

**Supporting Pupils at Risk of Exclusion:
An Evaluation of an Intensive, Out-of-
School, Emotional Literacy Programme for
Key Stage 3 Pupils**

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ABSTRACT

Although evidence of the negative, long-term implications of school exclusion has been widely documented, levels of school exclusion remain high. A number of studies have reported outcomes of various school-based interventions to support pupils at risk of exclusion and those experiencing social, emotional and behavioural difficulties (SEBD). The aim of the current study was to evaluate the effectiveness of an intensive, out-of-school, emotional literacy programme for pupils in Key Stage 3 at risk of exclusion. The sample comprised 26 pupils (mean age 13:2) who participated in the programme during 2008. A mixed measures design was implemented, using quantitative methods to collect data on exclusion rates and measure changes in pupil behaviour; qualitative methods were used to collect information on the views and experiences of pupils, parents and school staff involved with the programme. There was a significant reduction in fixed term exclusions following the programme, but limited changes in ratings of pupil behaviour. Qualitative information enabled the strengths and weaknesses of the programme to be identified. These findings are discussed in relation to previous research and implications for professional practice and further research are considered.

ACKNOWLEDGEMENTS

I would like to thank my supervisors, Professor Julie Dockrell and Dr. Greta Sykes for their ongoing support and guidance throughout this study.

I would like to acknowledge the support of colleagues within the Educational Psychology Service: Claire Thomas for her guidance in setting up the study, and Vikki Lawrence and Morwenna Wagstaff for their comments and help with proof reading.

I would like to express my gratitude to family and friends for their ongoing support and encouragement. Finally, I would like to thank Guy Wilby for his unwavering support, understanding and reassurance throughout the duration of this study.

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

Word count (exclusive of references and appendices): 33,731 words

A handwritten signature in black ink, appearing to read 'The Key'.

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1. INTRODUCTION

There are few topics within education that receive as much attention as pupil behaviour (Lyons, 2006). This subject is associated with high levels of frustration, fear, anger, guilt and blame (P. Cooper, 2008). The term social, emotional and behavioural difficulties (SEBD) is often used to describe pupils who present the most challenging behaviours in school. These pupils receive a great deal of attention because of the disruptive impact they can have on other pupils, teachers and the effectiveness of teaching and learning within the classroom.

It has been argued that pupils with SEBD pose the greatest challenge to inclusive education (Vincent, Harris, Thomson, & Toalster, 2007) with the ultimate consequence of failing to conform to the behavioural expectations of the school being exclusion, to which these pupils are particularly vulnerable (P. Cooper, 2001). The Government, in acknowledgement of the long term consequences of school exclusion, has made significant financial investment, and provided considerable guidance to Local Authorities (LAs) and schools to support them to meet the needs of pupils with SEBD and reduce the numbers of pupils being excluded from school (DCSF, 2008a; DfES, 1999).

There have been a number of projects aimed at reducing exclusion reported in the literature. Although varied in type and focus, they have all included provision of support within the school context. However, there is ongoing debate about whether mainstream school is appropriate for pupils who are experiencing the greatest levels of difficulty (DCSF, 2008a; Ofsted, 1999), and there are many pupils with SEBD who are being educated within specialist SEBD schools and pupil referral units (PRUs). PRUs are

centres which are not required to deliver the full national curriculum but are designed to provide short term placements for pupils who are unable to attend a mainstream or special school for reasons of illness, exclusion or otherwise (DCSF, 2008a).

This study evaluates an intensive, out-of-school, emotional literacy programme for pupils with SEBD. The programme was developed within the context of a small, unitary authority in the south of England, in response to concerns about the effectiveness of support provided to pupils dually registered at their school and the PRU, and the number of pupils at Key Stage 3 being excluded. This study will provide information to the LA on the experiences and outcomes of pupils who participate in the BAC 4

Learning programme and recommendations on possible adaptations and improvements to the service. In terms of the wider professional context, this research will add to the literature on interventions to support pupils with SEBD who are at risk of exclusion. As there is a dearth of published research on this type of intervention, the study will be a distinctive contribution to knowledge in terms of information on the efficacy of a short-term emotional literacy intervention for pupils with SEBD which takes place outside of the school context.

The publication of *Every Child Matters* (DfES, 2003) extended the role of Educational Psychologists and introduced a shared responsibility for improving the well-being of children and young people through five key outcomes: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being (DfES, 2003; P. Farrell et al., 2006). Within this broadening role, Educational Psychologists are increasingly becoming involved in supporting pupils with SEBD at an individual, group and whole school level; through work with staff in schools (Hayes, Hindle, & Withington, 2007; Sutoris, 2000), direct intervention with pupils (Squires, 2001; Thorne

& Ivens, 1999), and systemically at a LA level through development and evaluation of new initiatives and existing provision (Bracher, Hitchcock, & Moss, 1998; Bradbury, 2004; Swinson, Woof, & Melling, 2003). Educational psychologists also have a key role to play in working in partnership with schools to reduce the number of pupils being excluded (Gross & McChrystal, 2001). This study is in accordance with the role and remit of current educational psychology practice.

This thesis is organised into six chapters. Following this introduction, chapter two will present a critical review of the literature relating to pupils with SEBD and those at risk of exclusion and provides the context for the current research. This section will also include information on the programme being evaluated and the research questions driving the study. The third chapter contains information on the methodology used alongside the rationale for design decisions. The results of the study are presented in chapter four. Chapter five consists of a discussion of the results in reference to previous research. Finally, within chapter six, conclusions are drawn and discussed in reference to implications for future research and educational psychology practice.

2. LITERATURE REVIEW

This chapter presents recent theory and research on supporting pupils at risk of exclusion and provides a context for the current study. Pupils who are at risk of exclusion are often described as having SEBD, therefore the literature review will be divided into two parts. The chapter will start with a critical review of the literature relating to pupils with SEBD, with particular emphasis on the evidence relating to how pupils are most effectively supported. This will be followed by a review of the issues regarding school exclusion and a critique of research on interventions specifically designed to reduce exclusion. The chapter concludes with information regarding the intervention programme on which this study is focused.

2.1 Social, Emotional and Behavioural Difficulties

The term SEBD was first used in policy documents in the early 1990s (Jones, 2003). The Special Educational Needs Code of Practice (DfES, 2001b) defines children and young people with SEBD as those, “who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs” (p.87).

The use of terms such as SEBD (and other variants including terms such as EBD and BESD) has received criticism because of the tendency, as with any label, to attribute responsibility for the problem to the child (Bennett, 2005; Jones, 2003). It has also been criticised for being too wide a term which encompasses a broad range of children. There is also lack of clarity about which pupils should be described as having a SEBD and which pupils' behaviours should be seen as a response to issues within the school as a

whole (Evans, Harden, & Thomas, 2004). This is highlighted by the often conflicting perceptions of schools and parents about which pupils meet the criteria for SEBD (P. Cooper et al., 1999). Throughout this study the term SEBD will be used as it is defined in the SEN Code of Practice (DfES, 2001b). This label provides a useful term in which to explore the literature and interventions, however, the limitations of its use as an accurate description of the difficulties experienced and the cause of difficulties are acknowledged.

Figures suggest that between 10-20% of school age children in England and Wales experience SEBD to a degree that significantly impairs their development, and these difficulties are most prominent during adolescence (P. Cooper, 2001). It is widely recognised that the causes of SEBD are often complex and systemic, with environmental factors playing a more significant role than biological factors (Daniels, Visser, Cole, & Reybekill, 1999). However, there are a number of theoretical perspectives used to understand behaviour and the model which is adopted will have implications for the way in which difficulties are understood and which methods of intervention are chosen (Ayres, Clarke, & Murray, 2000). In line with Ertesvåg and Vaaland (2007), Humphrey and Brooks (2006), Lyons (2006), Macrae, Maguire, and Milbourne (2003), and Swinson et al., (2003) an interactionist view of behaviour is adopted. This theory is based on the concept that $B = f(P, E)$, where behaviour (B) is a function of a personal state (P) and environmental possibilities (E) (Lewin, 1935 cited in Swinson et al., 2003). This perspective emphasises the importance of both person and context.

“The matter of definition is key to intervention. If we look at challenging behaviour as the child’s problem then our focus is on fixing what is wrong with that individual child and we overlook factors outside the child that contribute to the behaviour. If we focus purely on environmental influences, then we may

overlook factors within the child that contribute to the behaviour. The key is to see behaviour as a response to environment” (Lyons, 2006, p.230).

The range of behaviours to which the term SEBD refers, and the lack of agreement about which pupils should be defined by this term, alongside differences in the way that behaviour is understood, makes this area complex. Although there is much published within the area of SEBD, there is a lack of specific interventions, or universally accepted ways of working with this group. In a systematic review of strategies to support pupils with SEBD in mainstream classrooms, Evans and Benefield (2001) reported a lack of useful research on classroom interventions and state that much of what is provided is based on “teachers’ craft knowledge” (p.540). However, there are reoccurring features within interventions reported in the literature. These can be classified into six broad areas: behaviour management and pastoral support, emotional literacy, regard to teaching and learning, family involvement, teacher-pupil relationships, and whole school ethos.

2.1.1. Behaviour Management and Pastoral Support

The importance of good behaviour management in the classroom is widely recognised as crucial to effective teaching and learning, consequently schools have a duty to regularly review and consult on the whole school behaviour policy (DfES, 2007). The policy should include a statement of principles alongside an agreed set of expectations with a clear system of rewards and sanctions and should be fairly and consistently implemented. An effective school behaviour management system and teachers’ ability to effectively manage pupil behaviour is particularly important for pupils with SEBD (Greenhalgh, 2001). This can provide a strong foundation for further support.

In some cases, pupils will require high levels of pastoral support and differentiated behavioural expectations. This can be achieved through setting up a pastoral support programme (PSP). This is an individual, school-based intervention which seeks to bring together the school, parents and the pupil to agree specific targets and, with the support of the Local Authority (LA), implement an appropriate plan to support the pupil in meeting these targets (DfES, 2004). However the Government's guidance on PSPs has been criticised for lack of clarity and there is much variation in practice (Bradbury, 2004).

2.1.2. Emotional Literacy

Emotional literacy is defined as, "the ability of people to recognise, understand, handle and appropriately express their own emotions and to recognise, understand and respond appropriately to the expressed emotions of others" (Faupel, 2003, p3).

Improving the social, emotional and behavioural well-being of children in schools is a key Government target and links to the Government's inclusion agenda and the outcomes of Every Child Matters (DfES, 2003). The latest guidance, Social and Emotional Aspects of Learning (SEAL; DfES, 2007) advocates a whole school approach to improving children's social, emotional and behavioural skills. The Government's view of provision for pupils with SEBD is based on the premise that a strong foundation of universal provision is the best platform from which to provide more intensive help.

Qualter, Gardner, and Whiteley (2007) states that emotional literacy is a key predictor of personal and school success. In a review of research evidence about the most effective ways to develop children's emotional and social wellbeing, Weare and Gray

(2003) advocate the introduction of explicit teaching and learning programmes. Supporting pupils with SEBD to develop skills in this area appears to be a valid intervention as this targets their specific area of difficulty. There are numerous examples of interventions in the literature which could be categorised under the term emotional literacy. These include a range of individual, small group and whole class approaches and are often a combination of educational and therapeutic approaches (P. Cooper, 2001). Examples include, cognitive behaviour therapy, anger management, play therapy, social skills training, nurture groups and counselling (M. Farrell, 2006). However, in many cases, outcome data is lacking and findings are typically based on very small samples (Burton, 2004; Humphrey & Brooks, 2006; Roberts, 1997).

Cooke, Yeomans, and Parkes (2008) report the success of a nurture group within a mainstream school for Key Stage 3 pupils. Nurture groups are most commonly found in primary schools and are based on attachment theory and the notion that impoverished early nurturing can result in behavioural difficulties in school (Cooke et al., 2008). This intervention followed traditional nurture group principles, emphasising the importance of meeting and greeting, snack time, play and free choice activities as well as age-appropriate craft activities and group discussion. Identified pupils attended the group every afternoon in year seven and for two afternoons a week in year eight. The Boxall Profile (Bennathan & Boxall, 1998) measures children's progress within nurture groups. It is made up of two sections: developmental strands (different aspects of the developmental process in the pre-school years) and diagnostic profile (behaviours that inhibit or interfere with satisfactory involvement in school). Over a period of one year, there were clear improvements in all strands of the Boxall Profile (Cooke et al., 2008).

There are a number of published programmes which have been developed to support the teaching of emotional literacy skills (Faupel, 2003; Marris & Rae, 2005). Carnwell and Baker (2007) report successful outcomes of an eight week group programme guided by a scripted process, which facilitates the exploration of subjects such as sharing, grief and loss, divorce, school transition, anger and bullying. The outcomes suggested that students were better able to manage relationships, many learnt to manage their frustration and anger better and as a result were less disruptive in class. Building pupils' emotional literacy appears to be an appropriate goal for pupils with SEBD, however, the evidence is not clear on the best way to achieve this. In addition Zeidner, Roberts, and Matthews (2002) questions the content validity of many published emotional literacy programmes.

2.1.3. Teaching and Learning

Recent guidance on the education of pupils with SEBD advocates personalised learning, this aims to strengthen pupils' engagement with learning (DCSF, 2008a). Disengagement may be due to a number of factors, including underlying learning difficulties, or a lack of motivation.

In a review of pupils with Statements of Special Educational Need for SEBD, Gross and McChrystal (2001) found that over half their sample experienced significant learning difficulties. This finding is supported by anecdotal evidence, "there was a general consensus among the secondary schools studied, that learning difficulties, particularly difficulties in reading and writing, lay at the route of many behaviour problems." (Munn, Lloyd, & Cullen, 2000, p.56). In many cases it is unclear whether learning difficulties underlie behavioural difficulties or whether difficulties with behaviour result

in pupils missing out on learning opportunities within the classroom. Regardless of the origin, any intervention needs to recognise and address any learning needs.

Morris and Pullen (2007) suggest that a lack of motivation and coping strategies within the school environment may be a key factor in the disaffection of pupils in Key Stage 3. These issues can be addressed through ensuring that the curriculum is informal, flexible, differentiated and covers a wide range of activities (Munn et al., 2000); pupils have access to work-related experiences and vocational subjects which are highly regarded (Charlton, Panting, & Willis, 2004); and curriculum content and educational experiences emphasise personal development and life skills (DCSF, 2008a). However, implementation of these strategies may lead to unintended consequences, such as a restriction in curriculum opportunities (Munn et al., 2000) which may be detrimental to self-esteem and lead to further disengagement.

2.1.4. Pupil-Teacher Relationship

The relationship between the teacher and the pupil is increasingly being recognised as a key factor in the effective teaching and management of pupils with SEBD (P. Cooper, 2008; Miller, 2003; Vincent et al., 2007).

“Much of what was helpful for our young interviewees resulted from them coming to feel genuinely cared about, wanted, listened to and supported. Integral to this was the formation of relationships with staff that were characterised by trust and respect. We have argued that this relational change is a necessary first step” (Vincent et al., 2007, p.290).

P. Cooper (2008) presents data from interviews with pupils in a SEBD school which suggests that pupils viewed having trusting, mutually respectful and supportive relationships with adults as a key factor in being able to manage their behaviour. He argues that positive adult–pupil relationships can act as a protective factor in the lives of

young people with SEBD. In addition, Hayes et al. (2007) present evidence which suggests that changes in teacher behaviour can lead to changes in pupil behaviour.

2.1.5. Family Involvement

Recent Government guidance has emphasised the role of parents within their child's education (DfES, 1999, 2001b, 2003). The Special Educational Needs Code of Practice states that parents have a crucial role in their child's education (DfES, 2001b) and a key part of PSPs is the involvement of parents (DfES, 1999).

In a comprehensive review of the role of parents, Desforges and Abouchaar (2003) report that 'at-home good parenting' has a significant positive effect on children's achievement and adjustment (p.4). They describe the variety of initiatives being implemented across the country to promote parental involvement, although are unable to draw clear conclusions about the scale of the impact on pupil achievement. In addition, Hallam, Rogers, and Shaw (2004) reported positive outcomes of parent training programmes on pupil behaviour, although parents did report changes at home, there were no significant changes in parental views about their child's attendance or behaviour at school, or the number of exclusions they received following a parenting course. However, Hallam et al. (2004) found that where parenting programmes took place within school, educational outcomes were stronger.

There is increasing recognition that families have a significant influence on pupil behaviour in school. M. Farrell (2006) states that the factors associated with SEBDs include traumatic childhood experiences; a fractious family background; poor models of behaviour, such as domestic violence; and a family history of SEBD. The importance of involving parents in the support of pupils with SEBD is widely accepted (Hesketh &

Olney, 2004; MacLeod, 2001). Central to this is the formation of good home-school links, characterised by communication and co-operation (P. Cooper, 2001; Miller, 2003). This can be a particular challenge for secondary education where pupils are taught by numerous teachers and there is less opportunity for informal contact with parents, as often occurs in primary school.

2.1.6. School Culture

The recent guidance on working with pupils with SEBD (DCSF, 2008a) emphasises the importance of whole school approaches to improving pupils' social and emotional well-being and reducing behaviour difficulties. Many studies have advocated the importance of school culture and ethos in intervening effectively with pupils with SEBD. For example, Ertesvåg and Vaaland (2007) reports that a whole school programme led to reductions in four types of problem behaviour: disobedience, off-task behaviour, bullying and aggression. Bradbury (2004) found that Educational Psychologists considered the key element of an effective PSP was a school ethos of not excluding. P. Cooper (2008) develops this view, arguing that schools need to place the emotional well-being of the pupils at the heart of what they do, by recognising the need to have:

“A strong values structure based on a commitment to valuing all pupils as members of the school community. These values are reflected in practical measures taken to ensure that all pupils have access to the experience of success. This means broadening the way in which we view success, and not equating educational success solely with test scores and examination results.” (P. Cooper, 2008, p.17)

Daniels (2006) contends that provision for pupils with SEBD can be enhanced by developing a culture of staff collaboration within schools. He argues that rather than focusing on individual pupils and small scale interventions, the emphasis should be on the systemic cultures of professional collaboration and problem-solving within, and beyond the school. Although Daniels (2006) provides evidence of the impact of

improving staff collaboration within the school, beliefs about the professional collaboration beyond the school, such as at an inter-agency level, remains theoretical, certainly this would be a challenging intervention to evaluate impact.

2.2. School Exclusion

The term exclusion refers to the expulsion or suspension of a pupil from school (Gordon, 2001). There are two types of exclusion: fixed term, for a set period of days; and permanent. The exclusion of a pupil from school can only be sanctioned by a Head Teacher and should only occur when there are serious breaches of the school's behaviour policy (Gordon, 2001).

The following information describes the picture of exclusions in England during 2006/7 (DCSF, 2008b). During this year there were 8,680 permanent exclusions, 87% from mainstream secondary schools. Pupils were most likely to be excluded at age 14, with 12-14 year olds accounting for 70% of all permanent exclusions. Almost 80% of those excluded were boys. In regards to fixed term exclusions there is a similar pattern, with 425,600 fixed term exclusions in England during 2006/7, 85% from mainstream secondary schools. Pupils were most likely to be excluded at age 14, with 12-14 year olds accounting for 64% of all fixed term exclusions. Just over 75% of those excluded were boys. The average length of a fixed term exclusion was 3.3 days (DCSF, 2008b).

2.2.1. Understanding Exclusion

It has been claimed that pupils who experience exclusion from school are more likely to have emotional and behavioural problems (Panayiotopoulos & Kerfoot, 2007), to have a statements of special educational needs, literacy or learning difficulties (Gross & McChrystal, 2001), to be black (Grant & Brooks, 1998), or to be looked after by the

local authority (Macrae et al., 2003). Although these factors make a pupil more at risk of being excluded, exclusion is likely to be a result of a complex range of social and educational factors interacting together (Hallam & Castle, 2001). These interacting influences can be explored using an eco-systemic framework (Bronfenbrenner, 1979). This model consists of four interacting systems: the microsystem, the mesosystem, the exosystem, and the macrosystem; with the child at the centre of these nested structures.

The microsystem refers to the immediate settings in which the child lives and includes the people with whom the child has most direct and regular contact, such as family, friends and teachers. Macrae et al. (2003) states that excluded children are more likely to be part of families who are under stress, who are less likely to have employment and who are experiencing multiple disadvantage. The mesosystem refers to the relationships between individuals in the microsystem, this might include the interactions between home and school. Andersson (2002) reported that although parents of children with special educational needs require more help, support and information from the school, when the child has social difficulties, parents typically describe the co-operation between home and school as being dysfunctional and characterised by blame and guilt. In a review of research on causal attributions for difficult pupil behaviour, Miller, Ferguson, and Moore (2002) concluded that although parents consider that a range of factors influence pupil behaviour in school, teachers view parents and home circumstances as being most to blame for pupil misbehaviour.

The exosystem is comprised of structures or settings that might not directly link with the child but which may exert an influence over them. Examples might include: issues within the local community such as poverty (Panayiotopoulos & Kerfoot, 2007), whole school issues such as the investment in training and support for school staff with regards

to behaviour management (Panayiotopoulos & Kerfoot, 2007), the ethos of the school, behaviour management policies, and the degree of tolerance maintained by head teachers (Macrae et al., 2003). The macrosystem refers to the cultural ideologies of the society, and may include religion and legislation. The recently published report from the Children's Society (Layard & Dunn, 2009) cites the decline in values, such as generosity and fairness, having led to a culture of excessive individualism which impacts on children's well-being. It has been argued that the Government's standards agenda, which focuses on excellence and standards, has hindered progress towards inclusion (Grant & Brooks, 1998; Hallam & Castle, 2001; Macrae et al., 2003). The standards agenda has led to the curriculum being focused on narrowly defined attainment targets, with schools and teachers being more accountable for pupil performance and less time for pastoral care (Vulliamy and Webb, 2003). In addition, the publication of league tables has caused increased pressure and competition between schools (Dyson, Gallannaugh, & Millward, 2003).

2.2.2. Consequences of Exclusion

The consequences of exclusion for individual pupils in the short term may include being out of school for long periods of time with little or no educational input (Hallam & Castle, 2001). However, figures suggest that only 15% of pupils return to mainstream education following a permanent exclusion (Charlton et al., 2004). This can have implications for an individual's capacity to participate in society later in life (Macrae et al., 2003). There is also a positive correlation between exclusion and crime, as illustrated by a high proportion of the prison population having experienced exclusion from school (Charlton et al., 2004). In addition to its individual and social consequences, exclusion is expensive (Hallam & Castle, 2001). The average annual cost

of a mainstream placement is £2,500; the average cost of excluding a pupil from school is £4,300 (Panayiotopoulos & Kerfoot, 2007).

2.2.3. Preventing Exclusion

In 1997, the new Labour Government established the Social Exclusion Unit to address the social, economic and educational causes of disaffection and alienation (Vulliamy & Webb, 2003). The first report from the Social Exclusion Unit identified the link between exclusion from school and longer term social exclusion (Osler, 2006), and as a result the Government made reducing school exclusions a key priority (Macrae et al., 2003; Vulliamy & Webb, 2003). This was followed by the investment of £500 million over 3 years, targeted at reducing permanent exclusions by a third by 2002 (DfES, 1999). 'Social Inclusion: Pupil Support' (also known as circular 10/99; DfES, 1999) focused on early intervention and included strategies for schools to reduce disaffection and prevent exclusion. Despite these efforts, the number of pupils being excluded from school remains high, particularly at Key Stage 3 (DCSF, 2008b).

Table 1 presents information on a number of programmes aimed at reducing exclusion. All these programmes differ in style and content, but take place within mainstream schools. Although all interventions report positive outcomes, they vary in size and in the quality of their evaluation. The projects reported by Vulliamy and Webb (2003) and Hallam and Castle (2001) were evaluated rigorously, both projects involved a long term focus, involved numerous schools and used a combination of quantitative and qualitative methods. These features enable more confidence in the findings reported. Vulliamy and Webb (2003) outline a number of key elements of the programme that they believe enabled the introduction of Home-School Support Workers to be successful, these were: flexibility to respond when incidents occurred, ability to calm pupils and prevent

Table 1: A summary of published research of programmes targeted at reducing exclusion

Programme	Type and Content	Methodological Issues	Evaluation
In-School Home-School Support Workers (Vulliamy & Webb, 2003)	Social work trained home-school support workers within school provide ongoing, flexible support to disengaged pupils in Key Stage 3-4.	Mixed methodology, using a range of methods (interview, observation, questionnaires) across a 3 year period; based on 7 schools.	25% reduction in permanent exclusions; 15% increase in fixed term exclusions.
Total Involvement Project (Schnelling & Dew-Hughes, 2002)	A multi-disciplinary team supporting the implementation of individual support packages for pupils in Key Stage 3-4.	This project was informally reported by the programme lead; no information is provided about the number of pupils involved or the methods employed; based on 1 school.	20% reduction in permanent exclusions; a 50% reduction in fixed term exclusions.
In-School Centres (Hallam & Castle, 2001)	On-site centres where pupils in Key Stage 1-4 are withdrawn for intervention and support.	Questionnaires; follow up interviews; pupil and teacher focus group; case studies; monitoring of exclusion rates; based on 27 schools.	Between 22–36% reduction in exclusions over a two year period.
Multi-Disciplinary Behaviour Support Teams (Hallam & Castle, 2001)	Multi-professional teams employed by the LA to offer advice and interventions regarding behaviour difficulties in Key Stage 1-4.	Questionnaires; follow up interviews; pupil and teacher focus group; case studies; monitoring of exclusion rates; based on 17 schools.	Between 14–40% reduction in exclusions over a two year period.
The Alternative Curriculum (Charlton et al., 2004)	Introduction of a vocational programme with work experience opportunities in Key Stage 4.	Qualitative methodology involving interviews and field notes; based on 15 pupils and 15 staff from 8 schools.	Positive qualitative evaluations

situations escalating, good communication with parents and provision of advocacy, supporting the introduction of behaviour management strategies, liaison with medical professionals, and provision of counselling for pupils and parents. Following their evaluation of the In-School Centres and Multi-Disciplinary Behaviour Support Teams, Hallam and Castle (2001) concluded that no single intervention appeared to be effective unless the projects were implemented with the full commitment of the school management team, included parents and placed responsibility on pupils for managing their own behaviour.

