ALEXIS BRASSEY

The Management of Behaviour Disorder

In English Secondary Schools:

A Case Study

University of London

Institute of Education

Department of Psychology and Human Development

February 2010

Contents

Acknowledgements

I would like to thank my tutor Jane Hurry for her invaluable help and assistance on this thesis. This work is as much a collaboration as it is my sole effort. All errors, omissions and mistakes remain mine.

I owe a debt of thanks to the staff and pupils of Beauwood Comprehensive for allowing me to conduct my case study at their school during 2004 and 2009.

I would also like to thank Kate Sym and Anna Brett at the Department of Psychology and Human Development as well as Seema Visavadia for their assistance in the final preparation.

I would like to thank my Dad for the original idea as well as his on-going support.

Finally, I would like to thank Vanessa, my wife and children, Charlotte, Sophie and Chloe for their patience and support allowing me the time and space to complete this thesis.

Acronyms

A brief note

This thesis contains frequent use of acronyms from the various fields of psychology, psychiatry and education. This guide will provide the full titles of each acronym used. Notation relating to qualitative analysis is dealt with separately in Chapter 8.

ADHD	Attention Deficit/ Hyperactivity Disorder	DfES	and Employment Department for Education and Skills
AHT	Assistant Head Teacher		
APA	American Psychiatric Association	DH	Department Of Health
		DHT	Deputy Head Teacher
AS	Advanced (1st year A Level)	DSM	Diagnostic and Statistical Manual
ASD	Autistic Spectrum Disorder		
A2	Advanced (2nd year A Level)	DT	Design and Technology
BESD	Behavioural, Emotional and Social Difficulties	EA	Education Act
		EAL	English as an Additional Language
BOS	Board of Studies		
BPS	British Psychological Society	EBD	Emotional and Behavioural Difficulties
BSP	Behaviour Support Plan	GCSE	General Certificate of Secondary Education
CAMHS	Child and Adolescent Mental Health Services		
		HLTA	Higher Level Teaching Assistant
CAT	Cognitive Ability Test		
CD	Conduct Disorder	HOD	Head of Department
COP	Code of Practice	HOF	Head of Faculty
CSIE	Centre for Studies on Inclusive Education	HOY	Head of Year
		IC	Inclusion Centre
DCSF	Department for Children Schools and Families	ICT	Information and Communication Technology
DfEE	Department for Education		

IEP	Individual Education Plan	SAT	Standard Assessment Test
INSET	In Service Training	SEF	Self Evaluation Form
IQ	Intelligence Quotient	SEN	Special Educational
KS	Key Stage		Needs
LA	Local Authority	SENCo	Special Educational
LC	Learning Co-ordinator		Needs Co-ordinator
	(previously HOY)	SENDA	Special Educational
LEA	Local Education Authority		Needs and Disability Act
LSA	Learning Support	SENDIST	Special Educational
	Assistant		Needs and Disability
LSU	Learning Support Unit		Tribunal
MLD	Moderate Learning	SI	Statutory Instrument
	Difficulties	SIP	School Improvement
N	Noted Concern		Plan, School
NC	National Curriculum		Improvement Partner
NPD	National Pupil Database	SLT	Senior Leadership Team
NUT	National Union of	SMART	Specific, Measurable,
	Teachers		Achievable, Realistic,
ODD	Opposition Defiance		Time-constrained
	Disorder	SMT	Senior Management
Ofsted	Office for Standards in		Team
	Education	SPLD	Specific Learning
PGCE	Post Graduate Certificate		Difficulties
	of Education	TA	Teaching Assistant
PLASC	Pupil Level Annual School	UN	United Nations
	Census	UNESCO	United Nations
PRU	Pupil Referral Unit		Educational, Scientific
RE	Religious Education		and Cultural Organisation
s	section		
S	Statemented		
SA	School Action		
SA+	School Action Plus		

CHAPTER 1

Introduction

In 2004 researchers from the University of Cambridge identified serious problems in the English secondary school system (Galton & MacBeath, 2004). The paper highlighted increasing pressure on schools and in particular special educational needs co-ordinators (SENCos) and support staff resulting from a deterioration in classroom behaviour and an increase in anti-school, anti-learning attitudes in pupils in general. Following this work, the researchers were commissioned by the NUT in 2006 to investigate the overall costs of inclusion (MacBeath et al., 2006). The report noted:

> 'Teachers and TA's who spoke about serious dislocation of teaching were not referring to special needs in general but to specific kinds of behaviour that were particularly disruptive [and]...disturbing others...' (MacBeath et al., 2006, p. 3)

As I will argue later in this thesis, the most serious problem faced by secondary schools in the English education system lies not with the increasing trend towards inclusion per se, but more specifically with issues relating to behavioural disorders which are subsumed within the definition of Special Educational Needs (SEN) and hence represent a problem, if current trends toward wholesale inclusion continue.

Mary Warnock, who established the paradigm shift towards a more integrative approach to education in the 1978 Warnock Committee Report (Warnock Report, 1978) has since confessed that the original committee made serious errors of judgement pointing to:

> '...the failure to distinguish various kinds of need [which has been] disastrous for many children.' (Warnock, 2005)

This failure to differentiate, in particular behavioural disorders, within the framework of a broader SEN provision led MacBeath et al. to comment that the resulting policy of greater inclusion:

'...is a world of fine intentions, but it is one that makes bold claims and with high rhetoric yet fails to follow through the consequences of the initiatives it espouses. Its purposes often conflict and good practice is often blind to context and the day-to-day realities of life in schools and classrooms.' (MacBeath et al., 2006, p. 12)

1.1 Statement of Aims and Research Questions

The over-riding aim of this thesis is to examine, using a case study methodology, the issues that arise with BESD inclusion in a typical English mainstream Secondary Comprehensive school. In order to do this a number of research questions were formulated.

Firstly, how do the principle stakeholders view the importance of BESD management in the school context? Secondly, how is BESD provision assessed in practice? Thirdly, what issues do school staff believe are important in the context of BESD inclusion, given that different members of staff are likely to have different objectives as part of their role? Fourthly, what issues are important from the perspective of pupils with BESD and pupils without BESD in relation to BESD inclusion? The final question is to examine the specific classroom impact of BESD inclusion both from the perspective of the pupils with BESD, those pupils sitting proximate to them and the impact on others in the classroom environment.

1.2 Thesis summary

The focus of this thesis is on Secondary pupils whose behaviour causes disruption to their own learning and that of their peers. These pupils have been referred to in various guises over many years under different categories. In statute and statutory guidance, pupils whose behaviour in school reaches the level where disruption in the classroom becomes problematic, would have been categorised as suffering from Emotional and Behavioural Difficulties (EBD;

10

DfEE, 1994). More recently, behaviourally difficult pupils have been referred to as suffering from Behavioural, Emotional and Social Difficulties (BESD; SENDA, 2001). For the purposes of this thesis I will refer to this group of pupils as 'pupils with BESD'. The issues pertaining to labelling are addressed in chapter 3 and from a methodological perspective the sampling of pupils is discussed in chapter 5. It should be noted, however, that this thesis considers pupils who have either: 1) been assessed as BESD by the SENCo or the local authority educational psychologist service and noted in the school SEN register as such, or; 2) been assessed for another SEN assessment with a specific note in respect to disruptive behaviour on the SEN register.

Chapter 2 of this thesis will look at the issue of BESD within the policy context in place during the course of the research. I will examine the broad objectives of the key policy framework. Firstly, I review the 1978 Warnock Committee Report (Warnock, 1978) before turning to the most recent legislation under which local authorities and schools must operate. This will include the Education Act 1996, The Special Educational Needs and Disability Act (SENDA, 2001) and Code of Practice (DfES, 2001), the DfES guidance on 'Removing Barriers to Achievement' (DfES, 2004) and finally, I will review the local authority's 'Special Educational Needs Inclusion Strategy 2004-2008'. This policy context overview will be analysed with a view to specific BESD issues within SEN. The statutory framework of SEN Education is constantly changing. Whilst this thesis focuses on the policy background in operation during the time of the research, a brief review of later policy developments is also included.

In chapter 3, I will look at the theoretical positions on the notion of BESD inclusion. This section will begin by identifying some of the problems of generating consensus in regard to what constitutes BESD within a broad SEN framework as well as highlighting the difficulties for comparative research. There is a discussion in relation to the purpose and use of 'labelling' in particular. This section will also focus on the ambiguity and difficulty of diagnosis. Whilst it seems the broad philosophical position of greater inclusion or integration of children within mainstream education remains fairly uncontroversial, this paper will highlight some of the areas of concern

particularly in relation to difficulties of adopting wholesale inclusive provision in the context of BESD issues.

Chapter 4 reviews the current literature and research that is available in the area of BESD management within secondary mainstream schools. During the course of this research there were two issues of note in relation to looking at work in this field: BESD was often subsumed within the wider SEN/Inclusion debate and there was a lack of empirical research on the impact of pupils with BESD in inclusive environment schools. The primary research contained in this thesis helps to address this gap.

Chapter 5 sets out the central research questions that are examined in the primary research conducted at a large secondary comprehensive girls' school in a metropolitan area. This chapter explains which stakeholders are to be examined and problematises the issues for investigation at the school. This thesis attempts to learn lessons from both a bottom-up as well as a top-down perspective in that the statutory provisions are examined from the perspective of how provision operates at classroom level. At the same time, the research has also attempted to see how policy could potentially be informed given the problems that arise at school level.

Chapter 6 comprises the methods section. This chapter explains how the problematised research questions were investigated at Beauwood Comprehensive[1]. A variety of both qualitative and quantitative techniques were used during the course of the research. Methods included focus groups, semi-structured interviews, observations, informal interviews as well as telephone interviews. The ethical guidelines within which the research took place are also included in this section.

Chapter 7 is designed to fully contextualise the research and traces the experience of Beauwood Comprehensive from one full Ofsted inspection to another between 2004 and 2008. This chapter sets out in detail the complex

---

[1] Beauwood Comprehensive is not the real name of the school in which the research took place.

dynamic, elements of which, are likely to be found with BESD and SEN provision in a modern English secondary school in the early part of the 21st Century.

Chapter 8 contains the results of primary research conducted at Beauwood Comprehensive. The structure is designed to analyse BESD inclusion thematically in five sections as follows:

1. The importance of BESD management in an inclusive mainstream setting.
2. Determining success and failure. The evaluation of provision.
3. Central problems identified by the key stakeholders.
4. Issues discovered during research for i) BESD pupils within a mainstream environment, ii) other pupils in the context of BESD inclusion.
5. Quantitative Results.

In summary, this thesis proposes the following:

- BESD inclusion is a significant problem
- This is true not only for pupils with BESD, but also for the efficient and effective running of the mainstream establishments where they are educated.
- The focus of school policy and practice is on academic achievement.
- This is invariably an issue for SEN, but in the particular case of BESD, the situation is rendered more complex by the fact that on the one hand, management of BESD is often given a peripheral place as it does not directly relate to academic achievement, but on the other hand, threatens to undermine academic achievement of all if not managed effectively.

There is, in short, a potential disconnection between the acknowledged importance of BESD pupil management and the reality in respect to the

treatment and provision. These issues will be researched in depth, in the context of a fairly unremarkable, average girls' comprehensive school.

The current system of compulsory education from 5-16, soon to be expanded to 18, presents society with a unique opportunity to support pupils with BESD at a critical phase of their education, where the foundations are being laid for their adult working life. The current system is in danger of squandering this opportunity by potentially failing to acknowledge the inadequacies of BESD pupil provision, and consequently society pays the price.

Chapter 9 contains the discussion and recommendations that flow from the primary research contained in this thesis.

CHAPTER 2

THE SPECIAL EDUCATIONAL NEEDS POLICY FRAMEWORK

2.1 Introduction

This chapter reviews and critiques some of the key pieces of legislation and guidance in order to piece together the policy framework that English Secondary schools operated within up to the summer of 2008. The primary research conducted in this thesis had been completed by that time.

The history of Special Educational Needs has had a long and, in some respects, controversial history with significant changes in the way in which education practitioners deal with pupils with SEN. Pejorative terms such as idiot and imbecile have both been used in the language of statute in the Idiots Act of 1886. In the mid 20th Century the terms 'educationally sub normal' and 'morally sub normal' were common parlance for teachers in English Secondary schools when dealing with what we now refer to as SEN which includes learning difficulties amongst other problems such as BESD (behavioural, emotional and social difficulties).

This chapter reviews legislation from the seminal 1978 Warnock Committee Report on Special Educational Needs in so far as it has influenced and shaped the environment for BESD. The chapter then examines the impact of the Education Act 1996 along with subsequent legislation which, in essence, delegates accountability for SEN provision to Head Teachers via governing bodies. The legal tensions that arise from allowing discretionary decision making for identification along with budgetary control are critiqued.

This chapter also considers the 1997 green paper 'Excellence for All Children Meeting Special Educational Needs', the Special Needs and Disability Act (2001), and associated Codes of Practice, including the 2004 'Removing

Barriers to Achievement' document. This chapter also looks at a local authority[2] Special Educational Needs Inclusion Strategy 2004-8. Finally, the chapter reviews the 'Revised guidance on the education of children and young people with behavioural, emotional and social difficulties' (DCSF, 2008).

In the Children's Plan, the DCSF announced an externally-led review of Children and Adolescent Mental Health Services (CAMHS)[3]. Prior to the release of the findings of this review, the DCSF has issued the revised guidance, which I shall review in so far as it shapes the environment for English Secondary Schools in their dealings with BESD.

2.2 BESD: The Special Educational Needs Policy Framework, Legislation and Case Law

2.2.1 *Meeting Special Educational Needs, the Warnock Report 1978*
The Warnock Report 1978 took as its terms of reference:

> '...to review educational provision in England, Scotland and Wales for children and young people handicapped by disabilities of body or mind, taking account of the medical aspects of their needs, together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes; and to make recommendations'. (Warnock Report, 1978, p. 1)

The committee endorsed the view expressed by the Education (Handicapped Children) Act, 1970, which stated that all handicapped children, regardless of the severity of their disability, would no longer be regarded as uneducable. Further, the committee went on to state that it held the aims of education were to fulfil the twin objectives of providing children with an understanding of the world and to give them the ability to establish their own independence within it.

---

[2] The local authority strategy document considered has been selected as it is the authority responsible for the school in which the later case study is placed.

[3] The full government response to the independent review of CAMHS was published on 7th January 2010 but is not reviewed in this thesis

Once the aims were stated, the Report went on to suggest that an educational need is whatever is essential to achieve the twin aims. Certain children who needed additional or special help in being able to achieve the aims of education were to be seen as requiring special educational provision.

The Warnock Report went on to state that this special educational provision should be seen as additional, rather than as alternative, thus laying the groundwork for a wider integrative agenda as opposed to traditional forms of separation. Despite the strategic objective of integration, the Report makes mention of the need for non-mainstream provision:

> 'Where a modified curriculum is needed or either specialist teaching techniques or the more intimate atmosphere of small teaching groups, some or all of the child's education will have to take place in a special class or other supporting base.' (Warnock Report, 1978, p. 11).

> 'Some children will be best educated in a special school. There are at least three groups for whom this is likely to be true: ...those with severe emotional or behavioural disorders who have difficulty in forming any relationship or whose behaviour is so extreme or unpredictable that it causes disruption in an ordinary school or prevents other children from benefiting from education...' (Warnock Report, 1978, p. 11-12).

Warnock makes it clear in the original 1978 Report that any education policy should not allow the disruption of other children's learning. The idea that an integrative agenda must take into consideration the principle that at least some children must be given non-inclusive resources is echoed elsewhere in the Report, often with BESD being highlighted:

> 'There will always be children whose disabilities demand a combination of....education.... and care which would be beyond the resources of a day school... [i.e. certain children would need to attend special boarding

schools] Such children are likely to include...severe emotional or behavioural disorder.' (Warnock Report, 1978, p. 14).

A consistent problem flowing from the inclusive agenda lies in the authorities being able to perform the adequate training of specialist staff who are able to cope with the tremendous difficulties pupils with BESD present in school. Warnock, again, with foresight, did not overlook the need for adequate training and preparation if the integrative agenda were to be successfully pursued.

'It is to be considered that when more children with special needs were being educated in ordinary schools, Section 10 of the 1976 Act – intended to be a great step forward for handicapped children – would be seen as a disaster for the children unless their teachers were trained to help them or to seek help for them from appropriate sources.' (Warnock Report, 1978, p. 23)

In 2008, 30 years later, specific SEN training on PGCE courses remains optional (MacBeath et al., 2006).

Despite the range of caveats in the Warnock Report, the overarching message of the summary was the need to move to an integrative agenda with:

'a continuum of special education need rather than discreet categories of handicap.' (Warnock Report, 1978, p. 32).

The impact of the Warnock Report cannot be understated as it remains the framework under which the DfES/DCSF and Local Education Authorities are still operating. It is Warnock's view (Warnock, 2005), and the view of the House of Commons, Education and Skills Committee Report published in 2006, that this framework needs a radical overhaul.

2.2.2 The Education Act 1996, New Labour and SEN Legislation

There were a number of relevant Acts affecting SEN provision between the 1978 Warnock Report, the Education Act 1996 and SENDA (2001). In the Education Act (1988) the implementation of the National Curriculum (NC)

18

emphasised the entitlement of all children to the same broad and balanced curriculum. The impact on SEN children of the NC, however, was not fully felt until the implementation of the Education Act (1993), which laid out the expectations on LAs to provide such a curriculum for SEN pupils. In the DfES Code of Practice 1994, SEN provision was to be given under a four stage process involving individual education plans (IEP's), which were to be developed in conjunction with Special Educational Needs Co-ordinators (SENCo's).

Current SEN law is governed by the Education Act 1996, as amended by the SENDA 2001.

The Education Act (EA) 1996, s312 defines SEN in the following way:

'Children have SEN if they have a *learning difficulty*[4] which calls for *special educational provision* to be made for them.'

Section 313 EA 1996 explains that the Secretary of State may revise a code of practice ("COP") giving practical guidance. It also states the duty sits with local education authorities and governing bodies to have regard for the provisions of the code, not as commonly believed, the head teacher

The Code of Practice (COP) (DfES, 2001, para 6.50 and para 6.62) defines School Action (SA) as a situation in which a pupil has been identified as requiring interventions that are additional to or different from those normally provided. SA+ is defined as a situation in which the school requests help from external services in order to assist a pupil who requires interventions that are additional to or different from those normally provided.

s317 EA 1996 (1) (a) states schools must use their best endeavours to secure SEN provision for those pupils with SEN, (b) SEN pupils' needs must be communicated to all staff, (c) teachers must be made aware of the importance

---

[4] The problems related to failure of assessment and failure of provision are discussed later

of identifying and providing for SEN pupils. This section is important as it eliminates the use of discretion from a legal perspective.

2.2.3 Head Teacher's Power: The Legal Provisions

The role of the head teacher is central to the running of a school (s21 Education Act (DfES, 2002)) which allows for provisions covering the role of the Local Authorities in the conduct of schools, as well as those of the governing body and head teacher:

> 'General Responsibilities for conduct of school: (1) Subject to any other statutory provision, the conduct of a maintained school shall be under the direction of the school's governing body.'

This statute makes it clear that the ultimate responsibility for the running of a school falls not on the head teacher, but on the governing body:

Regulations 9 and 10 the Education (School Teacher Performance Management) (England) Regulations 2006, SI 2006/2661 provides details on how Head Teachers themselves are performance assessed. The regulations indicate that either external advisers or a School Improvement Partner are appointed for this purpose. Further, the performance of the Head Teacher cannot be assessed by a governor, teacher or member of staff at the school.

In essence, this means that whilst overall responsibility for schools falls to the governing body, the government allow that statutory regulations may define and regulate the role of the head teacher.

The practical day to day running of the school is, in the majority of cases, fully delegated to head teachers. This is partly as result of the regulations imposed by statute and partly because Section 21 permits the governing body to delegate. An example of this is the way in which disciplinary action can be taken

by the Head Teacher under a delegated authority[5]. These Regulations have been updated[6]:

3.8 A governing body can delegate any of its statutory functions to a committee, a governor or to the head teacher, subject to prescribed restrictions. The governing body must review the delegation of functions annually. Each governing body will remain accountable for any decisions taken, including those relating to functions delegated to a committee or individual.'[7]

Another area that is delegated to the head teacher is the school budget. Typically, the head teacher takes responsibility for leading and managing the creation of a strategic plan known as the School Improvement Plan. This document sets out, in detail, how the school intends to plan resources over the school year. LA School budgets come in three parts[8]; the LA budget, the schools' budget and the individual school's budget.

The 'LA budget' does not include money given to individual schools but does include SEN funding. 'The Schools' budget' is retained by the LA[9] and includes specific grant money including funds that may be used for SA+. The money given to individual schools includes funding that may contribute towards spending on SA pupils including money spent on teaching assistants and the Special Educational Needs Coordinator ("SENCo").

---

[5] School Staffing (England) Regulations 2003, Section 4 (1)(b) SI 2003/1963

[6] School Governance (Procedures) (England) Regulations 2003 SI 2003/1377; Delegation of functions (regulations 16 to 18)

[7] Further guidance can be found in: Statutory Guidance on the School Governance (Procedures) (England) Regulations 2003 – DFES Guidance 430/2003, June 2003 and Performance Management for Teachers and Head Teachers, November 2006 04217-2006 BKT-EN.

[8] The LEA Budget, Schools Budget and Individual Schools Budget (England) Regulations 2003 (SI 2003/3170) and the School Standards and Framework Act 1998, s45A (as inserted by the Education Act `2002)

[9] The retained proportion of the budget can vary depending on local authority

One tension that may arise between a head teacher and governors or local authority which may be problematic is a phenomenon known as regulatory capture (Stigler, 1971). The principle of regulatory capture, an economic theory, suggests there are occasions where the people responsible for regulating a particular activity are less able to understand its practice than the professionals they have been tasked to regulate.

Whilst this situation has obvious force within the context of financial markets, something that has become apparent during the financial crisis of 2008-2009, there is a case to be made in the context of the relationship between head teacher and governing body. This issue can become particularly marked where most members of the governing body save for the head teacher have little or no educational expertise. Normally, however, there will be a governor with responsibility for SEN.

To a certain extent the problem of regulatory capture is mitigated by virtue of inspections that are routinely made by both the local authority and Ofsted. The problem of failure, however, is more difficult to spot in circumstances where the powers delegated to the head teacher are discretionary rather than mandatory.

One area in which the obligations of schools relies upon a great deal of discretion is the field of SEN.

2.2.4 SEN: The Statutory Obligations

The statutes relating to 'SEN' date back well before the Warnock Report in 1978. The Idiots Act 1886 was passed with the intention of providing care and education of those who were believed to be 'mentally subnormal' (Hansard, *The Idiots Act*, 1886)

The statutes in force today, are the EA 1996 as amended and substituted by SENDA (2001). In addition to the statutes mentioned earlier:

s315 EA 1996 places the onus of reviewing arrangements on the local education authority. s316 makes provision for non-statemented pupils to be

normally offered a place within mainstream education. Their place is subject to s316 (2)(b) which states their place must be compatible with the efficient education of others with whom they are to be educated. SENDA exempts statemented pupils from the provision of s316 (2)(b).

The notes state: 'In practice, incompatibility with the efficient education of others is likely to be where pupils present severe challenging behaviour that would significantly disrupt the learning of other pupils or place their safety at risk' (Explanatory notes to SENDA, chapter 10, 2001).

The language of the above statute appears prima facie to be clear. However, careful examination of the language reveals the areas where discretionary assessment provides for a wide variety of interpretation. One area where this may be particularly marked is the assessment of pupils who are not sufficiently assessed to be allocated mandatory funding via a local authority statement. The assessment of these pupils is performed by teachers, or more typically the SENCo. There is a high degree of discretion in relation to whether a pupil is to be assessed as SA/ Plus and, further, there is an even higher degree of discretion afforded to the extent that these pupils are entitled to call on resources to help them in school.

Within the school system where resources are claimed for numerous reasons, SEN can find itself at the bottom of a list of things that may improve the school's league table position. This factor has become an increasingly important focus for head teachers and governing bodies who arguably may themselves be assessed on their league table position. The nature of SEN inclusion is a facet of school policy that is likely to reduce a school's league table performance, therefore to encourage greater SEN participation may lead to a worsening performance in the eyes of many important stakeholders. It is recognised that not all SEN inclusion will reduce league table performance, for example, increasing participation of deaf and blind pupils will not necessarily reduce school results. On aggregate, however, increasing SEN participation will have this effect (House of Commons, 2006, para 45, 46,181,182,276,278,281,284).

Guidance in explaining what might be required in order to fulfil the obligations in law in relation to SEN provision is given in the COP (DfES, 2001). The difference between statutory statements which include such words as 'must' and 'shall' as compared with statutory guidance which may provide discretionary scope, lies in the extent to which affected parties must comply. In the case of statute, all provisions must be complied with; in the case of statutory guidance, the provisions must be complied with unless there are compelling reasons for them not to be complied with as discussed below in *ex parte Rixon*. In the majority of circumstances the COP is going to be enforced despite not being mandatory. The problem of discretion, however, appears again when one analyses the language that gives rise to the notion of discretion within the COP.

Consider 6.25 of the COP (DfES, 2001) 'Provision for a pupil with SEN should match the nature of their needs.'

The arbiter of whether provision 'matches the needs' of the SEN pupil is also the person who has responsibility for the allocation of scarce resources within the school, namely the head teacher. In addition, the head teacher is the person who has responsibility, from a day-to-day perspective, for reporting to the governing body or the LA that the provision is adequate within the school. If one takes into account the problem of regulatory capture, as discussed above, there is the possibility here of a potential conflict of interest. In other words, the person judging the adequacy of provision is the person who is also responsible for providing it.

The discretion of provision is made stark in 6.45 COP (DfES, 2001):

> 'It is for individual schools to decide the procedures they should adopt for meeting the needs of all pupils, for observing and assessing their progress and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff.'

Although the code of practice does make provision for Working in Partnership with Parents (COP, DfES, 2001, chapter 2), in reality, the decisions in relation to both assessment of whether a pupil has a SEN or the resources required in the event of an SA or SA+ assessment being given, is entirely within the discretion of the school. Parents and pupils have little scope to review decision making unless they wish to make an application for a statement, which they can do in the tribunals. A problem arises in the event that the need only extends to SA or SA+, as the tribunals have no power to enforce provision or assessment at this level of need.

2.2.5 Discretion on SEN Spending: The Case Law

From a public policy perspective, it seems reasonable that the people who have responsibility for determining potential educational needs are the educational professionals. Parents may well present themselves or their children with an overly anxious response to their educational performance and the system would simply be unable to cope with the additional pressure given the demand on resources that would result from allowing parents to demand assessments or resources for their children.

In *Hammersmith and Fulham LBC v Pivcevic 2006 EWHC 1709 (Admin)*. The SEN Tribunal found for parents who had requested that their child be moved from a state school to a private school costing £42,000 per year. Stanley Burton J stated that the financial consequences were not the sole or major criterion but instead placed as incumbent upon the LA to prepare its cases more carefully. Although R v East Sussex County Council ex p T (1998) ELR 251 was concerned with a sick child who was unable to attend school, it did set out the legal authority that statutory obligations would need to be followed and resource allocation was a secondary factor in determining whether or not provision should be made available.

This case is helpful in that it weakens one potential line of defence for LAs/governing bodies/head teachers to under provide. However, it does not help in so far as the assessment of whether a child is in need is concerned. This

still remains a matter of discretion under the auspices of head teacher control in the case of SA and SA+.

In developing the COP referred to above, there was much debate about whether specific guidance should be given on the amount of hours an SEN pupil ought to be entitled to. The largest cost in SEN funding relates to staffing, therefore the number of hours provision, in effect, determined the majority cost. The greater the discretion in relation to the number of hours, the greater the key decision makers, namely the head teacher or LA/governing bodies, had in relation to funding allocations. The Lords tabled three motions requesting that the number of hours of provision be quantified on the COP. Eventually the COP stated:

> 'Provision should normally be quantified (e.g. in terms of hours of provision, staffing arrangements) although there will be cases where some flexibility should be retained in order to meet the changing SEN of the child concerned.' (COP, DfES, 2001, para 8.37)

Naturally this gave further power of discretion to the relevant assessors to determine when the needs of the child had changed such that provision could be reduced or withdrawn. Although this guidance is in relation to statemented pupils, the discretion on allocation of time is more extensive when it comes to SA and SA+. This means the laxity and lack of specificity in SA and SA+ provision is more likely to lead to arbitrariness and under provision in the context of alternative competing priorities.

The notion that the relevant authority could vary provision to reflect class or school arrangements led to situations in which a teaching assistant for a pupil could be used for three pupils or even entire 'options support' classes in which as many as 15 SEN pupils could have provision that suited the particular school. Of course, this type of 'special provision' would significantly reduce the funding burden of hypothecated or specific one-on-one time allocation.

SENDA, in 2001 renamed the SEN Tribunal, previously known as SENT established under s177 EA 1993 to SENDIST or the Special Education Needs and Disability Tribunal, it is now known as SEND within HESC since November 2008. SENDIT cannot, however, hear any challenge that may relate to the delivery of SA and SA+ provision.

This lack of accountability and transparency leaves pupils who have been assessed at this level of need dependent on the discretionary power of the LA, governing body and, more importantly, the head teacher. A theme explored later in this thesis.

There does appear, however, to be the possibility of challenging head teachers, LAs or governing bodies in relation to provision. This possibility may be to trace through a number of references in relation to Education and the Law that pertain to the principle of 'unreasonableness'. In *Associated Provincial Picture House v Wednesbury Corporation* (1948) 1 KB 223 the court ruled that a decision could be over turned where it was found that no reasonable authority would have reached the same decision. In education law there have been a number of references: Macpherson J in R *v Gwent ex parte Harris (1995) ELR 27* in relation to LAs not providing seat belts in vehicles used for schools. Divisional Court in *R v Governors of Bacon's School ex parte ILEA (1990)* COD 414 in relation to fair consideration of a consultation.

Whilst none of the above cases deal directly with SA / Plus they do indicate that courts are willing to hear cases where 'unreasonable' decisions have been reached in a variety of circumstances.

The challenge however, is likely to fail for a number of reasons. In the first instance, although the courts are the final arbiter in determining whether a decision is Wednesbury unreasonable, they are bound to consider evidence in relation to the matter. The 'expert' in the case, however, is most likely to be a member of the group who is being challenged. In other words the person or people responsible for putting in place the provision are also the same people who are legally entitled to determine the most appropriate resource allocation.

The current system, in placing resource determination power with the same people who are given the task of implementing the provision, is a system that is likely to present with an arbitrarily successful model of SEN provision. The most likely outcome in the current legal environment is an under- provision for pupils who have been assessed at the level of SA or SA+. This outcome is supported by the plethora of competing educational objectives such as the assessment of schools in relation to league tables.

Whilst Wednesbury is concerned with the exercise of discretion, it seems possible that the best defence to under-provision is the notion of 'duty created' by Lord Woolf in his analysis of the National Health Service Act 1977. Woolf referred to a target duty, which is not a duty as such, but merely an aspiration. An example of this is *R v The Higher Education Funding Council ex p Parkinson (1997) ELR 204* in which the local authority had a target duty to provide adequate facilities for higher education. The provisions and regulations above do not appear to be phrased in such a way as to give rise to a specific or absolute duty, rather they appear to be little more than aspirations however they may be presented. If this is so, then Wednesbury cannot be applied regardless of how unreasonable the provision appears to be.

The language of the COP, however, seems to suggest that SEN provision is not a matter of aspiration but rather should be taken as non-statutory guidance. In *R v Islington Borough Council Ex Parte Rixon (1998) 1 CCLR 119; [1997]* ELR 66 the court ruled that non-statutory guidance in the case of a disabled person's educational needs had to be followed unless there was good reason to the contrary. In the words of Sedley:

> 'In my judgment Parliament in enacting section 7(1) did not intend local authorities to whom ministerial guidance was given to be free, having considered it, to take it or leave it... Parliament by section 7(1) has required local authorities to follow the path charted by the secretary of state's guidance, with liberty to deviate from it where the local authority

28

judges on admissible grounds that there is good reason to do so, but without freedom to take a substantially different course.'

If one takes the decision in Tandy cited above, coupled with the judgment of Sedley, it would seem that the COP would need to be followed and a lack of funding (on Tandy) would not be good reason to depart from putting in place appropriate provision.

2.2.6 Problems in the Statutory and Common Law Framework

It would appear that the statutory framework in relation to accountability renders governing bodies and local authorities ultimately responsible for schools. The practical situation, however, leaves the overwhelming majority of power as delegated to the head teacher.

The power vested in the head teacher represents a problem from the perspective that there are few legal mechanisms that can be deployed against the discretionary decision making of the head teacher. From a public policy perspective, the lack of legal accountability in relation to the wide variety of decision making on the part of the head teacher is a necessary requirement for the smooth running of the education system. If the decision making of head teachers could be more easily challenged, it may well lead to excessive litigation. One mechanism that might improve provision is greater specificity in relation to SA or SA+ provision along the lines of statements. In addition hypothecation would reduce disputes over whether a pupil had or had not received their appropriate entitlement. The price that has to be paid in a more discretionary system such as we have now is an acceptance that the relatively unchecked power may lead to abuse. This abuse is likely to lead to a channelling of resources in school that are most likely to serve the interests of the head teachers and governing bodies. In the current education environment this typically means enhancing provision that will lead to a school climbing the league tables.

A likely consequence of this performance assessment is an under provision in the area of SEN, which, as stated above, is the area most likely to hamper a

school's league table performance. It appears that the statutory framework including the COP has created a very unfavourable environment for SEN. The most at risk are those pupils who are reliant upon discretionary spending rather than those who have been guaranteed funding through a mandatory statement. SA and SA+ pupils, however, remain unprotected by this current system.

SENDA (2001) was the first major piece of legislation for SEN pupils under the relatively New Labour government. Its relevance for BESD specific considerations lies in the broadly socially inclusive agenda, also pursued by the government in other areas of policy. Whilst the Green Paper which preceded SENDA (2001), 'Excellence for All Children Meeting Special Educational Needs' (DfES, 1997), reiterated the government's commitment to the principle of inclusion, SENDA (2001) improved the rights of parents and children to ensure Local Education Authorities do everything possible to provide a mainstream place. In addition, SENDA reduced the 1994 Code of Practice four stage process down to a three stage process. The current framework for Local Authority provision under this three-stage process is discussed later in the next section.

New Labour prided and still prides itself on the notion of an inclusive social agenda both in education and generally. There are, however, problems inherent in dealing with an ideologically inclined inclusive agenda for those who have to deal with the difficulties on a daily basis. The motivations for educational inclusion may well have been driven essentially by a political agenda, rather than taking into sufficient account the practical realities of what it would mean to 'include' pupils with BESD in mainstream education. Of course, the government produced legislation that was strategic and therefore did not provide specific tactical implementation procedure for assessment of "appropriateness". This can be seen when looking at the 2004 SEN Strategy paper, Removing Barriers to Achievement.

In 2004, the government published: SEN Strategy, Removing Barriers to Achievement (DfES, 2004) which aimed to set out: 'the Government's vision for the education of children with SEN and disability' and 'provide clear national

leadership' (DfES, 2004, p. 6). This leadership and vision, was to include the 'development of inclusive practice' and the launching of a new 'inclusive development programme (DfES, 2004, p.31)'

Although the DfES had committed itself, in the words of Mr Ian Coates, Divisional Manager, Special Education Needs and Disability, to:

'a flexible continuum of provision' (House of Commons , 2006, para 83)

The statement in the SEN Strategy had indicated that local authorities should:

'reduce reliance on statements' (DfES, 2004, p. 18)

These two positions are difficult to reconcile, unless it is read that the continuum of provision is limited to provision which includes reduction on a reliance on statements. Given that local authority statements are the most expensive form of provision, the motivation appears to be a cost saving strategy.

As discussed above in relation to the issue of discretion, there are problems in determining whether provision is appropriate. Consider the following scenario:

A mainstream classroom with 5 School Action Plus assessed BESD pupils, 25 other pupils, one mainstream RE teacher and no other support.

The legal determination of whether this scenario is 'appropriate' is entirely a matter of whether the school senior management claim it is. The test is no more complex or objective than that. In other words, in circumstances where the senior management claim they have 'appropriate provision' in respect to SEN provision, there are few circumstances, with the possible exception of 'local authority statements', in which their assessment of 'appropriateness' can be effectively challenged or even assessed.

31

2.2.7 *Special Educational Needs, Inclusion Strategy, 2004-2008 (Local Authority for Beauwood Comprehensive)*

This section considers the statutory framework that operates at the local authority and school level. Firstly there is a review of current procedure; this is followed by a rehearsal of the four individual categorisations of SEN. Two issues flowing from the implementation of local authority SEN policy are then considered; firstly problems pertaining to accountability, followed by a discussion about difficulties in relation to looking at exclusions. It is argued that exclusions are a by-product of a failed BESD policy.

Like other local authorities around the country, this particular local authority endorsed the aims of the inclusive agenda. In the opening section of its strategy, the statutory legislation and guidance is echoed in the first three aims of the Special Educational Needs Inclusion Review:

> 'a) to plan for increased inclusion of children with SEN in mainstream school and ensure that **appropriate structures** and advice are in place to support schools in meeting the needs of children.
>
> b) to **safeguard the interests** of all children by ensuring that an **appropriate education** is available and that access to specialist teaching and other resources are provided in mainstream schools and all staff receive **appropriate training**.
>
> c) to provide a **continuum of provision** for pupils thorough the role of special schools which will be centres of excellence making provision for pupils in partnership with mainstream school and providing a source of excellence and expertise to mainstream schools.'
>
> (Relevant Local Authority, 2004, p. 5) (my emphasis).

The conflict of interest issue and arbitration of 'appropriateness' are reflected in this document.

The English system, as indicated above, is obliged to ensure that local authorities categorise BESD within the SEN framework on three different levels of provision. The lowest level of provision is known as 'school action', followed

by 'school action plus' and finally 'statementing'. Pupils who are awaiting an assessment or who are being monitored by SENCo are known as 'noted concern' pupils. Although not formally provided for, these pupils are entered on the SEN register at school.

The Centre for Studies on Inclusive Education helpfully summarise the assessment criteria within which schools currently operate (http://www.csie.org.uk/). These criteria became operable from January 2002 and are summarised from Part IV of The Education Act 1996, as amended by Part I of the Special Educational Needs and Disability Act, 2001.

Approach	Response to SEN	Who organises?
Noted Concern	Class teacher or form/year tutor identifies a child's SEN, based on the child making inadequate progress despite differentiation of learning opportunities.	School
School Action	School informs parents that their child is considered to have SEN. SEN co-ordinator and colleagues gather information about the child, including from parents. SEN co-ordinator organises special educational provision and ensures that an individual education plan (IEP) is drawn up, working with the child's teachers to devise school-based interventions.	School
School Action Plus	SEN co-ordinator brings in outside specialists to advise on further changes that could be made within the school to meet the child's needs.	School
Statutory assessment	LA considers need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment	School and LA
Making a statement	LA considers need for SEN statement and, if appropriate, makes a statement and arranges, monitors and reviews provision.	School and LA

The potential problems relating to the dual accountability for delivery of low cost solutions and provision raises the possibility of policy conflict. The House of Commons Education and Skills Committee report on SEN (2006) mentions the conflict of interest between the authority that is responsible for assessment and funding:

> 'There is an inbuilt conflict of interest in that it is the duty of the local authority both to assess the needs of the child and to arrange provision to meet those needs, and all within a limited resource. The link must be broken between assessment and funding of provision.' (House of Commons, 2006, para 26)

This 'inbuilt conflict of interest' also applies at school level in the determination of funding allocated to pupils who have been assessed at School Action, School Action plus and noted concern.

2.2.8 The Education of Children and Young People with Behavioural and Social Difficulties as a Special Educational Need (2008)

In May 2008, the DCSF issued guidance that replaced previous guidance issued by the DfEE in the form of Circular 9/94 and DH Circular LAC (94) *The Education of Children with Emotional and Behavioural Difficulties.*

The guidance was written to incorporate guidance from previous work in the field of BESD in addition to the Disability legislation, namely the Disability Discrimination Act (1995) and associated guidance issued by the Disability Rights Commission; Code of Practice for Schools.

The guidance indicates what is meant by BESD and acknowledges that the term covers a wide range of disabilities. The problems associated with labelling in addition to the difficulties of diagnosis are discussed in the next chapter.

Part of the report is entitled 'Developing a whole-school approach to behaviour management which takes account of children and young people with SEN and disabilities' (DCSF, 2008, para 86):

'The statutory SEN responsibilities of school governing bodies are summarised in the SEN Code of Practice, para 1:21. They include:

- doing their best to ensure that the necessary provision is made for any pupil who has SEN;
- ensuring that pupils' SEN needs are made known to all who are likely to teach them;
- ensuring that teachers in the school are aware of the importance of identifying and providing for pupils who have SEN;
- having regard to the Code of Practice when carrying out their duties toward all pupils with SEN.'

The issue of broad brush non-specific guidance which includes terms like 'doing their best' and 'having regard to' again raises the problems associated with discretion discussed above.

This criticism is not to say that SEN and in particular BESD provision is under-funded across the board on the basis that some managements do not give sufficient regard to the outcomes. Rather, it is to say that the decision of adequate or over- or under-funding is a matter of arbitrariness and left effectively in the hands of schools' management.

The notion of public sector provision being a matter of arbitrariness suggests that somehow the success or failure of implementation is left to chance. The criticism here, in respect to SEN provision becoming a matter of arbitrary decision making within schools, is that the most vulnerable class of 'citizen' is affected by these decisions. Pupils with BESD are predominately drawn from difficult family backgrounds with less favourable socio-economic circumstances, this appears to be true for SEN generally (DfES, 2005; DCSF, 2008). They have few advocates who will speak on their behalf and their fate is often left to the provision that the state puts in place for them, safeguarded in statute and guidance to ensure that it is not arbitrariness that will determine their fate.

It appears to be the case that the statute and guidance currently available and issued by the DCSF does not protect a great number of these children. Rather,

the ambiguous clauses of statements such as 'appropriate provision' allow for cracks to appear in the state system.

The DCSF point schools who wish to maintain and implement good practice to guidance as can be found on their 'standards' website (http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/ns_ws_ped_pers). The DCSF appears to take account of management who are inclined to pursue good practice rather than compelling them to do so. This is a potential failure of the legislation. Statutory hypothecation is the tool the state has to ensure that provision follows the pupil. It is utilised in the form of the local authority statement of special educational needs.

The intention to 'reduce reliance on statements' as mentioned above, the move towards granting greater powers to the Head Teacher and individual Senior Management Teams, the move to devolve more decision making toward local level is the current strategy of the DCSF and HM Government. This strategy is likely to exacerbate the fundamental problems of arbitrariness of provision; it is likely to create severe problems for those in greatest need and removes the transparency of provision to a group of stakeholders who in many cases have their focus on other things.

The contrary view to this position is to understand why discretion is a necessary component of SEN provision. It does seem sensible to allow SENCos and other teaching staff to assess pupils who may require additional educational needs. The individual requirements of each pupil are going to be variable and naturally require a degree of discretion in determining what provision is most appropriate in the circumstances. If the system were designed with too rigid and prescriptive a formula, SEN provision could again suffer as a consequence.

CHAPTER 3

BESD: IDEOLOGICAL CONFLICT

This chapter deals with some of the ideological conflicts that arise when considering the issue of pupils with BESD in mainstream schools. Firstly there is a discussion in relation to the definition, purpose, disadvantages and advantages of labelling pupils with BESD. The chapter then introduces the factors which led to the development of a more inclusive education system. There is then a discussion about the spectrum of views in relation to whether the system ought to have greater or lesser 'inclusion' as the term is understood by policy makers and practitioners. Following this is a discussion which sets out a measured inclusion strategy with a focus on the possibility of the wider use of LSUs. This chapter argues that inclusion may be possible, but the issues are complex in that BESD is on a spectrum of severity, and a successful inclusion policy is contingent upon the skills of management in respect to provision.

The implications on policy are important in so far as ideological positioning is concerned. The notion that BESD inclusion is something that policy makers should accept as a 'given' implies that policy should be formulated to best accommodate this requirement. This position typically views BESD inclusion as a right from which obligations of state provisioning should flow.

The alternative view is that BESD inclusion is a paradigm, the success of which can be empirically assessed. If there are circumstances where an alternative provision produces better outcomes then those should be pursued in favour of BESD inclusion. As shown In Chapter 2, s316 of the Education Act 1996 indicates that BESD inclusion should only be implemented where it does not interfere with the efficient education of others, The implication from statute, is that BESD inclusion, whilst an ideal position is subject to a caveat.

Problems clearly arise in assessing the empirical position. As noted by Hallam et al. (2005), whilst there are currently no reliable methods for measuring the

overall behaviour of pupils in school, exclusion data is a relatively crude instrument for determining the relative success of BESD inclusion. The situation is further complicated in virtue of the fact that pupils with BESD are often diagnosed with other issues such as learning difficulties, hence formulating policy in respect to BESD inclusion must take into account the many conditions that are likely to present in practice.

3.1 Definitions

The definitions used in this chapter and throughout this thesis are those that are used by school practitioners, policy makers and diagnosticians such as educational psychologists. Although a discussion about the efficacy and consequences of using such terminology is included, it seems that the standard definitions carry a degree of utility which this thesis will accept.

In 1994, the Department of Health issued a working definition of EBD in a paper entitled 'The Education of Children with Emotional and Behavioural Difficulties':

> 'Emotional and behavioural difficulties lie on the continuum between behaviour which challenges teachers but is within normal, albeit unacceptable, bounds and that which is indicative of serious mental illness. The distinction between normal but stressed behaviour, emotional and behavioural difficulties, and behaviour arising from mental illness is important because each needs to be treated differently.' (DfEE, 1994)

This is a contentious definition given that it is not obvious what is meant by 'normal but stressed' and what is meant by 'mental illness'. In the domain of psychiatry, trying to apply such notions of endogenous and exogenous have been fraught with difficulties (Huang-Pollock & Nigg, 2003; Button et al., 2005; Feinberg et al., 2007, Ooi et al., 2006). It would appear to be often a combination of both.

This definition of EBD is closely related to the definition of BESD provided by the DCSF in their updated guidance which replaced the Department of Health guidance in May 2008:

'The term 'behavioural, emotional and social difficulties' covers a wide range of SEN. It can include children and young people with conduct disorders, hyperkinetic disorders and less obvious disorders such as anxiety, school phobia or depression. There need not be a medical diagnosis for a child or young person to be identified as having BESD, though a diagnosis may provide pointers for the appropriate strategies to manage and minimize the impact of the condition' (DCSF, 2008).

The reason for the change in definition from EBD to BESD, namely the inclusion of the 'social' difficulty, is unclear, unstated and appears to add little to the category. Although it might be possible to argue that emotional and behavioural difficulties concur with social difficulties, the term 'social difficulties' is itself vague. The broad base of the category, however, is made more express in the 2008 guidance than it was in the 1994 paper. The characteristics of a pupil suffering from a behavioural disorder would likely present very different characteristics to a pupil suffering from emotional difficulties. The Diagnostic and Statistical Manual (DSM IV, 1994), published by the American Psychiatric Association is generally the standard classification used by UK psychologists and psychiatrists in the categorisation of mental health disorders[10]. The DSM IV is broken down into a number of Axes. The majority of BESD conditions are in Axis I. These sorts of disorders include behaviourally related problems such as Opposition Defiance Disorder, Conduct Disorder along with other hyper-kinaesthetic[11] disorders such as AD/HD. Axis I also includes emotional conditions such as bipolar and major depressive disorders. In Axis II the list contains developmental disorders such as Autism.

The DCSF (2008) definition includes a variety of DSM IV Axis I conditions, but also allows for the inclusion of other non-clinical conditions which may be

[10] The World Health Organisation also produce a list of mental health disorders under ICD10, however, the DSM IV is a more popular model in educational psychology literature.

[11] The word 'kinaesthetic' is used in the context of this thesis as meaning 'non-academic' or 'practical'. The term is commonly used by in this way by members of the teaching profession and those that are involved in teacher-training.

categorised as BESD subject to an appropriate assessment by either a SENCo or an educational psychologist. The 2008 definition of BESD clearly accepts externalising behaviour as well as internalising behaviour.

The label 'BESD' is broad and tells little about the specific condition of the assessed pupil, save for the fact that they have a psychological need. Although the fundamental purpose of labelling pupils relates to management, treatment and the claim on resources, it would seem that the label BESD may be too broad a definition for the purposes of research.

3.2   Assessment and Labelling

The traditional authorities for diagnosing and 'treating' non-physical disorders have been the medical profession. To a certain extent, this is still the case, with the field of psychiatry operating firmly within the medical fraternity. However, with the development of psychology generally and educational psychology in particular, the medical model[12] of assessment has been somewhat replaced.

The 2001 Code of Practice which currently operates in the English education system assesses pupils with SEN on a 3 stage evaluation. As discussed in the last chapter the first two levels are internally assessed by practitioners in the school at the level of either school action or school action plus. The motivation for the introduction of these levels of teacher/ SENCo led diagnosis was to ensure that the local authority resources were focused on more intensive assessment and provision in the form of the local authority statement. As Armstrong (2005) suggests:

> 'Whereas, in the past, a referral of a child with SEN to outside agencies generally resulted in a statement of SEN and, frequently placement in a special school, the procedures introduced by the Code of Practice were designed to avoid this by ensuring a clear record of assessment, intervention and review at each stage. By implementing such procedures it

---

[12] I use the term 'Medical Model' in Chapter 4, but it is differentiated here as I am referring to the assessment, rather than 'within child' factors used later.

was intended to avoid the crisis management of children who experience difficulties with learning' (Armstrong, 2005, p. 140).

The ideological issue in relation to labelling, however appears where the label assigned to the pupil beings to depersonalise the individual. The social constructionist view, as discussed in the next chapter, suggests that labelling to an extent is a product of a particular version of normality. Armstrong argues that whilst the New Labour education policy purports to stand for individuality, in essence it only succeeds in:

> 'establishing narrow cultural parameters of normality to which all must have the opportunity to conform.' (Armstrong, 2005, p. 147).

Additional problems with labelling arise from the fact that the expression 'behaviour disorder' itself is an unsettled term. Lawrence (1984), analyses a variety of views from a number of European countries, the paper established that the view of what constitutes 'behavioural disorders' often rests with schools, for example:

> 'The Head of a Psychological and Pedagogical Advisory Service argues that [with respect to disruptive behaviour] 'the schools define it for us... it is behaviour which does not adhere to the norms of the school'.

It is clear that there are a number of problems with identifying BESD; however, despite this there still seems to be a central strand of consistency. This theme relates to the inability of the pupils with BESD to operate normally (subjectively defined) within the confines of a classroom setting. It is possible to suggest that the language of s316 EA 1996, i.e. that inclusion must allow for the efficient education of others as an example of what might be meant by the term 'normality'. For this reason it is not surprising that research has shown pupils with BESD are the most difficult to include in mainstream environments (Downing, Simpson, & Myles, 1990).

41

The problems relating to use of labelling and defining 'disorders' do not appear to have any traction with policy makers. As indicated above, the language of statute, statutory guidance in addition to other forms of government communication frequently employ the standard terms. In addition government research is also couched in this language.

Daniels (2006) highlights the problems of definitional ascriptions and categorisations as potentially preventing the more important task of attempting to develop appropriate provision:

> 'My suggestion is that processes of categorisation as they are often enacted stand in the way of practices of co-configuration or personalising.' (Daniels, 2006, p. 8).

Daniels' analysis suggests that education professionals must take care in ascribing labels and descriptions to children within the framework of SEN. He argues that by pigeonholing pupils we lose a sense of their individuality and therefore lose the ability to personalise learning. This perspective is, in a sense, idealistic, in that if the purpose of the label helps the individual pupil obtain attention and resources then it does not necessarily stand in the way of personalising provision once it is received. On the other hand, the way in which the resources are used must take into account the personalised circumstances and needs of the pupil. It seems that their claim for resources must be categorised at least in some respect.

The challenge for policy makers and local authorities in defining behavioural disorders seems to be a matter of practical administration versus the need for personalising provision. The labelling of pupils under the current broad categories which include BESD is arguably suitable in so far as it provides schools and local authorities with an administrative mechanism for the provision of funding and other resources including staffing. It is, however, inadequate in respect to its function for diagnosis, in so far as that diagnosis will be used for treatment or the creation of the IEP which must follow significantly more personalised guidelines.

The category BESD is also an inadequate term for research, discussed in the next chapter. A great deal of the research is focused on SEN or wide categories of pupils within SEN such as BESD. The differences between the 'B' and the 'E' of the BESD label render the collection of information useful only in an administrative sense, for example, in working out how much has been spent or how many pupils fit into these categories.

3.3 Labels and Context

There are a number of studies which indicate that labelling and expressing particular expectations can influence the kinds of behaviour displayed in pupils, for example, Rosenthal and Jacobson (1968), Rubowitz and Maehr (1973). This view was further augmented by the Rampton Report (Department of Education and Science, 1981) which indicated context often served to perpetuate stereotypes of academic weakness.

In addition to the influence of the context of pupil behaviour there is also the argument that the labels themselves are simply social constructions (Mallett, 2006; Boghossian, 2001; Szasz, 1960).

Despite these positions, however, it does appear that the mainstream policy makers, in addition to educational and policy making systems, accept a broad raft of albeit loose terminology in order to establish potential solutions to dealing with pupils who may struggle to find their equilibrium within the classroom setting.

The following section deals with the matter of BESD inclusion. Firstly there is a rehearsal of the case for total inclusion, followed by a review of the case against inclusion of pupils with BESD in mainstream classrooms. This is followed by an analysis of measured inclusion.

3.4 Inclusion

In England and Wales, prior to the Education Act 1944, the provision of education for pupils who had additional needs had been predominately focused

on defects, differences and deficits with respect to the pupil. Even following the Education Act 1944, the statute still referred to handicaps and separation. Internationally, and in particular in less developed economies, the problems relating to what we now refer to as SEN often led to stigmatisation, shame and embarrassment.

The case for greater inclusion gained pace with the Warnock Report in 1978 and came in the context of a more inclusive social agenda. The anti-discrimination legislation of the Sex Discrimination Act was passed in 1975 followed by the Race Relations Act of 1976. The reaction against segregation of society's disadvantaged groups appeared to have been informed by a wider debate in relation to a more inclusive civil rights agenda at home as well as abroad.

In the English system today, it would appear to be the case as Norwich (2007) claims, that 'No-one is against inclusion as no-one is against democracy', he goes on to state that 'Where disagreement lies is in the nature and extent of inclusion.' This section firstly sets out the absolutist position of total inclusion, which appears prima facie unsustainable. The analysis then moves to the case for a less inclusive system followed by a more pragmatic approach to inclusion in respect to BESD.

3.5   BESD: The Case for Total Inclusion

The Centre for Studies on Inclusive Education (CSIE) represents the view for total inclusion:

> 'Inclusive education is a human right, it's good education and it makes good social sense' (CSIE, 2009).

The basis for the CSIE's position rests on a number of international frameworks pertaining to a rights based agenda such as:

- The Salamanca Statement and Framework For Action on Special Needs Education, UNESCO, 1994

44

- 2002 UN Annual Report of the Special Rapporteur on the right to education
- 1993 UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities
- 1989 UN Convention on the Rights of the Child

The general thrust of the case for total 'inclusion' is predicated on the notion that a system which separates children from each other leads inexorably to prejudice and disadvantage for the separated group. This prejudice and disadvantage goes against the 'rights' of the child and therefore all children should be protected from any system that attempts to differentiate education into special schools and mainstream schools.

The absolutist position of total inclusion does appear to be a weak position when considering those pupils who require significant and constant additional provision. In other words the interests of the pupil may be severely disadvantaged by placing them in a mainstream school, in spite of their 'rights' to a mainstream place.

One further difficulty lies in the CSIE's understanding of the term 'inclusion'. The SEN Strategy (2004) states:

> 'inclusion is about much more than the type of school that children attend: it is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school' (DfES, 2004).

It would seem that the government's interpretation of what constitutes 'inclusion' differs significantly from the stated aims of the CSIE. This view of inclusion is further augmented by the SEN Report from the House of Commons Education and Skills Committee (2006):

> 'When described under a more measured and child-focused definition, it is difficult to take issue with the principle of inclusion. When it is defined as being about creating schools with an inclusive approach or ethos so that

45

all children in the school are actively involved, playing a full and positive role in the classroom and with their peers, few would argue against such a principle or aim.' (House of Commons, 2006, para 62)

This perspective is clearly different from the CSIE which the House of Commons committee above may have had in mind when it talked of:

'feral advocates of inclusion who regard it as a human rights issue that all children should be included in mainstream school.' (House of Commons, 2006, para 58)

Any argument in favour of greater BESD inclusion should take into account the externalities of the immediate transaction between educated and educators, namely the advantages to society of a more inclusive agenda.

In the final part of this chapter, I argue that these benefits as suggested above can accrue within an inclusive environment; however, there are certain necessary conditions which must obtain before this is possible. These necessary conditions include the statutory framework of an appropriate provision for BESD within mainstream schools. The problems relating to BESD inclusion that have appeared in the current system had been anticipated by Warnock, mentioned in chapter 1 when she talked about the 'disaster for children ... unless they had help from appropriate sources' (Warnock Report, 1978, p. 23).

Despite the possibilities of obtaining advantages in moving towards a more inclusive education environment, it would seem that the dogmatic position of total inclusion appears unattractive.

The arguments against an inclusive environment are now discussed.

3.6 BESD: The Case against Inclusion
In May 2006 The Times ran, in the opinion section:

'Thinking again: The rush to close special needs schools should be suspended' (The Times; 17th May, 2006)

The article suggested that policy must be flexible, taking into account the specific learning needs of each child rather than insisting that provision should be inclusive or indeed exclusive.

The inclusive agenda which developed out of the 1978 Warnock Committee Report had, by the 2001 SENDA, become de rigueur for any serious educational professional. The Times article, which followed the publication of the MacBeath paper, mentioned earlier, seems to have heralded a sea change in policy makers' and trades unions' opinion.

