

**Exploring the contribution of emotional intelligence and value systems to
outcomes for vulnerable students in their final year of formal education in a Pupil
Referral Unit setting**

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Thesis submitted for the degree of Doctor of Philosophy

UCL Institute of Education

2019

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

Word count (exclusive of list of references and appendices): 76,761 words

Statement of Anonymity

Throughout this research all names of students and institutions are fictional, but the data are actual and accurate.

ABSTRACT

Students attending Pupil Referral Units (PRUs) face not only the challenges of their often difficult homelives, but also, that they are trying to academically, emotionally and socially develop in a difficult area of the educational landscape. There has been a significant amount of focus on Alternative Provision (AP), including PRUs, by the government in recent times. However, despite numerous interventions in this arena, this sector of education continues to struggle to improve the outcomes for students attending APs, including PRUs. Therefore, indicating that continued scrutiny and intervention is required to give the best possible opportunities to the students who find themselves attending school outside of mainstream education.

This thesis explored whether, in a single year of attendance at a PRU, vulnerable students could be equipped with skills that would enable them to have the greatest chance of success at school in their final year of formal education. That, if by raising the levels of emotional intelligence and value systems of these students, a more harmonious learning environment could be created, that would enable greater success at school, both academically and personally.

To interrogate this, a case study following ethnographic principles and multiple data collection techniques was conducted on a group of forty Year 11 student participants. This method was chosen as it is considered especially valuable where the phenomenon being researched and the context are closely entwined, and the participants are observed in a naturalistic setting.

The thesis concludes that this yearlong study based at a Year 11 Pupil Referral Unit, showed tangible outcomes to intervention strategies that can be employed to raise student levels of emotional intelligence and value systems; both collectively and individually. Also, that these outcomes give rise to a substantive argument that emotional intelligence and value systems can be monitored and assessed through observation and dialogue. And, that if these observations, made by those who spend the most time with the students, are monitored, analysed and discussed reflexively; valuable assessments of the interplay between a student's emotional intelligence and value systems can be made, so that appropriate strategies can be implemented to guide both personalised education plans and whole school improvement resulting in greater student success.

IMPACT STATEMENT

Despite numerous government interventions, the number of students being excluded as late as Key Stage 4 continues to rise. Young people who find themselves in Alternative Provision (AP) education, continue to be expected to make life changing decisions at the end of Year 11 and these decisions are dependent on their ability to perform well in assessments and exams. It has been argued that for students at this young age, and especially vulnerable students who attend APs such as Pupil Referral Units (PRUs), that many of them do not have the academic level or personal and emotional skills required to achieve school success at this stage of their educational journey. Therefore, this work sets out to explore the contribution of emotional intelligence and value systems to outcomes to vulnerable students in their final year of formal education in a PRU setting.

The insights and examples provided in this thesis, regarding the behaviours of students attending AP and specifically PRU education, are relevant to future public policy and education research being conducted. In the Child Commissioners 2018 Vulnerability Report, the link between children in PRUs and gang affiliations, was reaffirmed. Added to this, the recently published Timpson Review (2019), commissioned to investigate why exclusions from schools continues to rise, examines the practice of 'off-rolling', and reports that more pressure and responsibility needs to be placed on the mainstream schools who exclude students.

The insights provided by this work could also be used within the education sector by practitioners who are investigating strategies that they could employ either within a PRU, or with challenging students in a mainstream school setting. This work offers practical examples of the types of strategies that can be implemented into a school's curriculum programme. It suggests that if embedded effectively, could result in a structured, student focused and harmonious environment; that enable students to raise their emotional intelligence levels and improve their value systems. Therefore, increasing their chance of school success, both academically and personally.

For future researchers, the application of ethnographic principles to this case study of a Year 11 PRU, demonstrates this method's usefulness in allowing a researcher to be entwined in the research setting and to make close-up participant observations of the social phenomenon being studied. The practice of reflexivity is highlighted as important in making this study dependable.

With the growing concerns of social mobility and the increase of knife crime in cities like London in the United Kingdom, I offer that the insights into the behaviours of vulnerable students, provided in the diary data included in this thesis and the student cases chapters; could offer examples of how young people, who find themselves in AP at this point of their school career, struggle with the pressures put upon them by society. Therefore, I suggest that this work emphasises the requirement for schools to be more holistic in their approach to educating students, and, that the development of emotional intelligence and value systems should be a focus if we are to enable young people to make good life choices that will impact positively on their future prospects.

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Chapter 1 - Introduction

1.1 Introduction

Any teacher who has worked in a school that has had challenging students, with regard to their ability to have good behaviour for learning, will be aware of the challenges of making 'alternative provisions' for those students. Whether it be 'in house' (in school) provision or whether the situation becomes so chronic that the school finds it necessary to send the student to an off-site facility, the challenge of acting in the best interest of the child concerned and of the class that the student is being removed from, is fraught with emotion and conflicting priorities. Whilst inclusion is an ideal that most educators would aspire to philosophically, the reality of mainstream schooling with thirty children in a class does not always allow for this. Therefore, Alternative Provision (AP) is sought for these students, of which Pupil Referral Unit (PRU) education continues to be the most likely outcome (DCSF, 2008; Kinder et al., 1997; Tate and Greatbatch, 2017; Taylor, 2012).

At the time of this research, according to the Department for Education (DfE) 2011 records, 14,050 students, predominantly students from Years 10 and 11 with behavioural difficulties, were attending PRUs. The rate of exclusions has risen every year since 2012, with the recorded number for 2017 being 15,669 and the majority remaining in Key Stage 4 (DfE, 2018). Also, at the time of this study, students were underachieving to their potential academically with only 1.4% of PRU students achieving 5 GCSE A*-C grades, including Maths and English, compared to 53.4% of students in mainstream schools. This

academic achievement statistic has remained largely the same (and marginally worse) at 1.1% for PRUs, and constant for mainstream schools at 53.5%, for students in 2017 (DfE, 2011; DfE, 2018). Ofsted reports did not seem to help explain this underachievement in students attending AP in Year 11. The 2011 report indicated that a higher percentage of PRUs were rated as at least good compared to the percentage of mainstream schools in the academic year 2010-11 (DfE, 2011), and in 2017 the percentage moving from good to outstanding had increased by 2% (DfE, 2018). Therefore, one could assume that whilst there is some very good practice in PRUs, students are not being enabled to achieve the academic outcomes that they require to transition successfully to Post-16 education, training or employment (Ofsted, 2016). For many of these students, vocational training at this point is their only educational option, but with relatively low employer engagement in the education of 14-19 year olds, in comparison with some other European countries, their options and future success from this are extremely limited (Spours, Hodgson and Rogers, 2017).

The concept of a 14-19 phase of education has been on government agendas in various forms since the late 1980s and was certainly of primary focus during the time that the research for this thesis was conducted (Spours, Hodgson and Rogers, 2017). Regarding AP education, one of the outcomes of *The Educational Excellence Everywhere White Paper* (2016) was an ongoing commitment to supporting students from AP Post-16, and as stated by Tate and Greatbatch (2017) that, “several studies highlight the importance of developing clear transition pathways and transitional support for pupils as they move out of AP” (p.8).

There is considerable research to suggest that having a key decision-making time for students, that could influence the rest of their lives during such a developmental period of their adolescence is questionable (Martinez et al., 2011; Nurmi, 2004). This lends itself as a strong argument for having an extended period of learning with the achievements of which not occurring until later in the students' lives. As Spours, Hodgson and Rogers (2017) suggest:

“an extended upper secondary education phase, with a progress check at age 16, would enable young people to develop their identity and consider future education and employment without the anxiety generated by high stakes GCSE examinations that are currently pivotal to their future education and future life chances” (p.24).

The fact that this defining stage of education is recognised as such a significant period for socially able students from supportive backgrounds, suggests that it would be a very difficult time for students such as those who attended AP or PRUs, who do not necessarily have those support structures and social competencies in place (Bronfenbrenner, 1979; Evans et al., 2010; Rogers, 2015; Rutter, 2013; Unger, 2013; West et al., 2010). A current report from the children's commissioner for England, evidences strong links between school exclusions and gang involvement which repeats current views held that PRUs expose already vulnerable children to experiences of crime (Vulnerability Report, 2018). Ofsted are presently conducting a review on the exclusions of students from mainstream schools. Although this review is yet to be published, it is predicted that it will demand that more responsibility is placed on mainstream schools, especially those who have been

identified by inspectors as those who practice 'off-rolling' students to enable better school league table positions (Ofsted, 2018).

Students from "deprived and low income backgrounds often need more time and resource to realise their potential" (Spours, Hodgson and Rogers, 2017, p.30). The research that supports an extended upper secondary programme also supports the rationale for this research undertaken at The Year 11 School. The idea that being able to make good choices is dependent on the ability of an individual to learn to manage their emotions (Goleman, 1996; Van Duijvenvoorde et al., 2010); and, how this decision making is influenced by the culture of the institution where they are making the decisions (Bronfenbrenner, 1979; Foskett, Dyke and Maringe, 2008; Schwartz, 2012), and this takes time.

At present in the UK, students are not given more time. Students in AP provision continue to fail to achieve the GCSE grades necessary to allow them the time to remain on the general education track and increase their future life prospects. I agree that there should be a re-examination of the current upper secondary phase of education, with a focus on creating a "more holistic curriculum fit for the requirements of the modern age" (Rogers 2017, p.1). However, despite this being a consistent area of political contestation for at least the last 30 years, this remains unchanged (Spours, Hodgson and Rogers, 2017; Rogers, 2017). For those who don't succeed, the majority of whom are in AP education, are vulnerable, and come from socially deprived communities; this is an immense barrier to increasing their chance of success in their future (IPPR, 2017).

Therefore, as an educator working in AP I wanted to explore if, in a single year of attendance at a PRU, we could equip vulnerable students with skills that would enable them to have the greatest chance of success at school in their final year of formal education. That, if by improving emotional intelligence and value systems of these students, we could create a more harmonious learning environment that would enable greater success at school, both academically and personally.

1.2 The outline of this chapter

The sections that follow in this chapter set out to place this research into context and to further elaborate on the rationale for why this research began and how it evolved to reach the outcomes that are presented in the discussion chapter. To do this, I have provided a background to the educational setting in which the research took place and have explained how my role as a leader in this setting, encouraged me to undertake this research (Section 1.3). I have then presented an origination context for this research, introducing the education agenda for the time that this study took place and how this linked to the concept of emotional intelligence and success at school (Section 1.4). In the final sections of this introduction, I have described a preliminary study that I undertook in order to assess the validity of the proposed research, taking all ethical considerations into account (Section 1.5). Before offering a reflection of how this study evolved to include the concept of value systems during the conducting of the yearlong study (Section 1.6). A

summary serves to reiterate the rationale for this research and introduces the chapters that follow (Section 1.7).

1.3 The setting context of this research

In January 2008 I began working at a Year 11 Pupil Referral Unit (PRU), which for the duration of this thesis will be referred to as The Year 11 School, a fictional name given to the PRU in the interest of anonymity.

Students were placed at The Year 11 School because they had been permanently excluded more than once, they had come from custody or were awaiting sentencing, or they had been in 'PRU' education for too long to be deemed suitable for a return to mainstream school. I would suggest that this description given to these students tended to over dramatize them. To someone who understands mainstream school, I would describe these students as the one student in the class who you just can't manage to teach. The one, who despite your constant warnings, works their way through your classroom sanctions procedure until you have no other option but to send them out or to have them removed. The one student who in an instant can disrupt the whole dynamic of a class engaged in learning. The Year 11 School students were the students who lacked the social skills to manage the demands of being a member of a class in mainstream school.

Before I went to The Year 11 School, I would have found it difficult to believe that I could struggle to manage a class of five or six students. I would often state that I could walk into any school and manage a class; there might be poor behaviour, but it would be managed. My claim still stands, with regard to mainstream school at least. However, at The Year 11 School, it took every ounce of my experience to have a successful lesson. Individually, let alone collectively, the students were incredibly difficult to manage and to engage in learning.

The parents of the students were, as a rule, supportive; however, solely from my interactions with them, it appeared that many held a degree of distrust in education. As I got to know these parents a little better, many had divulged how they had been through negative experiences at school, therefore, I attributed this to their often nervous and seemingly disinterested approach to their child's education. Although they claimed to be in favour of what The Year 11 School was trying to achieve with their child, again, solely from interaction with, and observation of, the parents, it appeared that they would have been happy for The Year 11 School to 'house' their children for a year, keep them out of trouble and wait for them to be able to go out and get a job. Low self-esteem, anger management problems, identity issues, negative value systems and poor emotional intelligence were all attributes that could often be observed to be present in the parents, possibly giving some insight into why these traits could also be evident in their children.

After my arrival at The Year 11 School, Ofsted made an inspection of the school in the March of 2008. The overall outcome was good, and outstanding for the care, guidance

and support that was given to the students. It was a report that the whole school was very proud of and set us on a path to continued improvement. Since that date, the school has had two further Ofsted reports – both also achieving an overall outcome of good. The reason that I give this information is to highlight the good work that can happen in what is a very challenging area of education. There has been a significant amount of focus on AP, including PRUs, by the government in recent times and there is general agreement that this is a sector of the education system that has in the past, been overlooked. Also, that it requires continued scrutiny and development to give the best possible opportunities to the students who find themselves being educated outside of the mainstream education parameters (DfE, 2014; Kendal et al., 2007; Tate and Greatbatch, 2017; Taylor, 2012; Martin, White and Jeffes, 2012).

When I first began working at The Year 11 School, I was immediately aware that it was a place removed from anything I had encountered before in education. It was a provision set up specifically to manage single year cohorts of Year 11 students in their final year of formal education at that time. For the 2008-09 cohort, the majority of the students arrived at the school in the July of their Year 10 for a two to three week induction. They then returned in September at the beginning of Year 11 and remained until the end of the academic year in June. In those ten months, they undertook a combination of General Certificate of Secondary Education (GCSE), Business and Technology Education Council (BTEC), Key Skills and Entry Level qualifications. The subjects offered in the core lessons in the morning were: Maths GCSE and Key Skills level 1 and/or 2 or Entry Level 3; English GCSE and Key Skills level 1 and/or 2 or Entry Level 3; ICT Key Skills level 1 and/or 2;

Citizenship GCSE short course; Religious Studies GCSE short course; BTEC Sport; and PSHE Entry Level. The afternoon activities comprised of options involving a coursework catch up session and a sporting activity option on a daily basis (see Appendix 1). There was capacity for up to nine students in each of the four groups. There were two groups of GCSE standard that did not require additional support (usually in the form of extra teaching staff), one group of GCSE/Key Skills standard that did require support and one group of Key Skills standard that also required support.