The Total Involvement Project (Schnelling & Dew-Hughes, 2002) and the Alternative Curriculum (Charlton et al., 2004) were based on experience within one school and reported much more anecdotally. The findings from these projects need to be interpreted with caution. However, Schnelling and Dew-Hughes (2002) assert that the successful aspects of the Total Involvement Project included: the adoption of a holistic approach; joint responsibility for pupils with SEBD; and good communication between school, LA, pupil, parents and other professionals. Charlton et al. (2004) considered that effective pastoral support and vocational work opportunities were the key success factors for the Alternative Curriculum project.

At a systemic level, Parsons (2007) presents evidence from researching low-excluding LAs. He identified the main mechanisms for reducing exclusions as: in-school learning support units, the use of internal exclusions and fixed term exclusions, good support for pupils in Year 7, an alternative curriculum at Key Stage 4, family involvement, and the provision of holistic support. This was supported by a shared strategic commitment, multi-agency support teams, the use of skilled staff, the involvement of elected members from the local authority, good relationships between schools and the PRU,

effective partnership working between schools, and issues regarding the role and status of Educational Psychologists.

2.3. The Current Research

2.3.1. The BAC 4 Learning Programme

The intervention being evaluated in this study is the Behaviour Alteration Curriculum for Learning (BAC 4 Learning) programme. It is a six week out-of-school programme for pupils in Key Stage 3, which aims to promote emotional literacy and re-engage pupils with their learning.

The BAC 4 Learning programme forms part of the Behaviour Support Service within the PRU. It was developed in response to a behaviour review within the LA and replaced the historical respite provision; where pupils were dually registered and spent part of the week at school and part of the week at the PRU. Local secondary schools were informed that the respite provision would be withdrawn and replaced by a structured, time-limited programme which focused on effecting change in pupils. They were consulted on the programme and were involved in initial discussions about the possibility of using the Escape from Exclusion programme (Marris & Rae, 2005), a twelve week emotional literacy programme which includes intensive literacy support. However, behaviour support staff within the PRU decided to adopt a similar model to one which was being successfully implemented within a neighbouring authority. This was described as a self-management programme, drawing on principles from cognitive behavioural therapy, transactional analysis, social learning theory, Solution Focused Brief Therapy and Team Teach (an approach to de-escalation and safe handling; Hayden & Pike, 2006).

The structure and content of what became known as the BAC 4 Learning programme was developed by one of the senior managers in the PRU in partnership with the team leader of the programme. The programme is non-manualised and much of the content of the programme was taken from the original self management programme. Information provided to schools about the BAC 4 Learning programme describes it as aiming to 'improve the skills of young people who have had persistent behaviour issues in school by altering their negative behaviour patterns'. This was done through working intensively on self and group awareness, team working, emotional literacy and classroom survival skills. The curriculum includes daily circle time, various tasks and activities focusing on emotional literacy and students are required to write a daily reflective log. A solution focused approach underpins behaviour management. For the duration of the BAC 4 Learning programme the National Curriculum is suspended and there is no formal academic teaching.

The BAC 4 Learning team is made up of three Coach Mentors with varying backgrounds in youth work and sport and two Behaviour Support Officers, one of whom manages the programme. Management supervision is provided by a Behaviour Support Manager. The staff received training in Team Teach and Solution Focused Brief Therapy, were briefed on the programme content and delivery by the senior manager of the PRU, and spent time working alongside the staff of the neighbouring LA running the original programme.

The BAC 4 Learning programme is six weeks in duration, with pupils spending a total of 22 days out of school on the BAC 4 Learning programme (see Table 2). There are two reintegration days built into the programme where pupils are supported back into

school by BAC 4 Learning staff. On the last day of the programme, a ‘graduation’ ceremony is held, where parents and school staff are invited to see pupils being presented with a certificate. From January to July the programme took place at a hired location within an adult education centre, however in September the location changed to the former site of the primary PRU.

Table 2: Structure of the BAC 4 Learning programme

Week	Structure
1	BAC 4 Learning staff observe new pupils within their school context, complete baseline assessments and organise for pupils, parents and school staff to visit to the BAC 4 Learning site.
2	Pupils attend the BAC 4 Learning programme five days a week
3	Pupils attend the BAC 4 Learning programme five days a week
4	Pupils attend the BAC 4 Learning programme five days a week
5	Pupils attend the BAC 4 Learning programme five days a week
6	Pupils spend two days on the programme and two days in school supported by BAC 4 Learning staff. On the final day of the programme pupils attend a ‘graduation’ event at the BAC 4 Learning site.

The BAC 4 Learning programme involves home liaison and close parental involvement. There is weekly face-to face contact with school staff who receive a written report of the pupil’s progress on the programme and reintegration plan for their transition back to school.

The programme runs five times a year; every six week term except the first term in September. There are places for up to twelve pupils on each programme, with two places reserved for each school within the LA. Each place costs £1,000 per pupil. Pupils are referred to the programme by the school through the Common Assessment Framework process, via their PSP meeting. They must have had at least two PSP

meetings, there should be agreement that internal school strategies have been exhausted, and that they are at risk of future exclusions. Pupils can participate in the programme twice if this is deemed appropriate in the PSP meeting. Pupils deemed unsuitable for the programme include those with: a Statement of Special Educational Needs, an autistic spectrum disorder, a diagnosis of attention deficit hyperactivity disorder who are not receiving support the Child and Adolescent Mental Health Service, or where there are significant attendance problems (85% or less).

2.3.2. Planning the Research Evaluation

This study was developed through joint negotiations between the Educational Psychology Service and the Head of the Behaviour Support Service within the LA. The BAC 4 Learning programme was identified as likely to benefit from independent evaluation, in terms of the contribution to ongoing monitoring and adaptation of the programme, as well as providing information to stakeholders regarding effectiveness and outcomes.

The research design was jointly negotiated with the Behaviour Support staff supervising and managing the programme over a number of months. Background information about the rationale, content and implementation of the BAC 4 Learning programme was gathered by visiting the site, observing the programme in action, talking with the Coach Mentors and Behaviour Support Officers implementing the programme and those with responsibility for the programme, as well as visiting the programme in the neighbouring LA on which BAC 4 Learning was originally based.

2.3.3. *Research Questions*

The aim of the current study is to explore whether the BAC 4 Learning programme is an effective intervention for Key Stage 3 pupils at risk of exclusion. There were three areas of investigation; firstly to examine the effect of the BAC 4 Learning programme on exclusion rates; secondly to examine the effect of the BAC 4 Learning programme on pupil behaviour; thirdly, to explore the views and experiences of pupils who have participated in the BAC 4 Learning programme, their parents and key staff in school.

2.4. Chapter Summary

This chapter has critically reviewed current literature in the field of SEBD and exclusion. Although there is a much published within the area of SEBD, Evans and Benefield (2001) argue that there is a lack of rigorous research on strategies to support these pupils. The research evidence available is focused across six key areas: behaviour management and pastoral support, emotional literacy, teaching and learning, pupil-teacher relationship, family involvement, and school culture. However, exactly how these areas should be addressed is less clear, for example, although PSPs are widely used as a strategy to support pupils with SEBD, the guidance is unclear and practice between schools varies significantly (Bradbury, 2004). In addition, despite the Government's investment in developing emotional literacy skills in school and many of the interventions reported in the literature involving some aspect of emotional literacy (educational or therapeutic), the concept that emotional literacy are skills which can be taught is contested (Zeidner et al., 2002). Although the impact of parenting programmes is well documented (Desforges & Abouchar, 2003; Hallam et al., 2004), the effect of this type of approach on pupils with SEBD is less clear.

Although evidence about the negative, long-term implications of exclusion is well documented, exclusions remain high. It is likely that a wide range of factors lead to exclusion from school and there have been a number of projects reported in the literature which have, through different methods, attempted to reduce the numbers of pupils being excluded from school. All are positive about their success, but methodological limitations to several of these studies means that caution is needed when interpreting findings. Based on the evidence presented in this chapter, it seems unlikely that there is a simple solution to this complex issue, indeed Hallam and Castle (2001) found that no single intervention alone appeared to be effective in reducing exclusion. Despite some variation in the projects reviewed, there appeared to be some commonality amongst successful interventions. These typically included: the commitment of the whole school, the involvement of parents, and high levels of support for pupils. The interventions reviewed take place within the school context, however, unique to this study is that the programme is an intensive intervention which takes place outside of the school context.

3. METHODOLOGY

This chapter begins with a statement of the theoretical perspective adopted in this study. This is followed by a critique of quantitative, qualitative and mixed methods research in the field of educational research. Specific issues related to researching the area of behaviour are also explored. A description of the methodology follows, which includes details of the pilot study; ethical considerations; and the research design, including detailed descriptions of the participants, measures, procedure, and methods of data analysis.

3.1. Theoretical Perspective

The theoretical orientation of the research has implications for the methodology, in terms of the design, measures chosen, and the analysis of data. This study adopts an eco-systemic perspective (Bronfenbrenner, 1979). This approach considers individuals and behaviours in the context of the systems in which they occur. In terms of pupil behaviour, difficulties are viewed as a result of the interactions between the pupil and the systems within which they operate. This might include their family, school, local community as well as the wider systems of society, including cultural ideology and legislation (Ayres et al., 2000). This theoretical perspective fits within an interactionist paradigm.

Triangulation is a key part of the research approach and is in accordance within an eco-systemic perspective. Triangulation involves using multiple sources to provide strength or support to findings (J. Wellington, 2000). It allows a variety of data to be collected and multiple perspectives to be represented.

3.2. Methodological Critique

The research critiqued in the literature review highlighted issues regarding methodology. The confidence with which findings could be interpreted depends greatly on the methodology used. A review of the advantages and challenges of different research designs in the field of educational research was undertaken to ensure that, in the current study, informed choices about research design could be made.

3.2.1. Quantative Research

In terms of quantative research designs, the randomised controlled trial (RCT) has been presented as the gold standard of research evidence about what is effective (Delandshere, 2004). A RCT is an experimental design which involves random allocation of participants, either to an experimental or control group, in order to assess the effects of an intervention (Robson, 2004). An RCT design fits comfortably within simple linear models such as those in clinical testing, however it is argued that it is inadequate for studying complex phenomena and interventions within education (Delandshere, 2004; Gorard & Torgerson, 2006).

Hammersley (2008) criticises the use of RCT in education. He questions the assumptions that educational interventions can be standardised and that all variables can be controlled. Morrison (2001) contends that, within real world research, it is the social processes at work which are crucial and, more specifically, that it is the people in a programme that cause it to work not simply the programme itself. Evans and Benefield (2001) cite Slavin (1986) who argues that RCTs conducted in artificial conditions do not present good evidence of what would work in a classroom situation. They state that research designs should be “fit for purpose” (p.539) and there should be a trade-off between authenticity and controlled experimentation. In addition, Vulliamy and Webb

(2001) argue that an evaluation which relies on the measurement of predetermined outcomes neglects the unintended consequences of interventions, often as important as the intended ones in understanding the processes of a successful project, or to learn from an unsuccessful one.

3.2.2. *Qualitative Research*

Qualitative design methods are recognised as a valuable way in which to understand the process by which an intervention does or does not work, but is not usually an appropriate approach when seeking to obtain information on outcomes (Vulliamy & Webb, 2001). Qualitative data is opinion based and is heavily reliant on respondents providing honest accounts. The use of this source as a sole measure for the success of an intervention has been criticised for its over-reliance on perception. "Perceptions may reflect neither an individual's 'honest' thoughts nor the reality of the experiences (s)he is asked to reflect upon." (Charlton et al., 2004, p.270). There are also concerns about the generalisability of results gained through qualitative methods, and how possible it is to establish 'what works' through solely qualitative methods (Evans & Benefield, 2001).

3.2.3. *Mixed Methodology*

Mixed methodology refers to a study where both qualitative and quantitative methods are used. The main advantages of a mixed methodology design are that it allows questions to be addressed which do not sit comfortably within a wholly quantitative or qualitative design methodology (Armitage, 2007); promotes the use of appropriate methods (Tashakkori & Teddlie, 2003); allows triangulation (Robson, 2004; Tashakkori & Teddlie, 2003); enables a focus on processes as well as outcomes (Vulliamy & Webb, 2001); and can be used in a complimentary way, for example, using qualitative data to

enhance understanding of statistical findings (Onwuegbuzie & Leech, 2004; Robson, 2004; Vulliamy & Webb, 2001).

Greene (2005) argues for a mixed methods design when undertaking programme evaluation. She contends that programme evaluation takes place in a complex, real world context, usually involving a political dimension and draws interest from a wide range of stakeholders who are interested in a variety of outcomes. Thus, mixed methods enable multiple perspectives to be represented, a variety of data to be collected, which can include data on outcomes as well as evidence about processes and “cross-context patterns of regularity, and within-site contextual complexity to be both respected and engaged” (p.210).

3.3. Behavioural Research

There are particular issues to consider when conducting research within the area of behaviour: issues regarding the theoretical nature of difficulties, the heterogeneity of pupils referred to as experiencing SEBDs, and practical issues encountered when working with disaffected pupils.

3.3.1. Theoretical Understandings of Behaviour

There is much variation in the psychological and pedagogic paradigms adopted by practitioners and researchers in this area. In addition there are many interventions that are based on practitioner knowledge (Evans & Benefield, 2001). If the causal factors of SEBD are considered to be something ‘within’ the child, then the focus of the intervention would be on changing some aspect of the child. From a cognitive perspective this might focus on developing emotional literacy, alternatively a psychodynamic intervention might involve therapy (Parsons, 2005). In contrast, a

systemic approach would view the difficulty as relating to aspects of the system surrounding the pupil and intervention would be focused at this level (Davis, 1995). An interactionist or eco-systemic perspective might involve a combination of these approaches.

The situation becomes further complicated by Daniels et al. (1999) who suggests that the effectiveness of interventions is related to the skills, values and motivations of those delivering the intervention. Indeed, Vincent et al. (2007) argue that the formation of trusting relationships is a necessary first step in the support of pupils with SEBD and this should provide the focus for interventions.

3.3.2. Heterogeneity of Pupils with SEBD

The Government's guidance on the education of pupils with SEBD describes the term as covering "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." (DCSF, 2008a, p.4).

Pupil difficulties could stem from a complex array of factors, and these could be expressed through different extremes of behaviours (J Wellington & Cole, 2004). For example, externalising behaviours such as non-compliance or aggression, or internalising behaviours such as anxiety or low self esteem. The guidance states that describing a child as having SEBD depends on the nature, frequency, persistence, severity and abnormality of the difficulties and their cumulative effect on the child (DCSF, 2008a). The lack of homogeneity of this group has obvious implications for the development and evaluation of interventions to support them. This would cause

difficulties for a RCT design which involves the use of comparison groups. In addition, attempts to generalise interventions to wider SEBD population would be problematic.

3.3.3. Research with Disengaged Pupils

J Wellington and Cole (2004) cite a number of practical difficulties to consider when conducting research with disaffected pupils. For example: pupils not attending and dropping out of the project, mis-completion or spoiling of questionnaires, challenging behaviour, mood swings, and lack of engagement in the research process. Panayiotopoulos and Kerfoot (2007) describes the “chaotic nature” (p.67) of some families of pupils with SEBD making it difficult for them to engage with and participate in research.

3.4. Pilot Study

A pilot study was conducted using the cohort of pupils participating on the BAC 4 Learning programme in January 2008. This group consisted of six pupils, mean age 13:6 (range 12:10-14:1). The sample was comprised of one girl and five boys from Key Stage 3; two pupils from Year 8, and four pupils from Year 9. The pupils were drawn from four schools within the authority.

The pilot study was used to trial the quantitative and qualitative methods used in the study and feedback from this study enabled minor procedural adaptations to be made. These included ensuring that pupils completed the Strengths and Difficulties Questionnaire (SDQ) independently and the adoption of a less structured approach to the telephone interview with parents. Minor alterations were also made to the questions that pupils were asked during the face to face interviews. No significant changes were made to the design of the study.

3.5. Design

A mixed methods design was employed in this study. This decision was based on the advantages of mixed methods outlined previously and the applicability of mixed methods to evaluation research, alongside a reluctance to rely solely on an opinion based methodology and concerns about the appropriateness and practicality of using a RCT within this particular field of educational research. Initially the design was quasi-experimental and included a comparison group of pupils on the waiting list for a place on the BAC 4 Learning programme. However, due to the low numbers of pupils referred to the programme, there was no waiting list. The design was amended to include a comparison group of pupils supported by a pastoral support programme but who did not access the BAC 4 Learning programme. However, the LA considered that pupils receiving only in-school support or who through pupil or parental choice had turned down a place on the programme were notably different, and therefore use of these pupils as a comparison group might result in misleading outcomes. Therefore, following instruction from the LA the research design was amended and the comparison group was removed from the study.

The quantitative aspect of the study was a within subjects design with baseline and follow up data being collected before and after the BAC 4 Learning programme. The data collected included exclusion and placement change data and information on behavioural change as measured by the SDQ and the Coping in Schools Scale (CISS). Qualitative information from pupils and parents was collected through semi-structured interviews; pupil interviews were conducted face to face; parent interviews were conducted by telephone. A questionnaire which focused on understanding and evaluation of the BAC 4 Learning programme was used to collect information from

school staff and was completed by the member of staff deemed most appropriate by the Inclusion Manager within each participating school.

3.6. Ethical Considerations

This study adheres to the ethical guidelines published by the British Psychological Society (BPS, 2006). This guidance recommended that ethics should pervade all professional activity and provides a set of principles by which to adhere. These principles include respect, competence, responsibility and integrity. The key ethical considerations within this study related to issues of consent, confidentiality, working with vulnerable groups and principles of reporting.

The principle of informed consent assumes that participant understand the purpose of the research. All pupils, parents and school staff were provided with a clear verbal explanation of the purpose of the study, supported by a written consent form which, if in agreement to, they were asked to sign (see Appendices A and B). This form included information on what participation in the study would involve and their right to withdraw at any time. Participants were also notified that all data would be treated confidentially, but that information collected would be used to contribute to the development of the BAC 4 Learning programme and may be made available to a wider audience, such as within academia.

The LA within which the study took place is relatively small and due regard was paid to issues of confidentiality by anonymising data at the earliest stage and removing names and any other identifying information.

The well-being and participation of pupils was a key consideration in the design of the study and in the methods selected. The pupils in the study could be described as vulnerable, as they may have been disengaged from school and experiencing a range of learning, communication or emotional difficulties. For this reason, consent was sought from pupils and their parents. Furthermore, in recognition of the power imbalance and the implicit duty that pupils may have felt to agree to participate (Robson, 2004), the choice to opt out of certain aspects of the study or to withdraw completely was reiterated to pupils at each stage of the research. As a result, several pupils chose not to participate with the individual interviews and these choices were respected. In addition, to ensure that reliable and valid data was collected, an activity based interview was chosen to enable pupils to participate fully in the research process.

In recognition of the number of stakeholders concerned with the outcomes of the study (Robson, 2004), the way in which research findings were disseminated to the LA was carefully considered to ensure there was transparency in regard to interpretation of results and associated recommendations.

3.7. Participants

The present study was conducted within an urban authority in the south of England. All pupils who took part in the BAC 4 Learning programme during 2008 were invited to participate in the study. This selection process resulted in a sample of 26 pupils, mean age 13:2 (range 11:8-14:5) The sample was comprised of eighteen boys and eight girls from Key Stage 3; three pupils from Year 7, fourteen pupils from Year 8 and nine pupils from Year 9 (see Table 3). Seventeen pupils who participated in the BAC 4 Learning programme were referred from the five secondary schools within the LA, one

of which was an Academy school. Eight pupils were referred from the PRU. One pupil was referred from a school within a neighbouring LA.

Table 3: Composition of BAC 4 Learning cohorts

Cohort	Dates	Number present		Mean age (range)
		Male	Female	
1	February - April 2008	3	3	13:3 (12:6-14:3)
2	April - June 2008	5	2	13:4 (12:9-13:9)
3	June - July 2008	7	2	13:4 (11:9-14:5)
4	October - December 2008	3	1	12:3 (12:5- 13:1)

The BAC 4 Learning programme is non-manualised and therefore it is not possible to ensure consistency in the content and implementation of the programme. As a result, issues of programme fidelity may have led to different cohorts having different experiences of the programme.

The difficulty of collecting complete data sets is acknowledged as a significant issue within this field (Bowey & McGlaughlin, 2006) and this study was no exception. Despite all 26 pupils and parents consenting to participation in the study, difficulties included: pupil absence and exclusion, pupil and parent failure to attend reintegration meetings, difficulties in agreeing and locating relevant member of staff within schools, and non-return of posted forms. This resulted in the actual number of complete sets of SDQ and CISS being much lower (SDQ pupil: 21; SDQ parent: 19; CISS: 12). In terms of the qualitative data, difficulties in contacting several parents, several pupils being absent on the day of the interview and with some pupils and parents choosing not to participate, the total number of interviews was also less than those consenting to participate in the study (pupil interviews: 17; parent interviews: 17). Questionnaires were sent to and returned from all five schools within the LA. It was not appropriate to

seek the views of senior staff within the Behaviour Support Service due to issues of impartiality. This is because the BAC 4 Learning programme forms part of this service, furthermore, the Head Teacher of the Behaviour Support Service was involved in commissioning the research project. The school within a neighbouring authority who had referred one pupil was also not sent a questionnaire (school questionnaires: 5).

3.8. Measures

3.8.1. Exclusion Data

The number and type of exclusions of the pupils participating in this study during the period immediately prior to and following the BAC 4 Learning programme was monitored. This information was drawn from official figures collected by the LA and from the academy school and includes fixed term and permanent exclusions.

3.8.2. The Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)

The SDQ is a behavioural screening questionnaire for use with children aged 5-16 years. It is made up of 25 items which, using a 3-point scale, measure conduct problems, emotional symptoms, hyperactivity, peer problems, and pro-social behaviour. It also provides a 'total difficulties' score. It was designed to enable similar information to be collected from parents, teachers and children, and compared (Goodman, 1997). The factorial structure and psychometric properties of the SDQ have been replicated in several countries (Rothenberger & Woerner, 2004) and it has been successfully validated against other reliable instruments such as the Rutter questionnaires (Goodman, 1997) and the Child Behaviour Checklist (Glazebrook, Hollis, Heussler, Goodman, & Coates, 2003). The SDQ was designed for use by clinicians, educationalists and researchers (Goodman, 1997) and is widely used in educational practice and research

(Goodman & Scott, 1999). The self report version of the SDQ was designed to assess young people's awareness of their own problems, however it is recommended that it is used alongside informant rated SDQ data (Goodman, Meltzer, & Bailey, 1998). The pupil and parent version of the SDQ was selected for use in this study because of the appropriateness of the focus on behaviour, its validity, brevity and its application in research.

3.8.3. The Coping in Schools Scale (CISS; McSherry, 2001)

This is a structured assessment of pupils within mainstream school who are exhibiting challenging behaviour (McSherry, 2001; see Appendix C). It requires school staff to make a rating about how able the pupil is to fulfil various criteria within five main areas: self management of behaviour, self and others, self organisation, attitude, and learning skills. Although the CISS has not been validated within the research literature, it was judged to be an effective method of gaining a measure of school staff's views on the behaviour and emotional literacy of individual pupils, and was considered sensitive enough to detect changes over time.

3.8.4. Interviews

Semi-structured interviews were used to collect information from pupils and parents. This method was chosen as it allows flexibility, whilst ensuring interviewees are clear as to the purpose of the interview. Although there are predetermined questions, there is flexibility in terms of the ordering and wording of these. Questions can also be omitted, or additional ones included, as is deemed appropriate by the interviewer (Robson, 2004).

Face to face interviews were conducted with pupils. The interviews were tape-recorded and fully transcribed, however pupil responses were also recorded visually during the interview by the researcher on A3 paper using words and diagrams. It was felt that this approach would support the interview process and promote the participation of pupils through the focus on an activity, rather than a traditional question and answer format. Furthermore, the co-creation of this picture enabled pupils to take an active role in making sense of their experiences and therefore increasing the credibility of the interview process, as pupils were able to check the understanding and interpretations being drawn. This type of approach is advocated by a number of researchers (Elliott, Fischer, & Rennie, 1999; Ravet, 2007; Zambo, 2004). The questions were open ended and focused on gaining an understanding of the pupils' experience and views about the programme as well as wider issues regarding school (see Appendices D and E). Interviews lasted approximately 10 minutes.