Before turning to the practical case against greater BESD inclusion within mainstream, I wanted to briefly examine the conceptual difficulties an inclusive agenda may face. Wilson (1999) argues that what lies behind the inclusive ideology is the view that it is wrong to exclude, marginalise and treat people unequally. He suggests, however, that a successful school is not just determined by its propensity towards inclusion, but more widely viewed in so far as it meets other external criteria and it is this last point where a clash of purpose takes place.

Wilson points out that allowing people to do different but equally valued things, is insufficient to meet the criteria of inclusion. He goes on to suggest that if we redefine schools as having a primarily social function we begin to lose the notion of the school as a learning community:

'The hard, inescapable fact is that learning, however broadly defined, is a particular kind of human activity, something which people do (not something given to them), and which different people may be more or less good at. So even the very general idea of 'learning' contains the seeds of exclusion or marginalisation, just as the general idea of running or jumping, which almost anyone can do to some degree or other, leads to

selectivity and exclusion as soon as it is put into a practical context, the moment we conceive it as doing *well* (Wilson, 1999, p. 111).

Wilson's analysis is helpful in so far as it provides a conceptual reminder of the objectives that are served when we consider the practical benefits of insisting on an inclusive educational environment. In reality, this inclusive environment may not serve the interests of all pupils with BESD, and more generally pupils with SEN, as well as non SEN pupils. Inclusion per se for the sake of the ideology may not be in anyone's best interest.

Warnock (1978) stated that there were two aims of education, first to provide children with an understanding of the world, secondly to allow each individual child to be able to become independent within it. The case for a more measured approach to inclusion would argue that attempting to further integrate BESD not only impairs others' ability to meet with Warnock's first and second criteria, it may also limit opportunities for the pupils with BESD as well.

One of the most compelling pieces of evidence in favour of a more measured approach to inclusion is to be found in a Report by Ofsted (1999). In this report it is argued that often pupils with EBD are better provided for by specialist teachers (Ofsted, 1999, para 5) . Elsewhere in the report they suggest that EBD schools can offer a shelter from the emotional turmoil they may be experiencing at home, which would not otherwise be available in a mainstream setting (Ofsted, 1999, para 12). In addition the report paid particular attention to the overall specialist environment that could be created with specialist provision:

> 'by reinforcing and rewarding that which was acceptable and positive.'
> (Ofsted, 1999, para 24)

Throughout the Ofsted report there is consistent praise for the benefits and separateness of BESD specific school provision. The report pays particular attention to staff training and suggests that successful BESD schools were able to deal with BESD effectively as a result of the specialist nature of their human resource:

'...examples of the programmes and practices of these [BESD] schools were:

* A year's induction programme in which care staff, learning support assistants and teachers participate.

* ... teachers were expected to gain an additional [SEN/childcare specific] qualification' (Ofsted, 1999, para 40)

It would seem that Ofsted see a great deal of BESD special school practice that is sufficiently differentiated from mainstream environments such that BESD is dealt with more effectively than anything which could be achieved within the mainstream secondary system. The report, however, made specific mention that the ultimate aim of BESD special schools was to reintegrate pupils back into mainstream. Indeed, this was also the aim of its pupils:

'Nearly all the pupils interviewed hoped to go back into mainstream schools. It was important, therefore, that their curricular experiences in the special school equipped them adequately to find a place alongside their mainstream peers.' (Ofsted, 1999, para 98)

The final point I would wish to make here is a legal one. Section 316 of the Education Act (as amended by the Special Educational Needs and Disability Act 2001) states that LEA's have a:

'Duty to educate children with special education needs in mainstream schools'

If a statement is maintained under section 324 for the child, he must be educated in a mainstream school unless that is incompatible with
(a) The wishes of the parent, or
(b) The provision of efficient education for other children' (EA, 1996 as amended by SENDA, 2001)

The notion of a pupil with BESD within a mainstream classroom on any definition of BESD (but specifically statemented children under Section 324) as mentioned above would arguably often result in a breach of Section 316 (3) (b). Consider the following:

(i) BESD is often assessed on the basis of evidence of consistently disruptive behaviour in certain classroom settings[13]

(ii) Consistently disruptive behaviour is incompatible with the provision of efficient education for other children

(iii) Section 316 (3) (b) is a statutory requirement

Therefore,

(vi) Any local authority which allows BESD assessed pupils (as per (i) above) to be educated in those settings in which their behaviour is consistently disruptive is in breach of the Education Act 1996 as amended by the Special Needs and Disability Act (2001)

The inclusion of pupils with BESD who are consistently disrupting teaching and learning in academic classes, where their 'inclusion' is simply their physical presence, rather than any actual engagement, appears to be inappropriate.

3.7 Measured Inclusion

It seems that there is a general acceptance from policy makers and practitioners that there is a place for specialist non-mainstream provision at the more challenging end of the BESD spectrum. In fact, to a large extent, most local authorities around the country operate with BESD specialist facilities[14], usually populated with pupils who have been permanently excluded from one or more school and the local authority has no other alternative but to provide some kind of educational provision.

Wholesale segregation of pupils with BESD, however, would be to deny the positives which may be achieved from a more inclusive policy. It cannot be

---

[13] It is accepted that not all pupils with BESD are assessed on the basis of consistently disruptive behaviour in certain classroom settings, but a great number are.

[14] These units are often known as PRUs (Pupil Referral Units)

denied that there are a number of positive elements an inclusive agenda brings for pupils with BESD. From the analysis above, an important variable is that of socialisation. The pupils with BESD themselves ultimately aim to be able to move towards reintegration. Teachers and other pupils learn some lessons from the disruptive behaviour of others and there is the hope of reforming pupils with BESD such that they are able to operate normally in classrooms. Finally, society would undoubtedly benefit from an education system that had the capability to reform and reintegrate pupils with BESD back into mainstream education and ultimately mainstream society.

The question that faces policy makers, is how best to integrate pupils with BESD within mainstream, but at the same time avoid the unacceptable consequences of negative behaviour being presented in classroom lessons. The answer may lie in the form of an effectively managed and effectively funded provision.

The challenge of effective management and effective funding of provision, however, is the Achilles' heel of current legislation. There are currently a number of risks to the efficient and effective provision for pupils with BESD. Firstly there appears to be a prima facie lack of incentives for Head Teachers to put in robust provision. Secondly, it is important that local authorities are able to effectively oversee and assess provision for those most at need. Finally it is important for Ofsted to ensure quality provision throughout the system. In circumstances where Ofsted or local authorities fail to effectively oversee provision and given the lack of incentives for Senior Leadership Teams (SLTs) to spend money on provision, it is likely that there will be systemic under provision for BESD and, more generally, SEN pupils in the system.

It could be argued that SLT may improve the whole school by dealing with the disruption of BESD pupils, however, in an environment that assesses 'success' on the basis of league table positions, it is less likely that scarce resources will be spent in areas that are unlikely to generate positive returns. The problems relating to the lack of incentives for provision are dealt with

51

elsewhere in this thesis. The extent to which Head Teachers or SLT's decide on whether to pursue an 'inclusive' school or a 'successful[15]' school will, however, remain, to an extent, an arbitrary factor in the absence of further legislation, since the fundamental ideology behind the running of the school is left to those who happen to have the authority of decision making at the time.

It is possible to argue that there is a middle path of inclusion. Given the negative impact further BESD inclusion may have on a school, the challenge has been to create provision that does not disrupt other pupils, but at the same time can be described as inclusive. One possible method for effective integrated BESD provision is by setting up a learning support unit (LSU).

The function and purpose of LSUs varies widely from school to school. The essential purpose, however, lies in the principle of a facility which is dedicated to support the learning of pupils with SEN including pupils with BESD, such that they are better able to access mainstream education. These LSUs, as opposed to pupil referral units (PRUs), are operated within mainstream schools rather than specialist off-site facilities.

Visser (2003) highlights a number of issues pertaining to LSU provision in a paper on BESD, education and inclusion in his discussion on pupil referral units (PRUs). His analysis could also be seen as effective as a description of many LSUs:

> 'This range of provision [PRU] received a great deal of criticism (Booth, Ainscow & Dyson, 1998) and was often referred to as 'sin bins' (Bowers, 1994). The Act (1993) gave PRU's a definition: they were now to be a temporary, transitional provision for disaffected and disruptive pupils, where intervention strategies were to be employed which would enable them to be re-integrated into a mainstream school. PRU's were not for pupils whose statement of SEN related to emotional and behavioural

---

[15] It is not suggested that the term 'successful' is settled. Nor is it suggested that a school cannot be both 'inclusive' and 'successful'. The point here is that if 'success' is defined, as it commonly is, by reference to league table results, there is the possibility of a clash of objectives.

difficulties. However, some LEAs used them to accommodate a wide range of disruptive or disaffected pupils...' (Visser & Stokes, 2003, p. 71).

The LSU may well be one potential answer to the dilemma faced by policy makers in respect to BESD provision. LSUs have the capacity to take the social benefits of mainstream inclusive education and the benefits of a specialist provision in the form of specially trained dedicated staff, whilst avoiding the pitfalls of pupils with BESD disrupting mainstream lessons or feeling socially excluded in separate facilities. It would appear that LSUs may still be subject to the same criticisms as PRUs as set out above.

This provision can reach out to include the whole of the timetable such that disruption to learning is minimised and specialist provision is maximised in areas where it is most needed. In the event that pupils with BESD are unable to operate effectively in, for example, history, geography or maths, the LSU, with its specialised staff could potentially arrange and provide an alternative provision. The effective LSU, therefore, is a possible place to put in 'appropriate provision' when it is needed.

Pupils with BESD are not a homogenous group who present with a single pathology. Behavioural disorders range from mild to severe, effective provision has to reflect the needs of both the pupil and the institution that is charged with their care. The final chapter of this thesis suggests that there will always remain a group of pupils who will remain unable to operate within the confines of a mainstream school environment, regardless of the provision that is put in place for their care. From a conceptual perspective, it would appear that attempts to include these pupils are expensive, frustrating and futile. More than 30 years after Mary Warnock finalised her report on Special Educational Needs, it would seem that there still are, and are always likely to be pupils who remain:

'beyond the resources of a day school' (DES, 1978)

Conceptually, it would appear that the debate of inclusion versus exclusion has passed. The real issue now seems to be: how can the system best provide

pupils with resources that suit their individual needs. If this is to take place within the mainstream secondary education system, it must be done with the interests of other pupils in mind, with adequate protections and adequate oversight. When this fails, all stakeholders are made to pay the price.

CHAPTER 4

LITERATURE REVIEW – CRITIQUE OF EXISTING EMPIRICAL RESEARCH

4.1 A note on notation

This chapter uses the terminology of 'EBD' as well as BESD used elsewhere in the thesis. The reason for this is the frequent and continued use of the term by the authors of the papers reviewed in this section. It should be noted, however, that authors make it clear in the papers reviewed that they are predominately referring to 'disruptive' pupils, rather than 'emotionally disturbed' pupils when using the expression BESD. In other words there is more focus on the 'B', than the 'E'. In so far as this thesis is focused, it is the research and writing in respect of 'disruptive' pupils that is of interest, rather than the more general category of BESD or SEN that are often referred to.

4.2 Search Strategy

Systematic searches through electronic databases combined with specific recommendations from experts in the field constituted the main method of strategy. Key expressions were input into Web of Knowledge, Google scholar as well as the catalogues available both through the Senate House library and the Institute of Education, University of London facility. Further papers were then reviewed from the references sections of reviewed articles. References were also ascertained from the references sections of reviewed books. Key words searched include: EBD, BESD, inclusion, school behaviour management, behaviour disorder, ADHD, ADHD management, kinaesthetic curriculum, ADHD kinaesthetic, and various combinations of these terms. Selection of articles for further review was based on the focus of the thesis, ie. the inclusion of pupils with BESD in mainstream secondary school.

4.3 Introduction

Previous chapters have laid out the policy framework and conceptual issues that arise out of any analysis of BESD within the broad area of SEN. In addition,

this thesis has discussed the nuances and complexity of creating a suitable understanding of the term 'inclusion'.

The purpose of this thesis is to explore, through a typical case, the ways in which the different influences brought to bear on BESD management in secondary school (i.e. inclusion) express themselves in the resulting provision and the different perspectives on how satisfactory that provision is. In order to contextualise the research contained in this thesis, the aim of this literature review is to analyse a number of key themes which inform and shape the primary research contained in the later parts of this thesis. This literature review is not designed to examine inclusion per se, rather BESD inclusion as a discrete area of investigation.

1. The initial section of this review will consider what appears to be the development of two approaches which are helpful for examining the area of BESD inclusion management. The first approach is grounded on the principle that it is the school, the teachers and the system that requires changing in order to deal with pupils with BESD. The arguments here are based on social constructivist approaches which suggest that claims of 'disorder' or 'difficulties' are merely a result of a particular provision. The other alternative approach here is the examination of empirical literature that implies there might be 'within-child' factors that require consideration in the management of BESD. This latter approach, sometimes known as the 'medical model', suggests that special provision for the pupils, taking into account their special educational needs, is more likely to generate successful strategies. The implications of a 'medical model' may have a bearing on whether BESD inclusion is an effective strategy to employ if indeed the term 'BESD inclusion' can be used as a homogeneous concept.

2. The second section of this review divides into two broad areas of analysis. In the first instance, I consider the empirical literature which explores the question of whether BESD inclusion per se is or can be effective. Questions pertaining to what 'effectiveness' might be are

examined here. The second part of this section then considers the research that has been conducted assuming that BESD inclusion is a 'given' and examines a number of different approaches as to how best to manage BESD inclusion.

3. The final theme in this chapter assesses some helpful research that examines the views of teachers in respect to BESD inclusion. In addition there is a review of some research in the area of teachers as mental health practitioners. This section highlights the complexity of how the role of teacher is considered by those stakeholders who have competing and often non-consensual objectives.

This literature review does not consider the specifics of intervention, therapy and treatment for pupils with BESD. The purpose of this thesis is to properly understand the actual experience of pupils with BESD and other stakeholders within mainstream secondary school, in order to inform policy that might develop from its findings.

Few educationalists would deny that the presence of BESD in mainstream schools presents one of the greatest challenges of inclusion (Shanker, 1995; DfEE, 1997; DfEE, 1998; Downing, Simpson, & Myles, 1990). Despite this, however, a great deal of the research on inclusion has focused on the impact with respect to general SEN inclusion.

Following Warnock (Warnock Report, 1978) it would appear that any analysis of inclusion should differentiate between the multiplicity of disorders and special needs contained under the SEN umbrella. Despite this, it is still profitable to review some of the research that has been completed which takes a broad brush approach to the impact on the learning of others. This literature review does consider some general material in so far as it impacts on questions of BESD inclusion, however, caution needs to be taken when drawing conclusions from general SEN material given its broad nature.

4.4 SECTION 1: Social Constructive Approaches and Medical Models

The 'establishment' or mainstream position in the English education system today appears to have accepted that there are 'within child' factors that present difficulties within the context of education provision. This position can be found in the language of statute, codes of practice and the terminology used by practitioners. The very notion of a 'Special Educational Need' itself implies that there are intrinsic factors pertaining to the individual pupil which may be provisioned for.

Within the relevant literature, however, there is a social constructivist theme that appears to challenge the mainstream view. For example:

> 'We have to start asking what is wrong with the school rather than what's wrong with the child!' (Ainscow, 1998, p. 70)

> 'In short any problems with behaviour are the teacher's responsibility not the child's fault.' (Cooper, Smith, & Upton, 1995, p. 75)

These two positions, in essence, challenge the notion that research ought to be directed towards finding solutions given 'within child' factors and instead suggest that the external environment might be researched and ultimately altered in order to find solutions.

In contrast with this position, Lindsay, (2003) approaches issues surrounding inclusion by setting out ways in which research might investigate whether inclusion was a successful model of practice.

The position of researchers whose conclusions might generate anti-inclusionist suggestions is one often viewed as discriminatory by the inclusionists or in the words of Long (1994):

> 'To be against Inclusion is like being against God, Country, Motherhood and Elvis'

This broader perspective which researches whether BESD inclusion itself is 'effective' suggests that the social model as described above fails to take into account the possibility that the pupils themselves may contribute to any difficulties experienced in the classroom:

> 'The difficulty with the social model is that it plays down, or actively ignores, both within-child factors and the issue of interaction. In its hardest form it is proposed that the only salient factor to consider is the external world which disables the individual.' (Lindsay, 2003, p. 3)

This view is supported by Simpson (2004) who suggests that the inclusion-as-a-human-right view relies on assumptions that pupils with BESD and pupils without BESD enjoy socialising with one another and that teachers are able to effectively teach in a BESD inclusive environment. He goes on to say:

> 'That these assumptions lack scientific support and validation is obvious and clear backing for the contention that much of the support for inclusion as a preferred delivery model for students with disabilities relates to its social policy legacy.' (Simpson, 2004, p. 19)

The implications from a research perspective of a world view that implies BESD is simply a social construction are significant. In effect the research analysing and examining 'behaviour disorder' would be, on this view, making a mistake by thinking that that any behaviour could be 'disordered'. Instead, the disorder could be classified as a social construction and analysis of behaviour would not therefore create any meaningful result.

The pro-empiricist position is highlighted in the United States by Kauffman (1999, p. 189) by quoting Mark Twain:

> 'It is wiser to find out than to suppose' (Library of America, 1976)

He suggests that a social constructivist account of SEN challenges the traditional assumptions made about evidence considered as part of normal scientific enquiry. He makes the following comment:

> 'Without a continuation of research of this kind [empirical scientific methodology]... we will be reduced to merely supposing rather than finding out or to supposing that finding out means reporting egocentric idiosyncratic observations free of the demands of replication and public verification of findings.' (Kauffman, 1999, p. 190)

One of the problems in SEN provision, as Kauffman suggests, is that SEN educators are reluctant to identify the pupils whose behaviour requires correction. Kauffman, who was writing about US policy during the middle of the second Clinton administration in 1999, claimed that unless the US education policy makers took account of EBD, the minor problems that EBD presented in the early years would develop into severe disorders. Despite the concession that in his view policy makers would not take note until decades of data had been produced, he believed that collection of data in robust research was the only way of achieving widespread prevention.

There are many research papers dedicated to empirical analysis of 'within child' factors that have a bearing on the educational prospects of mainstream pupils. Macintosh et al. (2006) suggests that one disorder which has some overlap with BESD categorisation in SEN is high functioning autism and Asperger's syndrome. Research conducted in 2006 suggests that children with high functioning autism and Asperger's syndrome:

> 'demonstrated significant social skill deficits and problem behaviours relative to typically developing children...' (Macintosh & Dissanayake, 2006, p. 1065)

Although beyond the scope of this review and not without its critics, there is an emergent body of literature which indicates there may be 'within child' factors pertaining to personality disorders (Viding, Frick, & Plomin, 2007). There is also

other work in molecular genetic studies suggesting distinct developmental trajectories within certain more troubled juvenile populations (Vizard, Hickey & McCrory, 2007). The genetic component of hyperactivity has also been estimated to be between 60% and 70% (Rutter, Giller, & Hagel, 1998).

Other work in the field of personality disorders, specifically psychopathy implies that there may well be an neurological organic basis to disorder, contradicting the assumptions of the social constructivist (Blair, Mitchell, & Blair, 2005). Personality traits in adolescents, specifically callous-unemotional traits according to Frick et al. (2005) are a significant indicator for conduct problems and delinquency. The point being made here is that if it is the case that there is an organic basis to personality development and more generally temperament, there may well be behavioural issues that are not simply the result of the school environment.

On the other hand, social constructivists such as Timimi (2005) argue that some disorders are a fiction created by drugs companies in the pursuit of profit at the expense of the interests of misunderstood children:

> 'The origins of the current epidemic of ADHD lie deep in cultural machinery of Western society. We have become child blaming societies that have lost the interest of capacity to reform our medical, education and other social institutions and challenge our cultural ambivalence towards children, family and community life.' (Timimi, 2005, p. 146)

Timimi (2005) presents a particular position on ADHD, that the environment requires adjustments not the child. The 'within child' mainstream position, which for example includes the prescription of Ritalin[16], clearly signals a 'within child' analysis. The emergence of a broader, evidence based research as discussed below, however, implies that the two positions are not mutually exclusive. It might be the case that schools, when dealing with hyperactive disorders, may utilise variances in the curriculum provision towards more movement based

---

[16] Costs of Ritalin are around £28 million per year (Department of Health, 2007)

activities. At the same time, unless there is recognition that the individual child has a 'requirement' for this additional or special provision, it would not be made available.

The divide between the quasi-medical model of analysis and the socially constructed methodologies favoured by the pro-inclusionists has led to problems emerging in how schools might be able to manage behavioural disorders. This problem, highlighted by Hunter (2003), suggests that:

> 'schools are not well equipped to deal with [disruptive behaviour] especially when it is associated with a psychiatric diagnosis of ADHD, CD (Conduct Disorder), or ODD (Opposition Defiance Disorder).'

Hunter advocates greater emphasis on evidence based techniques for identifying appropriate management strategies in respect to behaviour disorder disruptions in school. Evidence from the medical community, (Parr, Ward, &Inman, 2003) also suggests there are benefits in a multi-disciplinary response to disorders such as ADHD as indicated above.

The research literature that denies the existence of 'within-child' factors, generated either by genetic/organic factors, or environmental factors appears to struggle with the development of SEN provision in school. In order to properly motivate an effective SEN provision, it seems that it is necessary first to acknowledge the existence of an SEN in the first place.

4.5 SECTION 2: The Impact of BESD Inclusion and the Different Approaches That May Be Taken

This second section considers the empirical literature which firstly examines the effectiveness of BESD inclusion. The second part of this section examines a number of different approaches to BESD inclusion management in the context that BESD inclusion is a settled issue.

4.5.1 Is BESD inclusion effective?

There are a number of points that need to be made before fully examining the literature available in this area. Firstly, the empirical literature often uses the overarching category of SEN. This makes an examination of effectiveness difficult given that the category is not one that is apt for specific analysis. It is clear that strategies that might work for deaf or blind pupils who fall under the general category of SEN are unlikely to work for pupils with BESD. Nevertheless, despite the limited literature base, I have attempted to review the available material in so far as it has a bearing on BESD inclusion.

The studies focusing on the effectiveness of SEN inclusion appear to generate fairly mixed results. Lindsay notes:

> 'There have been a number of studies that have reviewed the evaluation of inclusion. Overall these reviews cannot be said to be ringing endorsements of inclusion. [He cites a number of reports Sebba & Sachdev, 1997; Madden & Slavin, 1983; Baker, Wang, & Walberg, 1994; Tilstone, Florian, & Rose, 1998)]. These overviews, reviews and meta-analyses fail to provide clear evidence for the benefits of inclusion...' (Lindsay, 2003, p. 6)

In other SEN research by Vaughn and Klingner (1998) which examines findings from eight studies looking at the perceptions of pupils with learning disabilities in respect to their education settings, it appears that not only is the category of SEN a wide variable, but also the education research setting is important. This research indicated that whilst some SEN pupils preferred to receive specialised non-inclusive instruction, the circumstances of provision were significant in determining perspective.

The Vaughn and Klingner (1998) paper indicates that a more specialist provision, directed toward individual needs tends to be preferable from the perspective of pupils with SEN. This finding is also consistent with the positive

report on specialist provision given by Ofsted, as discussed in Chapter 3, which indicated that specialist BESD provision benefitted not just the pupils with BESD, but by implication, those pupils in mainstream who would likely have had their education interrupted in circumstances in which the provision had not been made available.

It should be noted that the outcome variable in the Vaughn and Klingner (1998) work was 'perception'. There are issues pertaining to how the available research measures effectiveness and this varies from paper to paper. The evidence suggests that measuring effectiveness is far from a settled issue and is further complicated when considering the numbers of stakeholders who determine effectiveness from very different and often conflicting positions.

When analysing the research literature, it is also important to note that the classification of whether a school is 'inclusive' or 'non inclusive' is not binary, but rather ought to be viewed as a spectrum, further complicated by the fact that the picture is dynamic, changing over time. By way of example, Lindsay points to a study by Mills, Cole, Jenkins, & Dale, (1998) which reports the differential effectiveness of three approaches to inclusion: (i) Special Education only (i.e. non inclusion), (ii) Integrated i.e. LSU's, and (iii) Mainstreaming.

Mills et al. (1998) found that SEN pupils educated in an integrated setting achieved marginally better results than those in the other forms of provision. This result was found on a number of IQ based variables including memory, verbal skills and perceptual skills.

The potential benefits of an integrated mainstream inclusive provision are supported in research undertaken by Marston (1996). This research analysed the responses of 80 teachers and 240 pupils on separate learning only, inclusion only and combined service models for pupils with mild learning difficulties. The model found that not only were teacher satisfaction scores higher on a combined service model, but there were greater improvements on pupils' reading scores. From a BESD provision perspective, however, what

might work for pupils with mild learning difficulties may not work in the same way for pupils with BESD or other forms of SEN.

In addition to the issues pertaining to different stakeholders' perspectives, different forms of inclusion and different outcome variables, it would appear that there are also complexities pertaining to recommendations that flow from research. One example is Lipsky and Gartner (1998) on the National Study of Inclusive Education. The research reviewed around 1000 school districts and produced seven factors, congruent with those identified in a study of 12 inclusive schools i.e. schools that have an ethos that embraces inclusion, conducted by the Working Forum on Inclusive Schools. Their recommendations included:

- visionary leadership
- collaboration
- refocused use of assessment
- support for staff and pupils
- funding
- effective parental involvement
- use of effective programme models and classroom practices.

In commenting on this paper, Lindsay states:

'These are general factors which require further, detailed explanation. For example, collaboration is relevant at levels from national policy down to classroom practice... The means by which professionals collaborate varies' (Lindsay, 2003, p. 7)

The issue about how to make judgements about the quality of provision is a matter to take into consideration. The recommendation of 'visionary leadership' is an element that ought to be treated with some caution. Whilst it cannot be denied that visionary leadership is an aspiration, assuming the vision is a good one, the recommendations ought to take into account the reality of the people available to put policy into practice. It is likely that not all of those available to

65

serve on Senior Leadership Teams are going to be 'visionary leaders'. The available literature, as cited above, often makes general claims that do not sufficiently inform practice. This lack of specificity is also a feature of statutory guidance, for example:

> 'The governing body of a community, voluntary or foundation school must: ...do its best to ensure that the necessary provision is made for any pupil who has special educational needs' (DfES, 2001, para 1.21)

The guidance states that the governing body must do its best. This lack of specificity increases the degree of discretion and subsequent arbitrariness in provision as discussed in chapter 2.

One problem which arises when considering the material on 'effectiveness' in the context of inclusion is trying to identify an appropriate methodology. The most comprehensive literature review I found on research methodology in the area of inclusion was conducted by Lindsay (2007). This review examined more than 1300 papers in the field of SEN inclusion between 2001 and 2005. Of these papers, only 14 were identified as reporting comparative pupil outcomes. None of the papers used randomised control trials, nine compared the performance of children with SEN in different settings and in the other five, outcomes for children with SEN were compared with those for typically developing children where all were attending mainstream schools.

Although it is noted that 'social, emotional and behavioural development' was measured, none of the papers selected specifically targeted the extent to which pupils with BESD, as opposed to general pupils with SEN, including those with moderate or other learning difficulties, affected the learning of others. None of the papers concentrated on BESD specific issues in relation to inclusion, rather, studies focused on a range of outcomes and processes. The majority of papers assessed addressed issues relating to primary rather than secondary, leaving only three papers of potential relevance to this thesis: Cawley et al. (2002), Wallace et al. (2002), and Markussen (2004). These three papers specifically mentioned some focus on behaviour as a factor for examination.

The Markussen paper compared 777 pupils at the age of 16 with SEN, some in special classes with reduced numbers of pupils and some in normal classes. They were compared with a group of non-SEN pupils. This analysis was discounted for the purposes of use in this literature review on the basis that the category of SEN was again too general. The paper did not provide any specifics on the categorisation of SEN in the context of the study. The Wallace paper also failed to sufficiently differentiate for the pupil population which is the focus here, given its more general approach to SEN rather than BESD or, more specifically, behaviour disorders. Finally the Cawley paper was discounted for analysis on the basis that its focus was a small scale case study, again, examining non-specific SEN categories. Although behaviour was a factor discussed in the paper, it was a peripheral issue considered amongst a too widely drawn group, which, for the most part, included pupils with learning difficulties, rather than those with a specific behavioural issue.

Lindsay, in considering studies of process, highlights aspects of teacher attitudes which gave specific mention to BESD inclusion:

> 'The nature of children's disability of SEN appears critical with teachers generally having more favourable attitudes to including children with physical and sensory impairment than those with learning difficulties or BESD.' (Lindsay, 2003, p. 13)

This finding is important in so far as it helps delineate the complex picture of appropriate inclusion. The paper suggests that teachers may have positive attitudes in principle, but this positive view is reversed in circumstances where teachers believe there are threats to their curriculum demands in favour of social inclusion. In other words, teachers appear to be fairly pragmatic about the inclusive agenda, subject to it not prejudicing their teaching. This view is consistent with a number of other papers reviewed in this chapter below.

It is clear that the picture of BESD inclusion has an impact on different stakeholders within the school. It is therefore surprising that there appears to be

a lack of research material pertaining to the impact BESD inclusion has on pupils without BESD. This lack of research is more surprising given s316 (3) (b) of the Education Act 1996, as amended by the Special Educational Needs and Disability Act 2001. This section states that SEN pupils must be educated in mainstream school unless this is incompatible with the efficient education of other children. There are two issues that flow from this statute, firstly it is important to be able to determine what might constitute incompatibility, and secondly it must also be possible to determine what might constitute the 'efficient' education of other children. The literature indicated, at least in the context of BESD inclusion, as opposed to general SEN inclusion, an underlying view from teachers that the efficient education of others may be prejudiced:

> '...there was evidence of more negative findings where inclusion concerned pupils with emotional and behavioural difficulties...' (Lindsay, 2003, p. 15)

The question as to whether BESD inclusion or indeed general SEN inclusion can be achieved 'efficiently' or 'effectively' appears to be constrained by the definitions one wishes to apply to the terms. What does seem clear, however, is that the literature demonstrates that whilst inclusion is certainly part of the current education environment, it is not a homogenous concept. Instead it is a highly heterogeneous provision that changes over time and changes depending on perspective.

> 'There is an opportunity to implement and evaluate a variegated system of inclusive education appropriate to this century's complex societies and patterns of schooling where inclusion in its widest sense is impartial, addressing religion, ethnicity, social class and other social dimensions as well as SEN and disability... The task is to examine, carefully and analytically, how inclusive education can be effective in meeting the different needs of individual children with disabilities and special education needs.' (Lindsay, 2003, p. 19)

The questions that Lindsay raises are relevant as they help inform the debate about what we mean by an effective provision, whether the policymakers are basing their policies on fact or values, whether there are any clear features of effective and ineffective practices which can be identified and applied to a critique of the management of BESD.

The conflation of categories in the area of general SEN research could be seen as potentially generating misleading conclusions. One such case is a large scale study by Dyson et al. (2004) which suggests that:

'... by and large, inclusion did not appear to significantly depress the achievement of other pupils...' Dyson et al. (2004, p. 8)

This study collected evidence based on information collected from the 2002 National Pupil Database (NPD), or PLASC (Pupil Level Annual School Census). It examined the extent to which non-SEN pupils were affected by a drive towards inclusion as well as looking at the achievement of pupils with SEN. The study looked at primary as well as secondary provision taking into account variable factors such as ethnicity, socio-economics and gender. The DfES commissioned the report with the intention of being able to better understand analysis of individual attainment and value-added data.

In addition to the secondary research using the NPD, the researchers also undertook 16 case studies in highly inclusive schools (where SEN represented between 16-50% of the total school population; with and without statements). The intention was to investigate:

- the strategies and forms of organisation highly inclusive schools used to manage inclusion
- any impacts inclusion has over and beyond the attainments captured in national assessments (Dyson et al., 2004, p. 11)

Methodological techniques used for the research in the 16 schools selected included interviews with Head Teachers, other staff and pupils, as well as

69

questionnaires which were distributed to both staff and pupils. In addition to this they also conducted focused lesson observations and collected school documents, which included Ofsted Reports, reports to governors etc.

From the NPD data, the team devised a measure of inclusivity. This measure involved a multi level modelling technique exploring the effects of different variables such as:

- the proportion of pupils with SEN in schools
- pupil attainment
- pupil progress
- gender
- entitlement to free school meals
- ethnic group
- pupil's mother tongue
- SEN status

This information was then plotted against the average point score of pupils across various Key Stages.

Key Stage 1 = Years 1-3
Key Stage 2 = Years 4-6
Key Stage 3 = Years 7-9
Key Stage 4 = Years 10-11
Key Stage 5 = Years 12-13

The researchers considered whether SEN inclusion impacted on the learning of non-SEN pupils who are educated within a highly inclusive school. The researchers indicated that as schools increase the number of SEN pupils and increase SEN pupil inclusion, there is a relatively negligible decline in the GCSE performance of non SEN pupils. Analyses controlled for potentially confounding variables, such as Socio Economic Status, etc. On the surface of things, this finding is entirely consistent with the original statement cited above that higher levels of inclusion did not disrupt the learning of others.

The quantitative aspect of this research did not, however, specifically consider BESD inclusion. In the qualitative comments that accompanied the report the researchers note the following:

> '...[the teachers] view managing behaviours that disrupted lessons a particularly difficult aspect of dealing with children with SEN in the context of raising attainment.'

It was also noted:

> 'Elsewhere the problem [of EBD] appeared to be more widespread as this teacher explained:
>
> 'This school has a high percentage of EBD. It is this group which, for a variety of reasons, causes most disruption... This has a detrimental effect on the learning of the other children, as the quality of teaching they deserve is sometimes lost in the amount of time needed to deal with incidents in the classroom.' (Dyson et al., 2004, p. 80)

Despite the participants' specific concern in relation to the impact of EBD, the study did not provide for any data which could highlight the impact this might have had on learning as a separate SEN category. On the basis of the above comments, it seems insecure to extrapolate to BESD from the overarching statement for SEN more generally that '... by and large, inclusion did not appear to significantly depress the achievement of other pupils...' (Dyson et al., 2004, p. 8).

In BESD inclusion specific research by Swinson, Woof, and Melling (2003), results suggest that EBD pupils included in mainstream classes were not significantly less engaged than peers. The study involved observing 10 boys from an EBD school who had been 'reintegrating' in a mainstream school over a period of 12 weeks. The observation took place over 5 days. In total, 27 lessons were observed with off task and on task behaviour noted using 10-second momentary time sampling. The results showed:

71

'The on task behaviour of the individual pupils is thus generally very similar to that of the rest of the class' (Swinson, Woof, & Melling, 2003, p. 68)

The conclusion that EBD pupils are able to operate in mainstream classes in such a way that would not significantly depress the achievement of other pupils, however, needs to be taken with caution. In the first instance, the sample size is relatively small. The pupils themselves were taken from one setting, an EBD special school, into another, a mainstream school, which may have had the result of subduing their behaviour given the new setting. In addition to this, pupils were supported in lessons by a specialist EBD teacher and two Educational Support Assistants. These members of staff were deployed in lessons across the timetable and therefore could not be present in all lessons. We are told that around a third of the lessons are not supported, but we are not told whether the behaviour problems noted by the researchers took place in supported or unsupported lessons.

If it is the case that behaviour is non-significantly worse in lessons where there is a specialist EBD teacher in support of a pupil in addition to a normal classroom teacher, this will have a bearing on the validity of the results. Further, pupils were presented with a number of benefits for good behaviour which included tea, coffee, use of a snooker table, darts and other games. The study is of some interest in so far as it can be shown that pupils with EBD are able to behave normally alongside their mainstream peers, however, any conclusions drawn in respect to EBD management in mainstream classes should be viewed with caution given the additional staff, rewards, and specific circumstances of the study.

Dyson et al. (2004) concludes by providing the DfES with guidance on how best to manage inclusion with high percentages of SEN. The guidance suggests that appropriate strategies include:

- a commitment to inclusion
- careful individual monitoring

- flexible grouping and provision customised to individual circumstances
- high quality teaching
- strategies for raising achievement levels generally.

These kinds of recommendations are fairly typical of the literature from the DfES/DCSF. One of the problems that flow from these kinds of recommendations is the level of ambiguity associated with language.

It would seem that the strategies suggested above are a statement of general good school management practice. All schools are expected to have high quality teaching; 'personalised learning' i.e. customised provision, strategies for raising attainment and effective monitoring. The suggestion that schools should have a commitment to inclusion also flows from their statutory obligations and their commitments to the respective local authority guidance on appropriate provision.

4.5.2 Empirical work on BESD management

This section seeks to examine the specific research conducted in the area of BESD inclusion. There are examples of empirical work and collections of work specifically in the area of BESD these include Bell (2005), Clough (2005), Cooper et al. (2006), Groom (2005), Zionts, Zionts, and Simpson (2002). In many of these publications the focus is on problems pertaining to the individual with BESD, for example, AD/HD, substance abuse, stress and negative life events. Where the literature does focus on pupils with BESD in the learning environment, the material often considers the individual rather than the impact of BESD inclusion more generally.

There is, however, a body of literature which sets out a number of responses to the issue of whole school BESD management. A noticeable feature of this literature is the extent to which it is based on the seminal work of Skinner (1954). The notion of positive behaviour reinforcement is a feature of many general behaviour disorder management guides (Leaman, 2005; Howarth & Fisher, 2005). The behavioural approach of Skinner is also evident in informing

more academic and conceptual approaches to work in this area (Sambrooks, 1990; Wheldall & Merritt, 1985; Cheeseman & Watts, 1985; Rodgers, 1994).

In a similar vein this behavioural approach to BESD management, grounds much of the development of a number of 'whole school approaches'. One such programme, known as 'Positive Behavior Support' or PBS is designed to follow the positive behavioural model of Skinner and incorporate strategies within school policy which encourage the use of successfully tried methods (Lewis & Newcomer, 2005). The literature on PBS indicates that a whole school approach is the most effective method and this theme is echoed in the literature reviewed below.

A key aspect of PBS is the recognition of the diversity and continuum of provision. In particular the literature makes clear that the costs associated with successful intervention are likely to rise as the intensity of support required increase (Algozzine & Algozzine, 2005).

The effectiveness of PBS has been tested. One example of this was the measurement of 'unified discipline', a PBS technique which involved delineating a specific and prescriptive methodology to behavioural issues that arose in the classroom. Marr et al. (2002) compared classrooms of teachers who were using unified discipline with a control group. The sample size involved comparing 12 classes employing the method with 15 classes who were not employing the method. It was noted that over the one year period there were improvements in engagement measured by on-task behaviour.

One problem with the positive results from examples such as Marr et al. (2002) may be the issue of the 'Hawthone Effect' (McCarney et al., 2007) which indicates that the observation of teachers employing a particular programme of discipline may generate the positive result.

The PBS approach encourages a variety of strategies for the purposes of reducing school disruption and educating pupils with problem behaviours (Sugai et al., 2000). Despite the variety of approaches, what is clear from the literature

is that these strategies which require both a commitment in time and money tend to generate positive results with respect to engagement of pupils with behavioural problems.

Visser, Cole, and Daniels (2002) considered findings from a DfEE study of mainstream school's practice in relation to EBD. The intention of the paper was to identify successful strategies used by schools in dealing with EBD.

Visser et al. point to DfEE (1997) and DfEE (1998) documents which state that EBD constitutes a greater challenge for inclusion than all other areas of SEN. They argue that some schools have a much better record of meeting the needs of pupils with EBD than others as evidenced by the fact that better schools appear not to require statementing or placements in PRU (pupil referral units), even taking into account intake variables.

The research used a three-phase design, the main purpose of each phase being the clarification and refining of what good practice is and how it is achieved. Phase one involved identifying relevant criteria in which schools were able to 'meet the needs of individual EBD pupils'. This was done by testing the validity of the draft model with various bodies such as the QCA, Ofsted, LEAs social services and school staff.

Phase Two identified thirty mainstream schools representing a range of social and economic contexts, including maintained and grant maintained schools across all Key Stages. Each school was visited and the researchers used the model in Phase One as a reference point during interviews with key personnel who were responsible for SEN and pastoral care, as well as managers responsible for those areas.

Phase Three involved selecting five primary and five secondary schools from the Phase Two group. The researchers, during this phase, examined policy, provision and practice in depth and related this back to the model which was then modified.

The model was also augmented using data from a national study of special school provision for pupils with EBD (Cole, Visser, &Upton, 1998) and a study of one LAs provision and practice for pupils with EBD, which remains confidential to that authority.

The researchers concluded that:

'There is not a single 'one size fits all' approach to the different needs of pupils with EBD... we found no blueprint in terms of systems or particular approaches for the effective inclusion of pupils with EBD in every mainstream school'. (Visser, Cole, & Daniels, 2002, p. 24)

They do however note that:

'Our wider research leads us to believe that few pupils need to be or should be excluded; that a greater number of pupils with EBD can be included within mainstream settings, but that not all pupils with EBD can have their needs met within a mainstream setting'. (Visser, Cole, & Daniels, 2002, p. 24)

A problem with this statement, however, might lie in the possible consequences of what 'fewer exclusions' might mean on non BESD pupils. Whilst some schools did appear to be more able to physically include pupils with BESD without recourse to exclusion, little research in regards to the quality of their actual engagement in learning appears to have been done.

It is important to note that the researchers consider the matter of BESD inclusion within the context of whether pupils with BESD can have their needs met, rather than the impact on others of any attempt to include pupils with BESD within mainstream classrooms.

The results as reported by this research highlight a number of 'key features' found in schools which demonstrate good inclusive practice, these include:

- effective leadership which generates direction for all staff
- a critical mass of staff committed to inclusive values
- Senior Management who are committed to the development of good quality teaching which matches the learning styles and abilities of pupils including those with EBD
- A willingness and ability to access outside agencies to help develop and sustain inclusive practice

The report continues by suggesting a list of recommendations, which one would come to expect from a well functioning school. An example of this is:

'The maintenance of good practice lies in ensuring that the structures remain appropriate and meet the needs of all concerned' (Visser, Cole, & Daniels, 2002, p. 24)

Elsewhere we are told that:

'Pupils [in successfully inclusive schools] were seen as part of a community which the school served; as such they were valued by staff in all their diversity and individuality'. (Visser, Cole, & Daniels, 2002, p. 24)

The final conclusions and recommendations section of the report sums up the work conducted by this team:

'Schools need to be communities that are open, positive and diverse, not selective, exclusive or rejecting. They need to ensure that they are 'barrier free' for pupils with EBD.' (Visser, Cole, &Daniels, 2002, p. 26).

The implication from statements such as this is that there are certain schools which present barriers to pupils who have demonstrated a propensity to disrupt classroom activities over a sustained period of time such that they have been diagnosed as having EBD. The researchers then suggest that schools which engage in setting up barriers to these pupils need to change tack. This

conclusion, however, comes close to the restatement of the ideological position discussed elsewhere in this thesis.

The notion that schools need to take down barriers contradicts other research which demonstrates the BESD inclusiveness is complex and often requires micro management. The problems relating to BESD management in school may be complicated by combinations of difficult pupils magnifying existing problems.

This critique does not suggest that schools are entirely powerless to act. Rather, that the appropriate mechanism for managing BESD may not necessarily take place in mainstream classes where the education of the majority will likely be affected. Schools have a legal duty to provide an education not just for the BESD population at the expense of others, but rather to create a suitable provision that allows pupils with BESD to benefit from education alongside, but not to the detriment of others.

The research evidence presented by Visser et al. (2002) identifies successful schools (defined by those that incorporate 'successful' inclusive practices, a subjective assessment) and makes generalised statements as to the kinds of features of the workings of those schools which make it successful. However, they do not demonstrate a causal relationship between the factors they claim to be contributing to the 'success' and the 'success'.

4.5.3   The Hyper-kinaesthetic Element, ADHD

One area of research that does appear to be making tentative steps toward a possible working model of inclusion is the field of ADHD. The main focus of this thesis is the management of BESD inclusion, however, during the review, the frequency of references to ADHD appeared to indicate a possible overlap between possible management of the two conditions.

The APA DSM IV criteria for AHDH include a number of factors that could match a SENCo diagnosis for possible BESD assignation. For example:

- Often does not seem to listen when spoken to directly

78

- Often has difficulty organising tasks and activities
- Often avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort such as schoolwork or homework.
- Is easily distracted by extraneous stimuli
- Often leaves seat in classroom or in other situations in which remaining seated is expect
- Often runs about or climbs excessively in situations in which it is inappropriate.
- Often has difficulty awaiting turn.
- Often interrupts or intrudes on others, for example butting into conversations or games

Barkley and Armstrong (1999) state that for pupils with ADHD, 'the classroom is their Waterloo'. It certainly seems correct that the notion of having to sit formally and be instructed without freedom of movement and expression for those pupils assessed with ADHD would inevitably lead to what teachers are likely to describe as behaviour problems.

Research by Zentall (1993) indicated that variance in classroom activities to accommodate the different types of response from pupils with ADHD could mitigate the extent to which pupils were likely to be considered to be behaving badly. Zentall's work considers a wide variety of empirical studies in the field of ADHD in developing this view that seems to support the hypothesis that changes and novelty in the classroom setting can mitigate the symptoms of ADHD. The constraints of the traditional classroom in the construal of ADHD are also critiqued in Pellegrini and Horvat (1995).

Some tentative research by Widdows (1996) suggests that particular subject studies can provide benefits to pupils with BESD as part of their school experience. Widdows' study involved a qualitative research methodology involving 10 pupils with EBD improving their behavioural interactions in school through Drama:

'Drama enables individuals to maintain a state of "control connectedness" and therefore has a vital role to play in modifying the behaviours of students, resolving their dilemmas and increasing their options.' (Widdows, 1996).

In other curriculum based research there does appear to be an emergent body of literature which supports the idea that behaviour issues may be linked to kinaesthetic constraints within the traditional classroom, in particular, Carter, Richmond and Bundschuh (1973), Feinstein (2006), Grant (1985), Werner (2001).

Although outside the scope of this thesis, there have been recent developments toward classifying mainstream pupils as preferring a certain learning style such as 'visual' 'auditory' and 'kinaesthetic'[17]. For a recent review of this see Hawk and Shah (2007). The recognition that individuals have different learning styles has developed from the work of Gardner (1983) and now has a place within the educational mainstream (Moran, Kornhaber, & Gardner, 2006).

The ADHD literature appears to imply there might be a link between the kinds of classroom activities and the type of curriculum subjects studied and the ability of some pupils to behave appropriately. The description of the traditional classroom as Waterloo, appears to apply equally to pupils with BESD as it does to those pupils with ADHD.

The possibility of an inclusive mainstream environment which accommodates pupils who are uncomfortable with the traditional classroom model may provide some solutions. It does seem difficult, however, to reconcile the needs of the majority of pupils who do not present with either BESD or ADHD with a curriculum provision that over-emphasises a kinaesthetic learning style.

---

[17] The basic proposition here is that each pupil has a preferred learning style. Auditory learners are better able to learn through listening, visual learners through seeing and kinaesthetic learners through 'doing' or movement. This research has lent itself to promoting different kinds of teaching techniques that take advantage of the different ways in which pupils learn. Although pupils can learn through all three methods, ADHD pupils are likely to demonstrate impaired learning unless there is a strong kinaesthetic component to the delivery.

4.6 SECTION 3: Review of Research on Teachers' Views and Teachers' Roles in the Context of BESD inclusion

So far, this review has considered the conceptual framework of evidence-based social science research and considered some specific BESD research in mainstream schools. This section considers some of the existing research that has been conducted relating to teachers. Teachers are 'significant' adults in the life of a child or pupil with BESD, particularly for those pupils who come from troubled backgrounds. At primary level, the teacher represents both the carer and educator for many hours of the child's waking life. The teacher is also the person who is given the task of dealing with pupils with BESD 'on the front line'.

The role of teacher has become more complex due to the competing demands made on them from different stakeholders. On the one hand, teachers are seen by a majority of parents as the people responsible for delivering the curriculum and educating their children. School management view teachers as employees who will contribute to the fulfilment of specific targets that will enhance the reputation of the school and, by implication, themselves. Some pupils view teachers as quasi-parents whilst others view them solely as being responsible for their education. The government views teachers as those primarily responsible for ensuring that education and increasingly social objectives are met.

The complex way in which teachers are viewed does not necessarily lead to mutual incompatibility. It does however, lead to the possibility of conflicting demands. Much depends on the individual view of the teacher and his/her perspective in relation to the various demands made on them.

Heflin and Bullock (1999) analyse teacher attitudes towards full inclusion in a number of school districts in Texas, USA. This research, paid for by the Texas Education Agency looked at three districts based on size; < 2000 (small), c10,000 (medium), > 50,000 (large). A total of 18 teachers were interviewed, one general education teacher and one special education teacher from each of the three schools in each of the three districts.

The researchers used a series of nine open-ended questions and interviewed on the phone and face-to-face. All of the teachers interviewed had experience of dealing with BESD on a daily basis.

Before discussing the results of the research the authors give some background to some of the issues faced by schools and teachers as a result of inclusion legislation in the US. The US experience in regards to legislation and general SEN development mirrors the UK's situation. Whilst the UK's framework was delineated and influenced by the Warnock Committee in 1978, the US passed their significant special education law in 1975. The debate about full inclusion, taking into account BESD, mirrors the sorts of issues faced by UK educationalists. In the late 1980s the idea of fully integrating pupils with SEN in general education was becoming de rigueur. The authors identify four key areas which they claim have emerged from the full inclusion debate in the USA.

Firstly, they point to the notion that full inclusion is not coming from education practitioners but from administrators. They refer to this as a 'top-down mandate' (Heflin & Bullock, 1999, p. 104)

The second issue the authors point to is the fact that what lies behind the pro-inclusion lobby is not an educational agenda, but a social one:

> 'Although general education reforms emphasize higher academic standards, the full inclusion movement emphasizes social gains over academic outcomes' (Gorman & Rose, 1994, cited in Heflin & Bullock, 1999)

On the one hand, this position is contentious given that the pro-inclusion lobby would argue that inclusion has positive academic consequences for those who would otherwise be excluded. On the other hand, it seems that it might be educationally harmful to insist on full inclusion for pupils who, for a multiplicity of reasons, are unable to properly engage with mainstream education.

In 1998 the US Supreme Court (Henry, 1998) refused to hear an appeal from parent of a youth with autism who wanted their son included in general education [mainstream] classes in order that he receive a social benefit. In other words the judicial opinion and therefore the US legal position supports the emphasis on academic rather than social goals in respect to education.

The third theme the authors explore is 'Teachers' resistance'. The authors argue that teachers, rather than being resistant to change are more concerned with the notion of whether the schools can adequately educate those who present with BESD and more generally SEN. Citing a number of papers (Gordon, 1993) the authors suggest that, given the high level of support from skilled professionals required for educating pupils with BESD, teachers felt they did not have the necessary support or skills to deal with severe behaviour in general classrooms.

The authors argue further, that general education [mainstream] teachers demonstrate their greatest resistance when BESD begin to affect the needs of the general population, in extreme cases when classrooms become violent (Sklaroff, 1994).

The final issue the researchers looked at deals specifically with pupils with BESD who are excluded from inclusion. They cite Shanker (1995) in stating that pupils with BESD are the most difficult to include within mainstream education, and this is the group who are most often cited as exemplars of times when full inclusion is not appropriate.

The greatest fears in respect of BESD inclusion, as mentioned above include:

> 'Valid reservations relate to the possible detrimental effects on other students, safe school environments. Even in districts that consider themselves inclusive, some students who are EBD are sent to separate schools or to out-of-state placements. However, many students with EBD are being inappropriately placed in inclusionary settings due to the quest

for the 'provision of all educational and related services in the regular classroom' (Heflin & Bullock, 1999, p. 110)

The paper suggests that concerns over BESD inclusion are not limited to general [mainstream] education teachers. Research by Wagner (1991) indicates that students with BESD have the highest dropout rate at 54.8%. This compares with 36.1% for pupils with other learning difficulties and 24.4% for the general population. Full inclusion for pupils with BESD in mainstream settings needs to be seen in light of this data, as well as the court decisions in the US which are supportive of exclusion, rather than inclusion, of EBD from mainstream education. See Lewis, Chard and Scott (1994) for more on this.

Heflin and Bullock believe the views of teachers are overlooked when considering BESD inclusion. They claim that this missing information may be as a result of the fact that teachers are generally a non-vocal and non-publishing group. Previous work suggests that whilst teachers are generally willing to try inclusion, less than one third believe that mainstream education is the most appropriate placement option (Scruggs & Mastropieri, 1996).

Teachers involved in the research (Heflin & Bullock, 1999) felt that full inclusion required 'appropriate support' but were sceptical that the support received initially during the introduction of attempts at inclusion would continue beyond the initial trial period. All teachers felt that even with BESD inclusion in place, they still wanted to retain the option to send a disruptive pupil out of the room to a supportive or corrective environment. It is interesting that the variant nature of 'inclusion' was not explored more by these researchers.

In responding to a question that asked about their concerns, education professionals listed their problems as follows:
- Insufficient support and training (i.e. dumping)
- Non-proportionate ratios (creating classes that contain more students with SEN that would naturally occur).
- Being unable to meet the educational needs of the included students
- Behaviour Management

- Finding extra time to make curriculum modifications
- Finding time to talk with team members

(Heflin & Bullock, 1999, p. 113).

In summing up the researchers report the following indictment of the full inclusion agenda:

> '100% of the professionals believed that full inclusion would not serve the need of all students. Half of the teachers used the phrase 'case-by-case' for determining the appropriateness of inclusion. To support their belief the teachers fear that inclusion would cause students with BESD to miss specialised instruction, would infringe on the teacher's rights to maintain classroom order, and would cause the teacher to ignore the needs of the general education students. Professionals indicated that training would be necessary for inclusion to be conducted appropriately and requested specific training for collaboration.' (Heflin & Bullock, 1999, p. 114)

The researchers recognised that the size of the survey limits its generalisability. However, it seems fair to say that the professional literature as discussed above motivates the principle of full inclusion not in terms of the educational benefits, but instead, on the social aspects.

Teachers' attitudes may well have been under-represented in the formulation of policy, however, their role in BESD management and diagnosis is growing in importance. The legislative trend detailed in previous chapters has made it clear that there is a move to delegate authority away from centralised control towards schools. This has increased the powers available to Head Teachers. The Special Educational Needs and Disability Act (2001), as discussed earlier in this thesis, also shifted responsibility of SEN assessment towards the school, up to but not including the level of a local authority statement. Assessments for school based SEN[18] diagnosis are typically carried out by SENCos, but not in all cases.

---

[18] Noted concern, school action, school action plus

Rothi, Leavey and Best (2008) explore the extent to which teachers are suitably trained and competent to make assessments in relation to mental health issues. The paper's introduction states that under current health policy (DH, 2004), teachers are expected to assume the responsibilities of front-line tier one mental health professionals. It argues that although it is clear that BESD is acknowledged by the DCSF as a psychological/ mental health issue, there is nothing in the DCSF guidance in respect to identification of BESD nor are there any funds made available to meet training or other needs associated with the extra demands that result from BESD inclusion.

The authors cite Ofsted (2005) which remarked that:

> 'training for staff on mental health difficulties we found to be needed in three quarters of schools... [multi agency working was]...unsatisfactory in a quarter of schools' (Ofsted, 2005, p. 1)

Rothi et al. (1998) continue by citing a number of statistics which indicate that BESD inclusion is problematic and often results in both fixed term and permanent exclusions. It indicates that pupils with BESD are seen by education professionals as the most difficult special needs group to include within mainstream education. Despite the indications that teachers do not have the requisite training for handling pupils with BESD as discussed below, teachers were, nevertheless, expected to diagnose and identify problems at an early stage.

Henry et al. (2006), in analysing the ability of teachers to identify difficult pupils, suggests that there is some evidence which indicates teachers are good at picking up those who are deemed by their peers to be aggressive:

> 'The study was undertaken to evaluate a method for identifying high-risk students who were both aggressive and influential among their peers. ...teacher ratings of peer influence correlated highly with peer ratings, therefore showing good convergent validity...' (Henry et al., 2006)

86

The identification success of teachers is again confirmed in the area of ADHD by Lauth, Heubeck and Mackowiak (2006).

Rothi et al. (1998) used semi-structured interviews with 32 teachers, selected from 100 schools across England. Only one teacher per school was interviewed including 8 from primary school, 13 from secondary school, 8 from special schools and 1 from a Montessori school. All interviewees were currently employed by English schools and their roles varied from senior management to classroom teachers.

The analysis of this paper broke the results up into four main themes:

1. Tier one responsibilities (duty of care, inclusion)
2. Mental health training (need, focus, delivery)
3. Language and discourse (based in education, avoiding stigma)
4. Recognising mental ill-health (indicators, visibility)

The themes for this paper were determined, in part, by the way in which the semi-structured interviews had been conducted. The interviews took account of relevant literature and were determined to investigate key areas. The themes were also created out of the responses which were salient during interviews. The researchers then broke each category down into a number of sub-categories, as indicated in brackets above.

A general concern in regard to the duty of care, the authors noted, related to teachers feeling that both staff and pupils were inadequately supported by schools such that the staff were unable to fulfil their responsibilities. These feelings of inadequacy were felt in so far as staff were simply not competent to identify pupils' needs.

Teachers, although broadly in favour of an inclusive agenda also expressed a sense of disillusionment and abandonment that adequate training was never provided by the local authorities. Training as a theme is discussed in regard to

need, focus and delivery. Teachers accepted that they required training in order to deal with mental health issues. The preference for training was via INSET or other Professional Development programmes. The authors noted that teachers wished the focus of the training to be directed towards their being able to identify potential problems with pupils who may then be referred on, if necessary.

The issue of how training would be delivered is also discussed in the paper. This section picks out some vital aspects of teacher attitudes to training in respect to skills teachers feel under pressure to acquire.

Teachers acknowledged that whilst it was the case that their role is important, training for potential mental health problems in the classroom was just another aspect of their work. One teacher summed this view up:

> '[training] would have to compete with 1001 other training needs which the school has, which are probably driven by results and that sort of thing – and I don't mean that in a disparaging way. I just know that that's the reality of the situation.' (Rothi et al., 2008, p. 1223)

These comments in relation to inadequate training were also noted by Cartledge and Johnson (1996):

> 'Despite its obvious importance, pre-service coursework and experiences relative to special populations tend to be extremely limited or inadequate for most general educators'.

