in line with school norms, better engagement with the curriculum, increased involvement in extra-curricular

activities and more constructive relationships with peers, staff and family members. Other benefits included reducing the delay in finding a new placement that tends to occur following a permanent exclusion.

The main characteristics that led to successful managed moves were: a phased integration over a number of weeks, shared control across a number of key stakeholders and YP being consulted. YP valued relational factors, in particular, feeling ... 'genuinely cared about, wanted, listened to and supported' (pg 290). It was found that the success of the initiative was partially reliant on the inclusivity of the *new* school, and the capacity of the *present* and *new* schools to coordinate well and be flexible. It was deemed important by teachers and YP for the new school to act as a 'fresh start'. The need for schools to respond pro-actively, creatively and flexibly to individual needs was advocated by YP, alongside being given focused support, not just during integration, but long term. When these conditions were present, YP reported the development of new attitudes and motivation and a more positive view of themselves and their schools. As previously suggested by Weare and Gray (2003), it is the latter outcome, which is difficult to measure, that is especially important in moving from disaffection to a more constructive sense of self and, consequently, engagement and inclusion.

Parsons (2009) conducted a number of case studies, looking at three 'high excluding LAs' and three 'low excluding LAs'. LA data were analysed against national data and a number of interviews were conducted with the full spectrum of stakeholders involved in the exclusion process. This was a large scale study with a number of key objectives, including: to reduce exclusion and increase the inclusivity of education within high excluding boroughs, to develop a fuller understanding of the forces behind exclusion, to increase multi-agency collaboration and to endorse supportive and restorative principles.

Interestingly, it was found that within the low excluding boroughs, managed moves were viewed as a 'supporting part of the inclusion policy' (Parsons, 2009, pg 26). LA officers weighed evidence as to whether a supported fresh start would be applicable. It was found that managed moves were most common where there had been a breakdown in relationships, due to violence or drugs for instance. In 'one-off' incidents, where YP were excluded for out of character behaviour, managed moves were often organised and deemed effective.

Comment was made on a high excluding borough that had previously 'no tradition' of using managed moves. Early monitoring of the initiative in 2005/06 suggested that 45 per cent of managed moves had been successfully taken on roll in a new school, 32 per cent were on dual placement (this was defined as 'partial success') and 25 per cent had returned to the original

school. Parson's (2009) work does not specifically look at the managed move process. However, it was interesting that the low excluding boroughs were seen to use managed moves effectively, when compared with high excluding boroughs. There was no attempt to demonstrate *how* managed moves were successful and little acknowledgement of the way in which "success" could be defined. It would appear that Parson's definition would be characterised by a YP being taken onto roll at a host school. It is not clear whether YP, parents and practitioners agreed that this constituted success.

It may be that managed moves are indeed preferable to permanent exclusion. The above two studies would support this hypothesis. This assertion is made tentatively, given that the presence of robust evidence is limited.

2.11 The role of Educational Psychologists

The DfE (2011b) states that EPs 'have a central role in the statutory assessment and statementing procedures for children with special educational needs (SEN). Employed by local authorities, not the Government, they also contribute to behaviour-support work and early intervention'. This definition posits EPs as practitioners working predominately with YP with SEN. EPs tend to define themselves in much broader terms.

According to Cameron (2006), EP work should: adopt a *psychological perspective* on the nature of human problems, uncover *mediating variables* which may provide an explanation of why certain events may be related, unravel *problem dimensions* using sophisticated models which can be used to navigate through a sea of complex human data, provide a simple but useful map of the interaction between people factors and aspects of their living / learning environments and promote innovative concepts or *big ideas* which are underpinned by psychological research evidence, ie. *evidence-based* strategies.

In recent decades, there has been a recognition that EPs should work systemically. For instance, the Institute of Education (IOE) EP training programme draws heavily on Bronfenbrenners (1979) Eco-systemic model, which assumes that human beings operate within a complex, multi-layered system, where individuals and groups of people impact upon others. Epistemologically, training espouses a social constructionist perspective (Burr, 2005) which assumes that social discourse shapes the acquisition of knowledge and conception of reality.

This is set against what Stobie et al. (2002) describe as the 'defunct traditional model', where 'problems' are viewed as within-child. The traditional approach posits EPs as assessors of need and gatekeepers to resources. Moving away from this model, there has been an explicit move

for EPs towards a reconciliation of the pragmatic and the scientific through the conceptualisation of the role as that of “scientist-practitioner” (Lane and Corrie, 2006).

According to Farrell et al. (2006), there is evidence that EPs bring coherence to work across agencies. This is referred to as ‘bridging’, and can involve coordinating delivery of service across groups of professionals from divergent backgrounds. EP training providers such as the IOE encourage the development of consultation skills and working models in line with a systemic, interactionist, solution-focussed approach, as propagated by Wagner (2000). This approach often incorporates solution-focussed methods to elicit strategies and possibilities for positive change. It is assumed that clients are endowed with the resources to exact change; a move away from the deficit model of working, where EPs are placed as experts.

Interestingly, many service users have highlighted the role of EPs as experts as the most valued element of service (Ashton and Roberts, 2006). Hence, there may be some conflict between service users’ perceptions of EPs, and that of some EP training providers and EP practitioners. This may be a contributory factor as to why some authors have suggested that EPs are suffering an ‘identity crisis’ (Cameron, 2006).

The profession is permeated with anxiety regarding the ‘distinctiveness’ of the role, and has experienced problems in forming a stable identity (Cameron, 2006, Farrell et al., 2006, Love, 2009). Throughout the literature, a pervasive identity problem is described, whereby EPs are constantly having to justify the need for their existence. Commentators have raised concerns that, in the uncertain times ahead, the profession must be seen to be relevant (Gersch, 2009). In a review of future possibilities for EP work, Gersch asserts a need to anticipate what adaptations may be needed to keep the profession thriving. Given the precedence of the debate around exclusion and managed moves, and the disturbing revelations as to the misuse and occasionally, abuse of these processes by schools (Centre for Social Justice, 2011), EPs may have a role to play in working with schools and families where YP are at risk of exclusion.

Daniels et al. (2003) point out that government guidance on exclusion suggests that head-teachers should consider a multitude of factors when deciding whether or not to exclude. These include the YP’s previous record, the frequency and severity of behaviour precipitating exclusion, and whether other agencies have been involved, including EPs. The authors state that these considerations are inadequately accounted for in many cases. They stress a need for greater EP involvement in exclusion processes. Parson’s (2009) noted that in low excluding LAs, a YP could not be excluded without the input of an EP, who might provide insight as to

alternative ways of approaching a YP and tailoring their learning environment to their individual needs.

Abdelnoor's (2007) definition of the 'facilitator' role in brokering managed moves aligns very closely with the working model espoused by many EP training providers. Abdelnoor suggests that managed move planning and execution should be characterised by solution-focussed thinking, flexible negotiation and planning across multi-agencies. The facilitator position is described as being one of 'minimal power and maximum influence'. The facilitator must have good relational skills, be able to work effectively within an emotionally charged environment, have a 'unifying perspective' and good psychological awareness, and understand the value of free reciprocal agreements.

2.12 Rationale

The political climate and legislative processes around exclusion have led to an increase in alternative provision, exclusions and managed moves in the UK. It is important to explore evidence-based alternatives to exclusion, which is deemed by many to be unwieldy, expensive and, in some cases, illegal and immoral. At present, managed moves are taking place with little evidence as to how they work, the reasons for their implementation, what makes them successful, what are the problems and how EPs might best impact upon this. This study aims to elucidate these issues.

Given the edicts of international law (ECHR, UNCHR) and a government drive to instil inclusive education practices (Every Child Matters), it is surprising that the UK government has placed so little emphasis on finding out the views of key stakeholders as to the experience of managed moves. The lack of government guidance around managed moves is concerning, particularly given the costs of exclusion, as identified above. Alternative provision is costly and, at times, poor in quality and unofficial / illegal exclusion practices are common. Within this context, managed moves are an extremely worthwhile avenue of research, as they have the potential to reduce the cost of exclusion to individual young people, families, schools and wider society and may help to fulfil the demands of international and government legislation in increasing inclusion of the most vulnerable.

There is therefore a need to consider the views of relevant stakeholders such as LA officers, SPs, parents and YP as to their experience of managed moves. At present, there is minimal evidence of EP involvement in exclusion cases. Given the extent of EP skills, systemic working models, access to resources and the importance of the success of managed moves, it will be useful to establish how EPs might work to facilitate best practice.

Parsons (2009), looking at national exclusion data and systems in place in three high excluding and two low excluding LAs, found that low excluding LAs reportedly made better use of managed moves, when compared with high excluding LAs who did not tend utilise this alternative. Whilst highlighting the potential efficacy of managed moves when compared with permanent exclusion, this investigation did not define successful parts of the process, inquire as to the qualitative measures of success or identify problems, as defined by key stakeholders.

Vincent et al. (2007) positively evaluated managed moves as an alternative to permanent exclusion. This study, however, did not include the views of LA officers or assess the current and potential impact of EPs. Furthermore, little attention was given to the problems associated with managed moves. Abdelnoor's (2007) work provides a useful framework for structuring the managed move process, but lacks rigorous evidence to support its advocacy.

This study will adopt a case study design with focus on a single LA. A mixed methods approach will be taken, evaluating quantitative and qualitative data to gain a rich picture of how managed moves work and what can be done to enhance the practice at borough and national level. The researcher, as a working member of the borough, will be able to observe the operation of managed moves at a systemic level.

The project may add transparency to the process of managed moves and will be of interest to Head-teachers, teachers, EPs, social workers, educational welfare officers and other relevant LA practitioners, who may be able to adopt some of the findings. The implications may be useful for parents and YP in preparing them for a managed move in terms of what to expect, and the sources of support they should seek. The study could raise evidence-based recommendations regarding the process of managed moves in support of calls by the Centre for Social Justice (2011) to formulate methods of regulating managed moves.

As a trainee EP and within previous employment experience, as a teacher, the researcher has developed a keen interest in the plight of vulnerable young people and families. The debate around individual rights versus collective welfare has been an interest area for many years, making this topic both worthwhile and appealing.

3 Methodology

3.1 Research paradigm and design

The researcher adopted a pragmatic perspective when considering the methodological and epistemological issues in this research (Guba and Lincoln, 1994). The research questions directed the choice of measuring tools and it was acknowledged that quantitative and qualitative tools were useful in answering them. Henceforth, a mixed-methods design was utilised within a case study framework.

A case study methodology has been defined as appropriate when 'the investigator has little control over the events, and when the focus is on contemporary phenomenon within some real-life context' (Yin, 2003, pg 1). In this case, managed moves are the social phenomenon under investigation. Gillham (2000) suggests that a case can be defined as a unit of human activity embedded in a real world context.

This research design has many benefits. Social science has not succeeded in producing generalised, context-independent theories. Studying human behaviour requires the researcher to take a nuanced view of reality. Hence, as suggested by Flyvbjerg (2004), 'predictive theories and universals cannot be found in the study of human affairs. Concrete, context-dependent knowledge is therefore more valuable...' Eysenck (1976) proposed, 'sometimes we simply have to keep our eyes open and look carefully at individual cases, not in the hope of proving anything, but in the hope of learning something'.

A criticism that may be aimed at this approach relates to the generalizability of the findings. This argument holds little weight. Given the likelihood of divergent managed move implementation across LAs and the lack of previous research, a shared definition of what exactly constitutes a managed move does not, and is unlikely to ever exist. Practice is context-dependent. The plethora of data that will be gained through this methodology will explore the managed move process from the viewpoint of all key stakeholders. Whilst SP, LA officer, parent and YP experiences will differ, the implications and observations that this research raises will likely be applicable elsewhere.

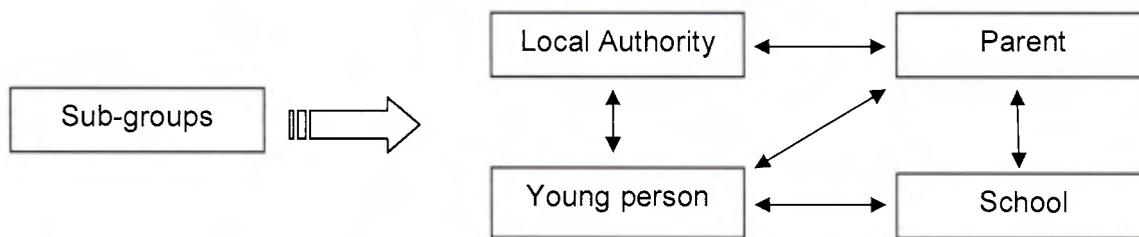
Some researchers (Dogan and Pelasse, 1990; Diamond, 1996) have claimed that case studies cannot be of value, unless linked to hypotheses, following the hypothetico-deductive model. These assertions seem redundant when referring to human behaviour, where knowledge is entirely context-dependent. As proposed by Flyvbjerg (2004), 'formal generalisation is overvalued... whereas the "force of example" is understated'.

As promulgated by Yin (2003), this investigation will be composed of discrete sub-groups of analysis that exist within a single, over-arching case – a London LA. The unit of analysis is “managed moves”. To gather data about the unit of analysis, four sub-groups have been highlighted: school professionals, LA officers, parents and young people (see figure 3.1).

Figure 3.1

Single Case – South London LA

Unit of Analysis – *Managed Moves* between Secondary Schools



The “Local Authority” sub-group refers to data collected from LA officers who work directly for the borough. The “school” sub-group refers to school professionals (SPs) who facilitate managed moves within individual secondary schools. The “parent” and “young person” (YP) sub-groups refer to those who have experienced a managed move over the last three academic years. Throughout this investigation, the school where a YP was placed, prior to their managed move will be referred to as the “starter” school. The provision they moved to will be known as the “host” school.

For the purposes of this case study, the four sub-groups (SPs, LA officers, parents and YP) were treated separately, and the interview data compiled within each sub-group is discussed in such terms. However, it is recognised that the boundaries between each sub-group are not concrete. As illustrated in figure 1, each sub-group is inextricably linked. A school's narratives / set processes regarding managed moves will inevitably interact with YP and parent's experiences. In turn, a school's behaviour is impacted upon by LA policy and the actions of LA officers and will therefore be shaped by these. In addition, individual parent and YP contact with schools will influence the managed move process and interact with the way SPs operate.

As a trainee EP, on placement within the studied LA, it will be possible to ‘absorb the culture’, as suggested by Gillham (2000). The benefit of using a case study, mixed methods design is that it allows the researcher to engage in “pattern matching” (Yin, 2003). This refers to the capacity of the researcher to engage with the processes and professionals who impact upon managed moves to gather rich, in depth data across the full range of sub-groups. This design

allows for a systemic interpretation of the unit of analysis (managed moves) and the main influences upon it.

A number of other methodological approaches were contemplated as part of the planning process. Interpretive Phenomenological Analysis (IPA) was considered, but was deemed inappropriate. This approach would not sit well within a case study design, where individuals of differing age, backgrounds and roles are involved. In conducting an IPA study, one would assume that all members of the sample have experienced a similar “phenomenon”; in this case a managed move. In the present study, participant variability is considerable, making it difficult to argue that the sample is homogenous. LA officers, SPs, parents and YP will have experienced managed moves differently, dependent on their agenda, role and the processes operating within each school. At present, it is not possible to assume the presence of a concrete, shared definition of a managed move across stakeholders. Therefore, defining the phenomenon to be studied would also be problematic.

A grounded theory methodology was also considered, but deemed unsuitable. According to Creswell (2009), grounded theory is ‘a qualitative strategy of inquiry in which the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study’. (pg 13 & 229) Research under this paradigm would begin with no pre-conceived hypothesis. Managed moves per se, have not been widely researched, although it is possible to formulate hypotheses as to the impact of the process and what might lead to success, based on many years of research looking at exclusions. In addition, the sample size is unlikely to be large enough to conduct multiple stages of data collection and the refinement of interrelated categories of information, as required in grounded theory research.

Furthermore, questionnaires were considered as an addition to the qualitative data gained through semi-structured interviews. This was regarded as inappropriate, given the complexity of the managed move process and the need to gain a rich picture of the experience itself, as stipulated in the research questions. Semi-structured interviews have the benefit of eliciting participant views in their own words and given the possible level of discrepancy of experience across contexts, this was deemed important, to facilitate the construction of evidence-based implications.

3.2 Epistemological stance

A “realist” philosophical viewpoint will be adopted, where it is assumed that managed moves exist, giving the researcher grounds to conduct this study. It is recognised however, that no “universal” truth will be found as to the concept of a managed move. As outlined in the literature

review, exclusion / managed moves are subject to considerable variation across LAs, schools and individual cases.

Consequently, and given the wide-ranging application and construction of managed moves, it will be necessary to take a “relativistic” epistemological approach, where it is assumed that different stakeholders will have wide ranging experiences of managed moves.

The research will be inductive, and inferences will be made based on the researcher’s observations and interpretations. Hence, attempts will be made to ‘make sense of and unify different perspectives’ (Gorard, 2004). For example, the “success” of a managed move is likely to inhabit varied definitions. The LA definition of what constitutes success may be different to that of SPs in a given school and/or individual parents or YP. The aim of this research is not to locate concrete definitions, but to establish themes, trends and dissimilarities across sub-groups as to: the process of managed moves, what contributes to success, what constitutes success, problems with the process and how EPs might be best involved.

3.3 Terminology

The research borough has a two tier approach to moves between schools. The practice is agreed by all the schools and ratified by the Fair Access Protocol (FAP). It incorporates two processes, ‘permanent managed transfers’ and ‘managed moves’. The following definitions are taken from the borough FAP:

Permanent Managed Transfers can be initiated for students who would otherwise be permanently excluded. The parents and student have to agree to this as an alternative to permanent exclusion, as it takes away their right of appeal. If they do so, the case is brought to the Pupil Placement Panel (PPP) which is convened on an as and when basis and consists of two Head teachers who rotate termly, the Exclusions Officer, Head of Education Inclusion Services (currently vacant) and the Interim Strategic Head of Alternative Provision. At the PPP, the Exclusions Officer records data as to which schools have requested a permanent managed transfer take place, and who has received a one, so that the Fair Access Protocol (FAP) can be applied when placing in a new school. Regard is given to parents/student preference but may be overridden within the PPP. Placement is permanent and only in rare, exceptional cases is the decision of the PPP not accepted by the receiving Head teacher.

Managed Moves are supposed to be an earlier intervention (fresh start) to prevent escalation of issue (peer relationships etc) instigated between schools. The agreement of the parents and

students should be sought before a request for a managed move is made. The Head teachers of each school speak to each other to discuss the managed move. If the receiving school agrees, a trial placement for periods generally of six weeks will commence following an interview at the receiving school. The trial placement is sometimes extended. After the trial placement the student is either accepted on role or returns to their original school.

3.4 Data collection

Consent was sought from the LA and individual schools. Letters were sent to every secondary school in the borough, asking Head-teachers if they wished to take part in the study (see appendix A). Some schools agreed and sent a reply slip to the researcher. Others were further contacted by telephone and email to secure permission to contact YP and parents. Once permission was gained from schools, parents were contacted via post, email and telephone, to seek consent to interview them and their child.

Interviews with LA officers were conducted at the borough head office. SPs were interviewed at schools, as were all of the YP and one parent. The remaining parent interviews took place at their home. Interviews lasted between 12 and 42 minutes.

Quantitative data regarding LA school exclusion rates was collated whilst the researcher was on placement as a Trainee EP. Data as to the number of permanent managed transfers is also reported. National data as to trends in permanent and fixed-term exclusion was drawn from DfES (2010) records and compared against LA records. The number of successful and unsuccessful managed moves is not recorded and was therefore unavailable.

As the researcher was a working member of the borough, observations and informal conversations took place in relation to the managed moves process. This included on-going discourse with relevant staff responsible for managed moves and attendance at the School Behaviour and Attendance Panel (SBAP) meetings, where school staff raise names as to prospective YP who might experience a managed move and discuss the logistics of the process. The most salient observations are reported in the results chapter. When the researchers own thoughts are added, the comments are placed within square brackets and written in *italics* [].

3.5 Participants

In total, twenty-six interviews took place. A stratified sample was accessed and interviews were conducted with individual members of each sub-group. Eleven SPs were interviewed and their

professional roles varied, including: Head-teachers, SENCOs and Inclusion Officers. All SPs had been involved in the managed move process in a bi-directional fashion. Hence, they all had experience of hosting a YP on a managed move and requesting / enacting a managed move of a YP from their school to another provision.

Five LA officers were interviewed, including: the officers responsible for exclusion and managed moves in the borough, an Education Welfare Officer (EWO), the Head of the borough's multi-agency team for Children Looked After and two EPs who were currently working within the secondary schools.

Five young people were interviewed, between the ages of ten and fourteen. Four were attending a secondary school in the borough and one a primary school. All had experienced a successful managed move at some stage during the current academic year or within the last two years, as defined by the borough. Complete records do not exist within the research borough, in relation to the number of managed moves that take place. In many the cases, they occur without the LA being notified. Hence, a sample was sought from those where the exclusion officer had been directly involved, at transition meetings and in liaising between host and starter schools. In these cases, a record is made as to whether the move was "successful" or "unsuccessful" at the end of the six week trial period. This record is not retained centrally. Given more accurate data keeping, it may have been possible to source a greater number of participants. One of the young people had a statement of special educational need. One was receiving support at school action / school plus level. The remaining three young people had no identified special educational needs.

Five parents were also interviewed, all of which were parents of the young people described above. All parents were mothers. Attempts were made to interview the YP's fathers also, but this was not possible.

A "successful" managed move is defined in the research borough as when a young person attends a host school for a six week trial period and is then taken on by the school full time. This definition was used in locating an appropriate sample. It was felt that defining success using other methods such as school reports and / or attendance records, for instance, would have been difficult, both in terms of locating data and defining success in a valid, norm-based way. All YP participants were therefore deemed, by the borough, to have completed a successful managed move. It was considered invalid to interview YP who had experienced a managed move more than two years previously, due to concerns around accuracy of recall.

3.6 Data analysis

3.6.1 YP pre-interview

Prior to conducting the semi-structured interview with individual YP, a pre-interview, exploratory conversation took place, using solution-focused and personal construct psychology (PCP) approaches. This utilised the skills of the researcher, as a Trainee EP, to elicit the YP's views of the managed moves process through solution-focused questioning, alongside PCP based scaling.

As advocated by Ajmal and Rhodes (1995), the solution-focused method begins with 'problem free talk', where rapport is built through discussion of things that are going well in the young person's life, with the aim of settling them and developing a relationship. This approach encouraged the YP to impart information as to what was going well and avoided over-focusing on past problems. Adopting this stance allowed the researcher to draw out *what* helped, *who* helped and *how* these elements helped with their managed move. As suggested by O'Hanlon and Weiner-Davies (1989), questions were posed within a positive framework, for instance:

"Tell me about how this was helpful?"

Given time restraints and in accordance with the research questions, the researcher used the most positive wording possible to elicit data as to what worked in making their managed move successful. It was deemed important to establish what was different at the YP's host school, when compared with their starter school. Questions searched for solutions and positive exceptions amongst complex narratives, with the aim of highlighting changes and differences, both in the YP's own behaviour and the behaviour of others. Some question examples included:

- "What do you notice is different about your previous school when compared with your current school?"
- "How do you explain these differences?"
- "Who else is involved, or notices these differences?"

A PCP approach was also employed to elucidate how the YP perceived themselves in their starter and host schools. PCP is underpinned by the idea that an individual's psychology is classified in terms of the way a client makes sense of the world rather than using conventional diagnostic categories (Winter, 1992). First developed by Kelly (1955), a PCP approach assumes that people develop personal constructs as internal ideas of reality in order to understand the world around them. They are based on our interpretations of our observations and experiences, which can be educated through conversation with a trained practitioner. PCP

posits individuals as scientists of their own mind, building up and refining theories and models about how the world works, so that events can be anticipated and as a way of making sense of the world.

The researcher is an EP, with extensive training and knowledge as to using PCP effectively. This approach is used consistently when conducting case work in the field. Using PCP, it is possible to establish a young person's self-constructs, by engaging in a questioning style that elicits their self-perceptions and helps them to consider what they deem to be 'truths' about themselves. It is possible to identify, therefore, any fundamental changes in perceived constructs, when relating to a YP's starter and host school. This was deemed useful in the context of the present research, as a way of identifying what *factors* had impacted on the YP's perceived changes in self-construct and how their own actions and those of others may have contributed to this.

The researcher attempted to bring out bipolar constructs, using numerical scaling, based on Butt and Burr's (2006) contention that language is often poor at describing meanings due to its ambiguity. This point is pertinent, particularly when using this methodology within a research context and in working with YP whose language capacity may otherwise inhibit their responses. In investigating the relationship between constructs, it was felt that this approach would best elucidate a) how the YP perceived his/herself in starter and host schools context, and b) how they felt that other, important stakeholders perceived them.

Due to time restraints, YP were asked to propose their views based on one simple scale, following four questions:

- 1) "How would you describe yourself in your new school?"
- 2) "How would you describe yourself in your old school?"
- 3) "How would other people describe you in your new school?"
- 4) "How would other people describe you in your old school?"