Semi-structured interviews were conducted with parents, in the form of telephone interviews. This method was considered the most practical way of increasing the participation of parents. It was thought that questionnaires might yield a low response rate and parents might be reluctant to attend face to face interviews. Although telephone interviews have the disadvantage of losing non-verbal communication and not giving participants time to prepare, it is a live method which enables the collection of complex information of a greater quality than other methods might practically allow (Gillham, 2005). The key issues addressed in these interviews were the parental views about the BAC 4 Learning programme and the support provided in school, whether there had been any change in their child's behaviour since completing the programme, and their views about what they thought might help their child to cope better at school (see Appendices F and G). Interviews lasted approximately 10 to 15 minutes.

3.8.5. Questionnaires

Questionnaires were used to collect information about the views and experiences of school staff who had referred pupils to the BAC 4 Learning programme. The questionnaire included a range of open-ended and closed questions which were based on previous research on programmes to support pupils at risk of exclusion. The first part of the questionnaire included questions which focused on the respondents' understanding of, and engagement with the programme. The second part focused on the respondent's perception of the programme and areas for improvement (see Appendix H) .

3.9. Procedure

The pupils were asked to complete the SDQ during the assessment week of the BAC 4 Learning programme when still in school, but with the knowledge they were to attend the programme. Parents and teachers completed the SDQ and CISS independently, also during this week.

All pupils were invited to participate in an informal, individual interview on the last morning of the BAC 4 Learning programme by the researcher. This time was considered appropriate as the pupils would have completed the programme and would have experienced several days back in school. This was also practical, as the pupils were all at one site and a quiet room was available to conduct the interviews.

Individual telephone interviews with parents were conducted by the researcher approximately one month after their children had completed the BAC 4 Learning programme. This was to enable discussion of the programme as well as their child's subsequent reintegration back to school.

The Inclusion Manager of each school, who would have an oversight of the pupils who had attended the BAC 4 Learning programme, was contacted in September 2008 and asked to identify the most appropriate member of staff to provide feedback on the programme and the outcomes of pupils who had participated in the programme. The questionnaires were subsequently sent to the relevant member of staff in each school and followed up by telephone or email contact by the researcher to clarify the purpose of the research study and, when necessary, prompt return of the questionnaire.

3.10. Data Analysis

3.10.1. Quantitative Data

Statistical analysis (using SPSS) was used to explore the quantitative data. A chi-square analysis was used to find out whether there were significant differences in the rates of exclusion following the programme. The Kolmogorov-Smirnov analysis was used to check that the scores were drawn from a normally distributed population. A paired t-test was used to analyse the information gathered from the SDQ and CISS at T1 (before the BAC 4 Learning programme) and T2 (following the BAC 4 Learning programme). A Wilcoxon Signed Rank Test was used to determine whether changes in ratings were significant and a chi-square analysis was used to establish whether there were significant changes in the categorisation of scores. Further statistical analysis of quantitative data was driven by theories arising from qualitative analysis. For example, a one-way, repeated measures ANOVA was used to explore whether there were significant difference in pupils ratings when scores were analysed by gender or school.

3.10.2. Qualitative Data

Thematic analysis was used to analyse qualitative data, this approach involves the identification, coding and analysis of patterns within the data (Boyatzis, 1998). The first step in this process is to become familiar with the data, this was achieved through the process of fully transcribing and reading the interviews (Braun & Clarke, 2006). As recommended by Gillham (2005) the transcriptions included everything that the researcher and participant said, including appropriate punctuation and a clear indication of inaudible material.

The next stage in the process involved the coding and analysis of the data. This stage was carried out following the guidance of Braun and Clarke (2006) using computer assisted qualitative data analysis software (NVivo) to aid the process. This tool enables storage, organisation, retrieval and coding of large amounts of information (Gillham, 2005). The first step involved reading through each interview, coding all interesting features. These codes were then collated into potential themes and sub-themes and the coding process was repeated to ensure all data was coded according to the same set of themes. Each theme was reviewed to ensure coherence and logic and the interviews were then re-read to check that the analysis provided an accurate representation of the interviews as a whole. The headings and descriptions of themes were reviewed and adapted to ensure they accurately represented and related closely to the content (see Appendices I and J). Despite the coding and analysis process being thorough and systematic and following a number of clearly defined steps, the process was characterised by frequent movements back and forth between the themes and the raw data. The last stage of the analysis process was to assemble the results within the report, decide on the presentation of the data and select relevant quotes to exemplify themes and highlight particularly interesting or relevant aspects.

There is much disagreement as to whether it is appropriate for the concepts of reliability and validity, drawn from quantitative research, to be applied to qualitative research (Holloway & Todres, 2003; Hruschka et al., 2004; Kurasaki, 2000; Madill, Jordan, & Shirley, 2000). Elliott et al. (1999) recommend that “credibility checks” (p.222) are used to ensure the quality of research. This process can involve checking understanding with participants, using multiple qualitative analysts, using more than one qualitative perspective, or triangulating results with quantitative data. In this study, the concept of credibility was utilised as a way of ensuring quality of data collection and analysis. During the collection of data, in the pupil interviews there was a checking process to ensure that participants were in agreement with interpretations being made by the researcher. In the parent interviews clarification questions were used. In the design, multiple methods are employed to allow triangulation and an “auditor” (p.222) as described by Elliott et al. (1999) was used to check the accuracy of the coding and analysis on a technical level. Inter-rater reliability checks were completed on approximately 10% of the data (see Appendix K). The auditor was provided with the themes and guidance on coding.

4. RESULTS

This chapter presents all qualitative and quantitative results. The quantitative results include: information about the exclusion rates and placements of pupils who have participated in the BAC 4 Learning programme; the baseline and follow up assessments from pupils, parents and school staff using the SDQ and CISS respectively; and ratings of the programme given by pupils, parents and school staff. The qualitative results include key themes from the interviews with pupils and parents, and key findings from the questionnaire completed by school staff.

4.1. Exclusion Data

This section includes details of the number, type and length of exclusions received by the 25 pupils (data is not available for one pupil who attended a school in a neighbouring borough) who participated in the BAC 4 Learning programme prior to, during and following the programme. Information on any changes of school placement in the period following completion of the programme is also included.

4.1.1. Fixed Term Exclusions

The number of fixed term exclusions received by pupils on the BAC 4 Learning programme was monitored according to days lost from education for the six weeks prior to the programme, the six week duration of the programme, and the six weeks following completion of the programme, this information is shown in Table 4. There was a significant decrease in the total days lost from education between the period immediately prior to, and following the BAC 4 Learning programme, $\chi^2 (1, N=91) = 15.04, p < .01$.

Table 4: Fixed term exclusions (number of days lost from education)

	Total	Mean	SD
Before	63.5	2.54	3.21
During	26.5	1.06	1.71
After	27	1.08	2.14

N = 25

There were a total of fourteen pupils who received exclusions in the period before the programme, eight who received exclusions during the programme and six who received exclusions following the programme. However, the decrease in the numbers of pupils being excluded was not significant, χ^2 (1, *N*=20) = 3.20, ns. Table 5 includes information on the school placements of the pupils who received exclusions throughout this period.

Table 5: The school placements of pupils receiving fixed term exclusions

School Placement	Before	During	After
Remained at mainstream	7	2	2
Remained at PRU	0	2	0
PRU to mainstream	1	0	1
Mainstream to PRU	4	3	2
PRU to SEBD school	1	1	0
Permanent exclusion (mainstream to PRU)	1	0	1
Total	14	8	6

N = 25

4.1.2. Reasons for Exclusions

The reasons which schools gave for all the fixed term exclusions was monitored using official LA statistics. Although LA schools use a common set of codes to record the

reason for an exclusion, one of the schools within the study was an academy school and used a different categorisation system. Therefore, the reasons for exclusions were grouped under four main areas: unacceptable behaviour, which included ‘persistent disruptive behaviour’ or ‘non-compliance’; verbal abuse, which included ‘threat on adult’ and ‘threatening behaviour towards another student’; physical abuse, included ‘abuse’ or ‘assault’ against an adult or pupil; the category, ‘other’ included ‘bullying’, ‘drug and alcohol related’ and ‘extension to previous exclusion’.

Table 6 shows the causes of exclusions for the six weeks prior, during and following the programme. The most common reason given for an exclusion related to unacceptable behaviour. There was a decrease in exclusions across all categories between the six week period before the BAC 4 Learning programme and the six week period following the programme. The category with the most marked decrease was physical abuse, from five exclusions before the programme to just one in the period following the programme.

Table 6 : Reasons for Exclusions (by number of total incidents)¹

Category	Before	During	After	Total
Unacceptable Behaviour	7	4	3	14
Verbal Abuse	5	2	3	10
Physical Abuse	5	1	1	7
Other	3	3	0	6

4.1.3. Changes of Placement

The school placement of pupils who had been on the BAC 4 Learning programme was monitored for the twelve school weeks following completion of the programme. Table 7

¹ Where more than one reason is given, all are recorded

indicates that although only one pupil was permanently excluded from school following completion of the programme, a further ten were educated at the PRU and one pupil transferred to a specialist SEBD school. However, eleven pupils maintained their mainstream placement and three moved from the PRU to a mainstream school.

Table 7: Stability of School Placements

School Placement	Total Number
Remained at mainstream	11
Remained at PRU	5
PRU to mainstream	3
Mainstream to PRU	5
PRU to SEBD school	1
Permanent exclusion	1

$N = 26$

Table 8 provides information on the fixed term exclusions in terms of the number of days lost from education through exclusion according to pupils' school placement.

Table 8: Fixed term exclusions according to school placement

	Number of pupils	Before		After	
		Total	Mean (SD)	Total	Mean (SD)
Remained at mainstream	10	26.5	2.65 (3.00)	7.5	0.75 (1.62)
PRU to mainstream	3	5	1.67 (2.89)	8	2.67 (4.62)
Remained at or transferred to the PRU or SEBD school	12	32	2.67 (3.52)	11.5	0.96 (1.79)

$N = 25$

This demonstrates that there was a significant decrease in the number of days lost from education for pupils who remained at mainstream school, $\chi^2 (1, N=35) = 10.31, p < .01$.

There was also a significant decrease in the number of days lost from education of pupils who remained at or transferred to the PRU or a SEBD school, $\chi^2 (1, N=44) = 9.09, p < .01$. However, there was a increase in the number of days lost from education for pupils who transferred from the PRU to a mainstream school, although this was not statistically significant, $\chi^2 (1, N=13) = 0.69, ns$.

4.2 Strengths and Difficulties Questionnaire

The following section presents the results from the SDQ which was completed by pupils and parents before the BAC 4 Learning programme, time one (T1) and after the BAC 4 Learning programme, time two (T2). The data from pupils is considered first, this is followed by data from parents and a comparison of both sets of data. For each section the mean ratings at both time points are presented in table form, these results are then statistically analysed and ratings are discussed with reference to Goodman's (1997) three category system: normal, borderline and abnormal.

4.2.1. Pupil SDQ Ratings

The Kolmogorov-Smirnov Test indicated that both sets of scores were drawn from a normally distributed population, T1, $D(18) = 0.14, ns$; T2, $D(18) = 0.12, ns$. The mean pupil ratings at T1 and T2 are presented in Table 9. There were improvements in the mean total difficulties rating as well as all subscale ratings with the exception of peer problems between T1 and T2 (for all scales with the exception of prosocial behaviour, a lower rating represents a lower level of perceived difficulties). However, a paired t-test indicated that changes were not significant.

Table 9: Mean Pupil SDQ Ratings²

	N pairs	T1		T2		<i>t</i>	<i>p</i> ³
		Mean	SD	Mean	SD		
Emotional Problems	21	3.19	1.81	2.90	1.95	.73	.47
Conduct Problems	20	4.10	1.41	3.90	1.62	.56	.59
Hyperactivity	20	6.45	1.67	5.80	2.07	1.38	.18
Peer Problems	19	2.11	1.52	2.21	1.90	-.21	.83
Prosocial Behaviour	20	6.50	2.01	6.60	2.23	-.27	.79
Total Difficulties	18	15.94	3.93	14.56	5.09	1.37	.19

Table 10 presents the information used to categorise the self-rated SDQ scores based on Goodman's (1997) three category system: normal, borderline and abnormal (Youth in Mind, 2008).

Table 10: Categorisation of self-rated SDQ scores

	Normal	Borderline	Abnormal
Emotional Symptoms Score	0-5	6	7-10
Conduct Problems Score	0-3	4	5-10
Hyperactivity Score	0-5	6	7-10
Peer Problems Score	0-3	4-5	6-10
Prosocial Behaviour Score	6-10	5	0-4
Total Difficulties Score	0-15	16-19	20-40

At T1 the mean total difficulties rating was in the borderline range. The mean ratings for conduct problems and hyperactivity were also in the borderline range and the mean ratings for emotional problems, peer problems and pro-social behaviour were within the normal range. At T2 the mean total difficulties rating decreased to just within the

² Respondents did not always fill in every item of the questionnaire, where items were missing scale scores were not computed.

³ * $p < .05$

normal range but there were no changes in the categorisation of subscale ratings, with all ratings remaining within the same category as T1 (see Figure 1).

For the eighteen pupils for whom there were complete data sets, the ratings of ten pupils improved, two remained the same and six deteriorated. A Wilcoxon Signed Rank Test indicates that changes in scores were not significant $Z = -1.30$, ns. Table 11 shows the changes in the categorised scores (normal, borderline, abnormal) of individual pupils between T1 and T2. A chi-square test indicates that these changes were not significant, $\chi^2(2, N = 18) = 4.33$, ns.

Table 11: Changes in Pupil SDQ Scores Between T1 and T2

Type of Change	Number of Pupils	Direction of Change	Number of Pupils
Abnormal – Normal	1	Better	5
Abnormal – Borderline	3		
Borderline – Normal	1		
Abnormal – Abnormal	0	Same	10
Borderline – Borderline	2		
Normal – Normal	8		
Normal – Borderline	1	Worse	3
Borderline – Abnormal	2		
Normal – Abnormal	0		

Further analysis using a one-way repeated measures ANOVA analysis indicated that there was no significant difference in mean SDQ ratings when analysed by gender, $F(1, 1) = 0.71$, ns; whether pupils attended a school or the PRU, $F(1, 1) = 0.07$, ns; or whether pupils felt they had had a choice of whether to attend the programme or not, $F(2,2) = 2.68$, ns. However, there was a significant difference in the mean SDQ rating at T1 when scores were analysed according to data being available at T2, $t(21) = 2.43$, $p < 0.05$. The group for whom there was no data at T2 scored significantly lower (10.50; normal) than the group where data was available at T2 (15.74; borderline).

4.2.2. Parent SDQ Ratings

The Kolmogorov-Smirnov Test indicated that both sets of scores were drawn from a normally distributed population, $D(16) = 0.17$, ns; T2, $D(16) = 0.13$, ns. The mean parent SDQ ratings at T1 and T2 are presented in Table 12. For all scales, with the exception of prosocial behaviour, a lower rating represents a lower level of perceived difficulties. Thus, Table 12 shows that there were improvements in the mean total difficulties rating and all subscale ratings between T1 and T2. A paired t-test indicates that changes were not significant. However, for the total difficulties rating and the emotional problems subscale, the change in ratings reached .09 and .08 respectively, which is noteworthy, considering the relatively small sample size.

Table 12: Mean Parent SDQ Ratings⁴

	N pairs	T1		T2		<i>t</i>	<i>p</i> ⁵
		Mean	SD	Mean	SD		
Emotional Problems	17	4.47	1.97	3.82	1.78	1.78	.09
Conduct Problems	19	4.84	2.14	4.16	1.90	1.32	.20
Hyperactivity	18	7.06	2.41	6.33	2.22	1.34	.20
Peer Problems	18	3.78	2.80	3.56	2.36	.51	.62
Prosocial Behaviour	19	6.89	1.29	7.00	1.80	-.23	.82
Total Difficulties	16	19.81	5.26	18.00	6.14	1.87	.08

Table 13 presents the information used to categorise the parent rated SDQ scores based on Goodman's (1997) three category system: normal, borderline and abnormal (Youth in Mind, 2008).

⁴ Respondents did not always fill in every item of the questionnaire, where items were missing scale scores were not computed.

⁵ * $p < .05$

Table 13: Categorisation of parent rated SDQ scores

	Normal	Borderline	Abnormal
Emotional Symptoms Score	0-3	4	5-10
Conduct Problems Score	0-2	3	4-10
Hyperactivity Score	0-5	6	7-10
Peer Problems Score	0-2	3	4-10
Prosocial Behaviour Score	6-10	5	0-4
Total Difficulties Score	0-13	14-16	17-40

At T1 the mean total difficulties rating was in the abnormal range. The mean ratings for conduct problems, hyperactivity and peer problems were also in the abnormal range, the mean rating for emotional problems was in the borderline range, and the mean rating for pro-social behaviour was in the normal range. At T2 the mean total difficulties rating remained in the abnormal range and, with the exception of the mean rating for hyperactivity which decreased to within the borderline range, there were no changes in the categorisation of subscale ratings (see Figure 1).

For the sixteen parents for whom there were complete data sets, the ratings of ten parent improved, two remained the same and four deteriorated. A Wilcoxon Signed Rank Test indicates that changes in scores were not significant $Z = -0.11$, ns. Table 14 shows the changes in the categorised scores (normal, borderline, abnormal) of individual parents between T1 and T2. A chi-square test indicates that these changes were significant, $\chi^2(2, N=16) = 7.63, p < .05$

Further analysis using a one-way repeated measures ANOVA indicated that there was no difference in mean SDQ ratings when scores were analysed by gender of the pupil, $F(1,1) = 0.01$, ns; or whether pupils attended a school or the PRU, $F(1,1) = 1.16$, ns.

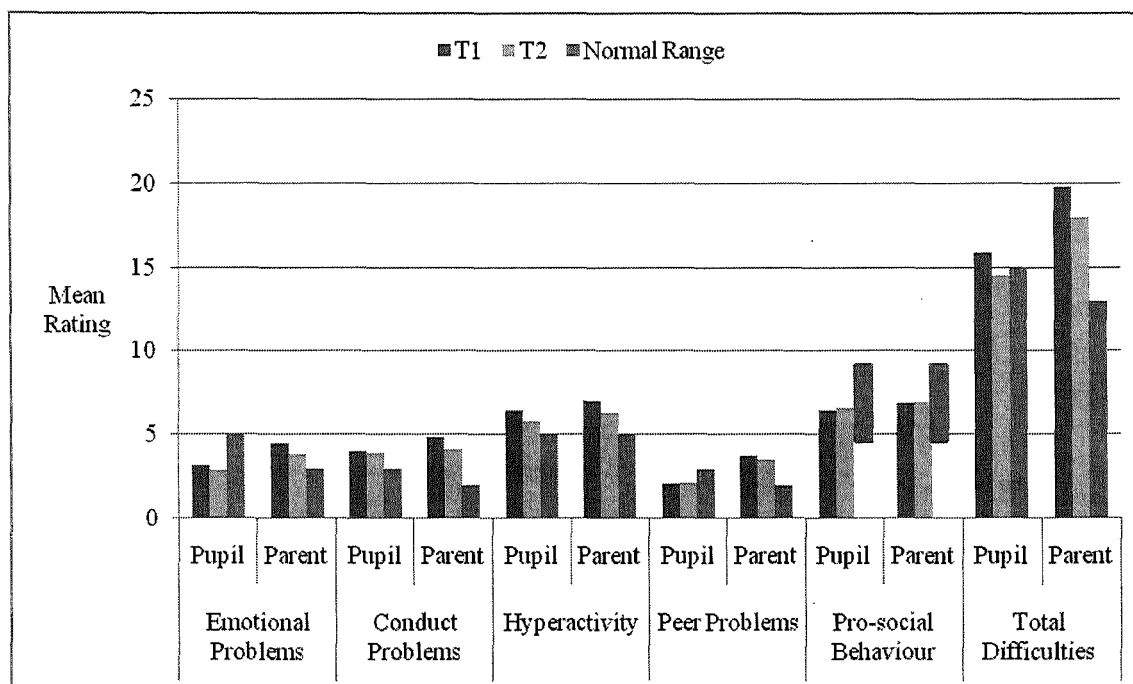
Table 14: Changes in Parent SDQ Scores Between T1 and T2

Type of Change	Number of Parents	Direction of Change	Number of Parents
Abnormal – Normal	2	Better	5
Abnormal – Borderline	1		
Borderline – Normal	2		
Abnormal – Abnormal	9	Same	10
Borderline – Borderline	0		
Normal – Normal	1		
Normal – Borderline	0	Worse	1
Borderline – Abnormal	1		
Normal – Abnormal	0		

4.2.3. A Comparison of Pupil and Parent SDQ Ratings

Figure 1 shows the mean SDQ ratings of pupils and parents.

Figure 1: Mean Pupil and Parent SDQ Ratings



Pupil and parents ratings were not compared statistically as Goodman's (1997) three category system has different bandings for self-rated and informant-rated forms (see

Table 10 and Table 13; Youth in Mind, 2008). This graph illustrates a trend for parents to rate their children as experiencing more difficulties than pupils rate themselves.

4.3. Coping in Schools Scale

The following section presents the results from the CISS which was completed by school staff at T1 and T2. Table 15 presents the mean ratings where one represents 'never fulfils this criteria', two represents 'rarely fulfils this criteria', three represents 'often fulfils this criteria', and four represents 'always fulfils this criteria' (McSherry, 2001). The Kolmogorov-Smirnov Test indicated that both sets of scores were drawn from a normally distributed population; T1 $D(8) = 0.20$, ns; T2 $D(8) = 0.20$, ns.

Table 15: Mean CISS Ratings⁶

	N pairs	T1		T2		t	p ⁷
		Mean	SD	Mean	SD		
Self Management of Behaviour	12	2.47	0.68	2.51	0.39	-0.40	0.70
Self and Others	10	2.40	0.58	2.32	0.50	0.42	0.68
Self Organisation	11	2.28	0.66	2.16	0.47	0.66	0.52
Attitude	12	2.69	0.66	2.47	0.69	1.39	0.19
Learning Skills	11	2.60	0.60	2.51	0.55	0.56	0.59
Coping in Schools Scale	8	2.39	0.58	2.43	0.46	-0.21	0.84

Table 15 shows that statistical analysis using a t-test indicates no significant changes between T1 and T2 on the total Coping in Schools rating or any of the subscales. A higher score represents more desirable behaviour, therefore there was a non-significant

⁶ Respondents did not always fill in every item of the questionnaire, where items were missing scale scores were not computed.

⁷ * $p < 0.05$

improvement on the total Coping in Schools rating. In terms of subscale ratings, there was a non-significant increase in the mean Self Management of Behaviour rating, but non-significant decreases on all other subscale ratings.

Of the eight respondents for whom there were complete data sets, four respondents scores improved and four deteriorated. A Wilcoxon Signed Rank Test indicated that changes in scores were not significant $Z = -0.70$, ns.

Further analysis using a t-test indicated that at T1 there was a significant difference in mean CISS rating according to whether pupils attended a school or the PRU $t(15) = -4.31$, $p < 0.01$ with higher (therefore better) ratings for PRU pupils. (PRU; $M = 3.16$; $SD = 0.18$; school $M = 2.25$; $SD = 0.35$). This was not significant at T2, $t(10) = -1.77$, ns. (PRU: $M = 2.74$; $SD = 0.53$; School: ($M = 2.26$; $SD = 0.53$), thus indicating a deterioration in behaviour of pupils from the PRU.

4.4. Ratings

Pupils, parents and school staff were all asked to rate the BAC 4 Learning programme. There were a variety of views expressed, with pupils and parents rating the programme more favourably than school staff.

Pupils were asked to rate the BAC 4 Learning programme in terms of how useful it had been to them, with one being not useful at all and ten being very useful. All seventeen pupils gave a response and typically the programme was rated positively by pupils ($M = 8.35$, $SD = 1.46$).

Parents were asked to rate the BAC 4 Learning programme on a five point scale, but due to the nature of telephone interviews most parents choose to use a word to describe the programme rather than providing a numerical rating. Ten parents used words such as brilliant and fantastic to describe the programme, four described the programme as good, two described it as ok and one parent said it was unsatisfactory.

School staff were asked to rate the service on a five point scale. Three respondents rated the service as satisfactory and two respondents rated it as poor.

4.5. Pupil Interviews

The following results are based on interviews with seventeen pupils, the names of whom have been removed to preserve anonymity. The organisational framework in which the results are presented is broadly in line with the interview questions. The areas which were deemed most interesting and relevant to this study are presented in table form. These decisions were based on reasons of conviction or frequency, and those findings which were likely to have implications for potential changes to the BAC 4 Learning programme. For each of the other areas, the most salient themes are described with the number of pupils making relevant comments which were coded within this theme included in brackets, quotes are used to exemplify themes. The numbers in brackets do not necessarily add up to the total number of pupils, as often pupils made comments which were coded under more than one theme, and some comments may not have fitted within any of the themes, but were still relevant and therefore may have been discussed individually. The inter-rater reliability of the coding of the pupil interviews was 90% agreement, this was based on 12% of the data set.

4.5.1. Introduction to the Programme

In this section pupils' sense of choice in attending the BAC 4 Learning programme, their understanding of the purpose and initial thoughts about the programme, are presented.