Teachers suggested that a convenient and innovative method for training might be 'in classroom' rather than 'in school' training. This would effectively mean that trainers would attend teachers during their teaching classes and provide advice and support having conducted observations of various situations that may occur.

One issue the authors do not highlight with this approach is that of cost. Whilst it is undeniable that a one-on-one advisory session with a Mental Health professional conducting an observation with feedback is highly beneficial to practice, it seems that the scheme would be significantly more expensive that the typical INSET delivery. This point cannot be underemphasised and fits in with the notion of the 'specialist' rather than the generalist. Whilst it is clearly an ideal that teachers might be able to deal with the multi-tasking in all areas of child care as well as fulfilling their primary task as educators, the reality is that specialists are required. By way of analogy, we accept the function within the health service that the General Practitioner provides. We do not, however, believe it is possible that GPs are able to extend their knowledge to all levels of medical specialism. In the event a problem is diagnosed, we expect to be able to be given access to a specialist and accept that their training has been honed over many years of experience in a particular area.

To a certain extent, the concept of 'specialist' is at odds with a model of inclusion which requires the generalist to have the knowledge, skills and ability of the specialist within mainstream education. Whilst it is possible to envisage a model where SEN provision is available within a mainstream setting from specialists, it is difficult to see how this can be expected from all generalists.

On a typical INSET a professional or trainer would normally work with up to 150 staff in the school hall, manage activities with a group of other trainers. The cost of these INSET's can vary, but are usually conducted within a single day. A one-on-one observation plus feedback would very much restrict the number of staff who would be able to benefit and would cost significantly more money if the scheme was rolled out across the school.

The tendency to suggest expensive training programmes or overestimate the capacity of teachers in dealing with BESD is not confined to UK writers. Mostert (2004) writing in response to Kauffman (2002) states:

> 'For example, teachers of students with EBD should, as a matter of
> course, be intimately familiar with the broad spectrum etiology,

89

characteristics and sequelae of EBD. Also teachers of students with EBD should be highly skilled in consistently and accurately using empirically tested and universally accepted effective practices which will allow their charges the best possible opportunities for learning and significant academic progress.' (Mostert, 2004, p. 326)

Mostert acknowledges that this situation, currently, in the United States, does not obtain, however, he argues that it ought to be a goal of the education system. In the case of Mostert he was discussing the No Child Left Behind Act of 2002. The costs associated with providing a modern education system with practitioners in the mould as set out by Mostert would be huge. The reality of being able to find the funding, however, appears to be remote.

It is interesting to note at this point that the debate between social construction and 'within child' models is important here, in that the former suggests that if you are a good teacher you can teach anyone, you just need to avoid 'socially constructing' the disruptive pupil. If we consider that certain pupils have specific problems that they bring with them, the concept of the specialist is relevant. One price of a socially constructed inclusion agenda that is modelled on generalist rather than specialist knowledge is the potential loss of expertise. This is not a problem if the ideology behind the agenda is the denial of the underlying 'within child' factors...

The third section in Rothi et al. (1998) identifies language and discourse as a theme. Firstly, the researchers discovered that teachers meet mental illness not in the language of medicine but in the language of education. Expressions such as EBD and BESD, derived from the Special Educational Needs and Disability Act (2001) are forms teachers find more comfortable than, for example, conduct disorder or opposition defiance disorder. One reason for this, highlighted by the research was that teachers felt the education 'label' essentially called for resources in order to assist the pupil, rather than teachers providing some kind of diagnosis.

A second important finding related to teachers not wishing to stigmatise pupils in any way by assigning a label. Instead, teachers wished to see metal health difficulties in terms of pupils' needs. Teachers in the research indicated they were aware of the dangers of stigmatising pupils, such that problems were outside of their ability to manage or teach the pupils due to their having X or Y mental health problem. In other words, it was felt by teachers that labels have the potential to marginalise pupils rather than assist.

Although the labelling issues were dealt with in chapter 3, it is interesting that the literature often presents the problem as an 'all or nothing' situation. It does seem possible to envisage a model that, on the one hand, has the capacity of being able to call in resources, without completely defining the pupil by that problem.

The final theme in the paper deals with the problems associated with recognising mental ill health. Teachers found it difficult to differentiate between education based labels such as BESD and mental health difficulties. The consequences of this led to confusion over whether pupils were culpable for their behaviour, such that it would be appropriate to sanction, or whether the behaviour presented was a manifestation of a mental health disorder such that the disability of the pupil should be taken into account.

Teaching staff in the research raised a number of issues over how mental health illnesses were 'identified'. Teachers expressed knowledge of guidance which suggested that a consistent failure to follow rules, the extent to which judgements were normative, however, cast some doubt in regards to the validity of these judgements. Typically, teachers followed a utilitarian approach, on the one hand having sympathy for the problems experienced by some pupils, but maintaining that control of the learning environment was paramount. This situation is summed up by one teacher interviewed by Rothi et al.:

> 'The class teacher can be faced with a child who is pretty boundary-less...
> they would appear not to understand the rules of the institution and
> therefore they don't adhere to them, so they cause grief for themselves

and for the other children in their class. Teachers are in conflict over understanding that a child does have issues with a ... [lack] of boundaries outside, and then coming into a place where they are expected to meet quite tight boundaries. Conflict arises from trying to understand that, and knowing that for the rest of the class you have to be fair and you have to keep those boundaries established so that you don't end up with mayhem.' (Rothi et al., 2008, p. 1225)

The researchers also identified teachers feeling relatively uncomfortable in regard to normative judgements. Teachers' experience of what constitutes 'normal' varied from one teacher to the next. The authors also noted that NQT's were likely to have different expectations in regard to behaviour than more experienced teachers. In addition to this, even experienced teachers recognised that norms change over time. The researchers note:

'while teacher training covers 'normal' child development to a degree there is no 'standard' relating to such knowledge.' (Rothi et al., 2008, p. 1226)

The final aspect highlighted in the research is the problem of visibility. Teachers were concerned that the emotional aspects relating to 'internalising' emotional conditions could easily be missed:

'I mean a child could be quiet, but they could be quiet because they are normally quiet and children exhibit different behaviours and different behaviours mean different things. And I think that's always a problem isn't it? Because you could miss something, you could think "oh they are always like this anyway". So it's looking for changes, in patterns and things...' (Rothi et al., 2008, p. 1226)

The issue being raised here pertains to the divide between provision for a pupil who is disruptive and a pupil who is experiencing emotional difficulties[19]. In the

---

[19] It is recognised that a pupils can be disruptive as a result of emotional trauma, the purpose of raising the issue here, however, is to recognise the potential complexity of identifying the appropriate resource response.

case of the former, the challenge is to identify an appropriate methodology in order to be able to educate them. In the case of the latter, the primary solution is more likely to be found by a health professional and is less likely to be an issue pertaining to education.

Teachers generally reported, however, that they were sensitive to changes in pupils' emotional state. One point that is not expressed in the research, but seems pertinent, is the split in terms of mental health identification between primary and secondary education. It would seem that primary school teachers, given their constant daily contact with pupils are far more likely than secondary school teachers to notice changes in emotional state. Primary school teachers typically have daily contact with 30 or fewer pupils all week, this would compare with several hundred pupils that a secondary school teacher is likely to have contact with. In secondary school, teachers may only see pupils for 2 or three hours per week as compared with 20 hours for primary. It would seem, therefore, that visibility problems are far more likely to occur in secondary school than primary schools.

In the discussion section, the researchers note that while teachers recognise they have a duty to identify mental health issues, their primary focus is on the demands of teaching. Teachers, they claim, do not believe that there is adequate support for pupils with suspected mental health needs. In so far as these problems add to teachers' workload, they report that:

> 'Interviewees were clearly worried about their distressed pupils, and reported feelings of incompetence, frustration and helplessness' (Rothi et al., 2008, p. 1227)

The authors suggest that teachers need sustained help in order for them to manage the needs of all pupils within an increasingly inclusive classroom environment. The authors do not claim that teachers should have no role in pupils' mental well-being, rather they call for innovation in teacher training which allows them to cope with the range of different pupil needs. Teachers interviewed in the research claimed that whilst they were relatively confident in

being able to tell if there were any changes or difficulties experienced by their pupils, they felt they wanted more support in terms of having those issues properly identified and then followed up.

Teachers reported a degree of willingness to take on additional training, however, the issue of time and role were significant issues. There are already many demands made on teachers' time, with different agendas being pursued at any one time. In addition to this, the role of teacher as pedagogue appears to be widening with teachers now serving as front line mental health observers amongst other functions.

The authors conclude their report by stating:

'Consultation with and collaboration between these [teachers and mental health practitioners] front-line professionals is both urgent and crucial for the success of any school-based mental health initiatives.' (Rothi et al., 2008, p. 1229)

The issues discussed in this paper are highly relevant to the study that follows in this thesis. In particular are the problems relating to training of staff in respect to the effective management of BESD/mental health disorders. What is not discussed in the Rothi et al. (2008) paper is the question of whether pupils suffering from mental health disorders are best served in mainstream schools, nor does it consider the extent to which mental health/BESD inclusion is in the wider interests of pupils without BESD.

CHAPTER 5

SETTING THE CONTEXT FOR RESEARCH

On the basis of all previous material contained in this thesis it is clear that there is a gap in our understanding of the impact BESD inclusion has on teaching and learning in English Secondary schools.

This chapter sets out the broad issues and context in which the research, which took place in a large metropolitan secondary comprehensive girls school[20].

The purpose of this thesis is to explore through a typical case, the ways in which the different influences brought to bear on BESD management in secondary school (i.e. inclusion) express themselves in the resulting provision and the different perspectives on how satisfactory that provision is. In order to do that I set out the central research focus and problematise the key issues into five themes which are then investigated and analysed in the results chapters.

This chapter also explores DfES guidance in the setting up of a Learning Support Unit (LSU). I argue that this guidance presents reason for optimism in so far as it is very useful, practical advice for schools. The focus on LSUs is examined as this is the central feature of Beauwood Comprehensive[21]'s BESD strategy from 2004-8.

This chapter finally details the stakeholders the research is designed to analyse and set out the constraints of the research whilst justifying why certain stakeholders are not included in the research. I will also caveat the research in light of the various barriers I have encountered in the collection of data.

---

[20] Chapter 7 sets out the full context of the research conducted at Beauwood Comprehensive School. The research details the complex dynamic provision of a typical English secondary school through an Ofsted cycle between 2004 and 2008.

[21] Beauwood Comprehensive is a pseudonym for the school in which the research took place.

5.1 Central Research Focus: Beauwood Comprehensive School

The central question this thesis seeks to investigate is the issues that arise as a result of BESD inclusion within mainstream English secondary schools.

In order to do this, I have conducted a case study based in a large English comprehensive secondary school. The research took place whilst I was teaching full-time at Beauwood Comprehensive. The implications of my employment in relation to the research are discussed in the methodology section below.

As previously discussed, statute and local authority policy require that schools must put in place an 'appropriate provision', which both benefits the pupils with BESD, given their special educational needs, and does not cause disruption to the teaching and learning of others.

The research for this project will be based in a girls' school. Although the selection of this school was to a certain extent opportunistic on the basis that I was employed as a teacher there, the selection of this school as a case study is appropriate for the purposes of BESD research for a number of reasons. Firstly the school has an average number of pupils with BESD on roll[22], suggesting that the experience of this school is likely to be replicated in other similar schools. Secondly, the issue of BESD has typically been seen as an issue relating predominately to boys. A research project conducted in a girls' school will offer the opportunity to explore whether issues in relation to BESD inclusion are challenging even in that relatively benign environment and whether these issues cross gender boundaries. Thirdly the school has an average profile on a number of criteria[23]: GCSE and A level results are close to national averages:

---

[22] There are 34 pupils with either a BESD assessment at noted concern, school action, school action plus or local authority statement, or alternatively an assessment at one of the four stages at MLD, SpLD with s specific behaviour note. This figure represents slightly more than 3% of the school population.

[23] Data for this has been taken in 2008. The data is however, relatively stable with the school maintaining its close relation to national averages throughout the period +/- 5% on GCSE

within 7% of 5 A*-C, GCSE (national average = 47.3%), within 3% of national average point scores for A level (national average = 739.8), 'contextualised added value' Key Stage 2 to GCSE is around 1000. Beauwood Comprehensive also has average authorised absence rates (within 0.3 of national average = 7.4%) and unauthorised absence rates (within 0.3% of national average = 6.6%), relative to national averages, as are the numbers claiming free school meals (within 2% of the national average (14%)).. It should be noted that the school has a higher proportion of its pupils from ethnic minorities (circa 60%) compared to the national average (circa 20%) This final statistic, however, is less unusual when comparing Beauwood Comprehensive with other urban schools, additionally the other socio-economic and academic statistics imply that the schools population constitution is likely to replicate other urban schools.

On additional issue with using the term 'typical' requires the concession that there are a wide variety of schools. Types can include single sex, mixed, comprehensives, selective schools, large schools, small schools, urban schools and suburban schools. One case study cannot therefore be typical of all schools.

Beauwood Comprehensive, however, has few 'remarkable' features and represents, in so far as any school can, a fair and reasonably average picture of a comprehensive school in England.

The research analyses the issues pertaining to BESD inclusion by considering a number of different themes. The initial question is to determine the extent to which the issue of BESD management is seen as an important issue by key stakeholders in Secondary education.

The second theme is designed to examine the various different ways in which BESD provision can be assessed. This theme critically examines a number of

---

measure. It should also be noted that this data takes into account the fact that girls outperformed boys by around 7% throughout the period of analysis.

different methodologies such as 'self-evaluation' and external agency involvement in assessment, such as Ofsted and the local authority.

The third theme analyses a number of issues highlighted by or pertaining to the key staff. This theme discusses the competing interests and foci of the different groups presenting a complex picture of school objectives. The potential conflict of objectives is then analysed to determine the extent to which this may have a negative impact upon BESD provision.

The penultimate theme sets out the issues which resulted from qualitative research work with the most important group, i.e. the pupils themselves. The experience and views of both BESD assessed pupils and non-BESD pupils are analysed and considered in so far as their views contribute to our understanding of whether the BESD provision at Beauwood Comprehensive is indeed 'appropriate'.

The final theme relates to the quantitative observation work which took place at Beauwood Comprehensive. In essence, the minute-by-minute experience of pupils with and without BESD is recorded, analysed and considered, to document both what inclusion means for pupils with BESD and the ways in which their inclusion influences their classmates. In order to systematically explore the responsiveness of pupils' behaviour to different educational contexts, they were observed in both kinaesthetic and academic classes. On the basis of the literature reviewed in chapter 4 it was hypothesised that BESD pupils would, on average, find it easier to concentrate in kinaesthetic than in academic lessons.

These five themes are then discussed in the last chapter of the thesis with some recommendations.

5.2   DCSF Guidance for Establishing and Managing LSU's

The DCSF suggest that LSUs are a key element to promote inclusion by, inter alia, improving behaviour. The aim, they suggest in their guidance, is to keep people in school and working while their problems are addressed. Ultimately the

principle idea is reintegration into mainstream as quickly as possible (Teacher Net, 2008)

This section examines the original DfES Guidance for Establishing and Managing LSUs (DfES, 2002).The DfES published the Guidance for Establishing and Managing LSUs in September, 2002. Unlike the various statutes and guidance discussed in chapter 2, this guidance provides practitioners with a simple-to-follow, specific and measurable target for the successful implementation of a LSU. The guidance in certain sections below even provides the detail of equipment to be procured, indicating that LSU's should contain a fridge and microwave.

A summary of the guidance is included here as it provides the context for the provision being developed in Beauwood Comprehensive at the outset of the research, when the decision had been taken, in line with government recommendations (Teacher Net, 2008) to enhance provision for pupils with BESD by developing an LSU.

The Guidance is broken into eight areas which are highlighted below:

5.2.1 A: General Principles

LSUs should be designed to support carefully selected pupils in order to keep them engaged in education. LSUs should be integrated into the whole school behaviour management policy.

5.2.2 B: Features of Effective LSUs

It should be supported by Senior Leadership and reviewed by them. Staffing should follow clear line management and the Unit should be recognised by pupils and parents as an asset. The LSU should sit as a separate provision from normal internal exclusions. Education provision should be based on the IEP and therefore highly personalised. The intention of the LSU is ultimately geared to reintegration and should have links to external agencies.

5.2.3 C: The Purpose of LSUs

LSUs should reduce exclusions, improve inclusion, target intervention, identify behaviour problems and help pupils develop strategies to manage their behaviour. The LSU should not be used for:

'a facility for long-term respite, a 'sin bin' or dumping ground, a facility for challenging pupils who should be in a specialised environment, an isolated 'bolt on' provision, a punishment block, a quick route to exclusion' (DfES, 2002)

5.2.4 D: The Benefits Brought by LSUs

LSUs should help pupils gain greater confidence, increase academic performance and behaviour, improve attendance, reduce exclusion and give a better understanding of the consequences of behaviour. For families, the LSU should promote a more positive attitude towards school, improve communication, improve involvement in a positive way and create a more positive attitude towards their pupils. The LSU should have a positive impact for the school through improvements in attendance, behaviour and attainment.

5.2.5 E: The Pupils

Target pupils to be supported by the LSU include those with poor anger management, defiant, aggressive, low confidence, and anxious pupils. It should also include those who have long-term absences and those who are victims of bullying and violence etc.

5.2.6 F: LSUs Facilities and Location

LSU can be combined with other services such as Connexions[24]. The facility should have two rooms, flexible furniture and separate access to toilets. There should be Inclusion Centre equipment, a separate office facility, a range of teaching resources as well as a fridge and microwave.

---

[24] This is a schools based programme for pupils engaged in learning support

5.2.7 G: Staffing and Training

The minimum requirement is a full time LSU manager and classroom assistant. Staff should have appropriate training and skills with knowledge of behaviour management, understanding of causes and origins of behavioural problems and good organisational skills. The curriculum should be appropriate and personalised with staff able to conduct counselling and support families.

5.2.8 H: LEA Partnership

LAs should provide clear strategic direction, include LSUs within their Behaviour Support Plan (BSP), and support Governors and SLT[25]. The LA should also secure training, facilitate networking and provide a high-quality range of integrated support for school LSUs via educational psychologists and other services. Finally, the LA should monitor and evaluate the LSUs to ensure that resources are optimally distributed and appropriate given the BSP.

The Guidance for establishing and managing LSUs is augmented by 'An Audit Instrument for LSUs' which is effectively designed to operate as a checklist against the above guidance using standards ranging from 0-4 (0 denotes no evidence, 4 denotes strong evidence).

This guidance, if followed by 'appropriately trained' staff would appear to complement any comprehensive school provision; an example of this is the experience of the Harefield Academy Inclusion Centre (www.ioe.ac.uk/media/insted/issue3/Issue3full.pdf+ioe+harefield+academy+incl usion+centre&hl = en&ct = clnk&cd =2&gl =uk).

5.3   Stakeholders

This section delineates the key stakeholders in respect to the educational provision of pupils with BESD. As outlined in the 'inclusion debate' throughout chapters 2-4, it is clear there are a number of differing perspectives that may be taken into account when considering research in this area. The intention was to

---

[25] Senior Leadership Team i.e. Head Teacher, Deputy and Assistant Head Teachers

ensure that the key stakeholders in relation to school BESD management were considered. These included:

1. Pupils without BESD
2. Pupils with BESD
3. Classroom Teachers
4. Heads of Year/ Learning Coordinators
5. Internal Support Staff: Inclusion Centre staff, TA's, SENCo
6. External Support staff: The local authority Educational Psychologist service, Head of the local authority SEN team, Head of the Local authority Behaviour team
7. Beauwood Comprehensive Senior Management
8. DCSF SEN team

5.3.1 Constraints

This thesis will not seek to directly research parents' views of pupils with BESD provision at Beauwood Comprehensive. Clearly, the parents or carers of pupils with BESD represent a key stakeholder. I believe that parents/carers are crucial to the process of treatment and management of BESD. Despite this, however, there are significant methodological difficulties in examining their views. These problems include access. As a teacher in the school I was also aware of the under provision. In many cases the pupils with BESD were receiving no provision. A concern, therefore, in enquiring about the BESD provision was the possibility of creating difficulties for the school.

An additional group who have strategic significance to Beauwood Comprehensive are the governors. This group are charged with oversight in respect of the strategic direction of the school. During my time at Beauwood Comprehensive I observed from attending a number of meetings with governors that on matters relating to educational provision the governors, largely drawn from non-educationalists, almost exclusively deferred to SLT for guidance.

There are, of course, major difficulties in examining the SLT/Governors dynamic, relating to the notion of 'regulatory capture'. There is an information

asymmetry between these groups, suggesting that some SLTs may be able to pass through decisions without recourse to effective scrutiny on a broad range of issues. Whilst the issue of regulatory capture is an interesting dynamic and I believe represents a significant problem for the education system in the UK, I do not believe that it would be helpful or constructive to investigate this matter in this thesis as it does not contribute to a greater understanding of the central research question of BESD/Inclusion.

During the conclusions and recommendations chapter, I will, however, discuss a parallel problem relating to authority/information in respect to policy makers (LA/DCSF) and practitioners i.e. teaching staff.

Another constraint for this project is that it is designed to focus on BESD and inclusion only. This means that I shall not be examining general SEN pupils, although some of the issues relating to BESD do, of course, apply to SEN provision in general.

This Secondary school BESD inclusion research focuses exclusively on Key Stages 3 and 4. The incidence of BESD at Key Stage 5 is generally negligible in comprehensive schools and in the case of Beauwood Comprehensive there was a zero incidence. The move from primary to secondary in the UK system results in pupils having to cope with constant changes of teachers, subjects and involves a great deal of movement within educational establishments. BESD pupils often find this change disruptive and problems frequently flow from this fundamental change to their normal day-to-day activities. A future area of potential interest would be the transition period between Year 6 (final year of primary) and Year 7 (first year of secondary) education. Specific issues pertaining to the transition period are not investigated in this thesis.

Making recommendations and investigating in a working school also requires that the wider difficulties of timetabling are taken into account. Beauwood Comprehensive is a large comprehensive school operating a full curriculum across Key Stages 3, 4 and 5. There are literally dozens of courses on offer

with a teaching staff in excess of one hundred. Curriculum issues are discussed at the Board of Studies (BOS) Group.

In order for changes to be made to SEN provision, or for a new BESD curriculum to be developed, the ideas must fit neatly in with existing provision. No pupil can be left with blanks in their timetable and pupils must be under adult supervision at all times (Key Stage 3 and 4) whilst they attend school. The school has a number of competing interest groups which demand different things from the school timetable. During the initial period of investigation, prior to September 2007, the school operated on a 5 one-hour period day. The school day begins at 8.30 with lesson 1 starting at 9am. Lesson 2 continued until 11.05 followed by a 20 minute break. Lesson Three began at 11.25 with lunchtime taking place between 12.25 and 1.20. Lesson 4 began at 1.25, lesson 5 started at 2.30 and the school day finished at 3.30.

At the start of the September term 2007 the school day changed. The day now begins at the same time but the day finishes at 2.55pm. Lunch has been cut to 30 minutes and morning break is variable depending on subject and year group.

The intention behind the change in the working day was to reduce the number of pupils moving around the school site at any one time. The timetable change has had the unfortunate consequence of reducing the number of times staff have available to interact with one another.

In this context, an additional constraint has been finding time to interview staff and conduct observations.

Another important issue that is taken as given is the realistic availability of staffing, including BESD specialists who may be available within the education system.

Staffing is one of the key issues to be examined in this thesis. As mentioned in previous chapters, nearly all of the guidance from local authorities and central government both in the UK and elsewhere, in addition to the plethora of

research recommendations, make express mention of the importance of staffing in relation to SEN and in particular BESD and inclusion.

The role of the educator in respect to provision is central in any evaluation of the success or failure of attempts to deal with BESD. This research will examine the staffing situation at Beauwood Comprehensive, which seemed to be a key weakness in respect to their provision.

A final constraint pertains to the availability of data within Beauwood Comprehensive. Despite having access to staff, data, files and other helpful information, I was unable to review the full personal files of BESD assessed pupils. Some of this information was withheld by the school on grounds of confidentiality. A number of these pupils were either in the process of receiving support from external agencies or had experienced sexual or physical abuse. It is not believed that any of the results that follow have suffered as a result of this constraint; save for an understanding of the extremely difficult circumstances some of these pupils face in daily life.

5.4   Summary

This chapter has detailed the central issues and context of the investigation that follows. It has set out the key themes that are to be researched and explained the broad approach of using a case study at Beauwood Comprehensive.

This chapter has also provided background information on the DfES guidance in respect to the LSU. This guidance demonstrates the extent to which successful policy work might be of use to practitioners in the field.

This chapter has also indicated the broad context in which the research has been conducted by detailing the stakeholders who are included in the analysis in addition to the constraints of the work.

CHAPTER 6

RESEARCH METHODOLOGY AND DESIGN

6.1   Introduction

This section lays out in detail the research design of the thesis.
This chapter is set out in the following way.

Firstly there is an exposition of the rationale for the research methodology; this includes an account of the epistemological framework in which the research has been conducted. Following this, there is an account of the research design demonstrating how the issues have been problematised into different themes in respect to the qualitative data.

The qualitative and quantitative aspects of the research have been divided into subcategories of: participants (see Table 6.1), procedures, ethics, data collection tools and finally data collection analysis.

6.2   Rationale for Methodological Framework

6.2.1 Epistemology

Much has been said in previous chapters in relation to the fundamental underpinnings of social science research. I do not wish to revisit that discussion here. There are, however, specific epistemological issues which need to be made clear in any methodology section that provides a justification in relation to the research about to be conducted.

The principle of empirical research is based on the notion that something can be gained from conducting a research project. What is central for the purpose of this thesis, is testing the impact BESD/ Inclusion has on 'the learning of others' in addition to how that policy affects the pupils with BESD. The reason for

focusing on this issue lies with the utilitarian[26] principle which suggests that the overall picture, in this case taking all pupils into account rather than focusing on individual pupils with BESD, is important in a proper evaluation.

There is a tension demonstrated in the literature review which points to the competing demands of different stakeholders. In order to mediate these tensions, schools are faced with a complex array of choices in the allocation of scarce resources. On the one hand, pupils with BESD are going to be better served by teachers who pay more attention to them as individuals, however, this individual attention must come at a price; that is the loss of time they can devote to the other pupils in the class.

One may either take the view that the rights of the pupil with BESD are such that this allocation of teacher time is appropriate or one may take the contrary view. What informs that judgement is essentially a subjective perspective and it is not easy from a methodological stance to distil these competing views into a single 'solution' type response.

The epistemological basis behind the research in this thesis is divided. On the one hand there is a positivist approach, for example when one considers the time-series analysis of the quantitative data below. On the other hand the qualitative data taken from teachers and other participants has been informed by a degree of subjectivity both on the part of the respondents and on the part of the researcher.

6.2.2   Teacher Researcher

I conducted the research at Beauwood Comprehensive whilst I was employed as a full time teacher for 5 years. It is unavoidable to remove the researcher from the research in the sense that one is bound to take a subjectivist stance in the research construction. It is important to stress, however, that my personal involvement allowed me to speak with other teachers as 'one of them' which

---

[26] I am using the term 'utilitarian' to denote the idea of 'the greatest good for the greatest number'. This concept is commonly used in moral philosophy and stems from the work of Bentham and Mill amongst others.

107

opened up the possibility of a more forthright, honest and genuine account of their views as opposed to a more closed, or cautious response one would expect to have been garnered from outsiders. It would be unfair, however, to suggest that my perspective was entirely unaffected by my status and employment as a teacher which brought with it duties and obligations commensurate with that role. I have attempted to ensure that the position of the researcher was neutral by ensuring that the qualitative research, in particular the interview data, was sufficiently structured so as to avoid the possibility that the discussion was not apt for a reasonably objective analysis as discussed below.

As discussed in 6.4 below, the challenge of remaining independent in so far as data analysis was concerned was carefully thought about. Whilst the quantitative data collection did not involve me in any direct interaction with pupils or teachers, the qualitative data collection did require me to interact with both teachers and pupils. As the section below on design explains, the principle use of semi-structured questionnaires in both one-on-one interviews as well as focus group and telephone research ensured a reasonably high degree of uniformity in so far as qualitative data collection was concerned. This repeated use of questions ensured a high degree of objectivity in so far as the conduct of interviews could be structured. In other words, my being a teacher did not affect the questions being put to each individual (Radnor, 2002; Robson,2002).

One of the central issues in relation to research is the problem pertaining to conflicts of interest and duty (Creswell, 2007). For example, where a researcher has a vested interest in altering the circumstances of their employment, or in the alternative if the researcher is likely to become financially remunerated for finding a particular outcome, the objectivity of the research is more likely to be called into doubt. My employment at Beauwood Comprehensive, however, ended at the conclusion of the primary research when I resigned in order to finish off writing the thesis and a full year before its submission. Although the thesis was funded in part by the school and the DfES via the Fast Track Teaching programme, there were no requirements in relation to reporting my findings to any of those organisations.

6.2.3 Design

I have used a case study design couple with number of mixed method approaches including quantitative and qualitative techniques.

Case Study Methodology

Given the principle objective of this thesis is to examine the impact of BESD inclusion in a real-life setting the use of the case study methodology is an appropriate means of investigation (Yin, 1984, 1994), Stake (1995) proposes a series of steps to be followed when engaging in case study research and this methodology has been largely followed in this thesis. Chapter 1, 5 and 6 have determined and defined the central research questions, selected the case (namely Beauwood Comprehensive School) and determined the data gathering and analysis techniques. The data has then been collected in the field followed by an analysis and evaluation of the data in the results sections of this thesis.

The conclusions and recommendations follow Eisenhardt (1995) in so far as they are drawn directly from the case study research results.

The case study methodology chosen for the purposes of this research deliberately sought to ensure that the results were potentially replicable in other similar contexts. Flowing from this intention, the selection of the sample frame required a degree of transferability into other similar contexts. It was decided that the BESD sample frame would be those pupils who had been identified on the SEN register as having a behavioural element to their note. This meant accepting the Educational Psychologist/SENCo assessments for BESD provision.

Although is important to use a measure of BESD which can be applied consistently both to Beauwood Comprehensive and the UK system in general, it is recognised that in certain LAs there is a propensity to assign more provision than others. However, I will rely on the BESD assessed category at all levels under the Special Education Needs and Disability Act (2001) with the

associated DCSF Guidance for the purposes of identifying 'Pupils with BESD' within the broad UK education system.

There are, of course, limitations in respect to the case study methodology. In dealing with these difficulties a number of methods were used to avoid problems. In the first instance, following Yin (1994) a number of different data sources were used within the school. If assertions were made by one group e.g. pupils without BESD in relation to problems related to a teacher, informal discussions with members of staff confirmed or refuted statements. In the case of teachers complaining about a lack of provision, checks were made with the SEN department to verify the assertions that were being made in relation to support. The constant cross referencing between different stakeholders allowed me to build up a coherent picture of provision verified from a number of different and often conflicting (in the sense of their own outcome objectives) sources.

The case study also had a longitudinal aspect to it, in so far as observations were made over a 4 year period. The analysis in relation to the arbitrariness of management, for example, became more validated as the school underwent three changes of leadership over the observation time frame. Additionally, the changes in SEN leadership afforded the opportunity to see in depth, the extent to which changes had an impact on provision. It was possible to draw inferential conclusions about variables that did not change despite changes in leadership for example, the extent to which discretionary decision making remained with the office of the Head Teacher, regardless of who occupied the role.

The school represents a system of layered relationship and stakeholders which this thesis investigates. The ideal design for examining such a system is the case study. The limitations, which are discussed elsewhere in this thesis, include the issue that the case this thesis examines is not replicated precisely elsewhere which poses issues for generalisability.

The qualitative results have been divided into five main themes. The qualitative section is then explained and analysed:

1. The importance of BESD management in an inclusive mainstream setting.
2. Determining success and failure. The evaluation of provision.
3. Central problems identified by the key stakeholders.
4. Issues discovered during research for i) Pupils with BESD within a mainstream environment, ii) other pupils in the context of BESD inclusion.
5. Quantitative Results.

The analysis of BESD provision in Beauwood Comprehensive affords an opportunity to discuss the extent to which BESD inclusion affects pupils in mainstream secondary schools. The thematic breakdown seeks to test the response from key stakeholders about their views and experiences of operating within an inclusive environment.

6.2.4 Participants

The stakeholders in this instance were selected in order to be able to trace the line of responsibility from the pupils with BESD themselves up to the SEN Section of the DCSF.

Table 6.1 *Participants*

Pupils with BESD	pupils without BESD	BESD TAs & SENCo	Classroom Teachers	Heads of Year	Senior Management	Local Authority	DCSF/ Ofsted
Individual semi-structured interviews	Focus group interviews	Individual semi-structured interviews	Individual semi-structured interviews	Individual semi-structured interviews	Individual semi-structured interviews	Individual semi-structured interviews	Telephc interviev
Classroom observations	Classroom observation	Classroom observations	Classroom observations	Classroom observations	Informal interviews	Telephone interviews	Email question
School records/ homework diaries		Informal interviews	Informal interviews	Informal interviews			Policy/ Publish reports
8 participants	10 participants	6 participants	10 participants	3 participants	3 participants	3 participants	2 particip;

The table above provides an overview of the stakeholders who were of principle interest in this thesis. It also provides a picture of the research techniques used to examine the five key themes as mentioned above.

6.3   Qualitative Data

In order to ascertain the views of participants, it was necessary to undertake a fairly wide variety of investigative methods to achieve a degree of confidence in any results that flowed from the research. It is not an unreasonable assumption that information provided by stakeholders could be exaggerated or fabricated where they felt some advantage could be served. It was also accepted that during the focus group interviews with pupils, claims such as 'we did nothing for the whole year' had to be taken with a degree of caution. Nevertheless, it was possible, through many of the issues that came up during the pupil interviews, to cross reference and check information with the SEN department in the school. One example of this was the claim that none of the Pupils with BESD, save for one statemented pupil, had been receiving any provision for a period of around one year. This was subsequently cross checked with the SEN department and found to be the case.

The research at Beauwood Comprehensive was conducted from September 2005 until July 2008. During that time, all of the interviews, observations and focus group data were collated. As mentioned above, I had been working in Beauwood Comprehensive from September 2004 as a trainee teacher and knew the staff, systems and pupils well before I began formal research about a year later. The school, via the Head Teacher and Governors had agreed to fund the PhD research using a Fast Track Teaching grant that the school received for each year I had been in the school.

6.4   Selection of Teaching and Support Staff

As indicated above, I interviewed a total of 22 members of staff from Beauwood Comprehensive. It was important to ensure that the results from the qualitative research remained as unbiased as possible. In order

to achieve this, firstly I ensured that none of the teachers selected had been working in the same Department or Faculty that I had been working in. Secondly, I divided the seniority of teachers into senior management (n = 3), management (n = 3), classroom teachers (n = 10) and SEN staff (n = 6).

The next stage meant ensuring that interviews with teachers reflected a broad range of curriculum areas. Teachers interviewed taught the following subjects: PE, Art and Design, Maths, Geography, History, Sciences, Dance, Drama, RE, Sociology, and Modern Foreign Languages.

The final stage for selection meant ensuring that there were teachers with a variety of years of experience. The group were divided into those who had in excess of 7 years experience (n = 15) and those with less than 7 years experience (n = 7). The reason I selected 7 years is due to the fact that this is roughly the time it takes a teacher to reach the top of the main pay scale and are considered to have passed the threshold standards (Teachernet, 2009). In other words could be considered to be experienced teachers.

All of the teachers interviewed had experience of teaching BESD assessed pupils. Interviews took place at the school and were professionally and formally conducted, written notes were taken in addition to tape recording. The purpose of the interview was made clear to each participant in advance of the interview and consent for that purpose was sought and achieved. There was one member of staff that did not want to be interviewed for the purpose of this thesis.

Table 6.2 *Time Line*

Time	Stakeholder	Type of Research
Q3 2006	Local authority, Principal Education Psychologist and Head of Behaviour	Semi-structured interview, discussion of policy
Q4 2006	Pupils with BESD	Preliminary observations
Q1 2007	AHT – responsible for setting up Inclusion Centre	Semi structured interview
Q2 2007	Inclusion Centre manager	Semi-structured interview
Q2 2007	Teaching and Support staff Senior management Support staff interview	Semi-structured interviews begin
Q2 2007	Pupils with BESD	Observations begin
Q2 2007	Pupils without BESD	Focus groups
Q4 2007	Pupils with BESD	Semi-structured interviews
Q1 2008	Local authority, Head of SEN	Semi-structured interview
Q2 2008	DCSF	Telephone interview, email questions

The flow of the timeline reflected a move towards gaining a deeper understanding of how policy assists/hampers efforts in relation to BESD management within secondary schools. The methodology of the thesis was very much rooted in learning how the hard realities of practice translated into policy on the ground.

In order to understand this, consider the following:

1. Teachers ought to apply the discipline code consistently in all classes and with all pupils. (local authority guidance)
2. Teachers must take into account the Special Educational Needs of pupils, referring to the IEP and differentiating teaching appropriately. (local authority guidance)

There are large numbers of documents produced from DCSF and the local authority which present what on the surface of things seem to be robust guidance for teachers in all circumstances. The problems arise, however, when the policy prescriptions clash or do not appear to give any answers in practically difficult scenarios.

In reality, a teacher may find themselves with 30 pupils in a classroom containing 3 pupils with BESD and no TA. The Pupils with BESD are banging their pen lids on the table and playing with the window blinds. There are two other pupils on the other side of the classroom also playing with the window blinds.

In circumstances in which the teacher applies (1) above, the teacher has to sanction both the pupils with BESD and the pupils without BESD equally and consistently. However, if the teacher is to take into account (2) above the Special Educational Needs of the pupils with BESD then they must take into account a differential approach to discipline. Suddenly, the clear guidance does not appear to assist the teacher.

The move from the front line (observations of pupils with BESD) to the strategists (DCSF) reflected a desire to build up a results section that fully took into account the realities of the classroom when considering the effectiveness of policy.

116

The semi-structured interview provided an ideal vehicle for the purposes of exploring with stakeholders a number of subjects which led directly into the five themes that were ultimately being researched.

There were a total of 35 individual interviews in addition to 2 focus groups containing 5 pupils in each session. The interviews and focus groups lasted for about 1 hour and 30 minutes in the majority of cases; however, some interviews lasted for as long as 4 hours (in the case of the AHT who had initially set up the Inclusion Centre).

The semi-structured interview questions were refined from the initial interviews with the AHT who had set up the Inclusion Centre and the Head of the Inclusion Centre. The initial template for questions were developed from Heflin, L. J., & Bullock, L. M. (1999) in their paper which examined teacher attitudes in respect to BESD inclusion. The questions were then further refined depending on the group that were being interviewed. Questions put to Senior Management were necessarily different from the questions that were put to pupils with BESD. Additionally, the semi-structured interviews were designed to provide data in respect to the research questions. A copy of each of group's semi-structured interviews can be found in Appendix 1.

The focus groups allowed pupils without BESD to discuss with each other their experiences of school life in a mainstream inclusive environment. The focus group produced an opportunity to observe the degree of triangulation and confirmation of positions. The purpose of running these sessions as focus groups, rather than as individual interviews was the desire to see the extent to which there was a natural concurrence of recall and shared experience. Pupils often remember things as they are spontaneously remembered by others in a way that may not have been thought about in the more formal context of the one-on-one interview. I felt that it was important to create this spontaneous discussion forum in order to see how much influence BESD inclusion had had on their shared experience as much as it had on their individual lives. This use of focus

117

group interaction is known as the 'group effect' (Lindlof & Taylor, 2002; Oppenheim, 1992). I did not use focus groups when interviewing pupils with BESD due to both logistical and ethical reasons, although I believe it would have been a useful tool for analysis for the reasons as stated above.

Detailed notes were taken in both the semi-structured interviews and the focus groups. Interviews were also tape recorded with the permission of the participants. There were advantages in running a semi-structured format , namely as a result of being able to ask follow up questions that helped illuminate a particular line of enquiry. This advantage was particularly useful during the earlier interviews. Issues which would not have been included came up during the earlier interviews and the rolling programme of interviews helped me sharpen the focus as the research went forward. One example of this lay in the issue of accountability, the developing theme of 'buck-passing' became increasing apparent:

The DCSF indicated that the local authorities and the Head Teacher/SLT had ultimate responsibility for provision.

The local authorities claimed the DCSF and the Head Teacher/SLT had ultimate responsibility for provision.

The Head Teacher/SLT indicated that Ofsted and the local authority had ultimate responsibility for provision.

The intriguing dynamic of shifting both accountability and blame for provision may not have become apparent without the ability to ask follow up questions and probe the respondents for more information during the course of interviews.

6.4.1 Data Collection Procedures

All interviews and focus group work were recorded on cassette and detailed notes were made simultaneously. Following interview work, notes were further augmented using the cassette recorder to ensure that an

accurate record had been taken of the interview and focus group response. [See Appendix 1 for a copy of the various semi-structured questionnaires].

Where it was not possible to conduct a semi-structured interview, for example in the case of the DCSF, a number of phone interviews took place which covered a great deal of the ground that would have been covered in a semi-structured interview. Respondents were provided with a list of the interview questions and some of these questions were responded to on email. Two senior civil servants from the DCSF SEN team spent a considerable amount of time responding to questions both on the telephone and on email.

6.4.2 Informal Data collection

The final two qualitative methods used during this research were informal. Firstly it cannot be underestimated the extent to which 'being part of the furniture' helps in collecting authentic information. As a form teacher and full time teacher at Beauwood Comprehensive, I was able to observe, chat to and engage in the life of the school as it really exists on a day to day basis. The benefits of not influencing a situation one is attempting to research is crucial, given that pupil and adolescent behaviour is highly sensitive to changes in the environment, particularly when they believe their behaviour is being observed. My personal observations and experience therefore have a strong authentic quality that I believe would not have been possible unless I had been a full time member of staff during the research work.

The second informal method has been the conversations and post-meeting discussions that have taken place over the last few years. Teachers at Beauwood Comprehensive are typically a conservative, non-political group who do not tend to challenge management or policy head on. This does not mean that they were or are happy with the provision. In order to be able to gain insight into what teachers really feel about

119

provision, it was necessary to gain access into this informal world, where teachers felt comfortable discussing their genuine views 'off the record'. I have taken care to ensure that there is strict anonymity when making reference to these comments in order to protect their confidentiality. Teaching, like many other professions, requires those who wish to progress to 'not unduly challenged management'. Open dissent in teaching and specifically at Beauwood Comprehensive would mean that promotional opportunities were in effect closed. Teachers at Beauwood Comprehensive who remained deeply dissatisfied with the management or the way in which the school was being run typically left the school rather than confront their superiors in order to change or improve the situation. During the course of my time at Beauwood Comprehensive, staff turnover exceeded 60%, a number high even for metropolitan areas over that period.

Although there was no systematic attempt to accurately record and store informal information, notes were taken when significant statements were made by teachers, pupils or other staff that had a bearing upon my research focus. One example of this is a note made of the Head Teacher's comments at the end of the school year during a staff party in relation to the Inclusion Centre manager leaving. A contemporaneous verbatim note was made on my BlackBerry with the date and time on it. On other occasions I would make notes in my Teacher's Diary that I carried with me throughout the day. An example of these notes can be seen at Appendix 6. On other occasions informal conversations would serve to act simply as verification of data that I might have come about during interviews or document research. I would also suggest that the multiplicity of conversations with teachers and other school staff, whether in the pub or in the smoking room almost certainly influenced the direction of the research in many complex ways during the formulation and implementation of the data collection. As stated elsewhere in this thesis, however, the benefit of being integrated in a case study analysis as a teacher researcher led to a richer and I believe more insightful account of Beauwood Comprehensive over the research period.

6.4.3 Data Analysis

Results were collated to indicate the variety of responses for each of the given themes that were discussed in the qualitative section of the results chapter.

The interview notes, augmented from the tape recordings were divided up on a question by question basis. The question was then stuck to the top of a piece of A3 paper with the responses from different participants stuck below. Appendix 2 provides an example of this. From this, it was possible to review all of the responses from participants in a systematic way and made it easier to highlight trends in responses or divergences (Denzin & Lincoln, 2000; Fischer, 2005).

In some cases the respondents were unanimous in their view. An appropriate quote or set of quotes which summed up the view of the group would then be selected for discussion in the results chapter.

In circumstances where there were dissenting views, again, appropriately selected quotes were chosen to inform the interpretation and analysis in the results chapter.

Once all of the interviews and focus groups had been conducted, I undertook a meta-analysis to provide guidance in relation to the most significant issues that arose during the research. The key themes were developed in such a way as to reflect the most commonly occurring issues which were discussed during the interviews. One example of this was the theme in relation to assessment. It became clear during the interviews that there was a disparity in relation to the most appropriate method of assessing success and failure. For this reason, the theme examines a range of assessment techniques which reflected the responses of interviewees (Patton, 2002).

The questions selected for the semi-structured interviews were set out with a later analysis in mind. At the same time, it was intended that there was sufficient scope for participants to be able to introduce ideas or topics that may have been missed by the research. A robust analysis of the qualitative data became possible due to the relatively highly structured nature of the questions.

The approach of the qualitative work was a top down analytical approach. The research questions were considered when formulating and amending the semi-structured data. Consequently when the data was analysed the thematic structure of the results sections had already been anticipated. Although it is the case that some amendments were made in respect to the questions first posed to the Inclusion Centre manager and the AHT who had been responsible for developing the resource, these changes did not have a bearing on the main thematic structure that the qualitative analysis took.

The recommended procedure for thematic analysis was considered as per Braun and Clarke (2006). As indicated above, the thematic analysis was largely provided in virtue of the top-down approach. Although the primary research task of the thesis was to investigate the management of behaviour disorders using a case study methodology, from a thematic perspective, the presence of both statute, procedure and the focus on evaluative processes lent themselves as pre-determining the thematic structure of the investigation. Once the transcriptions of the data had been collated, the analysis took place within the context of the themes that had already been derived from the top down methodological approach. Careful attention was given during the analysis phase to ensure that there were no additional emergent themes coming out of the qualitative data set that had not been anticipated in the original formulation. During the analysis phase, the responses fitted in well with the anticipated range of results expected.

6.4.4 Quantitative Analysis

6.4.4.1 Participants

A total of 63 pupils were tracked during lessons at Beauwood Comprehensive. Of this group 20 were pupils with BESD, 20 were pupils without BESD who were seated next to pupils with BESD, 20 were pupils without BESD who were seated away from pupils with BESD, 3 were pupils without BESD who were in a classroom with no pupils with BESD present.

6.4.4.2 Observation procedures and data collection

The working hypothesis indicated that there would be differential behaviour for pupils with BESD in kinaesthetic classes rather than academic classes. Initially the curriculum type was divided into three categories:

1. Kinaesthetic – these included Art and Design, Food Technology, Drama, P.E. Dance, Design and Technology
2. Numerical Academic – these included Maths, Natural Sciences, ICT
3. Language/Humanities – these included Modern Foreign Languages, English, History, Geography, R.E

After the first phase of observations, however, it was decided that the codes should be reduced to a simple academic/kinaesthetic split.

In total there were 20 assessed pupils who had a behavioural note on the Beauwood Comprehensive SEN Register. This assessment could be one of the following:

1. Local Authority Statement
2. School Action Plus
3. School Action
4. Noted Concern

In all cases the pupil selected for observation had to have a specific note in relation to behaviour difficulties (as opposed to emotional difficulties) on their comments in the register. Some of the pupils selected had a BESD only (n = 17) categorisation, others had BESD with a SpLD note (n = 2) or BESD with an MLD note (n = 1) the majority of pupils observed were of the BESD only category. A composite example of this can be found in the table below:

Table 6.3

Form	Name	Stage	Need Type	Description	CATS
8A	XYZ	SA+	BESD	Behaviour problems, defiant, ADHD, Asperger's	91
11F	ABC	SA	BESD	Behaviour difficulties, throws tantrums, stubborn	96

The pupils observed were selected in order to reflect different levels of ability and different year group representation (from Year 7 to Year 11) for observation. The lessons observed were selected in order to reflect a range of different subjects and likely classroom organisation.

These arrangements often had to be amended as pupils with BESD were often either internally or externally excluded. I attempted to observe 34 lessons. Of these lessons, the BESD pupil was either already excluded from the class, or simply did not attend, on 13 occasions. When this occurred I would find an alternative class to reflect similar or the same variables at a later stage. This would often be the same class with the same pupil, but with a one week delay. In this way, the target number of observations was achieved.

In addition to the pupils with BESD, referred to in the research notes as the target pupil, the pupil sitting next to the target pupil directly on the left side (or where that was not possible then to the right) was simultaneously

observed. This pupil was known in the notes as the proximate pupil. A third pupil was also simultaneously observed two rows in front (or if not possible then behind) and 4 pupils to the left (or if this was not possible to the right) of the target pupil. This pupil was known in the notes as the non-proximate pupil and was sitting sufficiently away from the target pupil so as to not become affected by the target pupil's off-task behaviour unless that behaviour was such that the majority of the class would become adversely affected by negative behaviour from the target pupil.

Three pupils were observed in an academic lesson which contained no BESD pupil. These pupils are referred to as non-BESD class pupils. The purpose of this observation was to determine whether the non-proximate pupils in classes with pupils with BESD differed from non-BESD pupils in classes with no pupils with BESD.

Pupils in classrooms at Beauwood Comprehensive were organised by the teacher with a seating plan for each class. The seating plan would be designed by teachers, taking into account a number of different issues. Typically teachers would place pupils with any sight or hearing problems at the front of the class. It was common practice to ensure that pupils with BESD were broken up from each other. Pupils with BESD were also separated from their friends in order to minimise disruption. The pupil seated next to the pupil with BESD was often arbitrarily chosen.

Once pupils had been given their seat, the seating plan would be fixed for the year. On arriving at each class, the teacher would ensure that each pupil was sitting at their correct place. In the event the teacher was absent from class, the seating plan would be given to the replacement member of staff for the purposes of easier control and identification of pupils.

I was provided with a copy of the seating plan before each observation. Please see Appendix 3 for a sample of one such seating plan.

The observations took place throughout the summer term 2007, the Autumn Term 2007 and the summer term 2008.

The observation procedure was broken down into two phases. In the first phase, pupils with BESD were observed with a very wide coding system and the observations lasted for a period of 60 minutes. In the second phase the coding system was refined and the observations were reduced down to 15 minutes.

Pupils were observed during the school day on scheduled lessons. All of the observations were conducted by me, although there were a number of discussions which took place to consider the possibility of getting other researchers involved in collaborating in the observations. Eventually it was decided that the observations in classrooms had to be done by members of staff for confidentiality reasons as well as the possibility of ethical problems. An additional concern was the introduction of extra adults into the room whilst observing behaviour, which inevitably would have led to the observations being rendered potentially ineffective. Pupils with BESD as well as pupils without BESD are usually sensitive to the presence of additional adults in the learning environment. Whilst it was often the case in Beauwood Comprehensive that more than one teacher might be present in the classroom, it was less usual for a non-teacher/outsider to be in the room. The intention of the observations was, in so far as it was possible, to capture how pupils behave normally on a day-to-day basis. I believe, from my experience of being a classroom teacher for 5 years that this was achieved during the observation sessions. If outsiders had been introduced as observers it is likely this would have affected the observation sample as pupil behaviour may have adapted to an outside influence.

The reliability of the observations was tested when my tutor, Jane Hurry, attended Beauwood Comprehensive to test the extent to which two observers were in agreement in relation to the coding. The tests took place over 3 x 1 hour lessons. The results from these observations were not included in the data analysis. The reliability study operated on 30-

second period observation notes with the same off task/on task/ disruptive formula as collected in the observation data sessions. I simultaneously made observations in the same classroom positioned in another part of the room. The results were then analysed and compared. The data had a more than a 90% match across 598 observation periods.

The observation instrument was based on the Target Pupil Observation (Sylva, 1997) but modified to focus on different types of classroom behaviours. I sat in fairly close proximity to the target pupil and tried to be as unobtrusive as possible whilst still being able to hear and watch their activities. I focused on three pupils at a time (the 'target' pupil, proximate pupil and non-proximate pupil) for either 60 minutes in the first phase or 15 minutes in the second phase. The classroom organisation was also noted. The teacher's behaviour was coded in so far as s/he interacted with each pupil, either individually or in a group and notes were also made in relation to the teaching style. This observational method is rarely threatening to teachers because they realise that the observer's focus is on the pupil's activities rather than theirs. I had lined sheets, each interval devoted to a 30 second record. Using a stop watch, I recorded activities, moving every 30 seconds to a fresh line on the recording paper. I made a note of the pupil's 'learning activity' and also the teacher's 'teaching behaviour'. I also noted how many pupils and adults were in the room at the time and the curriculum subject in which that pupil engaged and the classroom organisation, e.g. small groups or whole class. All classroom details were coded for each 30 second interval. If a pupil engaged in two different behaviours in an interval (sequentially or simultaneously) the longer one was coded.

An example of the raw data collection is included at Appendix 4

6.4.4.3   Coding Categories

The full coding manual appears in Appendix 5 and is summarised below.

The curriculum setting was a general description of the subject covered in each particular lesson. Curriculum subjects were coded separately but for the purpose of this analysis they were grouped as follows:

1. Academic: Humanities/English
2. Academic: Maths/Science
3. Kinaesthetic: Art/ Design/Drama, Dance, PE

In the second phase (1) and (2) above were collapsed into one, leaving academic and kinaesthetic coding.

The Classroom organisation described the pupils' immediate teaching environment. There were four separate codes corresponding to:

1. pupils working alone
2. working in a pair
3. working in a group, and
4. whole class activity.

The Teaching Codes describe the behaviour of the teacher. In the first phase a number of different categories were established including:

1. praising target pupil
2. managing the class activities
3. questioning the class
4. managing the target pupil's behaviour
5. instructing the class
6. observing the class in a task
7. reprimanding the class
8. excluding the target pupil
9. reprimanding the target pupil
10. reprimanding a specific other pupil

In the second phase of the observation the codes were collapsed down to teaching, reprimanding target pupil (or other), interaction/managing target pupil.

The pupil activity codes were finely differentiated. The pupil's activity was coded as one of sixteen different activities. These codes were reduced down to three codes in the second phase as an initial review of the data focused the research into a specific direction. The codes below are broken into the three areas; on task, off task and disruptive:

On Task Behaviour:

1) Listening to teacher instruct
2) Listening to teacher using questions either to instruct or teach
3) Listening to other speaking
4) Replying to questions
5) Visual work (pictorial)
6) Visual work (reading)
7) Kinaesthetic work
8) Work sheets
9) Computer activities

Disruptive Behaviour:

1) Shouting out
2) Low level disruption
3) Severe disruption
4) Defiance
5) Exclusion
6) Reprimand

Off Task Behaviour:

1) Passive/ off task
2) Late

6.4.5 Data Analysis

The raw data was initially entered on to excel spreadsheets by entering each observation period immediately after it was collected. The data were then processed using SPSS to test for statistical significance in relation to a number of factors.

I used a Kruskwal Wallis one way analysis of variance by ranks. In order to be able to generate a robust set of results the raw data were first aggregated and only then were the aggregates used in data analysis. Although there would have been more raw data, it was decided that the aggregated data would provide a more robust sample. The Kruskwal Wallis test was used given it is a non-parametric method for testing equality of population mediums among groups.

The analysis sought to find whether there were any significant correlations between a number of different variables. These included the potential impact of how a randomly selected pupil without BESD might be affected by sitting next to a pupil with BESD. As explained in the results section, the seating plans in Beauwood Comprehensive were predefined by the teacher, who typically would place a randomly selected pupil next to a pupil with BESD.

Additionally the analysis sought to discover whether there were significant correlations between on and off task behaviour of all three observed participants in different types of curriculum classes.

6.5   Ethics

There are a number of ethical issues related to any investigation of pupils and BESD. The research operated within the guidelines as specified by the British Psychological Society code of ethical practice.

During the research, pupils examined were assured of total anonymity in reporting and where necessary, in circumstances relating to specific individuals, I have amended the details in order to avoid any potential identification. Ascriptions to staff members were also carefully considered and only specifically cited where necessary and only then with consent.

During the formal observation sessions in the quantitative section, care was taken to ensure that anonymity could be assured. In addition to this,

consent was sought and agreed from parents/ carers of those pupils who had been selected for observation. None of the parents contacted refused co-operation with the research. The selection of pupils with BESD who were to be observed had to be consented to by the SENCo and the AHT responsible for SEN at Beauwood Comprehensive.

In order to preserve confidentiality I have also paraphrased certain quotes that may have led to the identification of the school. I have also taken care to amend job titles where this would have little bearing on the tenor of the results but may have led to some identification.

It is recognised that there is always a small risk that participants may be inferentially recognised in virtue of their role within the school. The group who may be in a position to identify certain characters in the thesis, however, is small. Nevertheless consideration has been given in respect to the importance of the findings relative to the possibility of identification. The findings in this thesis uncover the problems which may be endemic when it comes to misuse of power, arbitrariness of provisioning and inappropriate decision making. It is therefore inevitable that the more uncomfortable aspects of schools management will be highlighted in a detailed case study of this kind.

One benefit that may come out of this uncomfortable reading, however, is that policy makers may take a fresh look at the moral hazards that are at issue when senior school management are placed in a position of unquestioned authority.

CHAPTER 7[27]

THE PROVISION FOUND AT BEAUWOOD COMPREHENSIVE

This chapter seeks to examine the changing situation in regards to BESD provision at Beauwood Comprehensive. In any school, particularly in a metropolitan area, the state of provision is dynamic rather than static. In addition to changes in staffing and funding, the pupils themselves constantly change with each new intake, and their needs change over time.

The experience of Beauwood Comprehensive will be set out from the Ofsted inspection of September 2004 through to the Ofsted inspection of January 2008. The picture of change becomes clear as staff join and leave throughout the period. This chapter will detail some of the supporting evidence used by the school in their development of their Inclusion Centre.

The evidence considered here is taken from semi-structured interviews with teachers, pupils, management and other staff, in addition to field notes and various relevant documents. The minutes, job advertisements and other resources are referenced, as well as my own presence throughout the period, which amalgamates to inform the following account.