1.4 The origination context of this research

This research was conducted from May 2008 to December 2009 and during this time, there was a clear indication that schools were assumed to play an integral role in the promotion of student emotional well-being (McLaughlin and Clarke, 2010). The Social and Emotional Aspects of Learning (SEAL) project arose from concerns regarding antisocial behaviour in children, leading to poor attainment in schools caused by poor attendance and a rise in exclusions (Zeidner, Roberts and Matthews, 2002). It followed previous DfES legislation such as the SEN Code of Practice (2001), the Every Child Matters Agenda (2004), and the Removing Barriers to Achievement (2004). Subsequently, it has in turn, also been followed by such initiatives as the DfE Back on Track Alternative Provision Pilots (2012), focussing on the improvement of social and emotional aspects of learning as well as raised academic standards in PRUs. All of these, along with SEAL, have been in response to research advocating that an increased emotional intelligence would

improve the educational experience of the student, by making the learning more accessible and inclusive resulting in higher attainment (DfE 2014; Kelly et al., 2004; Spours, Hodgson and Rogers, 2017; Tate and Greatbatch, 2017; Martin, White and Jeffes, 2012; Zeidner, Roberts and Matthews, 2002).

When I was working at The Year 11 School, it seemed that schools were increasingly being given greater responsibility for children learning emotional competencies. It had been strongly suggested, and was certainly fundamental to the SEAL programme, that a whole school approach and strategy needed to be put in place if effective social and emotional learning was to take place (DfES, 2005). The SEAL project was based on Daniel Goleman's theory that negative emotions are barriers to learning (Goleman, 1996). SEAL aimed to develop children's social, emotional and behavioural skills, including: greater educational and work success, improvements in behaviour, increased inclusion, improved learning, and greater social cohesion (DfES, 2005). This interested me greatly as, through my experience as an educator, I had observed students who I would consider having varying levels of intelligence quotient and emotional intelligence. For some of those observed students, I had often heard comments such as, "he just can't cope" or, "she just doesn't know how to deal with situations like that" when discussing their failure to engage in learning. Therefore, it prompted the question as to why some students with high intelligence quotient scores could often fail to be successful in education - academically and/or socially.

It is important to note here that for the purposes of this thesis, by intelligence quotient, I am referring to the measure of a person's intelligence as indicated by an intelligence test (Crook, 1999; Goleman, 1996; Mayer, Caruso and Salovey, 2016). The definition and measure of emotional intelligence is one that will be discussed, however, for the purposes of this introduction and throughout this thesis: emotional intelligence can be considered to be the ability of a person to be able to understand and manage their own emotions and to be able to understand the emotions of others (Goleman 1996; Mayer, Caruso and Salovey, 2016; Petrides, Frederickson and Furnham, 2004). Also, in the context of this research, success in education is taken to be that students know how to behave in order to promote a harmonious learning environment, and that they achieve academically to the potential of their abilities.

Being aware of the concept of emotional intelligence and through my experiences in education, I had generally observed that there may be a relationship between a student's emotional intelligence and educational success. I could think of countless academically able students who had failed to attain the GCSEs that they were capable of. I could also think of a number of less academically able students who achieved beyond their predictions. With these students, it seemed that it was the level of emotional intelligence that contributed to their success, rather than their intelligence quotient alone. Also, from experience, I had observed that it was often not one serious behavioural incident that resulted in a student being permanently excluded from mainstream school, but rather that they could not consistently cope in the mainstream environment. This inability to cope would lead to several minor incidents that built up to a permanent exclusion. I would

contend that this in effect could be suggesting that the emotional intelligence of these students was not good enough to enable them to attain success in mainstream education (Hallam and Rogers, 2008; Tate and Greatbatch 2017).

This assertion could be supported from the observations of the students at The Year 11 School. Most were academically capable; they were, on a one to one basis, polite and personable, and in many cases, very engaging. However, many of them seemed to lack the emotional ability to deal with interactions that are commonplace in mainstream schooling. They often responded poorly to being 'told off', for example: as the deputy headteacher of the school, if a student had not arrived in correct dress code and was sent to me, rather than them managing the situation by apologising for the misdemeanour and promising to rectify it tomorrow - which in most cases would have appeased me and allowed them to remain in school for the day - they would become aggressive and rude, blame others and point out how other people did not wear dress code. This in most cases meant that I would send them home. As I previously suggested, this one incident totalled up with many other small but problematic incidents, is what often results with a student finally being permanently excluded from mainstream school. It was this ability that I wanted to explore - whether students could be taught to increase their emotional intelligence in order to deal with situations, such as the one described, in a more positive fashion or whether their negative response was too ingrained from their personal life experiences. However, in making these generalisations, I was also aware of many students who I considered to have high emotional intelligence, who had also underachieved. It was only after working at The Year 11 School and being in such intense

contact with so few students – all with behavioural problems that had led them to ‘fail’ in mainstream education – that I began to question the actual role that emotional intelligence played.

As has been stated, the SEAL project suggested that if an educational provision could raise the emotional intelligence of its students, it would create a more harmonious learning environment, which would in turn enhance the academic potential of the students (DfES, 2005). However, if a student appears to have a high emotional intelligence, and by that, I mean that they are good at understanding and managing their own emotions and understanding the emotions of others, it does not necessarily follow that they will use this skill to promote a harmonious learning environment. The student may use this skill to bring about negative results. For example, a student may ‘wind a teacher up’ by raising topics that they know will elicit a certain response. In these incidents, it seems to be that a student is in fact using their emotional intelligence to bring about a less harmonious learning environment. I wanted to question the credibility of the notion that an improved emotional intelligence did in fact bring about an improved attitude to learning and better success in education.

1.5 The formulation of a preliminary study

As I began to review literature pertaining to emotional intelligence and its link to students at The Year 11 School, there was a clear indication that there was significant support for

emotional intelligence being taught in schools in an attempt to promote a more harmonious environment and better success at school for students (McLaughlin and Clarke, 2010). However, that this has also been recognised as a challenging endeavour, for students to actually improve their emotional intelligence to enable them to become better social citizens (Hallam, Rhamie and Shaw, 2006; Tate and Greatbatch, 2017). Also, the literature showed the relationship between levels of emotional intelligence and school exclusions and the link between permanent exclusion and PRU education as the foremost outcome of permanent exclusions; and therefore, the connection between emotional intelligence and PRUs being that students who tend to attend PRUs are those with lower levels of emotional intelligence (DCSF, 2008; Kinder et al., 1997; Tate and Greatbatch, 2017; Taylor, 2012).

I was confident that The Year 11 School context offered a foundation for a study. There was data that was in support of the students requiring a focused intervention to increase their chances of school success at the end of a one year stay at The Year 11 School. However, I had hesitations regarding the application of a study in what I have described as a contained environment – but could also have been referred to as a claustrophobic one. To expand on this: The Year 11 School had students with behavioural difficulties and the fact that this was the case for all students meant that the school day required very careful management for it to pass harmoniously and for learning to occur. The students had very clear boundaries and expectations whilst at school and any deviation was not accepted. In an environment like this, I was conscious of the fact that introducing a new

dynamic (a study) could have unbalanced the fragile harmony that existed (Robson, 1993; Yin, 2012).

In light of these concerns, I embarked upon some preliminary work that could assess the environment and the type of participants that I would be conducting a full study in and on. I wanted to assess the plausibility of collecting both quantitative and qualitative data at The Year 11 School; the response from students, parents and teachers to such a study being conducted; and, the ethical considerations that I would have to take in order for the participants (all of whom could be described as vulnerable) to not be negatively affected by the study. It was my belief that a study of this nature, if conducted appropriately, would prove beneficial to the school, as the data collected and the subsequent analysis of these would support ongoing strategic school planning and curriculum development. However, I thought it prudent to assess this theory on a smaller group over a shorter period of time initially, before potentially embarking on a yearlong study on the whole school.

I wanted to assess the responsiveness of the students at The Year 11 School towards being participants in research, because, at the time of conducting this preliminary study, I was still coming to terms fully with the general nature of the students at The Year 11 School. I had found that there were some things that the students were very happy to participate in and others that they were not. These whims were often without any clear reasoning. For example, there were a number of afternoon activities that the students were offered (such as sporting activities or extra-curricular classes including The Duke of Edinburgh Award Scheme) that students in mainstream schools – from my experience –

would have relished the opportunity to partake in. However, the students at The Year 11 School failed to engage in these activities for which one could provide a number of possible reasons, including concentration span, fear of failure, 'delinquent subculture' peer pressure or motivational value (Petrides, Perez and Furnham, 2003; Petrides, 2006; Schwartz 1994, 2012). Regardless of the reasons, I was aware that if I did not 'pitch' the involvement in the research correctly, that the willingness to partake may have been minimal; and therefore, wanted to assess this on a sample group in the first instance. In the same way, due to the fact that I had come to realise that the parents and carers of the students at The Year 11 School were often more suspicious or nervous of school involvement, I recognised the value, during this preliminary study, to practise at presenting the 'opportunity' for their child to be involved. Lastly, in light of these concerns, and, that all of the students at The Year 11 School were vulnerable cases; before embarking on a yearlong study, I wanted to have the opportunity to review the ethical safeguards that I had identified as already being in place at the school, such as the counselling team, and ensure that participants would have emotional support should they require it, in line with my proposed study (Elemes, Kantowitz and Roediger, 1999). Also, to ensure that I was confident that the Institute of Education code of ethics, that I would follow, would allow for participatory research of this kind in this setting.

I collected data on emotional intelligence by administering the Adolescent TEIQue-SF Questionnaire. Thirty statements were presented with the participant being asked to grade their answer on the Likert Scale. The statements would enable the participant to reflect upon their ability to be aware of and understand their own emotions and their ability

to be aware of the emotions of others. The Adolescent TEIQue-SF Questionnaire can be found in Appendix 2. I wanted to examine any possible relationships between the emotional intelligence, behaviour and attitude to learning, and academic success of the students, that would indicate that there was merit in conducting a full study. In addition to the questionnaire, I also devised a short list of interview questions that were designed to get to understand the students' outlook on life better, in order that I would be able to write character assessments on each student. I considered this to be of value, as these were extremely complex individuals, and I believed that a short summary of them would be a good way to illustrate the types of student who attended The Year 11 School and give context to the predicament of their circumstances and how this may have been a contributing factor to the levels of success that these students had at school (Bronfenbrenner, 1979; Rutter, 2013; Schwartz, 2012; Ungar 2013).

This preliminary study offered findings suggesting that students were responsive participants. With the exception of one student, all were happy to give their time to complete the necessary information gathering. In fact, the majority seemed to enjoy the attention that they were paid. In saying that, I was aware that this study required a relatively short amount of student participation. Most of the interviewing and questionnaire completion took no more than one 'sitting'. Students being asked to reflect on their emotional intelligence and personal circumstances over an entire academic year in a full study may have elicited different responses. In assessing the responsiveness of parents and carers towards their child being involved in research, I was correct in my initial concern around their suspicion of school. Apart from the logistical issues of getting in

contact with the parents and carers – incorrect contact details being the main problem - once contact was made, explaining the nature of the study was sometimes difficult. Extreme care was taken to offer the opportunity without pressure or prejudice so that parents could make an informed yet impartial choice. It took reassuring that the student was not in trouble and there would be no negative consequences of the research for their child. However, once the parents and carers were contacted, and fully understood the nature of the research, they were all happy for their child to take part.

In scrutinising the procedure for ethical acceptability, I was of the opinion that no student who participated would end the research in a different physical or mental state than they began it in. With the individual letter that was sent out regarding the research and a general consent letter obtained by the school at the start of each academic year that was on file, there was consent gained from the parents and carers (Appendix 3). I also went to considerable length to make sure the students were aware of the purpose of the research and that they could choose to remove themselves from any part of it at any time. During this preliminary study, I took the opportunity to contemplate any possible detrimental consequence of prolonged critical analysis on students participating in an extended study where they would be asked to reflect on themselves for a longer period of time; such as wellbeing after experiencing a level of introspection. From my initial observations, I did not predict this as a particular concern and proposed that it could be addressed as part of the pastoral support that was offered at The Year 11 School as a matter of course. Therefore, I had no reservation in stating that if a yearlong study was

conducted with the same ethical consideration, the research would be ethically acceptable.

Overall, this preliminary study illuminated possible further research to explore through a review of relevant literature and highlighted the value of using both the quantitative and qualitative data in formulating and shaping the focuses of a full research design. Through this preliminary work, I confirmed that I would need to be able to perform a dual role within the study, as both a school leader and that of researcher conducting close observations of a group of participants within the school. Therefore, I decided to follow ethnographic principles (presented in Chapter 3) for the planning and conducting of a case study of a group of student participants at The Year 11 School (Hammersley, 2006; Hammersley and Atkinson, 2007; Mertens, 1998; Morse, 2001; Robson 1993; Yin, 2012).

1.6 The development of a yearlong study

Upon the commencement of the yearlong study, student progress was monitored closely to give the best chance of impact in attitude to learning; therefore, there was a rich source of quantitative data available that could be used. There was also a rich source of qualitative data being recorded, in diary form, from observations of interactions occurring all the time at The Year 11 School between the students themselves, their teachers and the wider school community. This led to further considerations being generated regarding the behaviour and success of the students. As I began to reflect on the diary data, the

concept of value systems and how this could offer an explanatory reason for observed behaviours, either independently of, or in conjunction with, the emotional intelligence of the student began to emerge. The theory of value systems soon became a major theory alongside that of emotional intelligence when discussing and explaining the reasons behind why the students reacted and behaved in different circumstances.

By value systems, I was referring to the concept of a set of 'values' that an individual holds, and the way in which they are used in decision making in day to day life. They are the values that a person reverts to in regard to what they consider to be right or wrong, acceptable or unacceptable, moral or immoral and ethical or unethical behaviour. These are the standards that an individual uses to judge the worth of an action or idea. They are what are used to ascribe whether something is good or bad, worthwhile or worthless, or, desirable or despicable (Morris, 2015; Schwartz, 2012; Shaver and Strong, 1982; Van Marrewijk, 2004). There is a philosophical concept of an innate morality and it is something that I can adhere to; the idea that everything can be seen as right or wrong depending on the circumstance and that this is universal. For me, the idea of value systems is the system that a person puts in place in order to be able to decipher the rightness or wrongness of actions and how to respond.