Pupils typically had a good understanding of the purpose of the BAC 4 Learning programme (although the interviews were carried out at the end of the programme and pupils may not have had such a clear idea at the beginning of the programme). The majority of responses were grouped under five main themes: emotional literacy (10), a general notion of 'being good' (9), getting back into school (7), preventing exclusion (4), and learning to cope in class (4). The pupils' responses indicated a sense that pupils perceived that they were attending the programme because they needed to make changes to their behaviour, this indicates that they were taking responsibility for their behaviour, however, this might also suggest an overly individualistic view of difficulties, negating wider systemic issues.

“Like if schools send you here, like if they think you've been naughty at school and stuff, then they send you here” (Pupil 20)

“The purpose is, sort of thing, you come here to change your behaviour ...to change the thing that you've done or you've been naughty about, to see if you can just change it around and get back into school” (Pupil 22)

Some pupils articulated that they saw their referral to the programme as an indication of their school trying to help them, whereas one pupil perceived his referral to the programme as a form of exclusion.

“They wanted to send me here for four weeks, I goes that's basically an exclusion and they goes well it isn't and I goes well what's the point of me going then because I don't, I'm not going to like exactly do maths and I'm going to be behind in all my lessons and that and they said well you shouldn't be sent there then should you” (Pupil 30)

Pupils had different experiences in terms of how they came to be on the programme; seven pupils said that they had been told, six pupils said that they were asked and four pupils felt that they did not have a genuine choice. Those who felt they did not have a choice foresaw negative consequences if they had not agreed to attend the programme.

“They just said about it and they said if I wasn’t to go there was a chance I’ll have to be kicked out of the school” (Pupil 24)

Pupils’ initial thoughts about the programme varied considerably, three pupils were positive about attending the programme, eight were willing to try the programme, three pupils were explicit about having not wanted to attend the programme and two pupils appeared to be largely indifferent.

“I weren’t bothered about it... I just, I didn’t really care” (Pupil 17)

A number of pupils (4) said they had been worried about friends, both missing their friends from school and concerns about whether they would make friends.

“The thing that came to me was like making friends and that” (Pupil 24)

The way in which pupils came to be on the BAC 4 Learning programme may have had an impact on their engagement with it. Out of the seventeen pupils interviewed, only six felt that they had a choice about whether to attend the programme. For the three pupils who did not want to go on the programme and the two who were ambivalent, they felt they had not been asked about whether they wanted to attend. In addition some pupils saw their referral as indicative of the school trying to help them, whereas others felt it was a form of punishment. Although pupils had a good understanding of the purpose of the programme, they perceived difficulties within themselves and saw the solution as them making changes. The majority of pupils (10) were willing or keen to go on the programme, although a significant number (5) were reluctant or indifferent.. Issues

regarding friends, both missing friends from school and worries about making new friends was a cause for concern for a number of pupils (4).

4.5.2. *Evaluation of the Programme*

This section focuses on pupils' positive and negative evaluations of the BAC 4 Learning programme and areas for improvement. Pupils were explicitly asked to state three good things and three bad things about the programme. Five pupils thought of several good things about the programme but said there was 'nothing really that bad'.

“I can't do any, I can't say much bad things about this place... there ain't no bad things” (Pupil 30)

Table 16 presents the main themes regarding pupils' views on the positive aspects of the programme.

Table 16: Pupils' Views on the Positive Aspects of the Programme

Theme	Number of pupils	Exemplar quote
Staff	11	“I think well the staff team they've done well because the amount of like, stuff we've put them through sort of thing, with being rude and stuff and they've like, haven't reacted like a teacher would” (Pupil 24)
The programme	10	“I'd say it's like the games they play here and the practical stuff... that's what I'm going to miss actually” (Pupil 22)
Impact	9	“Its helped me a lot, built up my confidence” (Pupil 12)
Good support	8	“Um... help you with your work and stuff, help you with your anger, frustration, give you good skills in how to deal with it” (Pupil 30)
Making friends	5	“Um I made new friends” (Pupil 31)
Practical arrangements	5	“I can, I'm allowed to make my own sandwiches” (Pupil 17)

When asked about positive aspects of the programme, the most common response related to the BAC 4 Learning staff. These comments included references to the staff

being 'nice', being good at listening and giving advice. There were also comments which suggested pupils' felt respected and understood, and comments relating to trust.

"Like you can like trust them with stuff, if you tell them something, they, they like they tell someone if they think that it's harming you, but otherwise they just keep it to themselves" (Pupil 31)

There was also a considerable number of comments which related to the programme itself, pupils appeared to enjoy the practical and creative style of the programme. When pupils spoke about the kinds of activities in which they had participated, many of them were animated and keen to describe different challenges they had been set. Other pupils spoke about the contrast between the types of activities on the programme and the type of work they have to do in school.

"We made, we made this, we made this like tent out of bamboo sticks and black bags" (Pupil 8)

"I don't know, got to do games and that lot, instead of just doing like worksheets" (Pupil 12)

A number of pupils spoke about the impact the programme had had on them. Comments included reference to being more confident, changes in behaviour, and feeling different when they went back into school. A similar number spoke positively about the programme in terms of the support they had been given. This included the amount as well as the type of support. Five pupils referred to practical arrangements when asked about the good things about the programme, this included finishing earlier than school and the equipment at the BAC 4 Learning centre. The opportunity to make lunch for the group was mentioned by all five pupils. One pupil mentioned the small group environment as one of the positive features of the programme.

Table 17 presents the main themes regarding pupils' views on the negative aspects of the programme.

Table 17: Pupils' Views on the Negative Aspects of the Programme

Theme	Number of pupils	Exemplar quote
Peers	8	"It's difficult to get on with your peers" (Pupil 29)
Rules	6	"Erm, that we're not allowed to chew chewing gum" (Pupil 14)
Practicalities	4	"We only get half an hour lunch, can't really play football" (Pupil 18)
Programme criticisms	4	"You don't do proper lessons here... I think we, we could have done a bit of Maths" (Pupil 22)
Staff can be annoying	3	"They ask too many questions sometimes... like if one question's been asked, it will lead into more questions and it feels like you've got to answer them all" (Pupil 24)

The issue described most often in terms of negative aspects of the programme related to peers. Three pupils talked about missing their friends from their school and five pupils spoke about the difficulties they had getting on with other pupils on the programme. These difficulties included being annoyed by other pupils and fighting. One pupil was upset that there had been two pupils on the programme who had been caught using drugs. The rules and practical arrangements were mentioned often in terms of negative aspects of the programme. Complaints included not being allowed to smoke, or go off-site, or eat, drink or chew during lessons. Pupils made various comments about the practical arrangements, including having different or shorter lunchtimes, broken equipment and having to get up earlier to get to the centre. Criticisms of the programme itself included comments about the programme being boring and the lack of proper lessons. One pupil felt the programme had not helped him to control his anger. Three pupils made comments regarding the staff, these related to being asked too many

questions, being followed and the occasional loss of control when one member of staff was absent.

When asked about the part of the programme they would most like to change, pupils referred to relaxing the rules (6), having longer breaks (4), improving the programme and facilities (4) and having an even number of boy and girls (3).

“I don’t know, to let have, to let us smoke or let us go off site, like at break times, go say, go to the shop and stuff like that as well” (Pupil 12)

“Another girl... it’s horrible being the only girl, there ain’t someone to go around with” (Pupil 27)

These areas identified for improvement relate closely to the aspects of the programme that were rated negatively by pupils. In general, pupils had more positive than negative comments about the BAC 4 Learning programme. The most frequently cited positive aspects of the programme were the BAC 4 Learning staff and the practical activities. Interestingly, issues to do with peers were mentioned an equal number of times, positively and negatively. Some pupils appreciated the opportunity to make new friends, whereas others had missed their friends from school and had found it difficult to get on with peers on the programme. The other aspect of the programme pupils perceived most negatively were the rules, this was also the most frequently cited area for improvement.

4.5.3. Views on School

During the interviews pupils were asked how they felt they had been supported in school. Six pupils said that they had been supported in school, six gave ambiguous responses and two pupils felt they had not any support in school. The ambiguous responses typically related to pupils feeling they had had some support, but it had either been insufficient, incorrectly targeted or unhelpful.

“They don’t even do anything yeah, all they’re there for, yeah, is just like, helping you with your work or like, to make sure you’re not silly and stuff, but I don’t really think it helps” (Pupil 20)

“Yeah, but like the support I got wasn’t always for me sort of thing and I didn’t get a lot of support, they made out I did but I didn’t” (Pupil 24)

The pupils who felt they had been supported in school reported a range of approaches and strategies, including citing specific members of staff who they felt supported by (5), receiving support for class work (4) in particular with reading, having specific support for behaviour (3) and having LSA support in class (2). One pupil said that on his return to school he was being put on another course. The pupils who talked about a specific member of staff generally felt that this teacher had been on their side or helped them in some way.

“...my head of year she’s really good, coz she’s kept me in it a lot... and same with like [my teacher] as well” (24)

One pupil spoke exclusively positively about school. However, with the exception of particular teachers in school, most of pupils’ talk about school was negative. Table 18 presents the main themes regarding pupils’ views on the negative aspects of school. The most common negative comment about school related to pupils’ feeling that they were not listened to or understood. Some pupils felt they were ignored in class or that there was a general lack of respect from teachers.

“The teachers are alright here [BAC 4 Learning], unlike other schools that pick on you and don’t have no respect” (Pupil 12)

“I was always getting into problems, coz people picking on me, I had loads of problems and they were just ignoring me coz I was always complaining, and then they just, that’s what we felt like it was happening” (Pupil 15)

Table 18: Pupils' Views on the Negative Aspects of School

Theme	Number of pupils	Exemplar quote
They don't listen or understand	7	"[Teachers] don't have no respect for the students and stuff" (Pupil 12)
I hate my school	5	"My school's crap" (Pupil 30)
I always get the blame / injustice	3	"But like when, where I've got a history at my school, I mainly get all the blame" (Pupil 24)
They don't want me / rejection	2	"Me and my Dad literally we thought they hated me" (Pupil 15)
It's too big / impersonal	2	"I felt like no-one used to listen to me coz every time I used to go into a class there used to be a different teacher sort of thing, sort of every lesson" (Pupil 22)

Five pupils spoke about their school in very negative terms and of these, three pupils said that they did not want to return to their school or spoke about wanting to go to a different school.

"I'd rather leave that school to be honest with you" (Pupil 30)

Of the three pupils who talked about a sense of injustice, two felt they were often unfairly blamed because of a reputation for being in trouble. However, one pupil spoke critically about the use of exclusions in school.

"You get excluded at school for anything you do, that's their answer to everything" (Pupil 30)

There was also one pupil who said he had been bullied in school.

A significant number of pupils (6) spoke about their experiences at more than one secondary school and these pupils all spoke of being 'kicked out' and had all spent time either out of school or at the local PRU.

“I was at [school 1], I went to [school 2] got kicked out, went to [school 1] for 4 months and then I come here and now I’m starting [school 2] again” (Pupil 11)

“Yeah, I had 3 other exclusions and then it came to January and I got kicked out, something like that” (Pupil 12)

“Yeah, and now I’m at a school for out-of-school kids” (Pupil 15)

There were three pupils who spoke about the support they had received at the PRU.

Two pupils spoke positively about the support and one pupil felt it had been ‘alright’.

“I think they were alright, I mean you could get on with them and everything, but then when you get in a bad mood, they get in a bad mood sort of thing and it like... gets out of hand” (Pupil 22)

There was a clear division in how pupils felt they had been supported in school, with some feeling they had received support in school and seeing their time on the programme as forming part of the school’s support, whereas others felt they had not been supported or were dissatisfied with the support they had received. Although the only direct question about school related to how they felt they had been supported, many pupils talked about more general experiences of school, which were mostly negative. In general pupils reported experiences of a lack of respect and understanding, and feeling rejected.

4.5.4. Impact of the Programme

This sections includes pupils’ comments about what they had learnt since being on the BAC 4 Learning programme and the impact this would have on them once back in school. Table 19 presents the main themes regarding what pupils felt they had learnt from being on the programme.

Table 19: Pupils' Views on What They Have Learnt

Theme	Number of pupils	Exemplar Quote
To control anger	10	"Erm, I don't know - to control my anger a bit better... to think before actually say something or do something" (Pupil 12)
School survival skills	5	"I can't always, like do what I want to do" (Pupil 27)
Teamwork skills	5	"To work as a team a bit more, coz like normally I, I'm, no normally really good, it's just got myself a little bit better" (Pupil 30)
Practical skills	4	"How to make stuff out of like nothing, coz once they give us like string, milk bottle and stuff and we had to make whatever we wanted out of it" (Pupil 32)

In terms of controlling anger, several pupils talked about one or two strategies they had learnt, these included leaving the room to cool down, counting to ten, controlled breathing and also included avoidance strategies such as ignoring people and not getting into fights.

"I've learnt how to calm, like... myself down in bad situations... by going out and standing outside and taking deep breaths" (Pupil 9)

"Ignore other people that want to fight with you" (Pupil 14)

However, it was unclear how able pupils felt to use these strategies and how confident they were about their effectiveness.

Interviewer: "What have you learnt since you've been here?"

Pupil 32: "How to control my anger"

Interviewer: "Ok, and how do you do that?"

Pupil 32: "Count to ten, stuff like that, breath in and breath out, um..."

Interviewer: "Does that help?"

Pupil 32: "Sometimes"

In terms of school survival skills, this included reference to getting on with work, improving listening skills, following rules and respecting teachers. Teamwork skills

related to general comments about being better at working in a group. Finally practical skills related to tasks pupils had experienced as part of the BAC 4 Learning programme and included model making, using laptops and making lunch. In addition to these main themes there was one pupil who felt the programme had helped him to think about his future and the impact his behaviour in school might be having on future plans.

In terms of the impact the programme would have on pupils when they returned to school, thirteen pupils considered that the BAC 4 Learning programme would make a difference and four pupils appeared uncertain, using words such as 'don't know', 'maybe' or 'probably'. The ways in which pupils felt that the programme had made a difference to them related closely to the skills pupils' felt they had learnt, primarily, controlling anger (7), school survival skills (6) and teamwork (4). However, there were also six pupils who mentioned general improvements in behaviour.

"I'm not going to be perfect...I'm going to have my little ups and downs but I'm going to be better" (Pupil 27)

In terms of school survival skills, comments included reference to staying in lessons, getting on with work, co-operating with instructions and respecting teachers.

"I don't know, coz like before I come here I was all naughty in my lessons but then when I went back to school from here I was just being good and getting on with my work" (Pupil 11)

"Like when the teacher asked me to do something I'd do it, instead of saying no and being defiant... and like, I actually stayed in all my lessons" (Pupil 27)

In addition to these main themes, two pupils said the BAC 4 Learning programme had helped them feel more confident in school and one pupil talked about the impact he thought that going on the programme had had on his teachers at school.

“I felt really different when I went back to school on Tuesday and Thursday. All the teachers were happy to see me back... coz the teachers know I’ve been on this course sort of thing, and they’ll mostly be more lenient” (Pupil 24)

Another pupil felt that because he had been on the programme, he would not be permanently excluded from school.

Pupil 10: “Well, I could have been kicked out by now”
Interviewer: “So you could have been kicked out?”
Pupil 10: “Mmm”
Interviewer: “What’s going to happen now?”
Pupil 10: “I won’t be”

The majority (13) of pupils interviewed felt that being on the programme would make a difference to them when they went back into school. When asked about skills they had learnt, responses included anger management, school survival skills, teamwork and practical skills. Similar responses were noted when pupils were asked about how being on the programme might make a difference to them once back in school, thus indicating validity of responses.

4.6 Parent Interviews

The following results are based on interviews with seventeen parents, the names of whom have been removed to preserve anonymity. The organisational framework in which the results are presented is based on the themes emerging from the interviews, rather than the interview questions. The parent interviews were analysed using a similar method to the pupil interviews, with areas deemed most interesting and relevant to this study presented in table form. These decisions were based on reasons of conviction or frequency, and those findings which were likely to have implications for potential changes to the BAC 4 Learning programme. For each of the other areas, the most salient themes are described, with the number of parents making relevant comments which were coded within this theme included in brackets, with quotes used to exemplify

themes. The inter-rater reliability of the coding of the parent interviews was 89% agreement (this was based on 12% of the data set).

4.6.1. Evaluation of the Programme

This section presents parents' positive and negative evaluations of the BAC 4 Learning programme and views on areas for improvements. The majority of parents (14) talked about the programme in very positive terms. Table 20 presents the main themes regarding the positive aspects of the programme.

Table 20: Parents' Views on the Positive Aspects of the Programme

Theme	Number of parents	Exemplar quote
Programme organisation and structure	9	"I think they did the whole package which, which is what surprised me actually, that they managed to get such a good package together" (Parent 30)
Pupils enjoyed the programme	7	"He would get up and was quite happy to go and he was happy when he came home" (Parent 8)
Pupils listened to and respected	7	"He was given respect that he was giving" (Parent 8)
Good communication	6	"I felt very much like we were all part of the same thing, we all had one objective and that was to try and help [my child] progress in his education" (Parent 15)
Nice staff	5	"Yeah, and really nice people, I can't fault any of them, you know if I ever felt like I had a problem, I know I could always phone them up and that" (Parent 22)
Problems sorted quickly	4	"When problems did arise, they were dealt with very quickly and very, very, er, efficiently" (Parent 10)

In terms of the programme, parents generally valued the small group teaching and emotional literacy emphasis of the programme.

"Was sort of teaching them that there is a different way to deal with problems and even if you feel a bit down, or a bit stressed with something, there's other ways of dealing with it than just to have a go at everyone and storm of out, because you make it bad for yourself" (Parent 15)

For many parents, their child enjoying the programme, being shown respect and having someone to talk to was a major factor in overall satisfaction with the programme. These issues were often mentioned in contrast to the situation at school.

“I said to her ‘why do you think you got on better there?’ she said ‘Mum, because they talk to you not like you’re not lower’ I said ‘what do you mean by that?’ ‘well, you know, they’re not in your face shouting at you, telling you, you’ll, you know, you will do what you’re told because I’m the teacher, der, der, der, der” (Parent 13)

“Well he’d come home everyday and he’d tell me what he’d done, where at school, I’d ask him and ‘alright, it was alright’ sort of thing” (Parent 14)

Another major aspect which parents valued was the BAC 4 Learning staff. There were a number of comments about staff being ‘nice’ but more specifically, parents appreciated problems being dealt with efficiently and having regular communication with staff. This included: being kept updated, being able to get hold of staff by phone, and feeling that they were working in partnership with BAC 4 Learning staff team.

“The staff there were absolutely, I thought, absolutely fantastic to be honest” (Parent 12)

When asked about aspects of the programme that were less helpful, nine parents said that there were no improvements to be made.

“I don’t think there’s really any sort of negatives or anything I could say they could have done better” (Parent 15)

Table 21 presents the main themes regarding parents’ views on the negative aspects of the programme and potential areas for improvement.

Table 21: Parents' Views of the Negative Aspects of the Programme and Areas for Improvement

Theme	Number of parents	Exemplar quote
Longer programme	5	"I just think it was a positive thing and it's a shame they couldn't have stayed on the course a bit longer really" (Parent 12)
Programme available at a younger age	3	"I think they should be done for younger children, not just older ones... because I know if my son had got it when he was in the earlier years he wouldn't be where he was today" (Parent 30)
Lack of informed consent	3	"We've got to be ever so quick, der, der, der, der, der, um, it's back to this, it's called BAC 4 Learning and she'll be going for six weeks' and that was it! I didn't know anything" (Parent 13)
Misunderstandings with the school	3	"I think that was part of the problem and as I say she was promised things from the school and the teacher refused, said she didn't say it, that was a big part of it" (Parent 16)
Wrong type of course	2	"No, she needs BAC 4 Learning as in learning for school stuff, not for what they were doing there" (Parent 11)

Many parents were positive about the programme, but felt it should have been longer and more tailored to individual need. One parent felt the reintegration to school should be extended to include ongoing support in school.

"My opinion was that um, that, um, if, if that BAC 4 Learning team could have carried on the work they were doing with him... um, over a longer period of time, then, er, they were, they were, getting to deal with the issues that were causing the problems and sort of, and tackling them, um, in, in a very, um, sort of sympathetic, supportive way" (Parent 10)

One of the main criticisms of the programme was that some parents felt the decision about whether their child attended the programme had been made by the school, either because the referral was made at the last minute when parents had very little information about it, or because they felt if they refused consent, their child might be excluded.

“They basically said to me that this was his last chance and if he didn’t go on the BAC 4 Learning he would be expelled” (Parent 18)

Another criticism of the programme was of misunderstandings or broken promises from the school. This was in terms of pupils being able to progress into the next year, catch up on work, and in one case, there was a misunderstanding about completion of the programme resulting in being moved to another school, whereas the pupil was subsequently moved to the PRU.

“The only bit of disappointment he did have is the fact that he passed, um, which was really good, and the fact that now he’s been sent to um, a college instead of a school... he did get it into his head that if he went to the course and passed the course that he’d get into a school” (Parent 21)

Two parents felt that the programme had not been what their child had needed. One parent thought the programme was too focused on team work and not enough on anger management, the other parent wanted her daughter to have support for her learning. Other comments made by individual parents included concerns about the amount of school work that pupils missed whilst on the programme and the issue of mainly boys participating on the programme.

The majority of parents were very positive about the BAC 4 Learning programme. The aspects of the programme that were most valued was the programme curriculum and the staff. Criticisms of the programme focused mostly on aspects related to schools’ communication with parents about the programme, such as providing information about the purpose, structure and content of the programme, ensuring parents were in full agreement with their child’s referral to the programme, and that the programme was appropriately targeted. Recommended improvement included making the programme available to younger children and increasing the length of the programme to meet individual need.

4.6.2. Views on their Children

During the course of the interview, without prompting, many parents made comments about their child's role in problems at school and other difficulties they were experiencing. For the parents who explicitly mentioned their child's responsibility for problems at school, comments were divided between those who felt their child had been partly to blame (7); those who described their child as being difficult, using terms such as 'no angel' (5); and two parents thought their children had been trying hard to manage their behaviour in school. The parents who saw their children as partly to blame generally accepted their child's role in the problems at school.

“Um, I'm not, I don't know really coz a lot, some of it was actually him... like not getting on in lessons, playing the clown sort of thing” (Parent 14)

However, two parents recognised that their child had made an effort in school

“She just keeps going and keeps going, she keeps trying, you know what I mean, where as lot of people would lose the will” (Parent 11)

A number of parents thought that other factors played a role in their child's difficulties at school, such as learning difficulties (4), anger problems (3) and other psychological problems (3). In terms of learning difficulties, three parents had concerns about their child's literacy, one parent was in the process of having her child assessed for dyslexia, one parent thought that her child's difficulties had been exacerbated by a lack of confidence related to difficulties with literacy, and one parent thought her son had fallen behind because he hadn't had enough support with learning.

“He's always had the same problems with his learning and I think if he'd had more one to one support, you know, he probably would have done a lot better, um and maybe caught up, you know with his English” (Parent 12)

Three parents specifically mentioned their children having difficulty managing their anger and a further three parents spoke about other difficulties including their child having an eating disorder, ADHD and an anxiety problem.

“I think it’s his anxiety levels, because he’s found struggling, he’s struggled with school from day one, he’s, he got very anxious” (Parent 30)

One parent considered that problems getting along with peers had been a contributing factor in the difficulties her son experienced at school.

“Um, well he’s, he’s still struggling with sort of fitting in, he’s still not quite, I think that’s you know, a kid thing anyway, trying to figure out where he fits” (Parent 29)

A significant number of parents (10) acknowledged their child’s role in the difficulties they were experiencing at school in terms of being partly to blame or in accepting their child was ‘no angel’. However, a number of parents (8) considered that there was a range of learning, emotional, social and psychological difficulties that were contributing to issues in school. These parents were evenly split between those who acknowledged their child’s role in problems and those who did not comment on their child’s role or responsibility for problems.

4.6.3. Views on School

Parents were asked about the support that the school had provided to their child before they had participated in BAC 4 Learning. Six parents thought that the school had done as much as they could, three parents thought the support had been satisfactory, but eight parents felt that the support in school had been unsatisfactory. The parents who felt their child had been well supported in school were typically very complementary about the school.

“I think they did everything they possibly could, I think they were really good”
(Parent 10)

There were three parents who felt that their child had been supported in school, but had criticisms of the support. For example, one parent said that she had attended PSP meetings at the school, but didn't feel that anything changed as a result of these meetings. Another parent felt that the school had tried to organise support, but this had never materialised.

“Although what [the school] did I felt was quite helpful in the initial stages, it never actually expired to anything” (Parent 15)

The majority of parents (8) were dissatisfied with the support their child had been given in school, most stating that their child had had little or no support, or that support had been poor. There were several criticisms that related to dissatisfaction with how poor behaviour was dealt with, particularly that pupils had just been sent out of the classroom or were sent to a 'centre' where they were not expected to do any work.

“All they do is send him out, that isn't, that isn't achieving anything, do you understand what I mean, sending him out of the class isn't achieving anything”
(Parent 17)

Another parent was dissatisfied with the lack of support her son had received through the gifted and talented programme.

“I'm disappointed in their gifted and talented... because I thought there was going to be a lot more involvement and, and the mentors given up on him and... because he does the work, he finishes it and then he gets bored, or he, or if it doesn't interest him, he won't do it” (Parent 29)

Although parents were not specifically asked about more general views about school, many parents took this opportunity to air their views about their child's school. Although six parents felt the school had done as much as they could, the majority of

comments about schools were negative. The only positive ‘theme’ which emerged from parents’ talk about school was in reference to specific members of staff who they felt had supported their child, one parent considered that the support of one particular member of staff had prevented her child from being excluded.