If, for example, a YP answered, "happy" in response to question 1, the researcher would then inquire, "what is the opposite of happy?" This identified a bipolar construct and allowed the YP person to identify their constructs at their present and past schools. They were also able to identify how other people would describe them. Constructs were scaled from 1-10. Using the example above, if a YP identified bipolar constructs such as "happy" and "sad", they were then asked to indicate which end of the scale would represent very happy. The other extreme would therefore represent very sad. Hence, a YP might suggest that 1 should represent very happy and 10, very sad. Having named a self-construct, the YP were then able to identify, using the

scale, as to where they perceived themselves to be and where they felt others perceived them to be in their starter and host schools.

Some YP were able to indicate a number of personal constructs, others only one. This approach allowed the YP to express their self-perceptions regarding both schools in a way that was quantifiable and illuminating as part of this research. Please see appendix B for an example of the above.

It is important to note that whilst both solution-focused and PCP approaches were adopted, the interviews did not take place in a pre-defined order. The YP dictated the pace of the conversation and the researcher introduced the scaling when appropriate within the context of each interview. Following the above process, the YP took part in a semi-structured interview, as did the other study participants.

3.6.2 Semi-structured interviews

The interview schedules were constructed based on the research questions. As established in the literature review, there is a paucity of evidence as to what the process of managed moves looks like, the reasons they take place, what contributes to success, what problems exist and how EPs can best make an impact.

The interview schedule was identical for LA officers and SPs. Parent and YP schedules contained a number of differences. Having conversed with SPs and LA officers prior to designing the interview content, the researcher was informed that it was unlikely that parents and YP would have received support from an EP during their managed move and would, therefore, have little knowledge as to their role. Hence, YP and parent interview questions focused more on the managed move experience itself. Where possible, questions were similar across each sub-group, thus ensuring construct validity (see appendix C for examples of interview schedules).

A number of prompts were contained within the interview schedules. However, the researcher was not restricted to the listed questions and prompts. Additional prompts were used on some occasions, particularly when interviewing YP, who sometimes required further elaboration of question meaning and re-wording to facilitate responses.

Furthermore, depending on the flow of the interview, the ordering of questions was not fixed. For example, where a respondent began to discuss the problems with managed moves, the

interviewer did not re-focus the conversation on factors in success. Rather, participants led the structure and pace of the interviews and questions were posed depending on the perceived flow of conversation.

3.6.3 Pilot study

Given the small number of possible research participants within the borough, it was not deemed appropriate to use one or more interviews as a pilot, without including this in the final data. There was consideration of conducting a comprehensive, preliminary pilot study. However, this could only have been achieved by interviewing an individual from each sub-group, who was not a member of the research borough. This was deemed unfeasible given the time restraints and challenges gaining access to an appropriate sample. Consequently, the decision was made to amend the interview questions as the process progressed.

Hence, interview questions were modified and added where the researcher felt that some element of participant narrative was not sufficiently drawn out. For example, within the LA officer and SP interview schedule, question eight was added following two interviews, as it was felt that information as to the way that schools involved parents was not emerging effectively.

It is possible that data was missed due to the lack of rigorous pilot study, prior to the question modifications outlined above. In addition, it is possible the researcher's pacing of questioning may have been more efficient given practise within a piloting context.

3.6.4 Thematic analysis

Inductive analysis was undertaken, characterised by a coding of the data without trying to fit it into a pre-existing frame of reference. In this sense, the analysis was data-driven and themes were allowed to emerge from the data (Patton, 1990).

The researcher coded for latent themes interpreted from what people said, adopting a constructivist perspective. Themes evolved from the data and were compiled by sub-group. For instance, interview data gathered from LA officers was coded as one group. The aim was to establish themes that were shared within each sub-group and between sub-groups. An example of a coded transcript can be found in appendix D.

Braun and Clarke's (2006) guidelines were followed. This includes familiarising oneself with the data through reading transcripts a number of times, generating initial codes, searching for

themes and reviewing, defining and naming themes. The full list of themes, alongside the number of times participants from each sub-group referred to them, can be found in appendix E.

In coding participant responses, each mention of a specific issue was coded individually. For instance, where an SP made three comments in relation to home-school communication, this was coded three times. It was felt that this would present a picture of the perceived importance of specific issues, which would not be captured if the data were coded on a person by person basis.

3.7 Reflexivity

It is recognised that in conducting qualitative analysis, the researchers own views will impact upon the interpretation. It is acknowledged that the researcher's values and beliefs will play a part in shaping the analysis (Creswell, 2007). The data were not coded in an epistemological vacuum. Yin (2003) points out a potential pitfall in case study design, that of over focussing on one sub-group at the expense of another, for instance, over-prioritising the data gathered from LA sources over another source. This was avoided, where possible, by remaining objective in interpreting the data. This task entailed some difficulties. As a member of staff within the LA, some interview participants were discussed with the researcher outside the interview process. It was necessary to maintain professional boundaries and avoid biased interpretations, through viewing the interview data as neutrally as possible.

3.8 Ethics

Ethical approval was sought prior to the commencement of this study, in line with the British Psychological Societies ethical guidelines (BPS, 2009). This was accepted by the Institute of Education Research Ethics Committee (see appendix F). Prior to data collection, all participants were given written information about the investigation. Permission was sought from schools to interview YP and they were invited to ask questions about their participation.

Informed consent was sought from all participants, who were told that should they wish to withdraw from the study at any time, they were able to do so (see appendix G for the participant information and consent forms). Given the nature of the topic in question, it was important to reassure parents and young people, in particular, as to the confidentiality of the interview data. Participants were informed that interview responses would be kept safely and securely. Enquiring as to sensitive issues that impacted upon young people and families was challenging. It was necessary for the researcher to remain non-judgemental and respectful and to demonstrate an awareness of potential difficulties around discussing their experiences.

3.9 Inter-rater reliability

According to Yardley (2008), in qualitative research, coding should be corroborated across two or more individuals, to ensure that the analysis makes sense to others and has developed in a way that reflects the data. Hence, coding of super-ordinate themes and sub themes were discussed with academic supervisors and with trainee colleagues, who were also completing doctorate level courses at the Institute of Education. Through these discussions, it was possible to formulate the most prevalent themes arising from the data, in line with the research questions. This collaborative process ensured that researcher bias was minimised and the data analyses reflected the data as objectively as possible.

4 Results

Chapter 4 presents quantitative data regarding the number of recorded exclusions in the research borough over the last ten years. This is compared with national statistics. In addition, borough data relating to permanent managed transfers will be included, with comments made on trends of interest.

Subsequently, *chapter 5* will present an overview of the themes that emerged from the interviews with SPs, LA officers, parents and YP. Within the analysis, comparisons and contrasts will be made between the responses of participants from each sub-group.

Following this, the results of the pre-interview work are presented in *chapter 6*. This will include some background as to the reasons for each YP experiencing a managed move, followed by a presentation of their reported self-perceptions in their starter and host schools. Finally, factors they perceive to have contributed to the success of the managed move are summarised.

4.1 Analysis of exclusion data

The following section considers the permanent and fixed-term exclusion data, gathered from the research borough, compared with national statistics, compiled by the DfES (2010). Data in relation to permanent managed transfers are also presented, though these are not compared with national data, as schools are not required to pass this information to the DfES. Managed moves data are not recorded by the borough and hence, are not included.

4.1.1 Permanent exclusion

The research borough contains eight secondary schools. As identified in table 4.1, the total number of permanent exclusions has decreased considerably over the last decade, roughly in line with national trends. Within the borough, permanent exclusions decreased from forty five in 2002/03 to eight in 2011/12 (please see appendix H for a summary of England's permanent and fixed-term exclusion statistics).

Table 4.1 – Number of permanent exclusions across borough secondary schools from 2002/03 – 2011/12

	Permanent exclusions									
Year	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
School 1	6	2	5	3	0	0	1	0	0	2
School 2	7	3	2	2	0	0	0	0	0	0
School 3	6	2	0	2	2	2	1	0	1	0

School 4	6	3	5	2	0	0	0	1	0	2
School 5	9	9	6	8	6	6	7	5	2	3
School 6	3	8	1	0	0	0	0	0	0	1
School 7	1	0	0	0	0	0	3	5	4	0
School 8	7	3	3	0	0	0	0	1	0	0
Total	45	30	22	17	8	8	12	12	7	8

As identified in figure 4.1, a steep decline in the number of permanent exclusions in the borough took place between 2002/03 and 2006/07. The number of exclusions then levelled out and from 2007/08 – 2011/12, remained similar.

Figure 4.1 – Permanent exclusions from 2002/03 – 2011/12 within the research borough

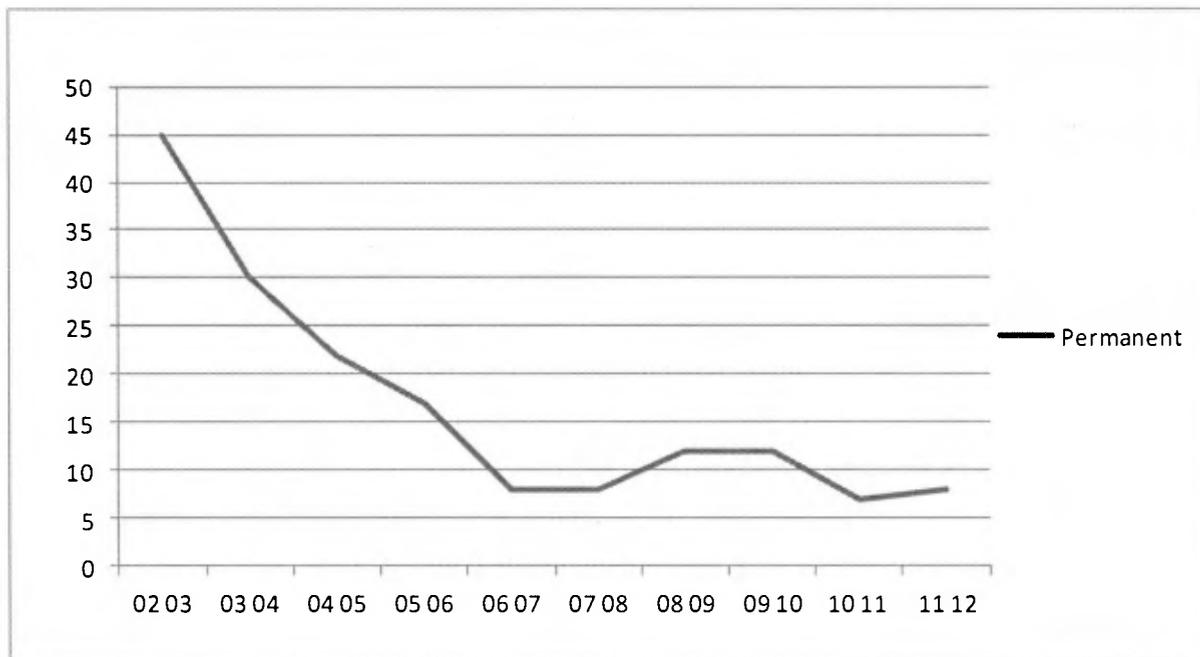


Table 4.2 presents a breakdown of permanent exclusions by gender and ethnicity. In 2002/03, no specific data were available as to the characteristics of the school population which were permanently excluded. Data were accessible from 2003/04 onwards. Table 4.2 suggests that boys were more likely to be permanently excluded, when compared with girls. This is emphasised particularly in the most recent year, 2012/13, where 100% exclusions have, so far been boys. This pattern is consistent, other than in 2010/11, when 58% of those permanently excluded were girls, in comparison to 42% boys.

YP from ethnic minority groups constitute between 32% and 37% of the total school population, across the years reported. These YP are over-represented within the data. In some instances, (2007/08 and 2008/09), these accounted for 75% of all YP permanently excluded, in comparison to 25% of YPs of white ethnicity. In general, the YP did not tend to have a

statement of SEN, although in some years, those with statements were highly over-represented. In 2004/05 and 2012/13, for example, YP with statements of SEN accounted for 23% and 25% of those excluded.

Table 4.2 – Characteristics of YP permanently excluded from 2003/04 – 2011/12

Year	Percentage (%) receiving permanent exclusions				
	Gender		Ethnicity		Statement of SEN
	Girls	Boys	White	Ethnic minority	
2003/04	10	90	77	23	7
2004/05	27	73	68	32	23
2005/06	24	76	65	35	0
2006/07	42	58	58	42	0
2007/08	13	88	25	75	0
2008/09	13	88	25	75	0
2009/10	25	75	58	42	0
2010/11	58	42	50	50	0
2011/12	29	71	71	29	14
2012/13	0	100	50	50	25

4.1.2 Fixed-term exclusions

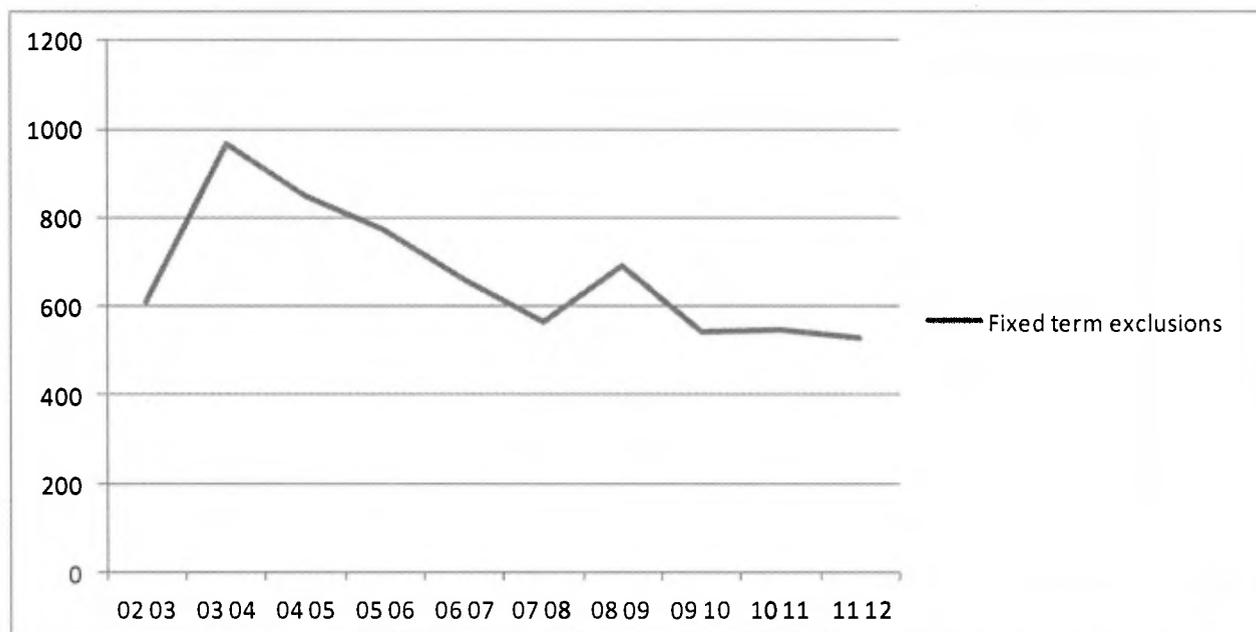
Fixed-term exclusions also appear to have decreased over time, within the research borough (see table 4.3). This reflects national trends (please see appendix H). The data for 2011/12 are the lowest in the years reported (529). This is considerably lower than a peak of 771, recorded in 2005/06.

Table 4.3 – Number of fixed-term exclusions across borough secondary schools from 2002/03 – 2011/12

Year	Fixed-term exclusions									
	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
School 1	115	137	67	62	76	74	85	29	66	66
School 2	125	218	127	146	111	68	52	32	27	34
School 3	119	145	108	97	103	108	75	50	58	86
School 4	106	103	120	55	53	32	57	66	74	74
School 5	89	130	188	135	92	144	143	114	103	82
School 6	88	96	107	79	54	70	128	96	91	78
School 7	21	33	43	63	111	44	119	101	87	58
School 8	165	104	87	134	59	26	32	53	41	51
Total	612	966	847	771	659	566	691	541	547	529

As outlined in figure 4.2, the data for 2003/04 suggest a considerable increase in fixed-term exclusions (966), when compared with the previous year (612). From this year onwards, numbers tended to decrease, other than a small increase in 2008/09, where 691 exclusions were reported.

Figure 4.2 – Fixed-term exclusions from 2003/04 – 2011/12 in the research borough



No data were available for 2002/03. It is noticeable that fixed-term exclusions of YP from ethnic minorities have tended to increase. For example, table 4.4 shows that in 2009/10, 37% of fixed-term exclusions were from ethnic minorities, compared with 21% in 2004/05. The gender patterns appear similar to that observed in relation to permanent exclusion. The difference is less pronounced. The greatest discrepancy was in 2004/05, when boys experienced 73% of fixed-term exclusions and girls, 27%.

Table 4.4 - Characteristics of YP receiving fixed-term exclusions from 2003/04 – 2011/12

Year	Percentage (%) receiving fixed-term exclusions				Statement of SEN
	Gender		Ethnicity		
	Girls	Boys	White	Ethnic minority	
2003/04	31	69	76	24	7
2004/05	27	73	79	21	11
2005/06	30	70	77	23	14
2006/07	34	66	73	27	9
2007/08	34	66	66	33	5
2008/09	35	65	61	36	5

2009/10	32	68	63	37	5
2010/11	33	67	65	34	5
2011/12	31	69	65	31	7
2012/13	36	64	65	35	13

4.1.3 Permanent managed transfers

The number of permanent managed transfers and managed moves were also recorded within the LA. The borough guidance advises that this is a process whereby YP are asked to move schools, 'voluntarily', rather than receive a permanent exclusion. However, parents and YP people lose their right to appeal. If the family do not accept a managed transfer, their child may be permanently excluded. Families have the right to appeal against a permanent exclusion, but this means that the YP would have permanent exclusion on their record.

Data in relation to permanent managed transfers was available from 2007/08 – 2011/12 (see table 4.5). This is the period in which permanent managed transfers have been in operation. At present, no records are kept in regards to the ethnicity or SEN of YP who experience permanent managed transfers or managed moves.

Table 4.5 – Permanent managed transfers in the research borough from 2007/08 - 2011/12

	Permanent managed transfers				
	2007/08	2008/09	2009/10	2010/11	2011/12
Frequency	19	16	16	8	13

4.1.4 Summary of quantitative data

It is interesting that whilst boys appear to be more likely to receive a fixed-term exclusion, when compared with girls, this trend is more pronounced when it comes to permanent exclusion. The highest girl – boy discrepancy when looking at fixed-term exclusions was recorded in 2004/05, where boys received 73% of the reported fixed-term exclusions, in comparison to girls, 27%. Comparatively, in 2003/04, boys accounted for 90% of permanent exclusions and girls 10%. Similarly, in 2012/13 (to date), boys account for 100% of the YP permanently excluded.

Furthermore, YP from ethnic minorities are disproportionately more likely to receive a fixed-term exclusion, when compared with white YP. This trend is significantly more noticeable in relation to the permanent exclusion data, where in some cases those from ethnic minorities account for 75% of the total. In comparison, the highest number of YP from ethnic minority backgrounds

receiving fixed-term exclusions is observable in the 2009/10 figures, where white and ethnic minority YP account for 63% and 37% of fixed-term exclusions respectively.

It is noteworthy that the total number of recorded permanent exclusions decreased considerably from 2006/07 – 2011/12. A considerable reduction in permanent exclusions took place in 2006/07. This figure may be an anomaly. The system of permanent managed transfers was introduced during the academic year 2007/08. The number of permanent exclusions has hitherto remained at a similar level. It is possible that, had the managed transfer process not been instituted, the total number of recorded exclusions, year on year, would be significantly higher.

5 Qualitative analysis

The following section presents the thematic analysis of the participant interviews. Twenty six interviews were completed. This comprised eleven with SPs and five with LA officers, parents and YP respectively. The themes that emerged from the data are included alongside quotes from those interviewed, to illustrate their salience and present an accurate picture of participant views.

The number of comments made by participants from each sub-group on a specific theme are reported, to provide clarity as to their relative importance. The most prevalent quotes are included within the narrative.

As this study adopts a case study design, when the researcher has experience of a particular theme, as an embedded member of the borough, this has been added within the context of the narrative. These comments are reported within squared brackets and written in *italics* [].

A number of minor themes were omitted from the final analysis, as they did not specifically address the research questions. Notable omissions included; 'inter-borough challenges', 'curriculum issues' and 'transport difficulties'. *Inter-borough challenges* referred to the difficulties that face schools when accepting young people from different boroughs. Problems arose around who is responsible for the young person, transfer of paperwork and issues as to the legality of cross-borough managed moves. *Curriculum issues* related to the statements of young people and parents as to the differentiation of curriculum in starter schools, as an influential factor in the YP's engagement, self-esteem and motivation. *Transport difficulties* were mentioned by some parents regarding difficulties in providing adequate, safe transport to and from host schools which, in some cases, were on the other side of the borough. It is acknowledged that these themes constitute an important element of the participants' narratives and, whilst not included in this study, could be looked at more closely in future research.

Six super-ordinate themes with connecting sub-themes are analysed, representing the perceptions and experiences of participants. Following each super-ordinate theme, a summary table is included which identifies the number of comments made by each sub-group in relation to specific sub-themes. Please see appendix I for a more detailed summary of the sub-themes.

The super-ordinate themes are as follows:

1. Initial process
2. Reasons for the move
3. Factors contributing to long term success

4. What is success?
5. Problems
6. EP role

5.1 Super-ordinate theme 1: Initial process

The first super-ordinate theme relates to the process of managed moves in relation to what individuals are involved and what systems are in place when a young person moves from school A to school B. Three sub-themes emerged:

- People
- Trial period and monitoring
- Positive solution

5.1.1 People

Within this sub-theme, a number of groups and individuals were mentioned, including: Head-teachers, Senior Leadership Team (SLT) members (Deputy Heads, Heads of Year, Inclusion Officers / SENCOs) and parents.

In interviews with SPs, Head-teachers were mentioned on fifteen occasions. LA officers made four comments relating to the role of the Head-teacher. In comparison, parents and YP made one reference to Head-teachers. It is possible that families are not overtly aware of the protocol in place prior to a move being accepted, hence the paucity of reference to Head-teachers within their interviews. In sum, it was explained that the Head-teacher's role within the managed moves protocol is that of *'purely that of broker'* as indicated by a SP. According to one LA officer:

'...the heads have very little involvement, they just have to agree to the process and have a phone call then it is handed down to either the deputy or whoever is involved with the welfare of the school and sits on the School Behaviour and Attendance Panel (SBAP)...'

In terms of the how the process works in practice, SPs tended to suggest that members of the SLT and / or Inclusion Officer / SENCO would coordinate the process, alongside the LA officer responsible for tracking managed moves. A representative from each school, generally a member of the senior leadership team or the SENCO, attend the SBAP, which is:

'...a group made up of representatives from each secondary school where amongst other things we sit down talk about students who might benefit from a managed move' (SP).

It was made clear that the managed move process was dependent on the school. There was general agreement across SPs and LA officers that once Head-teachers have agreed to a managed move, the logistics and planning is then the responsibility of the pastoral staff member(s). The process by which a young person is transferred are varied. For example, one SP indicated that:

'...we set up a meeting with a representative from the school, the child, the parent and someone from the LA. I take part in that meeting we look at what the issues are, why they need a managed move, why they think it is going to be different here, and once the move has taken place. I oversee that process...'

In the above scenario, it appears that one key member of staff takes responsibility for the coordination of the process, assisted by an LA officer. Other SPs suggested that a wider range of people, such as 'Heads of Key Stage', 'Head of Year', 'Pastoral Support Managers' and 'Directors of Inclusion' were involved in initial home-school meetings and coordinating moves. Throughout the interview process, SPs made thirteen comments in relation to SLT members, LA officers made three references, parents three and YP eight. One YP explained that 'Mr X is the SENCO, so Mr X is the one who moved me here'. Another said; 'There was my Heads of year and then there was the Deputy Head of this school'.

LA officers remarked as to the potential involvement of external professionals such as 'EWOs' and, where there is a Common Assessment Framework (CAF) in place, 'the lead professional and other agencies'. A consistent theme was the necessity for a preliminary home-school meeting once Head-teachers had agreed to proceed. There were variations in who attended the meetings, monitored the YP's progress and organised induction / pastoral support.

Five references were made by parents and young people respectively in relation to the Local Authorities managed move officers. These comments were positive about the officer's impact on their experience. They were described as 'fantastic', 'genuine' and 'brilliant' by parents. In comparison, SPs made three remarks and LA officers made two. It was clearly important for families to have access to a member of the LA, who was not directly connected with schools and was able to advocate for a YP and provide advice and support in a non-judgemental way. One YP said:

'She really helped me. She's give me advice and she was just like... I know that she is always there and she is the one that actually helped me do this'

The impact of LA officers in relation to the managed move process varies across families and appeared to be responsive to the needs of the families in question. One YP, for instance, described how ... *'she got me a diary... so like when I am angry I can just scribble in it'*. Contrastingly, a parent valued support in accessing borough services and understanding the systems in place:

'She has been brilliant... before that I had no support whatsoever... I was like pulling my hair out, thinking "please... there must be someone out there who can help me!"

Two parents out of the five interviewed did not mention LA officers as having a noticeable influence on the process. This suggests that their involvement in the process was variable, as was the SP involvement.

Parents were referred to four times by SPs and LA officers and five times by parents and YP as impacting upon the initial process of moving. One YP suggested: *'I think Mum and Dad did quite a lot of work to get me in there. They were always talking to people. Um. Yeah. In the borough'*.