From what I had taken from the preliminary study and upon embarking on this yearlong piece of research; whilst I could definitely see the relevance of a study on emotional intelligence, there still seemed to be a potential flaw to make an assumption that higher levels of emotional intelligence would necessarily bring about a more harmonious

environment in schools. To give you an example that will hopefully illustrate this point: Monique was a student who had been labelled with low emotional intelligence at her previous schools. She had been given anger management support – not an uncommon response in a mainstream school to a student who had tendencies to outbursts of emotion. When Monique arrived at The Year 11 School, she had not attended school for two years because it had been reported that she could not emotionally manage school life. This fact alone was interesting to me as I wondered how her mother would allow her to remain at home for such an extended period of time before seeking out or insisting on an alternative provision for her. Upon meeting Monique's mother, I asked her the reason behind this prolonged absence and she described Monique as having emotional issues. When I asked her to explain what these issues were, Monique's mother struggled to pinpoint any specific trigger or reason other than Monique's single parent upbringing. However, Monique's mother also described doting behaviour towards her daughter and demonstrated a keen interest in her education success and progression now that she was about to enter into her final GCSE year. It appeared that some of the incidents that her mother described were no more than that of a teenager wanting to get her own way and her mother allowing this as it was easier to deal with than the aggressive outbursts that resulted if not. When I met Monique and at her mother's request, we spent some time discussing these anger issues. I formed the opinion that Monique was an emotionally perceptive person who could pick up on and hone in on the emotions of others very well. She was also in complete control of her emotions and I subsequently observed her on several occasions having what had been referred to as 'uncontrollable episodes' at her

previous school, and then being completely calm the moment she had been given her own way.

It became my contention that Monique did not have low emotional intelligence but that she had extremely high emotional intelligence – it was, in my opinion, the fact that her value systems were negative that meant that from her perspective, it allowed her to act the way that she did. Furthermore, that her observed high levels of emotional intelligence could be considered a contributing factor to this disruptive behaviour (Bronfenbrenner, 1979; Schwartz, 2012; Watling, Neal and Neal, 2013).

It appeared to me that emotional intelligence and value systems could be used in combination to explain the behaviours and achievements of students in school, and that emotional intelligence and value systems could be assessed through observation. I wanted to consider whether it was the case that if observations are made and recorded by educators mindful of the need to be reflexive in their observation and analysis practices, accurate assessments of a student's emotional intelligence and value systems can be made. These assessments would hopefully explain poor behaviour and lack of success and lend themselves to formulating strategies to enable the student to manage these behaviours and achieve success. It seemed that emotional intelligence could sometimes be suggested as an explanatory reason for a particular behaviour from a student – either positive or negative. However, there were other instances when the value systems of the student could offer the better explanatory reason for a particular observed behaviour, often in conjunction with theories concerning their emotional intelligence. On

from this, other positive or negative behaviours could be explained with any combination of high or low emotional intelligence and positive or negative value systems.

1.7 Summary

This introduction has provided a background and rationale for why this research began and a context for its subsequent development. The data included in the introduction, taken from relevant DfE reports, highlight the academic underachievement of students learning in APs however, the data also highlights that Ofsted have observed good to outstanding practice of PRUs. It was this contradiction in the data that encouraged me to ask the question, why are these types of students failing to achieve, if the institutions they are attending evidence good practice? Especially in the case of many of the students attending The Year 11 School, who had been predicted to be able to achieve 5 A* - C grades. This, therefore, prompted me to explore the possibilities of conducting research within this setting with the students as participants to explore how we, as educators in this sector of education, could enable vulnerable students to achieve school success, both academically and personally in a single year of PRU education.

The overarching research aim and questions for this study became:

To explore the contribution of emotional intelligence and value systems in supporting students, in their final year of formal education in a Pupil Referral Unit setting, to achieve school success, both academically and personally.

- Could the environment at The Year 11 School influence the students' ability to improve their emotional intelligence and value systems?
- What was the relationship, if any, between the emotional intelligence and value systems of the students at The Year 11 School; and did this relationship enable or hinder their success?

I have been a continuous practitioner throughout the time lapse of this research and I have used the outcomes from this study to guide school improvement plans and to embed effective pastoral programmes. I have found its value in a variety of settings, with its results impacting on a number of diverse demographics. Having lived and worked in these varied educational settings and contexts has allowed me to collaborate with many talented colleagues from a number of professional and educational backgrounds. It has been these experiences that have continuously guided and shaped the development of this thesis.

In the chapter that follows, Chapter 2, I present the literature review that I conducted to explore and address the research aim and questions formulated as a result of the preliminary study. The conceptualising of the research design, commenting on how I

planned the yearlong study with ethnographic principles, follows in Chapter 3. In Chapter 4, as part of my continuous reflexive practice, I provide a description of the intervention strategies that were implemented to improve the learning environment and provide a context for collecting data. Data collection and analysis are presented in Chapters 5 and 6, followed by discussions of 6 student cases, in Chapters 7 and 8, used to support the quantitative data collected on students. Finally, in Chapter 9, a discussion and conclusion to draw the thesis to a close offering an original contribution to knowledge for the betterment of AP education.

Chapter 2 – The Literature Review

2.1 Introduction

The literature review begins with an overview of the current thinking and provision available to students who find themselves in AP and PRUs (Section 2.2). It presents some of the challenges of educating in this arena (2.2.1), then discusses literature pertaining to what is working well in this sector of the education landscape and the reasons that these successes might be occurring (2.2.2). Finally, in this section, an account of why it is suggested that further study and research needs to take place in AP and PRU education, lending support to the argument for the worth of this thesis, is given (2.2.3).

The section that follows examines the origins of the concept of emotional intelligence (Section 2.3). From this initial exploration of what emotional intelligence is deemed to be, I also conduct a review of the literature discussing the requirement for schools to be teaching emotional intelligence to students (2.3.1). On from this, an outline of how emotional intelligence could be linked to a decrease in school exclusions (2.3.2). Finally, through a review of a key study at the time of this research, a discussion of how the emotional intelligence of a student can impact on their success at school, is presented (2.3.3).

This leads to the concept of value systems being addressed in the final section of this review (Section 2.4). An overview of the Schwartz (2012) *Theoretical model of relations*

among ten motivational types of value is given in relation to how students' behaviour and attitudes are motivated by the value systems they hold (2.4.1). A commentary of Bronfenbrenner's ecological systems theory is included to support the discussions concerning the context of the students' circumstances outside of their educational setting, and how this can impact on an individual's value systems being either negative or positive (2.4.2). Finally, a discussion is raised regarding the psychological concept of resilience in children as, although this was not the focus of my study, this was a social and emotional skill that was commonly identified and discussed as being relevant when analysing the data and discussing relevant interpretations of what had been observed (2.4.3).

2.2 Alternative Provision and Pupil Referral Unit education

Many of the children who attend PRUs come from very difficult and challenging circumstances, facing problems at home such as, poverty, drinking, drug-taking, mental health issues, domestic violence and family breakdown (DfE, 2014; Tate and Greatbatch, 2017; Taylor, 2012). This is not an issue found only in the UK. Students in the United States who attend alternative provision are prone to external factors associated with temporary or permanent withdrawal from school, such as teenage pregnancy (Carver and Lewis, 2010). Also, in New Zealand, students from alternative provision are more likely to come from neighbourhoods of high socio-economic deprivation (Clark et al., 2010), therefore, this issue facing young people during an important stage of their educational journey is not isolated to the UK.

The DfE Statistical First Release paper (2011) states that students at a PRU are twice as likely to be eligible for free school meals than students in mainstream education and that they are more likely to be known to social services and the police. It presents a whole new meaning when considering the standard of school dinners when you are aware that for the circumstances of some students, if they do not eat the school meal, they will not eat anything nutritional until that time the following day. Currently, 400,000 children are said to have fallen below the poverty threshold, the highest statistic since 2010 (JRF, 2017). The long-term effect of this is not only that they are poor so cannot afford the nutrition required to develop cognitively, but also have more chance to be exposed to emotional hardships such as unstable relationships and emotional abuse (Intergenerational Foundation, 2017). In a recent article published by the Early Intervention Foundation (EIF), when commenting on poverty, child behaviour and school attainment, it was stated that the link between poverty and poor outcomes was well established and that students from poor families were more likely to lack the social and emotional skills required to achieve school success (EIF, 2017).

Current statistical data continues to highlight the concern surrounding the statistics of the personal circumstances of children being permanently excluded from school. A report published by the Institute for Public Policy Research (IPPR) in October 2017 suggests that the majority of these children continue to come from vulnerable situations, whether it is from a financially deprived family background, having a special educational need, or, dealing with mental health issues (IPPR, 2017).

The DfE continues to support initiatives to close the gap between the communities that have been identified as being socio-economically disadvantaged, and those that are not. A notable financial commitment made to current initiatives being undertaken to address these statistics, is that of the 'No Community Left Behind', which focuses on the communities in England with the lowest social mobility (DfE, 2018). Within this, an Essential Life Skills programme has been established with a twenty two million pound investment to help students develop skills in resilience, wellbeing and employability (DfE, 2018). This initiative does not state that it is aimed specifically for children in AP and PRU education, however, when the statistics point to the majority of children being excluded are those from disadvantaged communities and vulnerable settings, one could assume that this initiative will impact most on students in these educational settings.

However, despite the numerous interventions by the government, exclusions continue to rise and the outcomes for students attending PRUs continue to be significantly worse than for those students attending mainstream schools (DfE, 2018). Therefore, as educators, the question has to be, what can be done at school level to better the chances for these students to achieve school success.

2.2.1 Challenges in Alternative Provision and Pupil Referral Unit Education

When I arrived at The Year 11 School, I was not aware of the challenges that existed for PRUs. Students attending PRUs faced not only the challenges of their often difficult home

lives, but also, that they were trying to academically and socially develop in a difficult area of the educational landscape.

Nationally, the outcomes for students attending PRUs and AP are poor. These poor outcomes can be attributed to the disruptive nature of their school career prior to them attending a PRU, and that they often arrive late on in Key Stage 4 (Ofsted, 2018). However, in some cases, it is the PRU that is not putting enough emphasis on attempting to raise the academic standards of the students when they arrive (DfE, 2011; DfE, 2014; Ofsted, 2011; Ofsted, 2016; Tate and Greatbatch, 2017; Taylor, 2012). It is also suggested that it is very often the higher ability students at PRUs who cannot achieve to the standards that they have the potential to. Furthermore, that for many of these students, it could have been seen as a priority to attend to their social and emotional needs that had been focussed on primarily, but that this should not detract from the need for good academic rigour at PRUs (DfE, 2014; Ofsted, 2016; Tate and Greatbatch, 2017; Taylor, 2012).

Good PRUs have the common characteristics of strong and authoritative leadership that is respected amongst the educational community in the area. Also, that the PRU is able to manage the behavioural challenges of the students and that the PRU is responsive to the serious emotional difficulties that many of the students will have; whilst at the same time maintaining high academic standards (DCSF, 2008; Tate and Greatbatch, 2017). Conversely, underachieving PRUs are often institutions where the quality of provision is poor and that children, once at the PRU, rarely progress. If anything, poor behaviour of

the student is compounded by the atmosphere of the PRU and the behaviour problems that exist there. This is corroborated by a head teacher who took over a PRU and commented that it was like taking over a holiday camp intent on keeping the students happy and with no academic challenge (DCSF, 2008).

Part of this problem is finding good teaching staff, a challenge that all schools in the UK face currently (HC, 2018), and especially 'hard to staff' schools like PRUs (Berry, 2004). A further significant disadvantage that PRUs find themselves with is the fact that it is not currently possible for a teacher to complete their Graduate Teacher Programme (GTP), their Qualified Teacher Status (QTS), or Newly Qualified Teacher (NQT) years at a PRU. This causes PRUs to be unable to attract and even to lose high quality valued staff who have to leave PRU education (even if they may not wish to) to complete these qualifications (Tate and Greatbatch, 2017; Taylor, 2012).

Extremely difficult social backgrounds, a lack of sufficient time to work with students to achieve good outcomes, and, a serious difficulty in recruiting and retaining quality staff were the main challenges I uncovered that prevented educators, working at school level, to be able to improve student success at school. To better balance the argument I was forming as to why intervention at school level - which I believed would be most effectively delivered by well qualified and appropriately trained staff - would be beneficial to APs and PRUs; I next reviewed literature to find examples of where this type of success had been identified.

2.2.2 Examples of successful practice in Alternative Provision and Pupil Referral Unit education

If a school leader is asked what they would highlight as the number one factor for success in education, I would be confident that they would in some way refer to the teachers and staff who are there every day enabling the learning to occur. Whether it be good relationships with students, effective delivery or behaviour management, teachers and staff are usually (and unsurprisingly) seen as integral to a successful plan. In AP and PRU education, I found that the role of the teachers and staff to be even more important as the students in this area of education were generally more challenging, vulnerable, demanding and in need of support (Kendall et al., 2007; Martin and White, 2012; Michael and Frederickson, 2013; Quinn et al., 2006; Quinn and Poirier, 2006; Rogers, 2015). Therefore, where good practice exists in AP and PRU education, there is usually evidence of good teachers and staff. Tate and Greatbatch (2017) comment that having high quality staff could be seen, “as the key to providing a quality provision”, and that there is, “wide recognition of the importance of attracting and keeping quality staff” (p.8).

Staff who teach in AP and PRUs are required to have the skills to be able to be non-judgemental with students, whilst also having the ability to be able to offer some of the primary relationship needs that these students might have lacking in their lives (McCluskey et al., 2015). The most difficult skill in achieving this is still being able to draw clear boundary lines in school so that good behaviour for learning can be achieved (Mills et al., 2016; Evans et al., 2009). It has also been highlighted, how the importance of strong

non-teaching staff is part of the criteria for success in AP and PRU education (Kettlewell et al., 2012).

One further point regarding the necessity for strong staff in AP and PRU education, that is frequently commented on, is the importance of good professional development opportunities. Both in order to develop good staff, enable staff who need to hone the skills to teach and work in this very challenging environment, and to be able to retain staff to this sector of the education arena (Aron, 2006; Kendall et al., 2007; Martin and White, 2012; Quinn and Poirier, 2006; Thomson and Pennacchia, 2014; Rogers, 2015).