Any analysis of BESD provision requires an understanding of the context and background in which changes take place. It is important to note that significant changes in SLT have a direct bearing on provision. This element is particularly crucial when considering that the depth of experience and leadership skills from one team to another may change from strong to weak within a school as well as between schools. The picture of changing provision, in line with changing SLT, suggests that provision has an arbitrary element that on occasion will benefit pupils with BESD and on other occasions will hinder pupils with BESD and others within the school.

---

[27] Please see the brief note on notation in Chapter 8

The unfolding picture shown at this school suggests that more needs to be done to remove the arbitrary element of provision away from SLT, with more protection given to pupils with BESD possibly under a more detailed statutory framework.

7.1 Chronology of Events at Beauwood Comprehensive July 2004 – February 2008

Timeline	Event
7/2004	SLT in anticipation of Ofsted begin to consider action to deal with persistently disruptive pupils
9/2004	Ofsted inspection and report
9/2004	SLT meeting to tackle BESD issues
9/2004	Working party set up to develop Inclusion Centre
11/2004	Location decided for Inclusion Centre
11/2004	Decision made to hire Inclusion Centre manager
1/2005	Decision made to hire two full time TAs for the Inclusion Centre as well as training teachers – who would contribute to the provision
3/2005	Head Teacher leaves, DHT becomes Acting Head Teacher
3/2005	Inclusion Centre manager hired
8/2005	AHT responsible for Inclusion Centre leaves
8/2005	SENCo retires
8/2005	Acting Head Teacher leaves, new first post - Head Teacher arrives
9/2005	Inclusion Centre opens, no referrals taken
9/2005	New AHT in role
9/2005	New SENCo arrives
11/2005	Inclusion Centre referral procedure published for Heads of Year
11/2005	First Inclusion Centre referrals taken in
11/2005 – 3/2007	Arguments breakout between Inclusion Centre manager and SENCo – AHT unable to prevent disputes
4/2006	Inclusion Centre manager applies for Head of Year role and is successful

7/2006	Inclusion Centre manager resigned from role
9/2006	TA takes over running of Inclusion Centre with no other staff
10/2006-2/2007	TA in the Inclusion Centre – repeatedly off on sick leave
3/2007	TA in the Inclusion Centre leaves due to poor pay and conditions
3/2007	New SENCo walks out of school mid term
3/2007 – 9/2007	All qualified SEN teachers leave – not replaced
3/2007 – 9/2007	All but one TA leave Beauwood Comprehensive (replaced over a period of 6 months
4/2007	Local authority head of BESD provides Head Teacher with CVs of suitable SENCo candidates – no response
6/2007	Local authority head of BESD files a complaint to director of Education – no action taken over lack of SEN provision at Beauwood Comprehensive
9/2007	Higher Level Teaching Assistant recruited to run SEN Department
9/2007	Old SENCo attends one day per week to act as consultant in SEN
3/2007 – 1/2008	No SENCo, no qualified teaching staff in SEN department (from 07/07), no BESD provision at levels of noted concern, school action or school action plus, no full provision for pupils with a statement of local authority support
10/2007	SENCo consultant issues complaint to local authority
10/2007	Governors notified about crisis in SEN provision
11/2007	Governors refuse to investigate, give full support to Head Teacher
12/2007	New TAs hired
1/2008	Ofsted inspection announced
1/2008	New SENCo hired
1/2008	New Inclusion Centre manager hired
1/2008	Ofsted inspection and report
2/2008	Ofsted report described BESD provision as 'good' – the second highest categorisation for SEN provision.

7.1.1 Ofsted 2004

The Ofsted report on Beauwood Comprehensive in the autumn of 2004 indicated that the School was rated as 'very good'. Ofsted, at the time operated on a five point scale ranging from 'excellent' to 'requiring special measures'. A very good categorisation indicated a strong result for the Head Teacher.

Amongst the criticisms, of which there were few, the Inspection Team noted:

> 'There is inadequate provision for pupils who do not conform to the behaviour code; this results in a high number of fixed term exclusions.'[28]

This criticism was taken seriously by the SLT at the time. They had anticipated problems with persistent disruptive offenders in the previous term and had already taken steps to address the issue of pupils who, in the view of Ofsted in 2004, were not receiving appropriate provision. These steps included consideration of a specialist unit designed to deal with pupils with BESD. Immediately following the Ofsted report, a post-Ofsted SLT meeting[29] was convened to assess different ways in which the Ofsted recommendations could be tackled. It was agreed that the working party which had been looking into the development of an LSU, to be known as 'The Inclusion Centre' should continue. This Inclusion Centre would have a leading role in reducing fixed term exclusions by taking primary responsibility for the provision of pupils with BESD, specifically those pupils whose behaviour had led to the increase in fixed term exclusions mentioned by Ofsted.

SLT analysed what would constitute 'appropriate provision' for pupils who were at risk of exclusion, given their behaviour. It was decided at this

---

[28] http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber = XXXX&providerCategoryID = 8192&fileName = %5C%5Cschool%5C%5C101%5C%5Cs10_101349_20041125.pdf

[29] Beauwood Comprehensive SLT minutes, September 2004

meeting that the primary provision for pupils with BESD ought to rest with an Inclusion Centre. This is not to say that SLT decided that there ought to be no other provision, indeed, the AHT felt that all teachers had a role to play in dealing with BESD issues. However, the Inclusion Centre and the staff that it was ultimately to hire were to take the lead in wider school action and training.

The first full meeting of the Inclusion Centre working party at Beauwood Comprehensive took place in late September of 2004, within days of the Ofsted recommendation. The lead manager on the project was an AHT who subsequently left the term before the Inclusion Centre opened in September 2005. The SENCo and five other members of staff from different departments across the school also attended the initial meeting ranging from Heads of Year, Heads of Faculties to classroom teachers. The Head Teacher and other members of the SLT were included in the circular of the minutes.

The initial meeting notes show a high degree of organisation, professionalism and sense of purpose. It was clear that this group were focused on developing a facility which would help with behavioural issues using the Inclusion Centre model. The decisions that flowed from this meeting included the following information:

Students: A maximum of 8 students from Key Stage 3, referred for behaviour only with a senior member of staff to act as gatekeeper.

Staffing: One teacher and one TA, staff to undertake home visits and teaching – to maintain credibility.

Building: Separate building with kitchen and toilets plus a quiet room, ample ICT and a phone.

Organisation: Students to spend between 2 weeks and a term, focus to be reintegration, same lunch and break times as other students but lunch to be taken in the Inclusion Centre

Learning: ICT but not with automatic access. Academic work in the morning, more kinaesthetic[30] activities in the afternoon. KS3 textbooks stocked in unit. Three rules (i) do not interfere with others, (ii) put up your hand, (iii) work quietly

Action: Staff to visit a number of other local schools for information, next meeting to take place in November 2004.

During the November meeting a number of options for locations were discussed as potential sites for the Inclusion Centre. Staff who had been out to other Learning Support Units gave feedback and confirmed that other schools were acting in accordance with the DfES guidance. One member of staff had been to a Borough support meeting with information relating to Learning Support Units, again confirming DfES guidance. Other issues discussed included:

Curriculum: Need to combine mainstream curriculum with anger management and social skills. Teachers would be expected to provide work for students in the Inclusion Centre. The problems relating to reintegration were also discussed. It was also decided that pupils were to register at the Inclusion Centre rather than with their form groups.

One week later, also in November 2004, the task group met again. This time the group agreed that a full time inclusion manager was to be hired; the job description content would be researched by collaborating with other local schools for assistance. A school Governor, who later commented on the project, attended this meeting. She noted:

---

[30] Beauwood Comprehensive staff used the expression kinaesthetic to refer to classes which involved movement, such as P.E., Drama, Art and Design, Design and Technology etc. Other classes were known as academic i.e. Maths, English, History etc

'I was most impressed by the enthusiasm of the staff and was myself excited by their very evident desire to improve the school by setting up this unit and I shall attend the next meeting. I think the staff present should be highly commended by governors for giving up their out of school time so willingly.'[31]

During December 2004 a model for the Inclusion Centre was drawn up by the AHT that confirmed the decisions made in the previous meetings. The only significant change was the increase in staffing provision which included: one full time inclusion manager, two full time teaching assistants backed up by part time mainstream subject teachers. The Inclusion Centre was to train all school staff in the management of pupils with BESD in their classrooms and staff would have access to the school mini bus and undertake home visits.

The task group met again on 27th January 2005. By this stage a job description had been drafted and the SENCo had attended a local authority Learning Support Unit meeting. The group decided to conduct an analysis on the location of the Inclusion Centre. The analysis revolved around whether the Inclusion Centre should be placed in an isolated location or within the main school building. The size limitations of existing structures were considered, as were costs. Eventually it was agreed to locate the Inclusion Centre next to the SEN support area, next to the staffroom. Internal building modification would have to be completed in advance of the new school year 2005-6.

In addition to the location decision, it was decided that the SENCo should be a separate role from the Inclusion Centre manager. In the minutes this is recoded as follows:

'A SENCo cannot manage both these areas [SEN and LSU] effectively. A SENCos role is more than administration/management

---

[31] Governors note, Beauwood Comprehensive, 29.11.04

of staff, e.g. it is extremely important that a SENCo maintains regular teaching contact with SEN pupils in all years.'[32]

A job description was circulated amongst those at the meeting. This job description included the following:

'Purpose of post: To reduce fixed term and permanent exclusions. To enable staff to run their lessons more smoothly with fewer disruptions. To raise attainment.'[33]

The rest of the job description included a series of duties that included management, liaison, monitoring and building contacts with other schools. The person specification list included:

'Be a firm disciplinarian with high expectations and a commitment to pupils' personal and educational development'[34]

It was also agreed at the January meeting that an Inclusion Centre policy needed to be created and INSET time should be set aside for staff training. The next meeting would take place in April 2005.

In March 2005 the Head Teacher hired an Inclusion Centre manager.

The entire previous task group plus the new Inclusion Centre manager attended the April meeting. The location had been agreed and the manager was to spend the first term establishing herself within the school and work on setting up the centre. The Borough's SEN advisor was to act as support.

---

[32] Task Group Minutes on IC, 27.1.5

[33] Job Description, Inclusion Centre Manager, Beauwood Comprehensive, 2005, Times Educational Supplement

[34] Job Description, Inclusion Centre Manager, Beauwood Comprehensive, 2005, Times Educational Supplement

Each member of the task group was provided with a copy of the draft guidance and comments were to be made within one week of the meeting. A variety of tactical decisions were also made during this meeting including curriculum decisions, lunchtime arrangements and staffing.

Broadly speaking the draft policy and eventually the full policy of Beauwood Comprehensive Inclusion Centre followed the provisions as suggested in the DfES guidance (DfES, 2002). The conception, planning, control and implementation of the project had been clear and effective. The school, guided by a visionary AHT had managed to create a fully functioning, staffed and resourced Inclusion Centre within a matter of 10 or so months. It is difficult to fault the speed and professionalism of this process.

Once the Inclusion Centre manager had been hired, work began on the creation of a system of admissions into the Inclusion Centre.

7.1.2 Process for Admission into the Inclusion Centre

During the start of the school year 2005-6, school staff were issued with guidance in respect to admissions for the Inclusion Centre. Staff were to go through a staged process for referral. The process included the following stages:

1. 'Subject staff to identify students casing concern
2. Fill in form, giving as much information as possible.
3. Pass to Head of Department/Head of Faculty who will need to countersign.
4. Forms are passed to Head of Year.
5. Head of Year passes forms to relevant SLT members who will meet with Inclusion Centre manager to discuss students and consider appropriate action.'[35]

The form continued by asking members of staff to tick the type(s) of behaviour causing concern from: Defiance, Verbal abuse,

---

[35] Inclusion Centre Behaviour Concern Form, Beauwood Comprehensive, 2005

Disrupting/distracting other students, aggression towards staff, aggression towards other students or other. It is interesting to note that again, the focus was on behaviour disruptive to others and not behaviours solely disruptive to pupils with BESD, in so far as their ability to attend in class was affected, for example attendance and concentration.

The form also asked members of staff which sanctions had been tried, including: verbal warnings, move seats, detention, referral to Heads of Year/Faculty, subject or school report. Finally the form asked which rewards/positive strategies had been tried out of a list including: comments on good work, comments on good behaviour, form points or commendations, notes in homework diary and positive parent contact.

The form finished with a required hierarchy which subject staff must follow in order to make a successful referral, as follows:

1. Subject staff
2. Head of Department
3. Head of Faculty
4. Head of Year
5. SLT
6. Head of the Inclusion Centre

Given the trail of assessment and number of people in the decision making trail, it is clear that the Inclusion Centre was not designed for a quick fix solution for immediate behavioural problems experienced in classroom settings. The benefits of this system resided in the notion that single-incident pupils would not be temporarily placed at the Inclusion Centre, allowing the focus of the Unit to concentrate on medium-term behavioural solutions. The downside, as the teacher and pupil interviews demonstrate, was a clash between the expectations of staff who had hoped for a 'sin-bin' arrangement in order to deal with behavioural problems as and when they occurred throughout the school.

The AHT responsible for the development of the Inclusion Centre provision left in July 2005. During November of 2005, the Inclusion Centre manager in collaboration with SLT produced a document for Heads of Departments and Heads of Faculties laying out the rationale, referral process, reintegration process and curriculum provision for the Inclusion Centre. In the 'rationale' section this document stated that the Inclusion Centre (the name by which the Inclusion Centre would be known in the school) would provide:

- 'a suitable curriculum which incorporates a range of teaching and learning styles
- accessibility to a range of curricular areas by incorporating themes and topics from across the subject areas.
- development of key skills (literacy, Numeracy, ICT, Presentation, Research, Organisation, Revision) as well as providing opportunities for students to explore their own behaviour (Emotional Literacy).
- Opportunities for students to develop independent learning skills to enable them to become self-motivated and more able to access the curriculum in their mainstream lessons
- An input into the 'Every Child Matters' ethos which covers health, safety, achievement, making a positive contribution and achieving economic well being'[36]

The recognition that the Inclusion Centre would generally be targeting behavioural issues can be seen when considering the guidance on the referral process:

'Students who need support from the Inclusion Centre will broadly fall into two main categories:
A: Serious behavioural concerns across most/all curriculum areas and or those who present significant problems around the school.

---

[36] The IC, Beauwood Comprehensive, Information for HoDs/HoFs, 17.11.05

B: Students who develop a behavioural/emotional problem due to a specific incident or circumstance (either school or home-related).'[37]

Once pupils had been successfully referred to the Inclusion Centre and the various members of staff had agreed this was appropriate, the Inclusion Centre manager was to conduct an interview with the pupil. This semi-structured interview included the following questions:

'How do I feel about the school?
What are my strengths?
What are the things I find difficult?
When/where do I find things difficult?
What do I do when I find things difficult?
Who can I talk to?
How will I know when things are improving?'[38]

The interview was designed to break down some of the barriers experienced by the pupils and their approach to school. This evaluation fed into the augmenting the IEP before deciding upon a personalised approach to the construction of an agenda in the Inclusion Centre. In addition to interviewing pupils, the Inclusion Centre manager also interviewed parents/carers. During this semi-structured interview, the Inclusion Centre manager explained that the purpose of the Inclusion Centre questions was to elicit any issues that the parent/carer wished to put forward and agreed: action to be taken, staff and agencies which will be involved and a time scale.

The referral form also detailed whether the pupil was at risk of permanent exclusion, detailed the numbers of exclusions to date (internal and

---

[37] The IC, Beauwood Comprehensive, Information for HoDs/HoFs, 17.11.05, (2) The referral process

[38] Beauwood Comprehensive, IC, pupil Interview, (Preliminary), 2005

143

external) and the number of Concern forms[39]. It also summarised the areas of concern with respect to this specific pupil and detailed the strategies that had been used to date, both sanctions and rewards. Finally there was a brief section summarising their classroom behaviour, behaviour outside classroom as well as strengths and weakness. This data was ascertained during the semi-structured interviews and took place prior to admission.

Once all of the relevant paperwork had been completed, consent granted from all the relevant parties, the pupil was expected to fill out and sign an Inclusion Centre Contract. The contract then asked the pupil to comply with the School's Code of Conduct, respect other people and generally behave in an acceptable matter. The pupil was then made aware on the contract that staff would plan, inform and discuss all relevant matters with pupils and their parents/carers, whilst the parent, who would also be a signatory to the contract was bound to advise staff of issues, check the work completed by the pupil, sign the weekly Inclusion Centre report card and inform staff if the pupil was going to be absent. The pupil would then be provided with a timetable confirming their arrangements with the Inclusion Centre that resulted in a mix of mainstream classes and Inclusion Centre attendance. The objective was that the pupil would eventually work towards full reintegration. The primary aim of the Inclusion Centre was essentially to create a facility for medium term intervention assisting predominately pupils with BESD to remain within inclusive mainstream secondary education. The development of the Inclusion Centre broadly followed the guidelines as detailed by the DfES and discussed in chapter 5.

7.1.3 A Constantly Changing Staff Environment

One feature of schools in metropolitan areas is the relatively high turnover of staff (BBC, 2005). The case study at Beauwood Comprehensive presented a typical picture of staff turnover, staff politics and casual

---

[39] The Concern forms at Beauwood Comprehensive are known as 'Pink Slips' – given the colour of the paper they are written on.

disputes that inform and create provision. This section explores some of these changes in so far as they impacted on the BESD provision during Ofsted 2004 to Ofsted 2008.

By the end of the summer term 2005, the AHT who had been responsible for setting up the Inclusion Centre had left. A new AHT was given the role of looking after the SEN provision. The new AHT had little experience and had a reputation for being fairly abrupt with more junior staff. This dynamic became obvious as tensions grew between the SEN team following her promotion. From the late autumn term of 2005 to the end of the summer term of 2006, the Inclusion Centre manager expressed concern over the support she had from SLT, she remarked:

> 'I did not feel that the SLT were supportive of the Inclusion Centre. It had gone from being a priority to a minor irritation.' T1

Frustrated by the lack of support, the Inclusion Centre manager resigned from her position and took up a new job at the school as Head of Year. Although the Inclusion Centre manager was hired as Head of Year during the spring of 2005, this clearly affected her focus on developing a BESD facility. In total, the Inclusion Centre had been open for pupils only 6 months, from November 2005 until April 2006 before the manager's appointment to another role was confirmed.

During this period, I spent a great deal of time in the Inclusion Centre making notes and conducting observations of activities and making field notes. In total, I spent more than 100 hours in the Inclusion Centre. Although there was some evidence at the end of 2005 and beginning of 2006 of specific curriculum provision[40], by the time the Inclusion Centre manager had taken the Head of Year's role in April 2005, most, if not all, specific teaching provision had been scaled back. Pupils attending the

---

[40] This specific provision included anger management classes and small group DT classes

Inclusion Centre were completing work sent up to them by their classroom teachers or they spent time surfing the internet with no specific purpose.

In September 2005, a new SENCo, a qualified teacher, at Beauwood Comprehensive, had replaced a long serving SENCo who had been at the school for more than 20 years. The new SENCo had originally applied and been rejected for the post of Inclusion Centre manager. During the period between September 2005 and March 2007 there were a number of disputes and clashes between the Inclusion Centre manager and the SENCo. These disputes continued after the IC manager had taken up her new role. These disputes were generally about who had responsibility over pupils with BESD, but towards the end of March 2007, things had become very acrimonious between these two members of staff. On the one hand the Inclusion Centre manager had argued that all pupils in the Inclusion Centre were under her remit, the SENCo claimed she had overall responsibility for all SEN at the school. The TAs each took sides in what became a difficult and highly political place to work. TAs were extremely unhappy at Beauwood Comprehensive during this period and it came as no surprise to note that between November 2005 and March 2007 all but one of the eight TAs had left the school. The TAs who had left were slowly replaced over a period lasting around 12 months.

The AHT responsible for the department had limited ability to deal with the problems that had arisen during this period. The impact on BESD provision during the period between November 2005 and March 2007 was hampered by high levels of absenteeism and low staff morale. The SEN TAs spent a great deal of time focusing on political disputes between members of staff and not on BESD provision.

In September 2006, the Inclusion Centre role was filled by a junior TA with no other support. This TA took off around 20 days sick leave between September 2006 until she finally left in March 2007, meaning that the Inclusion Centre was shut or 'covered' for much of that period. The TA eventually left complaining about pay and conditions. Her salary worked

146

out at around £11,000 per annum for a full time job. This salary is also indicative of other members of staff working in SEN support roles.

In summary the change in focus at the senior management level led to the appointment of a less experienced AHT responsible for the provision. This change, coupled with the resignation of the IC manager, the political tensions amongst staff, the number of TAs leaving and the downgrading of the IC managers role to TA, left the BESD provision scant by September 2006 and non-existent by March 2007.

BESD provision had changed significantly as staff changes took shape. Initially provision appeared to improve from Ofsted 2004 for a relatively short time, until the departure of a qualified and experienced Inclusion Centre manager. The TA, who took over the Inclusion Centre from September 2006 until her resignation in March 2007, did not have the capacity to develop provision beyond the level of an internal exclusion. In other words, referred pupils were simply completing work presented to them from classroom teachers who did not want pupils in their classes due to their being too disruptive. Against the DfES guidance and hard work of the 2004 working party, the Inclusion Centre had effectively turned into a 'sin-bin' i.e. a facility for teachers to deposit unwanted pupils. The supervision of these pupils was lax and the number of referrals eventually dwindled to zero by the time the TA/IC Manager resigned in March 2007. The Inclusion Centre was eventually used as an administrative unit from March 2007 until the January 2008 Ofsted. Plans as at January 2008 existed to reopen the facility for pupils with BESD under a new Head of Behaviour. The new Head of Behaviour, however, is not a qualified teacher although she does have some experience of being a TA.

7.1.4 Staff Attitudes towards the Provision
The difficult issues surrounding the overall provision spread to other staff who expressed discontent at the way in which the SEN provision was being allocated. In relation to the Inclusion Centre, poor communication

between management and teaching staff led to confusion in regard to its role. The Inclusion Centre Manager stated:

'The bottom line is the Inclusion Centre was supposed to be for training staff in dealing with BESD kids and providing an area for certain students to be removed in order to lessen the disruption of other children – this was supposed to reduce exclusions. It was not a sin-bin and staff were made aware that it was not a place to throw out kids during lessons.' T1

The other priority stated in the original working group was the intention to reduce fixed term exclusions. The thinking, traced in the working party made it clear that in order to do this, support would be provided via the Inclusion Centre to remove pupils at risk (predominately BESD children) for a fixed period from classrooms following a fairly rigorous assessment.

A classroom teacher remarked:

'The Inclusion Centre was sold to us as a place where disruptive kids would be kept. They were supposed to have a different timetable and the provision was to be seen by students and staff alike as a punishment. It was for us, an opportunity to get rid of disruptive kids… sadly it wasn't staffed properly and was seen as a playground to those who were referred, it was no deterrent for poor behaviour.'T5

Management, by contrast, saw the Inclusion Centre as a facility that was being put in place to support rather than punish pupils, as pointed out in the comments made earlier by the Inclusion Centre Manager.

I asked all staff why they believed the Inclusion Centre had been set up. This question tested the extent to which the staff in the school held similar understandings of its aims and objectives.

Senior management in 2004 at Beauwood Comprehensive had identified problems with their BESD inclusive strategy. For them, the idea that lessons were being increasing disrupted by a small but very difficult group of pupils meant that the school needed to put in place something more 'appropriate'. The Inclusion Centre, as can be seen from the interview notes above and elsewhere was hoped to be the answer to the problems that had arisen. This question was asked to determine whether senior management's view of the problems were the same as those of other staff members:

A head of year said:

> 'There were a small minority of students with very challenging behaviour, despite the usual routes, these pupils were acquiring exclusions'.LC3

The Head of the Inclusion Centre said:

> 'When I applied for the job and sent the information – the school had a decent Ofsted, but one of the things that came up was a small minority of students in KS3 who were causing persistent low level disruption in a wide variety of lessons. It was evident that this cohort were responsible for the majority of fixed term exclusions... the attempt to limit exclusions via the Inclusion Centre was a problem. Really the Inclusion Centre should have been in place instead of exclusion rather than an attempt to reduce them. We were trying to make changes – it is morally wrong to say the pupil should be excluded in the context of Inclusion Centre provision...the Inclusion Centre has been successful in reducing fixed term exclusions'. T1

The Head of the Inclusion Centre felt that the school ought to have used the Inclusion Centre as an alternative to fixed term exclusion. She claimed that if this had been the case, de facto, there would not have been any

exclusions and it would have presented her with the opportunity to work with the pupils who had been presenting difficulties.

Teacher and staff responses pointed to variety of reasons why participants believed the Inclusion Centre had been set up. These responses reflect a degree of recognition that certain behaviours would be beyond their capacity to control within the context of the classroom. Factors such as family, social change and other 'within child' issues were cited:

A teacher remarked:

> 'There was a change in the type of child that comes to Beauwood Comprehensive, the socioeconomic nature of the intake has changed, the children are not passive, the staff wanted a solution to fix the problem'.T6

A TA said:

> 'I think there are a lot of issues with kids from a lot of backgrounds with family issues, brothers and sisters in prison… there wasn't anything in particular that happened… basically there were a lot of kids who were not behaving.'SS2

A teacher said:

> 'I don't think there were any specific problems, there are a number of kids who cannot operate in the classroom, they interrupt the learning of others – they had to have a place to go.'T7

Overall respondents were generally aware that the changing intake of the school had had an impact on the kind of behaviour that was displayed in classrooms[41]. The year group that presented the most difficulty had a

---

[41] Beauwood Comprehensive had been originally established as a grammar school. In the 1970's it became a comprehensive school but retained a good reputation for some

150

number of pupils with BESD within the cohort and behaviour presented by these pupils was apparent in so far as teachers, SENCo, Heads of Year, Classroom teachers and TAs all agreed that the learning of others was seriously compromised when these pupils were present in the classroom. The Inclusion Centre was a response by the SLT to deal with this disruption in order to have an 'appropriate provision' for pupils with BESD at the school.

7.1.5 School BESD Policy

In relation to the specific issue of BESD provision I asked staff whether they were aware of the school having a specific BESD policy and, if so, what their views were in regards to the school's specific BESD policy.

A BESD policy can provide schools with useful and helpful advice which could be shared and disseminated to teaching staff. BESD, as a disability is widely recognised as a Special Educational Need and it seems that a specific policy, providing guidance to teachers on how to deal with pupils with BESD may assist. The expression 'policy' can mean a number of different things. On the one hand, it could be interpreted as a managerial, strategic SEN provision policy. On the other hand, it could be a 'how-to-deal-with' guidance sheet for staff. The sense conveyed to staff and other interviewees, however, was the latter. In other words, I had been asking if staff were aware of how the school wished them to deal with pupils with BESD during periods of disruption in the classroom, as opposed to non-BESD disruption. The responses to the question demonstrated the significant divergence between SLT and the rest of the teaching staff in relation to policy. This question also highlights well the kind of situation in which 'assessing' or 'oversight' in the form of Governors, Ofsted or the Local Authority may be misled by their investigation.

---

years. From around the mid-1990's other schools in the area started to become selective, for example, selection on music or academic merit. This led to Beauwood, which remained strictly comprehensive, taking less academic pupils over time. The percentage of EAL also increased from around 40% in 2003 to around 60% by 2008.

The only person out of all the respondents in the semi-structured interviews at the school who claimed that there was a policy laid out in relation to BESD was the AHT, responsible for behaviour:

> 'The school has policies which both embrace BESD and there is a specific policy which responds to a range of BESD specific needs and requirements.' SM2

The AHT[42] expressed surprise that such a question would be included in the survey. In her view, there was obviously a policy in place. In fact, there was no specific BESD policy, only a document relating to behavioural expectations in lessons for all pupils. This document, entitled 'Lesson Conduct' contains the following prescriptions:

> 'Arrive on time, with everything you need. (Homework diary on desk and Reading book in bag)
> Do what you are asked to do – when you are asked to do it.
> Keep hands, feet, objects and inappropriate comments to yourself.
> Listen carefully when others are speaking and wait for your turn.
> Raise your hand before you speak.'[43]

An additional document, entitled 'Our code of conduct' included, amongst other things, the prescription:

> 'Be respectful'[44]

All other members of staff were unaware of any policy or document which would have assisted in the management of pupils with BESD. The Head of the Inclusion Centre expressed surprise that SLT had not asked her to develop a policy or indeed that there was no policy in place.

---

[42] During 2005-2008 was an AHT responsible for behaviour and a separate AHT responsible for SEN at Beauwood Comprehensive

[43] Beauwood Comprehensive School 'Lesson Conduct' document

[44] Beauwood Comprehensive School 'Code of Conduct'

The lack of any documentation in relation to dealing with a matter that for all respondents was essential to the running of the school did not overly concern any of the interviewees. Any external agency who may have investigated the school for BESD expertise, on speaking to the AHT, would have walked away satisfied that there was a policy in place and that members of staff were cognisant of BESD pupil management methodology in circumstances where no paperwork was requested.

This last issue of external investigation with no paperwork evidence requested is not an uncommon occurrence during inspections. During an Ofsted specialist subject inspection that I had experienced during 2007 at Beauwood Comprehensive, it was taken on trust that documentation for a whole range of materials existed[45]. In addition, the new SENCo, hired at Beauwood Comprehensive a week before the full Ofsted of January 2008 was amazed at how little the Ofsted inspector, who investigated Beauwood Comprehensive in January 2008 required:

> 'They came in and only took the most superficial look at the documents and paperwork in the office. They made no attempt whatever to look at the provision that was or wasn't in place for BESD over the last two years. Subsequently, they found nothing wrong.'SS1

This issue of whether a specific BESD policy[46] ought to be created caused some confusion at local authority level. During an interview with an officer responsible for SEN, she confidently stated:

---

[45] No request was made for records of pupil assessments, no request was made in relation to ongoing performance targets, nor was any request made in relation to any other teacher assessed materials.

[46] Again the 'policy' sense was conveyed to mean – classroom guidance for teachers dealing with BESD (as opposed to non-BESD disruptive behaviour).

'There absolutely should not be a separate behaviour policy for pupils with BESD. Teachers must apply the rules of the school consistently with all pupils.'

I asked this officer whether she felt that pupils with BESD had special needs that prevented them from being able to deal with rules in quite the same way as other children. She agreed that this was the case. I asked her how the special needs of these pupils with BESD, who were unable to abide by the normal rules of the classroom, were to be dealt with, given the paradox of accepting their special needs but at the same time consistently applying the school discipline code. The officer was unable to respond. Teachers, as the evidence throughout chapter 8 suggests, do not apply the discipline code consistently. Their response was that it was simply naive to expect that pupils with BESD could behave in accordance with normal school rules.

The views of this officer from the local authority belied an approach of using generally 'accepted wisdoms' to inform her prescriptions for teachers in their practice. These 'accepted wisdoms' included the kinds of strategies which usually work in the context of pupils without BESD. The AHT at Beauwood Comprehensive, when referring to a document which included prescriptions such as 'be on time' and 'do what you are told, when you are told' was simply enacting the kinds of strategies as advised by the local authority. These 'accepted wisdoms' also dictated the notion that consistency and equality were critical in maintaining order in school. What appears to be missing from this approach is a recognition that BESD may be a disability[47] definable in virtue of the pupils' inability to abide by normal[48] rules of conduct.

---

[47] It is accepted that social constructivist accounts would question whether BESD is a disability.

[48] The problems related to what constitutes normality have been dealt with elsewhere in this thesis. I do not suggest it is a settled term.

The SEN official at the local authority had a view of 'appropriate provision' for BESD which excluded the ability of classroom teachers to treat them differently, in spite of their special needs. The notion of what constitutes an 'appropriate provision' is a deliberately vague term drafted in statute in order to allow local authorities and individual schools to determine a provision that is appropriate to the specific circumstances of the needs of their own institutions and pupil population. Statute has to be couched in this language on the basis that what is appropriate for a highly selective grammar school is hardly likely to be appropriate for an inner city comprehensive school.

In terms of being able to assess whether the specific school has an 'appropriate' provision, this research has taken into account the views of the professionals who deal with pupils with BESD in a mainstream inclusive environment. During the period in which interviews took place from March 2007 until February 2008, respondents from senior managers, to Heads of Year, Heads of Faculty and classroom teachers all agreed that Beauwood Comprehensive did not have an appropriate provision. Despite this finding, Ofsted in January 2008 described the provision as 'good'. The issue of assessment is discussed in more detail in chapter 8, Theme 2.

At the time interviews took place, from March 2007 until February 2008, the provision in Beauwood Comprehensive in relation to BESD was poor. There was no SENCo, nor were there any qualified teachers in the SEN department. There was no teacher qualified EAL support nor was there any facility operating under the Inclusion Centre. There were around 6 full time TAs in the SEN department, one of whom was a Higher Level Teaching Assistant who had been given the remit to 'manage' the timetables of the other TAs. The school was supported by a SEN consultant who attended the site on one day per week. The oversight of the department fell to a recently appointed AHT, previously an Art teacher with no specific SEN training or experience. During interviews in the Autumn term of 2007-8 with 8 pupils with BESD, having interviewed 4 TAs

and many other teaching staff, it would appear that few if any SEN (BESD included) pupils were receiving the support outlined in their IEPs In some cases statemented pupils who carry with them specific funding were not receiving their provision in line with the local authority guidelines.

In response to their failure to meet with statutory regulations[49] as per SENDA (2001), the AHT informed me that the school had placed adverts in the press, but they had been unable to find any suitable candidates. The SENCo consultant and the HLTA responsible for the department had repeatedly made requests to senior management to increase the salary and status on which the SENCo role was offered in order to encourage recruitment, but their requests had been ignored.

The SEN official at the local authority remarked:

> 'The Head Teacher of Beauwood Comprehensive was operating a school with an inappropriate provision. I personally provided her with a number of suitable CVs of SENCos for the role. I was ignored. I attempted to have these concerns dealt with by the Director for Education. My request was ignored. Head Teachers run schools like their own kingdoms. People at the local authority do not want to place their jobs in peril and it is unlikely that the local authority is going to take on a Head Teacher in regards to the running of 'their school.'

The SEN situation at Beauwood Comprehensive at the start of the new academic year 2007-8 was difficult:

- There was a pupil cohort with more than 200 pupils with SEN needs.
- A lack of BESD policy and lack of awareness of this gap amongst SLT.
- Lack of operational staff, suitably trained, to take charge of the SEN department

---

[49] In the following section there is detailed comment in relation to statutory failures

- This lack of staff at least in part was due to the school's actions
  - Lack of support for staff
  - Poor pay and conditions
  - Lack of attention to recruitment
- Lack of effectiveness of external monitors, namely the local authority and Ofsted.

The Inclusion Centre had been effectively closed since March of 2007. Given that the Inclusion Centre had been the 'provision' for pupils with BESD, the SEN staff lamented the difficulties they were having and recognised the difficulties teachers were having. The HLTA remarked:

'It is extremely difficult at the moment and no one really knows what to do about it. We have asked the Head Teacher time and time again for more staff but money is tight. The AHT keeps telling us that they are trying to recruit for a new SENCo, but this has been going on for months. It is totally unacceptable.' SS3

I asked the HLTA and the SENCo consultant why they had not addressed their concerns in writing to the Governors or the local authority, the SENCo consultant replied:

'I have been in touch with the local authority, but they are not interested in doing anything'. SS3

This remark was consistent with the response I had received from the SEN official at the local authority. It seemed as though no one wanted to challenge the authority of the Head Teacher when it came to the operational running of the school.

I wrote to the Chair of Governors expressing my concerns arising from the research in writing. The Chair of Governors replied on 21st November 2007:

'The Head teacher and Senior Leadership Team are responsible for day to day management of the school. I will not even attempt to usurp the Head Teacher's authority in this regard. I find it very strange indeed that given your assertion that so many of the non SLT staff question the Head teacher's competence, neither I or my fellow Governors have been approached. I am pleased to say your unsubstantiated claims in this regard are not borne out by the results and achievements of the pupils under the professional and competent leadership of the Head Teacher and her SLT.'[50]

In January 2008, in a phone interview, a member of staff at the local authority SEN unit suggested that the response from the local authority would have been similar.

'People are basically in fear of upsetting the boat, frankly unless there was media attention or serious press attention a situation [such as Beauwood Comprehensive's] is likely to continue indefinitely.'

She lamented that it was the pupils most in need of support who were generally let down by a system that only responded to complaints from parents or press attention.

Following the changes in SLT, a large number of staff lost confidence in management resulting in a very high turnover of staff between 2006-2008 – around 90% of the SEN department left Beauwood Comprehensive and more than 50% of teaching staff who were employed at the start of the Head Teacher's appointment in 2005 had left by the summer of 2008.

In spite of the failures in provision, the collapse in staff morale, the changes to the working day and the high turnover of staff, the Chair of Governors felt able to laude the achievements and results of pupils under the Head Teacher and her SLT.

---

[50] Letter from Chair of Governors, Beauwood Comprehensive, 25th November 2007

In January 2008, notification came to the school with regard to a full Ofsted inspection. The school had hired a new SENCo and a Head of Behaviour for the SEN department in the same two week period prior to the inspection. The simple presence of relevant staff may have had a bearing on the perspective of the Ofsted inspectors in making their assessment. It is possible that without the hiring of these individuals the assessment of the provision may have been different, raising the problem of arbitrariness, in the sense that the period during which the school operated with no provision may have been glossed over.

Although the 2004 Ofsted made specific reference to the problems relating to pupils with BESD, the findings of the 2008 Ofsted did not address the concerns of the previous Ofsted in much detail.

For example the 2004 Ofsted stated:

> 'There is inadequate provision for pupils who do not conform to the behaviour code; this results in a high number of fixed term exclusions.'[51]

The 2008 Ofsted remarked:

> 'There is a declining number of incidents that lead to exclusions... Students with BESD benefit from the school's interventions to promote their engagement and attendance, for example the provision for anger management....'

In fact, during the 24 months prior to the inspection, there had been little in the way of intervention as detailed above with a dwindling Inclusion Centre managed by a poorly paid TA followed by no-one, an absence of SENCo, a high turnover of TAs and an AHT inexperienced in BESD. Further to this the expression 'declining number of incidents that lead to exclusions' is not

---

[51] http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber = 268786&providerCategoryID = 8192&fileName = %5C%5Cschool%5C%5C101%5C%5Cs10_101349_20041125.pdf

evidenced in any way. It is difficult to see how the Ofsted inspectors might have been able to ascertain this information in any event.

The new January 2008 SENCo remarked on the Ofsted report:

> 'Yes... it seems extremely odd that they describe the provision as being good. Naturally, having been at the school for literally a few days before they came, I was pretty much exempted from any criticism. It probably would have been helpful had they given the provision a big thumbs down and then any work I did would have been recognised as having made some kind of improvement. I cannot understand how they have given a good assessment here. The provision here has been totally unacceptable.'

It may be that the 2008 Ofsted inspectors were influenced by the figures on fixed term exclusions, shown in Table 7.1.

Table 7.1. *Fixed term exclusions, Beauwood comprehensive 2003-2009*
Number of Exclusions

	Year 7	Year 8	Year 9	Year 10	Year 11	TOTALS
2003/4	11	9	20	24	7	71
2004/5	7	33	45	43	38	166
2005/6	3	27	27	31	34	122
2006/7	13	9	36	29	16	103
2007/8	4	22	3	44	13	86
2008/9	26	9	26	30	2	93
TOTALS	64	110	157	201	110	
AVERAGE	10.7	18.2	21.2	33.5	18.3	

As the table above demonstrates, the total number of fixed term exclusions has decreased from 2004/5 to 2007/8. Close analysis, however shows that the picture is very mixed. This is particularly so when one considers that fixed term exclusions have increased from 2003/4 to 2007/8 or 2008/9.

The overall fixed term exclusion data does not provide a detailed breakdown of how many offenders are responsible for exclusions per year group. This lack of information renders a proper analysis of the data vulnerable to the possibility that one or two extremely difficult pupils can skew the data for an entire year group.

In 2004-5, two Year 8 pupils with BESD were responsible for a total of 16 out of 33 exclusions. The following year, the same two pupils in Year 9, were responsible for 11 out of 27 exclusions. Data analysis, therefore, on this evidence, is compromised by the introduction of one or two extremely difficult and persistently disrupting pupils. It is notable that both these pupils received the benefit of working in the Inclusion Centre during 2005. One of these pupils was eventually permanently excluded for violence, while the other pupil continued to be disruptive and was repeatedly excluded on a fixed term basis until they left the school in the summer of 2008.

A further point to note in respect of the way in which fixed term exclusions can vary lies in the propensity of management to exclude. The changing management at Beauwood comprehensive may have had a significant influence on this data and it seems sensible to apply caution in over-interpreting this data set.

Ofsted did, however, pick up that leadership had been weak in the area of inclusion, they noted:

> '...there is a lack of co-ordinated conceptualisation, planning and recording of support and progress across inclusion....'

Despite this comment, they also noted that:

> 'despite the lack of strategic cohesion across inclusion and the fact that there have been difficulties in securing staffing in the SEN

faculty, the overall care provided for these pupils enables them to make similar progress to others.[52,]

This statement, however, has no evidential support, nor do Ofsted attempt to explain what measurement criteria they use when they make the claim that SEN pupils are making similar progress to others. Indeed, it seems rather remarkable that SEN pupils would, under any circumstances, be making similar progress to others, given the very nature of the Special Needs. In short, the statement carries little meaning or weight.

---

[52] Quote has been paraphrased to avoid the school identification

CHAPTER 8

RESEARCH RESULTS

8.1 Introduction

This chapter details the results of the primary research conducted at Beauwood Comprehensive. The structure of this results section is designed to analyse BESD inclusion thematically in five sections. The key themes used to analyse mainstream BESD inclusion are as follows:

1. The importance of BESD management in an inclusive mainstream setting.
2. Determining success and failure - The evaluation of provision.
3. Issues that impact on key staff in relation to BESD management.
4. Issues discovered during research for i) Pupils with BESD within a mainstream environment, ii) other pupils in the context of BESD inclusion.
5. Quantitative results relating to the classroom experience of pupils with BESD and their classmates.

8.2 Justification of Themes

The five themes detailed above have been selected to analyse the research data in order to ultimately test how the system used by the school, borough and English secondary education provision deals with BESD inclusion.

1. The importance of BESD management in an inclusive mainstream setting.

The investigation of BESD in mainstream secondary schools, in particular, the impact behaviour disorder has on teaching and learning is a matter of increasing concern. This question sets the research into a context of identifying the extent to which the stakeholders view the issues being discussed as important. It was anticipated that all stakeholders would view

BESD management as essential and that this would frame subsequent responses.

2. Determining success and failure. The evaluation of provision.

The analysis of how the school evaluates and is evaluated is a key area for investigation. Critical to the development of policy is the ability of the school's management and, indeed, external agencies such as Ofsted and the Local Authority to determine what constitutes successful provision. This area analyses stakeholder responses to what constitutes success and failure.

3. Issues that impact on key staff in relation to BESD management

The problems associated with mainstream BESD inclusion in English Secondary Schools are manifold. Given the complex picture of differing and competing interests of the various stakeholders, this theme identifies the various concerns each group has in relation to BESD inclusion. The research details and analyses the responses of different groups and highlights some of the nuances and conflicts in an attempt to find a coherent scheme for prioritisation.

4. Issues discovered for i) Pupils with BESD within a mainstream environment, ii) other pupils in the context of BESD inclusion.

This theme looks at the practical problems which arise with BESD inclusion from a tactical perspective as opposed to a theoretical perspective as above. It aims to detail the reality of what mainstream BESD inclusion means on a day-to-day basis. The qualitative section will draw extensively on the notes made from observations in addition to the semi-structured interviews and other research.

5. Quantitative Results relating to the classroom experience of pupils with BESD and their classmates.

This theme analyses the quantitative data from observations in Beauwood Comprehensive. The data illustrates how pupils with BESD experience inclusion in mainstream classes. It also explores the impact pupils with BESD have on other pupils in the classroom in particular and their impact on lessons in general.

A Brief Note on Notation

In order to protect identities of individuals, the direct quotations will be attributed to one of six categories.

1. Pupils with BESD: BESD1-8
2. Focus Groups: FG1-2
3. SENCo/TAs: SS1-6
4. Classroom Teachers: T1-10
5. Heads of Year/ Learning Co-ordinators: LC1-3
6. Senior Management: SM1-3

References to staff at the local authority or DCSF along with actual job title/role have also been disguised to prevent identification.

THEME 1: The importance of BESD management in an inclusive mainstream setting.

Universally, participants viewed the management of pupils with BESD within mainstream schools as vital. One senior manager explained:

> 'The management of BESD is absolutely essential... if you don't have provision then the whole structure of the school can be undermined for the rest of the pupil population'.SM1

Another teacher remarked:

> 'I think it is incredibly important... because of the nature of inclusive education there are a high proportion of BESD... the massive impact they have on other students and the amount of time they take to deal with, whether short term or on-going is massive. The resources required to keep them in an inclusive environment is huge. The amount of classes that a teacher can have in a day – means that they are going to come across BESD pupils during the day who will disrupt classes, students, themselves and others. The management of these pupils is therefore crucial for everybody.'T2

All of the respondents agreed that a school operating without appropriate provision would find that the teaching and learning of the majority would be severely disrupted.

The responses to the question made it quite clear that all respondents placed BESD pupil provision, not so much as a school priority, but rather, a prerequisite such that if the provision was inadequate the school itself would be failing in its fundamental duty to provide an education for its pupils.

Interviews with non-BESD pupils also mirrored the concern of teachers, TAs and management.

One pupil said:

> 'If there is no effective management of [BESD] students they prove to be an example for others. This reinforces negative perceptions. It encourages other pupils to not take the subject or the teacher seriously.'FG1

Another remarked:

> 'Disruptive pupils have a major effect on the group dynamic. As well as their influence on others being profound, all of the attention of the class falls to that one individual rather than the subject or teacher, learning goes out of the window.'FG1

Beauwood Comprehensive operates with a standard behavioural code known as the Red Dot system. Pupils are given a red dot for a variety of things including forgetting homework, turning up late to class, not having appropriate equipment and for behavioural issues such as shouting out in class or chatting during the time the teacher is talking.

Once a pupil reaches three red dots, the pupil receives a one hour detention – administered by the teacher. The idea behind this code lay with the intention to increase the severity but decrease the frequency of detentions. The red dot system, introduced at the beginning of the academic year 2006-7 met with mixed results. During the semi-structured interview, teachers were asked whether they felt there were certain pupils who fell outside of the normal discipline code. The question was designed to test the extent to which the code was able to contain pupils with BESD in normal mainstream discipline conditions.

One Learning Coordinator said:

> 'There are always a few students who will remain beyond the discipline code. They take up the majority of my time. We require

external agency support such as CAMHs in addition to the normal attempts and failures to impose discipline on them.' LC1

Staff responses to this question indicated that there were around 2-3% of the school population who were beyond the normal discipline code and all names cited were registered on the SEN List as being assessed for BESD related problems. At the top end of estimates some teachers believed there were 1 or 2 in each Key Stage 3 or 4 class, (i.e. 30-60 in the school) at the lower end of estimates one teacher reckoned on around 2 per year group (i.e. 12 pupils). SEN register data indicated that in Key Stages 3 and 4 there were 34 pupils who had been assessed as BESD or other SEN category with a specific note for disruptive behaviour.

There was consensus, however, that there were at least some pupils, all assessed as having BESD issues, who were simply beyond the normal discipline codes of the school and consequently required significant additional provision in order for classes to be run effectively if they were to attend.

Senior staff, teachers, TAs and pupils were asked to what extent pupils with BESD disrupted teaching and learning. It was clear from the initial questions in the interview that BESD inclusion represented a challenge for mainstream education. This question was designed to elicit how much of a problem BESD inclusion represented.

Senior Management and middle management were agreed that BESD need not disrupt, providing there was sufficient provision in the school to deal with their specific concerns. It was interesting to note that they held a positive view about the possibilities of BESD inclusion, but, at the same time, recognised that there was a significant problem that needed to be dealt with.

The Head of the Inclusion Centre remarked:

> 'It can't be denied that BESD is having a significant impact – they are constantly interrupting lessons. Certain children cannot be educated in mainstream, but not many. Providing the right support and strategies are in place to deal with one-to-one issues, it is possible to make it work.' T1

One Head of Year commented:

> 'BESD takes up about 95% of my time. We have had to put in place a number of different types of provision in order to make sure that BESD does not have an impact on teaching and learning. This has included a great deal of work with outside agencies...but it is working.' LC2

Despite the hard work and time this Head of Year put into dealing with a small number of BESD pupil, she claimed to feel positive about being able to keep these pupils included in mainstream education.

The classroom teachers were significantly more pessimistic in responding to this question.

One teacher replied:

> 'Pupils with BESD will misbehave for as long as they are allowed to. I have to allow breaches of the rules in order to be able to teach – effectively letting things go because I am unable to enforce the code of conduct. There will always be low level disruption, talking, doing hair, note passing etc.' T3

The consensus view across all interviews estimated a loss of around 10-15 minutes per lesson with BESD inclusion, however, this varied widely

from subject to subject. Classes with high BESD in lower ability sets, for example, led respondents to report the greatest loss of time.

Pupils in focus group interviews made some interesting remarks in relation to their experiences of learning in a BESD inclusive mainstream class:

> 'Some of our teachers were completely intimidated by disruptive kids, one teacher was completely unable to discipline, she was intimidated, defensive and it affected her ability to teach us. Another teacher used to go out of the room to swear. Some lessons were so disrupted that the teacher simply forgot what she was supposed to be doing.' FG2

> 'One teacher was made to cry all the time and eventually left. Our English class in year 7 was a complete waste of time, no work took place that year and the teacher often literally banged his head against the wall as a result of disruptive pupils.' FG2

> 'In our year 10 Geography class nothing got done, there were other subjects where 50% of the class would be spent with the teacher trying to get one or two pupils to behave… and fail.' FG2

During the interviews with teachers, it seemed that a number of the comments may have been in relation to bad classroom management rather than being a matter specific to BESD issues. This methodological concern was overcome by teachers being encouraged to mention pupils' names in the interview as a means to identify and confirm that the comments were actually in relation to BESD rather than other pupils.

On occasion, it was noted that certain pupils' names were mentioned who were not BESD assessed. However, as the quantitative results demonstrate, as presented later in this chapter, pupils seated next to BESD pupils are also likely to disrupt teaching and learning. Thus whilst

comments about disruptive pupils may not solely refer to those assessed as BESD, they have a considerable effect on class discipline.

The importance of BESD management in schools was also underlined in comments made by the officer in charge of behaviour at the local authority. She noted:

> 'Management of pupils with BESD in school is crucial. If this is not done, they will take over and affect the whole lump. An unrestrained cohort of pupils with BESD will reach beyond the normal classroom boundaries and will rule the roost. The responsibility rests with the management to ensure this does not happen.' T4

During the interviews with pupils with BESD, as detailed later, it became apparent that some of them were aware of their disruptive influence on classes. This awareness was manifest on one occasion when a pupil with BESD explained she was aware of the damage she caused to the classroom but felt the school had done little to manage her needs. This is explored further in theme 5.

8.2.1 Interpretation – THEME 1

It is fair to say that there is a consensus of opinion from the literature review evidence, together with the views of staff at Beauwood Comprehensive that BESD inclusion presents great challenges for mainstream schools. Heads of Year and management agree they take the majority of pastoral time allocated to each year group. In some classes entire subject delivery can be jeopardised and in some of the more extreme examples, teachers have been led to tears and swearing as a reaction. The evidence suggests that all participants viewed the management of pupils with BESD as both important and challenging.

The qualitative data presents a picture of consensus between all levels of staff and non-BESD pupils in classifying the seriousness of the problems that pupils with BESD can bring to bear on mainstream education. The

dichotomy between respondents lies in the perception of how BESD is being managed on a day to day basis within the school. For the pupils and the teaching staff the pupils with BESD are seen as constantly engaged in disrupting lessons in a variety of subjects. For management, pupils with BESD are not only manageable but more importantly, managed by the existing systems that are put in place.

The classroom participants, i.e. teachers and pupils, therefore, hold very similar views to management in relation to how pupils with BESD should be dealt with. The differences appear in their perception of whether appropriate provision is in place. The issue of appropriate provision is a matter further discussed below.

It is striking that few teachers or management pick up on the issues identified in this thesis's quantitative findings. Pupils with BESD spend more than 50% of the lesson in off task behaviour, most of which is passive, i.e. non-disruptive. None of the participants identified the pupils with BESD needs as learners, only their impact on other pupils and on teaching. This omission appears to support the view that pupils with BESD needs are viewed as secondary or in the worst cases as irrelevant.

THEME 2: Determining Success and Failure, an Evaluation of Provision

'Do not condemn the judgement of another because it differs from your own. You may both be wrong.'

Dandemis (Lawyer and Writer, 1815-1882)

8.2.2 A Note on Evaluation and Methodology

Evaluation and assessment are notoriously difficult concepts to analyse. The main problem lies in determining what constitutes good provision and by what criteria is it to be judged. The modern British education system in 2008 evaluates individuals predominately in summative high stakes assessments taken in the forms of exams at the end of Year 11 (GCSE), Year 12 (AS) and Year 13 (A2). We are, in some respects, tougher on assessing pupils than schools, although in recent years it would seem that schools themselves are being principally judged by the academic results of their pupils. These examinations have significance well beyond the immediate results. They determine whether an individual can become a doctor, solicitor, hairdresser or call centre operator. The results of exams are a public assessment of a person's intellectual and academic worth. Those who are judged by the system as 'successful' go on and study at University, others pursue an alternative path.

The statutory requirements in relation to BESD provision state that a school must have an 'appropriate' provision. However, unlike our assessment of pupils' performance, there is no one clear and agreed method of assessing appropriate provision. In order to properly judge the success or failure of the BESD provision at Beauwood Comprehensive, I have set out a number of approaches which, I believe, may assist in determining the outcome.

- What were the objectives set by the management itself and have these objectives been met?

173

- Does the provision broadly meet the obligations set out in law and how robustly do external agencies assess this provision?
- How do budgetary constraints impact on the evaluative process?
- How does the organisation assess itself?
- How do staff view or assess the provision at Beauwood Comprehensive, using the semi-structured interview data?
- What do the responses from pupils with BESD and non-BESD pupils suggest in relation to the success of the provision at Beauwood Comprehensive?

8.2.3 Introduction to Key Assessment Themes

One of the greatest challenges faced today by the English education system is how best to assess or evaluate performance. It would seem that whilst pupils are subject to rigorous examination, teachers and management are subject to more benign methods of evaluation. The most common form of evaluation taking place in English secondary schools today is the 'self-evaluation form'. Each school must produce a document known as the SEF (School Evaluation Form). On this form the Head Teacher collates and prepares a document which is to be examined by governors, Local Authority and Ofsted. The form itself contains a series of reports created by teachers who have responsibility for different areas. Teachers, therefore, have a great deal of scope to provide detail, set assessment agendas and ultimately set their own objectives and criteria for which they are to be judged.

Whilst self-evaluation has a number of strengths, related to self-reflection, when this is to be used to be judged for some external purpose, such as promotion, Ofsted etc. the high stakes are likely to ensure a positive spin/biased reporting

Although there are weaknesses when relying on self-evaluation, there appears to be no other internal management mechanism for assessing the success of BESD provision at Beauwood Comprehensive. If it is the case that the majority of participants are likely to underreport their own failings,

as would seem intuitively likely, it is also the case that the majority of schools with failing provision whose management solely rely on self-report, can only be picked up by external agencies.

Problems arise when the system becomes reliant on external agencies for picking up a failing situation. Firstly, the school is far more likely to demonstrate competence, rather than incompetence during inspections, particularly in circumstances where the school is able to prepare itself for inspections with notice. This means that failures are highly likely to be masked, albeit not necessarily illegally. External agencies such as Ofsted have limited time and resources for investigating provision, in addition to the problem that their 'assessment criteria' are weak. Ofsted methodology accepts self-report interview evidence as sufficient in many cases when assessing provision. It is not the role of Ofsted to negatively assess, for example, a school that is only spending 50% of the SEN funds on SEN provision, simply on grounds of under-spending. Ofsted's role is to assess whether the school has an appropriate provision.

The only other external agency that could take issue with provision in school is the Local Authority; however, it would seem that, in the case of Beauwood Comprehensive in any event, there is a strong reluctance for the Local Authority to intervene in the day to day operational decisions of the school. The evidence detailed below also demonstrates a reticence of the governing body to intervene in school operational decision making. This is not to say that school governing bodies are universally impotent in relation to operational matters, rather it is to say that they are variable and should not be considered a reliable method for intervention in circumstances of systemic failure.

There are cases in which schools reach the point of 'special measures' where the situation has become so bad that external help has been required. It is also true that there are cases of the Local Authority getting directly involved in school failure; however, these cases take place at the margins. In February 2008 less than 1.5% of secondary grant maintained

175

schools were categorised as 'special measures'[53]. The case of Beauwood Comprehensive is a demonstration that routine but 'mundane'[54] failure is of no interest to anyone.

This section is designed to illustrate the paradox that whilst most participants claimed pupils with BESD ought to be at the top of the policy agenda and, that their interests ought to be provided for by the best, most qualified, well trained staff, with regular, personalised reviews and personalised provision, the reality is very different.

The evidence suggests that, at Beauwood Comprehensive, pupils with BESD were effectively at the bottom of the priority agenda. Their interests were temporarily taken account of for a period post Ofsted 2004, when specific mention of statutory failure had been highlighted as one of three school targets. The fate of these pupils with BESD, however, changed significantly as the SLT changed in 2005, leading to a downgrading of their provision.

The evidence from the last chapter suggested that pupils with BESD, when they do receive provision (which in the case of Beauwood Comprehensive did not occur during March 2007 to January 2008), they are catered for by the least qualified and lowest paid staff in the system. When provision is lacking, there are few advocates for them.

Despite the lack of provision at Beauwood Comprehensive, the Ofsted inspection team of January 2008 described the provision as 'good'. This assessment was met with surprise from the newly appointed Beauwood

---

[53] In February there were 49 Secondary schools in special measures out of 3343 state maintained secondary schools. This represents less than 1.5% of the total: Source: http://www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08 a0c/?vgnextoid = 1b9cdfce5405e010VgnVCM1000003507640aRCRD and http://education.guardian.co.uk/ofsted/story/0,,2255744,00.html

[54] I am differentiating between cases of minor breaches rather than major breaches of statute, in other words, cases in which there are few stakeholders complaining about provision.