SPs explained that managed moves were sometimes instigated by parents. There was a general acknowledgement that parents needed to be involved throughout the process. As described by an LA officer: ... *'they should be involved from start to finish. They should have some say in where their child is going to be placed'*. Home-school communication was a major issue raised through the course of the interviews and is referred to in greater detail in chapter 5.3.2.

[Through discussions with borough professionals, the researcher noted that many managed moves take place 'below the radar', outside the knowledge of the LA officers. This was generally viewed negatively, as parents did not have access to neutral, external professionals, unaffiliated with schools, to guide them through the process and ensure they understood what takes place]

5.1.2 Trial period and monitoring

This theme refers to the six week period, following a YP's entry to the host school and was mentioned by four SPs, two LA officers, three parents and one young person. During this trial period, YP stayed on role at their starter school. Targets were set in the host school and their progress was monitored. Put succinctly by an LA officer:

'Over that six week trial their attendance will be monitored their behaviour, their friendship groups, whether they feel they are settling and at the end of the six weeks if the school, pupil and parent feel that it is successful, they come off the roll of their starter school and they move to their managed move school'.

One young person showed an awareness of the trial period and stated that when he moved schools he *'could come for just for a trial period and then I got in after six weeks'*. Monitoring was a key element, which was raised by seven SPs and three LA officers.

A number of SPs discussed an interim meeting, part way through the six week process. The purpose of this was described by one SP as:

... 'to check it is all going well and then at the end of the six weeks we either say can we extend the trial cos we have still got some concerns, or we say yeah it's fine or occasionally we have to say this isn't working'.

As previously mentioned, the managed move process is not standardised across all schools. Some explained that they would normally have two meetings prior to the end of the *'probationary period'*. One parent made clear that, in a previous failed managed move, no mid-term meeting was organised to discuss progress. Hence, practice is variable across institutions.

5.1.3 Positive solution

There was general agreement across all stakeholders that managed moves are a potentially useful intervention. The efficacy of the process was outlined on five occasions by SPs, twice by LA officers, four times by parents and five times by YP. One SP commented: ... *'managed moves are an additional source / intervention that can help young people'*. Another suggested that ... *'it's a positive solution isn't it?'* An LA officer said: *'I like the managed move process. I think that sometimes it is an extra intervention if everything else has been tried'*.

LA officers, in general, shared a similar view, suggesting that when a managed move was undertaken within a well-considered, strategic framework, it was a potentially viable process:

'I think the idea of it is really good, that early intervention for low level difficulties in the school. The practice and reality varies from school to school depending on the schools ethos and the individuals involved in the school that's bound to happen... I think it's good, its preventative and its supportive'.

The YP interviewed were generally keen to assert positive feelings around the process also: *'...it's not too bad moving schools and it was actually quite good'*. One YP explained how the managed move had impacted upon his thinking and attitude: *'...it made me feel a bit responsible about my actions... am going to turn my ways around'*.

Parents also expressed positivity in relation to their child's move. One commented:

'I must say it is like a cloud has lifted... he regrouped, found himself again and thankfully it has been; it's a fantastic school'.

The factors that were perceived to influence managed move success are outlined in section 5.3. Thoughts around the process were not uniformly positive. The potential difficulties associated with managed moves are detailed in section 5.5.

Table 5.1 includes a break-down of the *sub-themes* described above. The *number of mentions* refers to the total number of occasions that each sub-theme was commented on by members of distinct sub-groups. A summary table is included, subsequent to analysis of each super-ordinate theme. For a more detailed summary of each sub-theme, please see appendix I.

Under the 'people' sub-theme, abbreviations represent the following:

- HT – Head-teachers
- SL – Senior Leadership Team
- Parents
- LA officers

Table 5.1 - Summary of super-ordinate theme 1: Initial process

Sub-theme		No. of mentions			
		SP	LA	P	YP
People	HT	15	4	1	1
	SL	13	3	3	8
	P	4	4	5	5

	LA	3	2	5	5
Trial period and monitoring		4	2	3	1
Positive solution		5	2	4	5

5.2 Super-ordinate theme 2: Reasons for moving

This theme draws on evidence provided by interviewees as to the reasons why managed moves are initiated. The following themes emerged:

- Bullying / social isolation
- Behaviour
- Breakdown in relationships with staff

In many cases, no single reason was raised as definitely leading to a YP experiencing a managed move. It is clear that many factors inter-relate. This section is an attempt to stratify these factors into those most prevalent in the present case study.

5.2.1 Bullying / social isolation

This reason was mentioned by all sub-groups. There were ten mentions by SPs, seven by LA officers, six by parents and four by young people. One YP clearly identified bullying as a factor leading up to his managed move and, in his case, led to issues with anger also: *'I got a managed move because of anger problems and then probably bullying'*. Anger issues were mentioned by three young people, expressed as a consequence of relationship difficulties.

Generally, YP were more likely to discuss social isolation, rather than bullying as a contributory factor to their move. One YP said:

'Just really, really unhappy. Like didn't fit in anywhere to be honest... I think my Mum's friend went into the school and she saw me and I was by myself and she told my Mum that and my Mum was so upset about it'.

There was some variation in the nature of social difficulties described by parents. One parent indicated specific incidents and other YP who had bullied her child: ... *'she was actually being bullied there... one day he pushed her and she really smacked her head hard'*.

In contrast, another parent suggested that no specific incidents took place in relation to their child's social isolation, instead it ... *'wasn't anything specific... She was trying to make friends and she just couldn't... she tried to sort of get into one group ... she just couldn't get in'*.

Another parent explained that her child was socially isolated in a deliberate move by the class teacher. She reported that a *'room was actually set up for him'*. She felt that the school's intervention in placing him away from his peers *'created a problem in the peer group'* because his classmates were *'emotionally and mentally aware of what was going on with X'*. According to the parent, this had the following effect:

... 'mental and emotional problems for him because obviously he felt all eyes were on him... it sparked off conversations with parents, that anything he would do, if he would tap a child "oh X did this today", "X did that today" and it was made into such a big issue'.

SPs also identified bullying and social isolation as a potential difficulty that might lead to a managed move. Interestingly, SPs were significantly more likely to mention the lack of responsibility taken by some YP for their own actions. Some participants explained that in some cases, YP blame others for their own behaviour, demonstrate a lack of capacity to understand the impact of their actions and misinterpret staff behaviour. This is exemplified below:

'Everyone picks on them. I think it's quite important for them to go somewhere else and find out if it really was people picking on them or it was maybe partly them that caused it'.

LA officers were more likely to highlight the importance of SPs in mediating friendships, listening to the concerns of YP and ensuring that their voice was heard. One LA officer felt that in some cases, schools can be judgemental and do not adequately listen to young people's views around bullying:

'I think you have to listen to what that child is feeling and not judge them too much. Because a lot of judgement goes on about you know - "don't be silly they are not being bullied".'

Where peer relationships had broken down, there was a general acceptance across all sub-groups that a managed move might be appropriate. An LA officer summarised this adequately:

... 'the unpredictable nature of friendship and social bonds can actually be difficult for children and I think realistically there are some times when it is better for them to have that fresh opportunity and fresh start'.

5.2.2 Breakdown in relationships with staff

This theme was raised four times by SPs, three by LA officers, three by parents and twice by YP. One SP suggested that *'sometimes they say they don't like the teachers, the teachers don't like them'*. There were also a number of references by SPs to YP *'burning their bridges'*, or severing relationships with staff. As one SP put it: *... 'they've got themselves into a situation in the old school where they have run out allies'*.

Two SPs suggested that there were some occasions / *'odd example(s)'* where a *'teacher had it in for them, I think that's rare'*. An LA officer suggested that *'for a lot of these kids they have no trust with adults whatsoever. They need that opportunity to build some trust with an adult'*. These statements imply that a managed move can be a useful intervention to remove YP from a context within which poor relationships with staff are detrimental to their progress.

Two particular YP expressed considerable apprehensions in relation to their relationships with staff at their starter school. *'I was like really depressed and angry at teachers... the teachers like always got on my case and I didn't get any help'*. These young people felt alienated from those who they felt should be assisting them to cope:

... 'I was kind of confused... I didn't like the teacher in my class. She was horrible... I completely disliked her ... She was one of the teachers that never believed me about anything'. (YP)

Parents raised comparable concerns in regards to their child's relationships with staff. Two parents in particular commented on relationship difficulties with staff. *'He was being bullied a bit and when I brought that to their attention it was "do you really think Ben is the victim here?"... he felt like everyone was against him... So I actually took him out of school and home educated him'*. Another parent felt her child *... 'was provoked very much so by the teacher... It was like a demon was coming out in him.*

5.2.3 Behaviour

Behaviour difficulties were raised nine times by SPs, twice by LA officers, three times by parents and not at all by YPs. An LA officer felt that a managed move was generally suggested

'when that child begins to behave negatively in school'. Another felt that *'very often children are moved because they present with behavioural difficulties'*. Similarly, SPs said that managed moves were often instigated in cases where a YP has *'loads of behaviour problems'*, or in more extreme instances, when they are *'nightmarishly badly behaved'*. SPs, at times, expressed exasperation with the behaviour of some YP, who staff felt had flouted rules and boundaries. This feeling is best exemplified by the quote below:

... 'when a child has gone beyond what a school has been able to put in place for it. This particular boy ... he's been up before governors and had a final warning and he's put metaphorical two fingers up at the system and carried on misbehaving'.

Parents also had an understanding that managed moves could occur in response to a YPs behaviour record and were able to explain this in the context of their own experience. There was recognition amongst two parents that their child's behaviour was inappropriate and, over time, played a part in the school suggesting a managed move:

... 'she just wasn't following the appropriate rules, that she was disruptive in lessons... like the way she spoke to them ... her not speaking very nice on some occasions'.

One parent felt that it was *'really difficult to pinpoint'* the specific elements of her child's behaviour that led to difficulties. She went on to say *'I think there was series of events... They always said it was low level behaviour.... It was really was that low level disruption'*. These thoughts were often ameliorated by issues around relationships with staff and peers, as highlighted above. Parents tended to express the view that the school was at least partially culpable for the YPs behaviour in school.

It was interesting that YP did not directly highlight behaviour as a contributory factor in leading to their managed move. They were more likely to attribute this to *'anger'* or being *'unsettled'* or *'unhappy'* without mentioning how these feelings and emotions related to their actual behaviour.

Table 5.2 shows the number of mentions made by each sub-group in relation to the sub-themes described above.

Table 5.2 – Summary of super-ordinate theme 2: Reasons for moving

Sub-theme	No. of mentions			
	SP	LA	P	YP

Bullying / social isolation	10	7	6	4
Breakdown in relationships with staff	3	3	3	2
Behaviour	7	2	2	0

5.3 Super-ordinate theme 3: Factors contributing to success

This theme refers to range of factors that participants identified as leading to managed move success. A large number of themes emerged, in relation to the actions of all of the relevant stakeholders. These included:

- Fresh start / clean slate
- Home-school communication
- Early intervention
- Pastoral support
 - Transition work
 - Relationships with staff
 - Relationships with peers
- Commitment
 - School
 - Parents
 - Young people
- School suitability
- Involvement of young person

5.3.1 Fresh start / clean slate

This theme was highly prevalent, particularly in the responses of the adult participants. SPs referred to this on thirteen occasions, LA officers on eight occasions and parents on five occasions. One YP person referred to beginning at their new school as a *'fresh start'*. There was general recognition that to ensure that a managed move is successful, YP need to start at the host school without any pre-judgements or prejudices in relation to their previous experience:

... 'they get to move to a different environment without having the behavioural baggage that they have acquired in the other school... it gives them an opportunity to behave in a different way'. (SP)

Parents were keen to assert that making a fresh start at a host school assisted their child in feeling secure and engaged with their new placement:

... 'he hasn't had any pre-judgments... he has not met with any "Oh yeah we know what you were like at X school".'

LA officers also felt a clean slate to be both appropriate and necessary to ensure managed move success. One officer said: *'I think it's really important that kids arrive at a school with a clean slate, I mean they're not judged or given pre-conditions that are unreasonable'*. There was also agreement amongst SPs and LA officers that when a YP begins a new placement, targets and expectations should be *'reasonable'* or achievable, as suggested in the statement above. One SP said:

'We don't expect kids to come in and be perfect... What I say to them is that you will make mistakes. What is important in your fresh start is how you deal with those.'

The consensus suggests that YP should not be pre-judged when they start at their host school. In contrast, they should be subject to reasonable expectations as to their behaviour, social interactions and academic achievements.

5.3.2 Home-school communication

SPs made ten references to home-school communication, LA officers made eight, parents five and YP two. One SP suggested that: *'Often there is a mismatch between school and home expectations'*. To ameliorate this potential difficulty, another SP said that parents needed to have *'regular, regular contact with the school'*. This contact may take place *'on a weekly basis, even if it's an email or phonecall to see how things are going'*, as asserted by another SP. There was no agreement across stakeholders as to how often / using which form of communication works best. However, clear, regular contact was advocated by all. Best practice was defined by all stakeholders as a process of on-going, multi-lateral dialogue, between starter and host school, parents and young people. The following quote, recounted by a SP summarises this well:

'We discuss things with the parents, "What school would you like your daughter to go to?" That would be part of the formula if you like for deciding where they go... So it would be talking to the

school and the parents and the family. Where do they live, do they have siblings that have been to that school? So the family would have to be very involved'.

The need to involve parents at all stages of the process was promoted by SPs. For example, one SP said: *'Well it should never come as a surprise you know. And nine times out of ten there would have been a dialogue already in place with the parents about the situations the child is in'.* This dialogue, as described by SPs, should also take place between the starter and host schools: *'I think it is also important that we have... close liaison with the pastoral side of the previous school'.*

Importantly, as highlighted by one SP: ... *'parents don't always understand what a managed move is'.* SPs made clear that part of their role is to ensure that families understand the processes and systems in place.

LA officers universally shared the view that regular, on-going home-school communication was a critical factor. The emphasis was slightly divergent, when compared with SPs. LA officers tended to suggest that schools need to ensure that parents *'feel that they are equal partners in the process and that their opinion is valued'.* This sub-group identified a need for schools to elicit parent views as to the needs of their child, alongside the need for them to take responsibility:

... 'it is about explaining to the parents their responsibility ensuring that child is in every day and also about the behaviour and about whether they feel that they need extra support before it happens'.

Parents also emphasised the essential nature of the home-school relationship. One described it thus:

'I think relationships between teacher and a child and teacher and parent are very important and if you don't have all those things together then your child will never get the best education and the support that they need from the individual school'.

Parents made comments relating to the need to engage with schools and regularly check on how their child was progressing during the trial period: ... *'just keep checking in with the new school as to how the progression is getting on with the child'.* Another parent suggested the best way to communicate with the school was to *'phone and be involved as much as you can'.*

Where home-school communication does not take place, this can leave parents feeling distressed. One parent explained that in ending a previous managed move, the school said: *'we are really sorry to tell you that the managed move isn't working, we have spoken to X, we have told X not to return to school...'* This conversation reportedly took place following the YP being dismissed from school. The parent went on to say: *... 'I was like "Woah", I said "that is a bit harsh, you have told her that already?!"* In this case, the parent did not perceive that there had been adequate communication as to the reasons for the failed move. She also felt that the school had not updated her with information as to her child's progress and the aforementioned phone call took place when *'they didn't even give (her) a warning'*.

5.3.3 Early intervention

There was significant consensus amongst interviewees that the managed move process should take place at an early stage, when a YP was still able to engage with school systems. This theme was referenced by eight SPs, eight LA officers and two parents. One SP said:

'I think it has to be addressed the earlier the better. By the time that they come to us it is often too late to be honest.'

Another SP pointed out that in situations where the behaviour of a YP had escalated to the point where things were unlikely to work in their starter school, the YP was unlikely to settle in a new school. An LA officer suggested that where managed moves did not succeed, *'maybe it's because they've been suggested too late, instead of early intervention...'* An SP described similar thoughts:

... 'the biggest thing for me is that it is done early enough when there would still be hope of that child making success at their home school ... it can't work when behaviour has got so extreme'.

There was agreement amongst SPs and LA officers that once schools had *'tried every intervention they can to keep the child in school'* and this has not succeeded, a managed move may be appropriate as a form of *'early intervention'*. Another suggested that *'I think you have got to get in there and get them really, really early and keep saying to them, "what can we do to make things better"*. This participant continued, stating that if a YPs needs are not identified early enough, they will likely return to their *'original school and I think that is just going to spiral that child out of control'*.

An LA officer made the point that when a managed move takes place at too late a stage and this fails, the YP will be forced to return to his or her starter school, where they are likely to have '*lost their connection*', making it very difficult for them to re-integrate.

5.3.4 Pastoral support

Once a managed move had been agreed and a YP had attended the host school for a trial period, varied pastoral support mechanisms were reported, in different degrees by all sub-groups. Four main areas emerged from the data: *transition work*, *relationships with staff* and *relationships with peers*.

5.3.4.1 Transition work

This theme refers to the actions taken by relevant stakeholders in ensuring a YP's successful transition into a host school. SPs mentioned this on eight occasions, LA officers on ten occasions, and parents and YP four times respectively. SPs emphasised the need for '*close liaison with the pastoral side of the previous school*'... The focus of this liaison, according to a number of SPs should ideally entail a member of staff from both starter and host school having discussions around what interventions and strategies have been in place for the YP in their previous school. As stated by one SP: '*I invited them into the school and we had a meeting and we discussed what had been done in the past*'. Another SP reported:

'... they do really require, really good solid input from the host school and by the predecessor school... you can smooth pathways if you get that communication and liaison right'.

LA officers also advocated a collaborative transition, where a named person from starter and host school coordinated proceedings. One participant, drawing on their own experience, suggested the appointment of '*a dedicated member of staff to move between the settings... so either using someone embedded in the first school to move across short-term to the second school or at least to work with the members of staff*'. In addition, LA officers emphasised the need for a well-planned transition, within which a YP would receive support from a key member of staff, alongside more logistical elements, such as timetabling, navigating the school and knowing what to do / where to go if they are struggling to cope:

'Who is going to manage that transition to the new school? Who is going to be that key worker that child can check in with in the new setting. What is the safe space that child can go to, who do they go to, where do they go? You know what is the timetable going to look like?'

There was agreement amongst SPs and LA officers regarding the importance of developing social resources in their host school. One LA officer said: *'how are we going to ensure that when they start that new school that they are not just going to be socially isolated...'* SPs and LA officers recognised the possible challenges that YP experiencing a managed move may face in terms of integrating into a year group. Both groups discussed the need to think carefully about peers they would come into contact with and developing scripts as to why they had moved:

... 'how we are going to get themselves into the class or year group because people will want to know why they have left the previous school um and there are all sorts of things you can do like, 'we have moved', or if it is higher up the school, 'they weren't doing the subjects we wanted.'
(SP).

YP tended to identify more logistical issues when referring to their transition. They mentioned the importance of having the requisite information as to their timetable and how to navigate the school:

... 'I really don't have a clue where I am going, they would be like "oh this is where your room is, this is where you should be"... They went through all the rules with me...' (YP)

Another YP also suggested that being informed as to the *'rules'* and *'boundaries'* for behaviour and rewards was positive. The YP interviewed clearly wanted to succeed in their transition and felt more able to do so when aware of the schools ethos, expectations and when supported in finding their way around.

Two parents mentioned an induction programme, suggesting that having their child visit the school prior to being enrolled was beneficial:

'What I liked as well which they actually did at X was they invited him in for a couple of days... just to get used to the flow of things and how the school was run. ... so he could see how he would cope in that school.'

One parent also indicated that YP's transition should not be rushed and it was important to ensure that things are done at their pace: *'the actual transition into the new school has got to be slowly done so that the child gets a feel for the school and you know doesn't feel pressurised to catch up so quickly'*. Some parents were not clear as to what the school had put in place during the transition period and expressed a desire to be better informed as to the strategies in place.

5.3.4.2 Relationships with staff

Eight comments by SPs, five by LA officers, ten by parents and thirteen by YP were made in relation to relationships with staff. SPs discussed the importance of having regular contact with YP who have recently experienced managed moves in promoting open, honest relationships:

... 'I have also touched based with him to find out how it has gone compared to how it was before... there is lots of dialogue and honesty'.

Similarly, an LA officer said that *'I worked with a boy recently who'd just had a managed move and he was loving his new school because he really got on with the Head-teacher and his form tutor. Those relationships were the most important thing for him'*. LA officers made multiple references to a school ensuring that a YP felt *'welcome and secure'*, by developing positive working relationships between the YP and key members of staff.

All parents made reference to the importance of SPs taking a positive view of their child: *... 'the positivity is infectious so he has not felt... "Oh we expect you to be a misbehaving little boy" they have not expected that so he has not delivered on that'*. Parents made multiple reference to the attitudes of staff towards their child. Where this was perceived as positive, YP benefitted greatly. As described by one parent: *'he (Head-teacher) got him (YP) and I think he felt this will be a Head who will be on my side trying for me whereas Mr X... was kind of not... So... He was really positive to be starting'*.

As described by all stakeholders, schools have implemented a number of pastoral mechanisms to foster positive relationships with staff. This is well summarised below:

'I think it's imperative that when you do get a managed move then a support package is set up... So they know they have got someone to go to if they do feel angry, things aren't fair...'
(SP).

One SP expressed a view that a YP person should have access to *'two or three other identified members of staff'* who can act as a conduit for any difficulties a YP is facing during their trial period. The SP went on to say: *... 'if it is going to be successful and there are problems and we need to solve them they need to be open and honest about why it isn't working'*. Hence, key members of staff or a *'key worker'* as described by an LA officer, should be on hand to provide support and communicate any issues to other, relevant SPs.

YP were keen to explain the importance of members of staff in ensuring they settle. One YP explained: *... 'they put me in mentoring sessions... We talked about my problems at the moment*

and then like we would try and find ways to stop them. YP clearly appreciated staff being positive and valuing their contribution to school. For example, one YP said:

'At X School I am always like getting help from teachers and always getting advice. Really nice advice like "oh you are going to do good".'

Again, as described in earlier sections, the number of staff members assigned to individual young people varied across schools and YP. One YP suggested that he saw his key person 'once per week and I still do', whereas in other cases contact was described as being more ad hoc. Parents made reference to a key person also:

... 'she had regular meetings with her Head of Year ... She had the opportunity to sort of like air any problems that she was having'.

As highlighted in the previous parent quote, in this case, a Head of Year was responsible, in other cases the school SENCo, form tutor or another staff member may fulfil this role.

LA officers also mentioned that key staff might also include those working for the borough, who were not attached directly to individual schools, but have a role in facilitating managed move success. This included youth support workers and EWOs.

5.3.4.3 Relationships with peers

Participants from all sub-groups recognised the importance of peer relationships in facilitating a successful managed move. This issue was raised five times by SPs, ten times by LA officers, seven times by parents and twelve times by YP. This theme was the most prevalent for YP, suggesting that it is a critical factor in ensuring managed move success. One YP person said:

'I could get along with people in my class, that I could get new friends and that it helped me learn better with like the type of people I was around'.

YP attached a significant level of importance to feeling valued as a peer, in terms of facilitating their capacity to engage and learn, as described in the above quote and also developing feelings of self-worth and perceived value as a friend and as a person: *'The friends here were all really happy. They were like "oh we can't wait for you to come" and stuff like that... I am so happy'.*

Parents also made reference to this theme and were particularly keen to assert the importance of having *'familiar'* YP around, with whom they felt comfortable and able to express themselves. The findings suggest that where a YP feels part of the peer community, this enables them to build positive peer relationships more widely:

... 'she is amongst familiar children that she went to the smaller school with... she moved into a class with like one of her friends from her primary school... then obviously you start making friends with your classmates... she couldn't do that at X school for some reason'. (P)

Some SPs and LA officers explained that within the pastoral programme designed for a YP, a *'buddy'* was assigned, who *'sticks with them during the day, a student buddy who makes sure they get to the right place and that kind of thing'*. Another SP said that *... 'we think quite carefully about their year group and their class so the other thing we will do is introduce them to buddies and pair them up'*.

Parents and YP also highlighted the benefits of their child having access to a buddy during the early stages: *'Well they gave her like a buddy system to start off with which I thought was quite good. So she had a little friend who she'd like go around with'*. Similarly, a YP person said:

'She just showed me around... as time went on I made some new friends and I started hanging around with them but I sort of just throw myself around with everyone really'.

5.3.5 Commitment

It was deemed important by all stakeholders for other relevant persons to take a positive view of the process and commit fully to ensure success. Stakeholders commented on other sub-groups, hence this section looks at the need for *schools, parents* and *YP* commitment, separately.

5.3.5.1 School

Five comments by SPs, thirteen by LA officers, five by parents and two by YP were made in relation to school commitment. Interestingly, SPs did not tend to mention the fact that they would need to commit to a managed move, although one SP described a sense of *'moral duty'* in making things work. SPs more commonly highlighted the necessity for parents and YP to commit fully to the process; this is outlined in the following two sections. Some SPs raised doubts as to the commitment of other schools. For example:

'I'd like to think that everybody always, you know takes a principled approach to them... That the motivations are sound from the school's perspective'.

This issue is explored in more detail in section 5.5, 'problems'.