“Well put it this way, [my child] would have been kicked out the school, if it wasn’t for [teacher]... he has been very supportive, he rings me up, I go in there, we go through things with him, he’s tried to put him on these courses” (Parent 17)

However, despite positive references to particular members of staff, there was an overall sense that parents felt very frustrated with schools. Table 22 presents the main themes regarding parents’ negative views of schools.

Table 22: Parents’ Views on the Negative Aspects of School

Theme	Number of pupils	Exemplar quote
Poor communication and partnership working	8	“They don’t give you any, they just keep dragging me in for sort of naughty meetings basically, they don’t give you any support or any help at all” (Parent 16)
Unfairly blamed	6	“Like he was singled out, if there was a group of kids doing something, he would get the blame” (Parent 14)
Trivial reasons	4	“They dish DTs [detentions] out like they’re going out of fashion” (Parent 13)
Not respecting / listening to pupils	4	“I’ve seen teachers rip students to absolute shreds in front of me and they’ve not batted an eyelid and I’ve thought, you know what, you can’t expect a child to totally respect you if you talk to them like that” (Parent 13)
Size of school	3	“It’s very difficult because it’s a large school and I, and I appreciate the fact they’ve got a lot of kids and that in the lessons” (Parent 17)
Peer problems	3	“It started when he was at primary school he was being bullied and when he went to [secondary school], he also went to school with the bullies and it carried on” (Parent 22)
They don’t want him	2	“It’s like they want a certain type of child there, and if, if the child’s not in that criteria of what they want see, it’s like they’ll do anything to get the kid out... and that’s not fair” (Parent 8)

Eight parents referred to the poor communication and lack of partnership working in the school. Complaints included parents feeling that teachers had threatened them, been rude and critical of their parenting, with one parent referring to this as feeling like he was going up to the school to get his 'ears bashed'. Other criticisms included the lack of positive feedback and feeling powerless to resolve difficulties.

"I'm walking in blind, you know what I mean and they know all, all these big words and all these things and everything" (Parent 11)

"No, but then also you're, you're told, 'oh, but you can appeal against the decision, but as we're [school 1], we, um, also have like the, our own, I don't know appeal board or something" (Parent 8)

Six parents felt their child was often the first to be blamed and were also critical of the way school staff interacted with pupils. Four parents criticised the behaviour management system within schools and specifically that they were too keen to give out punishments such as detentions and exclusions, for what some parents considered were quite minor issues.

"I think the school system's too keen to give detentions out these days... I don't think they sort of think things through well enough anymore... I mean I'm not an old parent you know, I'm a quite a young parent and when I was at school you had to do something really bad to get a detention, now they just hand it out if you forget a book" (Parent 29)

In addition to these comments, one parent said that she thought the school had unrealistic expectations of pupils following the BAC 4 Learning programme.

"I kind of feel that they just thought she was going to be the magic wand four weeks later that come in, in, in she comes and there's going to be this fantastic changed child overnight" (Parent 13)

Parents views on the support their child had received in school was fairly evenly split between those who were satisfied and those who were dissatisfied. For the parents who

were satisfied with the support in school, comments were generally complementary, with some stating that they felt the school had done as much as they could. However, the parents who were dissatisfied with the school were more explicit about their criticisms and there was a strong sense of frustration. This was generally as a result of the lack of partnership working, the way pupils were spoken to, pupils being unfairly blamed, and an overuse of punishments.

4.6.4. Impact of the Programme

Parents were asked about whether there had been changes in their child's behaviour at home or at school since going on the BAC 4 Learning programme. In terms of changes seen at home, six parents considered that there had been significant changes in their child, five thought there had been minor changes and three reported little change. The changes that had been seen at home included being more thoughtful, calmer and communicative.

“He’s a lot more happier and a better with me, before he was very moody, wouldn’t get out of bed, er, argumentative with me all the time, er no, he’s a lot better, he is much happier now” (Parent 22)

At school, three parents felt there had been significant changes, seven thought there had been minor changes and five felt there had been no change in their child's behaviour and they had gone back to ‘square one’. For those parents who had seen minor changes, there was a lack of confidence about the sustainability of these changes and a sense of ‘no phone calls yet’.

“I mean I’ve had a few detention letters just in the last couple of weeks, so it just seems like he’s going back into the same old ways again” (Parent 18)

“I haven’t had a phone call from the school to say, you know what I mean, I don’t know, I really don’t know what his behaviour is in school, but it’s got to have improved because I haven’t had the phone call” (Parent 17)

However, there were three parents who were confident that changes could be sustained over the time and that the programme had been really beneficial to their child.

“Um, last week, Friday the, his teacher actually rang me in the evening and said you know, they’d had a fantastic week” (Parent 15)

Overall, parents observed more changes in their child’s behaviour at home than at school, with five parents reporting no change in their child’s behaviour at school since completing the programme.

4.7. School Staff Questionnaire

The following results were based on questionnaires completed by a representative of each of the five mainstream schools within the authority who referred pupils to the programme. The questionnaires were completed by a Head Teacher, two Inclusion Managers and two Heads of Year.

4.7.1. Understanding and Knowledge of the Programme

All respondents said they had been given information about the programme and felt this was sufficient to enable them to understand the purpose. The understanding respondents had of the programme was broadly in line with the programme’s aims.

“Intensive emotional intelligence, to re-engage students at risk of exclusion with their learning.” (School 1)

“To support students to make changes in their behaviour. To reduce exclusions.” (School 5)

Out of the five respondents, only one had visited the BAC 4 Learning site, this was to attend the end of programme celebration.

“Went to [site] for graduation - facilities were acceptable - seemed pleasant” (School 2)

One respondent stated a visit had never been suggested. Two respondents cited timetabling pressures as preventing them from visiting, although one did comment that a colleague had visited the site.

“My timetabling has not allowed. When I was going to go I got taken for emergency cover” (School 4)

4.7.2. Support for Pupils Within School

Schools varied in the type and amount of support available within school for pupils at risk of exclusion. The type of support included: one to one support, home-school meetings, personalised or reduced timetable, emotional literacy group work, reporting system, access to professional support and outside agencies, pastoral support programmes, access to in-school learning support centre, learning mentor support, literacy interventions, and counselling.

4.7.3. Impact of the Programme

All school staff reported that they had monitored the outcomes of pupils who had attended the BAC 4 Learning programme. This was done through individual PSPs and the school data system. Some respondents made reference to pupils' outcomes in terms of their knowledge about their behaviour since they had returned to school and feedback from teachers about their engagement in class.

Three schools included specific information about the outcomes of pupils that had participated in the BAC 4 Learning programme. Of these seven pupils, two had showed improved behaviour, one had not completed the programme, three had had managed moves to the pupil referral unit and one had been permanently excluded.

4.7.4. Evaluation of the Programme

When asked about the aspect of the service which was most valued, respite was mentioned by four out of the five respondents, on one occasion for the student and on three occasions for both student and the school. Other aspects mentioned included contact with the key worker and the provision of in-school support.

“The students absence gives both staff and students a break, but also to hopefully effect a change in behaviour” (School 3)

“Discussion of individual students with key worker” (School 2)

When asked about the aspects of the service which was least valued, three respondents cited concerns about the rationale and structure of the service.

“Concern about the set up and how students etc can use strategies effectively - as situation at both school / home - does not change” (School 2)

“If funding for all the various agencies was allocated to the school and one professional was paid to work in that school - it would be more effective” (School 3)

“Unfortunately I don't think the service works - we tried to send more appropriate students this time and they are now worse!” (School 4)

Three schools cited concerns about the communication, consistency and feedback from BAC 4 Learning staff and two schools had practical concerns about the amount of paperwork involved and the high cost of the service.

“Poor key worker relationship, advice was patronising” (School 1)

“The high turnover of staff prevents consistency” (School 3)

“Feedback whilst students were attending - as this was patchy and feedback at the end did not address concerns raised by BAC 4 Learning staff during the programme.” (School 5)

In terms of improvements to the service, two respondents mentioned an increase in the length of the programme and the extent of follow up work in schools. One respondent thought the cost could be adapted.

“Price - question whether it’s value for money - school budgets restricted so cannot use service for many students” (School 2)

Two respondents thought the programme should be more focused on working in schools and one respondent was concerned about the limited content of the programme.

“The programme should work towards more interaction with staff to work together with students towards appropriate behaviour. Also when BAC 4 L come into school, support should be more proactive in the classroom not just observation” (School 3)

“Just making pupils more emotionally aware is not enough if there are other barriers to learning, i.e. literacy” (School 1)

4.7.5. Perspectives on Ideal Provision

In terms of ideal provision for pupils at risk of exclusion, one respondent choose not to comment. However, three respondents mentioned including specific support for parents.

“More specific work with parents on parenting skills” (School 3)

Two respondents thought ideal provision would be based in school and one respondent saw ideal provision as involving a combination of internal and external support.

“Each school to have enough staff to deal with multiplicity of behaviours - such as in-school PRU” (School 2)

“All schools should have an exclusion unit which endeavours to address behavioural issues, self esteem and anger management” (School 3)

5. DISCUSSION

This chapter will begin with a summary of the results in relation to the aims of the study. This is followed by a discussion of the results relating to exclusion and stability of school placement. Findings from pupils, parents and school staff will be discussed with reference to previous literature. The key themes emerging from this analysis will be drawn together and the programme will be critiqued in relation to theory and research on interventions to support pupils with SEBD and those at risk of exclusion. The chapter will conclude with a review of methodological considerations and limitations.

This chapter brings together the quantitative and qualitative aspects of the study enabling triangulation of findings. This structure will allow a number of issues to be addressed: the complex nature of the evaluation and associated research questions, the limitations in the data collected, the need to consider both the outcomes of the programme as well as the processes, and to enable the results to be considered within an eco-systemic framework.

5.1. Overview of Aims and Results

The aim of the current study was to explore whether the BAC 4 Learning programme was an effective intervention for Key Stage 3 pupils at risk of exclusion. There was a significant reduction in the exclusion rates of pupils who participated in the programme. There was no significant effect on pupil behaviour as measured by the self-rated SDQ, or the CISS completed by school staff. However, there were statistically significant changes in parents' categorisation of pupil behaviour following the programme, with fewer pupils being categorised as experiencing higher levels of difficulties. However,

the sample size in this study was relatively small, which makes it more difficult to gain significant results. The general trends indicated improvements in pupil and parent ratings about behaviour, but little change in the ratings of school staff. The views and experiences of pupils and parents were generally positive, but evaluations by school staff were less enthusiastic.

5.2. Exclusion Rates

The number of fixed term exclusions received by pupils decreased significantly following completion of the BAC 4 Learning Programme. Evidence of decreased rates of fixed term exclusions following intervention have been reported by Hallam and Castle (2001) and anecdotally by Schnelling and Dew-Hughes (2002) and Charlton et al. (2004). However, due to the practice of unofficial exclusions and cooling off days, official exclusion figures are widely recognised to be considerable underestimates of the actual numbers of pupils excluded from school (Gordon, 2001; Vulliamy & Webb, 2001). Vulliamy and Webb (2001) recommend interpreting official exclusion rates with caution and warn against using rates alone to judge the success or failure of an intervention.

There was only one pupil who, following the BAC 4 Learning programme, was permanently excluded from school. However, this finding also needs cautious interpretation as an examination of the placement stability of pupils following the programme highlighted that one pupil moved to a specialist SEBD school and five pupils had a managed move from their mainstream school to the PRU. Managed moves were introduced in 1999 as part of the guidance on pastoral support programmes to enable pupils to have a fresh start in a new school (DfES, 1999). In the most recent guidance on managed moves there is no reference to this system being used to transfer

pupils to a PRU (DCSF, 2008a). Although the outcome of a managed move to a PRU is the same as a permanent exclusion, the difference lies in the process and recording procedures. This aspect of the study is further complicated because of the 26 pupils referred to the programme, eight pupils came from the PRU and therefore were arguably less at risk from permanent exclusion. In addition, five of these pupils remained at the PRU after completing the BAC 4 Learning programme.

These findings demonstrate that although there was a significant decrease in fixed term exclusions and only one permanent exclusion following referral to the BAC 4 Learning programme, the programme did not necessarily result in a successful reintegration into mainstream school. These findings could be interpreted in a number of ways. It could be positively interpreted as the programme clarifying pupils' needs and highlighting those pupils for whom this specialist environment is more appropriate. Alternatively, this result could indicate that the programme was not successful in re-engaging pupils in school, or that improvements could have been due to external factors to the programme, such as changes in school policy or significant changes at home (Gross & McChrystal, 2001).

5.3. Pupil Data

Many of the responses from pupil interviews suggested that pupils recognised their difficulties in school. This was typified by several pupils who, when asked about the purpose of the programme, said it was to make them 'better'. This is supported by the self-rated SDQ scores where pupils rated themselves as experiencing high levels of difficulties, particularly in the areas of conduct problems and hyperactivity (within the borderline range).

Hallam and Castle (2001) argue that pupils need to be encouraged to take responsibility for managing their own behaviour if intervention is to be successful. Although in order to make changes, pupils first need to become aware of their behaviour and start to take responsibility for their actions, there should be due regard for the role that other individuals and factors play in any situation. It is misleading and unhelpful for pupils to perceive that they are solely responsible for problems in school as this may lead to an acceptance of, or resignation to these difficulties. Focusing on the child outside of the school context, could reaffirm pupil's 'within child' view, that the problem is firmly rooted within them (Humphrey & Brooks, 2006) and neglect wider systemic issues.

Interestingly the pupils for whom information on completion of the programme was not available, had significantly lower scores for behaviour difficulties. This could indicate that greater awareness of difficulties was linked to an increased likelihood of pupils completing the programme or reintegrating successfully back into school.

5.3.1. Pupil Views of the Programme

In general, pupils were positive about the BAC 4 Learning programme. The average rating of how helpful pupils perceived the programme to be, was 8.35 out of 10. According to the information from individual interviews, pupils considered that they had developed skills in anger management, school survival, and teamwork, and most felt that being on the programme would make a difference to them once they went back into school. However, this finding was not replicated on the self-report SDQ, as there was no significant difference between SDQ ratings before the programme compared to those ratings after completion of the programme (although there were non-significant improvements in most areas). It may be that the SDQ was not a sensitive enough tool to

have picked up on the changes reported by pupils, or that significance was not reached because of the small sample size.

A complicating factor could be that pupils' frame of reference may have altered following intensive emotional literacy teaching and the follow up results may have been a product of a greater understanding or reflection on their own difficulties (Thorne & Ivens, 1999). The limitation in the use of self-report methods to measure change is well recognised (Zeidner et al., 2002) and it is recommended that other methods such as informant reporting or observation are used alongside self-report methods.

Relationships with Staff

One of the key themes of pupils' positive talk about BAC 4 Learning related to their relationship with, and the attitude of staff. Pupils reported feeling respected, listened to and understood. This supports the findings of previous research (P. Cooper, 2008; Pomeroy, 2000; Sellman, 2009), Cooper (1993) cited in P. Cooper (2008) found that pupils at a specialist SEBD school cited respectful and supportive relationships with adults as central to helping them develop positive self images and cope with difficulties. He contends that positive relationships between staff and pupils provides a "seedbed" (p.19) for effective behaviour management approaches. Pomeroy (2000) reported that pupils at a PRU felt respected, valued and cared for as individuals. She argues that the single most influential aspect of the PRU was the positive relationships pupils had with teachers.

"The hierarchical distance between teachers and pupils seems greatly reduced. Although the teachers still hold a greater share of responsibility and institutional power, interactions with students seem qualitatively different. It is from the young people's descriptions of their relationships with Centre teachers that the notion of adult-like interactions arose" (Pomeroy, 2000, p.138).

Carnwell and Baker (2007) state that relationships with adults which fosters mutual respect are fundamental to pupils being able to express their feelings and becoming more confident and trusting. Sellman (2009) argues that high quality relationships should be at the “heart” (p.45) of SEBD provision. He reports findings from interviews with pupils at a specialist SEBD school.

“The students’ key point was that it does not matter what ‘tool’ (their word) a teacher has at their disposal (reward, sanction, restraint), if the relationship is poor this tool can be misused. Hence, it was less important to modify the reward system/behaviour policy and much more important to address the issue of relationships” (Sellman, 2009, p.42).

Curriculum

Pupils considered one of the key positive aspects of the programme to be the creative and practical style of the curriculum. This supports the work of Pomeroy (2000) who found that the more vocational curriculum typically implemented within PRUs broadened definitions of what is valued and allowed pupils to experience success through either vocational, social or academic achievements. This is in contrast to mainstream schools which typically value only good behaviour and academic success. These findings also support the Government’s drive to re-engage disaffected pupils in school through the relaxation of National Curriculum requirements in secondary education and more specifically through the introduction of vocational diplomas to pupils aged 14-19 (DCSF, 2009a).

It appears that the practical and creative style of curriculum at BAC 4 Learning re-engaged pupils within a learning environment and enabled them to experience success. However, two pupils felt that they had missed out on work at school and would have liked the programme to include an element of academic teaching. It should be acknowledged that during the course of the programme, the National Curriculum was

suspended and although pupils enjoyed the activities and the style of the programme, a solely emotional literacy curriculum is an inappropriate long term provision.

Peers

Although there were a number of pupils who spoke positively about having made friends on the programme, an equal number considered missing friends from school and not getting on with other pupils as major negative aspects of the programme. Results from the SDQ indicate that although pupils rated themselves within the normal range for 'peer problems', there was a decline in ratings (albeit non-significant) on this subscale following completion of the programme. This mixed response could relate to a number of factors. Some pupils may find meeting with and working alongside pupils who have similar difficulties a supportive experience. In contrast, other pupils may not be able to cope with peers with challenging behaviour, or may have developed negative interactions with other pupils less able to tolerate their behaviours. The disparity in pupils' perceptions of other pupils on the programme relates to the findings of Pomeroy (2000) who reported a notable variation in how pupils viewed peers in school, with some seeing other pupils as a source of support, whilst others saw peers as problematic. The practice of taking pupils, who are likely to be experiencing social difficulties, out of school for a prolonged period of time may provide respite from school and the opportunity to make a fresh start and to establish different relationships within school. However, it could also have a negative impact as arguably, these pupils are the least likely to be able to successfully re-establish friendships on return to school.

Harnessing the powerful influence of peers to promote positive behaviour was cited as one of the reasons for the success of an in-school intervention for pupils which aimed to promote individual responsibility for behaviour (Burton, 2006). The positive

consequences of aggregating peers could relate to pupils benefitting from meeting with peers with similar difficulties, which could prove a supportive experience and reduce feelings of isolation. However, Squires (2001) advocates suspending group work for pupils on the verge of permanent exclusion or going through acute family crisis and Burton (2006) argues against putting the worst behaved pupils into one group. These findings suggest that under the right conditions peer group influence can be used positively. However, it is important to have a balance of pupils and to include emotionally literate pupils who can function as role models within the group.

One of the key arguments against alternative provision for pupils with SEBD relates to proximal learning, that is that pupils will learn from and copy each other's negative behaviours. Dishion, McCord, and Poulin (1999) found that under some circumstances, bringing together pupils with problem behaviour in early adolescence can inadvertently reinforce problem behaviour. Government guidance on the support of pupils with SEBD warns against the pitfalls of specialist provision.

“It has to be questioned, for example, whether bringing together seriously disturbed pupils, often with very different underlying causes for their behaviour, and separating them from the moderating influences of the stable, emotional climate which typifies ordinary schools is wise” (DfES, 1999, p.11).

Due to the nature of the BAC 4 Learning programme, it is likely that the pupils who were referred to the programme were those displaying the highest levels of disruptive behaviour and who were at risk of permanent exclusion. Furthermore, although it is widely recognised that group dynamics are an important consideration, due to pupils being referred across different schools and the absence of a waiting list, there would have been little opportunity for BAC 4 Learning staff to organise groups with due regard for group dynamics.

5.3.2. Pupil Views on School

Pupils were asked about the support they had received in school and there was a variety of positive and negative experiences of the type, amount and value of support from school. This question in many cases, led to pupils talking more generally about school. Although, many pupils spoke about a specific teacher who had helped them, the majority of comments about school were negative and there appeared to be a general sense that pupils felt rejected, disrespected, and misunderstood. This was often said in contrast to how pupils felt on the BAC 4 Learning programme. P. Cooper (2008) states that a key concern for pupils with SEBD was the extent to which they felt themselves to be acknowledged and respected as human beings.

“School regimes that were characterised by a mechanistic and impersonal approach to pupil management were associated with pupil disaffection, whereas regimes that pupils and staff experienced as being underpinned by values of respect and care for all persons were associated with positive challenges to disaffection and lower levels of exclusion.” (P. Cooper, 2008, p.15)

Furthermore, several of the comments made by pupils related to the size of the school and the impersonal atmosphere. Some pupils also felt they were ignored in school. The lack of perceived behavioural change identified by the self-rated SDQ could relate to pupil concerns that the school environment and the attitudes of staff in school had not changed, therefore, although pupils considered that they had learnt new skills, they were uncertain about whether these skills would make a difference. It is likely that without changes by both pupils and teachers, patterns of interaction and engagement would remain unchanged.

P. Cooper (2008) defines “attachment to school” (p.14) as the degree of commitment to and engagement with schooling that pupils feel. Therefore pupils who have a strong attachment to school have good relationships with teachers, and believe that success in

school will lead to significant rewards in later life. Weak attachment to school is characterised by indifference or hostility to teachers and scepticism about the value of schooling. Using this concept, many pupils who participated in the BAC 4 Learning programme could be described as having a weak attachment to school.

Despite the negative responses about school, a number of pupils talked about specific teachers who had helped them. P. Cooper (2008) states that positive adult–pupil relationships can act as protective factors for pupils with SEBD. Rees and Bailey (2003) studied a group of Key Stage 3 pupils who experienced success in school despite being at risk of educational failure. All the pupils interviewed cited having one particular teacher they felt they could go to if they had a problem as a primary reason for their success.

5.4. Parent Data

SDQ ratings indicate that parents perceived their children to have significant behavioural difficulties; the mean total difficulties rating at the start of the programme was in the abnormal range, with particular difficulties noted in the areas of conduct problems, hyperactivity and peer problems. The tendency for parents to rate their children as experiencing higher levels of difficulties was reported by Goodman et al. (1998). This finding is supported by information from the parent interviews; many parents spoke openly and unprompted about the difficulties experienced by their child, describing a range of learning, emotional, social and psychological difficulties.

In addition, a number of parents explicitly acknowledged their child's role and responsibility in problems at school. However, there was no explicit mention of the role of home factors in contributing to difficulties in school, despite research which

acknowledges the role of home factors in pupil behaviour (M. Farrell, 2006). Hayden and Dunne (2001) cited in Gross and McChrystal (2001) report findings which suggest that there are often difficulties at home, including separation of parents, difficulties with siblings, or death of a close relative just before a permanent exclusion. This feature of parent interviews may also indicate a 'within child' or externalising formulation of difficulties, however, it is also acknowledged that it is easier to discuss or attribute blame to the school or their child's behaviour than to accept a role in the situation.

5.4.1. Parent Views of the Programme

The majority of parents were very positive about the BAC 4 Learning programme, of the seventeen parents interviewed ten rated the programme as brilliant or fantastic, with only one describing it as unsatisfactory. The aspects of the programme that were most valued were the curriculum, the staff and the fact pupils enjoyed attending the programme. Criticisms of the programme focused mainly on school related issues. Many of the parents felt the programme should be available to children at a younger age and should run for a greater length of time.

Positive Features of the Programme

Parents spoke most positively about the content of the programme, specifically that their child was being taught how to stay calm and control their anger. It is unsurprising that parents appreciated their children being taught skills which relate specifically to their perceived area of difficulty. Information from the SDQ highlighted improvements in parents rating of pupils' emotional problems following the BAC 4 Learning programme. Within school, social and emotional development is taught through curriculum subjects such as personal, social and health education and citizenship. However, the Government, in line with the Every Child Matters (DfES, 2003) and in

recognition of the need to do more to support the emotional well-being of pupils, has issued guidance on whole school approaches to emotional literacy (SEAL; DfES, 2007). This approach advocates a whole school focus, with tailored provision taught alongside high quality universal provision. However, this guidance is recent and is not mandatory. The pupils on the BAC 4 Learning programme were all referred following a period of intervention in school, implemented and monitored through a PSP. This intervention should include support for emotional literacy, but parental views of the content of the BAC 4 Learning programme leads to questions about the extent or effectiveness of in-school support.

A key feature of parents' responses about the programme was an appreciation of the enthusiasm with which their children attended the programme and their enjoyment of it. There were numerous descriptions of how children were keen to get up and go in the morning and a willingness to talk about what they had done on their return from the programme. This was often in stark contrast to their experience of their child at school. It seemed that in this sense the BAC 4 Learning programme was successful in re-engaging and motivating pupils within a learning environment. Parents attributed this success to the small group environment and the attitude of staff, specifically that their child was respected and always had someone to talk to about their problems. This supports other findings of Pomeroy (2000) who reported that typically pupils who attended PRUs had experienced little success in school, but, within the PRU, attitudes and self perceptions had changed and pupils were able to view themselves as successful.