Another area highlighted as important if success and progress are going to occur in AP and PRU education, is the consistent implementation and administering of a highly effective behaviour for learning strategy and how the use of appropriate rewards and sanctions in AP and PRU education can bring about positive outcomes (Gallagher, 2011; Hallam, Rogers, and Rhamie, 2010; Michael and Frederickson, 2013; Smith and Thomson, 2014). However, that it should be recognised that this change in positive behaviour for students in AP or PRUs, may only last while they are there, and that they may revert to previous negative behavioural tendencies outside of the provision (Barker et al., 2010; Gazeley et al., 2013; Schwartz, 2012; Tate and Greatbatch, 2017).

With the ongoing discussion about whether, in PRUs, there should be more focus on academic achievement or more on social behaviour learning, there doesn't seem to be any conclusive evidence or agreement of the most productive type of curriculum in AP

and PRUs (Tate and Greatbatch, 2017). However, it has certainly been commented on in the literature, that due to smaller class sizes in most AP and PRUs, meeting the individual needs of students is more of a realistic proposition than that in mainstream schooling (Gallagher, 2011; McGregor et al., 2015; Smith and Thomson, 2014). There is a significant amount of literature to suggest that students in AP and PRU education value and benefit from when there is positive emotional support and connection between them and their teachers (Quinn et al., 2006; McGregor and Mills, 2012). In fact, McGregor and Mills (2012) go on to suggest that from a study in Australia, they found that for many students in AP, the relationship they had with the staff was more of a factor of success than what type of curriculum was being followed.

Other examples of positive outcomes in AP and PRU education have been attributed to the following: where catch up sessions and one to one support is provided – although these kind of interventions need to be managed appropriately, so that the students do not feel singled out or as being made an example of (McCrone and Bamford, 2016); the better quality of the facilities available tend to, but not exclusively, bring about better outcomes (Aron, 2006; Kilpatrick et al., 2007; Martin and White, 2012; Ofsted, 2016); and, that there are some claims, but nothing strongly available to evidence at this stage, that daily physical activity contributes to success in AP and PRU education (Holroyd and Armour, 2003; Sandford, Armour and Warmington, 2006).

Finally, one further area that it is widely considered to be a factor in enabling positive outcomes for students in AP and PRU education, is the ability to appropriately assess

and identify the needs of each student prior to and upon entry (Abdelnoor, 2007; Centre for Social Justice, 2011; Kendall et al., 2007; Ofsted, 2016). Then, on from this, once the student is attending the provision, that there is the capacity to review and respond to student needs as they arise and that there is flexibility in the approach. Thereby, not attempting to treat all students the same, finding a balance between giving students a fresh start as well as using prior information regarding the student (Gallagher, 2011; Kettlewell et al., 2012; McCluskey et al., 2015; Thomson and Pennacchia, 2015).

Upon reflection of literature reviewed and what I had taken from it as being the strengths of and contributors to AP and PRU education success, I noted a strong correlation between these and the identified challenges. It seemed to me that PRUs needed to enhance their educational offer so as to retain the good staff they already had and to attract new well trained and experience staff. To achieve this, I proposed that it would be beneficial to undertake an evaluation of the current educational framework of these institutions, so that, a more comprehensively effective programme of study could be implemented into PRUs. In my opinion, this would be one that developed the emotional intelligence of the students so that raised levels of this social and emotional skill would impact on the learning environment and student community of the PRU as a whole, and on from that, on the overall individual success of students, both academically and personally.

2.2.3 A research rationale for this study

“Relatively few AP programmes are rigorously evaluated and monitored by schools and AP providers” (Tate and Greatbatch, 2017, p.5). It requires considerable commitment from all staff to maintain the process of collecting data, especially if soft outcomes are being monitored alongside academic outcomes. Actioning an effective behaviour for learning policy each day and ensuring that behaviour is dealt with consistently takes time and energy. Some of the challenges highlighted with regard to collecting data on students attending AP and PRUs are: the criteria by which they are measured as being successful or not, in that, it may be that a student attending a PRU has successful outcomes just by arriving at the provision every day (even though they may not achieve the examinations results that they might have been capable of); also, that as many students attending AP and PRUs come with little previous data, that it makes benchmarking progress very difficult. Also, very rarely are AP and PRUs held to account on student outcomes, and certainly not after they have left the provision. This lack of ongoing monitoring and support from the Local Education Authority (LEA) results in some provisions developing poor habits when it comes to collecting and analysing data to ensure that the programmes they are delivering are impacting students positively (IPPR, 2017). Therefore, it is often stated that further research into AP and PRU education needs to take place so that more effective programmes can be put in place to help support both the staff and students (Ofsted, 2016; Taylor, 2012; Thomson and Pennacchia 2015; Martin, White and Jeffes, 2012; Tate and Greatbatch, 2017).

Reflecting on the data and discussions reviewed for AP and PRU education supports the rationale for my interest in conducting further research into this area of education. From my preliminary work involving students and staff at The Year 11 School, the concept of emotional intelligence and that of value systems, seemed to provide a shared language for teachers and staff to use when discussing and analysing data collected on the behaviour for learning of the students at The Year 11 School. This positive outcome encouraged me to continue my research into how I could plan and conduct a study that would establish an effective measure of emotional intelligence and value systems and, how this could impact on best practice at the school so as to improve overall student outcomes.

2.3 The development of emotional intelligence as a fundamental concept in education

The term 'emotional intelligence', was used by Greenspan (1989), Heuner (1966) and Payne (1986). It was then more formally defined by Salovey and Mayer (1990) who explained emotional intelligence as being "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey and Mayer, 1990, p.189). All of these researchers have had an input into the development of the notion of emotional intelligence. Sternberg (1985) laid down his triarchic theory of intelligence that included cognitive, motivational and affective functioning – which can

also be accepted as part of emotional intelligence. Furthermore, it was Aristotle who wrote, “Anyone can be angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way – that is not easy” (Weare, 2004, p.9). This seems an apt example of the notion of emotional intelligence.

The concept of an intelligence, separate from the academic and more to do with the interpersonal abilities of an individual, can be found as early as the 1920s with Thorndike’s investigation into social intelligence (Thorndike, 1920). He suggested that there was a type of intelligence that was distinct from what he referred to as general intelligence, and this was social intelligence: the ability to understand and manage people and to act accordingly in human relations. There were then references made in the 1980s by firstly Gardner (1983) and then Sternberg (1985). Gardner continued to highlight the concept of different types of intelligences, where two of them: interpersonal (understanding the emotions of others) and intrapersonal (understanding your own emotions), are generally the accepted explanations of what emotional intelligence is.

It was Daniel Goleman (1996) who popularised the concept of emotional intelligence.

Talking of the development of an emotionally intelligent society, he states:

“I feel it must lie in how we prepare our young for life. At present we leave the emotional education of our children to chance, with ever more disastrous results. One solution is a new vision of what schools can do to educate the whole student, bringing together mind and heart in the classroom... I can foresee a day when

education will routinely include inculcating essential human competencies such as self-awareness, self-control, and empathy, and the arts of listening, resolving conflicts and cooperation” (Goleman, 1996, p.xiii).

Goleman’s model (1996) focuses on five competencies and skills: self-awareness, self-regulation, social skill, empathy and motivation. Goleman believes that emotional competencies are not innate attributes that can be developed in an individual to achieve better success in defined circumstances. He states that everyone is born with a certain emotional intelligence and that it is the level of this that can determine how successful an individual is in building and honing the emotional competencies illustrated in his model (Goleman, 1996).

A certain amount of criticism has been raised towards the scientific substance of Goleman’s theories and publications. However, it was not the substance of Goleman’s theories that interested me when I began my review of the concept of emotional intelligence; it was the simplicity with which it is was presented. That for an everyday conversation, the language he introduced and the explanations given, could be used in staff room conversations and academic team meetings to talk about students’ behaviours and how the different competencies they were displaying were either promoting or preventing better success at school.

From this review of emotional intelligence, I decided upon the following definition, that will be used for the duration of this thesis: the ability to manage and understand your own

emotions and to understand the emotions of others (Goleman 1996; Mayer, Caruso and Salovey, 2016; Petrides, Frederickson and Furnham, 2004).

During the time of conducting this research, there was a clear indication that schools were assumed to play an integral role in the promotion of student emotional wellbeing (McLaughlin and Clarke, 2010). The Social and Emotional Aspects of Learning (SEAL) project arose from concerns regarding antisocial behaviour in children, leading to poor attainment in schools caused by poor attendance and a rise in exclusions (Zeidner, Roberts and Matthews, 2002). It followed previous DfES legislation such as the SEN Code of Practice (2001), the Every Child Matters Agenda (2004), and the Removing Barriers to Achievement (2004). All of these, along with SEAL, were in response to research advocating that an increased emotional intelligence would improve the educational experience of the student by making the learning more accessible and inclusive; resulting in higher attainment (Zeidner, Roberts and Matthews, 2002; Kelly et al., 2004). These initiatives also responded to research indicating the need for early intervention (Frederickson and Cline, 2002).

2.3.1 Teaching emotional intelligence in schools

When I was working at The Year 11 School, it seemed that schools were increasingly being given greater responsibility for children learning emotional competencies. Allen (2011), Matthews et al. (2004) and Shucksmith et al. (2007) support this notion and

suggest that legislation was attempting to reduce problems with adolescents such as aggression, drug addiction and non-attendance. It had been strongly suggested, and was certainly fundamental to the SEAL programme, that a whole school approach and strategy needed to be put in place if effective social and emotional learning was to take place (DfES, 2005).

The SEAL project was based on Goleman's theory that negative emotions are barriers to learning (Goleman, 1996). The SEAL curriculum was based on Goleman's five dimensions: self-awareness, managing feelings, motivation, empathy and social skills training. The SEAL guidance suggested that seven themes should be covered on a yearly basis: New beginnings, Getting on and falling out, Say no to bullying, Going for goals, Good to be me, Relationships, and Changes. SEAL aimed to develop children's social, emotional and behavioural skills, including: greater educational and work success, improvements in behaviour, increased inclusion, improved learning, and greater social cohesion (DfES, 2005).

The SEAL project was not without its criticisms. One was that as the programme was based on Goleman's emotional intelligence theory, it was subject to the same criticisms raised concerning his theory, namely that it is questionable due to being largely theoretical and having little empirical support; and, whether these theories are appropriately applicable as a determinant of student success at school (Petrides and Furnham, 2000b).

Durlak and Wells (1997), Weare and Gray (2002), and Wells et al. (2003) have commented that much of the research, prior to the introduction of SEAL on which the programme was based, was carried out in the United States. Whilst there are similarities between the UK and US population and culture, there are also differences, and this needed to be recognised.

The greatest concern regarding SEAL seemed to be the dependency it had on teacher delivery (Weare, 2004). Weare goes on to emphasise the need for good training of teachers to be able to act as 'role models'. It is certainly interesting to consider how often teachers show good emotional intelligence and how often (even if the behaviour is manufactured for effect), teachers do not show good emotional intelligence. Hallam, Rhamie and Shaw (2006) also highlight the need for proper training for teachers. It is all too easy to reflect on a mainstream school experience of SEAL delivery, occurring in PSHE lessons, being taught by non-specialist teachers, who are often not comfortable with the topics being addressed. In fact, Hallam, Rhamie and Shaw (2006) comment that of the teachers interviewed, many questioned whether emotional intelligence skills could in fact be taught in the classroom.

Another possible criticism was that the SEAL programme predominantly had a focus at primary school stage. It is generally accepted that it is between the ages of five to twelve that much of our emotional abilities are honed (Dunn and Kendrick, 1982; Slavin, 2003; Weare, 2004). However, this does not account for those students at a later age who have, for whatever reason, not acquired those skills. The SEAL for secondary schools guidance

offered considerable strategies for assessment of students' emotional abilities. However, while reflection is very important, how poor social and emotional competencies are addressed in adolescents does not seem to be clear (DfES, 2007).

Further research by the Department for Education focused on the SEAL program in secondary schools (DfE, 2010). The data from this research indicated that the SEAL programmes at the schools represented in the study, had "failed to impact significantly upon pupils' social and emotional skills, general mental health difficulties, pro-social behaviour or behaviour problems" (DfE, 2010, p.2). The school level data also failed to show that SEAL at secondary schools had brought about the desired results. However, there were some anecdotal examples of positive changes in general outcomes such as a reduction in exclusion. In fact, the DfE stated that despite the less than positive findings from their research concerning SEAL in secondary schools; it should not be taken as an indication that the promotion of SEAL was not an important and worthwhile endeavour (DfE, 2010). Weare (2010) supported this stating that, "uncertainties and tensions should not be an excuse for inaction" (Weare, 2010, p.4).

Despite these potential problems, the concept of good emotional intelligence being beneficial to good learning and success in schools is one that has continued to grow in support, not diminish in popularity (DfE, 2018; Kelly et al., 2004; Tate and Greatbatch, 2017; Weare, 2004). In the discussions that follow, reviews of how the awareness of and engagement with emotional intelligence development in schools is perceived to impact upon student exclusion and success at school, are presented.

2.3.2 Emotional intelligence and school exclusion

The DfE (2010) suggested one of the key reasons for the notion of the importance of improved emotional intelligence for a student would be that it would reduce their risk of permanent exclusion from school. Permanent exclusion tends to be the final act of sanction in mainstream school when all other interventions have failed. It is more common for a student to be permanently excluded for continued poor behaviour and disruption to learning, than for one off major incidents (Hallam and Rogers, 2008; Rogers, 2015; Tate and Greatbatch, 2017).

National trends, at the time of the research for this thesis, seemed to be comparable to the data at The Year 11 School. In 2008-09, boys represented 78% of permanent exclusions. This was mirrored almost exactly at The Year 11 School with four fifths of the 2008-09 cohort being boys. The most common reason for permanent exclusion nationally, was persistent disruptive behaviour, making up just under a third of all permanent exclusions. This was also the most common reason at The Year 11 School, however, making up a much higher proportion of four fifths. Current national data reflects similar trends with boys representing an average of 75% of permanent exclusions within the secondary age bracket (DfE, 2018).