Concerns were raised consistently by LA officers and one parent in relation to the extent that schools fully commit to making managed moves work. LA officers recounted doubts about the extent to which schools felt adequately prepared to manage difficult transitions. Furthermore, they raised anxieties as to the extent to which schools felt compelled to take YP as part of a managed move and therefore, do not fully commit to the process, as it feels pressed upon them, rather than being part of a voluntary process of integration. One LA officer said:

'I don't know the extent to which school staff are on board with them sometimes. I am not sure how much work is done... for schools to sort of feel enabled and sometimes skilled enough to manage that kind of sort of moments of transition... and how much they buy into it and how much they feel compelled to do it'.

SPs also referred to this issue, suggesting that, in some cases, a managed move is *'forced upon a school'*. One SP reported that when this took place, the school *... 'took her on a twelve week trial rather than a complete managed move and unfortunately it didn't work and the affect of the child on the school and on the children around her was disastrous, putting it mildly'*.

Another LA officer expressed similar concerns, highlighting the potential discrepancy between schools, suggesting that: *... 'you wonder how much work has been done with the child and their family really to make that happen'*. Similarly, another LA officer expressed the view that: *... 'there's not strict rules around it, you might find some schools will try a bit harder than others so they will get a bit more of a chance'*.

One parent expressed considerable concern around the managed move protocol, in particular relating to the fact that schools were not bound to commit fully. In effect, schools have *'the right to say "you know what I don't want a problem child in my school" rather than working with a child... It is all very worrying, it really is'*.

In contrast, some parents recognised the positive impact on them and their child when schools show genuine commitment to making things work. One parent said: *'They were going to do as much as they could to help her...'* Another said: *'they have really gone the extra mile for him and he has appreciated that'*.

YP's sense of school commitment was characterised by the staff's capacity to deal with any issues rapidly and appropriately. One YP said: *'They were always trying to do their best and like get me in. There was never a point where they were just like oh we will do it later...'*

5.3.5.2 Parents

All stakeholders agreed that the commitment of parents was paramount. This was mentioned by SPs six times, LA officers three times, six times by parents and twice by YP. SPs explained that parents should *'be fully supportive. There has got to be absolute honesty about the circumstances lead up to the managed move and what the parents are going to do to support their young person as well as supporting the school'*. SPs made comments in relation to the necessity for parents to understand the expectations of the school and to identify, alongside the school and the YP, what needs to change to ensure success:

'What I'd say is be clear first of all about what you expect to change... Make sure you reinforce the new, the receiving schools' expectations and rules'.

LA officers made similar assertions in relation to parental commitment. One officer advised parents to *'commit to things and make sure that they know exactly what the school is going to put in place. By the same token, they have to follow through on what they're going to do also...'* Another emphasised the need for a home-school *'team effort'* to ensure that *'things are put in place to help them achieve'*. LA officers, similarly to other stakeholders asserted the need for parents to be positive about the process and were more likely to comment on the potential difficulties YP may face. Emphasis was placed on parents, alongside SPs, in preparing YP for the challenges ahead and ensuring YP commitment, within a realistic framework:

'Prepare them that it may not work it's not going to be a fix all and a cure all and the school they are going to has to be well set up to welcome the child and the parents have got to want it and not be negative...'

Parents were vociferous in suggesting the need to commit to the process. In summary, they reported the importance of being *'behind the school'*, *'making sure that you are positive about the new move'* and being *'excited for him to be coming back to school to education'*. One parent said:

'I'd say "be positive"... if you are all depressed and down about it, it won't work because then they are catching your mood'.

Two YP made comments in relation to the importance of their parent's commitment to success. This entailed being persistent in ensuring the managed move took place and encouraging them to follow the rules and expectations of school.

... 'they were just so good throughout the whole thing. They were trying and trying. They were making sure I was ok, they were making sure I did my homework at home'.

5.3.5.3 Young people

The commitment of YP mentioned on ten occasions by SPs, three times by LA officers, three times by parents and five times by YP. One SP commented that YP should '*see it as a real opportunity*'. This statement summarises the views of SPs and LA officers, who expressed the necessity for YP to take their managed move seriously and take responsibility for making things work. As stated by one LA officer ... '*the child has to know that they have to really pull out of all the stops...*' This issue was also eluded to by parents, one of which explained that '*we made sure he tried his best and got involved with things...*'

SPs also felt it important for YP to make efforts to integrate with school life and actively seek to build social relationships with others. There was acknowledgement that this would not occur without the YP embracing the school. As suggested by one SP, YP should '*throw themselves into school life and get involved in clubs you see because that is where they will make friends*'.

YP recognised the need to be positive and showed considerable maturity in recognising how their actions could help the managed process to succeed:

'Well I tried to be as non-negative as possible ... I just tried being positive all the time... in a bad situation I would try and make it into a good one. So tried seeing the bright side of every situation...'

There was general agreement amongst YP that it was important to try hard to integrate with school and engage positively with staff and peers. Furthermore, YP made clear that following school rules was essential in ensuring a smooth entry to their host school. One YP said, in advising other YP who might experience a managed move:

... 'just to try your best really... Just be really nice to the teachers and they will be nice to you back. Be nice to everyone. Like all the students and if you smile at them they will smile back at you and then everything will go well ...'

5.3.6 School suitability

Many stakeholders commented on the importance of parents and YP making careful decisions in relation to host schools. SPs raised this on seventeen occasions, LA officers on six occasions, parents on nine occasions and YP on five occasions.

SPs commented on the need for consideration of logistics, in particular relating to the location of a school in relation to a YPs home and in regards to their peers. One suggested that *'the school choice should consider the location, travelling across the borough might not work'*. Another suggested that *'checking out who else goes there is important, if they're gonna clash with people it might not be the best'*.

One parent raised considerable concerns about the borough's handling of their child's managed move. It was reported that the YP was not coping socially in her starter school and the family had identified another school that was suitable for her. She had lived with her mother throughout her life, but was expected to uproot and move in with her father, who lived on the other side of the borough, to meet the entrance criteria. The parent and YP felt this to be unreasonable, as a bus route took her directly to the school in question:

... 'I just thought it was really unfair that you know considering we are on a bus route the upheaval of her having to actually physically move areas just to get into that school...' (P)

The YP person also found this scenario challenging:

... 'I know it's the schools process – but if they could also see that I could get to school from my Mum's house and I didn't have to move... I had been with my Mum my whole life and all of a sudden I had to move to get into school...'

SPs expressed the opinion that some YP are not suited to certain learning environments and may have a greater chance of succeeded in an alternative placement. For example, some schools hold specialisms in specific academic / subject areas and where a YP has an interest or talent, they may be more likely to thrive in a school that best caters for this. As described by one SP:

... 'if the issue is a square peg round hole scenario... they're just in the wrong setting, then I think it can be very successful...'

One parent also raised this issue. She suggested that *'when a parent is thinking and they are actually in the process of going through a managed move it is very important to select a school that suits your child's individual needs'*. The parent also felt it useful to visit the school with the YP person to *'see how they fit in'*.

LA officers recommended that parents *'think also to think very carefully about the personality of the school...the character of the school, the ethos of the school... schools have these certain ways of working'*. This sub-group placed more emphasis on parents meeting with crucial pastoral staff, such as Heads of Year, to ensure they can envision a positive relationship developing with their child: *'I'd always advise they take a look around and speak to the child's head of year to make sure that they feel their relationship will work'*.

Parents and YP were more likely to mention a school's capacity to be flexible in putting things in place for their child that responded suitably to their individual needs. One parent explained that the host school was *'flexible with him if he gets angry, with a timeout card and red page in his planner that he shows teachers when he needs space'*.

5.3.7 Involvement of the young person

This theme refers to stakeholder assertions that YP need to be involved in decision making throughout the managed move process. SPs mentioned this on four occasions. This was a particularly strong theme emerging from the responses of LA officers, who made thirteen comments. Parents made two comments and YP one comment.

Some SPs acknowledged the need to elicit a YPs views in facilitating a successful managed move: *'I always ask the kids what help do they think they need... What can the school do to help them to make it successful'*. Two of the four comments relating to this theme were made by the same SP, hence this was not reported commonly by this group.

LA officers emphasised including YP in the decision making process around managed moves. These practitioners returned to this theme repeatedly. A primary reason given was the sense of agency and control that YP felt when they were involved and a heightened sense of security around their move. It was deemed important to have ... *'obtained the child's view, in detail. You know about what they think is going to be able make a difference... to make them feel secure'*. LA officers, in some instances felt that managed moves were often instigated by schools in a reactive way, which did not incorporate the views of YP or involve them adequately in the

decision making process. LA officers expressed the view that managed moves were most effective when the YPs views are central. One suggested that *'he was able to make choices for himself... after the meeting with people... yeah his attitude probably changed'*. Another LA officer reported:

'I think that one was particularly effective because I think the child was quite at the centre of the decision making and felt... it was done in a more planned way'.

Two parents recognised the importance of YP involvement. The below quote is illuminating in that it aligns strikingly with the consensus elucidated by LA officers:

... 'I think Mr X when he met him initially I think he said something like "we are going to get on Y". Kind of taking him on board. "What do you want from the school Y?" and making him feel like he is involved as well, it's not all happening to him, he is part of this whole process'.

Table 5.3 shows the number of mentions made by each sub-group in relation to the sub-themes described above.

Table 5.3 - Summary of super-ordinate theme 3: Factors contributing to success

Sub-theme	No. of mentions			
	SP	LA	P	YP
Fresh start / clean slate	13	8	5	1
Home-school communication	10	8	5	2
Early intervention	8	8	2	0
Pastoral work				
o Transition work	8	10	4	4
o Relations with staff	8	5	10	13
o Relationships with peers	5	10	7	12
o				
Commitment				
o School	5	13	5	2

○ Parents	6	3	6	2
○ Young people	10	3	3	5
School suitability	17	6	9	5
Involvement of young person	4	13	1	1

5.4 Super-ordinate theme 4: What is success?

Two main sub-themes arose within the context of what constitutes success. This included:

- Happy / improved self-perception
- Progress and learning

5.4.1 Happy / improved self-perception

This theme was mentioned nine times by SPs, seven times by LA officers and parents and six times by YP. As suggested by one SP: *'Happier children is very important'*. There was agreement amongst this sub-group that a successful managed move had been achieved when the YP experiences *'well-being'* and is in a *'positive frame of mind'*.

LA officers emphasised the above also. One suggested that a managed move had succeeded if *'at the end of the six weeks the child wants to stay and they are happy there...'* LA officers were more likely to discuss the YP's happiness and self-perception in relation to the extent they felt welcomed and valued by the school. As noted in earlier themes, this sub-group emphasised the necessity for schools to play their part in ensuring that YP achieved these essentials. One suggested that to ensure success, there must be an *'inclusive school and environment where they're valued'*.

YP tended to suggest that their perceptions of themselves improved significantly, following their managed move. One YP commented ... *'I was angry a lot and I was sad and now I am a bit more happy'*. Another said *'I am a totally different person'*. Another interesting trend arising from two YP related to increased feelings of responsibility for their own actions.

Parents also acknowledged the impact of their child being happy as an indicator of success. For example; *'X is really, really happy... I think because he is happy... they are managing his behaviour'*.

5.4.2 Progress and learning

Stakeholders from each sub-group made reference to progress and learning as an indicator of managed move success. SPs mentioned this on six occasions, LA officers on three occasions, parents twice and YP five times. Put simply by one SP: *'It would be successful if the student was making progress'*. The term *'making progress'* was used commonly by SPs and LA officers.

One LA officer suggested that in situations where a host school had catered for a YP's individual needs, *'they allow a child to succeed where they might have failed academically'*.

Parents noted improved progress in their child's host school, in relation to their capacity to learn and engage. A change in attitude towards school was commonly cited by parents, as a consequence of feeling secure, settled and valued. One said:

... 'at X school he was just not flourishing... Whereas he has come to this school... he loves doing his homework, he is excited. He wants to show me what he can do'

These sentiments were echoed by some YP. Their responses tended to denote increased confidence in themselves as learners, as they were aware of the expectations placed upon them and felt able to achieve their goals. One YP reported:

... 'I know what I am doing in my lessons. I am at the right levels with my lessons. Like it's not too hard it is not too easy... which they made sure'

Table 5.4 shows the number of mentions made by each sub-group in relation to the sub-themes described above.

Table 5.4 Summary of super-ordinate theme 4: What is success?

Sub-theme	No. of mentions			
	SP	LA	P	YP
Happiness / improved self-perception	9	7	7	5

Progress and learning	6	3	2	5

5.5 Super-ordinate theme 5: Problems

Participants reported a range of problems associated with the managed moves process. Sub-themes included:

- Inter-school tensions
 - Honesty and information sharing
 - The results agenda
 - Moving a problem
- Narratives around young people
- Alternative form of permanent exclusion
- Provision gap
- Objectifying language
- Accurate diagnosis
- Timing
- Family stress

5.5.1 Inter-school tensions

Three main areas of tension arose in relation to: schools being *honest and sharing information* appropriately, the influence of the *results agenda* and concerns that schools sometimes use managed moves to *move a problem*.

5.5.1.1 Honesty and information sharing

This sub-theme included the most comments from SPs, totalling twenty; LA officers made three references. There was significant suspicion amongst most SPs regarding the extent to which other schools presented an accurate, up-to-date, honest picture of a YP for whom a managed move was suggested. Put simply by one SP: '*you have to hope that the Head-teacher you are speaking to is honest*'. Another SP was more blunt in their assertion that '*the Head-teacher lied to our admissions officer*'. SPs were particularly critical of other schools where important information about a YP was discovered following a managed move being agreed:

... 'we don't have full honesty... we dug deep in the first couple of weeks and unearthed a whole host of things which the previous school says "oh we didn't know about that".

The variation and quality of information provided by schools in relation to the character, learning needs, behavioural difficulties and family challenges facing a YP was highlighted by a number of respondents, for instance:

'People need to be honest and say where that child is, where the issues are and they need to give you that information... nobody has rung me to say what is he like, what works, and what doesn't work... people need to be honest... open and need to have transparency'.

LA officers also raised this as a major issue and cause of tension between schools. One suggested that: *'The main problem I've noticed is when schools aren't completely honest about the pupils that they are sending'.*

[At present, there is no specific information proforma that schools are expected to complete. Hence, information sharing is dependent on individual schools and, consequently, is variable. This has led to animosity between some SPs that are not raised within the SBAP]

5.5.1.2 The results agenda

Five SPs and two LA officers referred to the influence of the results agenda on school decision making when considering managed moves. Some SPs recognised the impact that YP, who may be experiencing behavioural difficulties, might have on their peers learning:

'At the end of the day it will affect a school and it will affect other students and it will affect performance results'.

Other SPs were frank in suggesting that in a climate where schools are judged on results, it may not be within their interest to use sparse resources and staff time integrating a YP who is likely to negatively affect school results:

'If I'm really honest, a Head may say I don't really want anyone like this... understandable cos he or she is worried about her results... one child can have quite a negative impact on your results... she or he doesn't achieve... they also stop others from achieving'.

LA officers also raised this issue and identified the fact that schools are *'ranked'* and are *'put into league tables around GCSE results'*. One LA officer felt that in some cases, managed moves were viewed by schools as an *'opportunity to get rid of kids to make the figures look good'*. In some cases, according to one LA officer, YP that are: *'perceived as disrupting the learning of others are going to be the ones that they are going to be seeking to move on'*.

5.5.1.3 Moving a problem

SPs made two comments, LA officers made five comments and one parent commented on the tendency of schools to view some YP as a problem and, as a consequence, seek to move them without dealing with underlying issues. One SP commented that: *'We are in danger of moving a problem from one school to another school'*. SPs were more likely to discuss this issue within the context of a lack of provision within the borough to cater for YP with complex needs. This is further discussed in the provision gap theme, section 5.5.4.

LA officers were more likely to discuss this as a school based issue, when compared with SPs. As recounted by one participant:

... 'the difficulties they have can just end up being transferred... so that it is not actually about a positive move, it is actually about a movement of a difficulty'...

Another LA officer described the attitude of some schools as viewing a managed move as *'passing a problem'* and ensuring that a YP is *'out of sight, out of mind'*. A number of LA participants also raised concerns in relation to a YP experiencing more than one managed move, because it *'can't possibly be good if they keep getting rejected... god knows what impact that has on their self-esteem'*. Furthermore, one parent held strong views about managed moves being used as an excuse to relieve themselves of responsibility for working with certain challenging YP. Their child had experienced more than one managed move and had therefore not been accepted in another school following a trial period:

'I think it is just gives the school the right to say "you know what I don't want a problem child in my school" rather than working with a child'.

5.5.2 Narratives around young people

A number of interviewees made reference to the propensity of individuals and groups of people within schools, to develop narratives around young people. This was generally presented in a

negative way and was most emphasised by parents, who made nine comments around this theme. YP made four, LA officers, three and SPs, two.

A number of parents indicated that in their child's starter school, they perceived that negative narratives had developed, which impacted upon the schools capacity to respond to the YP's needs. One parent felt that her child was viewed as a *'problem'* and this limited her capacity to change:

... 'I just kind of felt like the feeling that they just felt that X was never going to change and they just felt like they just couldn't... you know... just see X as a big problem child'.

Other parents discussed feelings of alienation from the host school and an environment where they and their child were not *'given a fair hearing'*. One parent explained that, in her view, then teachers *'gather together and defend each other'* and *'you can't beat the system'*. She added later:

... 'if they have got it in mind we don't want this child in our school you are really not going away from that unless your child suddenly turns perfect'.

YP also made a number of references to school narratives concerning them. The consensus was that staff and peer perceptions, developed through interaction within school, over time formed deleterious narratives as to who they were which effected people's relations with them. For example, one YP expressed that he was *'angry'* in response to not being accepted at his chosen managed move school because of a narrative held by another family. He reported that his views were not sought:

... 'someone who left X school as well and went down to the Academy... we didn't get on, they complained... so the day before I was due to go in, I wasn't then... the Head-teacher never spoke to me'.

Another YP described being presented with a negative story of her-self at a preliminary meeting in a host school. The YP clearly found this unhelpful.

... 'it wasn't really positive... They would like say negative stuff like... "Well we do know that you have been like really negative at other schools and we hope that you are not going to be negative here"... not really like helping me and stuff'.

There was some acknowledgement by two SPs that sometimes, teachers *'do not like a child'*, but this issue was not prevalent for this sub-group. LA officers raised the issue on a number of occasions, in general suggesting that schools, YP and families can become entrenched within intractable, sometimes unhelpful narratives as to their identity and managed moves can be useful in assisting a YP to change this. One LA officer explained the issue succinctly:

... 'you do meet young people where you think they have got either stuck in a particular role, the school has a narrative about them, the staff have a narrative about them, they have that about themselves. They feel that they have got to perform to a particular role. Or they just that you know the kind of symbolic embeddedness of their behaviour is kind of always understood in a certain way and that opportunity to be different I think is important for some young people'.

5.5.3 Alternative to permanent exclusion

A number of participants referred to managed moves as an alternative to permanent exclusion. SPs mentioned this on nine occasions and LA officers made six comments in relation to this theme.

There was significant disagreement around the purpose of managed moves across SPs. Many of the comments made by SPs referred to managed moves being implemented where a YP was *'on the verge of permanent exclusion'*. Another SP described a managed move as taking place in an effort to *'to try and avoid excluding someone'*. This view was more common and was expressed by five SPs.

Some SPs were transparent about the fact that managed moves were discussed with parents as an alternative to permanent exclusion:

'If there's a situation where you can have control over the placement, surely that is preferable to ending up as a permanent exclusion where you have no control over the next place'.

Contrastingly, other SPs indicated that managed moves should occur *'not when they have got to the point of permanent exclusion but there is an issue'*. Another suggested that they should occur where a *'school in conjunction usually with the student and the parents decide that a new start would be beneficial to the student'*. Hence, there is divergence as to the contexts and purposes for which managed moves are appropriate.

LA officers tended to take a negative view of managed moves being used as an alternative to permanent exclusion. Suspicions were raised as to whose interests a managed move serves. One said:

... 'often the problem is it is the school's need that is being truly kind of identified by the managed move and not necessarily the child's'.

Concerns were raised amongst this sub-group and by one SP also, regarding 'massaging the figures'. An LA officer stated that managed moves may be used, in some cases as a 'tool for a school to be able to announce proudly that we haven't had any permanent exclusions from our school in five years'. Another LA officer raised concerns that managed moves can give Head-teachers an opportunity to 'make the figures look good'.

5.5.4 Provision gap

SPs and LA officers made reference to a provision gap within the borough in relation to YP with complex needs. This was mentioned on eight occasions by SPs and three occasions by LA officers.

A number of SPs expressed frustration in relation to the lack of alternative provision to support YP who were experiencing difficulties and may benefit from a managed move. Many SPs felt that the borough was not providing enough targeted assistance to YP who were struggling within a mainstream school environment. One SP described an ideal situation as:

... 'the youngsters go for a managed move, they go through an intensive period with a lot of input centrally and then phased back into mainstream school if that is the way forward...'

Some SPs felt that where a YP is expected to cope with a managed move, this may require assistance from 'external agencies'. One participant asked: 'Why isn't the Borough looking for some other provision to provide for these kids to give them a better opportunity?' Opinion amongst SPs pointed to a perceived lack of flexibility within the borough in terms of assisting schools to include YP who experienced managed moves. It was deemed important to deal with any psychological or social issues that they may have had prior to making a potentially difficult transition to another setting. One SP explained the need for focused, intense support from the borough prior to facilitating a managed move:

'I think it has got to be a lot more intense. Not expecting the schools to pay for it'.

There was significant agreement from LA officers regarding this theme. Emphasis from this subgroup was also on providing assistance for YP to *'work through some of the complex difficulties they might face and feel they are able to come through it'* which may help to *'build their resilience'*.

SPs and LA officers advocated for systems in which YP were supported through managed moves, where necessary within an alternative provision framework, to ensure that when they moved provision, they had dealt with important issues and were not set up to fail. This is best summarised in the following quote from an LA officer:

... 'we have failed if we are leaving children carrying a whole sense of injustice, rage or un-dealt with processing and feelings into their next school... that is going to set them up to fail...'

5.5.5 Objectifying language

Throughout the interview process, there were numerous examples of SPs and LA officers in particular, referring to YP in an objective fashion. The word *'dumping'* was used on a number of occasions to describe managed moves that were instigated for the wrong reasons. For example, one SP said:

... 'it has got to be perceived by schools as a positive process rather than kind of a dumping, get rid of process...'

Three SPs used the term *'pass the parcel'* to describe the activity of some schools in moving YP on as quickly as possible.

... 'the real problem is when you start playing "pass the parcel", students who clearly are not going to make it in a mainstream setting'...

More extreme language was used by one SP:

... 'it's just about their school, they're not gonna take the rubbish. That's how they describe kids sometimes, they're not gonna take the bad kids'.

There were also some references to different stakeholders *'ticking the boxes'*. For example, one SP, in describing the borough's attitude towards managed moves, suggested:

... 'at no point is the crucial, crucial agenda the child's welfare. It isn't. It really isn't. With regards to the Borough it is about ticking boxes'.

One parent and a number of SPs described the School Behaviour and Attendance Panel (SBAP) as a forum in which ... *'they divvy them all up from what I can understand'*.

The over-riding implication of the above statements suggests that YP who experience managed moves, in some cases, are defined as a nuisance; *'rubbish'* to *'dump'* on others or *'divvy'* out amongst educational providers in a process of *'pass the parcel'*.

5.5.6 Accurate diagnosis

A number of comments referred to the need to accurately diagnose YP's needs prior to a managed move taking place. SPs referred to this on five occasions, LA officers on fifteen occasions and parents on three occasions. SPs identified the necessity of *'skilful diagnosis by both schools as to what the real underlying issues are'*. Another said: *'I think probably the most important thing is that schools identify young people who could genuinely benefit from a managed move... For some children it clearly won't work...'*

SPs suggested that in some cases, starter schools do not provide an accurate picture of a YP's social, emotional and learning needs and this can lead to significant difficulties within the host school in terms of managing their transition and inclusion within the curriculum. One SP said:

'... sometimes kids come in and their needs, their learning needs haven't been picked up you know or they're School Action Plus but there has been no real input from that and therefore what you see is kids acting out in frustration at the total irrelevance of their curriculum'.

[The researcher observed significant friction between some professionals at the SBAP and through informal conversations as to this issue. Some SPs and LA officers were extremely concerned about the lack of accurate assessment of need. This was not mentioned openly at meetings]

Amongst the LA officers, this was the most prevalent theme. Participants were, in some instances somewhat critical of school SEN policies, in terms of the assessment of YP's needs. These professionals raised concerns as to a perceived lack of rigorous assessment, which could lead to YP going *'above the radar'*, as described by one participant, who also suggested that some YP:

... 'are understood in the context of their poor behaviour... maybe schools have not been approaching... the management of the assessment and the interventions around SEN I think in an effective way...'

Another LA officer expressed the view that ... *'children with behavioural difficulties will tend to be the ones that will be suggested for a managed move'*. This sub-group tended to assert that in some instances, unidentified learning needs can precipitate behavioural consequences that are viewed superficially by schools, without consideration of any underlying difficulties:

... 'I think that very often children are moved because they present with behavioural difficulties where often if you explore that, numbers of them have other learning needs...'