The positive way in which parents evaluated the programme is in contrast to the findings of C. Cooper (2002) who found that parents were critical of alternative provision because of shorter days and the lack of school work completed. Within this

study, only one parent was critical of the programme in terms of the lack of academic content. However, the BAC 4 Learning programme was a short-term programme, with pupils out of school over a period of only four weeks, with the specific goal of preventing exclusion from school. Therefore, parents of children on the BAC 4 Learning programme are likely to be more accepting of the suspension of the National Curriculum for this goal and time period than parents of children attending PRUs. Also, parents had consented to their child attending the programme with the understanding that the focus would be on emotional literacy rather than academic teaching. Parents who might have been dissatisfied with this aspect of the programme are unlikely to have consented to their child being referred to the BAC 4 Learning programme.

Much of the parents' positive responses about the BAC 4 Learning programme related to their relationship with staff. Parents felt they were working in partnership with the BAC 4 Learning staff, typified by comments about open lines of communication and joint problem solving.

Negative Features of the Programme

Parents' negative views on the BAC 4 Learning programme primarily focused on concerns that it was too short and they would have liked it to have been available for their child at a younger age. These views suggest that parents consider their children to have long-standing difficulties which need long-term solutions, or earlier intervention. This issue might explain why mean SDQ ratings showed only moderate improvements despite parental evaluation of the programme being very positive. Parents' views about the benefits of earlier intervention are in accordance with Panayiotopoulos and Kerfoot (2007) who state that prevention at an early stage is better than intervention in later

stages and who argue that if difficulties are apparent at a younger age, interventions for pupils at risk of exclusion, should occur in primary school.

There were significant changes when parental SDQ ratings were analysed by change in categorisation of scores, therefore moderate changes in mean SDQ ratings could be due to some parents perceiving that the programme had led to considerable changes in their child's behaviour, with others not perceiving substantial changes in their child's behaviour. This finding is supported by information from parent interviews.

5.4.2. Parent Views on School

There was a fairly even mix of views about school. For the parents who were dissatisfied about how their child had been supported in school, there were strong feelings of frustration, injustice and anger. In contrast, parents who were generally satisfied with the school on occasion spoke of one teacher whom they felt had supported their child, but were generally less emotive in their views. The key issues for parents who were dissatisfied with school were the lack of partnership working, the way children were spoken to, their child being unfairly blamed, and overuse of punishments. It is interesting to note that parents were typically more positive about changes that had been observed in the home environment than changes at school.

There was a sense that parents felt they had been left out of the decision making process at their child's school and they felt unable, often despite numerous attempts, to work in partnership with the school. This finding is consistent with research on the experiences of parents whose children have been permanently excluded from school.

“Parents of excluded students feel they are judged as unworthy parents and are mere observers to a decision that has radical implications for their son's/daughter's future education. As partners in the educational enterprise of

their child, they are powerless in the exclusion process and are voiceless in the discourse that surrounds the decision to exclude as well as the decisions regarding future education options” (McDonald & Thomas, 2003, p.118).

Miller (1999) reported findings which suggest that teachers consider that difficult pupil behaviour in schools is mainly due to home factors. This attribution of blame may influence the way in which schools engage with parents. As despite much evidence indicating that it is essential for schools to work in partnership with families to support pupils with SEBD or those at risk of exclusion (P. Cooper, 2001; Hallam & Castle, 2001; Miller, 2003) information from parent interviews suggests that many schools are failing in this area.

Some parents commented on their disbelief in the way in which they had observed teachers speaking to pupils. Pomerantz (2005) states that challenging behaviour arises out of the interaction between pupil and teacher and in many cases it is the adult that initiates the conflict. This finding is also supported by Humphrey and Brooks (2006) who reported that pupils cited deliberate attempts by teachers to infuriate them as a key anger trigger. Some parents felt that once their child had a reputation within the school, they were often used as a scapegoat when difficulties occurred. One parent suggested that the BAC 4 Learning staff should teach school staff how to talk to pupils. This view was also reported by C. Cooper (2002) who found that one of the aspects parents wanted to change about school was “training teachers to respect” (p.48).

A number of parents cited frustration with behavioural management systems within the school and felt that minor offences were often met with harsh punishments. This finding is in accordance with McDonald and Thomas (2003) who reported that parents felt “petty things that got on their nerves” (p.111), had led to serious consequences such as exclusion. Munn et al. (2000) reported that parents stated that they felt their children

had been excluded for “silly things” (p.11), although some parents appreciated the cumulative effect of seemingly trivial incidents. C. Cooper (2002) states that most parents in his study felt that their child’s exclusion had been for minor reasons. The lack of agreement about behaviour management policy and practices could also have made partnership working between parents and schools challenging.

5.5. School Staff Data

5.5.1. Experience of the Programme

The questionnaires were completed by the member of staff in school seen as most appropriate by the Inclusion Manager within the school. Out of the five schools only one member of staff who completed the questionnaire had visited the BAC 4 Learning site during the programme. There may have been staff in school that had visited the site and taken part in the ‘celebration’ event at the end of the programme, however, this information does suggest that there was a lack of direct involvement and perhaps commitment in the programme from senior staff within schools. Hallam and Castle (2001) and Burton (2006) reported that the involvement of senior teachers and deputy heads was noted as one of the key factors which contributed to the success of the interventions reported.

5.5.2. Views of the Programme

In general the BAC 4 Learning programme was not highly rated by school staff, with three schools rating it as ‘satisfactory’ and two schools rating it as ‘poor’. The aspect of the programme most valued by schools was the opportunity for respite. This may be linked to the BAC 4 Learning programme having essentially replaced previous respite

provision at Key Stage 3, and may be indicative of dissatisfaction with this change in provision.

The features of the programme which were valued included: the involvement of BAC 4 Learning staff, the opportunity to discuss individual pupils, and the support provided within school. It was interesting to note that schools did not mention the individual work undertaken with pupils, despite this being the main focus of the intervention.

There were several criticisms about the structure and rationale of the programme. School staff raised concerns about the programme being located off site and how able the pupils would be to generalise strategies within the school context, especially due to the speed of the reintegration back to school and the limited opportunities for follow up work. These views are in accordance with an interactionist perspective which emphasises the importance of considering behaviour in context (Lyons, 2006; Swinson et al., 2003). This perspective would advocate working with the child in the context in which difficulties occur, or at least ensuring there is ongoing support to enable pupils to generalise skills into context. In addition, an interactionist perspective would also consider changes to the environment as important. Research has shown that changes in the school setting, including changes in the behaviour of other pupils, teachers and school management can have a major influence on the behaviour of pupils with SEBD (Ertesvåg & Vaaland, 2007; Swinson et al., 2003). Humphrey and Brooks (2006) emphasise the importance of looking beyond the individual and of considering whole-school change in supporting pupils to manage their behaviour. Although schools requested more support for pupils within school, there was no request for training or support to understand pupils or support to ensure the school were appropriately and adequately meeting the needs of pupils.

One school also cited dissatisfaction about the lack of academic content of the BAC 4 Learning programme. This was based on the premise that for some pupils, literacy difficulties were a significant barrier to engagement with learning and therefore considered that the BAC 4 Learning programme should have included provision to address these difficulties. This view supports Munn et al. (2000) who found that often teachers perceived literacy skills as at the core of pupils' difficulties. Similarly, Gross and McChrystal (2001) commented on the high rate of literacy and numeracy difficulties in their study of pupils with statements of special educational needs for SEBD who had been excluded from school. Furthermore, the Escape from Exclusion programme (Marris & Rae, 2005) includes a literacy component.

The cost and the paperwork involved in the BAC 4 Learning programme were also criticised. The cost was £1,000 per pupil per programme. This was approximately double the cost of the previous respite service and constitutes a significant investment for one pupil. Also schools were responsible for completing a Common Assessment Framework form to refer pupils to the programme, despite the referral being jointly agreed within the PSP meeting. This is perceived as a relatively long and complicated form which can take some time to complete. The unsatisfactory evaluations of the programme could be linked to schools feeling that their investment, in both time and money, had not yielded an adequate return in terms of outcomes for pupils.

The BAC 4 Learning programme was also criticised in terms of work with parents. One member of school staff thought that the programme had been detrimental to home – school relationships. This was due to parents observing their children being successful on the programme, but not in school, leading to the conclusion that it must be the school

that is the problem. Another member of school staff member thought that the programme should have included specific support for parents, such as a parenting programme. Munn et al. (2000) reported that low excluding schools were committed to working with parents. The involvement of parents is widely acknowledged to be a key factor in the success of many programmes reported in the literature (Hallam & Castle, 2001; Schnelling & Dew-Hughes, 2002; Vulliamy & Webb, 2003). However, the impact of a specific parenting intervention on pupils with SEBD is still unclear (Hallam et al., 2004).

5.5.3. Impact of the Programme

There were no significant changes in overall CISS ratings of pupil behaviour following the programme, however, there was a tendency for pupils to be rated less positively following the programme. Furthermore, before the programme, pupils who were referred from the PRU were typically rated as 'often' able to complete behaviours described on the CISS, however, following the programme pupils were typically rated as 'rarely' able to perform these behaviours. However, these results were based on a small sample of pupils, as many of the CISS forms completed by PRU staff were only partially completed. PRU staff felt they were not able to accurately answer some of the questions due to the nature of the PRU, for example 'understands the teacher's role within a mainstream school' and 'understands the structure of discipline within a mainstream school'.

It could be that, similarly to parents, school staff perceived pupils to have long term difficulties which were unlikely to change over the course of four weeks and this lack of perceived change led to generally unenthusiastic evaluations of the programme. However, it could be that dissatisfaction about the way the programme was introduced

and beliefs about efficacy may have influenced how pupils were rated following the programme.

The involvement of staff may also have influenced ratings of pupil behaviour. Swinson et al. (2003) reported findings which indicate that involving school staff directly in interventions can result in attitudinal change towards pupils. Thus, the lack of involvement of school staff in the BAC 4 Learning programme may have had implications for how they were rated. Furthermore, Burton (2006) argued that if teachers have exaggerated expectations that an intervention will resolve all pupil difficulties, and this fails to happen, they can underestimate the changes that have taken place.

The deterioration in school staff ratings of pupil behaviour could also be interpreted as a result of pupils finding it difficult to adjust to the school environment, following a period of time experiencing relative success in a small group environment.

5.6. Key Themes

Within the previous sections, the results from different aspects of the study have been discussed in reference to previous research. This section draws together the key themes which have emerged from this analysis. These include issues relating to relationships, the curriculum, peers, and home-school liaison. This is followed by specific consideration of the relationships between the BAC 4 Learning programme and schools, and a reflection on the out-of-school context of the programme.

5.6.1. Relationships

The findings suggest that relationships are crucial. Positive relationships with staff was cited by pupils and parents as a key factor in the success of the BAC 4 Learning programme. In school, positive relationships with staff were highly valued; negative relationships with staff were cited as one of the main difficulties at school. Research suggests the relationship between pupils and teachers is the most crucial factor for pupils with SEBD (P. Cooper, 2008; Sellman, 2009). In specialist settings such as PRUs and SEBD schools, pupils view teachers as central to their success. However, within mainstream schools, teachers are low on the list of whom pupils will turn to for help to cope with their problems (Kniveton, 2004). This presents a dilemma for pupils with SEBD educated in mainstream schools. Staff in specialist settings appear better able to form respectful relationships with pupils whilst still retaining authority (Pomeroy, 2000). The formation of good working relationships between staff and pupils may be harder to achieve within the relatively vast environment of a mainstream secondary school. Despite this, a number of parents and pupils acknowledged particular teachers in school whom they felt had been supportive, this is in contrast to the views of excluded pupils (Pomeroy, 2000). It may be for some pupils that the presence of one adult at school with whom the pupil has a positive relationship acts as a protective factor against permanent exclusion.

5.6.2. Curriculum

Pupil and parents valued both the practical and creative style of teaching. This was seen as motivating and engaging pupils in learning, and parents appreciated seeing their children actively engaged, talking positively and experiencing success within a learning environment. Parents and, to some extent, pupils also spoke positively about the emotional literacy focus of the BAC 4 Learning programme. This finding leads to

questions about how adequately pupils' needs are being met within school, both in terms of teaching emotional literacy and differentiation of behavioural expectations. However, it would be difficult for a mainstream school to provide a comparable level of support in terms of the intensity and consistency of provision, alongside the delivery of the National Curriculum and the education of several hundred other pupils. Schools criticised the programme on the absence of literacy teaching and the general lack of formal teaching included in the programme. Although the style and content of the curriculum was valued by pupils and parents, it could be that these features of the programme and the fact that the environment was very different from a mainstream secondary school, led to limitations in the ability of pupils to generalise skills and successfully reintegrate into a mainstream environment.

5.6.3. Peers and Group Dynamics

In terms of peers, pupils had varied experiences and perceptions of the BAC 4 Learning programme. Some pupils found being away from their peers at school and working alongside others with similar difficulties as supportive, whilst others found this a challenge. This is in accordance with previous research (Pomeroy, 2000). Burton (2006) argues that peer influence led to positive outcomes for pupils with SEBD. However, the type and quality of peers and the availability of role models are important considerations. Furthermore, Government guidance warns against aggregating pupils who are experiencing high levels of behaviour difficulties (DfES, 1999). There are also implications to friendships at school in withdrawing pupils from school for a prolonged period of time.

5.6.4. Home-School Relationships

BAC 4 Learning appeared to be successful in engaging with parents. However, one school perceived that the BAC 4 Learning programme had been detrimental to home-school relationships. This was on the basis that parents observed their children succeeding at BAC 4 Learning, therefore if problems occurred in school, parents blamed the school. Another school felt that the programme should include specific intervention for parents. In addition, although research emphasises the importance of involving parents of children with SEBD in their education (Hesketh & Olney, 2004; MacLeod, 2001), the outcomes of direct parenting interventions on pupils with SEBD are less clear (Hallam et al., 2004). Furthermore, during the interviews, parents did not acknowledge any responsibility for their child's behaviour and were frustrated when schools' criticised their parenting skills, these findings suggest that parents might be unwilling to engage in parenting intervention. Difficulties in the home-school relationship may have occurred as a result of school staff's attributions that parents are most to blame for pupil misbehaviour (Miller, 1999), parent dissatisfaction with school behaviour policies, the attitude of teachers, and perceptions of unfair blame. It may have been beneficial for the BAC 4 Learning programme to focus on fostering the relationship between parents and schools, as parents' overt frustrations towards the school are likely to have been shared with pupils and this could have exacerbated weak attachment to school.

5.6.5. The BAC 4 Learning Programme and Schools

Although pupils and parents generally were positive in their ratings and comments about the BAC 4 Learning programme, school staff were less enthusiastic. The aspect of the programme most valued by schools was the respite element. Schools had reservations about the nature of the programme and how able pupils would be to

generalise skills. It could be that schools were referring pupils to the programme primarily for respite and were not genuinely investing in the goals of the programme. This view might result in a lack of engagement in the programme, low expectations of outcomes, resentment of the increased cost of the provision, and dissatisfaction with the short term nature of the provision. It is pertinent to note that within the positive comments about the programme there was no mention of the work undertaken with pupils, despite this being the main focus of the programme. Furthermore, evidence suggests that involving teachers in interventions for pupils with SEBD is effective in changing teacher perceptions (Swinson et al., 2003), and teacher perception, attitude and behaviour have a strong influence on pupil behaviour (Hayes et al., 2007; Pomerantz, 2005). However, school staff were relatively detached from pupils once they were on the BAC 4 Learning programme. Although the programme involved regular liaison between BAC 4 Learning staff and school staff, there was little direct contact between pupils and school staff. This is likely to result in little change in the patterns of interactions between pupils and staff following reintegration to school.

5.6.6 The Out-of-School Context

The majority of pupils interviewed enjoyed the BAC 4 Learning programme and were positive about it being different from school. However, several pupils articulated that they had not wanted to come on the programme and one pupil saw the programme as a form of exclusion. When pupils were asked about the purpose of the programme, several pupils commented that they had been sent on the programme to get 'better'. This sense of being fixed may have provided validation for 'within child' formulations that the problem lay within them. Although it is important for pupils to acknowledge their role in difficulties at school and take responsibility for their actions, the out-of-school context of the programme may have intensified beliefs that they were solely to blame.

Parents were generally positive about the programme and specific concerns about the out-of-school context were not noted, however, parents did have concerns about the reintegration and were sceptical about the long-term success of their child's placement in school. In addition, school staff also had concerns about differences between the BAC 4 Learning programme and school and pupils' ability to generalise skills learnt into a mainstream school environment.

5.7. A Critique of the BAC 4 Learning Programme

In this section, the BAC 4 Learning programme will be critiqued in reference to previous research on supporting pupils with SEBD and those at risk of exclusion. There will also be an consideration of issues regarding implementation of the programme. Finally, the BAC 4 Learning programme will be evaluated using an eco-systemic framework.

5.7.1 Key Components of Interventions

Although there is little evidence to support specific types of approaches to supporting pupils with SEBD, there are a number of elements that are seen as important to intervention programmes. These include: good behaviour management and pastoral support (Greenhalgh, 2001), emotional literacy input or teaching (P. Cooper, 2001; Weare & Gray, 2003), good pupil-teacher relationship (P. Cooper, 2008; Miller, 2003; Vincent et al., 2007), involvement of the family (Hesketh & Olney, 2004; MacLeod, 2001), and an inclusive whole school ethos (Bradbury, 2004; P. Cooper, 2008; Daniels, 2006; Ertesvåg & Vaaland, 2007).

It is widely considered that exclusion is likely to be a result of a complex range of social and educational factors interacting together (Hallam & Castle, 2001). In a review of in-

school interventions to support pupils at risk of exclusion, a number of key success factors were identified: full engagement of pupils (Hallam & Castle, 2001; Panayiotopoulos & Kerfoot, 2007), full commitment of the school management (Hallam & Castle, 2001; Panayiotopoulos & Kerfoot, 2007; Parsons, 2007), good communication between all parties (Schnelling & Dew-Hughes, 2002; Vulliamy & Webb, 2003), family involvement (Hallam & Castle, 2001; Panayiotopoulos & Kerfoot, 2007; Parsons, 2007; Vulliamy & Webb, 2003), pastoral support (Charlton et al., 2004; Parsons, 2007; Vulliamy & Webb, 2003), and a flexible curriculum (Charlton et al., 2004; Parsons, 2007).

There is substantial overlap in these areas and by collating these findings, key factors for effectively supporting pupils with SEBD and reducing the risk of exclusion can be identified. This factors include: direct support for pupils, which includes good behaviour management, pastoral support, direct teaching of emotional literacy and a flexible curriculum; good relationships between staff and pupils; the involvement of the family; effective communication between schools and professionals; and an inclusive whole school ethos supported by the involvement and commitment of the school management team.

5.7.2 Successful Aspects of the BAC 4 Learning Programme

The programme appeared to have been successful in providing good support for pupils, establishing respectful relationships between staff and pupils and developing effective partnership working with parents. The staff were all trained in Team Teach (an evidence based approach to de-escalation and handling techniques; Hayden & Pike, 2006) and difficulties were managed using a solution focused approach. Information from pupils and parents indicated that they appreciated the way difficulties were managed. The

programme content was mentioned by pupils and parents as a positive aspect of the programme, both in terms of the emotional literacy and the anger management focus, as well as the creative and practical way in which the programme was delivered. BAC 4 Learning was successful in establishing good relationships with pupils; both pupils and parents commented that staff had good attitudes and relationships were characterised by respect. Parental involvement was a key part of the BAC 4 Learning programme and there was close family liaison throughout the programme. Interviews with parents highlighted that this contact was ongoing and the support provided was valued.

5.7.3 Unsuccessful Aspects of the BAC 4 Learning Programme

However, in terms of good communication between schools and professionals and an inclusive whole school ethos, the situation is more negative. The communication between the BAC 4 Learning team and the school appears to have been inconsistent and parents cited poor communication as one of the key criticisms of schools. Furthermore, pupils were drawn from a number of schools across the authority and there was little consideration of the school ethos, and typically the feedback from pupils, and to some extent parents, about schools was fairly negative. In addition, senior members of school staff tended to have little involvement with the programme.

5.7.4 Implementation Difficulties

During the process of researching the programme and gathering background information, it became apparent that issues regarding the initial planning phase of the BAC 4 Learning programme, and subsequent communication with schools may have had an impact on how much schools invested in the programme. Although much of the structure, content and rationale of the programme was drawn from a project in a neighbouring authority which had been successful, this project was developed by a

cluster of Head Teachers to target exclusions at Key Stage 3 and was therefore driven by schools who were strongly invested in the success of the programme. This is in line with the current guidance (DCSF, 2009b) which recommends that schools should take collective responsibility for making provision for pupils at risk of exclusion. However, in contrast to this the BAC 4 Learning programme was developed in response to an LA behaviour audit and replaced the previously valued respite provision. Also, although schools were involved in initial consultation about changes to the provision and were reasonably open to a more targeted, skills-focused programme, the structure and content of the programme discussed in initial meetings was quite different from the BAC 4 Learning programme presented to them at the start of term. In addition, there were several exclusionary criteria, which the original model did not include. Pupils on the autistic spectrum, with low attendance or with a statement of special educational need were not deemed as suitable for the programme. This could have added to schools' dissatisfaction with the programme.

If schools did hold these views about the programme, it is likely to have had implications on their engagement with the programme and their investment in the pupils participating with it. During the year in which the programme was evaluated, there were only 17 pupils referred from the five mainstream secondary schools within the LA despite the capacity being 60. An added consequence of the underuse of the programme was that spaces were filled with pupils from the PRU. This may have had implications for the outcomes of pupils referred from school, as well as those from the PRU. Furthermore, BAC 4 Learning staff held concerns that in some circumstances schools were using the programme as justification that they had done everything possible and the only option left was for a change in provision, typically through a managed move to the PRU. Concerns were also raised about the lack of involvement of school during the

programme and the reluctance to attend the celebration event or implement recommendations to support the reintegration to school.

5.7.5 An Eco-Systemic Evaluation

Using an eco-systemic perspective, this intervention was focused predominantly at the level of the pupil, with the system within which pupils function being mostly overlooked. The microsystem refers to the immediate settings in which the pupil lives and those with whom they have the most direct and regular contact. Although BAC 4 Learning staff developed good relationships with parents and the programme involved liaison with referring schools (although this liaison was criticised by some schools) the programme did not include specific intervention at this level. Previous research suggests that intervention should also occur at the level of the mesosystem, this relates to relationships between people in the microsystem. This might have included strengthening links between pupils and teachers (P. Cooper, 2008; Vincent et al., 2007) and between the family and the school (P. Cooper, 2001; Miller, 2003). There were also suggestions that the programme was in some situations, damaging to this relationship. The exosystem refers to structures or settings which may influence pupils and the systems in which they operate, and might include school policy or the local community. Research by Frydenberg et al. (2004) suggests that it is important that schools have an inclusive ethos, retain ownership of pupils and that interventions are owned by the communities that they serve. However, the BAC 4 Learning programme was external to schools and this was a factor about which school staff had concerns. The macrosystem refers to the cultural ideologies of the society, and may include religious influences and legislation. Although it is difficult to intervene at this level, it could be argued that some consideration of the influence of these factors might have been useful. This might have

included an acknowledgement of the increasing pressure on schools to achieve academic success and therefore the decrease in time for pastoral support.

5.8. Methodological Considerations and Limitations

In terms of the methodology adopted in this study, there are several issues which may have had implications on the findings. The strengths of the study include the use of mixed methodology, which allows triangulation of results and a consideration of process as well as potential outcomes (Vulliamy & Webb, 2001). The inter-rater reliability levels were very high, which suggests that the views of pupils and parents were accurately reported. In addition, the inclusion of pupil views is in line with current guidance (DfES, 2001a) and the study utilised appropriate methods to seek the views of pupils and parents who are often considered hard to reach (Ravet, 2007). In line with the experience of Harris, Vincent, Thompson, and Toalster (2006), the majority of pupils were fully engaged in the process and demonstrated a capacity to reflect and articulate their experience of alternative provision and that of mainstream school.

There were several limitations to this study. Firstly, it is acknowledged that the small-scale nature of the study will have implications for the generalisability of results, however despite the sample of participants being small, it was an exhaustive and inclusive sample. Although the decision not to include a control group was made for theoretical and practical reasons, this could be seen as a potential limitation to the study. In terms of the quantitative methods used, although the SDQ is a widely validated tool, it should ideally be used to judge behavioural change over a period of six months rather than the period of six weeks used in this study. It is also acknowledged that while the SDQ seeks to quantify behavioural change, it is inevitably subjective. There was also

consideration that the SDQ was not a sensitive enough tool for the specific purposes of this study.

There were concerns about the effectiveness of self-report methods to measure behaviour, following emotional literacy intervention, due to intervention changing pupils' frame of reference. This is noted as a potential limitation by Zeidner et al. (2002) who recommends triangulation of data to overcome this issue. In addition, Goodman et al. (1998) recommend that the self-report SDQ should be used alongside the informant rated SDQ. For these reasons the SDQ was used to collect information from parents as well as pupils, in order that sources could be compared and information triangulated.

There were also limitations that relate to the 'real world' nature of the project. This included participants missing items on the questionnaire, which meant that these questionnaires could not be included in all of the statistical analysis. Incomplete data sets were due to non-return of questionnaires and some participants making the choice not to participate in certain aspects of the study. As previously discussed, concern has also been raised about the reliability of official rates of exclusion, due to the practice of unofficial exclusions and this may have implications on the data collected. In addition, the original remit of the programme was to support pupils at risk of exclusion from mainstream schools, whereas in reality, due to the low number of school referrals, the programme was also used to support pupils from the PRU, which may have had an unintended impact on the experiences and outcomes of all pupils.