Despite often held - but also, often unfounded - public opinion, according to teacher testimony, parental views, and overall Ofsted judgements; behaviour in schools had improved over the ten years leading up to this research (Smithers and Robinson, 2001,

2005; Steer, 2009; Wiseman and Dent, 2005). With regard to inclusion and engagement of students in schools, there have been a number of initiatives in the UK and overseas, that attempted to reduce exclusion as part of their outcomes. Hallam and Rogers (2008) cite the Every Child Matters agenda introduced in 2003 by the DfES, that proposed that through meeting the aims of, Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, and Economic Wellbeing; that the exclusion rate would fall. In Australia, De Jong (2005) recommended a set of core principles to enable the development of educational interventions. These included positive student/teacher relationships, creating a supportive and caring environment, and one that focusses on the student as a whole including academic and personal needs. In the USA, McPartland (1994), “suggested that effective programmes aimed at promoting continuing engagement with education” (cited in Hallam and Rogers, 2008, p.12), would bring improvement.

There are different contentions as to why exclusions had generally risen since the 1980s even though there had been an improvement in behaviour and there were more initiatives regarding inclusion. In the UK, the introduction and publication of school league tables implemented after the 1988 Education Reform Act has been cited as a cause (Glennerster, 1991; Rogers, 2015). This was due to the increased pressure on schools to have the students who would ‘score’ for them in the league tables in school and not have students who would not and, therefore, bring the success rate down. As Wright, Weekes and McGlaughlin (2000) state, due to the league tables, schools began to ‘not want’ students who would give poor attainment results. This raised profile on results also

led to parents exercising pressure on schools, to have students removed who were disrupting the education of their children (Hallam and Rogers, 2008; Rogers, 2015). The investigation into accurate reporting on the number of students currently 'off-roll' due to these pressures placed on schools and parents continues. This is made obvious in that data continues to be reported to the local education authorities two terms in arrears, allowing for schools that close (or make way for sponsored academies) not to supply any exclusion data for their final two terms. The fact that the DfE reported 1,200 school closures in its 2017 statistical report continues to raise serious concern over the actual number of students being permanently excluded from mainstream education (DfE 2018). 'Off-rolling', as it has become known, is a continuing concern within the education sector. Over 19,000 students did not progress from Year 10 to Year 11 in the same state-funded secondary schools, and more than a quarter of these move to state-funded APs or PRUs. Predictably, the children who are more likely to leave school are children who have special needs, are eligible for school meals, are looked after children, and some minority ethnic groups (Ofsted, 2018).

The notion that students were, and are, largely reintegrated from PRUs back into mainstream education was, and is, not the case. Whilst positive measures such as collaborative work between schools, managed movement of students from one school to another before official exclusion results and the use of other charitable or business agencies offering alternative provision have been introduced; PRUs are still the largest providers of education to students who have been excluded (DCSF, 2008; Kinder et al., 1997; Tate and Greatbatch, 2017; Taylor, 2012).

While current inspection data of PRUs indicates that since 2012, the judgment of 'good' has steadily risen from 51% to 71% (Ofsted, 2017), the number of students achieving 5 A*-C GCSEs is recorded at only 1% (DfE, 2018). If this is the case, and the majority of excluded students attend PRU education, it is no surprise that it is reported that exclusion has a negative effect on a child's education and future prospects (DCSF, 2008; Kinder et al., 1997; Tate and Greatbatch, 2017; Taylor, 2012).

If we accept that students who have been excluded are more likely to have low emotional intelligence and that the majority of these students are attending PRUs. That it is likely that it is these students who may then engage in activities that may not be beneficial to improving their emotional intelligence and their future prospects (for example through youth offending activities including cannabis use). Also, that it is shown that students who have been permanently excluded from school are more likely to have limited social, professional and economic opportunities and are more likely to suffer unemployment, homelessness, marriage breakdown and psychological problems (Guttmannova, Szanyi and Cali, 2008; McAra, 2004; Reid, 1999; Tate and Greatbatch, 2017; Taylor, 2012). Therefore, PRUs have a large role to play in the support of these students in their emotional, social and academic outlook which will be of a benefit to both them and of society as a whole.

2.3.3 The role of emotional intelligence with regard to student success at school

If we accept the definition of success at school as having a twofold criterion: that students know how to behave in order to promote a harmonious learning environment, and secondly, that they achieve academically to the potential of their abilities; it seems that intelligence quotient (a measure of a person's intelligence as indicated by an intelligence test) is not a direct indicator of success, and therefore, other factors must be considered. Research has suggested that emotional intelligence could be a more determinant indicator of a student's ability to achieve, if success is defined as above (Allen, 2011; Mayer, Caruso and Salovey, 2016).

During the time that I first became interested in conducting research into the concept of emotional intelligence and success at school, a study that addressed the links between emotional intelligence and behaviour was that by Petrides, Frederickson and Furnham (2004) entitled: *The role of trait emotional intelligence in academic performance and deviant behaviour at school*. Trait emotional intelligence is referring to self-perceived abilities ('traits') and is measured through self-reporting (Petrides and Furnham, 2000a; Perez et al., 2005). Petrides, Frederickson and Furnham (2004) suggested that low trait emotional intelligence may be a key ingredient in what they term as deviant behaviour in school (Cohen and Strayer, 1996; Eisenberg, 2000; Roberts and Strayer, 1996). They also went on to say that negative self-perceptions are associated with classroom disruption (Fergusson, Lynskey and Horwood, 1995; Williamson and Cullingford, 1998). From this, Petrides, Frederickson and Furnham (2004) purported that it is probably with

vulnerable groups, such as low ability students and those with special needs that the effects of trait emotional intelligence will be found to be more pronounced.

In light of this, Petrides, Frederickson and Furnham (2004) postulated that emotional intelligence would be negatively related to exclusions and unauthorised absence, in that, the lower the emotional intelligence of a student the greater the risk of that student being excluded or having high unauthorised absence. Also, it was predicted that high emotional intelligence would on average bring better performance academically.

Regarding academic success, they found that there were no significant “trait emotional effects on maths or science, but there were significant interactions for English and overall GCSE performance” (Petrides, Frederickson and Furnham, 2004, p.279). This can probably be explained since subjects such as maths and science require less emotional interaction from the student, whereas English does require a subjective and emotional response to the content. Petrides, Frederickson and Furnham (2004) concluded that for students who have a low intelligence quotient score, trait emotional intelligence is more likely to have a positive correlation with academic achievement, however, for students with a high intelligence quotient score, the positive effect of trait emotional intelligence was much lower, if having any effect at all. The reasons offered by Petrides, Frederickson and Furnham (2004) were that students with a high intelligence quotient will often perform well under pressure as they know they have the capabilities to be successful. However, students with a low intelligence quotient need high emotional intelligence in order to manage their emotions to cope with the pressure of knowing that they may fail (Eynsenck,

1996; Mayer, Caruso and Salovey, 2016; Spielberger, 1966; Stankov, Boyle and Cattell, 1995; Svanum and Zody, 2001).

As for unauthorised absence and exclusions, Petrides, Frederickson and Furnham (2004) comment that the results showed that whilst trait emotional intelligence was not a significant predictor in the regression of authorised absence, it was with unauthorised absence. The results for exclusions were less valid as only fifteen exclusions occurred amongst the six hundred and fifty students. Furthermore, of the fifteen, only twelve had completed the trait emotional intelligence measure. Therefore, although this was a small sample, nine out of the twelve were categorised in the low trait emotional intelligence group.

Petrides, Frederickson and Furnham (2004) recognised that the sample for exclusions was too small to use in this case, however, they do state that, “various kinds of emotional and low self-esteem deficits consistently come up as predictors or correlates of conduct-disordered behaviour” (Petrides, Frederickson and Furnham, 2004, p.289). They suggested that students with a low trait emotional intelligence rating are more likely to show their frustrations through anti-social behaviour (Cohen and Strayer, 1996; Eisenberg, 2000; Williamson and Cullingford, 1998) and they concluded that, “there is little doubt that increased precision in targeting potentially vulnerable individuals will be conducive to the success of many intervention schemes” (Petrides, Frederickson and Furnham, 2004, p.290).

From this study it was suggested that there is a direct link between emotional difficulties and academic success; it was also suggested that emotional intelligence is a tool that should be judged on what it explains rather than on what it predicts. In that, it could be used as an instrument to explain the behaviour of students in school, but not to predict how they are going to behave (Allen, 2011; Petrides, Frederickson and Furnham, 2004). This can be supported by the Ciarrochi et al. (2002) study that, whilst setting out to show that high trait (self-perceived) emotional intelligence would bring low levels of stress, in fact found the opposite correlation and those participants with low emotional intelligence were simply unaware of the stressors surrounding them and, therefore, did not exhibit the signs of stress (emotional intelligence explaining behaviour rather than predicting it).

It was from reading this study and exploring its findings that ideas for my own research and its design started to formulate. From this beginning, I developed the idea that although it may be possible to highlight those who are the vulnerable with regard to low emotional intelligence, the crucial factor is the interventions that are put in place to address that vulnerability (DfE, 2018; Tate and Greatbatch, 2017; Taylor, 2012). With the articulation of these interventions and the subsequent importance of the recorded observations being made on students as a viable source of data collection, further theories and interpretations of how to explain the motivators behind the observed student behaviours began to emerge. Of particular interest, was the concept of value systems as something that drives individuals to behave in certain ways in different situations, therefore, could be seen to contribute to the overall school success for students, both academically and personally.

2.4 The concept of value systems

By value systems, I am referring to the concept of a set of 'values' that an individual holds, and the way in which they are used in decision making in day to day life. They are the values that a person reverts to in regard to what they consider to be right or wrong, acceptable or unacceptable, moral or immoral and ethical or unethical behaviour. These are the standards that an individual uses to judge the worth of an action or idea. They are what are used to ascribe whether something is good or bad, worthwhile or worthless, or desirable or despicable (Morris, 2015; Schwartz, 2012; Shaver and Strong, 1982; Van Marrewijk, 2004).

Studies dating back to the 1980s support this notion, with Labov (1982) suggesting that there were ethnographic data to support the conflict that students faced in a study in Harlem, between the value systems of the peer group members in the community that they lived in and the value systems of the school. He suggests that this is a greater reason for students failing to attain expected reading levels, rather than intelligence. He argues that the pull of the community values outweighs that of the values that are endorsed in school. The idea of conflicting value systems for school students is being discussed currently as well. Castiglione, Rampullo and Licciardello (2014) consider values, "as ideal benchmarks that guide a person's life, [which] are of great significance in the adolescence, a phase in which an individual acquires the competencies and the necessary requisites to undertake particular responsibilities and to organise one's Self"

(p.1330). They go on to suggest that age, gender and the type of school that a student attends all has a contributing factor to how individual value systems develop.

It is suggested that value systems are cultivated over time within the environment that an individual spends the most time, and that these value systems then influence the choice of actions that one takes among several possibilities (Boehnke, Sagiv and Schwartz, 2000; Bronfenbrenner, 1979; Feather, 1995; Schwartz, 2012; Verplanken and Holland, 2002). There is support for the idea that individuals adapt their values to the circumstances that they find themselves in, giving more focus to values that are more easily lived up to and appreciated in the environment that they live (Castiglione, Rampullo and Licciardello, 2014). The idea that adolescents as a whole tended to have different priorities to values from the mainstay of society, with a focus on “hedonism, stimulation, self-direction, and lower priority to conformity, security and tradition” (Castiglione, Rampullo and Licciardello, 2014, p.1331); starts to paint a picture of how value systems could have a considerable impact on the decision making process for students such as those attending AP or PRUs.

Castiglione, Rampullo and Licciardello (2014) suggest that for students there should be, “a positive correlation between years of education and positive value systems” (p.1331). This, for students who find themselves in AP or PRU education, could mean that the chance of positive values being developed is diminished, as permanent exclusions are often preceded by a number of fixed-term exclusions resulting in frequent changes to education setting and interrupted time in education.

Schwartz (2003) developed a 'values' questionnaire which focussed more on the types of values that an individual held and then how these might dictate and explain behaviours, rather than focussing on whether they were positive or negative per se. Support for this questionnaire can be evidenced in studies that have collected data on values across diverse demographics in eighty two countries around the world and, with representative national samples from thirty seven countries (Bilsky, Janik and Schwartz, 2011; Davidov et al., 2008; Schwartz, 2006). It was this strong evidence for the validity of the theory across cultures that attracted me to using the Schwartz (2012) theory of basic values. Schwartz suggests that values can be used to "characterise cultural groups, societies, and individuals, to trace change over time, and to explain the motivational bases of attitudes and behaviour" (Schwartz, 2012, p.3). This concept resonated with me strongly and, therefore, encouraged me to use this as the theoretical framework to guide my own study.

This concept was pivotal for the development of my study, as the idea of developing a tool for teachers to use to support professional and focussed discussions about why a student's behaviour was affecting their learning success in a certain way, rather than labelling a student as either being 'good' or 'bad', was becoming central to my research. By positive or negative value systems, this became a descriptor of whether the value systems being displayed were of a positive or negative nature in relation to the values that were being upheld at The Year 11 School, in order to promote a harmonious learning environment, that would enable students to achieve success at school, both academically and personally.

2.4.1 The Schwartz theory of basic values

Schwartz (2012) suggests values have been discussed and considered as important to individuals by many researchers over the years and that from reviewing the literature available on values, that broadly, there are ten defining features and categories for all values. Firstly, Self-direction, as in independent thought, exploration and creativity, is advocated by Bandura (1977); Deci (1975); Kluckhohn (1951); and Kohn and Schooler (1983). Then Stimulation, as in excitement, novelty and challenge in life, is raised by Berlyne (1960); and Deci (1975). Hedonism is commented on by Freud (1933); and Williams (1968). Achievement – personal success, and then Power – social status, from Parsons (1951); Lonner (1980); and Allport (1961). Security is commented on by Kluckhohn (1951); and Maslow (1965). Conformity, to social norms, and then Tradition – the respect of customs, is discussed by Durkheim (1954); and Parsons (1951). Then Benevolence is commented on by Maslow (1965); and Kluckhohn (1951). Before, finally, Universalism, as in the appreciation and protection of all people and nature, from Schwartz (1992) himself.

Schwartz (2012) goes on to further categorise these ten motivational values into four general quadrants: Openness to Change which contains Self-Direction, Stimulation and to a certain extent Hedonism. With Conservation containing Security, Conformity/Tradition, as its polar. Then, Self-Transcendence which contains Universalism and Benevolence. With conversely, Self-Enhancement containing Achievement, Power and again to an extent Hedonism, making up the final quadrant.