Comprehensive SENCo. In short, the evidence points to the possibility of a cover up, where the assessment of provision was little more than a tool by which those in management positions were able to demonstrate effectiveness beyond reality.

8.2.4 The Original Objectives

Following the Ofsted inspection of 2004, as detailed in the previous theme, the school decided to set up an Inclusion Centre as the provision for pupils categorised as having BESD. The analysis that follows examines whether this Inclusion Centre, as effectively the only provision for pupils with BESD at Beauwood Comprehensive, met with the objectives set out for it by the school itself.

The original objectives of the Inclusion Centre provision at Beauwood Comprehensive are best seen listed in the job description, published in 2005 when the school advertised for an Inclusion Centre manager. The advert listed the objectives of the centre to be the following:

1. 'To reduce fixed term and permanent exclusions.
2. To enable staff to run their lessons more smoothly with fewer disruptions.
3. To raise attainment.'[55]

In my interview with the AHT who essentially founded the Inclusion Centre, he stated the objectives as follows:

'There were three objectives: to teach difficult pupils how to behave, to develop anger management techniques for those pupils and finally flowing from these to reduce exclusions.' SM1

The objectives, he went on to say, were developed as a result of the fact that the school had to permanently exclude two pupils for 'persistent

---

[55] Job Description, Inclusion Centre Manager, Beauwood Comprehensive, 2005, Times Educational Supplement

disruption'. Persistent disruption, he explained, meant there was not a single incident which led to their permanent exclusion, rather a long series of unacceptable and persistently disrupting behaviours. He explained that the Ofsted inspection had provided the impetus to put in robust provision.

He lamented that one aim, discussed at the original committee, that the Inclusion Centre should serve as a training centre for teachers, was not made an express objective.

The Inclusion Centre manager was clear that the objectives were to provide a base for behavioural training with pupils with BESD and at the same time to be a place where disruptive pupils could be referred to reduce the disruption of learning of others. In addition the Inclusion Centre was to provide support for teachers dealing with these pupils. She also mentioned the reduction of fixed term and permanent exclusion.

Whilst it seems that both the SLT and the Inclusion Centre manager were aware of the original objectives for the Inclusion Centre, by the time the Inclusion Centre was open for business, one of the main objectives had been dropped. This was the issue of using the Inclusion Centre as a base for training teachers in how to deal with BESD.

As the Inclusion Centre manager stated:

> 'There is no way the training has been enough. The training, if it can be called that, has been via memo, particularly in relation to re-integrations [of Inclusion Centre pupils being placed back in mainstream]. There was no time allocated to me or anyone else so that we could fulfil that role in the Inclusion Centre... Time was a key factor in deciding to drop that as an objective.' T1

Although training had not been expressly stated on the advertisement for the role, it had been discussed during the interview process as something the school would like to see take place. At the time of writing, no training

178

based at the Inclusion Centre has taken place. There are currently no plans for this in the current School Improvement Plan. Taken in conjunction with the fact that the Inclusion Centre itself was only fairly briefly staffed by someone with expertise in 'teaching pupils how to behave' and 'developing anger management techniques', it is hard to envisage how the first two objectives of the IC could have been met.

The fixed term exclusion data presented a mixed picture. However, perhaps of more relevance, when analysing the data, is the 'Top 10 Offenders[56]'List. This list details the pupils who have received the most fixed term exclusions. All pupils on this list are BESD assessed cases save for one. The majority of exclusions have been and still are imposed on pupils who have been assessed as BESD. The frequency of this population's exclusions remained largely unaffected in spite of the Inclusion Centre's operation.

On the evidence above, it is difficult to argue that the objective to reduce exclusions had been met. Perhaps if the Inclusion Centre had run for longer than it had, it may have been possible to assess its impact on fixed term exclusions, however, it seems that the Ofsted 2008 judgement that provision had led to a reduction in exclusions seems inaccurate. It can also be seen that the use of the Inclusion Centre as a training centre for teachers never started. The Inclusion Centre did, however, make efforts to create a programme for the third objective, to help BESD children cope better with their behaviour and anger management.

During the period September 2005-6, a number of sessions were run by qualified teachers during the school day for pupils to engage in practical sessions.[57] At the start of the academic year 2006-7, as mentioned in previous sections, the Inclusion Centre manager had taken up the job of

---

[56] The Top 10 Offenders list details the pupils who have received the highest number of exclusions per year group. I had access to this list, which was kept and maintained by the school office. I am unable to reproduce it for confidentiality reasons

[57] 'Overview of the Inclusion Centre 2005-6' Beauwood Comprehensive report to SLT

Head of Year (HOY). Provision at the Inclusion Centre began to degrade from that point; fewer sessions took place at the Inclusion Centre, there were fewer referrals and virtually no lessons or provision, save for the use of the room, which became an 'exclusion unit[58]' until March 2007. In March 2007, the SENCo resigned and provision effectively stopped in the Inclusion Centre with the additional resignation of the TA who had been nominated to run the Inclusion Centre. Eventually the Inclusion Centre room was used as an administration centre for staff collating reports and between September 2007 and January 2008, the room was locked and unused.

The three objectives set out by the original working party and SLT back in 2004 on the evidence above had not been met. The Inclusion Centre was the primary, and for the majority of the 34 BESD assessed pupils on role, the only support they received between 2005-2008.

If the evaluation of provision was based on the original objectives of the Inclusion Centre, then the judgement for BESD provision would be failure. Principally the absence of provision between March 2007 and January 2008 signalled a failure of Beauwood Comprehensive in achieving its own objectives. The next section examines the legal and external agency assessment.

8.2.5 Legal and External Agency Assessment
From a legal and professional perspective, it is clear that pupils with BESD at Beauwood Comprehensive were being let down by the failures of the system from three different perspectives:

1. **Common Law**: Under the implied terms of contract, all members of staff have a duty of care to act in such a way as to protect the interest of the child under their care. This would include TAs,

---

[58] Pupils referred to the Inclusion Centre were held in the same situation as an internal exclusion i.e. they were excluded from the class group and made to get on with the same work in isolation. They did not benefit from any teacher input in the Inclusion Centre.

teachers, HOYs, HODs, SLT and other staff as a result of their being 'in loco parentis' i.e. in place of the parents. The legal test for determining precisely what is meant by 'duty of care' in a school context is derived from the judgement of Mr Justice Edmund:

'I hold that the standard [of care] is that of a reasonably prudent parent judged not in the context of his own home but in that of a school, in other words, a person exhibiting the responsible mental qualities of a prudent parent in the circumstances of school life. School life happily differs from home life.'[59]

Thus, if teachers were behaving in such a way that differed from the kinds of behaviours expected from a prudent parent in the circumstances of school life, they would have been in breach of their common law duties. Teachers and other staff were fully aware that pupils with BESD and other pupils with other SEN were not receiving provision. This would constitute a breach of the principle. In a large number of cases, there is no actual 'prudent parent' who is able to advocate in favour of the child, making the common law duty of those in 'loco parentis' even more important. Staff at all levels, from tutors to HOYs were unaware of their common law duties. They felt they were not in a position to fully protect the rights of the pupils under their care, given that this would require informing governors or the local authority that their SLT were failing. One HOY remarked:

'I know that a lot of my pupils are not receiving any provision whatsoever. I am having to deal with a lot of exclusions. I have asked for support from the SEN department and SLT but there is no SENCo and no money. As far as I am concerned there is nothing else I can do.' LC2

When asked if they felt under a duty to take things further the HOY replied:

---

[59] Mr Justice Edmund in Lyes v Middlesex County Council (1962)

'I like my job and frankly I can't afford to lose it. It's all very well having procedures in place – like going to Governors or the local authority – but you will struggle to find anyone prepared to do it unless they want to quit!' LC2

2. **Statutory Duty of Care**: Under The Children's Act 1989 s3(5) defines the duty of care as requiring staff to do 'all that is reasonable' to safeguard or protect the welfare of the child. Teachers and other staff are under a duty to ascertain the needs of the child and seek appropriate help at an appropriate time. On this reading of the Children's Act, a majority of staff at Beauwood Comprehensive are in breach under statute given that they are failing to act in accordance with the IEPs which have been created for many of the children by previous SENCos.

The difficulty with the proper enforcement of the Children's Act 1989 s3(5) lies in the cases where a teacher has to take risks with their own professional position to ensure the rights of children who have proven to be the most difficult to handle. This in effect places teachers in the unenviable position of risking their job to help those that cause them the most difficulty. Something, that unsurprisingly, happens very rarely. The enforcement of this statue is difficult, given the numbers of teachers who are potentially implicated in a failure. This raises the possibility that in order to make the Children's Act (1989) s3(5) workable, either the 'duty' is curtailed, redefined or enforced. The law, in its current form does not appear to be operational in the context discussed.

3. **Contractual Duty**. All teachers have a contract of employment which expressly includes the provisions as detailed in the Teachers' Pay and Conditions Document. Within this document there are a number of contractual duties one of which states that teachers duties include:

'promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to the teacher.'[60]

The implication of this clause is that all teachers are under contractual duties to ensure that any pupil in a teacher's class is entitled to have their interests promoted. This contractual right was strengthened with the introduction of the Every Child Matters Agenda during 2005.

Staff in schools, and in particular qualified teachers, have common law, statutory and contractual obligations to ensure that pupils with BESD are in receipt of an appropriate level of provision. During 2007/8 this did not happen in Beauwood Comprehensive. The responsibility of this failure passes up a chain of command from teacher to form tutor to HOY to Head Teacher to governors to local authority.

During an interview with a local authority official working in SEN, it became clear that the local authority rarely receive complaints from teaching staff about the lack of SEN provision:

> 'Unless there are particularly awkward parents who understand the system and can raise a complaint to a sufficiently high level, it is highly unlikely that the local authority is going to get involved. Teachers never complain about their management at local authority level unless there are extreme systemic difficulties or they are on their way out of the profession... we are simply not set up to deal with these [lack of BESD provision] kinds of problems and if there isn't anyone to complain, nothing gets done.'

8.2.6 School Budget and Ofsted

In trying to interpret the reasons why there had been problems with provision at Beauwood Comprehensive, it seems that there are two potential causes. Firstly, the school budget and secondly, how schools,

---

[60] School Teachers Pay and Conditions Document (2006)

and, more importantly, Head Teachers are currently evaluated using results tables.

The school budget, in the majority of cases, is under the discretion of the Head Teacher. The Head Teacher occupies a unique position within a school and has a very low level of real accountability providing that he/she meets certain minimum criteria. Governors within schools tend to be reluctant to challenge the operational and educational aspects of a Head Teacher's decision-making unless there are serious failings as picked up by either the Local Authority or Ofsted.

The Chair of Governors in the case of Beauwood Comprehensive stated that the governors will not get involved in any day to day decision making in respect to the school. This is so in the majority of cases throughout English schools, principally as a result of the fact that governors do not have the expertise to challenge the 'education' decisions of a Head Teacher who is significantly more qualified in the area. It seems that the structure of a school board of governors would benefit greatly if there were more education professionals available to oversee educational problems that arise, but are currently beyond the understanding of non-teaching members[61]. Whilst it is accepted that the role of governors is strategic as opposed to operational, it does seem that serious problems arising from a failure of policy are likely to present as specific 'operational' difficulties.

In the academic year 2006-7 Beauwood Comprehensive was granted £300,000[62] for the purposes of providing SEN resourcing. Out of the £300,000, half the money had to be spent on mandatory statemented pupils. The process by which schools are evaluated during Ofsted inspections or inspections from the local authority does not include any

---

[61] It is accepted that there are teacher-governors, however the moral hazard of a teacher potentially having to over-rule their own management presents the same difficulty of teachers raising concerns to governors in the first place.

[62] These figures were accepted by SLT in a meeting dated May 2008, presented by SENCo

budgetary analysis. It is therefore possible to spend the resource on other priorities if, in the judgement of the Head Teacher and SLT, there is 'appropriate provision.'

During the SLT meeting I attended during the process of the research it was accepted that only £150,000 had been spent on SEN resources over the 12 month period 2006-7. This meant that either the school had been under providing resources to statemented pupils or they had been spending no money on non-statement pupils.

This lack of BESD provision at Beaumont Comprehensive became ex-post justified by a 'good' Ofsted of January 2008, regardless of the actual provision that had been given to pupils with BESD over the previous 24 months.

In order to evaluate the extent to which participants felt the school budget had a bearing on whether SEN objectives could be met, I asked staff whether they believed enough was being spent on SEN. I also asked why they felt that the school had not recruited a SENCo over an extended period, and what they felt about the amount of staffing relating to the SEN provision, in addition to the level of training. Staff reported universally that they had no idea what happened with budget. One teacher who had been working closely with the SEN department remarked:

> 'The budget is shrouded in mystery. No one knows how much money is available but budget is often used as the excuse for cutbacks in provision... the budget really ought to be transparent... it isn't.' T6

During a staff meeting at Beauwood Comprehensive in October of 2006, the Head Teacher announced that the school would have to take steps to cut back on their spending and that the school was in a deficit. However, in the Head Teachers report to Governors during November of 2006 it was reported that the school's finances were robust and a programme was

being drawn up for a capital expenditure programme in excess of £150,000 on new ICT equipment for the school year in 2007.

During the School year 2007/8 more than £150,000 had been spent on new ICT equipment during a time when the school operated with no SENCo and no qualified teachers in the SEN department.

It would seem that although funding was adequately available for the purchase of 'updating' computer screens[63], funding was not available for increasing the pay made available to those who were involved in BESD management such that new members of staff could be found.

The issue of spending has clear implications for the quality of provision offered. The unfilled SENCo post would save the school in the region of £50,000 annually. The ability of the school to attract suitably qualified staff had also been linked to the levels of pay offered. On this evidence, in statute, common law and contract, Beauwood Comprehensive failed during this period to provide an adequate provision for BESD pupils in their care. A senior officer in the SEN unit at the local authority stated:

> 'It is simply not good enough for the Head Teacher to run a school without a qualified teacher as SENCo for the period in question. Under s177 of the Education Act (2006), the regulations will now require schools to hire qualified teachers as SENCo. It is my view that Beauwood Comprehensive fell below the standards of acceptable practice. I reported the matter to the Director of Education at the local authority and it was ignored. I did not follow it up because like a lot of other people, I like my job and I did not want to make a fuss.'

---

[63] The update in part, involved changing existing CRT screens for LCD screens. This matter is important in so far as the expenditure was justified on the basis that there was insufficient student ICT access. The spending, however, involved aesthetic upgrading rather than necessarily buying more hardware.

This senior officer then asked me to ensure that her comments were kept confidential as she did not want to be identified.

In summary, the Head Teacher in Beauwood Comprehensive had the ability to present provision in a particular way to Ofsted and to the senior Education directors at Local Authority level as being acceptable. The SENCo, the Head of Behaviour in the local authority, teachers, TAs and pupils, however, were aware that the reality of the provision was very different. The extent to which the Head Teacher retains power to effectively cover-up the difficulties associated with BESD provision, with the tacit consent of Ofsted and the Local Authority is the greatest cause for concern for this research and is explored in later themes.

One possible way to interpret the problem is to consider the way the actual statutes themselves are framed. A senior official at the DCSF SEN and Disability Division sent in an email:

> 'The Government expects local authorities to develop a **range of provision** for the range of children's special educational needs.... Local Authorities and schools are funded to provide SEN services. It is for Local Authorities and schools to determine how best to use resources to overcome barriers to achievement. The Education Act 1996 requires schools to use their best endeavours to make **suitable provision** available for all children with SEN. It also requires Local Authorities, schools and early years settings to have regard to the SEN Code of Practice which provides advice on carrying out statutory duties to identify, assess and make provision for pupils' special educational needs. Children experiencing BESD should have their needs identified and support put in place, as for other children with SEN.

The SEN Code of Practice explains that there is a continuum of special educational needs and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The Code

describes this as a graduated approach to addressing children's special educational needs.'[64]

The SEN staff at the DCSF suggested that the guidance provided by their department was clear and helpful, however, expressions such as 'suitable provision' and 'range of provision' leave things open for a wide interpretation at the level of both the Local Authority and the school. In other words, it would be likely that the actual provision found in the system would vary widely depending on the extent to which individual Head Teachers felt BESD provision was something they wished to address.

The SEN team at the DCSF explained during an interview that they are unable to consider the assessment of the performance of statue. This they claimed was the task of the other agencies namely the Ofsted and Local Authority.

The DCSF explained:

> 'The guidance relating to the implementation of legislation is made clear through the codes of practice. This guidance has to be interpreted at school level and assessed by other agencies.'

When questioned whether the DCSF might consider some kind of hypothecation of funding to protect the educational interests of the most vulnerable SEN pupils, in other words some kind of ring fencing, the senior civil servant in the SEN department at the DCSF remarked:

> 'The Government are actually moving in the opposite direction to hypothecation. They are granting more and more power to the schools at Head Teacher level.'

This approach, on the evidence found in this thesis appears problematic. The arbitrariness of provision, allowed to exist on the basis of vaguely

---

[64] 17th March 2008 – private correspondence

worded statute and guidelines might only be tackled by a more prescriptive approach. Such is the extent of arbitrariness that provision can vary within specific schools over time with changes in senior personnel, as much as it can between schools. The situation at Beauwood Comprehensive appears to be a case which demonstrates the moral hazard of placing a Head Teacher in the position of being able to make decisions beyond reproach. The DCSF, in stating that assessment or practical reality is beyond their interest appears to ignore a problem, the solution to which may well be a policy matter.

Legislation is only useful where it can be enforced. In the case of BESD provision, the legislation does not have the power to ensure that allocated funding is actually spent on pupils with BESD unless they reach the highest level of assessment, namely a Local Authority statement. This means there are large numbers of pupils with a BESD assessment in schools around the UK system at the level of noted concern, school action and school action plus, who have no statutory entitlement to any specific provision backed with resources to assist their needs.

The absence of any provision for pupils with BESD at Beauwood Comprehensive for extended periods between March 2007 and January 2008 had been described as 'good' by Ofsted. This assessment was not taken seriously by SEN practitioners or teachers at the school, but for parents, SLT and statute, this assessment legitimised the provision. The legitimisation of inadequate provision as 'good', in some respects creates the greatest challenge for the system, as the denial of poor provision becomes as much of a problem as the inadequate provision itself.

Beauwood Comprehensive had clearly been failing in their statutory duty to provide appropriate provision during March 2007 – January 2008. This would mean that changes to legislation may not have had an impact on this particular situation. More worryingly was the lack of action on the part of Ofsted and the Local Authority, who had either been too fearful or incompetent to spell out the obvious failings in their report. Beauwood

189

Comprehensive is unlikely to be a unique institution in so far as its BESD provision is concerned and such a lack of provision may lead to this group of disaffected pupils become more alienated from their schools.

8.2.7 Self Assessment

On July 20th 2007, the Head Teacher made a speech to all members of staff on the final day of the year. The HOY who had previously been the Inclusion Centre manager had taken another job in another school and was leaving. During the speech the Head Teacher remarked:

> 'The Inclusion Centre has become a valuable and key resource. Their work [The Inclusion Centre manager] has been exemplary this year.'

This speech was made three months after the Inclusion Centre's effective decommissioning. The gap between how provision is presented and how it is in reality is often fairly wide. In a similar vein the Head Teacher remarks on the schools website:

> 'Beauwood Comprehensive is a high achieving school. Attainment in our sixth form is consistently outstanding'[65]

According to the BBC[66], the school is ranked as average for the Local Authority, average for its A level results and average for its GCSE performance. The school is also average relative to similar schools when considering its contextual added value data. Although Beauwood Comprehensive is average in most of its provision, this does not stop the management self evaluating as 'high performing' and 'outstanding'. In fact, at Beauwood Comprehensive there are few features that can be objectively said to be 'outstanding' on any metric. This point is important in

---

[65] http://www.????.net/xxxx/leas/xxxxxx/schools/xxxxxxxl/

[66]

http://news.bbc.co.uk/1/shared/xxx/hi/education/xx/school_tables/secondary_schools/html/xxx_xxxx.stm

so far as it relates to a misconception about how 'good' or 'appropriate' the provision of other services might be.

The School prospectus states:

> 'Appropriate provision for pupils with learning difficulties or emotional and behavioural difficulties is regulated by termly meetings of the Special Education Needs Intervention Team.'

However, on the basis of the evidence above, it would appear that between March 2007 and February 2008 there was no provision for pupils with emotional and behavioural difficulties.

It is the case that we are all now becoming increasingly used to 'spin', in other words officials casting a favourable and optimistic light on a particular situation. It would hardly be expected that the Head Teacher at Beauwood Comprehensive would write in the prospectus that 'Beauwood Comprehensive is a mediocre school with nothing remarkable to say about it!' In the case of failing BESD provision, however, it covers up a serious problem that requires more attention.

Self evaluation is by its very nature, subjective. The ability to report on its own performance grants the management of the school the capacity to misrepresent in a number of ways[67]. This is made more precarious when one considers the vagueness of the statutory obligations to provide an 'appropriate provision'. It does, however, seem that given the widespread nature of self-evaluation, particularly in the public sector, the process is not without some merit. Self evaluation is bound to improve participants performance if it encourages reflective practice. The benefits, however, appear to be mitigated if processes of reflective practice are imposed, and the stakes are high. In areas considered unimportant, perhaps such as the

---

[67] The school is required to produce a 'SEF' or School Evaluation Form. Whilst this form does require objective data such as GCSE, A level, and CAT scores, it also contains a number of opportunities for self-evaluating progress in a wide variety of areas.

area of SEN, self-reflection on provision from a management perspective is unlikely to yield any positive results.

The tripartite oversight system of Ofsted, the governors and the Local Authority, in the case Beauwood Comprehensive carried out their inspections in the dim light of inadequate guidance.

The Inclusion Centre manager was responsible for producing a Self Evaluation Form (SEF) for 'Progress and Achievement' in 2006. This report details the name of the pupil, reason for admission, length of stay, identified targets, evidence of progress and achievement and factors relating to lack of progress.

In 'Section 2' of the Department Self Review, the Inclusion Centre manager states:

> 'When reviewing the case by case grid, the data recorded would seem to suggest that current year 9 pupils have responded most positively to their time in the Inclusion Centre and may be *judged to have made the most progress* (either academically or behaviourally/socially).[68'] [my italics]

The evidence supporting the judgement suggesting that these individual pupils have made progress, however, is lacking. The judgement was made on the basis of the Inclusion Centre manager, in a context where her self-assessment would be used by line managers to assess her adequacy.

It is accepted that it is difficult to construct a robust methodology for assessing whether a pupil with BESD has improved. Anecdotally, the evidence from both teachers and pupils in the review below suggests that pupils gained a limited benefit from attending the Inclusion Centre.

---

[68] Inclusion Centre Department Review / Self Evaluation (Section 2), Beauwood Comprehensive, 'Year Groups'

Teachers claimed the benefit existed only in so far as the pupils with BESD had been physically removed from the classroom. Pupils with BESD reported that the benefits of the Inclusion Centre were lost on readmission into mainstream classes. In any event, it would seem that the criteria for assessing success needed significantly more work than just a plain unsupported judgement. Perhaps a more appropriate methodology may have been the number of incident slips pre and post intervention or perhaps a recording of the number of detentions. This may have yielded some quantitative evidence. It was not possible during this research to collect these data given the lack of recorded data on the school systems. Incident slips were also regarded by Beauwood Comprehensive as 'too confidential' and I was not permitted to review the evidence.

The judgement of the Inclusion Centre manager, however, was in a sense misleading in a number of cases. In one case a pupil was described in the following terms:

> 'The student made progress with both work and behaviour due to strong relationships developed within the Inclusion Centre. Often good engagement in Behaviour Programme activities. Self esteem improved with positive attention, leading to more pride being taken in work.'[69]

This particular pupil was permanently excluded within a few weeks of this report being submitted. The reason cited for her exclusion related to unacceptable behaviour. The self-reporting that this pupil had made progress with behaviour requires more evidence than simply reporting that this is the case. Although it is fair to say that the exclusion does not in itself contradict the Inclusion Centre Manager in her assessment, it does not support her conclusions of improvement.

---

[69] Inclusion Centre, Progress and Achievement Audit – SEF 2006 (Pupil X) Beauwood Comprehensive

There are several other examples of behaviour being reported in the Inclusion Centre Self Evaluation documentation as 'improving', however, there is a lack of any evidential base beyond the judgement of the Inclusion Centre manager to these assertions. As the teacher interviews will show, for a number of them, the improvements in learning were solely as a result of the fact that these pupils with BESD had been removed from the mainstream classroom to be dealt with by someone else.

In both the case of the Head Teacher reporting a positive public face of Beauwood Comprehensive and its 'successes' and in the case of the Inclusion Centre manager self-reporting the 'success' of the provision, there appears to be a gap between the presentation and the reality. One way to interpret this gap is to suggest that management genuinely feel that [in the case of their BESD provision] the provision is appropriate and adequate. They believe they are doing their best under difficult circumstances. The other interpretation is to suggest that BESD is not an area of high priority and resources are far better used elsewhere. It could be, however, that when individuals are asked by their superiors who have the capacity to discipline in the event of inadequate provision, they are inevitably going to present themselves in a favourable light.

The view that management believed that provision was adequate is easy to dismiss, as they conceded that operating with no SENCo was unacceptable. The view that there were other more important priorities is supported by the fact that Beauwood Comprehensive spent more than £150,000 on ICT equipment the same year that the school operated with no SENCo and no qualified teachers in the SEN department. The indications are that whilst management understand they need to pay lip service to providing appropriate resources towards those who are most often socially disadvantaged, in reality, other priorities are going to further their own interests, such as improvement in league table results which are rarely improved by putting resources into SEN and in particular BESD.

8.2.8   Teacher and Staff Responses

The dichotomy between teacher/ staff responses and management was fairly stark in terms of assessing provision. Whilst it was the case that management acknowledged provision required 'work' their actions belied their seriousness in dealing with the lack of provision throughout most of 2007. Teachers/ staff, on the other hand, felt that they were being seriously let down by the collapse of BESD support.

Staff were also asked whether they felt SEN staffing generally, as well as BESD staffing provision, was adequate. Staff responses universally indicated that there was inadequate provision.

One teacher remarked:

> 'Teachers do their best to make up for the short fall in staffing with pupils but it does make a big difference when there is insufficient [SEN] staff, it leads to more exclusions and higher aggression particularly with BESD kids.' T4

During the development of the Inclusion Centre in 2004/5 a bargain was struck with staff in order to finance the new post of Inclusion Centre manager. Each form tutor agreed to teach one extra hour per week in return for the Inclusion Centre facility, which would reduce persistent behavioural disruption in the lessons. The Inclusion Centre was to be staffed with a full time Inclusion Centre manager plus two TAs.

As mentioned in the previous section, once the Inclusion Centre had been opened, the majority of SLT who were responsible for its inception left, to be replaced in 2006 with a new team. The Inclusion Centre manager was offered a role as HOY, which she accepted on the proviso that the school sought a new Inclusion Centre manager. As at June 2008 there has been no Inclusion Centre provision for BESD pupils at Beauwood Comprehensive since March of 2007 and the facility has since been used as a part time administration room/ part time examinations room.

195

With the changing BESD provision at Beauwood Comprehensive as a context, I asked members of staff what impact the change in SLT during 2005/6 had on provision.

One teacher who worked in the SEN department remarked:

> 'It has changed for the worse, the boundaries for pupils are lower under this team. SLT has no skill base for how to deal with BESD which includes playground disputes; they are unable to supervise or intervene. They have very little involvement with BESD and they think that issues can be delegated down to TA level.' T6

This teacher left at the end of the academic year 2006-7, according to her own account her move was directly as a result of her loss of confidence in SLT. One member of classroom teaching staff who also left in the summer of 2007 summed up his view of SLT since the changes of 2005-6:

> 'They have no leadership, no vision, and no direction, they are simply floating.' T3

It would appear that the needs of pupils with BESD at Beauwood Comprehensive were neglected by SLT post-2006. They appear to have a limited understanding of their legal obligations for provision and have operated outside of the statutory frameworks. Ofsted and the local authority have failed to pick up on these inadequacies. The picture at Beauwood Comprehensive, a very average English comprehensive school, is not unique.

One teacher summed up the view of a number of others:

> 'I have worked in plenty of schools around London, the provision varies, I've seen things better than here, but I've definitely seen a lot worse.' T4

This reporting of inadequate provision is a common theme with TAs and teachers at Beauwood Comprehensive.

Teachers felt that the objectives as laid out by the working party in the development of the Inclusion Centre had not been well communicated. Whilst the objectives of the working party were clear in meetings, notes and policy documents, it appeared that the overall message was somewhat confused. A senior member of the original committee stated that the overall objective of the Inclusion Centre was to support pupils with BESD in the context of mainstream secondary school whilst, at the same time, ensuring that the education of others would not be affected by their inclusion:

> '[The Inclusion Centre] it was for kids with real needs who needed therapy type interventions to let them cope with mainstream.' SS3

The senior manager who led the programme agreed with this view, reinforcing the position that the Inclusion Centre was to be the place from which all BESD provision was going to stem:

> 'The objectives were specifically for BESD, it was not a SEN centre. It had a separate manager – entirely separate from the SENCo...Its aim was to teach behaviour – a different way of dealing with their anger, the other objective was to reduce exclusions. Its aim was not for it to be a sin bin' SM1

These views contrasted with classroom teacher views, who indicated their understanding had been one in which the Inclusion Centre had a less 'supportive role' and more of a 'punitive role':

A classroom teacher summed up the majority view of other non-managerial, non- support staff when he claimed:

'it was sold to us as a detention centre, a punishment for bad behaviour, an opportunity to get rid of disruptive kids and to make them fall in line... it was sold as more a punishment rather than what it is used for.' T5

The Inclusion Centre manager, by contrast to the punitive facility, wanted to develop a facility in which medium term programmes, supported by professional staff could support and ultimately reintegrate pupils with BESD back into mainstream programmes:

'My intention was to create a centre for support for BESD, I did not intend for it to be a sin bin and I had hoped that it would be integrated into the SEN provision.' T1

The issue as to whether pupils who had been referred to the Inclusion Centre were insufficiently segregated from the normal school population was notable in responses. Some staff felt they ought to have had easier access by being allowed to exclude pupils on a short term basis from lessons, as indicated by the responses above. Others felt that the facility should have been more segregated. For example, a HOY from KS3 who had used the Inclusion Centre extensively for pupils stated:

'The primary intention was re-education of pupils who had problems accessing the curriculum, to prevent the risk of permanent exclusion. It would have been better if it was not so easily accessible and had a different timetable... I think it was more of an integrated facility not a sin bin.' LC1

This view however was not universally held. A TA believed that the Inclusion Centre was:

' to get BESDs out the classroom so teachers can teach the other kids. However, the room for the Inclusion Centre is beyond a joke, it has computers, they need a small room that is not aspirational. It should be

used as a punishment. I really do think that the room itself is totally inappropriate. The purpose was to get the behaviour of these kids back up to scratch to get them back into the classroom.' SS4

The divergence of views between teachers and management in relation to the Inclusion Centre appears to be that the original SLT pre-2005 wanted a strategic, medium term facility to develop, support and ideally reintegrate pupils with BESD back into mainstream education. Teachers, however, were more short term in their immediate aspiration to deliver their syllabus without excessive disturbance. Teachers were prepared to accept the introduction of the Inclusion Centre and SLT's vision and leadership by accepting a degrading of their working conditions[70]. However, this trust was eroded by the changes made by a new SLT which formed between 2005-6.

Teachers and support staff, when asked about how they evaluated provision for BESD, were fairly opinionated. The responses were universally negative with teachers often expressing a deep sense of frustration that such an important issue was not being deal with effectively.

One of the most frequent criticisms was levelled at the Inclusion Centre. As the following staff quotes show, the lack of qualified teaching and BESD-specific staffing for the facility led to the overall picture that the Inclusion Centre had simply become a place to put pupils with BESD in the absence of classroom teachers being able to deal with them. One HOY remarked:

> 'The Inclusion Centre is simply too comfortable. The Schemes of Work need to be streamlined and work should be more structured. Pupils should have different breaks and lunches and withdrawal should be enforced.' T4

---

[70] Form Teachers accepted a one hour increase in their timetable in order to fund the Inclusion Centre and staffing

A TA commented:

> 'There is not enough funding or staffing in the Inclusion Centre, there is no co-ordinated strategy.' SS5

A number of teachers commented on the unstructured provision in the Inclusion Centre, where groups of the most difficult pupils were grouped together with no work left to play on computers:

One teacher said:

> 'Basically the Inclusion Centre is really for internal exclusions, the place has become a bit of a club where if they break the rules enough they can get in, eat pizza and play on the computers. There's no learning going on there, but they are out of my class and that's fine.' T5

I spent more than 150 hours in the Inclusion Centre during 2005-8, often I saw one or two very difficult pupils working on class material that had been sent up that day by a teacher who otherwise would have been responsible for that pupil. More often than not, however, the room would either be completely empty or there would be a pupil surfing the internet with no structured work. During that two year period I saw a limited amount of teaching taking place in the Inclusion Centre and can concur with the remarks made by other staff in relation to the lack of provision despite the reporting of the SEF.

In order for the Inclusion Centre to have been staffed properly, sitting as it did in the heart of BESD provision significant additional funds would have to have been spent on the resource. Whilst the budget allocation away from the broader SEN department made this unlikely the lack of resources was noted by staff. As the following set of quotes show, the overall view was that resources were inadequate:

'I've no idea whether funding is correctly spent on SEN. If a student receives a statement, there should be funds to pay for one full time TA at 35 hours per week including 25 hours of classroom time[71]. In this school there are not enough TAs to meet their requirements. Parents could go to the Tribunal in which case the Local Authority would pay... The current provision is inappropriate. SLT are not focused on what is needed and there is no one here to lead the development.' SS3

Another classroom teacher expressed their frustration at the Inclusion Centre:

'It's a joke, it's not manned by enough people. Pupils prefer to be sent to the Inclusion Centre and it has become an aspirational place not a punitive place. It represents no deterrent and behaviour problems are increasing so that some pupils can get in!' T7

Another classroom teacher said:

'The provision is inadequate here. I've had no training in BESD and would welcome it, but the entire area is understaffed and underfunded... SENCo should be filled permanently – I guess the reason the job is still open is because they are not offering enough money or status.' T8

Teachers, however, did not all agree on whether the Inclusion Centre would have worked even if provision had been adequate in terms of

---

[71] The issue of local authority statement provision is controversial. Although it is generally believed that a statement will carry 35 hours of support including 25 hours of classroom time, the legislation again relies on a panel to decide upon 'appropriate provision'. Once this provision has been decided upon, it is drafted in a legal statement – the school are then under legal obligation to ensure that the funds provided for this statement are indeed spent on that specific provision. Local authority statements are as robust a mechanism for ensuring provision as is currently available in the UK education system.

staffing. One teacher working in the area of SEN prior to July 2007 remarked:

> 'The Inclusion Centre wasn't a high priority but it would have had a negligible impact anyway. I don't think there is much that can be taught with behaviour management, the situation in the classroom is too heterogeneous.' T6

She went on to say that she felt there should have been enough money for TAs in the classroom and blamed SLT for the failings:

> 'The old Head Teacher was extremely good and had involvement with BESD issues including setting up the committee to deal with problems. The change of Head Teacher meant that there was a change in behaviour, there was a loss of consistency and direction. Pressure on SLT to look at other priorities is ultimately to blame.' T6

This view is consistent with the picture of SLT being aware of the inadequate provision, but juggling SEN and specifically BESD provision in the context of other priorities. It is of concern, however, that the effective management of BESD is seen by both staff and SLT as one of a number of competing priorities. This is of particular interest when one considers the responses of both teachers and management when asked about the relative importance of BESD management in the first theme. It would appear that there is a gap between what is said and what is done in relation to this issue.

During one interview with a member of SLT, in particular the AHT who was responsible for behaviour at Beauwood Comprehensive there appeared to be a sense of helplessness in respect to money, resources and what ought to be done about it. In other words it appeared that the AHT had, to a degree, lost control and did not feel empowered to act other than to hope that staff would voluntarily fill the gaps that had been left by under spending:

'I don't know where the money has gone. It is frustrating being in a role when you don't always have the money or the personnel. The hope is that other staff would support.' SM2

The overall interpretation of the qualitative response from teachers indicates there are a number of key themes arising out of their evaluation of the provision. In the first instance they are of the view that the provision is unacceptable. This comes down to a lack of staffing and lack of resources. The reason they cite for inadequate provision is down to the issue being one of a number of competing priorities without adequate attention being paid to provision by SLT.

8.3   Variance of Skills

Training for TAs is fairly light and is essentially learned on the job. According to Career Advice (n.d.), a teaching assistant is expected to be qualified to level 2, the equivalent to GCSE in Teaching Assistance. Maths and English GCSE are rarely required. In order to achieve the status of HLTA, a training course lasting a few days is the requirement in addition to some on the job experience.

Teaching staff who have been working in schools are eligible to deal with BESD pupils with no further qualification in the area of SEN. The Inclusion Centre manager was a former drama teacher with no specific qualifications in SEN. The AHT responsible for the SEN area was an Art Teacher with no formal qualifications outside her Art specialism. It would appear that the most difficult type of pupil (BESD assessed) is being dealt with by the least qualified, lowest paid and least able.

By way of contrast, in order to practice in the area of Educational Psychology a candidate has to have 5-10 GCSE's, 3 A levels, a degree at British Psychological Society (BPS) accredited level, appropriate professional training and a 3 year doctorate. The Educational Psychologist who attended Beauwood Comprehensive had responsibility to assess

specific cases. They had no remit in relation to the strategic management of SEN or BESD generally and their presence in the school was sporadic, contingent upon individual case requirements.

There is a significant difference between the amount of training required to be able to deal effectively with BESD in the education system and the amount of available people to deal with it. A fully trained Educational Psychologist will have 6 years of training as opposed to 10 days of training for a HLTA. The kinds of 'accredited' courses that are currently on offer belittle the genuine difficulties of creating a workforce in this area who may be able to deal with the problems presented by BESD.

None of the teachers or management interviewed reported receiving any training on their teacher training programmes. The first time any of them had met the term BESD was in school on the job.

8.4   Pupil Responses to Provision

During focus group interviews with non-BESD pupils, it became clear that they had virtually no awareness of SEN or BESD provision. There were a few comments about TAs being present in some of the classes, but they assumed these people were part of the teaching team. A few of the pupils had heard of the Inclusion Centre but did not know what its function was or who it was for.

My experience as a form teacher and part of the Year group team that was targeted for Inclusion Centre support gave me the opportunity to get feedback from non-BESD pupils over the relevant two year period. Although I never conducted any formal interviews with pupils from my form or year group, there were frequent complaints that pupils with BESD were treated more favourably than non-BESD pupils.

The Inclusion Centre manager and the HOY had bought wrist watches for some of the pupils in the Inclusion Centre for their birthday and during one term brought pizzas for lunch on a Friday if behaviour had been

reasonable for that week. This kind of reward led to a great deal of resentment for a number of other pupils in the year group, who complained to me as well as other members of staff in the team.

The technique for dealing with BESD led by the Inclusion Centre manager was very reward focused. Pupils with BESD received a huge number of 'merit points' for behaviour. At the end of each term the pupils who had received a certain number of merit points would be rewarded with a certificate and a badge at the end of term assembly. On more than one occasion, pupils with BESD were receiving more than twice as many merits as the best behaved and hardest working pupils in the year group. I noticed that comments from pupils meant they were becoming cynical about the value and meaning of merits when they could see some of the 'naughtiest' children winning the top awards for hard work and behaviour.

These observations can be interpreted in two ways. In the first instance it is possible to view the actions of the Inclusion Centre manager and the HOY as developing a programme for pupils with BESD that would help with their behaviour and assist with their integration into the mainstream. This view is supported by the notes made by the Inclusion Centre manager in her 'Progress and Achievement Audit SEF in regard to one of the pupils with BESD who had won the highest number of merit award:

> 'This student has had a rise in self-esteem relating to work which has given the student confidence and a more positive attitude. Clearly positive attention works for this student...'[72]

An alternative interpretation for the reward strategy is that the members of staff responsible for dealing with BESD had an unrealistic belief that this kind of approach would work. The backgrounds of these two teachers indicated scant training in dealing with BESD (one was a drama teacher and the other was a PE teacher). Neither of these two teachers had received any formal training outside of their practical experiences in school.

---

[72] Inclusion Centre Audit, Progress and Achievement Audit 2006, Pupil X (2006)

205

In the first instance, the reward system used for pupils with BESD degraded the status of rewards in the eyes of other non-BESD pupils in the year group. In the second instance, it would appear that outside of the relationship developed between the Inclusion Centre manager and the HOY which was well developed, pupils with BESD behaviour with other members of staff in the mainstream classrooms remained unchanged, disruptive and unpleasant.

The positive assessment and evaluation of a pupil, such as the one described above, coming from a HOY and the Inclusion Centre manager had a more serious impact which remained hidden. Teachers who still struggled to contain the pupils with BESD following a 'successful' reintegration and 'improvements in behaviour' felt they may be at fault in being unable to deal with BESD in their classroom. This shifted the onus of responsibility on to their shoulders and undermined confidence.

The evidence for this is suggested by comments made by a number of teachers:

> 'You have to let these kids get away with stuff without asking for help, otherwise you are showing you can't cope or do the job.' T9

Another remarked:

> 'I'm usually pretty good with behaviour management, but when I need additional support from SLT I'm made to feel like it's my problem and my fault... I'm not entirely sure why they won't help, but I guess it means them having to deal with it and not me.' T5

These teacher comments are relevant in the 'pupil response section' in so far as they were picked up and recognised by pupils. Perhaps the most concerning feature of teachers feeling they have nowhere to turn is best evidenced by the non-BESD children's' reporting of how some of their

teachers behaved with BESD, when the teacher did not wish to seek external help:

> 'I remember in Year 7 we had a couple of girls [both BESD] in class, the English teacher banged his head against the wall. In Year 10 nothing got done in Geography and in Sociology the teacher used to swear all the time under his breath. One teacher was made to cry all the time and eventually left. If the teacher has to ask for help, some of these girls smell blood and then will spend the rest of the year taking the mickey.' FG1

The evidence shows that if teachers feel they are failing in their ability to deal with the situation, they may initially seek help from those more senior in the school. However, in circumstances where they are made to feel they are failing in some way, or are professionally inadequate, they retreat into their own world of private torment and frequently leave the profession. In one poll in 2006 around 2/3rds of teachers in the ATL considered leaving the profession as a result of difficulties with behaviour[73] and a great many of these cases will relate to the management of BESD (Brownell et al., 1997).

8.5   Consequences of a Failure of Appropriate Assessment

Appropriate evaluation of provision has a number of functions. It serves to inform practitioners how to take things forward. If the provision is inadequate it is important that this is transparent and steps can be taken to resolve the problems. An institution such as Beauwood Comprehensive which masks the problems of provision creates problems for pupils with BESD, the teachers and ultimately for the majority of non-BESD pupils who have to suffer frequently disrupted lessons.

---

[73] http://66.102.9.104/search?q =
cache:We1DLLsgADcJ:news.bbc.co.uk/1/hi/education/4905324.stm+teachers+leaving+pr
ofession+behaviour&hl = en&ct = clnk&cd = 3&gl = uk

In casual conversations with teachers, I noticed that one of the most pernicious phrases in school during informal discussions about problem pupils with BESD is 'oh they [BESD student] are alright for me!' This expression cuts into the confidence of teachers who are experiencing problems and who become afraid of seeking support. This pushes the problem back into the classroom and away from the sources of potential support.

As one teacher put it:

> 'The greatest impact of pretending there isn't a problem is on the other kids. The vast majority of pupils have their learning disrupted on a constant basis. If I was a parent I would be absolutely outraged.' T9

The picture of provision from pupils with BESD themselves was mixed. Most of those interviewed had at some point received some provision[74] during their time at Beauwood Comprehensive. In all but one case these pupils were not receiving any provision at the time they were interviewed (Autumn/Winter of 2007). The one individual who was receiving support was a statemented student who did not receive her full allocation of provision. In my duty as a teacher I reported this to the HLTA in the SEN department, the HOY and the AHT responsible for the SEN provision. Nothing was done about this failure. Ultimately the matter was passed up to Governors and finally Ofsted.

In reporting on the provision they had received, a number of them were not particularly impressed by the Inclusion Centre. One commented:

> 'The Inclusion Centre was really boring, sometimes we got work sent up from the teachers to do, but other times there was no work... I'd play on the internet but it was boring.' BESD1

---

[74] Some pupils in Year 10 had experienced TA support in Year 7, others had attended the Inclusion Centre at some point during 2005 or 2006.

This pupil had attended the Inclusion Centre after the departure of the Inclusion Centre manager during 2006-7. Others, who had attended the Inclusion Centre during the first year of its operation, reported a different story:

> 'My behaviour did improve but went down shortly afterwards, for a time it worked, but when it stopped my behaviour went back. If it was ongoing it would have worked.' BESD2

It would seem that the BESD pupils who had received structured provision had positive feedback on the work that took place in the Inclusion Centre, as one pupil said:

> 'It was a good support when there were people there to help and talk to. We did work and we learned how to control our anger and behaviour. I enjoyed the social skills stuff and would definitely like more.' BESD3

Interestingly, there were few comments made about TAs. When I asked the BESD pupils about their experiences, all save for one reported no real contact with any for more than two years. They neither reported positive or negative feelings about the additional support, but this may have been as a result of the time delay between them receiving TA support and the time of asking.

8.6   Summary

This theme has examined the evaluation of provision from a number of different perspectives. The original objectives set out following the 2004 Ofsted inspection in relation to the setting up of the Inclusion Centre had not been met on any of the three criteria of teacher training, pupil behaviour management or a reduction of fixed term exclusions.

The school had failed in its statutory, common law and contractual obligations to provide pupils with BESD with an appropriate provision for

209

the period March 2007 until January 2008, given that none of the pupils interviewed were receiving any support from the school, save for one pupil who had received a statement from the local authority.

The budgetary priorities appear to be variant depending on who happens to have control of SLT, however, there appears to be little if any oversight on appropriate spend in addition to an absence of a robust inspection regime.

The teachers' responses in interviews indicated a general perspective that management was weak and unable to deal with the complexity of putting in an appropriate BESD resource.

BESD pupils during interviews expressed disappointment at the help they were receiving from the school. One girl remarked:

> 'I do feel guilty for letting others down. One girl I sit next to in English has seen her grades go down coz of me... She never blames me but I know it's my fault. I don't choose to be like that and I've asked for help but nothing has happened. When I had support it really helped to calm me down [but]...I've had nothing for more than a year.' BESD 2

This pupil had one of the worst records for exclusion in the entire school. She had been excluded on more than 4 occasions in the previous 12 months and had asked for help. Her comments with regard to the impact she had on the pupil sitting next to her strongly support the quantitative evidence presented later in this thesis which suggests that pupils sitting in close proximity to BESD pupils in mainstream classrooms are severely affected by disruption.

Despite this, the school on its own SEF describes its provision differently. The Head Teacher described the Inclusion Centre as a 'valuable and key resource' following its effective closure, whilst the Inclusion Centre manager repeatedly reported great success and improvements in

behaviour of pupils, in the teeth of mixed success in relation to fixed term exclusions for the target group. The gap between the reported evaluation and the reality is wide. In the words of a SEN team member at the Local Authority:

> 'These kids don't have middle class parents nagging and ringing up to get stuff done, so nothing happens and no one cares.'

Despite all of the evidence above, Ofsted in 2008 described the provision at Beauwood Comprehensive as 'good'. This simple judgement protects the SLT from taking any action toward remedying BESD provision until around 2011 when the next Ofsted inspection can be expected.

The consequence of failing to deal with BESD in school, however, is likely to have a significant impact elsewhere on society, however, possibly evidenced by the growing criminal population.

THEME 3: Issues that impact on key staff in relation to BESD management

8.7   Introduction

This thesis is focused on the management of pupils with BESD within the secondary school environment. It is recognised there are a number of other external stakeholders who play a role in the development and management of pupils with BESD. These external stakeholders include the primary carers, parents or guardians, social services, the Child and Adolescent Mental Health Service (CAMHS), the Local Authority Educational Psychology Service and in some instances local GP's and religious community leaders. However, the role of these external stakeholders is beyond the scope of this thesis except where it impinges on school management.

This theme, seeks to explore a number of key factors that impact on the three 'within-school' staff stakeholder groups as identified in the Venn diagram below. There are different external influences which influence these groups' views and behaviour. Although they have a good deal of overlapping interests, in so far as BESD management is concerned, there are also significant differences in their motivation and approach. This theme will discuss external agencies only in so far as they impact on the role or motivation of the three staff groups.

The three groups that have been identified during the research investigation are SLT, teaching staff and support staff:

SENIOR LEADERSHIP TEAM

TEACHING STAFF

SUPPORT STAFF
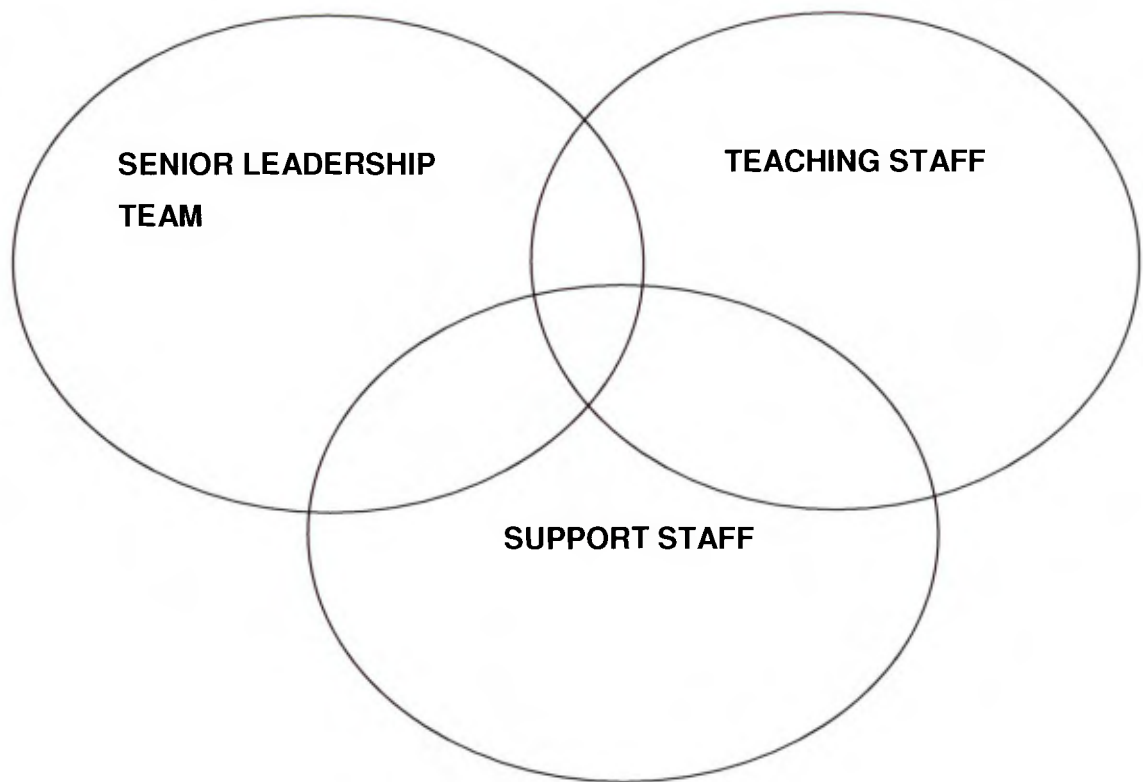
Senior Management represents the first stakeholder group. This group includes the Head Teacher, two DHTs and three AHTs. The Senior Leadership Team (SLT) within school, are analogous to the Executive Board of Directors, with the Head Teacher being the Chief Executive Officer. The roles are essentially strategic in nature and as such, have an executive function in that they are responsible for the implementation, often via delegation, of key policy, either created by them or policy they are required to implement by local authority or government edict. The crucial and overriding objective of SLT is that the school is fulfilling its statutory obligations that include providing a good quality learning experience for their pupils. A failure to meet these requirements may lead to the school becoming designated as a school in 'Special Measures', which would mean the school required significant external help from a number of other agencies, namely the education department of the Local Authority. The SLT along with the governors of the school hold responsibility for its day to day running. I discuss some of the issues that relate to SLT management in school in so far as they impact on BESD management, this includes an analysis of the impact of Ofsted, league

tables, training and competence. I also examine how their objectives and interests may conflict with other stakeholders.

The second group discussed in this theme are teachers and middle management in the school. This group includes the classroom teachers, HOYs and HODs. The pastoral hierarchy within the school system overlaps the academic hierarchy given that all members of the teaching staff have a dual role. This dual role is manifest in teaching given that the contractual duties of the teacher extend to the interests of the child beyond the academic curriculum; hence any academic contact with children in English secondary schools entails a pastoral element. A large number of the teaching staff at Beauwood Comprehensive has 'Form Teacher' responsibility and a number of subject teachers will have a more senior 'pastoral role' such as HOY or Deputy HOY responsibility. Some of the salient concerns and tensions highlighted by this group in interviews will be compared and contrasted with the objectives of the other stakeholder groups.

The final group discussed are the Support Staff and SENCo. This group have direct responsibility for the welfare and provision of those listed on the SEN register at the school. The focus of this staff is not on teaching and learning per se, rather on the individual interests of their targeted students in the fulfilment of the IEP held by the school, which would entail that they focus on individualised learning rather than whole classroom learning.

This theme details the different objectives of each group and provides an understanding as to how each group is motivated by competing interests. Once this has been described, the concerns of each group are provided and their concerns are interpreted in light of the objectives they set out to achieve.

8.8   Senior Leadership Team

The SLT at Beauwood Comprehensive between 2005-2009 was a team of six people. All SLT were female save for one DHT who was responsible for data management. The SLT at Beauwood Comprehensive changed

significantly in 2004/5 with the departure of the Head Teacher. After her departure two DHTs and two AHTs left their position and new members of staff were recruited.

The school was led by an Acting Head Teacher until the school recruited a permanent Head Teacher in 2005/6, who took up her first role in that capacity having served in the school as an NQT 17 years prior.

In regards to SEN oversight, prior to the changes in 2005/6, there had been a strong and dynamic academic focused AHT responsible for the area, including the development of the Inclusion Centre. As mentioned above, he left the school in 2005 several weeks before the Inclusion Centre opened its doors. The pre-2005 SLT contained teachers who had long experience in a wide variety of roles, both academic and pastoral. There was a good mix of both experience and innovation. The post 2005 SLT lacked experience and expertise and were led by a Head Teacher who was taking up her first role. The new Head Teacher wielded considerable power, particularly given that all but two members of the team had been directly recruited by her. She took immediate control over budgetary issues. It became known within the school that she had a highly autocratic management style and controlled all significant SLT decisions. Both DHTs were new in role as were 2 out of the 4 AHTs. This lack of experience allowed the Head Teacher to ensure that her decisions were rarely challenged.

During April 2007, I interviewed the AHT who had been responsible for the implementation of the Inclusion Centre at the school. In assessing the objectives of the school he made it clear that the SLT had a number of conflicting priorities. These included making sure the school was performing well in league tables at Year 7 and 9 in the CATs and SATs, in addition to the GCSE and A level results which were becoming increasingly the benchmark by which the school would be assessed externally. Despite potential conflicts, he felt that management of BESD was an important aspect of improving the school's academic performance:

215

'It is crucial that the school get BESD management correct. The impact on learning from BESD students is very disruptive... It is important to manage BESD in order to protect other students.' SM1

'Schools have a large number of competing priorities, in particular, SLT will want to ensure the school is performing well relative to its peers, often the interests of SEN students can get neglected. The importance of managing BESD, however, cannot get left, as this will, in effect, hamper attempts to pursue any other priority.' SM1

This AHT, following his time at Beauwood Comprehensive, was employed firstly as a DHT in 2007 and then Head Teacher in a large comprehensive school elsewhere. He made it clear that the SLT are always in a key position in implementing school directions, determining priorities, allocating staff, budget and other resources. Initiatives not actively supported by the SLT could effectively be emasculated.

'There are a number of ways in which budget can be manipulated [to ensure that SLT priorities can be pursued to the neglect of others]. For example, it might include increasing the number of SEN students who might be 'looked after' by a particular TA or group of TAs. There are savings to be made by putting in a TA rather than a teacher in certain key roles such as the Inclusion Centre or even in extreme cases SENCo. The Inclusion Centre manager really ought to have been a teacher, given that provision is vital.' SM1

The AHTs position demonstrates the different approaches that can be taken, depending on SLT interpretation of how BESD provision ought to be run in school. This is important insofar as it highlights that the variability of provision is highly contingent upon staff changes at SLT level. This arbitrariness is a theme picked up later in this thesis.

8.8.1 Motivating SLT

A number of the SLT have ambitions to gain greater promotion and their ability to lead and manage on a range of initiatives is a key determinant in so far as their future job prospects are concerned. SLTs reputation can become contingent upon both the kinds of objectives and 'priorities' of the school and the way in which these are achieved. In key documents such as the School Improvement Plan, the post 2005 SLT at Beauwood Comprehensive had a tendency to set the target objectives low in order to demonstrate that they were being met. The objectives, although supposed to be tactical in nature in accordance with SMART[75]targets were vague commitments not apt for proper evaluation. One example of this was the target set in relation to SEN which simply stated that 'students would be supported in becoming excellent learners.'[76]

8.8.2 SLT Accountability and Ofsted

Whilst the SLT does hold a key position, they are held to account ultimately to the standards laid out by statute, but more immediately, to an inspection regime. Ofsted have the power to refer the school for additional support in the event SLT are found to be inadequate. Parents, pupils and other stakeholders are therefore reliant upon Ofsted to ensure that their inspection picks up on shortcomings in the system to act as a check to the power of the SLT. This system, however, can fail. Ofsted in their 2008 inspection report at Beauwood Comprehensive, inter alia, found:

> 'Care, guidance and support are good, with strong pastoral teams
> that know students well. Many vulnerable students, including those
> with learning difficulties or disabilities, are supported well by their
> teachers and teaching assistants but shortcomings in records and
> planning systems result in inconsistent quality of support in lessons.
> Although there is a lack of strategic cohesion across inclusion and
> there have been difficulties in securing staffing in the special

---

[75] SMART: Specific, Measureable, Achievable, Realistic, Time-constrained

[76] Beauwood Comprehensive SIP 2006-2010, Target 2

educational needs faculty, the overall care provided for these students enables them to make similar progress to others'

Ofsted made these comments in the light of no SENCo and an absence of support for those with BESD over a period of at least 10 months. The language of Ofsted, in referring only to 'vulnerable students' and 'inclusion' also highlights the lack of detailed reporting that would be of use for genuine assessment. There is no mention in the report about students with BESD, again perhaps reflecting the ambivalence with which they are treated both by management and the inspection regime. The significance of Ofsted reports on the focus of SLT cannot be underestimated. Ofsted has the capacity to mould and focus SLT objective setting over the medium to long term, however, this is only likely to happen in circumstances where previous 'weaknesses' are inspected by future inspections and commented on.