Specific cases were highlighted, where for instance, YP have been ... *'described by her secondary school as not having any learning needs'*. However, during the process of assessment by an EP, she had scored *'on the first percentile for almost all of the activities'*.

One parent felt this also and suggested that schools had not adequately assessed her child's needs, which led to difficulties in structuring her learning programme and managing her behaviour:

... 'maybe if the schools would work with them a bit more and look deeper into them... There is always a problem behind the naughty child I suppose'.

5.5.7 Timing

Parents and YP made reference to the amount of time it took for schools to negotiate and, subsequently instigate their managed move. Parents made four comments in relation to this theme, YP made five and an LA officer referred to this issue once. Parents and YP expressed frustration at the length of time it took for managed moves to take place, once they were first suggested as an option. In two instances, YP were not attending school for a number of months. One YP was originally accepted at a secondary school, then after waiting for three months, was told he did not have a place. He said:

... 'the process to get me from, me to X school took about two months, three months before they made a decision and then they accepted me but then they said no...'

Another YP raised concerns as to the fact that she had missed out on education. This participant had also been out of school for three months and suggested that the experience would have been more positive... *'If things maybe just maybe went a bit quicker because obviously I did miss out on a lot of education'*.

Three parents shared similar concerns, and felt that the managed move experience would have been more effective if things had progressed more quickly:

'Realistically I felt that the child should have been moved from earlier up in the year... The only regret is it didn't happen earlier'.

An LA officer also commented on the significant time interval between two managed move placements and cited an example where a YP *'lasted at X school for about three or four weeks and then was on an individual learning plan (ILP) for six months before transferring down to Y school'*.

5.5.8 Family stress

Seven comments were made by parents and four by YP regarding the stressful nature of the managed move experience. All parents explained significant emotional challenges, but placed emphasis on different factors, depending on their context. Two parents mentioned the managed move process as causing friction between family members. In one instance, this was a consequence of contrasting reports coming from school and child:

'Really, really stressed. I was in tears all the time I just was stressed I was pulling my hair out ... Everyone has been affected in this house and you know... it even affects your relationship with your own child ... who do you believe'.

There was some indication that managed moves caused inter-parent tensions also. One YP had to move house to be accepted on a managed move and according to a parent, this was problematic. The parent suggested that *'it was horrible... I had to give all the parental control over to her Dad... it has caused a bit of friction between me and her Dad'*.

In another example, a parent expressed considerable anxieties in relation to her child's health and well-being when waiting for a managed move to be agreed: *'she was upset, she was getting mouth ulcers... It was making her really ill in fact... it wasn't right for her...'*

Parents also commented on feelings of relief when a suitable host school was found for their child. One said: *'I can honestly say to you as a parent I felt wholly and solely relieved that the past was the past'*.

YP tended to describe their managed move as a challenging experience. As described by one YP: *'the experience of moving school ... made me feel a bit hectic'*. Coping with the social upheaval was the element of the move that was most commonly cited as an issue. All those interviewed felt that, despite the stress, the move had had a positive final outcome. One YP described it thus:

'It was stressful but it has been worth it... it was just where I have had to keep moving schools and meeting new people and falling out with loads of different people and stuff...'

Table 5.5 shows the number of mentions made by each sub-group in relation to the sub-themes described above.

Table 5.5 - Summary of super-ordinate theme 5: Problems

Sub-theme	No. of mentions			
	SP	LA	P	YP
Inter-school tensions				
○ Honest and information sharing	20	3	0	0
○ The results agenda	5	2	0	0
○ Moving a problem	2	5	1	0
Narratives around young people	2	3	9	4
Alternative form of permanent exclusion	9	6	0	0
Provision gap	8	3	0	0
Objectifying language	7	3	2	0

Accurate diagnosis	5	15	3	0
Timing	0	1	4	5
Family stress	0	0	7	4

5.6 Super-ordinate theme 6: EP role

This theme refers to stakeholder views as to the current role of EPs within the managed move process and ways in which EPs could potentially have further involvement in facilitating the process. The emergent sub-themes included:

- Lack of role clarity
- School dependent
- Reactive
- Capacity
- Possibilities for further involvement
 - Transition
 - Early preventative work
 - Assessment of needs

5.6.1 Lack of role clarity

This was mentioned by eight SPs and five LA officers. SPs were often unclear as to the extent to which EPs currently have a role in facilitating managed moves. A number of SPs said *'I don't know'*, as did LA officers: *'I am not conscious that they have a specific role...'*

A number of SPs admitted that they were under-informed as to what EPs could contribute to the process. As identified by one SP: *'this sounds ridiculous I should know but I don't really know what EPs do'*. Another SP said:

'I don't know really is the answer to the question... if I don't know how they could help then maybe I need more information about how they could help'.

Other SPs suggested specific, narrow roles that EPs currently undertake in, such as working with those with *'low literacy'*, or *'to assess their ability educationally wise not their psychological side... and behaviour issues unless it is ADHD...'* As indicated by an LA officer,

EPs are *'associated mainly with learning difficulties'* and often, therefore are not aligned with the managed move process, within which issues are generally conceived as arising from *'behaviour'* concerns.

Across SPs and LA officers, no specific role for EPs was highlighted. The data suggests that schools, at present, do not use EP time to assist with managed moves in a systematic way and, in some cases, were unaware of how they might do so.

5.6.2 School dependent

Six comments were made by SPs and seven by LA officers in relation to the discrepancy in EP involvement across different schools. As described by one LA officer, *'it totally varies'*, although the school EP is *'very rarely involved'* in the actual managed move. Similarly, an SP reported that *'it depends on the school'*.

A number of SPs indicated that EPs would be involved only if they had previously had some interaction with the young person. One participant explained that if an EP *'is already involved with that family... then it would continue over to here...'* Another felt that EP involvement *'depends on the EP that you happen to be working with'*.

The data suggest that EPs are rarely, if ever, brought in specifically to facilitate a managed move. There were, however, reports that EPs may be brought in to *'add weight'* to a school's picture in relation to a YP. An LA officer raised this issue also, in arguing that sometimes EPs *'are brought in as a tick box exercise'* so that schools can show they have attempted to intervene where a YP is failing to thrive. Within this context, it was interesting to note that three LA officers felt that EPs should have a *'statutory role'* in the managed move process for individual YP and families.

5.6.3 Reactive

One SP and three LA officers made reference to EP involvement taking place in reaction to a YP reaching crisis point. This links somewhat with the above paragraph, in which schools may commence EP involvement to add weight to their narrative and show that things have been tried. The SP suggested that where managed move fails ... *'then asking for an urgent EP assessment would probably be one of the things you would consider because there's clearly quite a lot of issues that need to be uncovered'*. LA officers referred to this issue more often, two of whom felt that EPs should have *'a statutory role in facilitating moves'*. Another said:

... *'it is about ensuring that support goes into place at an early point but you know again often the alarm bell only gets pulled once the fire has started and it is too late...'*

Concerns were raised by LA officers in relation to schools capacity to be proactive, rather than reactive, within a school system where *'the Pastoral side is completely split from the learning / SENCO side and the two sides don't communicate'*. Hence, where a YP exhibits behavioural difficulties, they *'may not be considered to have learning needs'* and will therefore go *'down route B (pastoral) and that is not the side connected with EPs very much'*.

5.6.4 Capacity

SPs made four comments regarding EP capacity, whereas LA officers made one remark. Frustrations were raised by SPs in regard to the short time allocations that EPs have within schools. Put simply by one SP, it would be better *'If they were here a bit more'*. Another SP referred to this as the *'the age old capacity question. There is only a finite resource and inevitably most schools have got, you know, a stack of people waiting'*.

Frustration was expressed by a number of SPs regarding the time it takes for EPs to assert their involvement in challenging cases. One participant felt that in some cases, an EP report may be useful once a managed move is suggested; *'but it has to be done quickly, the problem is, these things take such a long time'*.

There were a number of comments relating to the high cost of EPs and assertions that if their services were *'cheaper'* and there was *'more EP time available'*, this *'would obviously help'*, as indicated by a SP.

5.6.5 Further involvement

There were a number of key areas where SPs and LA officers felt that EPs might take greater involvement within managed moves. The main areas that emerged included: *transition, preventative work and assessment of needs*.

5.6.5.1 Transition

Five comments were made by SPs and four by LA officers in relation to EPs working to facilitate transitions within a managed move framework. One SP referred to the potentially *'hostile environment'* that YP may face in making transition and suggested that EPs might *'reinforce*

what we are trying to do in supporting those young people in establishing what set of social interaction skills they are lacking and what resiliencies they are lacking emotionally'. A similar assertion was made by an LA officer, who noted that EPs 'could help to plan inclusive programmes for kids with families and schools alongside the school and help facilitate transition'.

An LA officer emphasised the fact that EPs tend to use systemic thinking as a working model and this may assist in facilitating a well-planned transition: *'EPs tend to think quite systemically and might... help the transition through conversations with other teaching staff at a school a kids is moving to'.*

Two SPs stated that, in their experience, most YP who experience a managed move will have had some form of EP involvement in the past. However, as described by one SP:

... 'regarding the transition process, assisting the family in coping with the move etc, EPs aren't involved that often in my experience. Maybe that's something that needs to change'.

A further SP made a similar point and concluded that when discussing the present lack of involvement of EPs with families and YP, suggested that *'maybe that's a gap'.*

5.6.5.2 Preventative work

Five SPs and four LA officers made reference to preventative work as a potential role for EPs. One SP said: *'we needed to get involvement earlier... they would certainly jump up our list of somebody who needs some input'.* Another SP recognised the importance of gaining an *'early diagnosis within the host school'.* This issue was raised by a number of other SPs, who felt that EP involvement, prior to a YP moving would give the host school greater knowledge of their individual needs and therefore, opportunity to competently put measures in place to facilitate the process. One SP commented:

... 'it feels to me that (EPs) should be involved before the managed move is set up actually because something is not right and if you were involved before, it helps smooth the transfer'.

One SP highlighted the potentially *'deep rooted issues'* that some YP face, going on to say that EPs *'could play a huge role actually. The managed moves whatever the issues are there are ... Teachers are stuck'.* Other SPs also proposed that they sometimes lack the requisite skills to

identify needs and implement learning programmes, particularly in complex cases and this could be a role for EPs, working preventatively.

There was general agreement amongst LA officers that EPs *'might be able to work preventatively to stop the need for a managed move'*. This sub-group more fervently acknowledged the issue that *'there probably isn't enough of a role for EP's...'* and suggested that *'early intervention is more cost effective and might ... 'stop the potential for a statutory assessment'*.

5.6.5.3 Assessment of needs

Two SPs and four LA officers suggested that EPs should take a greater role in assessing YP's needs. There was some acknowledgment across both sub-groups that this would not need to take place in every instance. As stated by one SP:

'I don't know whether every managed move needs EP involvement or not... we ought to discuss everyone with an EP in case there is some involvement for them. That's probably something we don't do very well at the moment'.

Furthermore, participants suggested that EPs could have a role in assessing YP prior to them moving schools. These assertions relate closely with to sub-section presented above in relation to 'accurate diagnosis'. Professionals made reference to the potential for EPs to establish educational, social and emotional needs effectively, to determine whether a managed move would be an appropriate intervention and if so, what strategies would best support a YP in doing so. There was a general view across SPs that EPs have the capacity to perform more rounded, holistic assessment when compared with teachers and schools. One SP said:

'At the moment we just look at their educational side... if we could get a look into the behavioural aspects that would help...'

LA officers also commented on the validity of schools using EP time to ensure that YP's views are accurately assessed. As suggested by one participant, EPs could work to ... *'see if there are any other issues and if the managed move doesn't work is it maybe because the school haven't looked deeply'*.

Table 5.6 shows the number of mentions made by each sub-group in relation to the sub-themes described above.

Table 5.6 - Summary of super-ordinate theme 6: EP role

Sub-theme	No. of mentions			
	SP	LA	P	YP
Lack of role clarity	8	5	0	0
School dependent	6	7	0	0
Reactive	1	3	0	0
Capacity	4	1	0	0
Possibilities for further involvement				
○ Transition	5	4	0	0
○ Preventative work	5	4	0	0
○ Assessment of needs	2	4	0	0

6 Pre-interview work

The following section evaluates the data gathered from YP, prior to the semi-structured interview, using PCP and solution-focused approaches. Each YP's narrative is presented in three sections: *background* as to the context in which they experienced a managed move, *individual work*, incorporating scaled responses and a *facilitative factors* element, which summarises aspects of the YP's experience that led to their managed move being perceived as successful.

6.1 Young person 1

Background

This YP had experienced a managed move within the academic year in which the interview took place. From the original agreement that a managed move could take place, it took three months for her to be invited into the starter school for a trial period. Following this, she was accepted onto school roll permanently. The YP was in year 7 at the time of interview.

Individual work

When asked to describe herself in her new school, she said, "happy". When asked what was the opposite of this construct, she said, "sad". In her new school, the YP suggested that on a scale of 1-10, where 1 represented very happy and 10 represented very sad, she and her friends would place her at 1, her mother and teachers at 2 and her father at 3.

Contrastingly, at her starter school, she placed herself at a 9/10 and felt her friends would place her at 5/6, her mother and father at 8 and her teachers at 7. These findings suggest that the YP's self-constructs were considerably different when considering perceptions of self at her starter school, when compared with her new school.

The YP indicated that she felt socially isolated at her starter school. She discussed having a lack of friends from her primary school to play with and made attempts to fit in socially, which were deemed unsuccessful. The YP mentioned dropping out of school for a number of months, because she was very unhappy and anxious. She visited the GP as she was losing weight and noticing ulcers in her mouth. This was viewed by the YP as upsetting to her family.

Facilitative factors

Having moved to the host school, the YP described herself as a 'different person'. She explained that she had a lot of friends and did not experience conflict with other YP. Factors that were perceived to have impacted upon the managed move experience include:

- The host school being welcoming ('nice form tutor')
- Having an identified member of staff to approach when there were any issues. In this case, this was the HoY.
- Good home-school communication through a planner (in which comments by family and SPs can be recorded and shared)
- Clear statement of the rules and expectations of the school

6.2 Young person 2

Background

This YP had experienced a number of consecutive managed moves prior to the interview. The YP failed to meet the criteria of two previous schools and hence was not taken onto roll and was asked to leave during the trial period. The YP was in year 9 at the time of interview, which took place during the trial period at her third host school. Her father was in prison.

Individual work

When asked to describe herself at her new school, following her managed move, she proposed three constructs; "happy", "cheerful / excited" and "keen". When asked what were the opposing constructs, she suggested "depressed / moody", "low" and "not keen".

On a scale of 1-10, where 1 represents very happy and 10 represents very sad, the YP suggested that at her new school, she, her teachers and her family would place her at 2, whereas at her previous school they would place her at 7.

Using a similar scale, where 1 represents very cheerful and 10 represents very low, the YP said that at her new school, she, her teachers and her family would place her at 3. Contrastingly, at her previous school, she suggested that all would place her at 10.

On a third scale where 1 represents very keen and 10 represents not keen, the YP said that at her new school, she, her teachers and her family would place her at 1, whereas at her previous school they would place her at 9.

The YP said that she originally moved schools because of a breakdown in social relationships with her peers. She described feeling 'unwanted' and perceived that teachers 'did not give (her) a chance'. The YP expressed antagonism towards staff at the previous school, who 'gave (her) grief' and terminated the six week trial early, without warning and prior to informing her mother. She also felt that the school did not help with her work and was generally unsupportive. The YP felt that teachers treated her unfairly and gave her lots of detentions. This was further evidenced by a report that a teacher said, 'don't you know, mud sticks'. However, she did feel that she 'got on' with her peers.

Facilitative factors

The YP's responses on the scaling activity suggested that her personal constructs had changed significantly and positively, following her move to the present school. When asked what factors contributed positively to the managed move, she highlighted a number of features:

- Receiving regular support with class work. This included one-to-one assistance in areas of academic difficulty
- Out-of-school advice from the LA officer and communication between LA and school
- Positive relationships with teachers and peers
- Having a named member of staff with which to discuss issues

6.3 Young person 3

Background

This YP had spent approximately one year out of school, being home educated by his mother. He was taken out of school during year 8. According to the YP and his mother, no-one from the LA checked on his progress throughout this period. A managed move was initiated by the family. At the time of interview the YP was in year 10. He had experienced a managed move during the previous academic year.

Individual work

On a scale of 1-10, where 1 represents the worst things could be and 10, the best things could be, the YP indicated that his new school was a 7/8, when compared with his previous school, where he was 2/3. When asked to describe his personal constructs, the YP suggested that he is "chatty", "nice" and a "joker". When asked what were the opposite constructs in relation to these three, he said, "quiet", "horrible" and "boring".

Using the scaling, the YP indicated that on a scale of 1-10, where 1 represents very chatty and 10 represents very quiet, he and his teachers would place him at 2 in his new school and his

mother and friends would place him at a 3/4. Contrastingly, in his starter school, all would place him at 10, because he was quiet and “angry”.

On a scale of 1-10, where 1 represents nice and 10 represents horrible, the YP suggested that at his new school, he and his friends would place him at a 3/4, as would his parents and teachers. In comparison, at his previous school, he placed himself at a 7/8 and felt that other pupils would place him at 9.

The YP identified that on a scale of 1-10, where 1 represents being a “joker” (able to have fun at school) and 10 represents being “boring”, he and his friends would place him at 4. Contrastingly, he suggested that at his previous school, all would place him at 10.

When the YP was questioned as to the above scores, he indicated that at his previous school, he ‘hated the teachers’ and didn’t want to be there because other students would ‘wind (him) up’ – this would sometimes lead to fights. He further stated that he was on a Pastoral Support Plan (PSP) which was ineffective; ‘the worst plan I ever heard’ and this did not help him to get ‘back on track’. The YP felt that he was not supported by staff and was permanently angry, as he felt that pupils and staff did not want him there.

Facilitative factors

As demonstrated above, the YP experienced improved self-perception in his new school, as evidenced above. When asked about the factors that contributed to this in relation to his managed move, he highlighted a number of contributory factors, including:

- Teachers showing an interest in him and being on his side
- Improved relationships with his peers
- EP involvement as to how to cope with his anger. This included showing a red page on his planner, which he would place on his table to show teaching staff that he was upset
- A personalised achievement plan, tailored to his individual needs

6.4 Young person 4

Background

The YP experienced a managed move whilst he was in year 7. He was interviewed four months after he had completed his trial period and been officially taken onto roll by the host school. Once a managed move was agreed it took less than three weeks for the young person to begin the six week trial at his new school.

Individual work

On a scale of 1-10 where 1 is the best things could be and 10 is the worst things could be at his starter school, the YP placed himself at 1 and felt that his mother, father and friends would place him at 2. He felt that his teachers would place him at 3. In contrast, at his host school, the YP placed himself at 8/9 and suggested that his father would place him at 7/8, his mother at 6/7 and his teachers 5/6.

The YP described himself as "fine / happy" and when asked what he deemed to be the opposite, he suggested "angry". On a scale of 1-10, where 1 represents very angry and 10 represents very happy / fine, the YP suggested that at his starter school, he was at 2. When asked about where other important individuals would place him, he suggested that his father would place him at 2/3, his mother 1/2, his teachers at 3/4 and his friends at 4/5. Comparatively, at his host school, the YP placed himself at 10 and felt that his father would put him at 8/9, his mother at 9, his teachers, 5/6 and his friends, 6/7.

The YP explained that he did not feel settled at his starter school and had some difficulties relating to his peers. He felt that he was angry regularly, in response to interactions with other YP and had received fixed-term term exclusion and was not keen to discuss his starter school.

Facilitative factors

In comparison, the YP outlined a number of factors that contributed to the alterations in his self-perceptions, associated with his host school. These factors included:

- Being placed in a form with a responsive, caring teacher
- Making friends with the 'right type of people'
- Enjoyable lessons

6.5 Young person 5

Background

This YP was unusual within the context of this study, due to his age. He was in year 5 when he experienced a managed move. The move was originally suggested by the family. Once suggested, the YP began his six week trial approximately three months later.

Individual work

When asked to describe himself, the YP suggested that he was "gentle". He felt that the opposite construct was "rough" and said that this referred to getting into fights. On a scale of 1-10, where 1 represents very gentle and 10 represents very rough. He explained that at his

starter school, he, his family, teachers and peers would place him at 10. Contrastingly, he felt that all would place him at a 1 in his host school. This suggests considerable improvement in the YP's self-perception in relation to his character.

The YP felt alienated from both staff and peers at his starter school. He explained that he got blamed for actions that he did not commit and was not listened to by staff. Some incidents of aggression involving peers were discussed.

Facilitative factors

The YP expressed clear enjoyment in attending his host school and outlined a number of elements that contributed to his more positive self-perceptions:

- Clear rules and boundaries for behaviour. The YP was keen to explain, in detail, the behaviour policy at the host school
- Teachers valued him as a person and spent time with him playing games of interest
- Positive relationships with his peers
- Flexibility in the timetable. For example, post break-time, the YP has a cooling off period, where he is able to calm prior to entering lessons

7 Discussion

This chapter evaluates the results, looking at each *research question*, in turn. Subsequently, *implications* are presented which may impact on the application of managed moves at national and local level. *Strengths and weaknesses* of the study, possibilities for *further research* and an acknowledgement of *next steps* are summarised. This is followed by *concluding* remarks.

7.1 Research question 1: How does the managed move process work?

SPs from individual educational provisions attend the monthly borough SBAP meeting, where potential candidates for managed moves are presented. Head-teachers are informed as to a student's behaviour and attendance records, learning needs and characteristics. Once a managed move has been agreed by Head-teachers, the lead professional is variable across schools, as is the process itself. Host schools implement wide-ranging transition programmes and set divergent criteria as to whether a YP should be taken onto roll.

Discrepant views were raised, particularly across SPs as to the purpose of the managed move process. Some considered it an intervention for YP at an early stage of arising difficulty; others, as an alternative to permanent exclusion. Discussions may need to take place at the SBAP as to normalising the purpose of managed moves and the contexts in which they are appropriate. The DfES (2008) and previous research (Vincent et al. 2007; Parsons, 2009) would advocate managed moves as an alternative to permanent exclusion. This, however, is a somewhat reactive position and appears to contradict the government's drive for preventative measures, as highlighted by the DfE (2013).

There were indications that some parents, SPs and LA officers are concerned as to the six week trial period providing schools with an excuse not to engage fully with YP. Host schools are not compelled to take a YP onto roll, which may result, in some cases, to a lack of genuine commitment. This is a significant issue, particularly given reports of some YP receiving up to three managed moves, which is potentially crippling to their self-esteem. At present, there are no agreed structures or regulations as to minimum standards or best practice, by which to hold schools to account (Centre for Social Justice, 2011). Whilst this is the case, practice may continue to be varied and result in diverse levels of commitment across provisions.

The input of LA officers was highly valued by some parents and YP. As suggested by the OCC (2013b), these professionals acted as a neutral body, coordinating the process. It is likely that families value support from a non-judgemental individual(s), who can provide advice whilst

being unattached to schools. This is particularly important in instances where home-school relationships have broken down.

It seems likely that the managed move process will be most effective when families feel that they have an impartial advocate. YP with statements of special educational need receive statutory support from the LA. Contrastingly, those experiencing managed moves and exclusion do not. This is strange, given the significant levels of stress identified by families around the process, as highlighted in this study.

DfES (2008) guidance states that managed moves 'should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA'. In this study, no mention was made of school governors having any involvement in the process, which contravenes DfES protocol. Furthermore, in many cases, the LA is not informed as to when managed moves will take place. Consequently, the borough's activities are, in some cases illegal and this needs to be addressed.

7.2 Research question 2: What are the reasons for managed move taking place?

A number of reasons were indicated as pre-cursors of managed moves. Bullying and social isolation was a prevalent theme, across all sub-groups. Some YP described this as leading to secondary difficulties, such as anger problems. Difficulties with peer relationships also featured strongly. Commonly, social isolation was perceived by parents to have occurred in response to difficulties with both SPs and peers. Hence, breakdown in relationships with staff was highlighted by this sub-group. Interestingly, SPs tended to attribute this to within-child difficulties, whereas LA officers, parents and YP were more likely to indicate systemic issues, involving reciprocal relationships between SPs and YP.

Behavioural difficulties were highlighted most fervently by SPs as a key factor in precipitating managed moves. Taking a social constructionist view (Burr, 2003), these findings are unsurprising. A SPs attitudes and experiences are constructed primarily within a classroom environment, where YP and staff interact in a fluid, constantly evolving context. Operating within this context, SPs are expected to teach a target based curriculum within a set time frame. When YP behave in a way that negatively impacts upon their capacity to deliver this, it is unsurprising that it is noticed and is viewed as problematic. It is difficult for busy teachers to take a meta-view as to a YP's behaviour and specific learning needs. They may simply view the child as 'naughty'.

The findings did not support those of Parsons (2009), who found that managed moves tend to be successful when initiated in response to one-off incidents. In contrast, those interviewed for this study discussed the implementation of a managed move as a consequence of on-going difficulties, over time.