6. CONCLUSION

This chapter begins with a statement of the key conclusions. This is followed by a discussion of the implications of findings to educational psychology practice, issues regarding the dissemination of findings, and finally, ideas for further research are presented.

6.1. Key Conclusions

This study sought to evaluate the effectiveness of an intensive out-of-school emotional literacy programme for pupils at Key Stage 3 at risk of exclusion. This study provides evidence about the strengths and limitations of the BAC 4 Learning programme. However, it does not provide conclusive evidence of the success or otherwise of the programme. The findings do however, provide support for current theory and research about the key components of interventions to support pupils with SEBD who are at risk of exclusion.

The key successes of the BAC 4 Learning programme include: the positive relationships established between BAC 4 Learning staff and pupils, a highly relevant emotional literacy curriculum, effective behaviour management and pastoral support, and successful partnership working with parents. However, the programme was less successful in maintaining effective communication with schools and in supporting the home-school relationship. Furthermore, there was little consideration of the school ethos; school staff involvement in the BAC 4 Learning programme was minimal and school staff presented as sceptical about the efficacy of the programme.

This study does not provide conclusive evidence in favour of, or against an intensive emotional literacy programme to support pupils at risk of exclusion, which takes place outside of the school context. However, the findings do highlight the conditions under which such interventions could be most successfully implemented. These conditions include: good pupil-teacher relationships, close family liaison, effective communication within schools and with other professionals, and an inclusive school ethos.

6.2. Implications for Professional Practice

Since the publication of Every Child Matters (DfES, 2003) the role of the Educational Psychologist has broadened significantly. Current educational psychology practice frequently includes work with pupils with SEBD, their teachers and parents. Furthermore, Educational Psychologists are increasingly becoming involved at a LA level in developing provision and practice which aims to reduce the number of pupils being excluded from school. This study has enabled an exploration of the key components necessary for the effective support of pupils with SEBD and has highlighted the need to consider wider systemic factors when intervening with pupils at risk of exclusion. This knowledge will have implications for practice, in terms of work in schools and at a LA level.

This study supports the notion that an intensive emotional literacy programme can be effective in improving emotional literacy skills and re-engaging pupils within a learning environment. However, Educational Psychologists need to be aware that programmes such as BAC 4 Learning which focus on the individual needs of pupils are most effective when implemented alongside wider systemic change within the school.

Educational psychology intervention might focus on the pupil-teacher relationship. This could include; ensuring that pupils have at least one member of staff in school whom they can trust and seek support from; including school staff in the delivery of interventions; due regard for the capacity of programme facilitators to form relationships with pupils which are characterised by trust and respect; and training and support for staff involved in working with and supporting the most challenging pupils. Support could also focus on parents involvement in their child's education. This could include reviewing parental participation in PSP meetings; supporting schools to develop innovative ways of working effectively with hard to reach parents; parent advocacy; and the delivery of parenting programmes.

Furthermore, Educational Psychologists could support schools to monitor and develop communication systems within the school. This could include ensuring that there is a clear and practicable policy for managing challenging behaviour which is consistently implemented by school staff and supported by the senior management team; reviewing how information on supporting pupils with SEBD is shared; and introducing systems to support the professional development of staff in the area of behaviour management. Finally, Educational Psychologists should be working to promote inclusive cultures, policies and practices within schools; this could include supporting the school to identify and address barriers to learning; and supporting vocational learning opportunities which promote broader notions of success.

In terms of the wider remit of the Educational Psychologist working at a LA level, this study warns against the introduction of centrally developed interventions which do not have full school support. It highlights the need for LAs to work alongside schools to

address issues such as exclusion, and to work in partnership to develop appropriate provision.

6.3. Dissemination of Findings

An agreement was made at the outset of the project to feedback the results of this study to the local authority through an executive summary report of approximately 2,000 words. This report will be given to the Head Teacher of the Behaviour Support Service and to the Principal Educational Psychologist. The agreed deadline for this report is 31st August 2009. It is understood that the findings of this report will be shared with the staff delivering the BAC 4 Learning programme, school staff, Senior Behaviour Support Staff, Educational Psychologists within the service and senior managers within the local authority as appropriate. It is hoped that the findings will also be communicated to pupils and parents who participated in the study, in the means deemed most appropriate. This report will include the main aims of the project, the methodology, main findings, and include key recommendations. As with many evaluation studies there are a number of stakeholders with a vested interest in the results of this project, there is therefore considerable responsibility to ensure that the findings are reported with due regard to accuracy and sensitivity. Although it is difficult to predict the implications and full impact of this report, it was commissioned for the purposes of gaining an independent, in-depth review of the programme and the outcomes. Although the programme had many successes there are concerns about the concept of a programme that takes place outside of the school context. There are also concerns about the development of the programme and the subsequent engagement by schools. These issues will need to be addressed and the responsibility for learning from this evaluation study and adapting the provision as appropriate lies with those who commissioned the research.

In addition, following professional feedback and advice, a more concise version of this study will be submitted for publication in a suitable educational psychology journal.

6.4. Implications for Further Research

The purpose of this research study was to evaluate an innovative provision for pupils with SEBD. Although this goal has been accomplished and the findings have been discussed in light of previous research and comparisons drawn, the small-scale nature of the project makes generalising the findings in broader terms inappropriate. As with most projects, increasing the sample size and the length of follow up could enhance the reliability of findings. However there are a number of other ways this study could be improved, and several areas which this study has highlighted which would benefit from further research.

Firstly, within the methodological limitations of the study it was noted that the SDQ may not have been the most appropriate choice of tool to measure behavioural change. A more sensitive tool, designed to measure change over a shorter period of time and which more accurately reflects the goals of the programme, may have been more suitable. Furthermore, to increase the reliability of the CISS results, the design could have included several members of school staff completing this document, which may have enabled a more balanced evaluation of pupil behaviour in school. In addition, observations could have been used to enable further triangulation of findings. The design may also have been enhanced by interviewing school staff rather than using questionnaires, although this method was selected to ensure that each school was represented, interviews could have yielded more detailed findings. It would also have been useful to have comprehensive systems in place which would enable difficulties relating to the real world nature of the research to be addressed, this is particularly

relevant because of the difficulties inherent in working with pupils with SEBD, such as failure to attend meetings and non-compliance.

Although this study provides a fairly critical evaluation of the concept of a short term, out-of-school intervention, this is only one example of how this model may be implemented. Research on different types of out-of-school programmes may provide further clarity about the conditions under which this type of programme might be most effective. Further research which focuses on whether the BAC 4 Learning programme could be implemented within the school context would also be valuable.

In addition, widespread evaluation of interventions to support Key Stage 3 pupils with SEBD at risk of exclusion currently being implemented within LAs would be beneficial. This would allow a more thorough analysis and enable further refinement of hypotheses regarding the critical components of intervention to support pupils with SEBD at risk of exclusion.

Furthermore, this study has also highlighted the need to rigorously evaluate: the support provided through PSPs, and the associated outcomes; the use and effectiveness of managed moves; the outcomes of pupils with SEBD, compared across PRUs, specialist SEBD schools and mainstream schools.

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APPENDICES

BAC 4 Learning

Dear

We need your help! We would like to hear from you about what you think of the BAC 4 Learning programme.

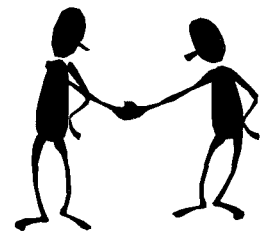
If you are able to help us, it would mean filling in two short questionnaires and having a chat with Laura when you have finished the programme.

Everything you say to Laura will be kept confidential, this means no-one will be told what you say.

It is your choice if you take part and you can change your mind at any point.

If you have any questions about this study please talk to Laura, one of your teachers or any members of the BAC 4 Learning team.

Many Thanks,



Laura Pratt & *****

I agree to take part in this study.

Signed:

Date:

Appendix B: Parent Consent Form

BAC 4 Learning Evaluation

***** Borough Council in conjunction with the Institute of Education is undertaking an evaluation of the BAC 4 Learning programme. This will contribute to the ongoing monitoring of the programme to ensure it is meeting the needs of pupils.

As part of this evaluation, we are requesting that pupils complete a questionnaire and take part in a short discussion about the BAC 4 Learning programme. The pupil's key worker in school will also be asked to complete a questionnaire. We are also interested in the views of parents and invite you to express your views on a short questionnaire that will be provided following your child's completion of the programme.

The names of all pupils who participate will be changed to ensure the data remains anonymous. The pupils will be asked for their consent and will reserve the right to withdraw at any point in the study.

If you have any concerns or comments about this study, please contact:

Laura Pratt (Educational Psychology Service)

laura.pratt@*****.gov.uk

**** * * *

***** (BAC 4 Learning)

*****@*****.gov.uk

Julie Dockrell (Institute of Education)

j.dockrell@ioe.ac.uk

*** * * *

This is to confirm that I _____ (name) consent to my child _____ (name) participating in this study.

Signed: Date:

Appendix C: Coping in Schools Scale

Coping in Schools Scale (CISS) (shorter version)

Coping in Schools Scale (CISS) (shorter version)

(A structured assessment of pupils exhibiting challenging behaviour in mainstream schools)

Jane McSherry

Child's name:

Form completed by:

Date:

Instructions

To use this scale, complete each section. Score every item in every section for each child, using the following scoring system.

1. Is never able to fulfil this criterion
2. Rarely fulfils this criterion
3. More often than not fulfils this criterion
4. Almost always fulfils this criterion

Circle the number that corresponds to your assessment of the pupil on this criterion.

Please remember that this scale is part of a process. To help you with this process, each section asks for action plan suggestions. You may also wish to note other important issues under each heading.

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Self Management of Behaviour

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can accept discipline without argument or sulking	1	2	3	4
Can arrive and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat.	1	2	3	4
Can ask for help	1	2	3	4

Score: /24

Self and Others

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can behave appropriately in the classroom	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and wait for the answer and take turns in question and answer situations	1	2	3	4
Has appropriate communication skills: talking, asking questions, listening	1	2	3	4
Is able to work in a team	1	2	3	4
Can speak to people without resorting to rudeness	1	2	3	4
Can work in a group situation	1	2	3	4

Score: /28

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Self Organisation

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can work alone without constant attention	1	2	3	4
Can listen to explanations and instructions and attempts to act on advice given	1	2	3	4
Understands the teacher's role within a mainstream school	1	2	3	4
Understands the structure of discipline within a mainstream school – what happens if he/she is late or does not complete work, homework, etc.	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Can organise self and possessions	1	2	3	4
Can organise him/herself if help is not available	1	2	3	4
Good timekeeping, e.g. prompt arrival at lessons	1	2	3	4
Score:				/32

Attitude

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Is courteous, and shows positive attitudes towards staff	1	2	3	4
Can show a positive interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Shows a sense of humour	1	2	3	4
Score:				/24

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Learning Skills

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
	1	2	3	4
Reading and numeracy up to a level that can be coped with in mainstream, given some support	1	2	3	4
Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems (at own level)	1	2	3	4
Does not get up and wander around	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Will try to start a task on his/her own	1	2	3	4
Is willing to try on his/her own	1	2	3	4
Generally cares about the work being done	1	2	3	4
Pays attention to class discussions and instructions	1	2	3	4
Can read sufficiently well to read the basic instructions needed for the completion of the lesson	1	2	3	4
Is willing to spend time working out the instructions	1	2	3	4
Score:				/44

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Score Total

Section	Score
Self Management of Behaviour	/24
Self and Others	/28
Self Organisation	/32
Attitude	/24
Learning Skills	/44
Total	/152

Any other comments you wish to make

Appendix D: Interview Schedule for Pupils

1. What is the purpose of BAC 4 Learning?
 - a. How does it work?
 - b. What things do you do here?

2. Where did you go to school before you came to BAC 4 Learning?
 - a. Did you get any support at school?

3. Why did you come on this programme?
 - a. Who decided you should go?
 - b. How were you told you were coming?
 - c. What did you think about it?

4. Tell me the good things about BAC 4 Learning?

5. Tell me the bad things about BAC 4 Learning?

6. How helpful has it been on a scale of 1-10? (1 is not helpful at all, 10 is very helpful)
 - a. Why did you give it that rating?

7. What have you learnt since being here?

8. Will being to BAC 4 Learning make a difference when you go back to school?

9. If you could change one thing about BAC 4 Learning what would it be?

10. Is there anything else you would like to say?

Appendix E: Example Pupil Interview

Pupil 31

My first question is about why, why do people come here, why do pupils come here, what's the point?

Like to try and be, like improve their behaviour or their anger something

So improve their behaviour and what did you say about anger?

Improve it and learn how to control it

Ok, um hang on, control it, ok, great. And what sort of um, activities do you do here, what sort of things?

Like games, we do... don't know

What sort of games do you do?

Like balloon volleyball, wink murder

Yeah, ok, anything else apart from games, can you remember?

We do like activities, like in the afternoon, before home time

Ok and what sort of things do you do

Um, sometimes we do like relaxation, anger management

And what sort of activities do you do to help the anger management?

Um, like the anger, anger onion

Ah, ***** was telling me about that and so you have like the different layers is it?

Anger onion and I'll try to draw a picture of an onion like this. That look like an onion to you? Sort of? Good enough eh? Ok. Um, ok, so where are you at school, oh actually I can tell, that's a ***** uniform isn't it? Ok and ***** uh, I've been there a couple of times, it's quite a big school isn't it?

Yeah

Lots of different buildings and that, whenever I go in there I seem to get lost. And when you were in ***** did you get any support for these sort of things when you were there?

Not really

There weren't any people that helped you, or any courses you went on while you were there? No? Ok. And erm, how did you first find out you were coming here?

***** told me coz he's my key worker

Ok, so ***** told you. And did he, where were you, were you in a meeting, or were you in a classroom when he told you, or a corridor?

No, I was in curriculum support

Ok, um, and did he ask you whether you wanted to come or did he tell you you were coming here?

He asked me

Ok, and what did you say?

Yeah

Ok, ok, and did you come on a visit here or anything?

No

You didn't, so did he tell you a little bit about what this place was about?

Yeah

And what were your initial thoughts?

I thought it was going to be good fun

Going to be good, good fun yeah?

Yeah

Any other thoughts you had when you first started on your first day?

Like I thought I wouldn't make friends with anyone and I wouldn't know anyone here

Ok, so you were a bit worried about like there being new people here. Ok, erm, and now you've been here a month, four weeks isn't it? Um, I want you to tell me three good things and three bad things about being here, about the course. Um, do you want to start with the good things or the bad things?

Good things

Ok, what colour shall we do them?

Don't know

Er, are you a pink person? Purple? Red?

Don't really like colours

You don't really like those colours? What colour do you like?

Don't know, don't have a favourite colour

We just, er, what about, what haven't we done, orange? Yeah? So you said start with the good things didn't you? Yeah? So good things that would get a big tick and it would be great if you could think of three good things

Um, you get more support

What than in school?

Yeah

And what do you mean by support?

Like, if you do something wrong they take you out of the classroom, they speak to you about it, but in school, if you was in school, they'd just send you out the class and get you in trouble

Ok, so they wouldn't come and help you afterwards, ok. Ok, number two?

Like you can like trust them with stuff, if you tell them something, they, they like they tell someone if they think that it's harming you, but otherwise they just keep it to themselves

You mean the staff?

Yeah

So unless they think it's something really serious and you're going to get, um hurt, they'll keep it private? Ok, ok.

[interruption]

Um, third good thing?

Um I made new friends

Ok, cool, so you were worried about that to begin with, but actually you didn't need to worry about it in the end, good. So now we've done the good things, now we have to do the bad things, so what about black for bad? Yeah? So bad things, things we'd give a cross to...

Don't really have any, like it's nice like, nice and warmly here, but like you miss all your friends from school and everything

Yeah, yeah, I can see that. Ok, second thing?

Don't really have nothing else

No? No others? Alright, well we can come back to it if you think of anything you'd like to say. Ok if we had a scale, I don't know if you've done any of these scales here, like one here and ten here and this is how useful BAC 4 Learning has been for you and one would be not useful at all and ten would be very useful, you have to put a cross where you would rate it, and this is just for you. Ok, so that's like um, five, six, seven? What would you say?

Seven

A seven and why would you give it a seven?

Because like it's sometimes bad but it's mostly good

Ok, well that's fair then, sometimes bad but mostly good did you say?

Yeah

Any other reasons you give it seven? No? Ok, um, and on the last lot of questions, what have you learnt since you've been here?

Like how to control my anger and not to be rude to teachers

Yeah, they're pretty important things, anything else you've learnt?

Not to like, beat up people

Ok, that's a good list. And so when you go back to *****, is that next week? Yeah?

When you go back into *****, will have being here made a difference?

Probably

Ok, probably and what do you mean by probably?

Coz like, don't know

Coz you said you've learnt how to control your anger, not to be rude to teachers, not to beat people up, um, so it's really when you go back in *****, will what you've learnt here, will that help you when you're back?

Yeah

So probably, yeah? But you're not sure about something. Ok, don't worry, if that's what you want to put on that's fine. Ok, last question, this could be a silly one or a serious one, if you could change one thing about the BAC 4 Learning programme, anything at all, what would it be? Change one thing... what would it be?

Mmm... more girls on the team

Do you mean staff or pupils

Yeah, staff

More girls on the staff team, yeah? Ok, well that's all my questions, so is there anything else that you think we've missed out or I haven't asked you about that you think important? So looking at that picture, so you, so BAC 4 Learning is about helping people improve their behaviour and learn to control their anger and the, and here are all the sorts of things you do, lots of games and activities. You said you went, well you're in ***** and you didn't really get any help from them. Um and ***** told you you were coming here, well he asked you and you said yeah. And you thought it was going to be good fun, but you were a bit worried about missing your friends? Yeah?

Yeah

Um, you said the good things are you get more support here than in school, you can trust the staff here and you made new friends, the bad things is you said it is nice here but you miss all your friends, is there anything else you wanted to add to that list?

No

And out of ten, it's been seven useful to you because sometimes its bad but mostly it's good and you've learnt how to control your anger, not to be rude to teachers, not to beat up people and you think it's probably going to help you when you go back, but you're not absolutely sure and if you changed one thing, they'd be more girls on the staff team. Yeah? Is that all right, do you want to cross anything out, or change anything? Brilliant, ok, well that's great Pupil 31, that's your turn finished then ok.

Appendix F: Interview Schedule for Parents

1. How would you rate the support provided to your child in school?
 - a. You said the support was ... what improvements could be made?
You said the support was ... what was particularly good about it?
 - b. Is there anything else you want to add[Julie2]?

2. How would you rate the support provided to your child at BAC 4 Learning?
 - a. You said the support was ... what improvements could be made?
You said the support was ... what was particularly good about it?
 - b. Is there anything else you want to add[Julie3]?

3. Was there anything about the BAC 4 Learning programme you found particularly helpful?
 - a. Why did you find this helpful?

4. Was there anything about the BAC 4 Learning programme you found particularly unhelpful?
 - a. In what way was this unhelpful?

5. Do you think there have been any changes in your child's behaviour since going on the BAC 4 Learning programme?
 - a. Which changes have occurred and why do you think this may be?

6. Is there anything that you think would help your child to get on better in school?

7. Is there anything else you would like to add?

Appendix G: Example Parent Interview

Parent 10

I think yeah, ***** did what they could, but, um, I think Pupil 10 was needing a bit more attention than they were able to give him, well obviously coz there's, you know what 1300, 1400 students there

Yeah, what do you think they could have done that would have made a difference to him?

Sorry?

What do you think they could have done that would have made a difference?

What at *****?

Yeah

Er, nothing

You don't think there was anything else they could have done?

No, I think they did everything they possibly could, I think they were really good

Ok

Er, the inclusion unit was really good, there was ***** and er, and the two ***** were, were great

Ok

But, er, unfortunately Pupil 10 was and is, sort of, having a few problems with, um, with controlling his anger... um, you know 90% of the time he's as good as gold, but then there's something upsets him, and he sort of, er, he doesn't know how to deal with it

Yeah

And that's, that's when problems seem to arise

Sure, and when Pupil 10 went to BAC 4 Learning, what, what did you think of, of what was happening there?

I thought it was absolutely brilliant, um, he responded really well to it, um, he, he enjoyed it, um when problems did arise, they were dealt with very quickly and very, very, er, efficiently

Yeah

Yeah

Ok

My only criticism what, would be

Mmm

...that it didn't go on for long enough

Yeah, coz it's kind of like four weeks isn't it, with a week kind of either side

Yeah, yeah

So, how, how long do you think something like that needs to go on for, for it to sort of, be effective?

Well I, I, I personally think it, it, it should be kind of more tailored to the individual students needs

Right

So that, you know maybe for some children, it would, it would, it would work within a week

Yeah ...but for others might need more of a long term provision

Yeah, yeah, coz I feel like Pupil 10 was responding really, really well to it, but then er, um, the reintroduction to ***** , just it all went, it just, it, it was back to square one and um

Mmm

...within a matter of weeks he was permanently excluded from ***** unfortunately
Oh right, ok, I didn't realise that
Yeah, yeah
So what's happening now then?
Er, he's with, with *****
Oh, right, over at ***** house is it?
Yeah
Yeah
Um, and um, unfortunately there's, there's a few problems going on there at the moment but
Ok
Um, yeah, no, my opinion was that [interruption] um, that, um, if, if that BAC 4 Learning team could have carried on the work they were doing with him
Yeah
Um, over a longer period of time, then, er, they were, they were, getting to deal with the issues that were causing the problems and sort of, and tackling them, um, in, in a very, um, sort of sympathetic, supportive way
Yeah
...but at the same time, um, there were boundaries there which were not to be overstepped and that, and um, he respected that
And that was a good combination for Pupil 10 was it?
Very good, yeah, very good
So really it just needed to be a more long, longer term thing for him, so that his reintroduction to school happened a bit later perhaps
Yeah, er, yeah and more gradually
Yeah
Yeah
Ok, um, and apart from obviously the length of time, was there anything else about the programme could be improved?
Sorry?
Is there anything else about the programme that could have been improved?
No, I thought it was, um, I thought it was really good, I was really impressed, that the, all the staff seemed to have really good attitudes, um, um, like I say when there was a problem um, I was informed straightaway, the, the, the, they'd, they'd do a home visit just to like take it out of the school environment to discuss the problems at home in a more relaxed environment and, and that seemed to work really well
Ok, so um, just the last question really
Uh-huh
..did you, did you see any changes in Pupil 10's behaviour... during the programme, or was it more that he was just kind of, you felt he was being better dealt with?
Um, no, I did, yeah, no, his behaviour during the programme, yeah he was more aware of, um, of his, of his actions and the consequences of his actions
Ok, but he just wasn't able to sustain that without their support really?
Yeah, oh, yes, yes, yes, I mean, um, um, I'd say, yep, yep, I'd say there was a, a, yeah, um, I'm saying yes a lot aren't I?
[laughs]
It was, there was a noticeable improvement, he was sort of, his overall response to the, to the way he was being treated, um, I think he appreciated, because he was being treated more like a human being, I, um, I think some people don't like the school environment because you just become a, sort of a number
Yeah

... a box to tick, but he wasn't being treated, he wasn't being treated like that, he was being treated like an, an individual and he responded very well to that

Ok, ok, well that's helpful, um, so is there, that's all my questions really, is there anything else you think you'd like to tell me or add to the things that you've said, I mean all, the purpose of this is just to make sure we're providing the best service and to improve what works and to, to change what doesn't really, um...

Ok, um

Um, and obviously there are things that we can do when BAC 4 Learning, um, when the children are at BAC 4 Learning and then there's the bit about when they go back to school, um, and it sounds like Pupil 10 did very well while he was at BAC 4

LEARNING

Yeah

But the kind of, things after that didn't go so well

No, they didn't, no

Um, so is there any comments about how we could change the sort of, apart from increasing the length of the programme, the sort of integration back into school?

Yeah, maybe more, more work on the integration side of it, um, yeah

Just a more gradual introduction, is that?

Possibly yeah, and um, um, I think, they, they did as much as they could I mean they, his key worker **** went, went to school with him for the first week

Mmm

...and sits in lessons with him and everything, so I'm not sure there was much more they could have done really in Pupil 10's case, apart from, um kept him on the course for longer

Yeah

Yeah, but obviously, you know, I guess that's a matter of funding isn't it?

I guess it's just how it's organised at the moment as well, its quite, it is quite rigid to those kind of, six week, um terms because

Sure

...then they have a new group of students, so, um, but yeah, I mean that's something we might have to look at if its a problem for other students as well, so

[unclear]

Ok, well thank you for your time, I'm sorry if I caught you while you were driving I think

Yeah, that's ok, I've just arrived where I'm getting to anyway, so

Alright, well...

But yeah, I'd say I was very impressed with, with the whole set up, I think it was, it was really good, the way they dealt with problems when they arose was, um, was, yeah, I can't fault it

Ok, well great, that's really useful feedback to have, um, so thank you very much for your time

Ok, no problem

Thanks then

Ok bye

bye

Appendix H: Questionnaire for School Staff

BAC 4 LEARNING: SCHOOL FEEDBACK

The information included on this questionnaire will form part of an evaluation of the BAC 4 Learning programme in *****. All names and identifying information will be removed from the information prior to publication.

Name of School:	
Number of students referred to BAC 4 Learning:	
Name of person completing form:	
Job title:	

1. a) Have you been given information about the BAC 4 Learning programme?