The previous Ofsted inspection of September 2004 highlighted difficulties with BESD and made a specific recommendation to the school:

'Provide more effectively for the academic and personal development needs of the minority of poorly behaved students, as already identified in the school improvement plan.[77]'

The 2004 Ofsted report itself explained their findings:

'The school rarely excludes students permanently. The rate of fixed term exclusion is high and is increasing. About half of these exclusions are incurred by just a few students and usually result from incidents around the school rather than in lessons. The school analyses these figures carefully to ensure equal treatment for all students. The school currently has no internal accommodation for removing students for additional support for their behaviour, though staff are active in counselling, supporting and seeking work

---

[77] Ofsted Inspection Report Beauwood Comprehensive, September 2004

218

placements and alternative curriculum activities to help these students. A specialist group is working on developing a behaviour support unit as outlined in the school's own improvement plan. The school is therefore poised to improve support for the increasing number of students with emotional and behavioural difficulties coming to the school.'

It is interesting to note the Ofsted of 2008, in addition to sketching over the issue of BESD under-provision, makes little attempt to assess whether the previous Ofsted findings and recommendations had any traction. The evidence used as a departure point for analysis for Ofsted 2004 was the number of fixed term exclusions. The Ofsted 2008 analysis of the exclusion data was limited. It is also interesting that the Inclusion Centre, set up in part as a result of the Ofsted findings of 2004 was not mentioned or assessed in the 2008 report.

The Ofsted of 2008 essentially vindicated the decision-making of the SLT, in that the compulsion to deal with BESD had lessened. The reality of provision however was lacking in teachers, support staff, Local Authority and pupil perspectives.

8.8.3 SLT and League Table Pressures

League tables are becoming the measure of SLT success and failure. SLTs challenge is to improve their grade profile at the same time as balancing the competing demands for good facilities, improving the range of subjects on offer and recruiting quality staff. An improving results profile, however is not likely to be supported by improving BESD resources given competing priorities. For this reason, SLT may have been reticent to allocate scarce resources in the direction of the most vulnerable.

SLTs focus on BESD provision may also have been affected by the fairly recent phenomena of schools, including Beauwood Comprehensive, targeting C/D borderline GCSE students in an attempt to improve their performance. This targeting of provision at C/D students comes at the

219

cost of sub-D grade students, the category within which pupils with BESD often fall. The evidence at Beauwood Comprehensive suggests that it was possible to under-provide for those who are below the D grade, given the lack of SEN provision, and escape criticism by Ofsted. It could be argued that the SLT have taken a rational, albeit cynical position in relation to provision that leaves those pupils with BESD without any recourse.

8.8.4 Problems in BESD Provision Resulting From SLT Inexperience and Lack of Training

The wider question of SLT training and competence is important insofar as it impacts on the quality of decision-making that determines the extent to which BESD provision is likely to be viewed. The quality of senior staff is a matter of concern for the DCSF. In recent years a number of initiatives have been undertaken to improve the quality of staff from which SLT can be drawn. This has included the funding of the National College of School Leadership (NCSL)[78]. In 2007 the DfES commissioned an extensive report from PriceWaterhouse Coopers (DfES, 2007, pp. 143-161), into school leadership. Amongst the findings and recommendations was the idea that there simply was not enough talent in the system to manage the complexities required:

> 'Providing 'permission' – without being over-prescriptive, the DfES should endorse proactively the possibilities around suitably experienced and qualified professionals (other than teachers) playing key roles on the leadership team in schools, up to and including taking lead responsibility for the school...' (DfES, 2007, p. 150)

The lack of training and capacity appeared evident at Beauwood Comprehensive. The pre-2005/6 AHT responsible for originating the Inclusion Centre was a highly motivated and very knowledgeable leader.

---

[78] The National College of School Leadership is a non-departmental public body with a staff of 265 and a budget of just under £9million. Its focus is to encourage school leadership.

He had undertaken a number of courses related to school management. In addition to this, as indicated in a previous theme this AHT had wanted to see the Inclusion Centre develop a capacity to train staff in BESD management. In contrast to this, his replacement AHT, who took charge of SEN at Beauwood Comprehensive in 2005/6, lacked understanding and vision in this area. She had no specific training in SEN or BESD and had been trained as an Art Teacher.

The post 2005/6 AHT had little knowledge of the workings of SEN department or the statutory obligations. She was unsure of the nature of 'in loco parentis' in addition to other aspects of the schools duty. It took five separate meetings to secure consent to interview pupils with BESD from this AHT with a total of five amendments made to the letter which was to be sent home to the parent/carer.

SEN staff who worked with her expressed concern in regards to her ability to perform the role. The HLTA in charge of the SEN department during the autumn term of 2007 remarked:

> 'The problem with her is the lack of experience. She doesn't really understand what she is supposed to be doing and this leads her to become aggressive and bureaucratic...' SS6

From observation, it seemed that this AHTs relationship with the HLTA was strained as a result of her tendency to use her authority to end discussions when dealing with contentious points. One interpretation of authoritarian managerial style relates directly to her weak understanding of issues relating to the area which she had been put in charge..

It is important to note that there are a great number of pastorally gifted teachers who receive no formal training. Many of them have the capacity to deal with very difficult emotional and complex issues involving pupils. However, whilst these teachers often find themselves in senior pastoral positions, there are many who do not naturally have the requisite skills and

the lack of training requirement permits their promotion into these roles, in some cases, without their having sufficient competence to fulfil them.

Senior Management continually faces a large number of competing priorities and demands on resources. They routinely manage budgets in excess of £5 million with staff in excess of 100. In English secondary schools it is not unusual to have more than 1100 on role. Beauwood Comprehensive is one of these schools. The managerial skills, expertise and understanding required to manage, lead, delegate and understand strategy as well as the plethora of statutes and policy, in addition to the demands made by staff, pupils and parents is not to be underestimated. At present there are no formal management qualifications required to act as an AHT or DHT in UK Schools. .

The Beauwood Comprehensive SLT suffered from a lack of managerial expertise. This finding is unsurprising, given that the experience of the team had been drawn from the careers of people who had spent a lifetime teaching Art, PE or other classroom subjects that have little or nothing to do with management. The team were themselves led by a first post Head Teacher whose managerial experience was also limited.

The problems surrounding BESD management are complex. The lack of provision at Beauwood Comprehensive could be interpreted as one in which the lack of training, experience and competence of the SLT had a direct bearing on the under provision. Unable to comprehend the bigger picture sketched by the previous SLT, the post-2005 team diverted resources away from BESD provision.

The AHT responsible for behaviour did remark that she felt there was not as much BESD management training as was needed but felt that INSETs dealing with general classroom management had been successful. There was no attempt to explain how the success or failure of INSETs was assessed, although she did imply that general classroom INSET would deal effectively with BESD management issues.

It is important to consider INSET at Beauwood Comprehensive insofar as it provides a picture of a culture in which the performance of duty, i.e. box ticking became the objective rather than genuinely providing training. The INSETs that dealt with classroom management and SEN fell into this category.

INSET days at Beauwood Comprehensive were never assessed, even informally. The level at which INSET was delivered was at best elementary. It is difficult to see how any serious training could take place given the diversity of staff, ability levels and time made available for INSET training. All members of staff were required to attend from TAs up to Senior Management. The training would take place within a 2 hour period with more than 100 staff in the school hall.

It is notable that the AHT's subjective feelings and her perceptions of staff's confidence in dealing with BESD were divergent. One example of this is her remark that...

'We [teaching staff at Beauwood Comprehensive] are good at sharing information and good at identifying what works [with BESD students]. We share good practice and have had successful INSET days. Staff is very aware of systems and the importance of differentiation' SM2

As the section below will demonstrate, there were no members of staff interviewed who shared this positive view of provision, training or 'good practice.' In fact, the pessimism of non-management staff when dealing with BESD was almost universal.

The AHT herself was not entirely optimistic about the provision. When asked about what problems she could identify she pointed to a number of areas where there was significant overlap with the teachers' responses. She had no idea where the money had been spent in terms of budget, in spite of her position on SLT, and remarked that SLT had been committed

223

to different agendas. She expressed frustration of being in a position in school where 'there wasn't always the money or personnel.' SM2

There was further overlap with the teacher and support group when asked about her views in relation to the impact pupils with BESD have on non-BESD pupils. It was her belief that inclusion was not always the best option. Here she remarked:

> 'Whilst children can get a strong set of values [mixing with BESD], children do not have the sophistication to understand the contexts... when I consider the very difficult cases of BESD I would say they should be excluded from mainstream education...' SM2

In interpreting her comments, it seemed clear that she held divergent views to the majority of teaching staff and at the same time was not entirely comfortable with the SLT position in regard to provision. She expressly stated she felt Beauwood Comprehensive did not have an appropriate provision and felt powerless to effect the changes she wanted to make. Her comments about not having the money or personnel seemed to indicate she was frustrated at being party to the development of policy at SLT level but at the same time recognising that she was not able to affect the changes she felt needed to be made.

8.9   Teaching Staff

8.9.1 Background issues that motivate teachers

Non-SEN teachers in mainstream secondary schools are primarily concerned with the teaching of their curriculum subjects as their main focus. It is the case that all teachers retain a pastoral responsibility. This may be as a form teacher, HOY or responsibility for some other aspect of the pastoral management of pupils such as welfare, social services or attendance, however, teachers' first responsibility is the delivery of the curriculum.

In terms of understanding the split between pastoral and academic responsibilities, consider the allocation of contact hours at Beauwood Comprehensive in terms of their weekly work.

Table 8.1. *Number of allocated hours for staff in different roles*

	Pastoral Time	Contact Teaching Time	Allocated Planning Time
HOY	4 hours	17 hours	4 hours
HOF		17 hours	8 hours
HOD		19 hours	6 hours
FORM TUTOR	1 hour	20 hours	4 hours

Although HOYs only get a 4 hour allocation for their work, it is extremely rare to see any member of staff in this position of responsibility who does not spend considerably more time than that allocation on pastoral work. Although there are no figures available, I would suggest, from my observations, that a HOY would spend at least twice that amount of time on pastoral matters.

Mainstream teachers, who have a form responsibility will generally pass on pastoral matters to their HOYs. The table above lists how the 25 hours of 'contact time' or 'directed time' teachers are allocated on a weekly basis at Beauwood Comprehensive, which is a fairly typical example of English Secondary education. There is a very wide range of actual hours worked, depending on the teacher. The variance at Beauwood Comprehensive is from the bare minimum of 28-30 hours per week up to 80+ hours for some members of middle management.

Teachers are assessed in a number of ways. The primary tool used in assessment is the annual review. From personal experience, this process also follows the quasi-target setting referred to in the previous theme, targets such as 'use more differentiation' or 'use more resources' are typical. Teachers, however, are concerned about the prospect of and Ofsted inspection. During the Ofsted inspection at Beauwood Comprehensive in 2008, a number of teachers were reduced to tears with

the stress of preparation. The school operates in a non-standard way from the moment notice is given of an inspection to the moment the inspection finishes. Pupils are prepped, posters are hung on the wall, all staff create resources, lesson plans and other materials that are simply not used at any other time. The Ofsted inspection is a highly synthetic period of time in a school's operations and it is for this reason that the findings of Ofsted have to be taken in the context in which they have been observed.

8.9.2 The Impact of BESD inclusion has on Teacher objectives

Given that teachers have a primary focus on their subject delivery, and ultimately hope for good results in summative testing (A level, GCSE, SAT etc.), any disruption is unwelcome. The majority of teachers at Beauwood Comprehensive are well intentioned and hope to educate their classes to the best of their ability. The presence of BESD pupils in the classroom, however, can, and frequently does, lead to an obstacle in the achievement of their primary aim. Interruption from pupils with BESD in the class is immediate and on occasion, absolute. The view of teachers, therefore, is likely to be the most reactive, given it is their primary objective that is most likely to be interrupted by BESD inclusion in mainstream education.

Teachers who had daily experience of pupils with BESD claimed there were a small number of pupils who could not be catered for in mainstream education. In all interviews, teachers agreed that there were around 2-5%. of the year group whose behaviour was consistently challenging, to the extent that their learning and the learning of others would be disrupted by their inclusion in class. This 2-5% range in a school of around 1100 pupils translates to a pupil number around 30 (given that there is a zero incidence of BESD at 6th form). The number of assessed BESD in Beauwood Comprehensive on the SEN register assessed at the level of N, SA, SA+ or S at the time of writing was 34. Interestingly, the bottom 2.5% of any distribution is 2 standard deviations below the mean. This has been observed in many instances to signify behaviour that is readily seen as 'abnormal'.

226

One HOY summed up this position by claiming:

> 'There is always going to be a minority of students in this school and others [in an inclusive education environment] who present challenging behaviour beyond the IEP and normal behavioural policy. They require nothing less than withdrawal from the mainstream.' LC1

Another classroom teacher remarked:

> 'There are a hard core of students who have a dramatic effect in their year group and class group... with this group they have to be allowed to misbehave and break the rules in order that any teaching can take place. Of course, other students see this as unfair, but this is a consequence of putting teachers in a situation in which we are simply unable to enforce the code of conduct.' T9

A consequence of this 'beyond control' aspect of BESD inclusion, teachers explained, was the amount of time and resources required in order to allow normal teaching and learning to take place. Teachers expressed the view that in some classes the disruption would spread throughout the whole class, slowing down their ability to deliver the curriculum.

One teacher explained:

> 'BESD students by and large are very disruptive to the general atmosphere. They take up a lot of time and influence others in such a way as to set them off. Once the class has started to lose focus, it can take a lot of time to bring things back to the point that teaching can take place.' T3

Often the behaviour expressed by pupils with BESD would not be sufficient to cause the teacher to exclude or send the pupil out of the class, but the disruption nevertheless could last for significant periods of time. The most frequent behavioural disruption I observed was talking,

thus preventing the teacher from being able to provide instructions to the rest of the class. Teachers who insisted on total compliance often lost time requiring pupils with BESD to focus on their instructions. Whilst the disadvantage of 'tactical ignoring' led to a decline in general classroom behaviour over time, attempts to strictly enforce compliance often resulted in unnecessary and prolonged dialogues with pupils with BESD who were looking for attention.

Staff are provided with a 'classroom behaviour checklist' as part of their Staff Handbook at Beauwood Comprehensive. The guidance suggests the following:

> 'A student should only be sent out of your lesson for very serious disruption of the work, for being physically violent or for swearing directly at you. Please ensure that you have tried a number of other measures to avert disruptive behaviour before excluding[79].'

The measures which are suggested in the Handbook involve 13 steps before the following advice:

> '**If all else fails** and a pupil continues to be disruptive, insolent etc, they can be sent to Reception with a lesson exclusion slip and work to do.'

The emphasis above is Beauwood Comprehensive's emphasis. During my initial teacher training, which took place at Beauwood Comprehensive, I was told by the then DHT that teachers who exclude are seen as failures and incapable of performing their jobs properly. This view is evident in the emphasis of the Handbook which requires a number of stages be

---

[79] Excluding here is taken to mean classroom exclusion. It is clear from the 13 points, however, that a number of these elements cannot be undertaken prior to a lesson exclusion (namely points 8, 9, 10, 11 and 13). However the sense of the communication is that there are a lot of steps that ought to be taken before a pupil is excluded from the classroom.

performed before lesson exclusion. It is little wonder, then, that teachers are reluctant to seek external support when dealing with BESD.

The 13 measures require teachers to do a number of the following:

1. Eye contact and a severe look, body language, firm voice.
2. Go quietly and speak to pupil giving a warning while others are working.
3. Stand behind pupil and correct work, Say things like 'underline headings', 'watch your spellings', 'good answer', 'what else can you add', etc.
4. Sit pupil at your desk/ move to alternative place/ use a teacher seating plan devised by the teacher.
5. Warn pupils they will have to stay in with you at break/end of the lesson if work is not completed.
6. Take pupil outside and say 'you have a choice now. Either be quiet and do your work or stay in...'
7. Write a note to parents about work/behaviour in homework diary and check it next lesson.
8. **Deal with matter immediately**. If necessary, take pupil with you to your staff room area. They will not like missing break/ lunchtime and getting extra work.
9. Keep student in at break / lunchtime detention (ensure that they go for food at some point before 12.40) Instructions about time and place very clearly.
10. Give student some useful work for the detention period.
11. Discuss problems with colleagues, seek assistance and more ideas.
12. Check whether a colleague next door could help – if problems arise. Subject rooms are often groups and your HOD/Faculty could be nearby.
13. Refer major problems to HOD/Faculty. Continuing problems, which their intervention does not solve, should also be referred to the HOY for other suggestions.

This code suggests that teachers increase the threat level to the point where the pupil recognises that the consequences of their behaviour will ultimately lead them to a more unpleasant situation than the alternative of compliance. In the vast majority of cases, this approach works well, particularly when it is implemented with consistency. However, it would appear that the mark of a pupil with BESD is precisely their inability to recognise that their situation will be made more unpleasant as a consequence of that non-compliance. This failure to comply with rules, according to teachers, is what damages teaching and learning in two ways. Firstly the disruption itself, which in a large number of cases on a daily basis prevents delivery of curriculum across a variety of (usually) academic-based subjects. Secondly, the erosion of the efficacy of the discipline code for non-BESD pupils who begin to openly challenge the teacher on grounds of 'fairness' in circumstances when they break the code causes significant longer term difficulties for teachers.

As one teacher explained:

> 'Teachers need to have realistic expectations of BESD students, this means being more lenient... teachers who try and impose the code [on BESD] end up being aggressive, insulting and stubborn. Once this has happened they will lose control and that is the end of it.' T4

The frustration of one teacher who had tried to impose the normal code is in evidence when he exclaimed:

> 'The only answer [when dealing with BESD] is permanent exclusion.' T3

This teacher left teaching in England three weeks after the interview took place in July of 2007.

As detailed above, the BESD provision at Beauwood Comprehensive, during the period of the case study was exclusively left to the Inclusion

Centre, whilst it operated. Teachers and middle management were asked about their views on the BESD provision, which meant that they were asked for their comments in relation to the success or failure of the Inclusion Centre. The responses, again, were in contrast to those of the SLT and in particular, the Head Teacher who had described the provision as 'a valuable and key resource.'

There were a number of common criticisms, namely that teachers viewed the Inclusion Centre as too 'easy' and not 'punitive' enough. In addition, teachers claimed that the provision did little or nothing to improve the behaviour of pupils who had been through the system. It is of note that in the majority of cases the teachers' focus was the Inclusion Centre's ability to affect behaviour rather than comment on the effectiveness of the Inclusion Centre's educative function.

As consequence of the failure of the Inclusion Centre provision one HOY estimated that around 95% of the time she spent on pastoral matters was spent dealing with Year 9 BESD issues. Despite the failings, however, it was her view that with appropriate funding, staffing and support, the Inclusion Centre could have proved to help pupils with BESD maintain their places within mainstream schools without facing exclusion. She also seemed unconcerned about the amount of resources required for helping pupils with BESD achieve this goal:

> 'If the Inclusion Centre makes a difference to one student it will have been worth it.' LC1

This statement however, did not sit well with other comments made during the interview when she expressed a great deal of frustration in dealing with pupils who, in her view, were beyond the 'normal sanctions of the school'. Throughout the interviewing process it became clear that individuals' feelings on this issue were complex and often inconsistent.

It would appear that HOYs, who dedicate a great deal of their time to pastoral issues, in particular with the problems presented by pupils with BESD, are conflicted. This conflict divides into their passion in attempting to help and assist pupils with BESD in mainstream school life on the one hand, and the frustrations of behavioural difficulties on the other. This frustration/passion conflict was also present in statements made by the third stakeholder group detailed later. This is interesting in the sense that it to a degree crystallises the tensions between academic and pastoral/SEN roles which we see in the different stakeholders.

Other mainstream teachers concurred with the views of the HOY 9. The issue of the Inclusion Centre being too soft was a continual theme. As one teacher remarked:

> 'The Inclusion Centre started to become a club... breaking the rules meant getting back into the club which meant pizzas, computers, no work and the rest of it.' T3

At least five other teachers remarked on the benefits of the Inclusion Centre being restricted to the withdrawal of BESD from their classroom:

> 'The Inclusion Centre had no impact on the behaviour of BESD.... was it successful? Yes, but only because it got those kids out of class...' T8

One interpretation of these comments is that the Inclusion Centre could have been a useful resource beyond its capacity to withdraw pupils with BESD from mainstream classes. Teachers were unanimous about where they saw the problems in provision, namely staffing. The Inclusion Centre had never run with its intended full complement of staff from its opening in September 2006 until its effective close in the spring of 2007.

One teacher summed up this view by stating:

232

'The staff changes meant that there was no real Inclusion Centre manager, students were left to their own devices.... SLT knew that the role of Inclusion Centre and HOY were incompatible...' T6

Although optimism was lacking amongst teaching staff, given their resounding view that pupils with BESD were at best disruptive and at worst unteachable, one teacher did express that solutions may be available with appropriate provision:

'If there was significantly more training where we knew how to deal with BESD, if we received more funding and timetable allowances for dealing with BESD, if we had specialists to deal with BESD and a teacher who had specific skills to teach us.... maybe it could work...' T5

There is clearly a contrast between SLT and the main body of teaching staff. These differences present in terms of how teachers perceive the provision as being inadequate and as having a negative effect on their teaching in classrooms. By way of contrast, whilst SLT acknowledge that the situation is not ideal and more could be done, they are, by and large, satisfied that the provision is not harming teaching and learning at the school. The view of SLT is supported by Ofsted who collectively brand the SEN provision (including the BESD provision) as being good in January 2008. This finding, given the evidence, casts significant doubt on the efficacy of Ofsted as a competent agency to reveal problems in school and propose solutions to the elimination of these difficulties.

Teachers were generally surprised by the findings of Ofsted 2008 in relation to SEN. The general view was summed up by one teacher:

'It was really surprising that they [Ofsted] didn't slate the SEN situation. There were TAs appearing in classes with kids they barely knew just for the inspection. As for what the school has been up to

with the disruptive lot and the Inclusion Centre debacle, it seems they have been well and truly hoodwinked.' T8

A number of teaching staff expressed scepticism for the Ofsted process. It seems, on the evidence in this thesis, that part of the anti-Ofsted sub-culture that often exists in school rests with their inability to effectively highlight problem areas and to insist on change where it would assist the teaching staff. Instead the process seems to be aimed at getting teachers to fulfil unrealistic tasks, for the duration of the inspection, that have no real bearing on the way in which their practice is usually informed.

Given the evidence above it would seem that BESD inclusion raised a number of issues for mainstream secondary school teachers. The main theme that appeared to come out of the interviews, however, appears to be the problem of time and responsibility. Teachers felt that BESD provision ought to have been something that was dealt with by the school outside of their classroom teaching. They did not believe they had the training, time or resources to deal with the complexity that pupils with BESD present with if they were going to be able to follow their primary focus which was curriculum delivery. Teachers were generally disappointed with the provision put in place by the school, namely the Inclusion Centre and were made to feel as if they were failing if they were unable to cope with the demands of BESD inclusion. It is noted that many of the problems that existed at Beauwood Comprehensive appear to flow from a failure of leadership and a lack of a SENCo, however, teachers were clear that unless clear provisioning is in place, BESD inclusion is problematic.

8.10   Support Staff and SENCo

The SEN department in a school is responsible for the day-to-day implementation of all SEN needs. The variance of provision throughout the public sector is wide (Cummins, Frances, & Coffey, 2007)[80]

---

[80] see also www.bdadyslexia.org.uk/news31.html,
www.news.bbc.co.uk/2/hi/uk_news/education/5150480.stm,

At Beauwood Comprehensive, the provision over the duration of the research varied widely. From the start of the work in 2005 there was a SENCo, full time Inclusion Centre manager with Inclusion Centre assistant TA, there were 8 TAs and at least 3 fully trained teachers who were working in various aspects of SEN.

By the autumn term of 2007 there was no SENCo, no Inclusion Centre manager, no Inclusion Centre assistant, 5 TAs, no qualified teachers in the SEN department and a Teaching Assistant (HL) was in charge of the SEN provision. Beauwood Comprehensive operated with virtually no effective SEN resource until a new SENCo was hired in late January 2008. This SENCo was hired on a temporary basis until his full time appointment in June 2008.

The objectives of those working in the SEN department, regardless of the staff, resources or provision, however, remain the same, that is, to ensure pupils who fall under their responsibility are able to access the curriculum and pastoral provision of the school in accordance with the aims of the IEP. The SENCo is responsible for the development of the IEP in conjunction with the pupil and other stakeholders such as the parents, HOY and possibly subject and form tutors.

During interviews with TAs, SENCo, the SENCo consultant, in addition to teachers who had been working in the SEN department, a number of significant issues arose which ignited a great deal of emotion. Chief amongst these issues was the matter of a lack of resources. In addition to this, staff were alarmed at the collapse of strategic vision, leadership and ambivalence in the area of SEN. It is a matter of note that every member of SEN support staff interviewed during 2006-7 left the school save for one. In all but that one case they had left directly as a matter of their frustration with the management of the SEN department, on leaving staff

were very vocal in their criticisms. One member of staff who remained in the school (but had left the department), and previously had responsibility for EAL[81], remarked:

'They [SLT] simply had no respect for the role or what I was doing for the students. The role has been filled by a TA on very low wages. It is shocking that they have behaved [by not replacing the EAL teaching role with another qualified teaching member of staff] in this way... it's really a question of trying to save money from the wrong places. I was not prepared to work for those people in that role anymore so I quit.' SS2

This view, which indicates that there had been a significant drop in funding for the SEN area, was supported by all other SEN staff interviewed, another remarked:

'It's a shame that he [the pre 2005/6 AHT] left. There is no coordinated strategy now. There is not enough staffing and the entire provision has been degraded... I don't think that the school spend appropriate funds on SEN, staffing at the Inclusion Centre was never right...' T6

The same teacher added:

'They are not doing anything to hire a SENCo, the role is not advertised, they don't care.' T6

This comment was made in May 2007, it took a further 35+ weeks before a new SENCo was in role. This teacher left the school in late 2007, frustrated at what she saw as a 'degraded provision.'

A senior member of the SEN staff remarked:

---

[81] English as a Additional Language

236

'The situation is very bad here. There is no transparency on funding. What I can tell you is that there is not enough staff or TAs to meet the requirement. The students and parents could go to tribunal and the school would back down – sadly these are not the kind of kids or parents that would know what to do. I have spoken to senior people at the council about the situation here but they don't seem to care, it simply isn't a priority.' SS3

SEN staff concurred with teaching staff in relation to problems specifically in dealing with BESD in school. One member of staff summed up the response of the day to day problems of dealing with BESD inclusion:

'Unless students are withdrawn, serious damage to teaching and learning is going to occur. The effect of a class with only one or two BESD students can render the class as being 'difficult'... for example teachers hate having to deal with 10X or whatever the class is called...

This ultimately affects the way teachers deal with the class as they begin to get a reputation, more lessons are destroyed and the weaker non-BESD pupils are often drawn into poor behaviour as their influence spreads... never mind if lessons are destroyed, I've seen entire years of teaching ruined unless there is structured intervention and withdrawal.' SS5

There was some disagreement between members of the SEN staff in relation to training. Whilst all agreed that the training provision was poor to non-existent outside of the training at INSET, one member of staff remarked that training would do little to help with BESD:

'It was always unrealistic to think that the Inclusion Centre could have provided training on their staffing structures – it wasn't high priority. In my view it would have had a negligible impact in that there is not a great deal

that can be taught that would have helped – the problems presenting in classrooms are too heterogeneous.' T6

This SEN teacher went on to suggest that, given the heterogeneous nature of BESD in mainstream schools, the only solution was to introduce withdrawal and support using TAs:

> 'I am in favour of inclusion BUT only where there is appropriate use of TAs, if they try and do a job on the cheap it will lead to a higher number of exclusions and more aggression... the solution is for a well staffed Inclusion Centre with competent and confident TAs.' T6

8.11   Summary

One interpretation of the research data from these samples is that the difference between the groups is one of perspective. The similarities between the groups lay in the optimism that with sufficient resources the principle of BESD inclusion was achievable, subject, of course, to appropriate provision which in the majority view meant more staffing, training and resources. A number of staff, even when expressing frustration at the lack of resources, felt that all but the exceptionally[82] difficult students could operate in mainstream if the Inclusion Centre withdrawal facility was available over the medium to long term.

The differences between the groups split the teaching and support staff from SLT. SLT, given their ultimate responsibility for the overall running of the school felt that a positive external image needed to be presented, regardless of the actual realities. Problems were described as 'beyond the control' of SLT, for example, the issue in relation to pupil recruitment, the intake of the school was ultimately determined by the local authority. On the one hand, it is true that there was a shortage of qualified trained SEN staff to take on a SENCo role at that time and for the pay offered. On the

---

[82] There appeared to be consensus amongst all groups in relation to extremely difficult cases of BESD such that inclusion was viewed as inappropriate. These cases are examined in the final chapter when the spectrum of BESD is discussed.

other hand, it was possible (and suggested by the SEN consultant) that in order to recruit, the school ought to have provided better pay, status and conditions to the role. This increase in status, which might have taken the form of the SENCo sitting on SLT, would have also served to improve the direction and overall provision of SEN within the school framework. The lack of movement in attempting to sufficiently upgrade the role certainly counts as evidence that SLT simply did not see the recruitment of a SENCo as a pressing priority, nor did they view the SEN perspective at SLT level appropriate or desirable.

In the final analysis the evidence suggests that SEN and in particular BESD provision was just another priority amongst an increasing number of other priorities. This finding, however, was contrary to the expressions of all participants when they claimed it was 'essential' or a 'pre-requisite' to the running of the school.

THEME 4: The experiences of i) Pupils with BESD and ii) Pupils without BESD in mainstream secondary school with BESD inclusion.

8.12 Introduction

This theme looks at some of the practical realities that arise with BESD inclusion from a pupil perspective. It aims to analyse the experience of what mainstream BESD inclusion means on a day-to-day basis for pupils who are assessed as BESD and from the perspective of other pupils. This section draws extensively on work undertaken with pupils with BESD in semi-structured interviews as well as focus group research conducted with a variety of pupils who are not assessed as BESD. In addition, research data is augmented from observations made at Beauwood Comprehensive as well as any supporting comments which may have been made by Support and Teaching staff. Further supporting exemplars and evidence is provided using School exclusion data, which details reasons for exclusion in fixed term and permanent cases.

This theme is broken into three sections in order to understand the complexity of how pupils with and without BESD interact with each other and the school.

In the first instance this theme details the day-to-day social experience of pupils with BESD from their perspective as well as from the perspective of other pupils. Issues that are discussed include how they feel about school and different subjects within the school.

The second section highlights some of the problems that arise in the learning environment. The qualitative results from conducting observational research are discussed, with some supporting evidence from teachers, who provide an understanding as to the difficulties of pedagogic delivery in the context of BESD inclusion. This theme also details the results of how pupils with and without BESD view the issue of punishments/sanctions,

Finally, the third section analyses the BESD provision at Beauwood Comprehensive. The problems related to rule breaking, and how solutions may be constructed to deal with these problems are discussed.

8.13   BESD Inclusion – Social Relations

Pupils with BESD reported a relatively mixed response as to whether they were enjoying their school experience. A majority of the pupils with BESD stated that whilst they disliked school, the social aspect of seeing their friends came as some consolation. One remarked:

> 'I don't like school at all. There is nothing about it that I like apart from seeing friends.' BESD7

In observation, pupils with BESD would often form a tight knit group, albeit not socialising outside of year groups, during social breaks (i.e. morning break time and lunch time). They would sit together wherever possible in classrooms, although teachers tended to break them up, and they would sit together in the canteen during lunch time. Although some pupils with BESD were highly charismatic figures who attracted much attention from other pupils in the year group, this was not always the case. In particular, there were incidences of pupils with BESD who also had an Autistic Spectrum Disorder (ASD) note on their file. Pupils with both ASD and BESD could present as loners within the school, infrequently socialising with others. It would be fair to suggest that the observations indicate that there is no one 'type' of BESD and their social skills were highly variable.

Following school, a number of the 34 pupils with BESD at Beauwood Comprehensive, possibly 5 or 6, would mill around the playground waiting for other pupils with BESD who often were kept back for detention. Pupils with BESD often thrived on the gregariousness of one another, often leading to inappropriate comments to staff during break times. Senior staff were often unable to manage pupils with BESD during lunch time with certain pupils simply ignoring their warnings and sanctions, as one would expect. On one occasion the DHT enquired as to how one pupil with

BESD had managed to get hold of fish and chips for lunch (clearly bought from the chip shop down the road). The pupil offered the DHT a chip, laughed in her face and ran off. The DHT, who was patrolling the grounds with one of the AHTs remarked:

'There's no point in pursuing that.'SM4

This sort of behaviour would not have been tolerated by Senior Management from pupils without BESD at the school and would almost certainly have been followed up with a sanction such as a detention.

Although pupils with BESD mixed with pupils without BESD the focus group interviews indicated that pupils without BESD were able to detect a degree of 'otherness' about pupils with BESD:

'Some of these girls could be fine when they were in big groups, but they couldn't be challenged – when we were out with them, say at the bus stop, they would take the piss out of everyone, the bus driver, members of the public... I knew one who was in a fight nearly every day she loved that happy slapping thing and was constantly trying to nick phones on buses...' FG1

The social interaction of pupils with BESD and other pupils appeared to have a positive influence on behaviour, in particular where groups of pupils with BESD were broken up. On observation it appeared that classes with larger number of pupils with BESD were significantly more difficult to control.

Non-BESD pupils were very aware of the disruption pupils with BESD had on their learning and this is discussed below. Despite this, non-BESD pupils often socialised with pupils with BESD who were often considered to be 'cool'. One non-BESD pupil put it:

'Some of these girls were hard and it was, you know, quite cool to be their friend. At the same time they did do some crazy things and it would be really difficult to try and get them to behave differently. I guess a number of us were just a bit scared and in awe at the same time.' FG2

When asked whether they believed that they would have been better educated in circumstances where pupils with BESD had been removed from the classroom, a number of pupils drew the analogy with private schools and said they would prefer their own experiences. One said:

'To be honest, if you want to learn you will do well regardless. I can see that a private school would work better but that is only beneficial when considering the grades. We've learned something about the world having been in a comp and it has been fun. Without these girls, school would have been less entertaining.' FG1

This view had some traction with the other pupils in the focus group who agreed that for them, school was more than learning the curriculum; they also believed it was also about learning about others.

The next section of this theme considers the kinds of difficulties that are evident in the classroom and the extent to which disruption can take hold as a result of BESD inclusion.

8.14   Problems in the Learning Environment

When asked about their favourite subjects, pupils with BESD overwhelmingly reported enjoying PE, Dance, Design/Art, Food Technology. Pupils with BESD reported disliking Maths, Languages, English, Geography and in particular RE. The tendency to prefer kinaesthetic to academic classes was more apparent with the pupils with BESD than with the non-BESD pupils.

243

Pupils with BESD generally had a weak academic profile, possibly as a result of the fact that the school was unlikely to seek an assessment in circumstances where a pupil's academic progress was satisfactory. In addition, pupils with BESD appeared to enjoy more kinaesthetic classes where they were permitted to chat during 'work' rather than having to concentrate on more academically challenging tasks. An alternative explanation for their preferences for kinaesthetic classes might also relate to the preference for freedom of movement as indicated by the literature review in particular where there was evidence of ADHD.

SEN staff, and indeed, a number of teachers, were reluctant to refer pupils for a BESD assessment if their academic ability was above a certain level. This was discovered when I asked the SEN HLTA why one of the 'worst offenders' on the exclusion register was not assessed for BESD. The response was that this particular pupil had a CAT[83] score in excess of 100. During my research I identified the records for the one individual who was in the 'Top 10' but was not registered on the SEN role. She had been excluded on three separate incidents during one year for a total of 8.5 days and had been a persistent offender, often causing classroom disruption. This one individual had received more than 300 detentions[84] over a two year period and had been excluded in more or less every year she had been at the school. I suggested to the SEN department that she may be someone to keep an eye on, at least to be a 'noted concern'. The Teaching Assistant who was responsible for the department at the time in 2007, however, informed me that she would not receive any help or

---

[83] Cognitive Ability Test – a score of 100 is the average for a particular age group ± 10%

[84] This number was ascertained from her form tutor whose role included co-signing the homework diary. I was assured that this pupil consistently received at least 3 detentions every week without fail. A large number of these detentions resulted from her failure to attend previously set detentions. A general methodological difficulty with looking at homework diary evidence (to assess the number of detentions) resulted from BESD students 'losing' their dairy – very frequently.

support from the SEN department as her CAT[85] scores were too high i.e. above 100.

During one observation a pupil with BESD sat in an Art and Design class sticking newspaper to a balloon, remaining on task for the entire hour. Throughout this time she chatted with her friend about Big Brother, hair dressing and fashion. This kind of behaviour in this kind of class is acceptable practice. In other observations, during RE, a pupil with BESD only managed to stay on task for a total of 4 minutes during a 60 minute session. The RE class was dealing with ethics and religion.

Non-BESD pupils were very forthright in explaining how pupils with BESD had affected their learning. Everyone in the two focus group interview sessions had a story to tell about how a pupil with BESD[86] had behaved in a series of lessons or towards particular teachers. One pupil describes her experience in Year 10:

> 'We had a teacher who was repeatedly made to cry in Geography, he left in the end. In PCHE – I often wondered whether it was worth bothering attending given that Mr X was going to end up having a big old row with XXX.' FG1

Another remarked:

> 'Yea - in Year 7 I don't think we did anything in English, the teacher used to bang his head against the wall coz he couldn't cope with XXX' FG1

---

[85] Cognitive Ability Test: This measures a broad range of skills including numeracy, literacy and non-verbal fluency. A measure of 100+ indicates at or above normal for that age range.

[86] non-BESD pupils did not expressly use the term 'BESD pupil', however, they were inadvertently referring to assessed BESD pupils who either were or had been on the SEN register. Given that I had been working in the school for 4 years, I was able to identify each student as being on the register.

Focus groups provided stories of pupils with BESD who had displayed a wide range of disruptive behaviour from throwing chairs to spitting and swearing. One issue of particular note was the level of disruption versus the sanction that could be applied. Pupils noted that a pupil with BESD, with a couple of co-conspirators could disrupt a lesson by humming, fairly loudly. Whilst in and of itself humming is hardly an offence that would warrant any more than a very minor sanction, the repetition of this behaviour had the capacity to ruin 15 minutes of a lesson in a way that a pupil losing their temper and throwing a chair, could not. The war of attrition between pupils with BESD and what non-BESD pupils describe as 'weaker teachers' was a battle that took place over the year rather than in a single discrete moment.

One of the most disturbing aspects of listening to these accounts of disruption was the idea that it was simply accepted by both teacher, pupil with BESD and the rest of the class as a situation that simply had to be tolerated and endured until the Year group changed, or the pupil with BESD did something so 'bad' that they were excluded for a fixed period.

In one such case a pupil explains her experiences:

> 'We had a teacher who was just unable to deal with discipline with this one pupil. She [the teacher] looked like she was intimidated and she became really defensive when she [the pupil] came in the room. The cause was really obvious to us. After a while we just got used to it – we expected something to happen each lesson and it did – we knew there would be a confrontation every time. The lessons got less and less organised and sometimes the teacher would forget where she was up to and what she was doing. I must admit, we used to enjoy it – a bit of drama and it was a break from other lessons where we had to do stuff!' FG2

In analysing the qualitative information that came from comments such as the one above, it seems clear that there are some teachers who are

clearly in need of additional support. Recent press reports about teacher competence[87] suggest that the profession has some hard questions to answer. Nevertheless, the evidence in this thesis suggests that with BESD inclusion, there is a strong case to make that problems that arise are well beyond the capacity of the teacher to affect or control, especially given the reports of a lack of any specialist training.

The accounts of disruption provided by the focus group research is also supported by a plethora of reports which are written up following any fixed term or permanent exclusion. The following table provides a sample of reasons which justified the BESD exclusion:

Year Group	Reason	Number of Days Excluded	SEN Code (BESD)
7	For arguing, threatening to punch another student, pushing and then slapping a student who tried to intervene	1.5	SA
7	Refusing to follow instructions, verbally aggressive and attempting to forcibly remove a member of staff's hand from the door and leaving a classroom without permission.	2	S
8	Inappropriate comments to a member of staff, defiance and spraying deodorant in a class despite being aware it could be harmful to others.	1	N
8	For uncooperative behaviour, disruption to lessons by going to the Inclusion Centre when asked not to, being rude to staff in the Inclusion Centre, refusing to follow instructions	1	SA+

[87] http://education.guardian.co.uk/schools/story/0,,2277650,00.html?gusrc = rss&feed = 8
http://ukpress.google.com/article/ALeqM5jmQDUEl2Qu8luijfwysUGRgfDo1w
http://www.timesonline.co.uk/tol/life_and_style/education/article3858171.ece
http://www.independent.co.uk/news/education/education-news/teachers-should-face-tough-new-tests-to-weed-out-incompetents-821124.html

	from senior staff and putting the health and safety of herself and others at risk		
10	Delaying start of a lesson by 20 minutes and continuing to disrupt the learning of other students. Defying instructions of two members of staff and placing herself out of the care and control of staff and physical intimidation of staff	2	S
10	Intimidating and threatening behaviour towards younger students; using a lighter to ignite a deodorant spray in a classroom; taking another student's property	3	S
10	Refusal to follow instructions, gross rudeness to three members of staff and attempting to damage school property	1	S

In one case a pupil was excluded on 5 occasions over a 3 month period. Her record reports the following:

Year Group	Reason	Number of Days Excluded	SEN Code (BESD)
9	Swearing at a member of staff and saying 'why the fuck are you laughing.	1	SA
9	Defiance telling a member of staff 'you are a joker' 'easy... what are you shouting for' and 'do you think I want to be in your lesson.'	0.5	SA
9	Failing to follow staff instructions/ ignoring four members of senior staff and using inappropriate language	1	SA
9	Gross defiance and rudeness to the Deputy HT	1	SA
9	Rude defiant, aggressive and intimidating behaviour towards a member of staff, thus preventing teaching and learning.	1	SA

This particular pupil, Tina[88], had been in my form group and had received in excess of 250 detentions in the previous two years. She had been excluded in every year she had been in school and had persistently disrupted the teaching and learning of others over her school career.

I interviewed Tina as part of the research and she was aware of the degree of disruption she had caused during her school life.

> 'I know that I am getting into trouble a lot, but teachers have to realise that it is not always my fault. I don't choose to be like that. If I get into trouble then I'll argue back, especially if I have been punished for something stupid... like the other day I got sent out for calling another girl a lesbian.' BESD2

The pattern of a pupil with BESD causing some kind of disruption followed by an argument with the teacher followed by an escalation of the conflict is very common. Typical situations observed that arise include a number of pupils who are 'chatting'. The teacher will ask the class to be quiet. The pupil with BESD continues talking beyond the point that everyone else has stopped. The teacher asks the pupil with BESD specifically to stop talking. The pupil with BESD responds by claiming that everyone else is talking. The teacher explains that the other pupils had gone quiet but that they had not. The pupil with BESD claims the teacher is picking on them and it is unfair. This interaction puts the pupil with BESD into a negative state of mind. The pupil with BESD then continues talking or acts in some other way to defy the teacher's perceived unfairness and they receive a sanction. The pupil with BESD then interprets the sanction as part of a continuing campaign of injustice, where they are the victim of the drama with the teacher behaving like an uncaring tyrant.

The Year 9 pupil described above would frequently become involved in what she felt were these victim-tyrant dramas with teachers. Her victim status was augmented by virtue of her belief that she had self-diagnosed

---

[88] A pseudonym

and identified 'within-child' factors, such that her behaviour was 'out of her control.' The refusal to accept responsibility for poor behaviour was consistent throughout her responses. For example she claimed:

'I am always in trouble coz I can't keep my mouth shut. My anger takes over me.' BESD2

The language she used throughout the interview suggested forces beyond her control caused her disruptive, rude, aggressive, uncooperative and surly behaviour. The extent to which her behaviour was in fact caused by 'within child' factors is an unknown matter, however, what is known, is the reporting of her belief that she suffered from 'within child' factors which in itself gives rise to concern.

This theme of pupils with BESD reporting 'within child' / endogenous factors was not consistent throughout the interviews. In the majority of cases pupils with BESD were far more inclined to suggest that there was a general injustice in the world when it came to dealing with them. In other words they were victims in the victim-tyrant drama, as a result of the tyrant-teacher/s who had conspired against them for reasons unknown.

One pupil summed up this very common view:

'Teachers pick on me... I don't know why.' BESD4

Another claimed:

'They pick on me and stuff. They just catch me doing stuff wrong – they don't tell others off when they are doing stuff wrong.' BESD6

These views support the drama of victimhood experienced by all of the pupils with BESD who were interviewed. The feeling of victimhood then leads into their fight for justice and fairness, interpreted in their view, which manifests itself in an argument. These arguments with teachers, more

250

often than not, lead to sanctioning and a reinforcement of the victim status of the pupil with BESD.

The consequential impact of these frequent dramas on the BESD pupils learning experience is significant. During my research I had to abort observations on 13 attempts, directly as a result of the fact that the pupils with BESD who I had been scheduled to observe had been excluded (either internally or externally). On one occasion, a pupil with BESD had reached the point of external exclusion within a minute of the class beginning. She had entered the room very loudly, banging her bag against the desks clearly looking for attention. When the teacher called out her name she turned, screamed 'FUUUUUUCCCKKK' at the teacher and ran down the corridor. She was eventually picked up by Senior Management about 15 minutes later.

The evidence from non-BESD pupils and teachers contained in this and the last section suggests that lesson disruption is frequent and in some cases constant. The impact on teaching and learning is significant and is consistent with the fears as described by all members of staff in the first theme i.e. that the management of pupils with BESD in mainstream schools is vital if teaching and learning is to successfully take place.

It is clear, from listening to the evidence presented by pupils with BESD themselves that there are issues that need to be urgently addressed for the sake of all stakeholders. This includes the interests of pupils with BESD, who, in virtually all cases, see themselves as the biggest victims of the drama.

8.14.1 Rewards, Punishments and Stigmas

Teachers at Beauwood Comprehensive have a range of sanctions and rewards at their disposal in order to help them conduct lessons appropriately. Different year groups are provided with 'commendations' in the event that a particular piece of work/performance is good or if a pupil behaves well. These rewards are celebrated with a series of different

coloured badges and certificates that are awarded at the end of each term in year group assemblies.

At the same time, teachers have a discipline code which involves warnings and red dots, as described elsewhere in this thesis. It was noted during observations that pupils with BESD, whilst being aware of the discipline policy, found difficulty in identifying when to 'draw the line' before a teacher sanctioned their behaviour formally, whether that sanction was a red dot or detention. Once the initial conflict had arisen, the teacher explained that the pupil with BESD was being warned and that further disruption would be dealt with. As explained above, the pupil with BESD, in a great number of observed cases, would fail to recognise the 'stop' sign signalled by the teacher. In other words, they would continue the conflict against their own self interest. In one situation the following was observed:

Teacher (T) 'Please stop talking now we must get on'

BESD pupil (P) – continues chatting...

T: 'P stop talking, I want to get on with the rest of the lesson'

P: 'Why are you looking at me, everyone else is talking'

T: 'Enough now – let's get on'

P – continues chatting

T: 'Right, P, I am going to give you a red dot if you carry on like that.'

P: 'That's not fair, it's always me you pick out.'

T: 'You are talking, I want to get on with the lesson.'

P continues chatting – this time loudly – sucking in teeth.

T: 'Right, you've got a red dot – which makes three you are in detention.

P: 'I'm not going to your stupid detention'

T: 'Let me have your homework diary.'

P: 'I've lost it.'

T: 'Right come and see me after the class.'

P: 'I'm not going to your stupid detention, I've done nothing wrong.'

In this scenario, although there is nothing that would cause a great deal of alarm in regards to excessively poor behaviour, these kinds of interactions between pupils with BESD and teachers may take place anywhere between 3 – 10 times in a single lesson, depending on the subject and activity. The teacher, in these observed cases, loses focus on the lesson, all of the other pupils fall immediately off task and although each interaction may only take about 30 – 40 seconds, added up, these can eliminate 25% of a class contact time with a teacher. The quantitative data, discussed in the following section demonstrates that teachers typically avoid these kinds of interactions by 'allowing' certain types of behavioural breaches to occur. In fact despite the off task/ disruptive behaviour representing often more than 60% of BESD time, teachers only pick up less than 10% of this behaviour. One teacher remarked:

'Of course we have to let things go with these [BESD] kids, you learn which battles to fight!' T7

In the above case the 'stop sign' is provided by the teacher on a number of occasions, however, the pupil with BESD fails to pick up the sign and

253

ultimately receives a detention that requires administration, follow up, and lost time for both pupil and teacher. The loss of time in terms of administration of detentions for teachers is not something to be underestimated. Teachers have the ability to give out a detention in the same way that bees have the ability to give out a sting[89]. It is not something they want to do.

Pupils with BESD reported that they would prefer it if teachers spoke to them like adults. A number of them suggested that they should be given a number of chances in the event that they had broken a rule, although they recognised that the red dot system was designed with that in mind. One pupil summed up this general view:

> 'I don't mind if they speak to me rather than shout – if they shout, I won't listen...they should just talk but not punish.' BESD6

Another general view expressed by a number of pupils with BESD was the extent to which rules should exist in the first place. In other words they felt they had the capacity to judge whether or not a particular rule was worth keeping. If it was their view that the rule was inappropriate, then no sanction could be 'reasonably' applied in the event the rule was broken. One pupil claimed:

> 'I can see that teachers have to punish, but not stupid punishment. Like, just coz they say don't wear a black jacket... it shouldn't be confiscated...' BESD7

In this case, the pupil felt that the school uniform regulations were unfair and believed that she should be entitled to override the regulations. In the event the regulations are upheld by sanction, this would qualify as being 'unfair' in their view. Whilst it is the case that the view, for example, about school uniform was often shared by non-BESD pupils, the difference could be found in the reaction to the rule. Pupils with BESD would often act

---

[89] I acknowledge Peter Geach's quote in respect to virtues

contrary to the rule they believed to be unfair, whilst pupils without BESD would be more compliant, in spite of their views in relation to the fairness of the rule.

The implications of these claims of 'unfairness' once understood, however, place any complaint that a pupil with BESD may make about treatment in the appropriate context. Often they are referring to the rule as being 'unfair' as opposed to the imposition of a sanction which enforces the rule. There are two kinds of unfairness being referred to, 'they pick on me' and 'the rules are stupid'

Overall, the majority of pupils with BESD generally accepted teachers had to sanction certain types of behaviour. This recognition, however, did not mitigate their feelings of victimhood, nor did it abate their view that certain rules, in particular rules they did not assent to, should not be sanctionable. The majority of pupils with BESD did point out that teachers needed to be consistent in their application of the rules, which they felt were being unfairly applied.

One interpretation to explain the feelings of some pupils with BESD that they were being 'picked on' is that they were generally singled out by teachers. This view is consistent with that expressed by the local authority Head of Behaviour. It is also prima facie consistent with my own experiences of being given a new class at the beginning of each year. There were always certain names that appeared on the register, that we were directed to be cautious about. It seems that once a pupil has a 'reputation' for particular types of behaviour, it is conceivable that teachers are going to be vigilant (super-vigilant in the view of the local authority Head of Behaviour). It follows that this vigilance leads to a greater awareness of a particular pupil's behaviour which would inexorably lead to awareness of any breach of rules, hence a greater degree of sanctioning.

The evidence in this thesis, however, indicates that this is not the case. Teachers may well be aware of the presence of pupils with BESD prior to

them entering the classroom. However, from observation, it would appear that it is the behaviour of the pupil with BESD that creates the vigilance prior to the alleged prejudice that the teacher is claimed to have had which causes the negative dynamic. In other words, at Beauwood Comprehensive, teachers generally take pupils as they find them, despite being aware of the 'data' and information that they may have prior to dealing with the pupils themselves. As the data in the following section will demonstrate, pupils with BESD do get more reprimands and sanctions than other pupils, however, their off task/disruptive behaviour is more often ignored than dealt with by classroom teachers. The qualitative data and the quantitative evidence suggest that teachers will pick up on BESD behaviour only when it reaches a point where class disruption is threatened or in the words of teachers when 'a battle has to be fought'. In cases where the disruption is limited to the immediate area around the pupil with BESD, the teacher is reticent to intervene.

Pupils with BESD provided mixed responses when asked how they felt when they had received an unfair sanction. Half of the respondents claimed that they accepted the sanction, as they were helpless to do otherwise; the other half claimed that they would either argue, or simply not turn up or perform the sanction. From observation, the way in which the pupil with BESD responded depended on a number of factors largely extrinsic to the interaction; for example, problems with friends, parents, boyfriends etc.

During my time at Beauwood Comprehensive, staff often raised the issue that they had no sanction between a detention and exclusion. Pupils with BESD would often not turn up to detentions. In such circumstances staff were expected to double the length of the detention until the pupil had served their time. Few members of staff wanted to chase every pupil over every detention as that would lead to an increase in their working day. Pupils with BESD would effectively gamble that if the situation was taken far enough they would simply get away with things. This gamble was very much contingent upon the teacher who had given the initial sanction.

Certain teachers were known to follow up sanctions, while others would be more pragmatic.

This phenomenon was picked up by the non-BESD pupils. One said:

> 'Some teachers didn't show any fear. You just did what they said, when they said it. If they gave a detention you went to it... no questions.' FG1

Another claimed:

> 'With Miss H, I don't know what it was but she just had, you know, authority. In fact she hardly had to give any detentions. Disruptive pupils were made to feel stupid.' FG1

It was interesting to note that the teachers who were known to have an ability to deal with pupils with BESD did not solely teach in the kinaesthetic area of the curriculum. The kinds of qualities that were described by pupils of teachers that were able to demand a high degree of discipline, even amongst pupils with BESD included descriptions such as 'straight, consistent, fair, and no-nonsense'

Pupils found it difficult to pinpoint exactly what it was about teachers who were able to deal well with discipline. Teachers themselves, also tended to use descriptions which included terms as 'strong character' or 'tough' for those who had a reputation for dealing well with difficult pupils. It would seem that there is something about certain teachers which demands attention and respect. This does not mean that there is cause to be pessimistic in regards to those teachers who find dealing with discipline issues difficult, rather it means that there is something to be learned from a more careful examination of that which works in order for it to inform the training of teachers in this area. On reflection, it seems that successful disciplinarians were always able to maintain a distance between themselves and the pupils. Teachers who tried to develop an authentically

friendly relationship with pupils found themselves unable to perform behaviour changing discipline in the same fashion.

Non-BESD pupils reported that problems, in their experience, were predominately in classes of mixed ability which were academically inclined. This concurred with earlier findings from teacher interviews and observation.

Pupils without BESD expressed the view that pupils with BESD should be tolerated in the classroom to a point. However they claimed that once the disruptive behaviour began to repeatedly damage teaching and learning exclusion ought to follow:

> 'In some classes which were academically difficult, they would repeatedly spoil the class over time. We did have a laugh watching the battle between the pupil and the teacher and we got a break while it was going off. The problem with that is it comes back to you at the end when you realise that you've got exams to pass and you haven't covered the work... there has to come a point when they are excluded... the teacher should know how much the class is behind and protect their learning...' FG2

Another pupil remarked:

> 'I've been in classes that have been ruined on at least 50% of occasions. There has to come a point when the teacher says 'enough' and they are out... it goes on for too long and although you don't know it at the time, it is affecting you.' FG2

Non-BESD pupils were also very aware of the transparency of over-rewarding. One pupil said:

> 'I hate it when they constantly received little presents. They played the system – they knew what they were doing. I can't see why

258

teachers played up to it and it must have harmed them at the end of the day coz life isn't like that. These kids must get a sense that they can behave badly and get rewarded.' FG1

Although the non-BESD pupils were unaware of the nuances of the Inclusion Centre provision, they were aware of some of the rewards such as pizzas and watches for birthdays. They felt that being well behaved was not celebrated in quite the same way as being badly behaved. It would appear that the system does face challenges in using positive rewards for the reinforcement of good behaviour, particularly when that good behaviour is contextualised in a BESD frame of reference. It seems that non-BESD pupils might not accept that BESD pupils were 'incapable' or 'unable' but instead could view these pupils as cynical and manipulators of the system.

8.15   Beauwood Comprehensive's Response to BESD Inclusion: Provision and Management

A note of concern came during my interviews with pupils with BESD. Pupils with BESD reported in all but one case, no SEN provision over the previous 8-24 months. In the one case that had received some support from a TA (a statemented pupil) she remarked:

> 'A TA sometimes comes to lessons, they can be helpful sometimes but support is not there when it should be. I think I only get half of the time that I should get.' BESD8

The SENCo consultant and HLTA confirmed that none of the pupils with BESD had been receiving any provision, due to lack of staff and resources. The implications of this situation are discussed elsewhere in this thesis.

In a number of cases, pupils with BESD were working on a reduced timetable from the mainstream groups. This reduction in timetable, which varied, would typically be as a result of their not taking a second 'modern

foreign language'. These pupils would then have 'options support' on their timetable which was classified by the school as SEN provision.