7.3 Research question 3: What are the characteristics of a successful managed move?

Two factors dominated as characteristics of a successful managed move; improved happiness / self-perception and progress and learning. The pre-interview work revealed significant shifts in YP's self-constructs, following their managed move. All YP described a transformation, both in the way they perceived themselves and the way they perceived that others viewed them. A prevailing discourse that arose predominately through interviews with LA officers, parents and YP related to school narratives. YPs levels of happiness and self-perceptions were generally negative, when discussing their starter schools. Managed moves, in the case of those interviewed, resulted in a positive, whole-sale re-evaluation of self. These findings were striking and suggest that, when implemented effectively, managed moves can be a positive, life changing experience for YP. Vincent et al. (2007) reported a similar trend. They asserted that a successful managed move often assisted YP to move from a state of school disaffection to a more constructive sense of self.

A second characteristic in defining success referred to the YP's capacity to learn and make progress. There was a significant inter-relationship between improved self-perception and progress and learning. All stakeholders tended to suggest that when YP are settled and feel valued and happy, they are more likely to engage with learning. This also supports Vincent et al's (2007) findings.

7.4 Research question 4: What factors lead to the success of managed moves?

To achieve success, there was general agreement that a fresh start was critical, in support of Vincent et al.'s (2007) findings. It was consistently acknowledged that YP need an opportunity to re-invent themselves and receive a second chance. Non-judgemental treatment by host schools was important in assuring success.

Ensuring that managed moves take place prior to YP reaching a crisis point was deemed essential. Where managed moves take place at too late a stage, YP may have become disaffected with school systems and, consequently, find it difficult to make a transition and engage in another setting. Managed moves need to take place whilst a YP is able to re-assess

their self-perceptions and make a fresh start; the earlier, the better. This may be most important where a YP moves locality, as they may feel a heightened sense of threat and isolation, as identified by Alexander (2008).

Home-school communication is crucial. Lines of communication were not always completely clear to parents, who, in some cases, were not aware of the interventions that schools had put in place to support their child. Schools need to be clear as to what is in place for individual children, so that parents do not feel alienated from the school and hence, disempowered. The home-school relationship needs to be equitable; parents and YP need to feel that their views are genuinely listened to throughout the process. This issue was particularly stressed in LA officer interviews. Regular, planned times in which information and progress are shared between home and school is likely to be of benefit to all concerned.

The commitment of key stakeholders was deemed critical. SPs were keen to stress the need for YP and parents to support the school and it is clear that shared expectations and collaboration were important factors in achieving success. Dialogue between starter and host schools is also vital. SPs were keen to assert that when things have succeeded, positive, on-going discourse has taken place between schools, who have worked together to ensure success. There is a need for SPs to communicate with each other and, where necessary with LA officers to plan transitions, learning programmes and interventions. This echoes Vincent et al. (2007), who suggest that starter and host schools capacity to coordinate and be flexible is important.

Some LA officers suggested that schools, in some cases, lacked commitment in facilitating successful managed moves. In some cases, it may be that schools feel compelled to accept YP in a managed move system where children are “divvied” out, through discussions at the SBAP. YP with complex needs tend to absorb significant resources and are unlikely to achieve good results. They are therefore unattractive to schools, with tight budgets and top-down pressure to perform well in league tables. This is further discussed in section 7.5.

Rules and expectations need to be established and supported by all. YP who experienced behavioural difficulties prior to their managed move explained that they valued being aware of clear boundaries. Unambiguous, fair enforcement of boundaries was viewed positively by YP, who felt unfairly treated and singled out in their starter schools. Non-discriminatory discipline, where YP are given a fair, equitable hearing alongside their peers is an important element in ensuring a YP develops positive self-perceptions.

As found by Vincent et al. (2007), relationships with staff and peers were the most important feature highlighted by YP in facilitating a successful move. This is unsurprising, given the extent to which bullying and social isolation were factors in the reasons for moving. It is critical that YP experience a well-planned, nurturing transition and feel genuinely welcomed and valued by the host school. Having a named member of staff, or key worker with whom YP feel able to discuss issues in an open, transparent forum was essential. YP tended to feel supported when SPs showed an interest in them and were flexible in tailoring their learning programme in response to their individual needs. All sub-groups highlighted this issue and it is likely that warm, responsive relationships with staff and pro-social peer relationships are fundamental in ensuring success.

Stakeholders emphasised the efficacy of assigning a student buddy, to introduce YP to peers and provide a social resource over the first few days. YP, whilst in some cases advocating the effectiveness of support from a buddy, were more likely to state more broadly, that peers are easier to get along with at their host school. It is unlikely that, in general, the YP's peers were less friendly or harder to get along with in their starter school in any measurable, objective sense. It is possible that a YP's negative perceptions of him/herself alongside their peers, in conjunction with complex, unconstructive inter-relationships with SPs, may have resulted in a social climate where they felt rejected. For example, the way that SPs interact with a YP will impact upon the way other YP perceive them to be. In turn, the way that YP interact with each other will affect a teachers' response to them. These subtle interactions are, as suggested earlier in this chapter, difficult to evaluate for SPs, whose own perceptions of reality are not objective. The fact that YP expressed vastly improved perceptions, as to the nature of their peers and their capacity to inter-relate with them, simply by moving to another school (generally sharing a similar peer demographic) is an interesting finding.

Linking these comments with research question 2, it is unlikely that YP will experience positive self-perceptions and, consequently, reach a psychological state within which they can learn and progress, without supportive staff and peer relationships. This is perhaps the most important factor in ensuring managed moves succeed.

The suitability of individual schools was deemed particularly important by SPs and parents. It is necessary for families to consider the options available to them, prior to instigating a managed move. Schools have a role in facilitating the process. However, advice may be best disseminated by a LA officer. It is clearly important for families to ensure that home-school relationships will work and a host school will be able to provide an individualised, flexible curriculum, responsive to their child's needs. Where these elements were perceived to be

present, success was reportedly achieved. Vincent et al. (2007) reported similar findings, suggesting that the inclusivity of host schools is a critical factor.

LA officers were especially keen to exhort the centrality of YP views in organising and implementing managed moves. Having a sense of control over the process was deemed essential. SPs rarely mentioned this issue. Despite a legislative drive, through Every Child Matters (DfES, 2004) and as stipulated by international law (ECHR, 2010; UNCRC, 1991) it may be that schools require support in eliciting YP's views. Certainly, in their starter schools, the YP interviewed did not feel that their opinions were valued.

7.5 Research question 5: What are the problems associated with managed moves?

SPs raised concerns regarding the honesty of other SPs when initiating managed moves. In some instances, SPs did not feel that an accurate representation of a YP had been provided as part of the information sharing / planning process. This was not openly discussed at SBAP meetings and is a hidden source of inter-school friction.

There are systemic issues as to the way managed moves are organised at borough level. There is no agreed format regarding the content or quality of information that is passed between schools once a move is initiated, and there is divergence of opinion as to the purpose and validity of managed moves. There are also personal grievances amongst SPs representing different schools. These factors give rise to varied levels of commitment and diverse agendas across schools and will need to be addressed within the SBAP, to ensure that the agenda focuses on the needs of YP and is not hijacked by inter-school politics and personal issues.

It is interesting that, whilst SPs tended to suggest that managed moves were a positive solution / alternative to permanent exclusion, there was significant suspicion amongst schools, in relation to the practice of others. This study suggests that some YP who experience managed moves are viewed, in their starter schools, as exhibiting within-person difficulties that are irreconcilable within their current educational setting. Following their move, YP suggested they experienced little, if any difficulties in their host schools. This intimates that the picture is significantly more complex. Narratives around YP may be shared across a range of individuals and subsequently shape interactions with YP in a way that is reciprocally negative. Often, SPs may be unaware of these subtle narratives and may contribute to the development of systemic myths that lead to negative relationships and self-fulfilling prophecies, which can precipitate poor behaviour and, subsequently, a managed move. There are indications that in some cases, it is a schools need that is being satisfied in initiating a managed move, rather than a YP's. As one LA officer described the situation, YP are "out of sight, out of mind". The DfES (2008)

guidance asserts that managed moves should take place only 'in circumstances where it is in the best interests of the pupil concerned'. It is clear that, in some cases, the YP's best interests are not of primary consideration. A particular example identified in this study refers to a YP who had experienced a number of managed moves, despite suffering challenging family circumstances, school bullying and low self-esteem. It is hard to imagine, in this instance, how this YP exacted any benefits from repeated rejection from a number of schools.

The current climate is a consequence of contradictions in ideology across the education spectrum. On the one hand, SPs feel a moral obligation to work with challenging YP and on the other, a need to protect the interests of the "collective". This dilemma has previously been highlighted by others (Munn et al. 2000) who identify difficulties in balancing the competing claims of individual welfare versus collective rights in education. The performativity agenda is perhaps partially to blame for this, as this posits schools as competitors in an educational market place. As suggested by Parffrey (1994), challenging YP are viewed within this environment as "undesirable". Schools are instructed to act in an *inclusive* manner and to design a curriculum that caters for individual YP, regardless of their needs. However, schools are judged by Ofsted based on narrow, norm-based indicators of success that reward the *exclusion* of difficult students.

At its most extreme, YP may become labelled as "rubbish", or problems to be "dumped" upon others. A number of SPs were unexpectedly frank in describing YP as such, a consequence perhaps, of a system that quietly rewards their non-inclusion. Whilst understandable within the context of current education policy, these views are short-sighted. Given the negative projected outcomes for excluded YP (Audit Commission, 1999; Daniels, 2011; Berridge, 2001, Ofsted, 2004), it is astounding that so little attention is paid to this issue at government level. YP's needs can best be tackled whilst they are open to change and exposed to positive role models in school. However, given the present focus on academic results and league tables, schools may need to be incentivised to take positive action, as identified by the OCC (2013a). What is of concern in relation to managed moves, as regards those at-risk of exclusion, is the propensity of education systems to punish the victims of a system that fails to cater for them (Parffrey, 1994). There is a danger that, if their purpose is not strictly established, managed moves may act as an extension of this trend, rather than a positive, inclusive intervention. These observations do not posit any individual LA officer, SP, or education provision, as the sole focus of blame in any instance. This would be both unfair and unhelpful. Instead, the system, as a whole, operates to the detriment of inclusion.

The “will to punish”, as described by Parsons (2005) appears relevant. Society’s need to punish unconformity is ever-present and continues to evolve. The UK education system rewards schools for punishing those who do not conform and exert these powers, in some cases, outside the remit of the DfES (2008) guidance, seemingly without recognising that this behaviour is problematic.

Post-modernist thinkers, such as Foucault have previously illuminated this issue. Foucault challenges the idea that power is wielded by people or groups by way of ‘episodic’ or ‘sovereign’ acts of domination or coercion, seeing it instead as dispersed and pervasive. ‘Power is everywhere’ and ‘comes from everywhere’ so in this sense is neither an agency nor a structure (Foucault, 1998). Instead it is a kind of meta-power that pervades society, and which is in constant flux and negotiation. Foucault argues that physical bodies are subjugated and made to behave in certain ways, as a microcosm of social control of the wider population, through what he called ‘bio-power’. Disciplinary and bio-power create a ‘discursive practice’ or a body of knowledge and behaviour that defines what is normal, acceptable, deviant, etc. – but it is a discursive practice that is nonetheless in constant flux (Foucault 1975). In the case of managed moves and wider exclusion processes, there are no concrete actors of domination or coercion that have labelled young people as problems. Instead, complex inter-relationships across various systemic levels coalesce to create the present environment.

Foucault (1998, pp 100-1) asserts: ‘Discourse transmits and produces power; it reinforces it, but also undermines and exposes it, renders it fragile and makes it possible to thwart’. Modern exclusion systems are an extension of generations of social discourse that have evolved to make the exclusion of undesirables continually present, yet increasingly covert. A further example of this trend can be observed in the development of protocols such as permanent managed transfers, which are permanent exclusions in all but name. As shown in the analysis of school exclusion data, permanent managed transfers can be viewed as a mechanism to massage school data, to appear to enhance the inclusion of the vulnerable.

As Foucault (1998) identifies, the prevailing discourses can be challenged or ‘thwarted’ by re-examining current practices. Discussions at borough level as to the systems in place, in relation to the current power imbalance when regards schools and families could lead to positive change. It will be important for practitioners at the SBAP and across schools to recognise what Bronfenbrenner (1990) would define as the “proximal processes”, both immediate and remote, that impact upon those involved in managed moves. This would involve taking a meta-view, recognising “immediate” influences, such as staff-student, home-school and student-peer relationships. More difficult will be for schools to identify more “remote” influences and to evaluate themselves as part of system that subtly rewards the exclusion of the vulnerable, as a

consequence of the performativity agenda, concerns around a school's value in the marketplace and concerns over collective welfare rights. As suggested previously, it is difficult for SPs to take a step back, to effectively evaluate these challenges, but without doing so, illegal activities will endure and vulnerable YP will continue to be let down by a system that feigns to support them. EPs could have a role to play in facilitating these conversations, as identified in the next section.

Frustrations were raised, in particular by LA officers as to the lack of accurate assessment of the individual learning needs of vulnerable YP. Examples were provided where YP were assessed following a permanent exclusion, or managed move and significant learning difficulties were revealed. This study supports O'Regan's (2010) assertion that exclusion / managed moves criteria should be modified to include screening for learning difficulties.

Furthermore, there are issues within the borough as to how assessment information might best be used to support YP. SPs and LA officers expressed concern regarding the lack of services to cater for YP with social, emotional and psychological difficulties within the borough. An accurate assessment was considered crucial, but without the capacity to support YP in ameliorating their issues, simply moving a YP from one school to another was not perceived to be actually resolving problems. In fact, it is likely that doing so sets YP up to fail. Interestingly, Vincent et al. (2007) report that under the CATE, YP identified as being disaffected received additional support within and outside school and this was well-received by stakeholders. This resource is lacking within the research borough and demonstrates a significant gap in provision.

The managed move process is clearly stressful for families, as evidenced by the pre-interview work and parent and YP interview responses. Reports suggest that the process can take a long time to organise and this was viewed negatively. It may be important, particularly where YP are vulnerable and already disaffected, for a managed move to take place within an agreed time frame, that is identified at borough level. This would ensure that schools work together to ensure that YP receive a move swiftly, rather than spending a period of time at home (which is problematic for families, as parents need to organise child-care arrangements), or attending a school in which things are not working.

7.6 Research question 6: How can EPs increase their impact upon managed moves?

SPs and LA officers were often unsure as to the current role of EPs. Despite years of publication within journals and periodicals (Farrell et al., 2006; Love, 2009) as to their extensive skills base, the perception of stakeholders interviewed for this study tends to posit EPs as associated with 'learning' and not 'behaviour'. This is not a new finding and reflects on-going

difficulties facing the profession in establishing value and demonstrating effectiveness in an educational climate where individual schools are taking increasing control over their budgets (Gersch, 2009).

The extent to which EPs are involved in managed moves is currently dependent on the practice of individual schools. It is likely that variations across context are partially dictated by the extent to which SPs know what EPs can offer. In a context where EP work is increasingly moving towards a “buy-back” / traded services model, it is necessary for EPs to demonstrate the value of their contribution to individual schools. It may be the responsibility of individual EPs to explain their role to schools, families and LA officers who work in different services. It may be that, at present, EPs are rarely involved in managed moves because SPs and LA officers are unaware of the impact that they could make. EP's skills and professional training is ideally suited to facilitating managed moves, as highlighted by Cameron (2006). The role of managed move facilitator, as postulated by Abdelnoor (2007) should possess good relational skills, be able to work effectively within an emotionally charged environment, have a 'unifying perspective' and good psychological awareness and use solution-focused thinking.

SPs and LA officers proposed that EPs could work preventatively, through 'diagnosing' needs, to build an accurate picture of a YP's needs prior to a managed move and help to avoid permanent exclusion. Given the salience of producing accurate assessments of YP, as described by SPs and LA officers, EP involvement may be paramount in facilitating successful managed moves. Some LA officers suggested that EPs might take a statutory role in regulating the managed moves process. This is unrealistic, given the government's drive to raise academic standards, at the expense of other areas of development. However, it should be possible for EPs to organise and chair multi-professional meetings at schools, to signpost any YP who might benefit from a managed move.

Within such meetings, EPs may have an important role in challenging negative narratives around YP. In some cases, myths may have developed which will shape the way that SPs and peers interact with a specific YP. EPs can take a systemic view (Bronfenbrenner, 1977, 1979, 1990, 1994) to promote a meta-analysis of the issues at hand. Consultation based on Wagner's (2000) model is a useful platform from which to do so. Furthermore, social constructionist epistemology (Burr, 2003) could have a role in un-picking the way that discourses have evolved in relation to one or more YP. EPs are uniquely well placed to operate within this framework. This would offer opportunities for preventative work and signpost YP who may need further assessment to establish needs.

Some LA officers suggested that EP work within managed move cases is often reactive and takes place too late. A contributory factor in some secondary schools may be the separateness of 'learning' and 'behaviour' support departments, which may not necessarily communicate well with each other. EPs may have a role in challenging systemic problems such as this and must have the confidence and wherewithal to do so. EPs should work to: act preventatively to avoid a managed move being required, through accurate assessment and evidence-based interventions based on knowledge of psychological theory; assist schools in identifying appropriate candidates for managed moves by attending multi-professional meetings; challenge systemic issues and narratives around YP within schools and facilitate transitions / collaborative working through conversations with LA officers and SPs from starter and host provisions.

EPs also possess the requisite skills to elicit YP's views. This is an essential part of transition work, an area where SPs and LA officers saw value in EP involvement. Using PCP and solution-focussed methodologies, EPs have the capacity to assist YP in communicating their views; this is particularly important for YP experiencing managed moves, who may feel alienated from schools systems. Allowing space for YP to explore their self-construct's and evaluate what works for them may be crucial in facilitating success. EPs are best placed to achieve this.

7.7 Recommended good practice

The following section outlines recommended good practice around the implementation of managed moves, when relating to *LAs* and *government* policy. Recommendations for *schools* and *EPs* are also presented. It is necessary to add that the below implications reflect the findings from the present study, which is composed of a small sample size and completed within one research borough.

7.7.1 Local Authority and government considerations

- Discussion should take place within the SBAP as to the validity of the six week trial, in response to concerns as to the commitment of schools in fully supporting managed moves. Schools should not operate unilaterally or in small, closed consortia in relation to exclusion and managed move policy. Collaboration between schools is essential, but it is important for all boroughs to have a central body, such as the SBAP, within which to discuss these issues.
- YP should not experience more than one managed move. Doing so is likely to have a significant negative impact upon their self-esteem. This would ensure that both starter

and host school fully commit to the process, as if the process fails, the YP will return the starter school as a matter of course. Playing “pass the parcel” is neither morally, or legally acceptable.

- As identified by Osler et al. (2001), managed moves data are not currently collated nationally; this is also the case within the research borough. Managed moves should be recorded by LAs and collated nationally, by the DfES and reported alongside exclusion data. It is important to track the total number and demographic features of YP who experience the process.
- Discussions need to take place at borough and national level regarding alternative provision to support YP who are struggling to cope with demands of mainstream school. Without additional support, some YP may experience a managed move without addressing their underlying difficulties. This can result in moving a problem, rather than supporting a solution and may set a young person up to fail.
- Schools should be incentivised to include YP with significant difficulties and in particular, those at-risk of exclusion. Within the quasi-market context, this may need to entail economic benefits for schools. This is particularly important in the current climate where academies are free of LA control. The research borough has an SBAP, which, whilst having its faults, is a forum where schools can collaborate to suggest, plan and report back on managed moves and reflect on practice. Other boroughs do not have this. Schools are likely to become more fragmented and less accountable as they move away from LAs. A profit incentive may therefore be necessary to stimulate inclusion.

7.7.2 School considerations

- School ‘learning’ and ‘behaviour’ support services should not be separate, or should at least have regular collaborative meetings. It is likely that any YP experiencing behavioural difficulties has some learning needs; challenging behaviour will be communicating a need of some sort.
- When sharing information between schools, the following should be included:
 - Reasons why a YP might benefit from a managed move.
 - YP's views as to their social, emotional and learning needs.
 - Criteria for success, based on a YP's individual needs.
 - Accurate, up-to-date assessment of a YP's academic, social and emotional needs. Any reports completed by EPs, speech and language therapists, occupational therapists or medical professionals should be included.

- A rigorous list of strategies and interventions that have been attempted within the starter school, including an outline of what works.
 - Named members of staff to act as 'key person' / contact in starter and host schools. Regular contact should take place between these two professionals throughout transition and beyond.
 - Details of any external agencies that have been involved with the YP, with an explanation of what form their involvement has taken.
 - A multi-professional meeting, prior to the managed move. At this meeting, an interim review meeting should be agreed. It is critical that YP and families feel supported throughout the process and schools are held accountable for the integration of YP within a managed move framework.
 - The LA should be notified when managed moves take place, to ensure that families have access to advice from a neutral party, who is not directly affiliated with starter or host schools.
- When a managed move is proposed, the actual transfer date should be negotiated. YP with complex emotional and behavioural challenges, low resilience and from difficult family backgrounds, need to be integrated into a host school rapidly, to reduce the chance of disaffection. Some parents and young people interviewed here found the lengthy delay between a managed move being suggested and actually taking place, stressful. A time frame might constitute a maximum of four school weeks.
 - Parents need to be fully cognisant of the strategies and interventions that are being put in place both pre and post transition. Pastoral plans, for instance, should be negotiated with families. Regular, weekly contact should take place between home and school, using a pre-agreed format (email, telephone).
 - Schools could initiate half termly multi-professional meetings, within which the school EP is present, to raise issues about any young people who are of concern. The key question should be. Is there a genuine awareness of this person's learning needs? Systemic thinking needs to take place around the antecedents of behaviour and discussion as to whether an accurate picture of their needs has been presented.

7.7.3 Educational Psychologists considerations

- EPs have the knowledge and skill base to work closely with schools to plan interventions and ensure that YP's needs are identified. In cases where a YP's

needs have not been assessed thoroughly, schools should ensure that this takes place, through consultation with an EP.

- EP services and individual EP practitioners must stress the high level of training and expertise that they possess and the potential for impact in cases involving managed moves and exclusion. It is critical that EP practice is not construed as applicable only within a narrow, 'traditional' definition of special educational needs and can be valuable in working with complex YP with social, emotional and behavioural difficulties and wider exclusion issues. In the context of increased commissioning of services and 'buy back', it is increasingly important for EPs to establish themselves as useful within wider contexts, to increase positive impact, uphold moral and ethical values and standards and to the profession maintains its status.
- EPs should consult with schools to evaluate systems in place to support YP with complex difficulties. In particular, conversations should occur as to teacher-student-family interactions in cases where managed moves and exclusions are raised. It is important for EPs to raise the issue of narratives around YP, to explore the validity of the prevailing discourse and accepted "truths" about YP and families. This should ensure that the views of stakeholders are accurate and support inclusion. This will also allow for more preventative work to take place, as difficulties will be recognised early, thus allowing key stakeholders to collaborate in planning interventions to support YP.

7.8 Strengths

This study has provided a rich picture of managed moves within the research borough. Having interviewed a range of education practitioners, parents and YP, the findings present an accurate appraisal of views across the key stakeholders. Furthermore, the views of YP were elicited using a number of approaches, including interviews, solution-focussed questioning and PCP. This ensured that their narratives were elucidated effectively and allowed the researcher to state with some clarity, that managed moves can positively change YPs self-constructs. Evidence based implications have arisen from the findings that could have immediate impact upon LA and national policy.

Also, the potential impact of EPs on managed moves and wider exclusion processes has not been explored previously. The current study would advocate for a significant broadening of the EP role in exclusion / managed move cases. Until now, little evidence from stakeholders was present in support of this.

7.9 Limitations

The present study looked at YP who were deemed by the borough to have experienced a “successful” managed move. It is possible that if the research had focused on “unsuccessful” managed moves, further problems may have been raised, in particular by parents and YP in relation to their individual experiences and perceptions of managed moves.

Furthermore, within a single case study model, only one borough was considered due to time restraints. The outcomes of the study are context-dependent, and given increased time and resources, a second case / LA would have been considered, for comparison. However, it is arguable that the implications above are application to other LA contexts.

This study provides a retrospective view of managed moves. Parents and YP reported on their experience following the event, which in some cases, took place a year or more previously. It is possible that their interpretations may have evolved over time and therefore not reflect their views at the time.

7.10 Future research

There is a need to evaluate stakeholder views in relation to permanent managed transfers. It would appear that they are permanent exclusions in all but name; a ‘legitimate’ way to massage school exclusion figures. A detailed analysis of this issue is necessary.

It would be interesting to study variations in borough policy across the UK, in terms of managed move protocol. It is likely that practice will vary considerably and individual LAs will demonstrate strands of good practice that may be applicable more widely. Certainly, there is a need for increased national guidance as to their implementation. Given the vulnerability of those who experience managed moves and the potentially disastrous consequences for families and society, when YP are excluded, there is a need for further academic research and national debate to facilitate ethical practice.

It would be useful to gather longitudinal data regarding the qualitative experience of managed moves, as the process takes place. This might include tracking the experiences of SPs, YP and families throughout the process, from the time a managed move is suggested, during the trial transition period and beyond.

7.11 Next steps

This thesis will be presented at the trainee EP conference, to ensure that relevant practitioners have an awareness of the main findings and recommendations, to support good practice. In addition, with the support of academic supervision at the Institute of Education, the study will be entered for publication in an appropriate academic journal, to ensure that findings are disseminated widely.