Schwartz (2012) puts forward the idea that, until the relatively recent resurgence of research on values systems, there had been no clear agreed upon definition of the concept what basic values are and how they might be considered and even measured (Hitlin and Piliavin, 2004; Rohan, 2000; Schwartz, 1992; Smith and Schwartz, 1997). He suggests that values are similarly structured across diverse cultures lending to the supposition that there is a universal nature to the values that exist in human nature (Schwartz, 2012). At the same time, whilst recognising the above, also that “individuals and groups differ substantially in the relative importance they attribute to the values” (p.3). I agree that, whilst values can be seen to have similar features, universally, and that all values can be broadly identified under a number of definitions; that how the values are ranked and the motivations behind this is what gives a society, community or individual a set of value systems.

In his overview of his own theory of basic values, Schwartz (2012) outlines six main features that values have: First, that values are beliefs and are infused with feelings. If one holds a value dear, and that value is threatened, an emotive response will result. Second, that values are tied into desired goals, therefore, motivate actions. Third, that our true values exist for us regardless of our situation, however, how we prioritise or rationalise them may be affected by circumstance. Fourth, that values guide the selection of actions that an individual takes. As Schwartz (2012) describes: “People decide what is good or bad, justified or illegitimate, worth doing or avoiding, based on possible consequences for their cherished values” (p.3). However, that this decision making process is very rarely conscious. Fifth, that values are ordered by importance, and then

finally, sixth, that it is this relative importance of a number of values (as actions rarely affect only one value) that are totalled up in order for decisions to be made on actions taken, i.e. that the ranking system gives greater weighting to values higher up the scale.

Schwartz (2012) highlights that when one is trying to explain why an individual behaves in a certain way; people often refer to attitudes, beliefs, traits, or norms. Attitudes, when discussing an individual's behaviour, are evaluations of good or bad, desirable or undesirable and can, therefore, be measured on a positive/negative scale. Why this is important in terms of values is that our value systems motivate our attitudes; and that they are the basis of the evaluations that we make of ourselves and that others make of us.

Schwartz (2012) suggests that these general values are often competing and in conflict with each other, and it is this process that gives individuals their system of values. Interestingly, he goes on to say that values can be reprioritised and pursued depending on "different acts, at different times, and in different settings" (p.8). There is research to support the notion that Benevolence, Universalism, Security and Conformity are considered to be prevalent and important as values in most cultures (Bilsky, Janik and Schwartz, 2011; Davidov et al., 2008; Schwartz, 2006). This might help to explain the reason why students such as those attending PRUs are often observed to be able to promote the school values whilst they are at school and within that community; before realigning their value systems in order to fit into the social circumstance of the environment in which they live (Marchant, Paulson and Rothlisberg, 2001; Schwartz, 2012).

This idea of different influences from the environment that a child develops in, led me to think about how the value systems and emotional intelligence of an individual may be influenced by the environment to which they are born. And on from this, how the ongoing development of the value systems and emotional intelligence of a child may continue to be influenced by that environment and by the personal relationships that the child has within it. This theory was championed by Bronfenbrenner in his ecological systems theory.

2.4.2 Bronfenbrenner's ecological systems theory

In 1979, Bronfenbrenner published his work, *The Ecology of Human Development. Experiments by Nature and Design*. In it, he suggests that the “ecological environment is conceived as a set of nested structures, each inside the next, like a set of Russian dolls” (Bronfenbrenner, 1979, p.3). Regarding a child's development at school, he claims that their ability to learn to read and write depends as much on the nature of these structures, and primarily in this case the ties between school and home, as it does with how the child is taught in class. Ryan (2001) explains Bronfenbrenner's theory as one that “looks at a child's development within the context of the system of relationships that form his or her environment” (p.1). He goes on to explain how Bronfenbrenner's theory defines the environment that a child grows up in as having ‘layers’ that affect the child's development in different ways.

To explain these layers is best to begin with the one closest to the child – the microsystem. This system encompasses the relationships that the child has with their immediate

surroundings, for example, the interactions with their family, local community, school etc. Then, moving outwards, there is the mesosystem that links the different parts of the child's microsystem, for example, the parent link with the teacher as a good example in the context of this research. Then, the exosystem, which is the larger social system, the interactions that are had within this system can affect the microsystem, such as, where the parents' work place is. The macrosystem, which is the outermost layer and is formed by such things as the cultural values of a community, including customs and laws. And finally, the chronosystem, is how the child is affected by timing as they develop, such as puberty, or the death of a relative (Berk, 2000; Bronfenbrenner, 1979; Ryan, 2001).

With regard to this research, the relationship between the child, home (both family and community) and the school is of interest. Ryan (2001) suggests that schools and teachers may, "fulfil an important secondary role, but cannot provide the complexity of interaction that can be provided by primary adults" (p.3). In fact, he goes on to suggest that for the educational community to think that it can perform these primary functions is to "help society continue its denial of the real issue" (p.3). This certainly links to the earlier discussion of a child's desire to conform to a set of values and be secure in certain environments, like that of a PRU, but then to have to revert to another when they leave. This was a discussion point among some staff members at The Year 11 School who believed that all that was being done at the school was 'putting a plaster' over the bigger issues for the students who were attending (Marchant, Paulson and Rothlisberg, 2001).

That said, Bronfenbrenner's ecological systems theory is one of the most widely used theoretical frameworks for examining the effects of the environment, that an individual lives in, on that individual (Watling Neal and Neal, 2013). Watling, Neal and Neal (2013) go on to cite the extent to which Bronfenbrenner's theory has been used in the study of student school success. They state that, "studies of children and youth have often examined aspects of the peer, family, classroom/school and neighbourhood microsystems (see Chipuer, 2001; Criss et al., 2009; Gest and Rodkin, 2011; Gifford-Smith and Brownell, 2003; Seidman et al., 1995)" (p.723). They concede that there is some difference of opinion regarding whether the idea of a 'nested' approach (the visual representation of concentric circles), or a more networked system would better describe the interplay between the systems; however, state that all commentators and researchers of Bronfenbrenner's theory agree on the importance that the immediate surroundings that a child finds themselves and the profound effect it has on the development of their decision making abilities. This appeared to be another way of describing both the value systems and the emotional intelligence that the child develops. By including knowledge from this theory in my research, I was able to better articulate what it was that I was observing. It supported my own reflexivity as a researcher, in ensuring that I was attributing the behaviours that I observed and then interpreted to researched theories conducted by others, not only to my own personal assumptions.

Whilst exploring the idea of values and character being nurtured in children by the environment that they find themselves in, I thought it pertinent to explore other social and emotional skills that could be attributed to affecting school success for students attending

AP and PRU education. The concept of resilience was one that came to my attention during the conducting of my study as it was often a word that was used by teachers to describe what they thought many of the students at The Year 11 School lacked. Also, that in current planned government intervention programmes aimed at supporting low mobility communities, building resilience skills has been identified as a positive initiative (IPPR, 2017). Therefore, as with Bronfenbrenner's ecological systems theory, I considered it important to have this knowledge within my theoretical framework.

2.4.3 The concept of resilience in children

'Educational resilience' specifically, refers to "achievement in schools, despite difficult circumstances" (Poulou, 2007, p.92). Howard and Johnson (2000), suggest that the Bronfenbrenner (1979) ecological systems theory can be used in conjunction with resilience theory as a way to explain how some students have greater degrees of success in the same challenging circumstances. Whereas, with the Ryan (2001) study, based around Bronfenbrenner's theory of ecological systems, is questioning the extent to which a school can influence the development of a child's character; there are several studies that focus on the development of a psychological state referred to as 'resilience', that do in fact suggest just that. Especially in cases where the support network for a child is not present at home or in the community that they live, it is advocated that the school takes on extra importance in helping a child develop (Cefai, 2007; Hart, 2013; Henderson and Milstein, 2003; Morrison and Allen, 2007). Edmonds (1986) went as far as to say that for

children lacking support at home, the school might be “so potent that for at least six hours a day it can override almost everything else in the lives of those children” (p.103).

Rutter has been writing about resilience since the 1970s. He defines resilience as when positive psychological outcomes result, despite ‘serious risk experiences’ occurring (Rutter, 2006). His principles are based on extensive research, that all support the idea that there are no special abilities that some children have; and rather, that adaption to difficult circumstances is possible given the right support (Rutter, 2006, 2007, 2012, 2013). Ungar is another who promotes the idea that it is the support and structures that are put in place as well as the ability to adapt by the child, that brings about success in the face of adversity (Ungar 2005, 2008, 2013). His ideas differ and move on from those of Rutter in that he suggests that intervention should come at multiple levels; culture, community, relationships and individual and that these should support in helping young people navigate through adversity better (Ungar, 2008). Ungar differs from all earlier theorists in that he insists that there should be less focus on the child and more focus given to the environment (Ungar, 2013).

Ungar et al. (2007) compiled data from fourteen international communities that had experienced risk. Whilst some of the risks, encountered by students such as those learning in AP and PRU environments, would not have been such horrific things as war or genocide; many of them would have experienced multiple risks such as poverty, social dislocation, violence, drug and alcohol addictions in the family and family breakdown. He considered that the young people were required to have experienced at least three of

these risks and had success at school, to be deemed resilient (Ungar et al., 2007). This definition is one of the concerns that commentators have regarding resilience, in that, there does not appear to be a definitive explanation of what it means to be categorised as resilient. Most who have researched resilience are in agreement that it has to be considered contextually to the environment that children have experienced serious risk in, and demonstrated positive functioning in some way (Rutter, 2006; Garmezy 1991; Werner, 1982; Luthar et al., 2000; Masten, 2014; Ungar, 2004).

What is also generally agreed, is that further research into resilience, might help to address some of the ambiguities that exist currently around the topic. This is suggested to be the case, in particular, with regard to exploring resilience in PRUs (Hart, 2013). Also, that further research using qualitative methods would be beneficial to understanding resilience (Ungar 2003; Moe, Johnson and Wade, 2007; Hayes, 2004; Gersch et al., 2008). What seems to be the case, is that the more that research takes place regarding theories such as resilience, ecological systems or the concept of value systems, the more it will hopefully raise further understanding of the needs of students who come from difficult home life circumstances (who so often attend PRUs). And then, that this can aid educators to put interventions in place, to support these young people to overcome adversities (Hart, 2013).

This led me to reflect upon the development of my own study and whether the findings could, in the future, yield certain relationships between the level of a student's emotional intelligence, value systems and their ability to be resilient in navigating their 'journey'

through the environments in which they live, socialise and study. That some of the findings of this study could provide a platform for further research into these seemingly intertwined issues.

2.5 Summary

PRUs are still the major provider of AP for students who are deemed not able to undertake mainstream education. For the majority of PRUs, poor academic, and often social and emotional development, outcomes are still common – and that there are often conflicting views over which should be given priority. Most of the students who attend PRUs are from difficult backgrounds. There is further call for research to be undertaken regarding students from challenging backgrounds, PRU education and the effects of emotional intelligence and value systems on the behaviours and success of at risk students such as those at The Year 11 School.

Therefore, I consider the literature review to have highlighted that there was and is a real opportunity and need to question whether students are able to improve their emotional intelligence and value systems at a PRU. And, whether the observed behaviours of the students could be explained by differing levels of emotional intelligence and value systems. Furthermore, whether, in the process of attempting to raise student levels of emotional intelligence and value systems, and in the observation and monitoring of this, greater success for the PRU as a whole, and the students individually, could occur.

Whilst the conducting of this study predates more recent initiatives to increase options for students at risk of disengagement from education, it is also the case that the number of exclusions in UK schools continue to rise, as do the numbers of students attending APs and PRUs. The situation in this area of education remains the same, or perhaps is even worse than at the time this study was carried out. (AoC, 2015; DfE, 2018; GOV.UK, 2014; Ofsted, 2014; Spours, Hodgson and Rogers, 2017; Tate and Greatbatch, 2017). This review of literature supports my rationale for wanting to conduct a study that would offer educators, working at school level, meaningful strategies and effective tools to enhance the education programmes and practices within AP education, thereby, increasing the chances of school success for students being educated in these environments, both academically and personally.

Chapter 3 – Formulating the Research Design

3.1 Introduction

In this chapter I will begin by giving a consideration of the importance for an epistemological orientation of research (Section 3.2). Both the positivist perspective and the interpretivist perspective (3.2.1) are presented before ending with an explanation as to why I chose a mixed methods approach to my research (3.2.2).

Next, I present the case study method and define the case through the rationale and process given to the development of the overarching research aim and questions (Section 3.3). I then discuss why I decided to follow ethnographic principles to help me navigate, explore and address the research aim and questions for this case study (Section 3.4). Within this, I present my considerations of the strengths of ethnography (3.4.1); before acknowledging the challenges that might arise from this research strategy (3.4.2).

I then present the reasons for the data collection approaches taken, the measure for emotional intelligence and the conceptual framework for value systems used (Section 3.5). Firstly, the approaches are outlined, followed by the measure for emotional intelligence (3.5.1), and the theoretical framework for value systems (3.5.2).

Finally, the ethical considerations for conducting this study, with students who could all be regarded as vulnerable, is explored and given (Section 3.6).

3.2 Epistemological orientation

Being aware that many commentators put emphasis on the need for philosophical and epistemological debate concerning the performing of research; I reflected that firstly deciding the epistemological stance for this study, would give a clear direction that my research could take.

The epistemological orientation of research concerns the need for the nature of reality and truth to be addressed and the questions of what knowledge is, how knowledge is acquired, and how it can be authenticated – or indeed whether it in fact can be – to be asked (Burr, 1995; Hughes and Sharrock, 2016; Markman, 1999; Rogoff, 1991; Sfard, 1998). Pring (2000) goes on to suggest that if research does not have its epistemological orientations considered by the researcher, it is open to criticism. Crotty (1998) supports this and asserts the epistemological orientation of research as fundamental as it influences the methodology, data analysis and overall validity of the study. With regard to the philosophical analysis of research, he states that “far from being a theorising that takes researchers from their research, it is a theorising embedded in the research act itself. Without it, research is not research” (Crotty, 1998, p.17).