The HLTA in charge of the SEN department explained what was meant by 'Options support':

> 'What happens is that some staff are under-timetabled. They may be physics teachers, maths teachers or whatever. There is also a lot of part time staff here who do not have a form, so they also need to have their timetable made up. These teachers are given options support classes which contain almost exclusively SEN pupils. There is no curriculum, no structure and the teachers who are given options support basically babysit' SS5

Options support was described by the AHT as part of the 'SEN provision'. Pupils with BESD were supposed to have 'benefited' from this 'specialist' provision.

Towards the end of 2007 the situation with SEN provision was becoming desperate as more and more staff left the department. It was decided that rather than recruit a specialist, qualified member of staff, the options support element of 'provision' would be timetabled as before. Money was offered to a member of staff who wanted to write a scheme of work that could be used in these options support classes. The idea behind this was that existing teachers, who had little or no experience with SEN, could administer pre-prepared material to some of the school's most difficult pupils. This agenda clearly ignored the highly specialised nature of SEN and the specific issues that may have been detailed on the various IEP's in each of these classes.

During an interview with the new SENCo in May 2008, he brought out the schemes of work which had been produced to be used in Option Support:

'Frankly it's a bit of a joke. The material was created by the HLTA. She got a grand out of it but the stuff was unusable. She is not a qualified teacher and their plan to do things on the hoof was never going to work.' SS1

Pupils with BESD, when asked about options support, did little more than shrug their shoulders, given that there was not much they could say about it other than the fact that they were not 'proper lessons':

'I don't do Spanish. Instead I get like a free period where we get to use the computer or do our own stuff. The teacher who does our options support is a maths teacher and she just gets on with her stuff while we mess about on the net.' BESD6

None of the pupils with BESD interviewed viewed these 'options support' lessons as 'additional support' and in all cases reported that they had not received any help for a significant period of time. In the case of the Year 9 pupil discussed above, she reported at least a year gap since she had received any support.

I asked pupils with BESD for their comments on their experiences at the Inclusion Centre. The responses were varied and appeared to depend on which period the pupil with BESD had experienced the provision.

This change in provision is reflected in the responses from pupils with BESD. In the case of a pupil who had experienced the Inclusion Centre during 2005-6:

'There was support and people who wanted to help. I got work done and learned to control my anger and behaviour. I really enjoyed the social skills classes and would have liked more... on the downside, I didn't get on with everyone in there and Ms H and Ms D would get on my nerves 24/7 they would keep at me.....' BESD2

By contrast a BESD pupil who experienced the Inclusion Centre post September 2006 remarked:

> 'There was nothing I liked about being in the Inclusion Centre. I was in for some lessons and a few days. I would rather have been back in class coz I didn't do anything while I was there... basically work was supposed to be sent up but it didn't always get there.' BESD1

Interestingly, out of the pupils who felt that the Inclusion Centre had been of assistance, there was a general view that its impact was limited once they had 'reintegrated' back into mainstream classes. One remarked:

> 'The Inclusion Centre did work for a period of time. I was fine for a while and then I went back 'downhill.' (2005/6 Inclusion Centre attendee) BESD2

Another remarked:

> 'I did get better when I was in there and for a short time afterwards. The same thing happened to others that were in there. When the support stopped my behaviour went back to where it was... I think if I had been supported as an on-going thing... it would have worked.' (2005/6 Inclusion Centre attendee) BESD7

Pupils with BESD were, in the main, in favour of being provided with an alternative provision to the mainstream lessons in which they found the most difficulty. They were, in other words, in favour of their own exclusion during certain parts of their school life.

One pupil remarked:

> 'I hate maths and I hate science. I can't do it and don't want to do it. I mess about because it's boring – I would definitely rather be doing something else.' BESD3

262

In a few cases pupils with BESD said they would rather improve their behaviour than face exclusion from lessons:

> 'I would much rather be in class. I know that I am out of order sometimes, but if I was going to have to stop going to some classes I would start behaving.' BESD4

One interpretation of this is that often, pupils with BESD are able to recognise when they have reached their capacity to operate within a mainstream inclusive environment. The ability to make a decision as to whether they would be better served in a withdrawal facility such as the Inclusion Centre or remain in mainstream provision is a source of valuable information which could be exploited in determining whether or not a pupil requires extra assistance. In circumstances when a pupil with BESD would prefer to be excluded, they are, in effect, crying out for help. The year 9 pupil whose exclusion record was detailed earlier, Tina, stated:

> 'I have asked for help. I have asked for support but I have had nothing for more than a year. The help I used to get did work... I know how much damage I cause to other pupils. I sit next to a girl in English who used to get good grades and now gets lower grades. She has never blamed me but I do feel bad that I have done that.' BESD2

Another pupil with BESD said:

> 'I don't mind being taken out of some classes and doing other things. I know I am difficult in RE but I like going to that.... I hated ICT so when they did the CLAIT[90] – I really liked that.' BESD3

---

[90] CLAIT was a group of weaker ability students who took a foundation level computer skills course.

One stated:

> 'I would prefer not to take maths and science....I would rather do something else' BESD8

These comments were echoed in the majority of cases where pupils with BESD were able to identify their problem subjects and were more than willing to try an alternative.

Pupils with BESD remained extremely ambivalent in regards to TA support. A few of those interviewed had received some support staff support during their school lives, however, when invited to suggest ways in which the school might assist them, none of the pupils asked for any TA support in mainstream lessons. In relation to other support, one pupil claimed:

> 'Some of them [Connexions[91] staff] are too jolly and bubbly. I don't like sympathy so I didn't stay any more than 5 minutes.' BESD2

Pupils with BESD were very reticent to suggest ways in which the school could support them. Responses typically included the possibility of them simply abandoning subjects that were causing them the most difficulty. Often, however, pupils with BESD shrugged when asked how they might structure provision for themselves.

The responses from pupils at Beauwood Comprehensive were helpful in identifying a number of areas which support the overall view that suggests an appropriate provision may allow for BESD inclusion, albeit with withdrawal facilities and specialist support. The key element to this, however, appears to be that once the provision is degraded, the behaviour of pupils and the morale of staff are seriously affected.

---

[91] A voluntary group – students are referred for sessions but they often do not attend.

During all interviews with pupils with BESD which took place in Beauwood Comprehensive I found all participants to be polite, responsive, articulate and pleasant throughout the process. This attitude and approach toward me as a teacher and researcher, however, was very different from the persona adopted by a number of these individuals in a classroom setting. One interpretation of this observation is that it explains the frequent dichotomy between the views of different members of staff in relation to the same pupil. On the one hand, specific attention by an adult in a non-classroom environment can create a situation in which a pupil who would present unacceptable behaviour in certain contexts can, within a few minutes, display perfectly well ordered behaviour in another context.

As part of this research I interviewed the Principal Educational Psychologist as well as the Manager in charge of Behaviour for the local authority. During these interviews it became apparent that when describing referred pupils whom they subsequently viewed as being 'good-but-misunderstood-students' who are not, in many cases, in need of SEN provision, they might be missing a key piece of the evidence. This would be the case if they relied too much on an assessment which is focused on the child in an environment in which they are less likely to present with difficulties. Indeed, the language of the staff at the Local Authority indicated that the deficiency in a great deal of pupil behaviour may be as a result of teacher inadequacies. As the Head of Behaviour claimed:

> 'There needs to be a change in teacher practice with BESD. Too often the teacher will identify a difficult pupil and then – as soon as the pupil comes in the room – their body language changes – their tone, their manner all changes into a confrontational style...'

He went on to explain that they had very good success with one programme in which pupils would be taken out of classes and given between 6 and 20 sessions of highly individualised attention. During these sessions the pupils with BESD behaved very well.

The benefits of a trained teacher-workforce who have a greater capacity to deal with BESD seem to be universally accepted. It would, however, appear naive to believe that intervention programmes, assessed only at the time of the intervention as indicated by the Head of Behaviour at the local authority, can give any meaningful insight as to the success of the intervention itself. Similarly, caution about observed behaviour should be taken when making judgements about individual pupils unless they are in the environment in which the alleged problem behaviour is taking place. The issues surrounding BESD inclusion are complex and as the results demonstrate, pupils who have been assessed on the SEN register demonstrate a propensity to radically change their approach to school, sometimes on a lesson-by-lesson, teacher-by-teacher basis.

During meetings I attended where staff were discussing various pupils with BESD at Beauwood Comprehensive, it became clear that staff who had 'no problem' with pupils with BESD, were in the main, staff who delivered 'non-academic / kinaesthetic' subjects such as Dance, PE, Drama, Food Technology or Art/Design. In the teacher interviews, the staff who expressed a more robust argument in favour of exclusion (either in separate facilities or in an Inclusion Centre) were teachers whose subject specialism was academic; for example, History, Geography or Maths.

Observations of interactions between pupils with BESD and staff in both the Inclusion Centre and during lessons presented a very heterogeneous picture of relationships. This evidence is also supported from the observation statistics contained in the quantitative data chapter.

8.16   Summary

This theme has dealt with the day-to-day experiences of pupils with BESD in a mainstream comprehensive school by looking at the practical difficulties that arose at Beauwood Comprehensive. Pupils with BESD, although presenting with a heterogeneous picture of social interaction could be recognised by their propensity to cross certain boundaries that other pupils would not cross. These crossed boundaries, in the context of

the learning environment, namely the classroom, were often the cause of much disruption. The interactions and frustrations between the various stakeholders, namely teachers, pupils with and without BESD and support staff were discussed. The poor nature of the BESD provision was highlighted as a possible cause of discontent for stakeholders in the final section.

Despite the poor nature of the provision, the results in this section build up a potentially positive scenario in which, given careful planning, an appropriate provision may be sketched. What is clearer, however, is the problem of frequent situations that are not tenable for any of the participants in the theatre of the classroom.

It is possible, from an analysis of the data, to draw the conclusion that there are some necessary, albeit not sufficient, conditions that must be met in order to draw up an appropriate provision for BESD inclusion. This theme has attempted to delineate some of these necessary conditions for further discussion in the final chapter.

THEME 5: Quantitative Analysis – Classroom Observation Data

8.17 Hypotheses

Classroom observations took place at Beauwood Comprehensive in order to test a number of different hypotheses relating to the management of pupils with BESD in mainstream secondary school.

1. Pupils with BESD are excluded or exclude themselves from learning, in spite of being physically present in mainstream classrooms.
2. Pupils who are seated next to or near pupils with BESD will suffer detriment to their learning and development.
3. Pupils with BESD display more off-task and disruptive behaviour in lessons that are academic in nature as opposed to non-academic/ kinaesthetic.
4. Teacher time spent reprimanding pupils with BESD is significantly greater than time spend reprimanding non- BESD pupils.

8.18 Results

There were no major incidents experienced in the classes observed. Teachers at no stage felt it necessary to give detentions to any pupils. In such benign lessons where disruption is at a minimum, to the extent that no detentions are given, the degree of disruption caused by pupils could be described as the minimal end of the spectrum. Pupils with BESD may disrupt learning in a more dramatic way. As the data from Beauwood Comprehensive demonstrates elsewhere in this thesis, there were a total of roughly 130 exclusions per year or one every day and a half of school time. In total this represented 756 days or 3780 lesson hours of lost education for pupils with BESD at Beauwood Comprehensive over the last 3 academic years. Exclusions frequently involve behaviour that causes significant disruption to learning, generally resulting in the teacher having to manage events that divert their attention away from teaching and learning.

The benign environment in which the following observations took place, however, reveals a more humdrum but more important feature of the experience of pupils with BESD in mainstream schools than remarkable events that can result in exclusion.

8.19   Notation

For the purposes of this section on quantitative analysis I shall use the following terms:

- Pupils with BESD: "BESDP"
- Pupils sitting next to the pupil with BESD: "PP" otherwise referred to as the "proximate pupil"
- Pupil seated away from BESDP: "NPP" otherwise referred to as the "non-proximate pupil".

Turning to the hypotheses, it was proposed that:

1. Pupils with BESD are excluded from learning, in spite of being physically present in mainstream classrooms.

In analysing the observation data, the proportion of time each pupil spent on and off-task, over the period that they were observed, was calculated. The average proportion of time spent on and off task is presented in Table 4 by pupil classification ((i) BESDP (n = 20), ii) their immediate neighbours (PP) (n = 20), iii) pupils seated at a distance from BESDP (NPP) and iv) pupils in classes where there was no BESD pupils (non-BESD class), ((iii+iv) n = 23)

Table 8.2. *Proportion of time spent on and off task, by pupil classification data accurate to 2s.f.*

Pupil classification	Proportion of time spent:					
	On task		Passive off task		Disruptive	
	Mean	standard deviation	Mean	standard deviation	mean	standard deviation
BESDP (n = 20)	.66	.30	.22	.20	.13	.14
PP (n = 20)	.69	.28	.22	.22	.09	.09
NPP (n = 23)	.96	.08	.04	.08	.01	.01
Total (N = 63)	.78	.03	.15	.19	.07	.11

Compared to NPP in the same class, or pupils in non-BESD classes, BESDP spent dramatically more time passively off task or being disruptive. NPP and those in classes with no BESDP spent very similar times on and off-task. For this reason, they are collapsed into one NPP group in subsequent analyses. These pupils spent c.96% of their time on task during the observed lessons. Across aggregated data, BESDP spent around once third of their time either passively off task (c.22%) or being actively disruptive (c.13%). Thus, though physically present in the classroom, these pupils were, in certain classes effectively excluding themselves from learning. This observation becomes more significant when academic classes are separated out from kinaesthetic classes, as discussed below.

These differences were tested for statistical significance using a Kruskal Wallis test. It was not appropriate to use Analysis of Variance as the distributions on all the variables was skewed, and in addition the variances were homogeneous (on-task, Levene Statistic = 21.6, $p < .001$; passive off-task, Levene Statistic = 16.1, $p < .001$; disruptive, Levene Statistic = 13.7, $p < .001$). The Kruskal Wallis test confirmed significant differences between the three pupil groups (BESDP, PP and NPP (including those in non-BESD classes)) on: on-task behaviour (Chi-square = 20.01, df = 2, $p < .001$); off-task behaviour (Chi-square = 15.90, df = 2, $p < .001$), and; disruptive behaviour (Chi-square = 21.62, df = 2, $p < .001$). As is clear

from Table 4, the pupils fall into to two groups, BESDP and PP on one hand, the NPP on the other. Across all observations the BESDP and PP both spend c.35% of the hour off-task (passive off-task and disruptive) and c.65% on-task. This compares with the NPP who spends c.96% on task and c.4% off task. A Mann-Whitney test confirmed that the BESDP were significantly different from the NPP on: on-task ($Z = -4.127$, $p < .001$), off-task ($Z = -3.634$, $p < .001$), and; disruptive ($Z = -4.314$, $p < .001$).

This is clearly illustrated in Figure 8.1.

Figure 8.1. *Proportion of lesson time spent off-task, by pupil classification*

Off-task behaviour
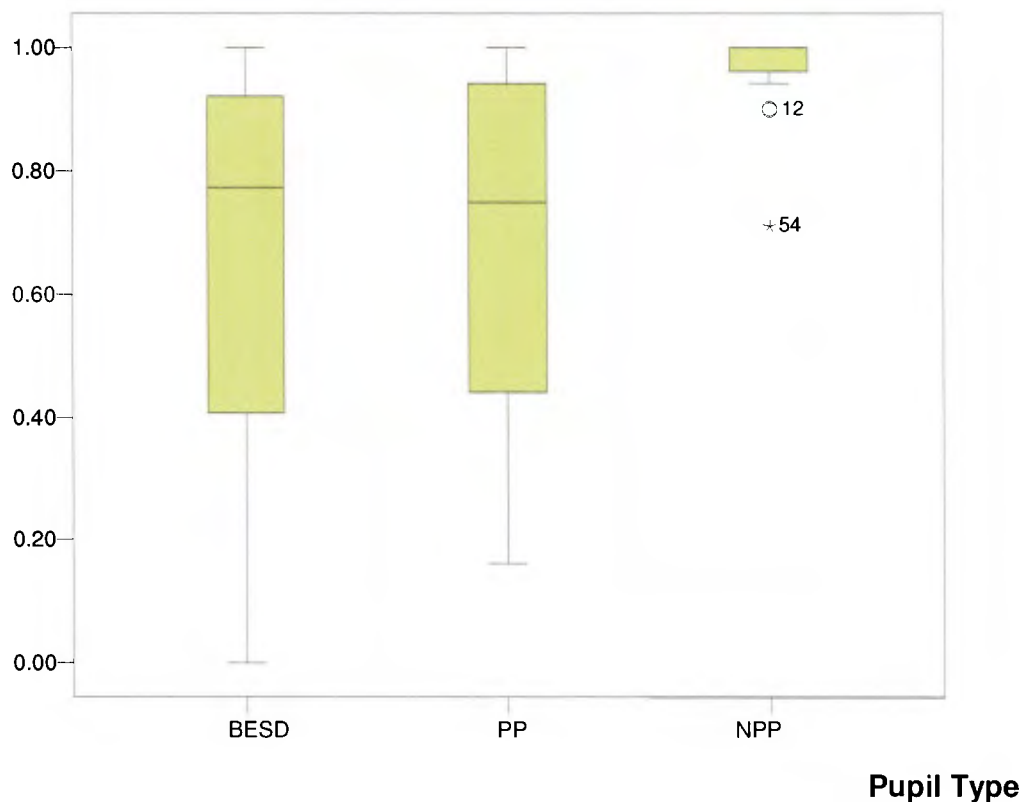
In any given academic lesson, whilst it is the case that BESDP are 'included' in mainstream education, the data suggests that their physical presence is tempered by their lack of actual involvement in the process of learning. Taken alongside the fact that on 13 out of 34 occasions when observation was attempted, the BESDP was either already excluded from

271

the class, or simply did not attend, there is evidence of a quite fragmented learning experience for these pupils.

The data suggests that a coherent analysis of the inclusion debate needs to take place within the context of whether inclusion implies involvement or just a physical presence in the classroom. Whilst pupils with BESD are physically 'included' in Secondary mainstream, it would appear that actual involvement levels may be poor. Whilst this is perhaps not surprising, it is worrying. Teachers reported that they were unable to discipline pupils with BESD in accordance with the normal procedures, hence falling short of the demands for 'consistency' expressly encouraged by the pro-behaviour literature discussed in earlier chapters. Their claims appear to be borne out when analysing the quantitative data. Pupils who remain off-task for around 40% of the lesson are unlikely to be able to meet with the expectations of their teachers. In circumstances where the teacher followed the appropriate sanction strategy, the inevitable consequence would be a sharp rise in fixed term exclusions for both pupils with BESD and PPs. The time and disruption involved in following the appropriate disciplinary code to the point of exclusion would erode the ability of the teacher to deliver the curriculum effectively and therefore the teachers opt for a strategy of selectively ignoring off-task behaviour as a point of necessity in the face of the alternative.

The similarity of the behaviour of the pupils with BESD and their immediate neighbours is a striking finding.

2. Pupils who are seated next to or near pupils with BESD will suffer detriment to their learning and development.

There is a very high correlation between the off-task behaviour of pupils with BESD and PPs. This correlation is of great concern, given that the pupils selected as PPs are teacher chosen in order that the classes suffer from the minimum of disruption. At the start of each year the teachers are responsible for the creation of a seating plan. Pupils do not select who

they are going to be sitting next to. One would have reasonably expected that pupils with BESD, in the event that they could self-select a seating partner would choose to be near their friends. In the case of this study, however, the rigid seating arrangements are teacher selected in accordance with school policy i.e. that all classes must have a teacher selected seating plan. During the course of the observations, their seating plans were checked and were found to be systematically implemented.

Despite teacher selection it would appear that the profile of PP off-task behaviour resembles the off task behaviour of pupils with BESD to a significant extent. Mann-Whitney tests confirmed that the PPs were significantly different from the NPPs on: on-task ($Z = -3.563$, $p < .001$), off-task ($Z = -3.231$, $p < .001$), and; disruptive ($Z = -3.927$, $p < .001$). There were no significant differences between PP and BESDP on any of these behaviours. The data strongly suggests that the learning and development of PPs is potentially impaired by virtue of the teacher selection of PP, relative to the BESDP at the start of each year. This makes the inclusion of pupils with BESD in academic mainstream classrooms a possible risk to other pupils who may suffer the random misfortune of being placed, with no consent, next to or near a pupil with BESD.

This finding is supported by comments made by pupils with BESD, one of whom claimed to have suffered guilt at the extent to which she had disrupted her neighbour and severely hampered her grades in one academic subject. This effect was also observed during my own experience of teaching.

This finding opens up the ethical dilemma of balancing the needs of the individual pupil with BESD against the possible consequential impairment of learning of the PP who may be randomly placed near them in the seating plan. It also appears to support the controversial polarisation of school performance as parents increasing move towards selective schools possibly in part, to avoid their child from being influenced by pupils with BESD behaviour.

3. Pupils with BESD display more off-task and disruptive behaviour in lessons that are academic in nature as opposed to non-academic/kinaesthetic.

Observations of pupils with BESD in kinaesthetic classes (including PE, Drama and Art/Design) sketch a very different picture of behaviour. In the first instance these classes call for physical movement, this enables pupils necessarily to utilise different parts of their brain as opposed to the concentration and stillness of the academic classroom. It is noted that a number of teachers do take account of kinaesthetic aspects of learning within certain academic classes; however, overwhelmingly, academic classes follow a pattern of stillness/concentration, where kinaesthetic classes require a different kind of involvement which appears to suit pupils with BESD.

The average proportion of time spent on and off-task in kinaesthetic and academic lessons is presented in Table 5, by pupil classification [(i) BESDP (n = 10), ii) their immediate neighbours (PP) (n = 10), iii) NPP, (n = 13 (academic), n = 10 (kinaesthetic)]. It should be noted that for the purposes of analysing data in these two groups i.e. academic/kinaestheic the sample size is smaller than the analysis when we consider the data as a whole. This smaller sample size suggests a degree of caution in analysis.

Table 8.3. *Proportion of time spent on and off- task, by pupil classification and by curriculum*

Pupil classification	Proportion of time spent:					
	On-task		Passive off-task		Disruptive	
	Mean	standard deviation	Mean	standard deviation	mean	standard deviation
Academic Curriculum						
BESDP (n = 10)	.47	.29	.34	.19	.19	.16
PP (n = 10)	.51	.25	.35	.23	.14	.09
NPP (n = 13)	.93	.10	.06	.10	.01	.02
Total (n = 33)	.67	.31	.23	.22	.10	.13

Kinaesthetic Curriculum

|						
BESD (n = 10)	.84	.19	.09	.12	.06	.08
Proximate (n = 10)	.86	.19	.10	.13	.04	.06
Non-proximate (n = 10)	.99	.03	.01	.031	.00	.00
Total (n = 30)	.90	.16	.07	.11	.03	.06

Pupils with BESD spent less than half their time on-task in academic classes (c.47%). Pupils with BESD were disruptive for more than 19% of the time in these classes. Though physically present in the classroom, these pupils were, in certain classes effectively excluding themselves from learning. Worryingly, PPs profile mirrored the BESDPs in a highly significant fashion. PPs spent barely 50% of their time on-task, presenting with disruptive behaviour for around 14% of the time. This compares with on-task behaviour of c.93% and c.1.5% disruptive behaviour for NPPs. Comparing BESDPs, PPs and NPPs using a Kruskal Wallis test, there is a significant effect of pupil classification on proportion of time spent on-task in academic classes (Chi-square = 18.662, df = 2, p < .001)

In kinaesthetic classes, the profile of BESDPs was much more similar to that of NPPs than in academic classes. BESDPs were on-task for more than 84% of the time, disrupting for only 6% of the time. This compares with PP figures of 86% (on-task) and 4% (disruptive) and NPP figures of c.99% (on-task) and 0% (disruption). BESDPs were still significantly more likely to be passively off-task than NPPs (Mann Whitney: Z = -2.273, p < .05) and disruptive (Z = -2.798, p < .05), but the magnitude of difference was greatly reduced compared to behaviour in academic classes. In kinaesthetic classes PPs mirrored the behaviour of their BESDP partners, though differences between PP and NPP did not quite reach statistical significance (on-task, Z = -2.048, p < .075; passive off-task, Z = -1.642, p = .165; disruptive, Z = 2.485, p = .063).

The differences between the academic classroom and kinaesthetic classroom for the three pupil types is illustrated below in Figure 8.2 and Figure 8.3:

Figure 8.2 and 8.3. *Proportion of lesson time spent on-task, by pupil classification*

On-task behaviour

Pupil On task

Kinaesthetic Curriculum
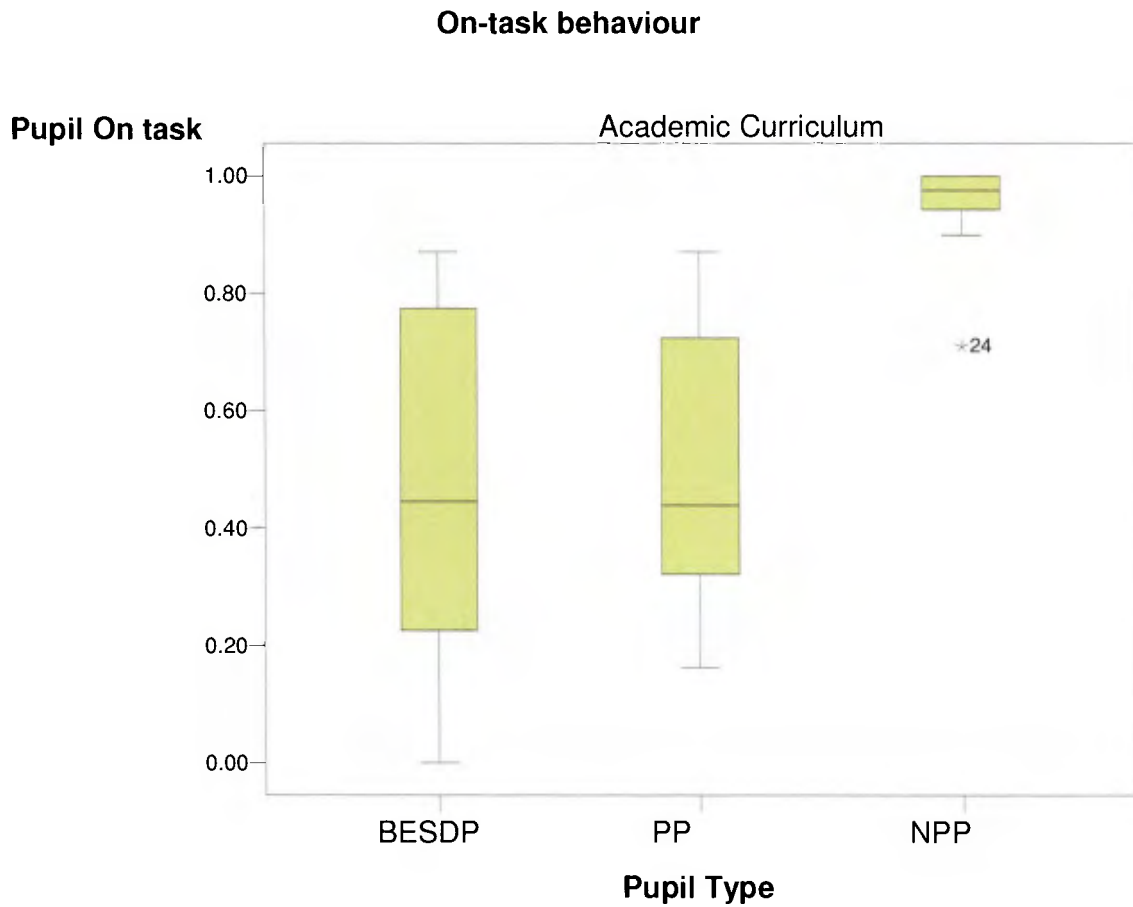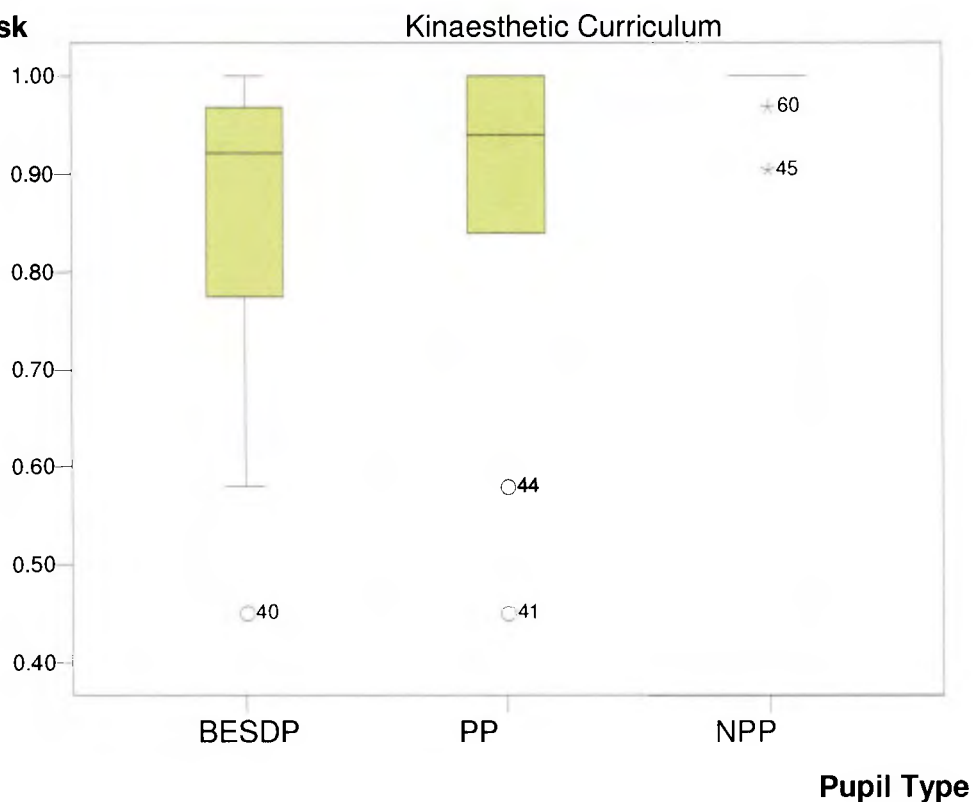
A number of pupils with BESD on observations were often seen as 'leaders' rather than 'losers' in particular during PE. This was notable during the school sports day when the 'naughtiest kids' were the hero's of the hour, with their form groups cheering out their names and encouraging them on the race track.

Some pupils with BESD appeared to develop strong relationships with the teachers of kinaesthetic subjects, excelling in dance, textiles and DT/Food. The symbiotic nature of a good teacher/pupil relationship was also observed with pupils without BESD in these subject areas. Notably, however whilst good relationships appeared to occur between teachers and pupils without BESD in academic subjects there was an absence of this good relationship between teachers and pupils with BESD in academic subjects.

In all cases pupils with BESD interviewed referred to the kinaesthetic classes as being those in which they felt their behaviour was good. This

277

was the case even for pupils with BESD who had scored reasonably well in CAT/SAT academic subjects. This effect was observed with weaker non-BESD pupils, in particular those with other SEN assessments such as MLD or SpLD.

The quantitative data supported these qualitative findings. Pupils with BESD observed in kinaesthetic classes had a profile more similar to NPPs in academic and kinaesthetic classes.

One interpretation of this is that the classes themselves do not call for ordered attention in the same way as academic classes. Pupils observed, whilst able to listen to instructions from teachers at the beginning of an activity, were able to express themselves relatively freely once the initial instruction had been given. This was particularly evident in Art and Design. Once the 5 minute briefing had been given by the teacher at the beginning of the class the pupils with BESD, PPs and NPPs each went back to their desks. The BESDP and the PP spent the majority of the class 'on task'[92] but at the same time were discussing subjects such as 'Big Brother', hairstyles and general gossip. In this class, they were able to maintain a reasonable focus on the work, because having a degree of freedom from teacher control meant they were able to access the curriculum and enjoy the learning.

In academic environments where a much tighter degree of control is required from a teacher perspective, the necessity of the BESDP to keep 'on task' is overwhelming. An unwritten agreement is then struck between the BESDP and the teacher, such that more or less all off-task behaviour will be ignored unless it becomes disruptive beyond the 'zone of

---

[92] The task in this lesson was pasting paper to a balloon and drawing designs on the paper.

278

disruption' that may be limited to one, two or possibly three other children[93].

At times, when the disruption flared up beyond this zone, the teacher is evidenced, on the data, to intervene to keep things in check. The teacher, based on the qualitative and quantitative data, permits off task disruption as part of the Faustian bargain that is the policy of inclusion.

4. Teacher time spent reprimanding BESD pupils is significantly greater than time spent reprimanding non- BESD pupils.

In fact, teachers spent relatively little lesson time reprimanding pupils, and pupils with BESD were not singled out as might be expected. Pupils with BESD were on average reprimanded by teachers for 2% of their lessons, PP for 2.8% of their lessons and NPP for 1.8% of their lesson.

Teachers, on observations spent little time with individuals in class. This finding appears to be consistent with qualitative comments in relation to curriculum delivery. Teachers are under pressure, first and foremost to deliver a full curriculum, operating along the lines of a predetermined programme of study. In schools, this programme of study is known as a Scheme of Work. Schemes of work vary enormously from department to department, from school to school and from teacher to teacher. The basic premise is that the syllabus is to be scheduled and delivered over the time made available for it. Once the scheme of work is created setting out the teaching strategy, individual lessons are planned, effectively creating a document for teaching tactics lesson by lesson.

The lesson plans, the quality of which varies enormously from teacher to teacher, then details what is to be delivered and how it is to be delivered. The document should contain learning targets and lesson breakdown for

---

[93] Field notes indicated that pupils with BESD are most likely to disrupt those who are sitting immediately next to them in the classroom. However, on a number of occasions, pupils with BESD would swivel around and also disrupt those behind them.

example, a starter activity, the main body of the lesson with supporting materials, and finally a plenary.

In mainstream secondary schools, teachers are expected to routinely teach classes of around 30 pupils per session, typically teaching 21 hours per week. The exception to this is sixth form teaching, Key Stage 5 (years 12 and 13, pupil age 16-19), where classes vary depending on subject of between 6-25 pupils. GCSE, Key Stage 4 (years 10 and 11, pupil age 14-16) classes typically fluctuate between 25-30 pupils. Key Stage 3 (years 7-9, pupil age 11-14) classes are routinely 30 pupils, save for the lowest set where classes can shrink to around 10.

Typically teachers can expect to teach up to 10 different classes (in some subjects such as music the number would be higher) each week. In short, teachers in large state secondary schools are facing around 300-400 pupils per week.

During the lesson, the primary focus is the delivery of the lesson plan. The opportunity of spending significant periods of one-on-one time is extremely restricted. The opportunity of developing individual relationships beyond the classroom with individual pupils is also restricted, given the obvious limitations due to the numbers of pupils each individual teacher is likely to teach and the pressures of operating a normal teaching workload of lesson preparation, marking and planning.

Teachers typically develop a 'relationship' with pupils through their individual work, whether that is achieved through homework, exams or verbal questioning during the year. Teachers do not appear to have the capacity to develop any kind of medium to long term therapeutic relationship development with individual pupils, given the asymmetry of the work rate and numbers of relationships that teachers have with pupils.

Where teachers become involved in specific one on one interactions, outside the whole class question/answer sessions that routinely feature in

the majority of classes, the interactions tend to be disciplinary matters. In circumstances where teachers break the teaching flow and move their attention away from the lesson plan to deal with an individual disciplinary matter, it is typically the pupil with BESD or the PP who is the focus of the teacher's attention.

During the interviews with pupils with BESD a strong theme of pupils with BESD feeling victimised by teachers appeared. The data, however suggested that although pupils with BESD are occasionally reprimanded following disruptive or off task behaviour, teachers ignore the off- task behaviour of pupils with BESD to NPP.

This finding is consistent with the qualitative data, which indicated that in order for the teachers to get through their lesson plan, it was a matter of necessity that pupils with BESD behaviour would have to be ignored. The consequence of this, the data suggests, is that PPs become ever more increasingly influenced by the off-task behaviour of the pupil with BESD over time and pupils with BESD become used to not being reprimanded for off-task behaviour.

The routine of entering into classes and being effectively ignored, save for flare up moments of more severe disruption, appears to be the pattern of education experience for pupils with BESD in academic mainstream education. The quantitative data supports the hypothesis that teachers only pick up pupils with BESD around 1 in every 5 instances of disruption or off-task behaviour.

The data suggests that there is a cycle of reinforced expectations being a feature of teacher behaviour in relation to pupils with BESD. The interviews indicated that once a pupil with BESD has established a pattern of off-task behaviour, the teacher is inclined to punish this behaviour less and less, in order to meet more pressing objectives. This cycle continues throughout the year and often presents a pattern of the pupil with BESD and worryingly the PP being abandoned to their own fate.

8.20 Summary

This section has analysed the quantitative evidence derived from the primary research work undertaken at Beauwood Comprehensive School. The evidence suggests that the picture of BESD inclusion in mainstream secondary schools is more problematic than might appear at first glance.

The main findings of this research strongly suggest that pupils with BESD, although physically present in mainstream classrooms, have a fragmented learning experience. Their experience is one of many hours spent, gazing into the middle distance, drawing on their rubber with a pen, or worryingly disrupting their immediate neighbour.

The random pupil, placed next to a pupil with BESD can potentially expect their education to deteriorate to a similar level as their classroom peer. The focus of this pupil drops to a concentration of less than 50%, rendering their ability to access the subject as highly damaged. NPPs that simply by virtue of being randomly placed by the classroom teacher, next to a pupil with BESD can have their life changed for the worse. They can develop bad habits such that their experience in one class with one pupil with BESD can potentially inform their school life.

CHAPTER 9

DISCUSSION

9.1   Summary of Findings

This thesis proposes that BESD inclusion is problematic from a number of different perspectives. Chapter 2 discussed the legal framework within which the current debate must take place. Chapter 3 highlighted some of the main ideological positions with respect to inclusion. Chapter 4 demonstrated the apparent lack of empirical work in the area of BESD, it is hoped that this thesis helps to an extent fill the gap. I agree with the sentiments of Visser (2005) where he states:

> 'Currently, evidence for the effectiveness of the approaches utilised in meeting SEN is at best equivocal and at worst non-existent.'

Chapters 5 and 6 have set out the context and methodology relating to the research.

The findings presented in Chapter 7 were set out according to a number of themes. The qualitative results, which indicated that all stakeholders recognised the importance of BESD management, is consistent with previous work (Shinn et al., 2002; Skiba, 2002). The variable state of provision was set out in the chronology of the case study of Beauwood Comprehensive. Although the literature indicates that consistency is an important factor when implementing programmes to improve behaviour (Marr et al., 2002) the case study suggests that there is a constantly changing dynamic in respect to both senior management and provision. This constantly changing environment seems to lend itself to arbitrariness in provision. The problems relating to measuring success were highlighted, in particular, the over-reliance on self-evaluation and under provision of a robust over-sight model were discussed. This aspect of the research is discussed in greater detail below.

The findings in relation to the various stakeholders perceptions about provision were consistent with the current literature. In particular the work of Helfin and Bullock (1999) which suggested that teachers felt a deep scepticism about BESD inclusion. This scepticism resulted from the belief that the school would be unlikely to provide the resources necessary to ensure that BESD inclusion would be effective. The results from interviews with pupils with BESD mirrored the findings of Davies (2005) in so far as pupils were aware of their capacity to disrupt mainstream classes and also felt a sense of physical inclusion but emotional exclusion. The findings indicated this sense of 'exclusion' was significantly lessened depending on the nature of the subject being taught.

The quantitative data strongly supported the hypothesis that the traditional academic classroom presented the greatest difficulties for pupils with BESD. The on-task behaviour of pupils with BESD frequently fell below 50% during these classes. Pupils who were seated next to pupils with BESD also appeared to mimic the off-task behaviour of pupils with BESD. The statistical analysis indicated that there was a strong significance of this phenomena although some caution is required when considering the sample size (N = 63).

There were highly significant differences discovered when academic classroom behaviour was compared with kinaesthetic classroom behaviour for pupils with BESD and pupils who were proximate. In kinaesthetic classes, both pupils with BESD and proximate pupils displayed much improved on-task behaviour although they were still not as on-task as their non-proximate, non-BESD pupil colleagues. Individual pupils may vary in the particular elements of the curriculum which they can manage best (Algozzine & Algozzine 2005).

9.2   Limitations of the design

The design of the research meant a number of limitations with respect to the generalisation of the data set. In the first instance the research took place within a single institution as a case study. Although the school had a

very average profile from a socio-economic and performance perspective, caution ought to be taken in respect to generalisation of the data given the possibility that the experiences at Beauwood Comprehensive may not necessary be replicated elsewhere.

The sample size of the structured observation data set was also limited (pupils with BESD (n = 20), proximate pupils (n = 20), non-proximate pupils (n = 23)).

As mentioned in Chapter 5, it should be noted that the findings in a case study methodology should be considered with caution. The specifics of Beauwood Comprehensive over the 4 year period of observation are such that the elements of the results found here would not be found elsewhere. Certainly the significant number of changes in SLT over the period may have caused a feeling of uncertainty and discomfort with staff. The constant movement of staff is, however, a common feature of schools in urban environments.

Further to this, Beauwood Comprehensive is a suburban girl's school. The specific management of BESD is likely to vary from school to school and even within schools, it is likely that significant variations will be apparent over time. For this reason the case study methodology allowed an authentic examination of the implementation of inclusion in a context. It highlights issues which are likely to relate to other contexts, but not all the issue highlighted in this study will rate to all other contexts and there will be issues which did not emerge in this context which may be a feature of other schools' provision (Yin, 1984, 1994; Stake, 1995; Eisenhardt, 1995).

It is hoped that further research in respect to the quantitative aspects will be carried out at the conclusion of this thesis in order to test the extent to which the results contained in this section are replicable. The case study methodology in respect to the quantitative research was designed with further research work in mind. The results contained in the quantitative

section in this thesis are, however, limited to the data sample as noted above.

9.3 Discussion of Findings

Despite the limitations, it does seem that the findings in this thesis are, in the main, consistent with the existing limited empirical literature base. The quantitative findings in respect to on and off-task behaviour are also highly statistically significant and indicate that there is scope for further work in this area. The implications of recognising that pupils with BESD are more 'included' in a kinaesthetic environment, hint at the possibility of the creation of a more suitable curriculum provision for those pupils. The notion of individualised learning is not new, given that all pupils assessed as SEN have an IEP.

9.3.1 Appropriately Funded Provision and Arbitrariness

All participants and stakeholders agree that there ought to be an appropriate provision for pupils with BESD. Problems arise when one considers the ambiguity behind the expression 'appropriate'.

The results chapter demonstrated that scare resources in schools mean that there are a large number of competing claims on limited funds. The expression 'appropriate provision', the key expression of statute, local authority and school has led to a wide variety of actual provision.

It seems reasonable to assume that given the lack of hypothecation in respect to SEN funding, there would be a variable picture of provision. The results in this thesis have highlighted the variable provision over time, with the school moving from a fairly robust and reasonable BESD plan in the post-2004 Ofsted phase to the nadir of 2007-8 during which the school operated with no SENCo and no qualified teachers in the SEN department.

The ambiguity of language in statutory guidance has directly led to arbitrariness within the education system in so far as SEN funding appears to be allocated. It would seem that more robust solutions could be put in place to protect the interests of BESD pupil provision for their own interests and the interests of the pupils who happen to be placed in close proximity to them when they are placed in mainstream classes. The arbitrariness within a single school over time indicates that the variation between schools with different intakes, and histories may also be significant, given there are no apparent reasons other than the personal conviction of SLT and the Head Teacher for the variation in provision observed.

It is recognised that there are costs of a more prescriptive policy toward BESD and indeed SEN provision more generally. The main argument against more prescriptive policy is the notion that decisions in relation to provision need to be made at the local or school level rather than the national level. However, whilst it is accepted that the wide differences in individual need indicate a need for discretion at the school and teacher level, the minimum levels of acceptable provision once a diagnosis has been made could be something for policy makers to consider.

9.4   Proposed Solutions

As discussed earlier, the efficient education of children in mainstream classes is already protected by the Education Act 1996 when it states that the efficient education of others must not be compromised by BESD pupil inclusion. In addition to this, the local authorities are responsible for ensuring that provision is adequate. The solution therefore does not appear to be the need for significant additional legislation.

It is the case that setting a law is different from the implementation of that law. In the case of SEN and BESD provision, at least in the example of Beauwood Comprehensive, the failures to implement the law are manifold as detailed in Chapter 7.

This section proposes five ways in which the actual provision may improve if the recommendations are enacted, in other words a theoretical model for implementation of policy reflecting the different layers of the problem:

1. Local authority power

In the Education Act 1996 it states under Section 317:

> 'Duties of governing body or LEA in relation to pupils with special educational needs
> (1) The governing body, in the case of a county, voluntary or grant-maintained school, and the local education authority, in the case of a maintained nursery school, shall—
> (a) use their best endeavours, in exercising their functions in relation to the school, to secure that, if any registered pupil has special educational needs, the special educational provision which his learning difficulty calls for is made.'

The power exists within the current legal framework to ensure that local authorities perform the duty of putting in place SEN provision for SEN pupils. The operative expression 'best endeavours' however presents opportunities for obfuscation in relation to actual practice. In the case of Beauwood Comprehensive, it could be and no doubt would be argued by the Director of Children's Services at the local authority that best endeavours were made in ensuring that the school sought to employ a SENCo within a reasonable time frame. There is little doubt that the post 2005 Beauwood Comprehensive Head Teacher would also argue that the school operated with best endeavours to ensure that a SENCo was hired within a reasonable period.

The absence of any qualified teaching staff within the SEN department for almost a year, however, indicates that the expression 'best endeavours' is insufficient to protect the interests of the most vulnerable. In interviews with members of the local authority, the evidence indicated that the desire

288

to maintain civil relationships, avoid conflict and job protection were the primary motivators for not challenging the Head Teacher's competence in securing an appropriate provision at Beauwood Comprehensive. It does not seem unreasonable to suggest that this may be happening elsewhere, perhaps to some extent as a consequence of devolution of budgets and other powers to schools. The implication here is that schools may not really be under the control of the local authority.

The systems, therefore, relating to the assessment of local authority power require careful, independent inspection. The prospect of holding the local authority to account using the courts is unlikely given the costs of bringing a judicial review action in addition to the usual problems of costs and locus standi[94] amongst other things. In cases where the local authority has failed to use its powers to ensure appropriate provision, responsible officers might be encouraged to act in a more robust fashion if they themselves were to face disciplinary action. Perhaps the most appropriate body to investigate failure of the local authority is Ofsted.

2. Ofsted

Ofsted offers a potential solution to the problems of assessing what might constitute an appropriate provision in terms of assessing both the local authority and the school. Ofsted describe what they do on their website:

> We inspect and regulate to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.[95]

---

[94] In order to bring an action under judicial review the party bringing the action must apply for leave of the Administrative Court. To get permission the party must prove they have a sufficient interest in the case which may exclude a number of potentially interested parties such as teachers or parents.

[95] http://www.ofsted.gov.uk/

Their remit is wide as are the powers of inspection. Ofsted inspectors are entitled to review and appraise any documents held in schools and are required to provide the school with only a few days notice prior to their inspection. They may enter any classroom and observe any teacher or teaching assistant during their working day. They are entitled to look at work completed by pupils and they are also permitted to speak with pupils about their school life.

The findings of Ofsted are widely reported. Their observations are taken seriously by teachers, management, governors, politicians, parents and pupils.

The assessment of the effectiveness of the education system in many respects rests with Ofsted and their inspectors. The implementation of statutory requirements may be a matter for schools, and the oversight and duties fall to the local authority, however, the overall judgment of the effectiveness of provision rests with Ofsted.

In 2008 Ofsted found that the SEN provision at Beauwood Comprehensive was 'good'. This finding, as discussed in the results chapter was made in light of an obvious absence of provision. Beauwood Comprehensive, at the time the finding was made in January 2008, did not have enough staff to cover their statutory minimum hours provision for statemented pupils. There was no room in the TA timetables to put in any provision for pupils who were assessed as School Action Plus, School Action or Noted Concern.

Beauwood Comprehensive had received direct and hypothecated funding with IEPs for their statemented pupils. They had also received funding as part of their delegated budget for SEN provision. The Head of SEN at the time, later reported to SLT that:

> 'As per the SEN Code of Practice, schools have a legal undertaking to provide the hours of support as per the pupil's statement and at

least 5 hours per week of support for School Action Plus pupils. I have not been able to achieve the support of these hours for our pupils with the present staff quota...

..[during the Ofsted inspection of 2008]..there was a total of 129 TA hours when I had 301 statemented hours to cover. I have had a TA for one term for 60% SEN Hours and a full time agency staff – they have both left. I suggest that agency staff is used only as a desperate measure... the above illustration does not take into account the SA+ pupils...'[96]

The report to SLT highlighted the actual staff data as compared with the requirements of the school in terms of TA required hours. Ofsted failed to identify the staffing deficiencies, nor did they make any specific recommendations about the school urgently requiring that their statemented provision was immediately addressed.

The failings of Ofsted in this case point to the possibility that the agency is not able to effectively notice obvious data in some instances. The failure of Ofsted to notice the huge disparity between TA hours available and TA hours required appears to be an elementary mistake. One interpretation of this is to suggest that this kind of failure is unlikely to come out in the kind of inspection that Ofsted can mount, i.e. inspections are not really designed for this purpose.

There is little doubt that had Ofsted raised these issues with the Head Teacher, she would respond to the data by suggesting that SEN support was 'embedded' in the teaching at Beauwood Comprehensive. She may also have responded that the pupils were adequately cared for. This response, however, would not take into consideration that the pupils were in need of specific SEN provision, and the attempt to gloss good classroom teaching as adequate to support the needs of School Action

---

[96] SEN Presentation to SLT July 2008, Review of SEN Department from April 2007 to present

291

Plus pupils also appears to be inadequate given the scale of the problems which typically present for these pupils. The findings in this thesis demonstrate that classes and pupils were routinely disrupted in their learning by pupils with BESD who had in some cases received no additional provision for up to two years in spite of their inclusion on the SEN register.

The consequences of a failure in Ofsted reporting in the case of SEN provision, leaves the most vulnerable pupils as well as the wider issues that result form a failed regulatory process which will impact on the entire school communuity. In the case of Beauwood Comprehensive, the reporting that the provision was 'good', a judgment later described by the new SENCo as a 'joke', left the under provision covered up. It could be argued that the continued under provision at Beauwood Comprehensive at the time of writing in the summer of 2008 is a direct consequence of Ofsted's failure to report accurately.

One solution to the problems of a failed Ofsted, in respect to under provision, ought to be the possibility of a confidential appeal mechanism for stakeholders who may feel that something had been missed. Ofsted could also consult more confidentially with staff during inspections. In the case of Beauwood Comprehensive it was typical for HODs, HOFs and HOYs to be interviewed about provision in front of SLT. In circumstances where a middle manager presented anything other than a glorious report to Ofsted they would in effect be impairing their careers. If Ofsted is to conduct effective assessments they need to be able to speak with staff on a confidential basis and investigate in a far more sensitive manner.

The costs of a more thorough and more confidential Ofsted have to be weighed against a superficial inspection heavily reliant on 'Self Evaluation' evidence that is bound to mask any difficulties that might exist within the school. An Ofsted that invites a more collaborative procedure from stakeholders is also likely to invite potentially vexatious and time consuming work for those that have to administrate the system. Despite

this, it would appear that without taking into account the comments of those who feel the system is failing, it is unlikely Ofsted are going to be able to get a full understanding of the actual provision in the schools they inspect.

3. Hypothecation

The principle of hypothecation is an attempt to deliver a greater level of transparency for stakeholders to assess and improve provision. In the field of BESD or SEN generally, the only funding which must be spent on pupils are those funds provided as a result of a Local Authority statement. Pupils who have been assessed at the lower levels of SEN assessment receive provision as assigned by SENCo who in turn receives a budget for staffing and other resources based on the number of pupils who have been assessed on the SEN register.

Hypothecation calculations can be centrally worked out such that a minimum level of provision can be guaranteed at each level of assessment, leaving the specifics of tactical implementation to the SENCo. In other words a hypothecated funding system would all but eliminate the arbitrariness of funding for pupils with BESD or SEN more generally. The improved transparency, which could be advertised to parents and guardians, would also potentially reduce the number of disputes that currently take place between home and school as arguments over what constitutes 'appropriate provision' are partially solved by a hypothecation or possibly a voucher system of provision. Clearly there is much work that could be done in this area to refine exactly how much is allocated to each level of assessment, but it would at least put in a floor for provision in assessed cases.

The situation at Beauwood Comprehensive meant that a system of hypothecation may not have been sufficient to prevent a lack of resources being provided to BESD and SEN pupils. The evidence demonstrates that the school was not even putting in statemented funding, which was de

facto hypothecated; implying that a wider system of hypothecation may also have been ignored. This issue could potentially be addressed by considering an additional recommendation:

4. Genuine Accountability

The issue of accountability is a crucial element when considering motivational issues pertaining to management. The possibility of holding members of SLT to account for negligence in failing to act in the interests of the child is already in place. The suggestion here follows the principles laid out in common law relating to the mechanism by which directors of companies are held liable at common law for occupational health and safety breaches. In the same way that the company owes a duty of care to the employee, the school owes a duty of care to the pupil. In the same way that a director can owe a duty to an employee if they personally procured or authorised the company to commit the unlawful act, a Head Teacher can owe a duty to a pupil for unlawfully authorising under provision of SEN resources.

The suggestion here is not that Head Teachers, DHTs or AHT should be held *criminally* liable for failure to provide an appropriate provision[97] of BESD or SEN resources. However, the suggestion is that a far more robust mechanism is required to hold SLTs to account for demonstrable failure of duty.

In the case of the Beauwood Comprehensive SEN presentation to SLT, when the failure to provide sufficient hours for statemented pupils was read out by the Head of SEN the SLT fell silent. There was no attempt to address their legal failure, there was no attempt to ensure that adequate or appropriate provision should follow the revelation, there was no discussion as to how School Action Plus, School Action or Noted Concern pupils would be provisioned for. Instead in the discussion that followed

---

[97] There are, however certain failures that would indeed result in criminal liability, namely certain failures under the Childrens Act 1989

SLT focussed on an individual case of a pupil in Year 6 who they believed may present difficulties for the SEN department on her arrival in the September term start. This response to a failure of duty raises the issue of competence which is dealt with below.

SLT and SENCo are the most important people who make decisions in relation to SEN provision in English Secondary schools. This responsibility ought to come with it a high degree of accountability to ensure that the interests of the most vulnerable are protected. The recommendation here is that a demonstrable failure to act ought to result in dismissal, at least from role in SLT. I would also recommend that all stakeholders have access to check that minimum standards of provision are in place and are able to involve the local authority at an early stage in the event that SLT appear to be at the root of the under provision. The local authority would then be under a duty to investigate the matter and report their findings to the complainant, who could retain anonymity to avoid the possibility of victimisation at a later stage.

The findings in this thesis suggest that whilst there were a number of parties who were aware of deficiencies, none of them felt confident enough to challenge SLT in order to create a change. In circumstances in which an outsider could be informed to investigate problems in a safe and secure manner, these issues may be overcome. The local authority ought to be more forceful in cases of under provision and be more receptive to teacher concerns in circumstances where SLT are failing in their duty.

5. Target Setting

Another important recommendation in relation to improvements in BESD and SEN provision is the issue of target setting. Secondary school targets are currently focussed on the headline GCSE and A level scores. Even within the teaching community, professionals attempt to identify the key

characteristics of a school by establishing what percentage of 5 A*-C grades at GCSE a school has achieved.

The inclusion of pupils with BESD and more generally SEN pupils in a school will likely serve to reduce those key figures. One possible reason discussed in this thesis for the under spending on SEN relates to the fact that this spending is unlikely to positively impact on the key league table statistics. I would recommend that in the case of certain categories of SEN, these are not included in the league table data, but assessed in some other way such that measurable improvements in SEN provision counted as a positive for the school in a meaningful way. There is much work that could be done to improve how SEN provision is assessed. The counter argument that this might leave a group of pupils to be written off would have to be taken into account by ensuring the overall assessment of the school took into consideration their ability to deal with SEN provision.

9.5   Staff Competence

The issue of staff competence is a matter that is in need of attention. SEN roles, save for SENCo, in particular the role of TA are the lowest paid, lowest status role within the secondary school system. In Beauwood Comprehensive many of the TAs have been unable to attain any GCSE level qualifications in any subject, they are often unable to access the curriculum in which they have been tasked to support pupils and are highly variable in terms of their ability to deal with pupils with BESD. The concerns around the competence of support staff, frequently tasked with supporting SEN pupils is rather confirmed in recent work by Professor Blatchford at the Institute of Education, London (Blatchford et al., 2008, which indicates that teaching assistant effectiveness on pupil progress is an area of concern.

In addition to the lack of general qualifications within the field of SEN, there is the issue of competence at the level of SENCo and SLT. In England there is no requirement for teachers in teacher training to undertake any specific course or module that involves learning about SEN.

296

There is no compulsory specific formal training available for teachers such that they can learn about BESD management in the classroom on teacher training courses.

Training in the field of SEN is typically 'on the job' and despite the wealth of expertise that could be made available through established degrees or diplomas for those wishing to work in the field, there is currently no requirement for any support staff to attain any qualification. The role of SENCo also requires no formal qualification, and although recent legislation has made QTS a prerequisite for that responsibility, there is no formal or specific SEN qualification that needs to be gained in order to take on the role.

The issue of training in relation to teachers, SLT, support staff and other professionals in school is beyond the scope of this thesis. It is important, however, to note that INSET does not appear to be an appropriate vehicle for anything other than the most superficial training. In order to gain a good understanding of any topic, particularly as diverse as BESD management, it is going to require significantly more time than is currently available for three or so hours with 100+ other colleagues.

The evidence in this thesis strongly suggests that the SLT at Beauwood Comprehensive had a poor grasp of the issues pertaining to SEN management. The Head Teacher post 2005 was a first post Head Teacher and her team included two first post DHTs and two first post AHTs. Their inexperience of management in addition to their lack of understanding in relation to SEN and the legal requirements became obvious during the reporting of SENCo to the SLT in July 2008. The lack of accountability coupled with the failed Ofsted reporting allowed a serious situation to become masked.