Yes

No

b) If yes, was this information provided in

Written form

Verbal form

2. a) Were you provided with sufficient information to understand the purpose of the programme?

Yes

No

b) If no what further information would you require?

3. From your perspective what do you understand the main purposes of the BAC 4 Learning programme to be?

4. a) Have you been to the BAC 4 Learning site whilst pupils from your school were enrolled on the programme?

Yes

No

b) If yes, what were your impressions of the setting?

c) If no, why not?

5. What support do you offer in school to pupils who are at risk of exclusion?

6. Have you evaluated the outcomes for pupils who have been referred to the programme?

Yes

No

a) If yes, how?

b) If no, why not?

7. What aspect of the service do you most value?

8. What aspect of the service do you least value?

9. What is your overall impression of the BAC 4 Learning programme?

1	2	3	4	5
very good	good	satisfactory	poor	very poor

10. What could be done to improve the programme?

11. In your opinion, what would be the ideal provision for pupils at risk of exclusion?

***Thank you for completing this questionnaire.
Any comments or queries please contact laura.pratt@*****.gov.uk***

Appendix I: Pupil Qualitative Results Tables

Table 1: Pupils' Understanding of the Purpose of the Programme

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Emotional Literacy	Anger / anger management / deal with things / control / calm / remove self from situations / group work / emotional literacy	9-12-14-15-20-22-24-29-30-31-	10	Um, like, just skills like how to keep calm and when, when you should know what, how to react and stuff... its like emotional literacy really (24)
Being 'good'	Being good / better / naughty / behaviour / problems at school / improve behaviour	8-11-14-18-20-22-27-29-31	9	Like if schools send you here, like if they think you've been naughty at school and stuff, then they send you here, just to like help you out (20)
Getting back into school	Back into school / lessons / bunking/ not going to lessons	9-10-12-14-15-22-27	7	To get you back for learning, to get you back to, into school properly (10)
Preventing exclusion	Exclusion / kicked out	10-27-32-9	4	'I wanna go back into school so I don't get permanently kicked out... permanent exclusion' (27)
Learning to cope in class	Concentrate / listening / distracted / cope in class / understand better / help in lessons	10-11-17-18	4	To help us concentrate in school ... not get distracted by other people ...um, help us cope in class (17)

Odd / Different

Build confidence	8	
Exclusion	30	'It's basically exclusion when you come here' (30)

Table 2: Pupils' Choice of Attendance on the Programme

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Asked	She asked me /	14-15-22-29-31-32	6	She just said that [teacher] phoned me up a minute ago saying that there's a course you can go on, BAC 4

				Learning and I've heard about it before so I thought I might as well give it a go sort of thing (22)
Told	Told me / I had to go to this place / I got to do it / (ambivalent / no comment)	8-9-10-11-12-17-18	7	Um, that we were, I had to go back to this place called BAC 4 Learning and to help me with my listening skills and everything (18)
No real choice	If I had a choice I wouldn't have come / if you don't go... / I don't know if I had a choice (against wishes)	20-24-27-30	4	They just said about it and they said if I wasn't to go there was a chance I'll have to be kicked out of the school (24)

Table 3: Pupils' Initial Thoughts About the Programme

Theme	Coding	Pupil No.	Total No.	Exemplar quote
It's good	Good/ fun	18-22-31	3	I thought it was going to be good fun (31)
It's alright	Alright / yeah / ok / might as well / it will help me / better than school / I'll try it	8-9-11-12-14-15-27-32	8	I said yeah I might as well, because it will help me out quite a bit (15)
I wasn't bothered	Didn't mind / not bothered / didn't care	10-17	2	I weren't bothered about it... I just, I didn't really care (17)
I didn't want to go	I didn't want to go / it's going to be boring	11-20-30	3	Well first I didn't want to do it, I just wanted to go back to [school] to catch up with my work (11)
Worries about peers	Worried about making friends / missing friends / going to be annoyed by others	24-30-31-32	4	I thought the thing that came to me was like making friends and that (24)

Table 4: Pupils' Views on the Good Things about the Programme

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Staff	Staff are nice / they help you / good at listening / the teachers are alright	8-9-10-11-12-17-18-	11	I think well the staff team they've done well because the amount of

	here / you can trust them / lovely staff / the way they help you / give you good advice [they've helped me]	22-24-31-30		like, stuff we've put them through sort of thing, with being rude and stuff and they've like, haven't reacted like a teacher would (24)
The course	Games / practical activities / activities / how the course works // Don't have to do lessons / playing games /enjoyful activities / get to go to the gym	8-9-10-12-14-15-17-22-24-32	10	I'd say it's like the games they play here and the practical stuff... that's what I'm going to miss actually (22)
Impact	Built my confidence / it's helped me / I went back and I was good / I felt different / the course helps / gonna change my behaviour / teach you how to cope in lessons [it's helped me] focus on me and past tense	9-11-12-14-15-20-24-27-29	9	Confidence building – 3 times!
Good support	Helps with work / anger Give you skills / advice / tips / More support / Time out / chance to speak to someone if upset / encourage me to take part / helped me / they always help me	8-9-14-20-24-30-31-32	8	'Um... help you with your work and stuff, help you with your anger, frustration, give you good skills in how to deal with it' (30)
Practical arrangements	Finish early / Football goals / making lunch / smaller / snacks at break time /	8-14-17-18-27	5	'I'm allowed to make my own sandwiches' (17)
Making friends	Make friends / way to socialise / working in a team / friendly pupils	9-15-29-31-32	5	'I made new friends' (31)
Generally positive	Fun / enjoyable / good	10-15-29-32	4	'we have quite a bit of fun here' (15)

Odd / Different		
Smaller group	14	
Research process	20	I don't know anything I'm not used to this

Table 5: Pupils' Views on the Bad Things about the Programme

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Nothing	Only got one bad thing /	8-9-12-	5	That's it, they're ain't'

really that bad	there ain't no bad things	30-31		really nothing really that bad (12)
Peers	Fight with other students / students moan / difficult to get on with peers / druggies there / miss friends / Only girl	15-17- 20-27- 29-30- 31-32	8	'It's difficult to get on with your peers' (29) I'm not with my friends (27) 5 – difficulties 3 – missed friends
Rules	Not allowed to smoke / chew gum /chewing /drink in lessons/ off-site	9-11- 12-14- 17-22	6	Erm, that we're not allowed to chew chewing gum (14)
Practicalities	Shorter or different lunchtimes / games for only half hour / have to get up earlier / broken laptops / fight over making sandwiches	14-15- 18-29	4	We only get half an hour lunch, can't really play football (18)
Course criticisms	No proper lessons / Circle time is not as good/ Boring / It don't really help me control my anger	11-18- 20-22	4	You don't do proper lessons here... I think we, we could have done a bit of Maths (22)
Staff	Staff moan at you / never allowed to have any fun / one member of staff is not there, can loose control / jump to conclusion / ask too many questions / they follow you and it's proper annoying	12-17- 24	3	They ask too many questions sometimes... (24)

Odd / Different		
Parental involvement	22	My mums coming in

Table 6: Pupils' Ideas About How to Improve the Programme

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Relax the rules	Let us smoke / let us go off site / not having to wear school uniform / chew gum / bring in sweets / drink coke	11-12- 14-15- 17-22	6	I don't know, to let have, to let us smoke or let us go off site, like at break times, go say, go to the shop and stuff like that as well (12)
Longer break and lunchtimes	Make lunchtimes longer / more play / longer break / all day lunchtimes	18-29- 30-32	4	Um, I'd properly change the amount of time we have to play, for like an extra five minutes at lunch (29)

Improvements to the course and facilities	Make the games more fun / More lessons / school work / Laptops which worked / bigger building	11-14-24	3	The games... make them more fun, coz they're really boring (11)
Male / female balance	Even numbers of boys and girls / another girl / More girls on staff team	24-27-31	3	Another girl... it's horrible being the only girl, there ain't someone to go around with (27)

Odd / Different		
Longer course	9	'That I could stay here forever' (9)
Sleep	10	
Motorbike track	8	
Drugs test	20	

Table 7: Pupils' views on whether they had support at school

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Yes	Support / they helped me / help in classroom / yep/ help with reading/ I got this person...	10-14-17-27-29-8	6	Yeah I got this, um, learning person called ***** say like I'm um, angry and I get sent out of class I go to him (8)
Yes but...	A little bit / some did / yeah but not always for me / yeah but it don't work / maybe / a bit, not as much as here / help outside of school	15-18-20-24-30-32	6	Yeah, but like the support I got wasn't always for me sort of thing and I didn't get a lot of support, they made out I did but I didn't (24)
No	No support / not really / they don't help you / none at all	11-31	2	
They don't help you	It don't work / the support is not for me / they don't come and help you	15-20-24-	3	'They don't even do anything yeah, all they're there for, yeah, is just like, helping you with your work or like, to make sure you're not silly and stuff ' (20)

Odd / Different		
PRU (9-15-22)		
Good	9-15	'They would like support me to do my work' (9)

Alright	22	'I think they were alright, I mean you could get on with them and everything, but then when you get in a bad mood, they get in a bad mood sort of thing and it like... gets out of hand' (22)
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Table 8: Pupils' views about school: positive

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Specific teachers	One teacher / x used to help me / the meetings with x were helpful / he helps me to calm down	18-24-27-29-9	5	'but my head of year she's really good, coz she's kept me in it a lot... and same with like [my teacher] as well' (24)
Help with work	Help with reading / help with work	9-14-17-20	4	
Specific support	On report / time out card / pupil mentor / back up / exclusions / focus room / ***** unit	14-18-27	3	
LSA support in lessons	Teacher sitting next to me / Assistants used to help	17-24	2	

Odd / Different		
Positive about school	18	Ok, so what did you think of [your] school? 'It's good'
Another course	14	'They're putting me on another course when we get back...it's like to improve our English and stuff and our anger and stuff, it's like the same as this' (14)

Table 9: Pupils' views about school: negative

Theme	Coding	Pupil No.	Total No.	Exemplar quote
They don't listen or understand	Ignored me / they don't look up and they don't listen / no-one listened / teachers don't understand / pick on you have no respect	10-12-15-18-22-24-31	7	'[teachers] don't have no respect for the students and stuff' (12)
I hate my school	I don't like my school / rubbish / boring / sucks / crap / the main teachers are cows / I want to go to a different school / rather leave / don't want to go back	9-11-17-29-30	5	I'd rather leave that school to be honest with you (30)

I always get the blame / injustice	Get the blame / he started it but I'm getting excluded/ pick on you / complaints about behaviour management	12-24-30	3	'But like when, where I've got a history at my school, I mainly get all the blame' (24) 'You get excluded at school for anything you do, that's their answer to everything' (30)
They don't want me / rejection	In school 'right you get out' send you out of the class / They hated me / if you're not in school for 4 weeks they don't want you /	15-24	2	'me and my Dad literally we thought they hated me' (15)
It's too big / impersonal	Different teacher every lesson / big groups	14-15-22	2	'I felt like no-one used to listen to me coz every time I used to go into a class there used to be a different teacher sort of thing, sort of every lesson' (22)

Odd / Different		
Bullying	22	'they just used to sort of calling me names and that. I used to get hit round the head, so then, I just used to go in the woods every lesson' (22)

Table 10: Pupils' Views on What They Have Learnt

Theme	Coding	Pupil No.	Total No.	Exemplar quote
To control anger	Control anger / behaviour / anger management / calm down / stay calm / think before do or say / not to get so stressy / strategies (count to 10, count backwards, 7/11 breathing, go out of classroom and cool down/ deep breaths) Ignore people who want to fight / not to beat up people	8-9-10-12-14-15-17-29-30-31-32-	11	Erm, I don't know - to control my anger a bit better... to think before actually say something or do something (12)
School survival skills	Teacher eye contact / Not to be rude to teachers / I can't always like do what I want to do / respect staff / Not get distracted / ignoring / getting on with	11-14-18-27-31	5	I can't always, like do what I want to do (27)

	work / if people annoy, get on with work / listening skills /			
Teamwork skills	Work together with other students / work as a team /	8-17-27-30	4	to work as a team a bit more, coz like normally I, I'm, no normally really good, it's just got myself a little bit better (30)
Practical skills	Use a laptop / make stuff out of nothing / make a tent out of sticks / make sandwiches	9-10-15-32	4	How to make stuff out of like nothing, coz once they give us like string, milk bottle and stuff and we had to make whatever we wanted out of it (32)

Odd / Different		
Future plans	18	
Log book	22	
Not eat sugar	8	

Table 11: Pupils' Perceptions of the Impact of the Programme

Theme	Coding	Pupil No.	Total No.	Exemplar quote
Yes		8-9-10-11-12-14-15-18-20-22-24-27-29	13	It's already helped because on Thursday I went back and before that I was naughty and everything and I went back and I was good (8)
Uncertain	Don't know/ maybe Probably/unclear	17-30-31-32	4	'got in trouble a few times, but alright, not as much as I was before' (17)
Generally 'better'	Not as much trouble as before / better / better behaviour / being good / behaviour changed / not perfect but better / going to be an angel / behaviour at home	8-9-12-17-18-27	6	obviously I'm not going to be perfect No, well none of us are perfect are we ...I'm going to have my little ups and downs but I'm going to be better (27)
Controlling anger	Control myself / not get stressed out / stay calm / control anger / I didn't react / counting backwards / kept calm /	10-12-14-15-17-24-30	7	when there was a bad situation, I just didn't react sort of thing, I kept calm (24)

	anger-wise / ignore those picking fights			
School survival skills	Better in my lessons getting on with work / putting my head down / ignoring others/ stay in lessons/ do what told / eye contact / respect staff / stayed in lessons	11-14-15-24-27-29	6	I don't know, coz like before I come here I was all naughty in my lessons but then when I went back to school from here I was just being good and getting on with my work (11)
Teamwork	Get along with other students better / working as a group / better at group work / take part	9-12-15-27	4	... and working as a group (15)
Confident	Confidence	12-15	2	'Its helped me a lot, built up my confidence' (12)

Odd / Different		
More leniency	24	
Avoid exclusion	10	What could have been kicked out by now [unclear]

Appendix J: Parent Qualitative Results Tables

Table 12: Parents Views of BAC 4 Learning: Positive

Theme	Coding words	Parent No.	Total No.	Quote
Generally good	Brilliant / really good / impressed / fantastic / Good for him / I think they helped him a lot / they done a good job / they did the right things / doing much better	8-9-10-12-13-14-15-17-18-21-22-27-29-30	14	
No criticisms	I don't think there's anything that could be done better	7-9-14-15-18-22-27-29-30	9	'I don't think there's really any sort of negatives or anything I could say they could have done better' (15)
Course curriculum	Programme itself is really good / good package / structured / more 1:1 support / smaller group / taught him strategies / activities / few key points / anger management stuff / teaching them different ways to deal with problems / making him think about his behaviour	12-14-15-16-18-21-27-29-30-	9	'Was sort of teaching them that there is a different way to deal with problems and even if you feel a bit down, or a bit stressed with something, there's other ways of dealing with it than just to have a go at everyone (15)
Children enjoyed the course	Child enjoyed it / couldn't wait to go / 100% attendance / would come home and talk about it / he loved it / he did actually want to go everyday	8-9-12-13-14-18-22	7	'He would get up and was quite happy to go and he was happy when he came home' (8)
Children were respected, listened to and had someone to talk to	Respect / talk to you not lower / spoke to her / having someone to talk to / staff talking to him / listened to him / opened up to him / got on with staff	8-9-13-14-15-18-22	7	'He was given respect that he was giving' (8)
Good communication	Communication / could get hold of them / I could always phone them / updated us on the phone / working together / partnership working / home visit / ringing me	10-13-15-21-27-29	6	'I felt very much like we were all part of the same thing, we all had one objective and that was to try and help [my child] progress in his education' (15)
Nice staff	All staff had good attitudes / staff fantastic / positive	10-12-22-27-	5	'Yeah, and really nice people, I can't fault

	attitudes / nice people / encourage children / staff consistent	29		any of them, you know if I ever felt like I had a problem, I know I could always phone them up and that' (22)
Problems were sorted quickly	Problems dealt with quickly and efficiently / issues sorted out straightaway / organising / getting things moving for her	10-13-16-21	4	'when problems did arise, they were dealt with very quickly and very, very, er, efficiently' (10)

Table 13: Parents Views of BAC 4 Learning: Negative

Theme	Coding words	Parent No.	Total No.	Quote
Longer course	Not long enough / longer term / stayed a bit longer	10-12-13-17-22	5	'My only criticism what, would be... that it didn't go on for long enough' (10)
Course available at a younger age	Start younger / something like that for my younger son	13-18-30	3	'I think they should be done for younger children, not just older ones' (30)
Lack of informed consent	I didn't know anything / no-one told me about the course / If he didn't go on the course he'd be expelled	13-16-18	3	'they basically said to me that this was his last chance and if he didn't go on the BAC 4 Learning he would be expelled' (18)
Misunderstandings with the school	Promised things from school / Thought if he passed would get into a school / school not letting him catch up on work	16-21-29	3	'I knew that he'd miss out, but they were insistent saying 'oh yeah we'll let him catch up, we'll let him catch up' well he, they haven't' (29)
Wrong type of course	Learning for school stuff / Needs an anger course not team building	11-16	2	'No, she needs BAC 4 Learning as in learning for school stuff, not for what they were doing there' (11)

Odd / Different

Missing school work	29	I mean obviously they were learning social skills and development skills at BAC 4 Learning, which was good, but he missed out on so much work at school, that I wasn't particularly happy about that part
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Reintegration	10	
Mainly boys	16	

Table 14: Parents Views on their Children

Theme	Coding words	Parent No.	Total No.	Quote
Partly to blame	its just up to him now / it's his own fault / she messed it up for herself / she just didn't engage / didn't like rules / some of it was him / Play up instead of try / he doesn't listen and he's disruptive / tries to big himself up by being naughty	11-12-14-15-17-18-27	7	'Um, I'm not, I don't know really coz a lot, some of it was actually him... like not getting on in lessons, playing the clown sort of thing' (14)
No angel	Not the easiest of children / far from perfect / no angel / no saint / he is naughty	8-16-17-18-30	5	'she's no angel, far from it' (16)
She does try	If she is rude will go and apologise / she keeps going, keeps trying	9-11	2	'she just keeps going and keeps going, she keeps trying, you know what I mean, where as lot of people would loose the will' (11)

Table 15: Parents Views on their Children's Difficulties

Theme	Coding words	Parent No.	Total No.	Quote
Learning / literacy problems	Reading and writing / reading spelling / testing for dyslexia / learning problem	8-12-13-30	4	'He's always had the same problems with his learning and I think if he'd had more one to one support, you know, he probably would have done a lot better' (12)
Anger problems	Problems controlling anger / she said herself she needs an anger course / temper problem	10-14-16	3	'But, er, unfortunately Pupil 10 was and is, sort of, having a few problems with, um, with controlling his anger' (10)
Psychologica	Other problems, she	13-21-	3	'I think it's his anxiety

1 / medical problems	throws up daily / query ADHD / anxiety levels	30		levels, because he's found struggling, he's struggled with school from day one, he's, he got very anxious' (30)
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Odd/ Different				
Confidence	12	He's not, he wasn't that confident you know		
Peer problems	29	Um, well he's, he's still struggling with sort of fitting in, he's still not quite, I think that's you know, a kid thing anyway, trying to figure out where he fits'		

Table 16: Support in School

Theme	Coding words	Parent No.	Total No.	Quote
As much as they can	They are trying as much as they can / he got all the support I think the school could give / did everything they could / I can't knock it / done as much as they could / I was happy with it / I was happy with that	7-10-14-17-27-29	6	'I think they did everything they possibly could, I think they were really good' (10)
A bit helpful	Referred to a few things but never amounted to anything/ *** but don't do any work / *** but mess about time out	8-15-18	3	'although what [the school] did I felt was quite helpful in the initial stages, it never actually perspire to anything' (15)
Not getting enough help/ just getting sent out	Not getting the help they need / not a lot really / not enough is done / he had nothing really / poor gifted and talented support / no differentiation / Sending him out of the class doesn't achieve anything / *** you can't keep being naughty so you go there / no support / not a lot / not reading recommendations	9-11-12-13-17-18-21-29	8	'I personally don't think she's getting the help she needs' (11)

Table 17: Parents Views about School: Positive

Theme	Coding words	Parent No.	Total No.	Quote
Specific members of	Some teachers helped him / been kicked out if wasn't	8-10-13-14-	6	'I can't knock what they've done you

staff	for / certain staff good (home school liaison, behaviourist, named staff) out of their way	15-17		know what I mean, they've, they've been prepared to go out of their way to help him' (17)
As much as they can	They are trying as much as they can / he got all the support I think the school could give / did everything they could / I can't knock it / done as much as they could / I was happy with it	7-10-14-17-27-29	6	'I think they did everything they possibly could, I think they were really good' (10)

Table 18: Parents Views about School: Negative

Theme	Coding words	Parent No.	Total No.	Quote
Poor communication and partnership working	Getting my ears bashed / teachers rude to parents / threatened / criticisms from school / inflexible arrangements / no phone calls only letters / incorrect information / They know all these big words / you can appeal but we have our own board / poor communication / no positive feedback / just naughty meetings / only misbehaviour phone calls	8-9-11-13-15-16-18-30	8	'They don't give you any, they just keep dragging me in for sort of naughty meetings basically, they don't give you any support or any help at all' (16)
Unfairly blamed	Some teacher helped some had something against him / always get the blame / have it in for her / he's be the one who gets pulled up / he's labelled / they're going to think he's the same / how many others have been excluded / automatically he was getting the worse punishment	8-14-16-17-18-30	6	'Like he was singled out, if there was a group of kids doing something, he would get the blame' (14)
Trivial reasons	Trivial reasons for exclusions / you're calling me in for that / silly things / too keen to give out detentions / kicked out for being silly / harsh to be excluded	8-11-13-29	4	'they dish DTs [detentions] out like they're going out of fashion' (13)
Not	You can't expect a child to	8-9-13-	4	'I've seen teachers rip

respecting / listening to pupils	totally respect you if you talk to them like that / Teachers quick to raise their voices / practice what you preach / gripped him round the throat / trying to make them look stupid / they don't give the respect they want back / the way they spoke to her / nobody listening to him / you don't listen to him	30		students to absolute shreds in front of me and they've not batted an eyelid and I've thought, you know what, you can't expect a child to totally respect you if you talk to them like that' (13)
Size of school	Number of pupils / size of the school / big school	9-10-17	3	'it's very difficult because its a large school and I, and I appreciate the fact they've got a lot of kids and that in the lessons' (17)
Problems with peers	Bullied / peers	9-22-30	3	'it started when he was at primary school he was being bullied and when he went to [secondary school], he also went to school with the bullies and it carried on'
They don't want him	they want a certain type of child there / trying to get him out of the school / you don't want my daughter / zero tolerance towards her / set her unrealistic targets	8-11	2	'it's like they want a certain type of child there, and if, if the child's not in that criteria of what they want see, it's like they'll do anything to get the kid out... and that's not fair' (8)

Odd / Different

Frustration	13	But I found it very frustrating that I, I don't feel enough is done, I just feel that they think that a teenager should be good, all the time, and we all know they're not
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Table 19: Parents Views on the Impact: Home

Theme	Coding words	Parent No.	Total No.	Quote
No change	No different at home / not so much at home	16-17-29	3	'to be honest with you, he's, he is no different at home than he was before then,

				unfortunately, its, he's at that age isn't he' (17)
Minor	More thoughtful / thinks about things a bit more/ calmed down a bit / we still have a couple of run-ins / she talks to me	7-9-18-21-30	5	'Erm, well, he has seemed to have calmed down a little bit' (21)
Significant	noticeable / definite improvement / different boy/ stopped taking the potion / a lot better	10-12-13-15-22-27	6	'he's a lot more happier and a better with me, before he was very moody, wouldn't get out of bed, er, argumentative with me all the time, er no, he's a lot better, he is much happier now' (22)

Table 20: Parents Views on the Impact: School

Theme	Coding words	Parent No.	Total No.	Quote
No change	back to square one / exclusion / back to detentions	8-10-11-16-18	5	'I mean I've had a few detention letters just in the last couple of weeks, so it just seems like he's going back into the same old ways again' (18)
Minor	No phone calls yet / she had a good week / calmer	7-13-14-17-27-29-30	7	'I haven't had a phone call from the school to say, you know what I mean, I don't know, I really don't know what his behaviour is in school, but its got to have improved because I haven't had the phone call' (17)
Significant	Doing really well / significant improvements / I reckon he'll be alright	12-15-22	3	'Um, last week, Friday the, his teacher actually rang me in the evening and said you know, they'd had a fantastic week' (15)

Appendix K: Inter-Rater Reliability Checks

Pupil Results 90%

Pupil 12

Agree	111111111111111111	17
Disagree	111	3
Reliability	$(\text{Agree}/\text{Total}) \times 100$	85%

Pupil 31

Agree	111111111111111111	17
Disagree	1	1
Reliability	$(\text{Agree}/\text{Total}) \times 100$	94%

Parent Results 89%

Parent 10

Agree	111111111111	11
Disagree	1	1
Reliability	$(\text{Agree}/\text{Total}) \times 100$	92%

Parent 13

Agree	111111111111111111	19
Disagree	111	3
Reliability	$(\text{Agree}/\text{Total}) \times 100$	86%