3.2.1 Positivist and interpretivist perspectives

Regarding the philosophical context of research, and considering educational research specifically for examples, there is firstly the positivist approach. This stance lays claim to

the idea that there is a certain truth that can be known and the more objective you are in your research, the better (Scott and Usher, 1999). Most scientific research is of this persuasion and it lends itself to the analysis of quantitative data. Historically, much of the early social research was carried out from this perspective. Quantitative purists advocate the principles of inherency and verifiability, which contradicts the views of qualitative relativists who consider all reality to be socially constructed (Snape and Spencer, 2003). Positivism is the paradigm most central to quantitative research and within this there are the two key concepts of validity and reliability. Validity refers to the importance of ensuring that the findings can withstand scrutiny and be accurately representative. Reliability refers to the consistency of a particular measurement and whether the assessment would produce the same results if repeated under the same conditions by a different researcher (Brantlinger et al., 2005; Yardley, 2000). Quantitative researchers are able to use reputable rules or objective tools of analysis in support of their decisions as to what is valid evidence, for or against their theory (Manheim, Rich and Willnat, 2002).

Alternatively, there is interpretivism. "Here the emphasis is on human action and the assumption is made that it is meaningful and hence has to be interpreted and understood" (Scott and Usher, 1999, p.9). This stance is in nature subjective and, therefore, truth and reality are more relative entities formulated in the analysis by the researcher. Research in the pursuit of qualitative data is often done so from this stance. The more interpretivist approach taken on qualitative research differs from the positivist approach in that researchers do not view the data as inherent, therefore, the researcher has to convince the readers through their "ability to present a clear description, offer a convincing analysis,

and make a strong argument for their interpretation to establish the value of their conclusions” (Manheim, Rich and Willnat, 2002, p.317). Critiques of this qualitative approach consider that these conclusions tend to be non-verifiable and intuitive rather than factual, which leaves them reliant on their readers to trust that their interpretations of the data are valid and legitimate (Brantlinger et al., 2005; Yardley, 2000).

In relation to my study, both of these perspectives resonated with me given the vulnerability of my participants and considering that they would be a very diverse group given the research setting. From my preliminary work I knew that the school had certain numeric data that I could use that would be useful, and, I also knew that observations of and interviews with the participants would allow me greater insight into the phenomenon being studied (Hammersley, 2006; Hargreaves, 1967; Woods, 1979). Therefore, a mixed methods approach to data collection was decided upon, to be able to interrogate the overarching research aim and questions.

3.2.2 Mixed methods approach

I agree that responsible research should be more than the mere collection and presentation of data, and that the analysis of data requires a certain stance to show the focus of the analysis. However, especially in light of more recent discourse surrounding the use of mixed methods research, I put forward that the emphasis on philosophical enquiry, prior to research taking place, has become more realistic and less stark than it possibly was previously (Tashakkori and Teddlie, 2003; Teddlie and Tashakkori, 2009;

Dillon and Wals, 2006; Onwuegbuzie and Leech, 2005; Christ, 2014). Scott and Usher (1999) suggest that, “research is not a technology but a practice, that it is not individualistic but social and that there are no universal methods to be applied invariantly” (Scott and Usher, 1999, p.10). I would agree that when studying something as complex as social action, using as varied data as are available, and addressing different data from different epistemological stances in order to be able to offer as much context to the subject or participants being researched, can only be of a benefit to the research. Some data will lend themselves to objective, positivist analysis and other data to subjective, interpretivist analysis. As long as the researcher recognises what type of analysis is occurring, the analysis can be deemed to be valuable to the research.

Therefore, for the purposes of this research, I considered that some data would be quantitative data, such as, the number of times a student is absent, for example. Other data would be more qualitative and collected through the interpreted actions of participants, such as, a student responding poorly in an examination. The strength of this mixed methods approach to data collection is that the researcher recognises the value in the collaboration between qualitative and quantitative data; and acknowledges the importance of learning from each tradition so that they can be clear about the implications of the methodologies employed in their research (Hammersley, 2006).

It was looking from this stance that I started to consider the method for my research. From the outset, I had a preference towards the case study method as this would allow me to draw on my own experiences and knowledge of education, as well as drawing on the

research of others, to answer the questions I had regarding vulnerable students' interactions in a particular educational setting (Yin, 1994).

3.3 The case study method

In formulating the research aim and questions for my study, I followed the advice of Yin (1994) as I planned to conduct a case study, using theoretical frameworks to guide the parameters of my research. I considered this appropriate as my research would be connected to the particular field of the psychology of education and the research driven by emotional intelligence and value systems theory (Agee, 2009).

This study focusses on a group of vulnerable secondary school students, attending their final year of formal education in a Pupil Referral Unit setting. I specifically looked at emotional intelligence and value systems, and whether the environment of The Year 11 School supported the development of these and thereby the ability of the students to achieve school success, both academically and personally.

The overarching research aim was to explore the contribution of emotional intelligence and value systems in supporting students, in their final year of formal education in a Pupil Referral Unit setting, to achieve school success, both academically and personally.

To address the overarching research aim, I formulated two research questions in order to help me navigate my way through the study. These were:

- Could the environment at The Year 11 School influence the students' ability to improve their emotional intelligence and value systems?
- What was the relationship, if any, between the emotional intelligence and value systems of the students at The Year 11 School; and did this relationship enable or hinder their success?

I established, that in order to interrogate these research questions, I would need to employ multiple data collection techniques. The case study supports this, meaning that I could use the numeric data recorded on the students by the school, as well qualitative data collected through observations (Yin, 1994). Case studies also consider context as an essential part of the phenomenon being studied. As Robson (1993) states, "case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence" (p.5). Yin (2012) believes case studies to be a more contemporary mode of research and that they are especially valuable where the phenomenon being researched and the context are closely entwined. He suggests that case studies are valuable when there is, "the desire to derive a(n) (up-)close or otherwise in-depth understanding of a single or small number of 'cases', set in their real-world contexts" (Yin, 2012, p.4).

Thomas (2011) states that a case study must include two elements, the first being the subject of the case study, and the second, “an analytical or theoretical frame” (p.513). He refers to this as the object of the case study. Yin (2012) goes on to suggest that the researcher should follow three general steps. Firstly, that a ‘case’ should be defined, as in, what is the focus of the study? Not that the focus of the study shouldn’t be redefined (and this is seen by Yin as one of the virtues of a case study), but that there should be a reference point from where the origin of the study came from and that the thread of the developments of the study can be tracked. Secondly, that the researcher chooses whether the study design should be single case or a multiple case, and on from this, whether the single or multiple cases have subcases embedded within. So, for example, the research could be a case study of one school with either having or not having classes or students as subcases. Or alternatively, it could be research based on the case studies of a number of schools, also with either having or not having classes or students as subcases. Then thirdly, whether the case study will either begin from a point of theory or not. By this, he means that the research will either set out to test a presupposed theory, or whether the research will study a phenomenon within a context and allow the theory to grow (Yin, 2012).

Therefore, in the context of this study, the three steps would be: firstly, that the focus of this study would be to explore the contribution of emotional intelligence and value systems to students achieving school success, both personally and academically; secondly, that the design would be a single case study of one Year 11 PRU, with a single cohort of forty Year 11 students as cases; and then lastly, that this research would study the

phenomenon of emotional intelligence and value systems, within the school context, and allow the theory to grow with the development of the study.

The point that Yin (2012) makes well, is that as case studies are usually, by nature, narrower in their perspective, it is easier to set out with an initial theory or direction and then be able to change direction as data are collected in the initial stages of the research. This is certainly an advantage that could be considered in the formulation of this study. As I began to think further about data collection and how best to achieve this within the parameters of my study, I recognised that flexibility would be favourable, especially at the beginning of the research. Therefore, I began to read studies that I considered to be similar to my own in order to explore the various methods available to me to collect the data I required to address my research aim and questions.

I first looked to find research where both qualitative and quantitative research had been used in case studies of education. Although ethnography is often seen as a specific form of qualitative enquiry, there are examples where ethnographic work includes the use of quantitative data and analysis (Hammersley, 2006). One limiting assumption made in early work by Chicago School sociologists, was that qualitative methodologies were the best for studying urban, social phenomena, however, they came to recognise their over-reliance on qualitative methods (Lutters and Ackerman, 1996). This recognition resulted in research being undertaken that often combined 'case study' with quantitative data (Hamersley, 2006). Ethnographic work on schools in the UK did the same (see Hargreaves, 1967; Lacey, 1970; Woods, 1979; Ball, 1981), and this recognition of multiple

method data collection (Hammersley, 2006), is what prompted me to explore the appropriateness of following ethnographic principles in the conducting of my own study.

3.4 The appropriateness of following ethnographic principles for this case study

The success of ethnographic methods are dependent on the commitment of an ethnographer to enter into the field being prepared to “gaze, record, interpret and analyse” (Gordon et al., 2005, p.115), through first-hand experience and exploration of a particular social phenomenon of a particular social setting on the basis of, though not exclusively, participant observation (Gordon et al., 2005). As I would be both a school leader and researcher at The Year 11 School, I was mindful that I would be required to be able to perform both roles effectively. Reflexivity is the ability of an individual to examine their own feelings, reactions and motives and to judge how this influences what they think, or the actions they take in response to being in a certain situation. In being a reflexive researcher, I would need to be able to make sound judgements and interpretations, irrespective of my proximity to the participants and to the phenomenon being studied. I recognised that I would need to develop the ability to keep my own assumptions in check so that I remained objective throughout the study (Hammersley and Atkinson, 2007). Reflexivity is key to ethnography as it supports the need for a thorough and detailed account of what is observed through participant observations. It also requires the acknowledgment by the researcher of the importance of considering their own impact on the study while planning and conducting any type of ethnographic research (Hammersley

and Atkinson, 2007). Reflexivity forms part of the description of the data collection processes and analysis presented later in this chapter, as well as within the consideration of the research processes for my particular study which are discussed in this section.

3.4.1 Considering the strengths of ethnography

Ethnographic studies are described by Robson (1993) as exploratory research using any methods of data collection that might be available. Scott and Usher (1999) describe the work of ethnographers as follows:

“Ethnographers, for example, choose to study particular segments of social life that are naturally occurring and seem to have clearly defined boundaries, e.g. activities within a school over a determined period of time” (p.87).

Hammersley and Atkinson (2007) are strong advocates of the ethnographic approach:

“In many respects ethnography is the most basic form of social research... it also bears a close resemblance to the routine ways in which people make sense of the world in everyday life” (p.2).

As my own study, like that of those already mentioned, would be conducted in a naturalistic setting, this emphasis on maintaining a natural setting in which the observer interferes as little as possible with the participants or phenomenon being studied, appealed greatly to me (Lincoln and Guba, 1985).

Hammersley and Atkinson (2007) go on to state there is no reason that an ethnographic study would not be conducted alongside more quantitative forms of data collection. They contest that:

“It should be clear that we do not regard ethnography as an ‘alternative paradigm’ to experimental, survey, or documentary research. Rather it is simply one method with characteristic advantages and disadvantages, albeit one whose virtues have been seriously underestimated by many social researchers owing to the influence of positivism” (p.23).

I identified the strengths of ethnography to lie in its flexibility to allow research to progress and evolve with the observed and recorded phenomenon being studied. The features of ethnographic research seemed to link closely to the principles that I had started to identify as being necessary within my research design.

Ethnography encourages the focus of the research to be small in scale in order to support the in-depth study of social phenomenon observed in a group of people. This principle matched my strategy as it would enable me to explore in depth, how alternative theories can be applied when exploring the emotional intelligence and value systems of young people. A small scale study would allow for the complexity of the phenomenon to be explored (Blommaert and Jie, 2010; Hammersley and Atkinson, 2007).

Continuing to recognise the importance of my own role within the study, I examined the connected ethnographic principle more closely. An ethnographer is described as a person who is able to be actively involved with participants for a prolonged period of time and is

able to use whatever tools and techniques that become available to them, in order to gain a comprehensive understanding of the local context and phenomenon being studied (Iloh and Tierney, 2014; Reeves et al., 2013). As researcher 'in the field', I would be entwined in the day to day life of a group of young people who would be my participants. I would be making observations related to a social phenomenon in a setting context that would be a contained environment (Iloh and Tierney, 2014; Brantlinger et al., 2005; Hammersley and Atkinson, 2007). Woods (1979), in his study 'The Divided School', described himself as 'living' in the school and sharing in its activities as much as possible, in order to observe events as closely as possible so that he could collect as much data through informal conversations in different contexts. This type of information gathering is what I predicted to be key to my own study as I planned to observe and record my own interpretations of student behaviour, but also, to collect data through informal conversations with staff at the school.

In the ethnographic research of Hargreaves (1967); Lacey (1970); Woods (1979) and Ball (1981), participant observation is highlighted as a key methodological approach. I identified this to be key in my own study as I would be school leader, teacher and researcher – thereby an active participant in the research setting and I identified this dual role as a challenge of ethnography that I would have to consider carefully. Through reading these studies and other articles surrounding ethnography, I was able to acknowledge that I would have to balance the dual role of 'active participant' and 'researcher' carefully so as to be able to always demonstrate a level of objectivity towards the study and be able to separate myself from the group being observed (Gordon et al.,

2005; Pope, 2005; Reeves et al., 2013; Yardley, 2000). Like Ball (1981) in his case study of secondary schooling, I would be playing a dual role of teacher and researcher. This type of observing is more complex and, therefore, requires a strong focus in retaining control of the situation and ensuring that there is always a balance of power (Gordon et al., 2005; Hammersley, 1992).

In being reflexive, I considered the profile of the participants I planned to observe to ensure that the methods I planned to use could be considered appropriate for them. James and Prout (1997) advocate that ethnography is a 'natural choice' when conducting research with children and young people (Tickle, 2017). The planned qualitative methods to be employed in this research (questionnaire meetings, interview and observations recorded in diary form) ensured that the student participants were given opportunities to articulate their own ideas about emotional intelligence and value systems and at the same time allowed me, through participant observation, to get close to the students and record first hand their day to day actions and behaviours (Blumer, 1969; Tickle, 2017).

The products of these observations would be written records of my experiences in the field. The final products of this research process would be my diary entries (or field-notes) and these data could then be considered alongside other data collected during the study (Brantlinger et al., 2005; Reeves et al., 2013). When writing up research reports, reflexivity is presented in the form of a description of the ethnographer's ideas and experiences. This can be used by readers to consider what the impact of the ethnographer's personal values, views and background may have had on the study

(Brantlinger et al., 2005; Reeves et al., 2013). Positionality is considered an important practice for a researcher to define their own position in relation to the study, so that any impact of this can be judged in relation to the way the study was conducted, such as through data collection and the analysis of it. As the case study method considers context as an essential part of the phenomenon being explored, I have included a description of the intervention strategies that I planned to implement in The Year 11 School (this follows in Chapter 4), which would give the reader a greater insight into the educational environment of The Year 11 school, as well as providing a description of my own positionality within the field of research being explored (Blommaert and Jie, 2010).