The culture of reticence amongst pastoral staff, in spite of their awareness of the lack of provision, led to a serious and sustained lack of provision in the area of BESD and SEN resources. The recommendation that flows

from the evidence contained in this thesis points to curbing the power vested with the Head Teacher and the SLT.

In circumstances where there are poor levels of competence at SLT coupled with staff concerned about their own positions in reporting, the current system is open to sustained failure. Head Teachers are not infallible, there needs to be a much more fluid and flexible system of checks and balances in the system to cope with potential failure. These comments are aimed at the area of SEN management rather than general school performance which is more transparent and more appropriately assessed by the current Ofsted regime. In the case of Beauwood Comprehensive poor provision was simply ignored, by inference and given the average profile of the school, it is reasonable to draw the conclusion that this may be a system wide problem.

In addition to creating a more robust system of checks and balances to the power vested in Head Teachers and SLT, it would also seem sensible to utilise the potential expertise available from specialist knowledge.

It is recognised that there is a cost of putting Head Teachers into a situation where their day-to-day operational control can be questioned. Decision making might be more frequently questioned; processes might become more costly and slower. Despite this, the current system which leaves Head Teachers in a position to exercise sole discretion over a vast range of important issues should be tempered. The current legislative shift towards greater Head Teacher power appears to ignore the problem of being able to hold Head Teachers to account where things go wrong. Again, these comments are made specifically in respect to SEN management rather than general school issues.

9.6   Specialists in the Flexible Continuum of Provision

Every school has available to it a potential support of the Educational Psychology Service, provided as part of the services given to schools by the local authority. These Educational Psychologists have expertise that is

predominately used to diagnose, treat and support individual cases within the school environment. Their training focuses on SEN. However, it is unusual for Educational Psychologists to become involved in the strategic management of school SEN provision. The Educational Psychology service is one resource that could potentially be expanded to assess and advise schools in the area of BESD management. The recommendation here is that they could play a significantly more active role in assessing provision in a way that may escape Ofsted or other non-experts in the Local Authority in determining whether the BESD provision for pupils is adequate. This assessment should also include determining whether minimum levels of funding have been appropriately allocated to assessed pupils. The Educational Psychologist whose remit included Beauwood Comprehensive did attend the school for the purposes of individual assessments. According to the available evidence she had little or nothing to do with the development of school policy. Her remit did not allow for her to make assessments of the overall provision which may have had a bearing on the actions of SLT.

On a more day to day basis, the current system does not insist on SLT having any particular expertise in any particular area. This flexibility in the constituency of SLT includes the ambivalence of whether SENCo is a sitting member of the group. SENCo may have a role on the SLT, but there is currently no requirement for schools to have them included.

SEN and BESD are significant features of the English comprehensive school environment. The statutes are in place to ensure that the system can put in place a flexible continuum of provision. The way to ensure that there is in fact an appropriate provision, however, requires further action.

The final recommendation of this thesis is to propose a specialist qualification for SENCo. The role of SENCo should be higher status, and should automatically be included in the make-up of SLT for schools with populations above a certain number of SEN on role. In addition to this, there should be a raising of the barrier for TA positions both in terms of

what are acceptable levels of qualifications and acceptable levels of pay. Finally, schools with any more than a certain number of BESD pupils assessed on role ought to be obligated to employ a full time QTS and SEN qualified member of staff to take care of their interests, backed with hypothecated funding to ensure that an appropriate provision can be put in place. SLT failing to act within a reasonable time frame, for example, one term ought to be held to account. This process might involve the automatic involvement of the local authority in recruitment problems.

9.7   The BESD Spectrum and the Need for Special Schools

The heterogeneity of conditions presented by pupils assessed as having BESD is vast. As with all aspects of SEN there is a spectrum of severity in the condition. During my time at Beauwood Comprehensive I was able to observe a variety of different levels of BESD severity. At the most difficult end of the BESD spectrum there are pupils who appear to be beyond the reach of even the most experienced SEN mainstream staff. These pupils are typically those who have been passed from school to school having been expelled for a variety of reasons often involving violent offences.

The level of intervention required for pupils who are at the higher end of the BESD spectrum appears to be well beyond the resource capacity of mainstream schools and from observations there was nothing that could be gained from attempts to place these pupils in mainstream classes. It is accepted that behaviour over time is fluid, however, it would seem that local authorities should retain the ability to maintain separate special school facilities to help and support the most extreme cases of BESD.

9.8   A Final Note on BESD Inclusion

This thesis has discussed some of the issues pertaining to BESD inclusion as opposed to inclusion per se. The overall picture appears to be, not that BESD inclusion does not work, but rather that BESD inclusion is complex and potentially problematic for the reasons illustrated in the results chapter. Beauwood Comprehensive was clearly a school that had been

experiencing leadership issues and for large parts of the research project, did not have a SENCo steering the provision. The message here is that context is a crucial issue when considering the effectiveness of policy and provision. The development of policy, however, ultimately needs to take into account the full range of teachers who are currently in leadership positions in the English education system. If policy is only going to be effective, contingent upon 'visionary leadership' then policy is likely to fail.

References

Ainscow, M. (1998). Exploring links between special needs and school improvement. *Support for Learning, 13*(2), 70-75.

Algozzine, B. & Algozzine, K. (2005). Building School-wide Behaviour Interventions that Really Work. In P. Clough, P. Garner, J. Pardek, & F. Yuen (Eds.) *Handbook of Emotional and Behavioural Difficulties*. London: SAGE.

Armstrong, D. (2005). Reinventing 'inclusion': New Labour and the cultural politics of special education. *Oxford Review of Education, 31*(1), 135-151.

Armstrong, T. (1999) *ADD/ADHD Alternatives in the Classroom*. Association for Supervision and Curriculum Development http://www.amazon.com/gp/product/0871203596 - #

Baker, E. T., Wang, M. C., & Walberg, H. J. (1994). The effects of inclusion on learning. *Educational Leadership, 52*(4), 33-35.

BBC (2005). http://news.bbc.co.uk/1/hi/education/4580763.stm, accessed 23rd July 2008

Beauwood Comprehensive School (2004) Meeting, Task Group, IC, September 2004.

Beauwood Comprehensive School (2005). Inclusion Centre Behaviour Concern Form.

Beauwood Comprehensive School (2005). Task Group Minutes on IC, 27.1.5

Beauwood Comprehensive School (2006) *Overview of the Inclusion Centre 2005-6* report to SLT.

Beauwood Comprehensive School (2007) Letter from Chair of Governors, 25th November 2007

Beauwood Comprehensive School 'Code of Conduct'

Beauwood Comprehensive School 'Lesson Conduct' document

Beauwood Comprehensive School SLT minutes, September 2004

Beauwood Comprehensive School, Governors note, 29.11.04

Beauwood Comprehensive School, IC, Student Interview, (Preliminary), 2005

Beauwood Comprehensive School, School Improvement Plan 2006-2010

Beauwood Comprehensive School, The IC, Information for HoDs/HoFs, 17.11.05

Beauwood Comprehensive's Local Authority *Special Educational Needs Inclusion Strategy 2004-2008*

Bell, D. J. (2005). *Handbook of behavioural and emotional problems in girls.* Berlin: Kluwer Academic/Plenum.

Blair, J., Mitchell, D., & Blair K. (2005). Neural Accounts of Psychopathy. In *The Psychopath, Emotion and the Brain.* Oxford: Blackwell Publishing.

Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. with Babayigit, S and Haywood, N. (2008). *The Deployment and Impact of Support Staff in Schools and the Impact of the National Agreement: Results from Strand 2 Wave 1 – 2005/6* (DCSF Research Report RR027). Accessed 08 April 2009 from http://publications.dcsf.gov.uk/default.aspx?PageFunction=productde tails&PageMode=publications&ProductId=DCSF-RR027.

Boghossian, P. (2001) "Who's Afraid of Social Construction? Reflections on Ian Hacking's The Social Construction of What?" in *Normativity and Legitimacy.* Münster: Lit Verlag

Booth, T., Ainscow, M., & Dyson, A. (1998). England: Inclusion and Exclusion in a competitive system. In T. Booth & M Ainscow (Eds.), *From Them to us: An International Study of Inclusion in Education* (pp. 193-225). London: Routledge.

Bowers, T. (1994). Strangely Familiar. *Managing Schools Today, 3,* 16-17.

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

Brigham, F. J., & Kauffman, J. M. (1998). Creating supportive environments for students with EBD. *Effective School Practices, 17*(2), 25-35.

Brownell, M. T., Smith, S. W., McNellis, J. R., & Miller, M. D. (1997). Attrition in Special Education: Why Teachers Leave the Classroom and Where They Go. *Exceptionality, 7*(3), 143-155.

Buckingham County Council Policy for Behavioural, Emotional and Social Difficulties accessed on 23rd July 2008 from http://www.buckscc.gov.uk/moderngov/Published/C00000125/M0000 2547/AI00003263/DraftBehaviourandAttendanceStrategy.pdf

Button, T., Scourfield, J., Martin, N., Purcell, S., & McGuffin, P. (2005). Family dysfunction interacts with genes in the causation of antisocial symptoms. *Behavioural Genetics, 35*, 115-120.

Career Advice (n.d.) accessed from http://careersadvice.direct.gov.uk/helpwithyourcareer/jobprofiles/Job Profile?code=1711704792&jobprofileid=180&jobprofilename=Teaching%20Assistant

Carter, K. R., Richmond, B.O. & Bundschuh, E. L. (1973). The effects of kinestheticand visual-motor experiences in the creative development of mentally retardedstudents. *Education and Training of the Mentally Retarded 8*(1), 24-28.

Cartledge, G., & Johnson, C. (1996). Inclusive classrooms for students emotional and behavorial disorders: Critical variables. *Theory into Practice, 35*(1), 51-65.

Cawkey, J., Hayden, S., Cade, E., & Baker-Kroczynski, S. (2002). Including students with disabilities into the general education science classroom. *Exceptional Children, 68*, 423-435.

Cheeseman, P. L., & Watts, P. E. (1985). *Positive Behavioural Management. A Manual for Teachers.* Birmingham: Birmingham University Press

Childrens Act (1989) accessed on 20 July 2008 from http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Clough, P. (2005). *Handbook of emotional and behavioural difficulties.* London: Sage.

Cole, T., Visser, J., & Upton (1998). *Effective Schooling for Pupils with Emotional and Behavioural Difficulties.* London: David Fulton.

Cooper, P., Hunter-Carsch, M., Tiknaz, Y., & Sage, R. (2006). *The Handbook of Social, Emotional and Behavioural Difficulties: Educational Engagement and Communication.* London: Continuum International Publishing Group.

Cooper, P., Smith, C., & Upton, G. (1995). *Emotional and Behavioural Difficulties; Theory to Practice.* London: Routledge.

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design.* (2nd edn,) London: Sage.

CSIE (2009). http://inclusion.uwe.ac.uk/csie/10rsns.htm, accessed December 2009.

Cummins, J., Frances, R., & Coffey, R. (2007). *Local solutions or postcode lotteries? The acceptability of difference in public services.*

London: OMP. Also available from
http://209.85.229.132/search?q=cache:dQLpDBGh-
1MJ:www.opm.co.uk/resources/313/download+local+solutions+or+p
ost+code+lotteries&cd=1&hl=en&ct=clnk&gl=uk

Dandemis. Quote available from
http://www.allmyquotes.com/quote/dandemis/

Daniels, H. (2006). The dangers of corruption in special needs education.
British Journal of Special Education, 33(1), 4-9.

Davies, J. (2005) Voices from the Margins: The Perceptions of Pupils with
EMptional and Behavioural Difficulties about their Educational
Experiences. In P. Clough, P. Garner, J. Pardek, & F. Yuen (Eds.)
Handbook of Emotional and Behavioural Difficulties. London: SAGE.

DCSF (2008). *Special Educational Needs in England,* January 2008 SFR
15/2008

DCSF (2008). *The Education of Children and Young People with
Behavioural, Emotional and Social Difficulties as a Special
Educational Need.* London: DCSF.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (
2nd edn.). Thousand Oaks, CA: Sage Publications.

DES (1988). *Education Act.* London: HMSO.

DES (1993). *Education Act.* London: HMSO.

DES (1996). *Education Act.* London: HMSO.

DfE (1994). *Code of Practice for the Identification and Assessment of
Special Educational Needs.* London: DfE.

DfEE (1994). DHLAC [94]9 – *The Education of Children with Emotional
and Behavioural Difficulties* Circular 9/94

DfEE (1997). *Excellence for All Children: Meeting Special Educational
Needs* (Green Paper). London: DfEE.

DfEE (1998). *Programme for Action.* London: DfEE.

DfES (2001). Special Educational Needs Code of Practice. London:
HMSO.

DfES (2002). Gui*dance for Establishing and Managing LSUs.* London:
DfES. (www.standards.dfes.gov.uk)

DfES (2004). *Removing barriers to achievement: The government's
strategy for special educational needs.* Nottingham: DfES.

DfES (2005). *Ethnicity and education: The evidence on minority ethnic pupils* (Research Topic Paper RTP-01-05. London DfES

DfES (2007). *Independent Study into School Leadership, Main Report.* London: DfES.

DH (Department of Health) (2004). *National service framework for children, young people and maternity services: The mental health and psychological well-being of children and young people.* London: DH Publications.

Diagnostic and Statistical Manual (DSM IV) 1994 (4th ed.) American Psychological Association.

Downing, J. A., Simpson, R. L., & Myles, B. S. (1990). Regular and special educator perceptions of non-academic skills needed by mainstreamed students with behavioral disorders and learning disabilities. *Behavioral Disorders, 15,* 217-226.

Dunn, L. M. (1968). Special education for the mildly retarded – is much of it justifiable? *Exceptional children, 35,* 5-22.

Dyson, A., Farrell, P., Polat, F., & Gallannaugh, F. (2004). *Inclusion and Pupil Achievement.* RR 578 London: DfES.

Education Act (2002). Available from http://www.opsi.gov.uk/ACTS/acts2002/ukpga_20020032_en_1

Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review, 14*(4), 352-550.

Feinberg, M., Button, T., Neiderhiser, J., Reiss ,D., & Hetherington, M. (2007). Parenting and adolescent antisocial behaviour and depression. *Archives of General Psychiatry, 64,* 457-466.

Feinstein, S. (Ed.). (2006). *The Praeger handbook of learning and the brain* (Vol. 2). Westport, CT: Praeger Publishers/Greenwood Publishing Group

Fischer, C. T. (Ed.) (2005). *Qualitative research methods for psychologists: Introduction through empirical studies.* New York: Academic Press.

Frick, P. J., Stickle, T., Dandreaux, D., Farrell, J., & Kimonis, E. (2005). Callous-Unemotional Traits in Predicting the Severity and Stability of Conduct Problems and Delinquency. *Journal of Abnormal Child Psychology, 33*(4), 471-487.

Gallagher, D. J. (2001). Neutrality as a moral standpoint conceptual confusion and the full inclusion debate. *Disability and Society, 16*(5), 537-654

Galton, M., & MacBeath, J. (2004). *A Life in Secondary Teaching: Finding Time for Learning.* London: NUT.

Gordon, D. (1993). Educating special kids. *State Legislatures, 19*(9), 37-40.

Grant, M. (1985). A kinesthetic approach to teaching: Building a foundation forlearning. *Journal of Learning Disabilities 18*(8), 455-462.

Groom, B. (2005). *Supporting pupils with social, emotional and behavioural difficulties: Effective provision and practice.* London: Paul Chapman

Hallam, S., Castle, F., & & Rogers, L. with Creech, A., Rhamie, J. and & Kokotsaki, D. (2005). *Research and Evaluation of the Behaviour Improvement Programme. Research Report 702.* London: DCSFfES. Available from http://www.dcsf.gov.uk/research/data/uploadfiles/RR702.pdf .Last accessed 4 June 2010.

Hallenbeck, B. A., & Kauffman, J. M. (1995). How does observational learning affect the behaviour of students with EBD? A review of research. *Journal of Special Education 29,* 45-71.

Hansard (1886). The Idiots Act. accessed from http://hansard.millbanksystems.com/acts/idiots-act-1886-1

Hawk, T. F., Shah, A. J. (2007). Using Learning Style Instruments to Enhance Student Learning. *Decision Sciences Journal of Innovative Education, 5,*(1), 1-19.

Heflin, L. J., & Bullock, L. M. (1999). Inclusion of students with emotional/behavioral disorders: A survey of teachers in general and special education. *Preventing School Failure, 43,* 103-112.

Henry, D., Miller-Johnson, S., Simon, R., Schoeny M., & the Multi-site Violence Prevention Project (2006). Validity of Teacher Ratings in Selecting Influential Aggressive Adolescents for a Targeted Preventive Intervention. *Prevention Science, 7*(1), 31-41.

Henry, T. (1998, 11 March). Boy with autism gets hard lesson in court. *USA Today,* 1D-2D

House of Commons, Education and Skills Committee, Special Educational Needs. (2006). *Third Report of Session 2005-2006 (Vol 1).* London: The Stationary Office.

Howarth, R., & Fisher, P. (2005). *Emotional and Behaviour Difficulties*. London: Continuum.

http://education.guardian.co.uk/alevel2001/story/0,,669634,00.html, accessed 16th June 2008.

http://education.guardian.co.uk/ofsted/story/0,,2255744,00.html, accessed 23rd July 2008.

http://education.guardian.co.uk/schools/comment/story/0,,2275321,00.html , accessed 16th June 2008.

http://education.guardian.co.uk/schools/story/0,,2277650,00.html?gusrc=rs s&feed=8, accessed 11th July 2008.

http://harcourtassessment.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8188-608, accessed 24th July 2008

http://inclusion.uwe.ac.uk/csie/10rsns.htm, accessed 24th July 2008

http://news.bbc.co.uk/1/hi/education/462300.stm, accessed 23rd July 2008

http://news.bbc.co.uk/1/hi/education/6923885.stm, accessed 23rd July 2008

http://news.bbc.co.uk/1/hi/education/7383498.stm, accessed 11th July 2008

http://news.bbc.co.uk/2/hi/uk_news/7401996.stm, accessed 23rd July 2008

http://news.bbc.co.uk/2/hi/uk_news/education/5150480.stm, accessed 11th July 2008.

http://thescotsman.scotsman.com/latestnews/Holyrood-to-end-postcode-lottery.4090767.jp, accessed 11th July 2008.

http://ukpress.google.com/article/ALeqM5jmQDUEl2Qu8luijfwysUGRgfDo 1w, accessed 11th July 2008.

http://ukpress.google.com/article/ALeqM5jmQDUEl2Qu8luijfwysUGRgfDo 1w

http://www.24dash.com/news/Environment/2008-05-19-Asda-calls-for-end-to-postcode-lottery-over-recycling, accessed 11th July 2008.

http://www.bdadyslexia.org.uk/news31.html, accessed 11th July 2008

http://www.csie.org.uk/, accessed 23rd July 2008

http://www.dfes.gov.uk/research/data/uploadfiles/RR430.pdf

http://www.epolitix.com/NR/exeres/58C9F5CC-46E6-4B48-9793-530821EEE80A, accessed 11th July 2008.

http://www.hm-treasury.gov.uk/media/F/1/cypreview2006_nationaldeafchildsociety.pdf, accessed 11th July 2008.

http://www.independent.co.uk/news/education/education-news/teachers-should-face-tough-new-tests-to-weed-out-incompetents-821124.html

http://www.ofsted.gov.uk/

http://www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08a0c/?vgnextoid=1b9cdfce5405e010VgnVCM1000003507640aRCRD, accessed 23rd July 2008.

http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber=268786&providerCategoryID=8192&fileName=%5C%5Cschool%5C%5C101%5C%5Cs10_101349_20041125.pdf, accessed 23rd July 2008.

http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber=268786&providerCategoryID=32&fileName=\\school\\101\\s10_101349_20041125.pdf, accessed 23rd July 2008.

http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber=XXXX&providerCategoryID=8192&fileName=%5C%5Cschool%5C%5C101%5C%5Cs10_101349_20041125.pdf

http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/ns_ws_ped_pers, accessed 23rd July 2008.

http://www.telegraph.co.uk/news/newstopics/politics/2055923/Ed-Balls-to-target-rowdy-teenage-drinkers.html, accessed 23rd July 2008

http://www.telegraph.co.uk/news/uknews/1947292/Postcode-lottery-claims-heart-attack-victims.html accessed 23rd July 2008.

http://www.tes.co.uk/2347994, accessed 16th June 2008

http://www.timesonline.co.uk/tol/life_and_style/education/article3858171.ece, accessed 11th July 2008.

Huang-Pollock, C. & Nigg, J. (2003). Searching for the attention deficit in attention deficit hyperactivity disorder: The case of visuospatial orienting. *Clinical Psychology Review, 23*(6), 801-830.

Hunter, L. (2003). *School Psychology: A Public Heath Framework III.* Managing disruptive behaviour in schools: the value of a public

health and evidence-based perspective. *Journal of School Psychology, 41*, 39- 59.

Kauffman, J. M. (1999). Comments on Social Development Research in EBD. *Journal of Emotional and Behavioural Disorders, 7*(3), 189-191.

Kauffman, J. M. (2002). *Educational deform: Bright people sometimes say stupid things about education.* Lanham, ND: Scarecrow Education.

Keogh, B. K. (1988). Improving services for problem learners: Rethinking and restructuring. *Journal of Learning Disabilities, 21*(1), 19-22.

Lauth, G., Heubeck, G., & Mackowiak K. (2006). Observation of children with attention-deficit hyperactivity (ADHD). problems in three natural classroom contexts. *British Journal of Educational Psychology, 76,* 385-404.

Lawrence, J., Steed, D. M., & Young, P. (1984). European Voices on Disruptive Behaviour in Schools: Definitions, Concern and Types of Behaviour. *British Journal of Educational Studies, 32*(1), 4-17.

Leaman, L. (2005). *Managing Very Challenging Children.* London: Continuum.

Lewis, T. J., Chard, D., & Scott, T. M. (1994). Full inclusion and the education of children and youth with emotional and behavioural disorders. *Behavioural Disorders, 19,* 277-293.

Lewis, T., & Newcomer L. (2005). Reducing Problem Behavior through School-wide Systems of Positive Behavior support. In P. Clough, P. Garner, J. Pardek, & F. Yuen (Eds.), *Handbook of Emotional and Behavioural Difficulties.* London: SAGE.

Library of America (1976). *Mark Twain: Collected tales, sketches, speeches and essays 1891-1910.* New York: Viking.

Lindlof, T. R., & Taylor, B. C. (2002). *Qualitative Communication Research Methods,* (2nd edn.) Thousand Oaks, CA: Sage.

Lindsay, G. (2003). Inclusive Education: A Critical Perspective. *British Journal of Special Education, 30*(1), 3-12.

Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology, 77,* 1-24.

Lipsky, D. K., & Gartner, A. (1998). Factors for successful inclusion: learning from the past, looking forward to the future. In S.V. Vitello & D.E. Mithaug (Eds.), *Inclusive Schooling: national and international perspectives.* Muhurah, NJ: Lawrence Erlbaum Associates.

Long, N. J. (1994). Inclusion: Formula for failure? *Journal of Emotional and Behavioural Problems, 3*(3), 19-23

MacBeath, J., Galton, M., Steward, S., MacBeath, A., & Page, C. (2006). *The Costs of Inclusion: A study of inclusion policy and practice in English Primary, Secondary and Special Schools.* Cambridge: Cambridge University Press.

Macintosh, K., & Dissanayake, C. (2006). Social skills and problem behaviours in school aged children with high-functioning autism and Asperger's disorder. *Journal of Autism and Developmental Disorders, 36,* 1065-1076.

MacMillan, D. L., Gresham, F. M., & Forness, S. R. (1996). Full Inclusion: An empirical perspective. *Behavioural Disorders, 21,* 145-159.

Madden, N. A., & Slavin, R. E. (1983). Mainstreaming students with mild handicaps: academic and social outcomes. *Review of Educational Research, 53,* 519-569.

Mallett, C. A. (2006). Behaviorally-based disorders: the historical social construction of youths' most prevalent psychiatric diagnoses. *History of Psychiatry, 17*(68 Pt 4),*437-60.*

Markussen, E. (2004). Special education: Does it help? A study of special education in Norwegian upper secondary schools. *European Journal of Special Needs Education 19,* 33-48.

Marr, M. B., Audette, R., White, R., Ellis, E., & Alogozzine, B. (2002). School-wide discipline and classroom ecology. *Special Services in the Schools, 18,* 55-73

Marston, D. (1996). A comparison of inclusion only, pull-out only and combined service models for students with mild disabilities. *Journal of Special Education, 30*(2), 121-132.

McCarney, R., Warner, J., Iliffe, S., van Haselen, R., Griffin, M., & Fisher, P. (2007). The Hawthorne Effect: a randomised, controlled trial. *BMC Medical Research Methodology,* 7(30).

Mills, P. E., Cole, K. N., Jenkins J. R., & Dale, P. S. (1998). Effects of differing levels of inclusion on preschools with disabilities. *Exceptional Children, 65,* 79-90.

Minzemberg, M., & Siever, J. (2007). Neurochemistry and Pharmacology of Psychopathy and Related Disorders. In C. Patrick (Ed.), *Handbook of Psychopathy.* New York: Guilford.

Moran, S., Kornhaber, M., & Gardner, H. (2006). Orchestrating multiple intelligences.*Educational Leadership, 64,* 22-27.

Mostert, M., (2004). A response to Kauffman's The Devaluation of Special Education. *Education and Treatment of Children, 27*(4), 307-324.

NHS Advisory Service (1995). *Together we stand: The commissioning, role and management of child and adolescent mental health services.* London: HMSO.

Norwich, B. (2007). Dilemmas of inclusion and the future of education. In R. Cigman (Ed.) *Included or Excluded? The Challenge of mainstream education for some SEN children.* London: Routledge.

Ofsted (1999). *Principles into Practice: Effective Education for Pupils with Emotional and Behaviour Difficulties*, A report from the Office of Her Majesty's Chief Inspector of Schools. London: Office for Standards in Education.

Ofsted (2005). *Healthy minds. Promoting emotional health and well-being in schools.* London: Office for Standards in Education.

Ofsted Inspection Report (2004) Beauwood Comprehensive, September 2004

Ooi, Y., Ang, R., Fung, D., Wong, G., & Cai, Y. (2006) The impact of parent-child attachment on aggression, social stress, and self esteem. *School Psychology International, 27*(5), 552-566.

Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement.* London, UK: Pinter Publishers.

Parr, J., Ward, A., & Inman S. (2003). Current practice in the management of Attention Deficit Disorder with Hyperactivity (ADHD). *Child: Care, Health and Development, 29*(3), 215-218.

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd edn.). Thousand Oaks, CA: Sage Publications.

Pellegrini, A. D., & Horvat, M. (1995). A Developmental Contextualist Critique of Attention Deficit Hyperactivity Disorder. *Educational Researcher, 24*(1), 13-19

Radnor, H. (2002). *Researching for your professional* practice. Doing Qualitative Research. Milton Keynes: Open University Press.

Raine, A., & Yang, Y. (2007). The Neuroanatomical Bases of Psychopathy: A Review of Brain Imaging Findings. In C. Patrick (Ed.), *Handbook of Psychopathy.* New York: Guilford.

Rampton Report (Department of Education and Science (1981). West Indian children in our schools p35

Robson, C. (2002) *Real World Research* (2nd edn), London: Blackwell.

Rodgers, W. (1994). Teaching Positive Behaviour to Behaviour Disordered Students in Primary Schools. *Support for Learning, 9*(4), 166-170.

Rogers, R. (2007). The Functional Architecture of the Frontal Lobes: Implications for Research with Psychopathic Offenders. In C. Patrick (Ed.), *Handbook of Psychopathy*. New York: Guilford.

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom*. New York: Holt, Rinehart & Winston.

Rothi, D., Leavey, G., & Best, R. (2008). On the front line: Teachers as active observers of pupils' mental health. *Teaching and Teacher Education, 24,* 1217-1231.

Rubowitz, P. C., & Maehr, M. L. (1973). Pygmalion in Black and White. *Journal of Personality and Social Psychology, 25*(2), 210-218.

Sambrooks, J. (1990). Behavioural Approaches to the Management of Children with EBD. In V. Varma (Ed.), *The Management of Children with EBS*. Routledge

Scruggs, T. E., & Mastropieri, M. A. (1994). Successful mainstreaming in elementary science classes: A qualitative study of three reputational cases. *American Educational Research Journal, 31,* 785-811.

Scruggs, T. E., & Mastropieri, M.A. (1996). Teacher perceptions of mainstreaming/inclusion 1958-1995: A research synthesis. *Exceptional Children, 62,* 59-74

Sebba, J., & Sachdev, D. (1997). *What Works in Inclusive Education?* Ilford: Barnardo's.

Seethaler, P. M., & Fuchs, L. S. (2005). A drop in the bucket: Randomized contact trials testing reading and math interventions. *Learning Disabilities Research and Practice, 20,* 98-102.

SEN Presentation to SLT July 2008, Review of SEN Department from April 2007 to present

SENDA (2001). *Special Educational Needs and Disability Act.* London: HMSO.

Shanker, A. (1995). Full Inclusion is neither free nor appropriate. *Educational Leadership, 52*(4), 18-21.

Shinn, M., Stoner, G., & Walker, H. M. (Eds.) (2002). *Interventions for Academic and Behavior Problems: Preventive and Remedial Approaches.* Silver Springs, MD: National Association of School Psychologies.

Simpson, R. L. (2004). Inclusion of students with behavior disorders in general education settings: Research and measurement issues. *Behavioral Disorders, 30*, 19-31.

Skiba, R. J. (2002). Special Education and school discipline: A precarious balance. *Behavioral Disorders, 27*(2), 81-97.

Skidmore, D. (1999). Divergent discourses of learning difficulties. *British Educational Research Journal, 25*(5), 651-663.

Skinner, B. F. (1954). *Science and Human Behaviour.* NY: MacMillan.

Sklaroff, S. (1994). Jan A.F.T. urges halt to 'full inclusion' movement. *Education Week, 13*(6), 7.

Snyder, J., Prichard, J., Schrepferman, L., Patrick R., & Stoolmiller, M. (2004). Child impulsivity-inattention, early peer experiences, and the development of early onset conduct problems. *Journal of Abnormal Child Psychology, 32,* 579-594.

Special Educational Needs Code of Practice, November 2001, Ref: DfES/581/2001 cited related documents as The Education Act 1996

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks, CA: Sage Publishing.

Stigler, G. (1971). The theory of economic regulation. *Bell Journal of Economics and Management Science, 2,* 3-21.

Sugai, G., Horner, R., Dunlap, G., Hieneman, M., Lewis, T.J., Nelson, C.M., Scott, T., Liapusin, C., Sailor, W., Turnbull, A., Wikham, D., Wilcoz, B., & Ruef, M. (2000). Applying Positive behaviour supports and functional behavioural assessment in schools. *Journal of Positive Behavior Interventions, 2*, 131-143.

Swinson, J., Woof, C., & Melling R. (2003). Including Emotional and Behavioural Difficulties Pupils in a Mainstream Comprehensive: A Study of Behaviour of Pupils and Classes. *Educational Psychology in Practice, 19*(1), 65-75.

Szasz, T. (1960). The Myth of Mental Illness. *The American Psychologist, 15*(2), 113-118.

TeacherNet (2008) accessed on 20 July 2008 from http://www.teachernet.gov.uk/wholeschool/behaviour/learningsupport units/

Teachernet (2009) http://www.teachernet.gov.uk/_doc/14154/thresguid0910.pdf

The Times: (17th May, 2006)

Tilstone, C., Florian, L., & Rose, R. (Eds.). (1998). *Promoting Inclusive Practice.* London: Routledge.

Times Educational Supplement (2005). Job Description, Inclusion Centre Manager, Beauwood Comprehensive.

Timimi, S. (2005). *Naughty Boys, Anti Social Behaviour, ADHD and the Role of Culture.* Basingstoke: Palgrave Macmillan.

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

Vaughn, S., & Klingner, J. (1998). Students' Perceptions of Inclusion and Resource Room Settings'. *Journal of Special Education, 32*(2), 79-88.

Viding, E., Frick, P., & Plomin, R. (2007). Aetiology of the relationship between callous-unemotional traits and conduct problems in childhood. *British Journal of Psychiatry, 190* (suppl. 49), s33-s38.

Visser, J. (2005). Working with Children and Young People with Social Emotional and Behavioural Difficulties: What Makes What Works, Work. In P. Clough, P. Garner, J. Pardek, & F. Yuen (Eds.) *Handbook of Emotional and Behavioural Difficulties.* London: SAGE.

Visser, J., Cole T., & Daniels, H. (2002). Inclusion for the difficult to include. *Support for Learning, 17*(1), 23-26.

Visser, J., Stokes, S. (2003). Is Education Ready for the Inclusion of Pupils with Emotional and Behavioural Difficulties: a rights perspective? *Educational Review, 55*(1), 65-76.

Vizard, E., Hickey, N., & McCrory, E. (2007). Developmental trajectories associated with juvenile sexually abusive behaviour and emerging severe personality disorder in childhood: 3 year study. *British Journal of Psychiatry, 190* (suppl. 49), s27-s32.

Wagner, M. (1991). *Dropouts with disabilities: What do we know? What can we do?* Menlo Park: SRI International.

Waldman, I., & Rhee, S. (2007). Genetic and Environmental Influences on Psychopathy and Antisocial behaviour. In C. Patrick (Ed.), *Handbook of Psychopathy.* New York: Guilford.

Walker, H. M., & Bullis, M. (1991). Behaviour disorders and the social context of regular class integration: A conceptual dilemma? In J. W. Lloyd, N. Singh, & A. C. Repp (Eds.), *The regular education initiative: Alternative perspectives on concepts, issues and models* (pp. 75-93). Sycamore, IL: Sycamore.

Wallace, T., Anderson, A. R., Bartholomay, T., & Hupp, S. (2002). An ecobehavioural examination of high school classrooms that include students with disabilities. *Exceptional Children, 68,* 345-359.

Warnock Committee (1978). *Special Educational Needs* (the Warnock Report), London: DfES.

Warnock, M. (2005). *Special Educational Needs: A New Look,* Impact No 11, London: Philosophy of Education Society of Great Britain.

Werner, L. (2001). *Changing student attitudes toward math: Using dance to teach math.* Minneapolis, MN: The Center for Applied Research and Educational Improvement, University of Minnesota.(ERIC Document Reproduction Service No. ED482650)

Wheldall, K., & Merritt, F. (1985). *Positive Teaching: A Behavioural Approach.* London: Unwin.

Widdows, J. (1996). Drama as an Agent for Change: drama, behaviour and students with emotional and behavioural difficulties. *Research in Drama Education, 1*(1), 65-78.

Wilson, J. (1999). Some Conceptual Difficulties about 'inclusion'. *Support for Learning, 14*(3), 110-112.

Yell, M. L. (1995). Clyde K. & Sheila K. v Puyallup School District: The courts, inclusion and students with behavioural disorders. *Behavioural Disorders, 20,* 179-189.

Yin, R. (1994). *Case study research: Design and methods* (2nd edn.). Thousand Oaks, CA: Sage Publishing.

Yin, R. K. (1984). *Case study research: Design and methods.* Newbury Park, CA: Sage Publishing.

Zentall, S. S. (1993). Research on the educational implications of attention deficit hyperactivitydisorder. *Exceptional Children, 60,* 143-153.

Zionts, P., Zionts, L. T., & Simpson, R. L. (2002). Emotional and behavioural problems: A handbook for understanding and handling students. London: Sage Publications.

Appendix 1

SEMI-STRUCTURED QUESTIONNAIRE
Interview for PhD research
School of Psychology and Human Development
Institute of Education, University of London

Various, April 2007, Classroom Teachers, Heads of Department ▆▆▆▆▆▆
2004-7

1. How important do you think the management of EBD students is to the running of a school in an urban environment?

2. Do you believe pupil behaviour is getting worse? Why? What are your views on the banning of corporal punishment?

3. What did you think the purpose of the LSU was? (IC)

Prompts: Did you think the intention behind the setting up of the LSU was primarily a provision for EBD, to be used as a sin-bin, or was it to be used for a more integrated SEN unit?

4. What problems do you think existed in the school that prompted the creation of a LSU?

5. To your knowledge, does the school have a specific EBD policy and what are your views in regards to the schools EBD specific policy?

6. To your knowledge what problems has the IC faced since it began back in 2005?

7. In relation to EBD students – to what extent do you feel they impact on the learning of others within an inclusive environment – at School X? Given your experience of classroom teaching how much time can EBD students take up, proportionally of normal classroom teaching time? How frequent is this disruption (a range) and what factors seem to impact on their behaviour?

8. What, in your view, is the appropriate action for a classroom teacher, when faced with consistent disruption or defiance from a student (or EBD student)? What strategies have you seen work and what strategies have you seen fail? Why do you think this happens?

9. From your experience of this and other schools, how many students do you think are beyond the reach of a normal school discipline code – such that they are bound to disrupt the learning of others in the majority of cases – regardless of normal classroom sanctions?

10. Do you think that the IC has had a positive impact on the management of EBD students at School X? Why? How would you assess the success or failure?

11. What is your view on the level of training of LSAs, SENCos, classroom teachers and other staff in relation to EBD? What are your views in regards to the current training at School X with regards to EBD?.

12. One of the central foci for the IC was that it was to have a central role in the training of staff in relation to behaviour management and EBD in particular. No provision was put in place on the timetable of staff at the school for either the IC manager or any classroom teachers. I) Why do you think this was not done? II) Do you think it would have had a positive effect on the schools ability to manage EBD if it had been done?

13. From you knowledge, how involved are senior management in relation to the schools EBD provision? What impact do you think the change (2005/6) in School X's SLT had on the operation and strategy of the IC and more generally on behaviour and SEN provision at School X?

14. From the research one of the greatest fears classroom teacher hold is that EBD/inclusive practice starts off well provisioned but rapidly degrades – leaving them to pick up the pieces. In 2004 I believe it was agreed by ████ ██████ and SLT that the IC manager's job would be funded by reducing the off-teaching hours allowed to form tutors from 2 hours to 1. The IC manager's job has now been subsumed by the HoY 7. This means that the money originally hypothecated for IC provision is not being used. I) What impact do you think this change has had on the IC/EBD provision? II) To your knowledge – is this money being used for additional EBD support elsewhere in the school?

15. What is your perception about staffing at the IC and in the SEN area more generally? Do you feel that the school spends the appropriate amount of money in this area? Why?

16. How do you feel about the failure of the school to recruit a full time SENCo following the departure of ████████████? Given the impact EBD inclusion has on a school such as this, do you believe that SENCo should be a member of SLT?

17. What are your general views in relation to EBD and the policy of inclusion? (Do you think that inclusion is a good thing for children with i) EBD ii) other students.)

18. Given the statutory framework in regards to the primacy of inclusion – what do you see as the greatest challenges in regards to EBD students and how would you construct solutions to these challenges, for example – withdrawal units, LSUs, PRUs or 'sin bins', personalised learning agenda – backed with specific curriculum provision?

19. In your view, do you think that School X has an appropriate provision for EBD students? Why?

SEMI-STRUCTURED QUESTIONNAIRE
Interview for PhD research
School of Psychology and Human Development
Institute of Education, University of London

Senior Management – 6th April, 2007 Assistant Head Teacher XXX School, Responsible for Behaviour Policy – 2004-7

1. How important do you think the management of EBD students is to the running of a school in an urban environment?

2. Do you believe pupil behaviour has changed over the last 15/20 years? Why? What are your views on the banning of corporal punishment?

3. What was your involvement when the school were considering setting up an LSU? What is your current involvement?

4. What did you think the purpose of the LSU was? (Did you think the intention behind the setting up of the LSU was primarily a provision for EBD, to be used as a sin-bin, or was it to be used for a more integrated SEN unit)?

5. From your experience of this and other schools, how many students do you think are beyond the reach of a normal school discipline code – such that they are bound to disrupt the learning of others in the majority of cases – regardless of normal classroom sanctions?

6. What problems do you think existed in the school that prompted the creation of a LSU?

7. Does the school have a specific EBD policy and what are your views in regards to the schools EBD specific policy?

8. What are your greatest hopes and fears in relation to the LSU?

9. In relation to EBD students – to what extent do you feel they impact on the learning of others within an inclusive environment – at School X and at your previous schools (if no other schools experience – explore perceptions of other schools experience). In your view, how much time do EBD students take up, proportionally of LCs pastoral time?

10. If there are differences why do these present and what are the differences and similarities in strategy employed in both places? In your view, what are the related advantages and disadvantages of the different approaches?

11. What is your view on the level of training of LSAs, SENCos, classroom teachers and other staff in relation to EBD? What are your views in regards to the current training at School X with regards to EBD?

12. One of the central foci for the IC was that it was to have a central role in the training of staff in relation to behaviour management and EBD in particular. No provision was put in place on the timetable of staff at the school for either the IC manager or any classroom teachers. Why do you think this was not done? Do you think it would have had a positive effect on the schools ability to manage EBD if it had been done?

13. How important is senior management in relation to a successful implementation of EBD inclusion? What impact do you think the change in School X's SLT had on the operation and strategy of the IC at School X?

14. To what extent do budgetary considerations constrain good EBD inclusive practice? What specific problems have arisen in respect to budget at School X in regards to the IC?

15. From the research one of the greatest fears classroom teacher hold is that EBD/inclusive practice starts off well provisioned but rapidly degrades – leaving them to pick up the pieces. In 2004 it was agreed by Jeremy Stowe and SLT that the IC manager's job would be funded by reducing the working conditions of form tutors. Instead of receiving 2 hours off-teaching timetable, FT's had their hours reduced to only 1 hour off-teaching timetable provision. The IC managers job has been subsumed by the HoY 7. This means that the money originally hypothecated for IC provision is not being used. What impact do you think this change has had on the IC/EBD provision? To your knowledge – is this money being used for additional EBD support elsewhere in the school?

16. From your knowledge does school X spend the appropriate funds provided for SEN and EBD on SEN and EBD?

17. From your knowledge what is the school doing in respect to recruitment of a new SENCo? Why did the school not seek a new SENCo as soon as the last SENCo handed in notice? Given the impact EBD inclusion has on a school such as this, do you believe that SENCo should be a member of SLT?

18. What are your general views in relation to EBD and the policy of inclusion? (Do you think that inclusion is a good thing for children with i) EBD ii) other students.)

19. Given the statutory framework in regards to the primacy of inclusion – what do you see as the greatest challenges in regards to EBD students and how would you construct solutions to these challenges?

20. In your view, do you think that School X has an appropriate provision for EBD students? Why?

NON- EBD STUDENT INTERVIEW QUESTIONS

1. How important do you think the management of difficult students is to the running of this school?

2. What are your experiences in regards to disruptive pupils during i) lesson time and ii) outside of lesson time. Split when asking question. .

3. What would you like to have been done about disruptive pupils in your classes?

4. What are your views on the inclusion centre?

5. Do you know any students who went to the inclusion centre? If so, did you notice any change in their behaviour once they came back to mainstream classes?

6. Did you feel that some teachers were unable to cope with disruptive pupils? What happened in these classes?

7. Did you ever see any teachers deal with disruptive students well? What did they do?

8. Did you feel that your learning was disrupted by these pupils? How often, and how badly?

9. Do you think your learning would have been improved if these pupils had been excluded from classes / school? To what extent (i.e. total exclusion or partial exclusion).

10. Do you think that these pupils were always disruptive or where there classes in which they were well behaved and not disruptive at all eg. PE or Art.

11. What was your experience of Teaching Assistance or Learning Support Assistants and disruptive pupils?

INTERVIEW WITH BESD STUDENTS AT SCHOOL X

1. Are you enjoying school?

2. Do you ever find yourself in trouble with some of the teachers?

3. Why do you think you get into trouble with these teachers?

4. What are your favourite subjects?

5. Do you find that your behaviour is better in these subjects?

6. What would you like teachers to do when you break the rules?

7. What punishments work and what punishments do you think are unfair?

8. What do you do when you think the punishment is unfair?

9. Have you ever spent any time in the inclusion centre? If yes, what did you like about it? What did you dislike about it?

10. Did you think the inclusion centre worked for you in improving your behaviour in school?

11. Did you think the inclusion centre worked in improving the behaviour of others who may have been in there?

12. What other kinds of support have you received during your time at School X? For example, have you had help from a LSA?

13. What do you think of this support? What was good about it and what was bad about it?

14. Would you prefer to have different classes during the time your most difficult subject classes are taught?

15. Do other pupils disrupt your learning? If yes, what do you think should be done about this?

16. Do you ever feel that your behaviour ever disrupts other pupils? If yes, how do you feel about that?

17. Do you feel the school is doing its best to help you in your learning or is there anything else you can think of that might be helpful?

Appendix 2

+2

①Imt. yet [illegible] – EBD – crucial
right to differential [illegible]
Mainstream – impact – [illegible] to learning EBD-s disruptive
[illegible] & [illegible] – [illegible] high [illegible]. But The [illegible].
[illegible] to protect other [illegible]

② EBD – [illegible] import – regardless of school. [illegible] EBD all.
High prop. of students with EBD Q over [illegible] [illegible]
[illegible] they take up [illegible] / classroom time. [illegible], within
mainstream.
Classes with range of ability/groups – EBD [illegible] disrupting
learning of others. Don't [illegible] disruption of [illegible] learning
MAT – crucial. Ed prob.
No diff bet. rural/urban schools. ① Cue: EBD school Greenfield
[illegible] → Nimby – why not for EBD school in greenfield site.
Mainstream school in rural/urban beh. diff.
Both probs over 20 years.

③ Essential – self-esteem, learning impact on others
[illegible] career aspirations
In urban environ – only to press from outside [illegible] in rural

④ Very import beh. for student – more so for rest of year group.
1 or 2 – can impact on others

17/5/7 –
⑤ Essential – to know students – [illegible]

① Very important – how you manage EBD impacts
on beh. of others

[SS]
② Hugely important – effects learning of others, safety / security of
[illegible]
arm – ECB.
② Vital – [illegible] provision for all – could undermine all

③ Vary (obvious answer) because it's an urban environment – wide range of types of students. Variety of backgrounds, dysfunctional, deprived. To support them – reg. sltch environment. f. by my EBD classroom exp. It's impt. Also myself. + est. boundaries. Setting boundaries 2m) violent – boundaries (violent-) – fairness.

— 3rd July 2007 — TOE YPAS class

② Incred. import. Small with his cap. of running it for all. Hearing easily. disrupt.

ÆMBLY ———— DAY ————
√ PERIOD ———— DATE ————

Lesson Planned	Homework
① import. – Home issues – not really addressed. She can only do so	
much — Behaviour inc.	
— Major priority of F. did during lessons.	
interrupting teaching.	

Appendix 3

SEATING PLAN

FORM/TEACHING GROUP _____

ROOM _____

Appendix 4

A4.

INSTITUE OF EDUCATION
PhD, Department of Psychology and Human Development

Class	No. Pupils	Subject	Teacher		Classroom
		Maths.	████████		32

No. EBD	Date	Day
	6/6/7	Wednesday.

LD 1
for obs.

Curr. code

	Classroom Organisation	Narrative	Child Activity Code	Teaching Code
1		LT		
		LT		
		LT		
1	WC			
2				M4n
2		Getting tasks organised, many pupils - ████ arrived due to a late morning assembly.		
3				
3				
4	▽	▽		▽
4	▽	▽		▽
5	▽	▽		▽
		Po		
		LT		MSTR.
5	▽	LT		REP
		LT		
		LT		
6		LT		INSTR.
		LT		
		LT		
6		LT		R.
		LT		
		WSPO - ████ P work rel. to class.		
7		Po		Q
		LT		
		LT		
7		Po - ████ playing with hair, heads on foot leaning		Q ✓
		LT		
		LT		

Time		Code	Notes		
8		PO			INSTR.
		LT			
		LT			
8		PO			INSTR
		LT			
		LT	x		
9		PO – leaning on hands, rubbing face			
		LT			
		LT			
9		PO			Q
		LO	⎫ talking to question		
		LO	⎭ – answering question.		
10		PO	facing down towards desk – looking away from teacher.		INSTR.
		LT	facing board & teacher		
		LT	facing board & teacher		
10		PO			
		LT			
		LT			
11		PO			
		LT			
		LT			
11		PO			
		LT			
		LT			
12		WS	⎫		
		WS	⎬ working on a maths activity.		
		WS	⎭		
12	WO	VR			MAN
		VR			
		VR	All concentrating on		
13		VR	1 table of results		
		VR			
		VR			
13		VR			
14					
14					
15					
15					
16					
16					

17	↓	VR		↑
	WO			
17				
18				↓ MAN
18				
	↓	↓		↓
19		WS washing on tush		
		K PO Playing with plastic toy		
		WS washing on tush.		
19		WS		
		WS		
		WS		
20		LT		MAN.
		K PO - Playing with plastic toys		
		WS		
20		WS		↓
	WO	WS		MAN
		WS		
21		WS	teacher instructs	
	↓	WS	PC to help & TC	
		WS		
21	↓	WS		
		WS		
		WS		
22	↓	PO		↓
		WS		
	↓	WS		
22		PO - talking away from teacher		INSTR
		LT listening to instructions		
23		PO - sighing, leaning on hands		INSTR.
		LT		
		LT		
23		K PO - Playing with small plastic cube		
		LT		
		LT		
24		LT		↓
		LT		
		LT		↓
24		LT		
		LT		
		LT		↓
25		LT		
		LT		
		LT		
25		LT		
		LT		
		LT		↓

26		₹		
26		K	teacher demonstrating	
27		K	Geometric shapes	INSTR.
27	WO	K	using plastic	α
28		WS	log = long shapes	
28		"	then graphically	MAN
29		"	writing up on graph	
29			paper - diff.	
30			shapes.	
30				
31				
31				
32				
32				
33	HC	WS / WS / WS		INSTR
33		x2. WS / LT / LT		KGP.
34		PO / LT / LT	facing down towards desk - Ross listening facing teacher.	INSTR.
34		LT / LT / LT / LT		

35		LT			INSTR
35	WC	"	all listening to teacher instruction		
36		LO			
36		"	listening to questions & answers in relation to geometry task.		
37		LT			INSTn
37		"	all pupils following instruction		
38	WO	WS			
38		WS			
39		WS	All pupils working on task		MAN
39		WS			
40					
40					
41	WC	LT			INSTR
41			entire class listen to a reiteration of instruction from teacher.		
42					
42	WO		all pupils on task working on graphical representations of cubes on graph paper wide jotting		MAN
43					
43					

44	↓	WS		↓
44	WO		all pupils on task working hard.	↓ MAN
45	↓	WS		INSTR
45	WC	LT LT LT LT LT	teacher instruction in relation to task.	
46	↓	LT	all pupils listening to instru	
46	↓			
47	WO			↓
47			all pupils working on task.	↓
48			No disruption or disturbance	MAN
48				
49	↓	WS WS WS WS WS	- pupil slightly behind on task - pupil slightly behind on task - but working hard	↓
50	↓			↓
50	WO	WS	all working.	
51	WC	LT	all pupils listening to instruction.	INSTR.
51	↓			
52	↓	LT	all pupils listening to instruction	INSTR
52	↓			↓

Time	Code		Notes		Category
53		WS			
53	WO				MAN
54			all pupils on task following analytical instructions. ✓		
54					
55		LT			
55	WC		all pupils listening to teacher instruction. ✓		INSTR
56	WO	LT - teacher specifically instructing TC			T MAN
56		WS / WS / WS / WS	TC - continuing on with task.		MAN T
57		WS / K / K	teacher asks those who have finished task to help others. finish task. No one assists TC despite her not finishing.		INSTR.
57		WS / K / K			
58		WS / K / K			MAN
58		WS / K / K			
59		WS / K / K	pupils who have finished collect up cubes.		INSTR
59		WS / K / K			
60		LT / LT / LT / "	all pupils listen to plenary		INSTR
60		"			

Appendix 5

OBSERVATION CODES

Curriculum Codes (CC)

1   Academic Humanities, English
2   Academic Science, Maths
3   Non Academic: DT, Art, Drama, Dance

Classroom Organisation (CO)

1   WO   Working Alone
This refers to the target child working on a piece of work on their own. This may be reading or concentrating on a work sheet.

2   P   Working in Pairs
This refers to the target child working on a piece of work with the person sitting next to them.

3   G   *Group Work*
This code was used to denote the target child working with other children in a group.

4   WC   *Whole Class*
This refers to the target child involved in a whole class activity.

Child Activity Codes (CAC)

5   LT   *Listening to teacher instruct*
This refers to the target child listening to the teacher instruct in a didactic manner.

6   Q&A   *Listening to teacher using questions either to instruct or teach*

This refers to the target child listening to the teacher use questions to instruct or teach. These questions would often be used in a series, so that the teacher responded to the child's response with a further question. This technique is commonly used for a plenary, recap or starter activity.

7   LO   *Listening to others speaking*

This refers to the target child listening to other members of the group speaking.

8   Rep   *Reply to questions*

This refers to the target child replying to questions either raised by the teacher or other children.

9   VP   *Visual work (Pictorial)*

This refers to the target child engaged in any pictorial visual work i.e. looking at pictures.

10   VR   *Visual work (Reading)*

This refers to the target child engaged in any reading / concentrating on data.

11   K   *Kinaesthetic work*

This refers to the target child engaged in any kinaesthetic work which may involve games or activities which were intended to learning.

12   WS   *Work Sheet*

This refers to the target child engaged in filling in a work sheet that has been provided by the teacher or the target child writing in a book from the board.

13   Comp   *Computer activities*
                This refers to the target child involved in any work taking place on a computer.

14   SO   *Shouting Out*
                This refers to the target child shouting out or making disruptive comments and disrupting the learning of others.

15   LD   *Low Level Disruption*
                This refers to the target child engaged in low level disruption. This may involve chatting to a neighbour, throwing pens, pencils or other items.

16   SD   *Sever Disruption*
                This refers to the target child engaged in sever disruption. This may involve getting out of their seat, involving children other than their neighbour in loud conversation.

17   D   *Defiance*
                This refers to the target child defying the teachers instructions, inevitably leading to a disruption to the learning of others.

18   E   *Exclusion*
                This refers to the target child being removed or having been removed from the classroom as a result of defiant behaviour.

19 R   *Reprimand*

This refers to the target child receiving some kind of punitive or corrective sanction i.e. detention, warning or other.

20 L   *Late*

This refers to the target pupil being late for class.

21 PO   *Passive/ Off task*

This refers to the target child not performing the instructed task or listening to the teacher. This code represents the child not causing any disruption.

Proximate Child

The proximate child's activities will be recorded with the same codes as above. The proximate child will be the child sitting directly to the left of the target child – where this is not applicable the child sitting directly to the right of the target child will be observed.

Non-Proximate Child

The non-proximate child's activities will be recorded with the same codes as above. The non-proximate child will be the child sitting two rows in front (if this is not possible then behind) and 4 pupils to the left (if this is not possible then to the right) of the target child.

Teaching Codes (TC)

22 TP   *Teacher praise*

Examples would include the teacher responding positively, for example, "well done, good boy, that's nice."

23 MAN *Managing activities*

The management of activities includes the allocation of tasks and resources to groups of children, and routine supervision.

24 Q *Questioning*

This refers to the teacher questioning children.

25 TMAN Teacher Managing Target Child

This code refers to the teacher specifically dealing with the target child

26 INSTR *Instruction of a didactic kind*

Didactic teaching which involves pupils listening.

27 OBS *Teacher observing children without comment*

This refers to the teacher observing the various classroom activities.

28 REP *Teacher Reprimanding the Class*

This code refers to the teacher calling for the classes attention or issuing a reprimand in order for the class to get back on task

29 LP *LSA Praising*

LSA Praising the target child

30 LMAN *LSA Managing*

LSA managing the target child's activities

31 LQ *LSA Questioning*

This code denotes the LSA questioning the target child

32   LINSTR   *LSA Instruction*

This code denotes the LSA providing didactic instruction to the target child

33   TE   *Teacher Excluding*

This code denotes the teacher excluding at child from the class or asking for external/LSA support to remove the child from the class

34   TR   *Teacher Reprimand*

This code denotes the teacher specifically reprimanding the observed child for any reason e.g.SD, LD or PO

35   TRO   Teacher Reprimand other

This code denotes the teacher specifically reprimanding a specific individual other than the observed.

LEVEL

0   no noted concern

1   N

2   SA

3   SA+

4   Statement

Appendix 6

Period	Form	Lesson Planned	Homework
⚠		SCT Meeting 15ᵗʰ July 08 – Meeting to finish @ Start time 2·00. Present ███ , ███ ███	2·55
2		From 2·50 onwards – presentation on SEN. KS3-5 teaching Agenda : ███ – Rolling outlook. ███ – items 4/5	
3		Social cohesion activities. Outline agendas – next year. ███ – 3 things from ███ – end of year assembly – start of year. – 6-7 transition.	
4	███ ███ ███	– Notes of multi agency meeting. Arrangements enrollment packs. Audit post As teaching. – Induction programme Y12/13.	
5	███	Arrangements for ███ SAT's update. Learning Centre update.	
6	███ ███	Analysis – remind – purpose – through line MGT some issues from groups/individuals on PD. Equitable distribution & bal. of work throughout the year.	

Lunchtime Activities	After School Activities	Personal Reminders

Period	Form	Lesson Planned	Homework
1	▆	ofsted comments. Structure of day - comments. Classes analysis Distribution of staff vs types of classes by year group. Correlations formed between year group & teachers.	
2	▆ ▆	- Useful to see how TG works (presumably TG is a timetable software package). Makes point that in science there is a more even distribution of	
3	▆ ▆	staff across 6th form. Not just HoD (Physics) that is teaching subject @ 6th form. HoD is well qualified - fortunate hire for school. All teachers have higher & lower teaching as part of balance.	
4	B/S	Bus. Retail - staff have split 3 & 2 (one toophion blocks). KS5 & 4 - spread of staff through KS4 & 5. Dance 2 members of staff.	
5	▆	Collecting & developing eval forms. One thing pulled out is how teaching is organised. Wondering whether this becomes a feature of DtF. Staff is it strategically thought about. - Tie into PD - there has been Δ, issue of subject specialist / staff	
6	▆	# of staff available to teach subject. Part-times are a limiting factors.	

Lunchtime Activities	After School Activities	Personal Reminders