Within the research borough, the findings will be presented at the SBAP and Head-teacher conference. In collaboration with the borough officers for exclusion management and alternative provision, discussions will take place as to how the above recommendations can be adopted and implemented at a borough wide, systemic level to improve outcomes for relevant YP. It is possible that once this has taken place, elements of this work may be shared with other LAs and presented to central government.

7.12 Conclusion

Managed moves can be an effective intervention. When implemented successfully, YP can experience enhanced feelings of well-being, more positive self-conceptions, increased engagement with school and improved progress and learning. A number of reasons were identified as leading to the initiation of managed moves, including a YP being bullied or socially isolated, breakdowns in relationships with staff and, from the viewpoint of SPs in particular, behaviour difficulties.

The findings of the study indicate a number of factors that contribute to success. There was strong emphasis on the need for a managed move to represent a fresh start, where YP begin at a host school without pre-judgement. Forming positive relationships with staff and peers was deemed essential in ensuring success, particularly by YP. The inclusivity of host schools was important and where YP's individual needs were actively established and met successfully, success was considered likely. It is crucial that all those involved fully commit to the process, to

facilitate success. Schools need to collaborate closely, to smooth transition, share information effectively and ensure that the YP feels valued and supported.

Furthermore, managed moves need to consider the views of YP, as part of the planning and implementation process. It is important that LAs are identified as to when a managed move is taking place, so that families have access to a neutral, non-judgemental professional, who is unaffiliated with starter and host schools, who can provide advice and support. Home-school interactions are necessary in ensuring that schools and families have shared expectations and an develop an equitable relationship. It is crucial that regular, planned conversations take place between home and school, so that key stakeholders are aware of the interventions and feel a sense of agreed ownership.

A number of problems were raised regarding the process. In particular, SPs and LA officers discussed the prevalence of dishonesty as to YP's needs, inaccurate diagnosis / lack of rigorous assessment information and poor inter-school collaboration. Establishing set protocols around the content and quality of shared information and a key person within starter and host schools would help to ameliorate this issue. Organising regular inter-school lines of communication to support transition, share information about what works and coordinate interventions is essential in ensuring that YP feel secure and included. There are concerns that some schools arrange managed moves in a cynical fashion, to move a problem.

A lack of provision to support vulnerable YP with complex needs, prior to and during a managed move was also discussed. Vincent et al. (2007) highlighted the importance of at-risk YP receiving additional support around the time of a managed move. This issue requires increased consideration in the research borough, to ensure that YP are assisted in working through complex issues, to avoid setting a YP up to fail.

Conversations need to take place at borough and national level around the validity of allowing some YP to experience numerous managed moves. In addition, having a six week trial does not guarantee school commitment. The question arises, does a managed move satisfy the needs of YP, or the needs of schools? In some cases, clearly the latter view is predominant. Negative narratives can develop within individual schools. If these are unchallenged, they can lead to systemic myths and expectations about YP that may become problematic. A key finding of the study suggests that when a YP's move is successful, their behaviour and inclusion alongside peers improves significantly. This suggests that issues arise through an interaction between YP and key stakeholders within schools, in a reciprocal process whereby discourses around YP can be inaccurate and unconstructive.

EPs may have an important role to play in facilitating thinking around managed moves. Individual EP practitioners and Principal Educational Psychologists, operating in LAs should ensure that schools are aware of the potential for EPs to assist in diagnosing / identifying needs, using systemic thinking and planning transitions and working preventatively to ensure positive outcomes. EPs have the requisite skills and are well placed, within the LA to identify and access resources to facilitate the process.

The present legislative and ideological climate in education posits some YP as problems. Schools need to be incentivised to include YP, particularly given the expansion of the academies programme and increased budget control for Head-teachers. A measure of inclusivity, with economic benefits for good practice, may go some way to achieving this. Creating statistical misrepresentations, such as permanent managed transfers is not acceptable and demonstrates a systemic failure to deal with the problem. Managed moves are part of a much wider issue; the on-going lack of political will to include vulnerable YP effectively. Given the enormous costs to society in working with adults who feel alienated and excluded from society, this position is short-sighted, economically inefficient and in some cases, morally indefensible.

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Appendix A



Leading education
and social research
Institute of Education
University of London

Dear Head-teacher,

I am writing to invite your school to take part in a research project supported by X Local Education Authority and in partnership with the Institute of Education, University of London.

I am a trainee Educational Psychologist, in the second year of my Doctorate training. I am currently working in 6 schools across X borough, including one secondary school, X School. As part of my role, I am working alongside X and X (Behaviour and Attendance team).

As part of my Doctorate training, I am completing a research thesis. The title is '**What are the characteristics of a successful 'managed move'?**

The aim of the study

Research has shown that the consequences of permanent exclusion from school can be disastrous for young people. This positions managed moves as a potentially worthwhile, preventative measure, that may give young people a fresh start prior to problems escalating. I am aware that there have been a significant number of successful managed moves within X borough in recent years, and it will be valuable to explore what led to their success.

Currently, there is little research evidence as to what makes managed moves successful from different points of view. The aim of my research will be to illuminate how the managed move process works, what factors help managed moves succeed, and how the process feels for those involved, including school staff, parents and young people.

I will need support from X schools in finding suitable participants to interview, who have experienced successful managed moves in recent years. I will need schools permission to contact parents and young people to arrange interviews.

Also, it will be important to elicit the views of school staff who have organised and facilitated managed moves. This may include the school inclusion manager, special educational needs coordinator, a member of the senior leadership team, or whoever has the most influence upon the managed moves process within your school.

What will happen if my school takes part?

To gain access to parents, I will require your support. I will need to send letters to parents whose children have experienced successful managed moves. The letters would request consent for their child to take part in a short interview, and enquire as to whether parents would be willing to be interviewed themselves. In addition, I would like to interview members of staff who are responsible for facilitating the managed moves process in your school.

Parental information and consent letters for parents and young people will be provided by the researcher. Your allocated EP time will not be affected and there will be no charge to the school.

Who will have access to the research records?

All information collected in this research will remain strictly confidential and will be compliant with the Data Protection Act (1998). The details of interviewees and all data collected will be kept confidential. Findings will be summarised and disseminated throughout the borough, with the aim of informing professionals as to how to ensure the best outcomes in undertaking managed moves.

Please show your interest in participating in the project by returning the below form in the stamped addressed envelope provided, or by emailing me at christopher.bagley@richmond.gov.uk. If you require further information, please do not hesitate to contact me.

Yours sincerely,

Christopher Bagley
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 christopher.bagley@richmond.gov.uk.

Name: _____ Position: _____

Name of School: _____

Contact number or email: _____

I am interested in my school taking part in the research on managed moves being carried out by Christopher Bagley and would like my school to be considered for the project.

Signed: _____ Date: _____

(Please detach and return to Christopher Bagley, X Educational Psychology Service)

Megan Scott

MS ①

. GC - really good.
no arguments

Teachers are really nice, students

~~██████████~~ - GC. Before than Yr 7 - Hampt Ac.
moved to Tedd - didn't like it,
moved back to the acad. Then, managed move
to Christis.

~~██████████~~ - didn't have even 6 wks to show that
I could be part of school. Upsetting. Didn't
give me a chance.

. ~~██████████~~ # 4 1/2 wks in → pulled into a meeting,
'not part of school anymore' leaving me, leaving with
mum before me. Should have told mum to tell
me.

Felt unwanted.

HA - Yr 7 ✓ → didn't wanna to HA. Got place at
Tedd. But, loads of friends in HA. Dad made
me go to ~~██████████~~ went back to HA. went downhill

- moved houses - didn't know anyone in the house.
- Teachers gave me grief. "You do know med sticker".
- mum took me out of sch.
- mm - ~~██████████~~. Had friends there, didn't get on
with teacher. Up in my face. My own treatments
told of when others weren't.
- Had 1 hr det every

GC - see my way here Norman House - really MS (2)

Happy

Depressed /
needy



GC

- help with work
- maths (one-to-one)
- Diane, prob, go to her

- C - didn't get help with
- work, didn't get it
- complained
- unsupported

Last of school stuff - advice, nice person
L school.

Innocent /
excited

Law



teen

NOT
keen



Didn't keep LA informed - Ch
(Vlt) about what was happening / progress -
- Kidnappers

Appendix C

Interview Schedules

Young person interview

Preamble: 'We're here to discuss your move from ???? school to ???? school. I'm going to ask you some questions about what happened when you moved, and how it felt for you. Do you have any questions?

- 1) Tell me about what happened when you moved from ???? school to ???? school.
(Probe: what else happened?)
- 2) What factors led up to you moving schools?
(were there any others factors that led to you moving schools?)
- 3) What did the experience feel like for you?
- 4) What people were involved in your move, and what did they do?
- 5) Who supported you during your move?
(what did they do to support you?)
- 6) What did your friends think about you moving schools?
- 7) What did your parents think about you moving schools?
- 8) How long did it take to move from ???? to ????
(Probe: what impact did this have?)
- 9) Do you feel that your move has been successful and if so, how?
(Probes: what did the school do to help? What did you do to help? What factors were most important?)
- 10) What are the problems with managed moves?
- 11) What could have helped make your move better?
- 12) Is there anything else that you would like to say?

Parent

Preamble: 'We're here to discuss your son/daughters move from ???? school to ???? school. I'm going to ask you some questions about your child's move. Do you have any questions?

- 1) Tell me about what happened when your child moved from ???? school to ???? school?
(Probe: what else happened?)
- 2) What factors led up to your child moving schools?
(were there any others factors that led to your child moving schools?)
- 3) What did the experience feel like for you?
- 4) What people were involved in your child's managed move?
- 5) Who supported you during your child's move?
(what did they do to support you?)
- 6) How did ????'s managed move effect your family?
- 7) Do you feel that your child's move has been successful?
(Probes: what has made the move a success? What did the school do to help? What did you do to help? What factors were most important?)
- 8) What are the problems with managed moves?
- 9) What could have helped make the managed move move better?
- 10) How long did it take for your child to move from ???? to ????
(Probe: what impact did that have?)
- 11) Is there anything else that you would like to say?

LA Officers and School Professionals

- 1) What is a managed move?
- 2) What is your role in the managed moves process?
- 3) Who else is involved in the process, and what do they do?
- 4) What does a successful managed move look like?
(probe – can you give an example of that?)
- 5) How do you feel about the managed moves process?
- 6) What are the benefits of managed moves?
- 7) What are the problems with managed moves?
(probe – can you give an example?)
- 8) How are parents consulted during the process?
- 9) Under what circumstances does the school initiate managed moves?
- 10) What factors do you take into consideration when assessing whether to take a student from another school, as part of a managed move?
- 11) What role do Educational Psychologists have?
- 12) How do you feel that Educational Psychologists could assist with managed moves?
- 13) Is there anything else that you would like to add?

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would be different here and both of us I know this is not professional, but both of us had a gut feeling as well that it would work. He was seeing his head of year regularly and I have done round robins to check that everything is alright, staff know that I am the point of contact so there has been a bit of silly nonsense in English I know I could go and speak to him about it and then there was an incident on the playground and because people knew that I was overseeing it I got the emails so I could deal with it. I have also touched based with him to find out how it has gone compared to how it was before, and he thought you know it was better so he is permanently on roll now so and you know there is lots of dialogue and honesty

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C – OK

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LB – and I also think the other thing is it is hard, you know you are on trial for 6 weeks that's a really hard thing for a kid to suddenly think at the end of that 6 weeks we could send them back to a place that they don't want to be, I don't know can they sustain it for 6 weeks and then go well thank god for that and then whatever difficulties they had before could start again but it hasn't with him and he has settled in really well but it must be really hard for them to do that you know

6 wks
sustained
red by
-
ed with

C – Yeah very hard

problem

LB – yeah I hadn't thought that before actually but it must be very hard for them

C – It is like being on parole isn't it

LB – yes it is

C – What other services are involved in the process then and what do they do?

blends
tiny
1. Ho.Y.

LB – Normally we have, well we normally have [redacted] from the authority comes and she takes part in the meetings with um, clearly the parent and the pupil, and then it depends, sometimes it will be the head of year, sometimes it would have been our deputy, that would have been slightly different this time because we have got a new assistant head who is in charge of the pastoral system so it would be her and I, and in terms of the intense meetings and stuff that is who is involved but actually all of the teachers who have taught that child are involved as we get lots of feedback about how they are getting on. Linda comes and gives us a bit of background as she might have been involved with the school initially and [redacted] is normally quite honest where as we don't always get that information from the school, um and she can only be as honest as the stuff she is told too, but because one that came that really wasn't successful [redacted] didn't know the stuff either so she couldn't pass it on but that is normally who is involved usually be me, Linda from the local authority, the head of year or pastoral manager and normally the head of year from the school they are coming across from and the parent and child

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C - . Ok quite a few people then. What would you say were the benefits of a managed move?

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LB - If it is successful for the pupil it would be that they are happy, they can make progress and they can learn and they can make friends, that would be the benefits for me I think in a sense does the school have a benefit ... if the child takes part they could really make a contribution to the school but for me, the main beneficiary of a move is the pupil, not us, we would take them and do our best but that child needs to feel safe and secure, be able to make progress, and come somewhere that can understand them and work with them, that would be the benefits I think

C - Ok and what are the problems of managed moves do you think

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LB - Biggest problems I think, oh sorry just going back to that last question I think also who benefits are the family, because if that child at a school is unhappy they are going to be very stressed and all that goes back home so the family to benefit too, sorry if it doesn't work the problems are that you don't get enough information and the child has got to such a stage whatever support you put in is not going to have an impact its gone too far and you need too much intensive work with them and part of me feels, and I don't know perhaps this enough question ... if this has happened and a child has got to that stage it doesn't mean they are unsavable I don't think but perhaps what needs to happen is they need to have some intensive work done with them somewhere and then gradually introduce them into the new school rather than just say OK you are on the edge of permanent exclusion here we are going to move you to another school where clearly you are going to have expectations about work, behaviour, uniform, all that sort of stuff but without the support because actually nobody else gives, we have to do it all Linda comes to the meetings, but support you but actually when it gets to that stage

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it costs other school money because you may want to get your mentor in or your EP involved and do all these sorts of things but its when you don't know enough about, and people are not honest its when people say we knew it wouldn't work, well then so why then did they suggest a managed move in the first place you know that doesn't fit with me, and er I don't know whether its our job or it ought to have been done previously when it was talked about. but preparing the pupil for what a managed move is and a bit of background information about the school they are going to go to because I think some of them have the view through you know rose tinted spectacles that everything is going to be wonderful because this school is too strict or whatever but you are still going to want them to behave and do what they are told and all that sort of stuff so why would it be any different I don't think there is enough work done to prepare a child to come into another school also like we do and I know its not the same but like we do with children with statement sand some of them have significant needs which clearly a child with a managed move has got needs we have an induction programme all that sort of thing and suddenly they are not at that school anymore and they are at yours nothings happened to ease them in if you like or perhaps we ought to do that I don't know how well that would be um accepted by the borough or whatever, does that answer that question sorry

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Good quote

C – No that's a very good answer. So how are parents consulted throughout the process?

LB – My understanding is that they are talked to before, um we haven't really had many managed moves from here um but

C – As in from here to other schools

LB – Here to other schools I don't think there have been many but from our end if a child is seen to be unhappy, I have had one parent approach me about a managed move and we have spoken a lot about what the issues are here then she then identified a school that she felt her child should go to and I had a conversation with them but it was clear that it wasn't going to work because part of the issues this girl had were with pupils at this other school so then it was my job to sit down with the mum and say its not going to happen because, so what support can we give her here to make it a success, so she stayed and its alright now and that's worked quite well but my understanding from the other, when they come in is that all of that preparation would have been done with the parents before by either the host school or the local authority but we would have involved very much from when they come so they have to come to the interview to start with then I would have communication with them normally on a week basis even it's a or an email or a phonecall to see how things are going if there are any problems and then when we have made the decision before we tell anyone else I will tell the parents so that they know one way or the other and like most parents they have my email address so any questions they can email me

Preparent
parent
my
can

C – That's why you have so many emails! So what advice would you give to families who are experiencing a managed move?

LB – I think they really need to think about what school it is their child is going to go to because a school might have a good reputation but actually it may not be the best school for their child so they really have to think about why it is that this current school is not being successful and what needs to be different in terms of where they go so they really need to, there ought to be I don't know if [redacted] does this I have never spoken to her about it, there ought to be somebody in the borough who can do all of that with them before managed move, and I am not sure that us as a school are particularly in a position to do that as it doesn't fit comfortably to saying things about different schools it feels like it needs to be somebody outside the school doing that.. so I think that is really important that you really really pick a school because it hasn't worked so you don't want them to go to another school and have another failure because how is that going to make the child feel. So it really has to be the right one. They need to have regular, really regular contact with the school, where they have gone on the managed move to, but they need to be very supportive so if there are problems they need to be following through with that so they really need to be the whole school community I think and ask about how things are going and really ask about what the behaviour policy is and what support you know makes sure you find out what support is in there before you go there

Excellent
EP
[initials]

C – What would you say to the child? ..I mean what advice would you give a child if he or she is to experience a move.

LB – well one of the things we do talk about quite a lot is how we are going to get themselves into the class or year group because people will want to know why they have left the previous school um and there are all sorts of things you can do like, 'we have moved', or if it is higher up the school, 'they weren't doing the subjects we wanted' you know so its al very bland and doesn't really tell any of the real reasons why they have left so we talk quite a lot about how we are going to do that um we think quite carefully about their year group and their class so the other thing we will do is introduce them to buddies and pair them up o they have got people to do that and the other thing is they need to do if they can is throw themselves into school life and get involved in clubs you see because that is where they will make friends and the other thing is that they will have 2 or 3 other identified members of staff and if there are problems they can go to and they should do that and they should use the mentoring that is set up in the school they mustn't keep things to themselves so they really need to if it is going to be successful and there are problems and we need to solve them they need to be open and honest about why it isn't working. But yeah that big things about its thinking about what they say about why they are coming back really is important because that is the first impression that anyone really gets of you so that can make or break it really

C – So what factors do you take into consideration when you are assessing whether to take a child or not as part of a managed move?

LB – There behaviour record we do look at their behaviour record because if they have had lots and lots of exclusions or one thing and another and what they are for you have to take that into account you also have to take into account who they know in your school because if they know people who have had 4 or 5 exclusions the likelihood is they are, I know you shouldn't ever you know say that but that is something we would look at, um I think higher up the school you would look at what subjects they are offered because sorry chosen I should say for GCSE because if we don't offer them then they are at a disadvantage to start with and um, the reasons why they want to come really like I mean the one who was being bullied and was very unhappy that seemed to me to be a wonderful opportunity for him to then settled in but if someone is coming just before they are to be excluded isn't the right reason for a managed move really. That is just to get out of a situation where you want to avoid an exclusion on your recorded I think. If I am really really honest I think behaviour record is the biggest thing we look at. The other thing we might take into account would be external agencies that would be working with that young person I mean the one that didn't work that came from the girls school was going to CAMHS twice a week so there was clearly significant mental health issues um and was it right to go from one school to another when there were clearly those mental health issues that needed to be addressed first before a managed move is put into place. I think that's it.

C – Ok last one, what role to EP's have in managed moves?

think
to me

LB – At the moment to be honest I don't know if they have any to be honest. I have never before you came on the scene, certainly, I haven't had any contact with Ed Psyc at all um...I think that when a child comes it would be nice to think that if there has been any involvement before there would be that dialogue before but I think when a child comes because it's a managed move if I felt that I needed some input from yourself that would be that child would jump the list because they have already not succeeded in that school and I think that we needed to get your involvement in earlier um yeah I suppose it depends on whether there was any involvement in that previous school but then I suppose it depends whether they are showing any signs of anything but for me they would certainly jump up our list of somebody who needs some input but it could be that could they need something on how to settle into a new place I don't know whether that is part of your brief it would seem ultimately sensible that somebody else could do that too because you may be able to think of things that are different to us as a school working here all day everyday

think
it takes
before

C – How do you feel EP's could assist with managed moves, you have already said that to some extent

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LB – You see I think, if something is a managed move there is something that is not going, is not right it may be that they are in one group and they need to move it may be they have emotional issues to do with bullying of stuff and for me, and I know that you are not attached to all the schools, but it feels to me that you should be involved before the managed move is set up actually because something is not right and if you were involved before, it helps smooth the transfer. How that would work in reality I don't know but say if a child is identified as needing a managed move and a school is identified as where the school might be perhaps this schools EP could get involved with them before they came, that would seem to me to be a very smooth handover and they have already then got a professional who could support them in that process

C – Anything else you want to add

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LB - People need to be honest and say where that child is, where the issues are and they need to give you that information. I am very conscious that we have a lad who has moved to Teddington who was permanently excluded from here but nobody has rung me to say what is he like, what works, and what doesn't work and I cant believe that, I will ring them myself now and as I can't believe no one has called to as I would as how can you plan to be successful if you don't know what the child's triggers are or anything, but people need to be honest need to open and need to have transparency it needs to be done early not when it's in crisis, that is not a managed move for me.

} Need
a
prior
to
move

Appendix E

Summary of super-ordinate theme 1: Initial process

Sub-theme		No. of mentions			
		SP	LA	P	YP
People	HT	15	4	1	1
	SL	13	3	3	8
	P	4	4	5	5
	LA	3	2	5	5
Trial period and monitoring		4	2	3	1
Positive solution		5	2	4	5

Summary of super-ordinate theme 2: Reasons for moving

Sub-theme	No. of mentions			
	SP	LA	P	YP
Bullying / social isolation	10	7	6	4
Breakdown in relationships with staff	3	3	3	2
Behaviour	7	2	2	0

Summary of super-ordinate theme 3: Factors contributing to success

Sub-theme	No. of mentions			
	SP	LA	P	YP
Fresh start / clean slate	13	8	5	1
Home-school communication	10	8	5	2
Early intervention	8	8	2	0
Pastoral work				
○ Transition work	8	10	4	4
○ Relations with staff	8	5	10	13
○ Relationships with peers	5	10	7	12

Commitment				
o School	5	13	5	2
o Parents	6	3	6	2
o Young people	10	3	3	5
School suitability	17	6	9	5
Involvement of young person	4	13	1	1

Summary of super-ordinate theme 4: What is success?

Sub-theme	No. of mentions			
	SP	LA	P	YP
Happiness / improved self-perception	9	7	7	5
Progress and learning	6	3	2	5

Summary of super-ordinate theme 5: Problems

Sub-theme	No. of mentions			
	SP	LA	P	YP
Inter-school tensions				
o Honest and information sharing	20	3	0	0
o The results agenda	5	2	0	0
o Moving a problem	2	5	1	0
Narratives around young people	2	3	9	4
Alternative form of permanent exclusion	9	6	0	0
Provision gap	8	3	0	0
Objectifying language	7	3	2	0
Accurate diagnosis	5	15	3	0
Timing	0	1	4	5
Family stress	0	0	7	4

Summary of super-ordinate theme 6: EP role

Sub-theme	No. of mentions			
	SP	LA	P	YP
Lack of role clarity	8	5	0	0
School dependent	6	7	0	0
Reactive	1	3	0	0
Capacity	4	1	0	0
Possibilities for further involvement				
○ Transition	5	4	0	0
○ Preventative work	5	4	0	0
○ Assessment of needs	2	4	0	0

STUDENT RESEARCH ETHICS APPROVAL FORM
Psychology & Human Development

This form should be completed with reference to the BPS Code of Ethics and Conduct – available online from www.bps.org.uk

On which course are you registered? Doctorate in Educational and Child Psychology _____

Title of project: **What constitutes a successful ‘managed move’? Is there a role for Educational Psychologists in facilitating the process?’**

Name of researcher(s): Christopher Bagley _____

Name of supervisor/s (for student research): Sue Hallam, Karen Majors _____

Date: 16/2/12 _____ Intended start date of data collection (month and year only): 5/12 _____

- 1. Summary of planned research** (please provide the following details: project title, purpose of project, its academic rationale and research questions, a brief description of methods and measurements; participants: recruitment methods, number, age, gender, exclusion/inclusion criteria; estimated start date and duration of project). It's expected that this will take approx. 200–300 words, though you may write more if you feel it is necessary. Please also give further details here if this project been considered by another (external) Research Ethics Committee.

Research has shown that the consequences of permanent exclusion from school can be disastrous for young people. Given the enormous cost of permanent exclusion in moral, social and economic terms, and the poor outcomes that often follow, it is essential that research looks for alternatives.

A managed move is a process whereby a young person transfers from one school to another, with the agreement of parents and young people, and through collaboration between two schools. Often, managed moves take place where a young person is at risk of permanent exclusion.

Managed moves are a preventative alternative to permanent exclusion. There have been a significant number of managed moves between secondary schools in recent years. As part of my professional training, I am currently on placement in a London borough as a Trainee Educational Psychologist.

Currently, there is little evidence to outline what makes managed moves successful and how the process is perceived by those involved. The aim of my research will be to illuminate how the managed move process works, what factors help managed moves succeed, and how the process feels for those involved, including school staff, parents and young people. Also, this investigation may carry implications for education practitioners, such as Educational Psychologists.

A case study will be conducted, using a mixed methods design, focussing on the London borough where I am on placement. Local Authority (LA) data and individual school data on pupil attainment, attendance, and fixed-term and permanent exclusions will analysed alongside national figures.

I will need support from LA schools in finding participants for a series of interviews with young people and parents who have experienced managed moves in recent years. Also, it will be important to

elicit the views of school staff who have organised and facilitated managed moves. This may be the school inclusion managers, SENCo, a member of the Senior Leadership team, or whoever has the most influence upon the managed moves process within individual schools.

The study could provide valuable insight into the managed moves process from the point of view of the key stakeholders. There are potential implications at national level, and also for individual LAs, teachers, young people, families and Educational Psychologists.

2. Specific ethical issues (Please outline the main ethical issues which may arise in the course of this research, and how they will be addressed. It's expected that this will require approx. 200–300 words, though you may write more if you feel it is necessary. You will find information in the notes about answering this question).

This study will evaluate national statistics on exclusion that are available in the public domain. This will include national data on fixed term and permanent exclusions. Data on managed moves is not collected nationally. LA data regarding the names and numbers of managed moves will be accessed through the LA Behaviour and Attendance team, who are responsible for collating information regarding exclusions and managed moves. I am attending meetings of the Behaviour and Attendance Panel, where managed moves are discussed amongst representatives of individual schools.

Schools will be asked to provide data regarding the managed moves they have overseen, and information regarding the attendance, academic attainment and teacher reports of young people. Data will not be used without the permission of schools, parents and young people.

The aims and possible implications of the study are transparent. I am developing relationships with key individuals across the borough's secondary schools, all of which have been made aware of the purpose and prospective methods of the study.

The participants will be chosen due to their having been involved in a successful managed move, as defined by the LA. This will include the member of school staff who is responsible for managed moves, most likely the Inclusion Officer, Special Educational Needs Coordinator, or a member of the Senior Leadership Team. An explanatory letter will be sent to Secondary school Head-teachers, requesting consent to contact parents and young people through the school. Consent forms outlining the nature of the study will then be sent to parents, asking permission for their child's participation and asking if they (the parents) are willing to be interviewed also. If parental consent is given, young people's consent will be sought and recorded on a separate form (the Head-teacher letter and parent and young person consent forms are attached).

Data will not be collected without the permission of the relevant parties, and will be kept confidential. All results will be presented anonymously, and participants will be briefed as to their right to withdraw from the study at any stage.

Prior to the interviews, I will make participants feel comfortable by explaining exactly what the process will entail. Following the interview process, participants will be debriefed. This will entail a description of what the study is about and thanking them for their involvement.

Some participants may feel that a managed move has not been successful and may be anxious, distressed or angry about some or all elements of the process. This may surface during an interview with a parent, young person or professional. If this occurs, the participant will be informed that their views are still valued. If appropriate, the researcher will provide contact details of personnel who can provide further support.

3. Further details

Please answer the following questions.

		YES	NO	N/A
1	Will you describe the exactly what is involved in the research to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Will you obtain written consent for participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	If the research is observational, will you ask participants for their consent to being observed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Will you debrief participants at the end of their participation (i.e. give them a brief explanation of the study)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have ticked **No** to any of Q1-8, please ensure further details are given in section 2 above.

		YES	NO	N/A
9	Will your project involve deliberately misleading participants in any way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort? If Yes , give details on a separate sheet and state what you will tell them to do if they should experience any problems (e.g. who they can contact for help).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Will your project involve human participants as a secondary source of data (e.g. using existing data sets)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you have ticked **Yes** to any of 9 - 11, please provide a full explanation in section 2 above.

		YES	NO	N/A
12	Does your project involve working with any of the following special groups?			
	• Animals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	• School age children (under 16 years of age)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Young people of 17-18 years of age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	• People with learning or communication difficulties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Patients	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	• People in custody	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	• People engaged in illegal activities (e.g. drug-taking)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Appendix G



Leading education
and social research
Institute of Education
University of London

Dear child,

I am a Trainee Educational Psychologist and am currently working with a number of families and schools in X borough. The aim of my job is to make sure that young people are happy at school and achieve the best they can in education, by ensuring that they get the support they need.

Currently, I am doing a piece of research as part of my studies that is looking at the process of 'managed moves'. Of particular interest is how managed moves work and what makes them successful.

I understand that you have recently experienced a managed move between schools. This is when you moved from one school to another school, to make a fresh start.

Managed moves are an important process in many young people's lives. At present, there is little information available as to what helps to make a managed move successful. Through learning about your experiences, I hope to find out what works and help other children who may have a managed move in the future.

With your permission, I would like to interview you for 30 minutes, to discuss how the managed move felt for you. The aim is to find out what went well, what and who helped you through the process and what could have helped make things better.

The aims of the study

- To collect information that may help inform young people and families who are to experience a managed move.
- To set out ways that the Local Authority, schools and individual professionals can work better to make the managed move process a success.
- To provide an opportunity for you to discuss your managed move safely and confidentially.

All information collected through interview will be kept confidential. The only person who would have access to the data is me, and any published results will not include your name, or any of your personal details.

What do I do next?

Please complete the consent forms attached, indicating whether or not you give permission to be interviewed. Your taking part may help other young people who experience a managed move in the future!

Yours sincerely,

Christopher Bagley
Trainee Educational Psychologist

Pupil Consent

Title of study: **What are the characteristics of a successful managed move?**

Researcher contact details: **Christopher Bagley**
83 St. Ann's Hill
Wandsworth
SW18 2RZ

Tel: 07723464181
Email: cbagley@ioe.ac.uk

Please indicate your consent to be interviewed as part of the above study.

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. I agree to take part in the above study. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

Print name _____

Signed _____

Date _____



Leading education
and social research
Institute of Education
University of London

Dear parent,

I am a Trainee Educational Psychologist and am currently working with a number of families, and schools in X borough. The aim of my job is to make sure that young people are happy at school and achieve the best they can in education, by ensuring that they get the support they need.

Currently, I am doing a piece of research as part of my Doctorate studies that is looking at the process of 'managed moves'. Of particular interest is how managed moves work and what makes them successful.

I understand that your son has recently experienced a managed move between schools. At present, there is little information available as to what helps a managed move to be successful. Through learning about the experiences of you and your child, I hope to gain an understanding of what makes a managed move successful.

The aim of the study

- To collect information that may help inform young people and families who are to experience a managed move.
- To set out ways that the Local Authority, schools and individual professionals can work to make the managed move process a success.
- To provide an opportunity for you and your child to discuss the managed move safely and confidentially.

With your permission, I would like to interview your child for approximately 30 minutes, to discuss how the managed move felt for them. The interview would consider what went well, what helped them throughout the process and what could have helped make things better. In addition, I would like to interview you separately to get your views as to how the managed moves process worked and how it felt for you also. It would be best to interview both parents, where possible, to gain a full view of the managed move experience within your family. I can interview parents together or separately.

All information collected through interview would be kept confidential. The only person who will have access to the data is me, and any published results will be anonymous.

What do I do next?

If you have any questions regarding the research, please do not hesitate to contact me by telephone or email (see consent form for details). Please complete the consent forms attached, indicating whether or not you give permission for you and your child to be interviewed. Alternatively, you can email me at christopher.bagley@richmond.gov.uk. It would be fantastic to have your support! Your input will make a difference in helping young people to get the best out of their education.

Yours sincerely,

Christopher Bagley
Trainee Educational Psychologist

Parental Consent for Child

Title of study: **What are the characteristics of a successful managed move?**

Researcher contact details: **Christopher Bagley**

Tel: 07723464181

Email: cbagley@ioe.ac.uk

Please indicate your consent for your *child* to be interviewed as part of the above study.

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. I agree for my child to take part in the above study. I understand that my child's participation is voluntary and that they are free to withdraw at any time, without giving reason.

Print name _____

Signed _____

Date _____

Parent Consent

Title of study: **What are the characteristics of a successful managed move?**

Researcher contact details: **Christopher Bagley**

Tel: 07723464181

Email: cbagley@ioe.ac.uk

Please indicate *your* consent to be interviewed as part of the above study.

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. I agree to take part in the above study. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

Print name _____

Signed _____

Date _____



Leading education
and social research
Institute of Education
University of London

Dear professional,

I am a Trainee Educational Psychologist and am currently working with a number of families, and schools in X borough. The aim of my job is to make sure that young people are happy at school and achieve the best they can in education, by ensuring that they get the support they need.

Currently, I am doing a piece of research as part of my Doctorate studies that is looking at the process of 'managed moves'. Of particular interest is how managed moves work and what makes them successful.

At present, there is little information available as to what helps a managed move to be successful. Through learning about your professional experiences, I hope to gain an understanding of what makes a managed move successful.

The aim of the study

- To collect information that may help inform young people and families who are to experience a managed move.
- To set out ways that the Local Authority, schools and individual professionals can work to make a managed move successful.
- To provide an opportunity for you to discuss the managed move process, explain how it works and reflect upon ways of improving this.

With your permission, I would like to interview you for approximately 30 minutes, to discuss how the managed move process works and your involvement in the process. The interview would consider what makes a managed move successful and what might help to improve this.

All information collected through interview would be kept confidential. The only person who will have access to the data is me, and any published results will be anonymous.

What do I do next?

If you have any questions regarding the research, please do not hesitate to contact me by telephone or email (see consent form for details). Please complete the consent forms attached, indicating whether or not you give permission to be interviewed. Alternatively, you can email me at christopher.bagley@richmond.gov.uk. It would be fantastic to have your support! Your input will make a difference in helping young people to get the best out of their education.

Yours sincerely,

Christopher Bagley
Trainee Educational Psychologist

Consent form

Title of study: **What are the characteristics of a successful managed move?**

Researcher contact details: **Christopher Bagley**

Tel: 07723464181

Email: cbagley@ioe.ac.uk

Please indicate your consent for you to be interviewed as part of the above study.

I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. I agree to take part in the above study. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

Print name _____

Signed _____

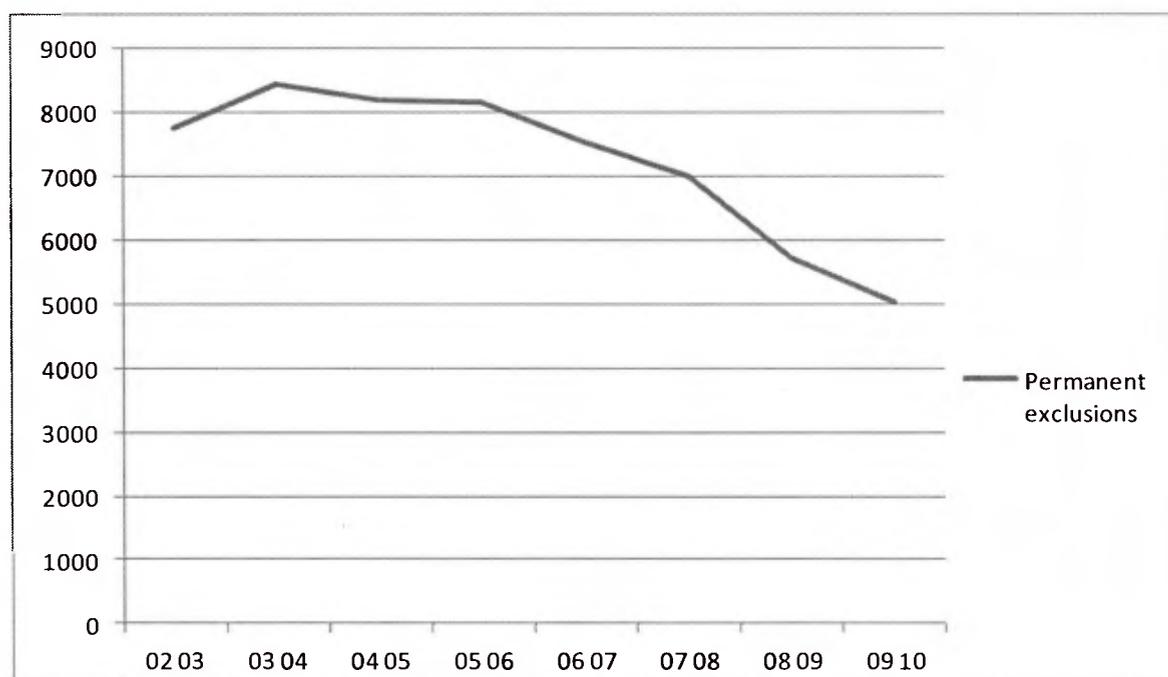
Date _____

Appendix H

Number of secondary school permanent exclusions in England from 2002/03 – 2009/10

Year	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
No. of permanent Exclusions	7,740	8,430	8,200	8,150	7,520	7,000	5,700	5,020
Percentage of school population	0.23	0.25	0.24	0.24	0.23	0.21	0.17	0.15

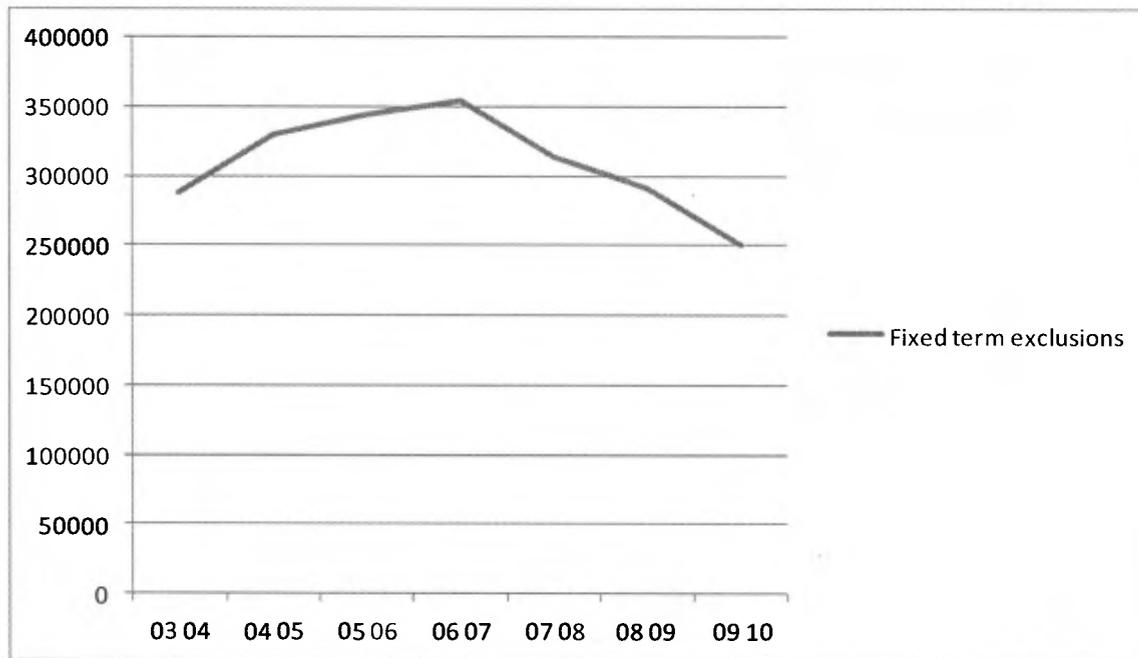
Permanent exclusions 2002/03 – 2009/10



Number of secondary school fixed term exclusions in England from 2003/04 – 2010/11

Year	03/04	04/05	05/06	06/07	07/08	08/09	09/10
No. of permanent Exclusions	288,040	329,680	343,840	353,910	313,810	291,290	250,620
Percentage of school population	8.66	9.94	10.40	10.83	9.78	9.26	8.20

Fixed term exclusions from 2003/04 – 2009/10



Appendix I

Summary of super ordinate theme 1: Initial process

Sub theme	Exposition	No. of mentions				
		SP	LA	P	YP	
People	Head-teachers tend to broker managed moves in the first instance. Subsequently, other SPs tend to take responsibility. Practice varies widely across schools. In some cases, support by LA officers was highly valued by parents and YP. The perceived influence of LA officers varied across sub-group. There was acknowledgement by all that parents had a significant impact on the process also.	HT	15	4	1	1
		SL	13	3	3	8
		P	4	4	5	5
		LA	3	2	5	5
Trial period and monitoring	YP experience a six week trial period within the host school. They are monitored throughout this period and if they meet the targets set by the school, will be taken onto roll full time. Interim meeting(s) take place during this probationary period. Some teachers and parents raised concerns as to the trial period, regarding the stress caused to YP and families and as providing an excuse for schools to not fully commit to making things work.		4	2	3	1
Positive solution	In general, stakeholders were positive about the managed move process. SPs and LA officers viewed it as a useful intervention when other strategies have been tried. Parents and YP tended to advocate the process as being successful in improving outcomes.		5	2	4	5

Summary of super ordinate theme 2: Reasons for moving

Sub theme	Exposition	No. of mentions			
		SP	LA	P	YP
Bullying / social isolation	This theme was prevalent across all sub-groups. It was generally discussed within the context of numerous negative social inter-relationships that transpired over time, generally involving other YP. Some YP mentioned being angry in response to their peers and not fitting in. Interestingly, SPs tended to place increased responsibility on YP, whereas parents and LA officers were more likely to attribute some of the social issues faced by YP as at least partly a consequence of SP behaviour.	10	7	6	4
Breakdown in relationships with staff	SPs tended to describe instances where YP had severed relationships with staff. There was acknowledgment amongst some SPs that, on some occasions, teachers do not like YP. Though this was a far more prevalent theme across other sub-groups. Parents and YP, in particular, reported perceptions of alienation and anger towards SPs in starter schools, which prompted a managed move.	3	3	3	2
Behaviour	This was a particularly pertinent theme in the narratives of SPs. Behaviour problems were defined within a context where schools have tried interventions and YP have refused to conform, flouted rules and disrupted others. Some parents were aware that behaviour issues were a factor in the experiencing a managed move. It was interesting that this theme was not discussed by YP.	7	2	2	0

Summary of super ordinate theme 3: Factors in success

Subtheme	Exposition	No. of mentions			
		SP	LA	P	YP
Fresh start / clean slate	There was general agreement across all adult participants that arriving at a host school with a clean slate and without pre-judgement is critical in ensuring success.	13	8	5	1
Home-school communication	All stakeholders advocated the necessity for on-going communication across starter and host schools, and between schools and families. SPs emphasised the need to have shared home-school expectations. LA officers tended to emphasise the importance of ensuring that parents and YP feel that schools treat them as equal partners and accurately explain the process. Parents expressed distress where they perceived that home-school communication was inadequate.	10	8	5	2
Early intervention	There was consensus amongst SPs, LA officers and parents that managed moves must take place at an early stage. Concerns were raised regarding instances where the process has occurred too late, when problems have escalated to a point where a YP is disaffected and would experience increased difficulties integrating in a host school. Returning to a starter school, following a failed managed move was highlighted as problematic, particularly by LA officers.	8	8	2	0
Pastoral work <ul style="list-style-type: none"> o Transition work 	Transition work was deemed important by all in facilitating a YP's smooth integration. SPs and LA officers suggested a collaborative transition, incorporating liaison between starter and host schools. YP tended to raise logistical issues, such as timetabling and knowing school rules, whereas parents referred to the importance of a well	8	10	4	4

<ul style="list-style-type: none"> ○ Organised induction programme, where YP felt supported. ○ Relations with staff ○ Relations with peers 	<p>Relationships with staff was particularly important to parents and YP, who acknowledged the importance of SPs taking a positive view of YP. Also discussed was the importance of naming one / a number of key workers to provide social support. The status of key workers and nature of their involvement varied across accounts. All stakeholders emphasised the need for on-going SP-YP dialogue which was honest, trusting and open.</p> <p>This was the most prevalent theme for YP, who attached huge significance to peer relationships in enhancing their self-worth, ensuring they feel settled and in helping their learning and engagement in school. Parents emphasised the need for YP to be around familiar peers who make them feel comfortable and part of a community. Having access to a buddy was seen as beneficial by all sub-groups.</p>	8	5	10	13
<p>Commitment</p> <ul style="list-style-type: none"> ○ School 	<p>LA officers were most likely to mention to necessity for schools to commit to making managed moves work. Concerns were raised as to the extent to which schools feel skilled to accept YP and highlighted discrepancies in commitment across schools. Also, LA officers suggested that schools often feel compelled rather than choose to do so. There was some acknowledgement of this amongst SPs also, but they tended to express the need for YP and parents to commit. When fully committed, the positive impact of this was recognised across sub-groups.</p>	5	13	5	2

Summary of super ordinate theme 4: What is success?

Subtheme	Exposition	No. of mention			
		SP	LA	P	YP
Happiness / improved self-perception	All stakeholders recognised these factors as constituting success. SPs tended to emphasise success as being where a YP experiences well-being and is ready to learn. LA officers, in comparison were more likely to discuss this as being related to feeling valued and welcomed in their host school. YP and parents described a transformation in the YP's self-perceptions.	9	7	7	5
Progress and learning	Participants commonly discussed YP's capacity to engage with school and succeed academically as being an important indicator of success.	6	3	2	5

Summary of super ordinate theme 5: Problems

Subtheme	Exposition	No. of mentions			
		SP	LA	P	YP
Inter-school tensions					
<ul style="list-style-type: none"> ○ Honest and information sharing 	This was the most prevalent subtheme when regarding SPs. Frustrations were raised in terms of Head-teachers and other SPs providing inaccurate information as to YP. It was suggested that, in some cases, the quality of information is poor and there is a lack of openness and transparency. Some LA officers made this point also.	20	3	0	0
<ul style="list-style-type: none"> ○ The results agenda 	SPs and LA officers made reference to the results agenda, in which schools are ranked within a competitive market. YP who experience managed moves may have a detrimental impact on other YP and may not achieve good results themselves and were therefore deemed unattractive to schools.	5	2	0	0
<ul style="list-style-type: none"> ○ Moving a problem 	LA officers commented on the propensity for schools, on some occasions, to transfer YP perceived as a problem. This was viewed as particularly concerning in instances where YP experienced more than one managed move. SPs were more likely to raise this issue in terms of gaps in LA provision, rather than as within their power to control. See 'provision gap' below.	2	5	1	0
Narratives around young people	Some parents and YP expressed the perception that some SPs and school systems developed unhelpful negative narratives around YP, which acted against their capacity for progress and emotional well-being. LA officers mentioned this also, in suggesting that YP sometimes needed a	2	3	9	4

	managed move to shift this narrative. SPs were less likely to acknowledge these issues.				
Alternative form of permanent exclusion	There was some divergence in the understanding of the purpose of managed moves across SPs. Some felt that it should be suggested when a YP is at risk of exclusion, others thought that it should take place prior to this point. LA officers in particular raised concerns as to managed moves being used as convenient way to massage figures on exclusion data.	9	6	0	0
Provision gap	SPs and LA officers tended to agree as to the importance of alternative provision for YP who may experience a managed move. Emphasis was placed on assisting YP to work through complex psychological, social or emotional issues prior to a move. This was perceived as not taking place at present, which can set YP up to fail.	8	3	0	0
Objectifying language	SPs and LA officers, on some occasions, described YP and the processes around managed moves in a blunt, objective fashion. Terms such as 'dumping' and 'pass the parcel' were used in a number of instances.	7	3	2	0
Accurate diagnosis	This was the most prevalent across LA officers. Concerns were raised as to the need to rigorously establish a YP's learning needs prior to a managed move. Also deemed important was looking beyond surface behaviour to assess underlying difficulties. Some SPs recognised this also, though not as fervently as the LA officer sub-group.	5	15	3	0
Timing	Concerns were raised, particularly by parents and YP as to the length of time it takes for a managed move to take place. It was proposed that the process would be more effective if things progressed more quickly.	0	1	4	5
Family stress	Parents and YP indicated that the managed move process led to considerable stress, both on an	0	0	7	4

	individual level and also in affecting family dynamics. It was, however, made clear that the stress was worth experiencing, given the positive outcomes.				
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Summary of super ordinate theme 6: EP role

Subtheme	Exposition	No. of mentions			
		SP	LA	P	YP
Lack of role clarity	SPs and LA officers, in many cases were unaware of a role for EPs. No specific role was highlighted. In some cases, SPs in particular held narrow views of the EP role which encompassed learning needs, predominately, above YP with more complex needs around behaviour.	8	5	0	0
School dependent	SPs and LA officers suggested that EP involvement is highly variable across education provisions. Most felt that EPs were rarely, if ever engaged as part of the managed move process, but might be if they have had previous involvement with the YP. A number of LA officers felt that EPs should have a statutory role.	6	7	0	0
Reactive	LA officers in particular, made reference to the fact that EP services are often sought reactively, once a YP has reached crisis point. It was suggested by some, that EPs are sometimes used to add weight, as part of a bureaucratic process, rather than as an intervention resource. Issues were raised as to the fact that many secondary schools have separate teams for 'pastoral' and 'learning' difficulties.	1	3	0	0
Capacity	SPs made a number of comments in relation to the expense of securing EP services, short time allocations and a general lack of resource in coping with large numbers of needy YP with complex needs.	4	1	0	0
Possibilities for further involvement					
<ul style="list-style-type: none"> ○ Transition 	A number of SPs and LA officers suggested that EPs could assist with planning effective managed move transitions, by supporting YP and families	5	4	0	0

	and helping to establish what pastoral and learning programme would best include the YP.				
○ Preventative work	Some SPs and LA officers suggested that preventative work, prior to a YP experiencing a managed move would be cost effective. EPs were viewed as being able to help to prevent issues becoming deep rooted and intractable.	5	4	0	0
○ Assessment of needs	EPs were seen by some participants to have a role in ensuring that YP's needs are accurately identified. There was some acknowledgement amongst SPs that this is not currently considered as much as it should be.	2	4	0	0