When considering my own proximity as the researcher within the study, and the varied data that I planned to collect throughout the duration of this research, I started to consider appropriate ways to ensure that the conducting of my research, and the subsequent analysis of the evidence collected, would be rigorous and trustworthy.

3.4.2 Considering the challenges of following ethnographic principles in assuring the dependability of this research strategy

Ethnography has been criticised by some and in particular by purist quantitative researchers. A major criticism is the reliance on a very small sample which could be considered to present problems of generalizability (Scott and Usher, 1999; Yardley, 2000). The counter argument to this is that a sample size that is large enough to be

statistically representative is one too large to be studied in-depth, as the vast amount of data generated would become too complex to synthesise (Yardley, 2000).

Criticisms continue to extend into the analysis of the data collected, as much of the data generated are the interpretation of the researcher who is often also an active participant in the study. Scott and Usher (1999) describe ethnographic studies as unreliable, unstandardized and unplanned. They go on to say that ethnographic research suffers from having the unintentional biases of the researcher attached. Researcher bias, therefore, is one of the considerations needed to be taken when conducting a case study following ethnographic principles.

I would consider that all social research involving interaction between the participants and the researcher will result in researcher bias. In that, any research that contains the interpretations of the researcher will inevitably lack complete objectivity and that all researchers are epistemic agents, who are both, embodied and embedded and choose political and epistemological stances. That any research that brings the participant or participants and the researcher into contact will result in political and epistemic judgements being made by the researcher, and an attempt to eradicate this would leave the research unnatural and sterile. I would argue that all descriptive writing, and not just research, is a representation (Chenail, 2011; Fine, 1994).

Whilst I acknowledge the sometimes unplanned and self-generating nature of more qualitative studies, this does not, therefore, necessarily render them as unreliable. A

reflexive researcher can employ additional effective techniques to validate the reliability or trustworthiness of the data generated (Brantlinger et al., 2005; Reeves et al., 2013; Yardley, 2000).

The term reliability is most commonly associated with evaluating quantitative research, but the idea is connected to all research, and in qualitative studies this evaluation can be best described as a test of quality (Golafshani, 2003). A good qualitative study answers the question, “how can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?” (Lincoln and Guba, 1985, p.290). The terms reliability and validity are suggested to be replaced with the terms Credibility, Neutrality or Confirmability, Consistency or Dependability, and Applicability or Transferability when discussing the quality of qualitative research (Lincoln and Guba, 1985). For the purpose of discussing the process of confirming the ‘reliability’ of the qualitative data collected during this study, I have adopted the term dependability when referring to my own study as, from the list of suggested descriptors offered by Lincoln and Guba (1985), this, I considered, the most appropriate.

The term validity is also considered a term that is more connected to quantitative research; however, qualitative researchers acknowledge the need for some “kind of qualifying check or measure” (Golafshani, 2003, p.602), for their research. This discussion of confirming the validity of qualitative methods led to the suggestion of the terms quality, rigour and trustworthiness (Lincoln and Guba, 1985).

Triangulation is an analytical technique that facilitates the reliability and validation of data through cross verification by using various sources and methods of data collection. Originally, triangulation referred only to the multiple forms of qualitative research methods, not to using a combination of quantitative and qualitative methods (Denzin, 2012). Denzin emphasises that triangulation is not a tool or a strategy to validation, but rather an alternative to it and that by using multiple methods in a study, it increases the breadth and rigour of it (Denzin, 2012). Others offer that in qualitative research, the benefits are twofold, offering a more in-depth understanding of the phenomenon being studied, as well as, providing a method to establish the dependability of the study (Brantlinger et al., 2005; Patton, 2002; Reeves et al., 2013). Triangulation, therefore, can be considered valuable for any analyst, whether they are conducting qualitative, quantitative or a mixed methods form of research; to validate their data and findings by using multiple types of data, methods, theories and/or investigators (Reeves et al., 2013; Yardley, 2000). Looking for studies that used this technique; I read the Ball (1981) *Beachside Comprehensive* study where he too was an isolated researcher. Reading this supported the development of my research strategy; that I would be thorough in collecting evidence through a range of sources adding breadth and depth into the phenomenon I was studying, and also so that I could present as many facts as I could to establish the dependability of my account offered (Ball, 1983; Denzin, 2012; Hammersley and Atkinson, 2007).

Like with the case studies explored in preparation for my research, I planned to collect both quantitative and qualitative data from a variety of sources at different stages of the

research (see Hargreaves, 1967; Lacey, 1970; Woods, 1979; Ball, 1981). I was confident that these data could be used within data triangulation, thereby, providing deeper insights into the phenomenon that I would be observing, as well as, adding reliability to my findings.

Having examined the advantages and disadvantages of ethnography, the strengths and challenges associated with selecting multiple data collection techniques and having seen these evidenced in studies read and then advocated in various articles explored in preparation for my own research; I was sure that by following ethnographic principles and applying these to my case study would strengthen my strategy. Together, with the range of data sources that I planned to use, the methods of collection, and the measures of these (grounded in theoretical perspectives); I was confident that I could support an in-depth, insightful and dependable illumination of the social phenomenon being studied (Brantlinger et al., 2005; Egon and Guba, 1986; Reeves et al., 2013; Yardley, 2000; Yin, 1992).

3.5 Data collection approaches and measures

Ethnography encourages data to be collected from several sources during fieldwork (Reeves et al., 2013). Already available to me within the research arena of my study, would be the relevant data collected by the school on students: daily attendance data, academic tracking data, and behaviour for learning tracking data. These data would all

fall under the quantifiable category. In addition to these, I planned to collect quantifiable data from the responses to the Adolescent TEIQue-SF Questionnaire twice during the study. Within the qualitative data category, I planned to collect data through interviews and through observations recorded in a diary. I predicted that the diary would be a collection of field notes that would include both my own observations and those made by staff working with the participants in the study setting. In line with a mixed methods approach to data collection, I planned for the data collected to be used to complement each other and to add further reliability to my research (Brantlinger et al., 2005; Reeves et al., 2013; Yardley, 2000).

Considering the amount of text that would be produced from interview transcripts and diary entries used to record my researcher observations, I planned to employ coding as a process to make the analysis of these documents easier. By using codes, I could reduce the wide variety of information presented in the texts into a manageable set of categories with something in common (Brantlinger et al., 2005). Therefore, I began to consider both the Adolescent TEIQue-SF Questionnaire and the theory behind it (for emotional intelligence) and the Schwartz (2012) theory of basic values (for value systems); as concepts and theoretical perspectives that would guide the development of codes and code categories. Through the constructing of these codes and also the process of making notes as I analysed my data, I was able to document and add plausibility that my own researcher perceived observations were being moderated and transformed in terms of the theoretical framework being used (Blommaert and Jie, 2010). This process would add

to the validity of my own interpretations and increase the reliability of these data sources (Brantlinger et al., 2005; Reeves et al., 2013).

3.5.1 The appropriateness of the Adolescent TEIQue-SF Questionnaire as a reliable and valid measure of trait emotional intelligence

There are two schools of thought that have emerged as to the most appropriate measure of emotional intelligence (Goldenberg, Matheson and Mantler, 2006; Mayer, Caruso and Salovey, 2016). So much so in fact, that trait emotional intelligence and ability emotional intelligence have been argued as conceptual and empirically different constructs. Petrides and Furnham (2001) suggest that, “[trait emotional intelligence] encompasses behavioural dispositions and self-perceived abilities and is measured through self-report, whereas [ability emotional intelligence] concerns actual abilities and ought to be measured with maximum-performance tests” (Petrides and Furnham, 2001, p.426). Essentially, emotional intelligence can be seen as a cognitive ability (ability emotional intelligence) or as a personality trait (trait emotional intelligence) (Mayer and Salovey, 1997; Mayer, Caruso and Salovey, 2016; Petrides and Furnham, 2000a). That is to say that trait emotional intelligence asks for reflection by the participant on a given scale. However, ability emotional intelligence asks for answers that are measured as correct or incorrect (Perez et al., 2005).

Petrides, Perez and Furnham (2003) suggest that the use of self-report questionnaires used in the measurement of trait emotional intelligence, is more consistent than the

maximum performance tests of ability emotional intelligence. However, it has also been countered that much of the empirical evidence for this assertion, has been based on data from adult participants and there is the suggestion that these data may not be so consistent in adolescents (Pals, 1999). Upon reflection, this is not an unreasonable assumption. From observations, adult emotional intelligence tends to be more consistent, as it has had time to find its balance. However, with adolescents, who are still finding the best way to manage their own emotions and the emotions of others, there is more likely to be fluctuations in their 'typical' behaviour. However, there is also research that suggests that the validity of trait emotional intelligence tests on adolescent participants is not greatly different from those conducted on adults. The research conducted by Roberts et al. (2000) found that the validity of a study on the two age groups 12-17 and 18-21, differed only slightly. Salguero et al. (2010) and Schuerger, Zarrella and Hotz (1989) also suggest that adolescent studies are only marginally behind those with solely adult participants, as far as consistency is concerned. Therefore, in light of this, for the purposes of this research, when referring to the measure of emotional intelligence, it is in the trait form.

At the time of undertaking this research, the best known measures of trait emotional intelligence were: the Emotional Quotient Inventory (EQ-i) from Bar-On (1997); the Emotional Intelligence Scale from Schutte et al. (1998); and the Trait Emotional Intelligence Questionnaire (TEIQue) from Petrides, Perez and Furnham (2003).

Bar-On developed the EQ-i as a means to examine a concept of emotional and social functioning. Bar-On described it as, “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 1997, p.14). It is criticised by Petrides and Furnham (2001), as they suggest that it neglects important aspects of emotional intelligence. They cite the absence of areas such as emotion expression, emotion regulation and self-motivation; all of which they claim to be crucial concepts in determining trait emotional intelligence. They also suggest that the EQ-i is too ‘wellbeing’ focussed (Petrides and Furnham, 2003).

The Schutte Emotional Intelligence Scale (Schutte et al., 1998) is also a self-report measure. It is marked on the Likert Scale which “assesses perception, understanding, expression, regulation and harnessing of emotions in the self and in others” (Schutte and Malouf, 1999, p.14). This measure is easy to administer as it only has thirty three questions, however, its psychometric properties have been criticised (Austin et al., 2004; Petrides and Furnham, 2000a; Saklofske, Austin and Minski, 2003). Perez et al. (2005) go on to state that Schutte’s scale (as with the EQ-i) does not encompass the complete range of trait emotional intelligence.

In light of these criticisms, Petrides and Furnham (2001), set out to alleviate the problem of failing to adequately sample all areas of trait emotional intelligence by suggesting fifteen facets that make up trait emotional intelligence. These fifteen facets are: adaptability, assertiveness, emotion appraisal (of self and others), emotion control, emotion expression, emotion management (of others), low impulsiveness, relationship

skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness and trait optimism. This model of trait emotional intelligence has led to the development of the Adolescent TEIQue-SF Questionnaire that has been proclaimed as highly reliable with good internal consistency (Ciarrochi, 2008; Petrides, 2006). It is only thirty questions in total which is long enough to give meaningful, quantifiable results, whilst short enough to keep an adolescent interested for the questionnaire to be completed with commitment.

Within this model of emotional intelligence, Petrides and Furnham (2001) also offer four broad factors of trait emotional intelligence, that these fifteen facets can fit into. When considering the analysis of qualitative data on levels of emotional intelligence collected from my diary entries, I was confident that these factors would support me to sort and code these data in a systematic and meaningful way (Brantlinger et al., 2005).

These four factors are, firstly, 'Well-being', with high levels indicating an overall feeling of happiness, fulfilment and positive attitudes in their past achievements and future expectations. Low levels indicating low self-regard and disappointment regarding current life situation. (The levels in well-being are largely dependent on the other three factors.) The second factor, 'Self Control', relating to an individual's level of impulsivity. High levels would indicate that a person was less likely to be impulsive and more likely to be able to regulate pressure and stress. Low levels would indicate impulsive behaviour and poor stress-management. The third factor, 'Emotionality', with high levels indicating the ability to perceive and express emotions in close relationships. Low levels indicating a difficulty

to internalise and express emotions to others. The final factor, 'Sociability', focusing on social interaction as a whole and does not focus on close personal relationships. Therefore, a high level might indicate good listening and communication skills (Petrides and Furnham, 2001).

3.5.2 The appropriateness of the Schwartz (2012) theory of basic values as a theoretical framework for discussing value systems

The concept of value systems became a factor during the conducting of this study alongside that of the data being collected on emotional intelligence. The flexible nature of ethnography allowed for this concept to be introduced as it became apparent that the values that the participants held were being suggested as the motivators behind the observed behaviours; therefore, I thought that to present a careful consideration of the values observed in the students alongside that of emotional intelligence could be meaningful.

Schwartz (2012) highlights that when one is trying to explain why an individual behaves in a certain way, people often refer to attitudes, beliefs, traits, or norms. Attitudes, when discussing an individual's behaviour, are evaluations of good or bad, desirable or undesirable and can, therefore, be measured on a positive/negative scale. Why this is important in terms of values is that our value systems motivate our attitudes; and that they are the basis of the evaluations that we make of ourselves and that others make of us. Therefore, I was able to employ the Schwartz (2012) theoretical model – the circular

structure of which proposes that, at a more basic level, values form a continuum of related motivations – as a tool with which to reflect on where one would place the observed behaviour of a student, if measuring their attitude in relation to the underlying values that they hold. I would suggest that this theory, and perhaps in particular the feature that suggests that values guide the selection of actions that an individual takes, lends support to give insight into the observations that were made of student behaviours during this research (Schwartz, 2012).

This theoretical model, that could be used to guide the coding process of values recorded in the diary data collected on the participants in the study, identifies ten basic values and explains their dynamic relation to each other (Schwartz, 2012). The Schwartz value theory (1992; 2006a) specifies six main features of values: values are beliefs; values refer to desirable goals that motivate action; values transcend specific actions and situations; values serve as standards or criteria; values are ordered by importance; and the relative importance of multiple values guide actions. What differentiates one from another is the type of goal or motivation that it articulates (Schwartz, 2012). This values theory defines ten broad values, which are all grounded in:

“one or more of the three universal requirements of human existence with which they help to cope... [which are] ...needs of individuals as biological organisms, requisites of coordinated social interaction, and survival and welfare needs of groups” (Schwartz, 2012, p.4).

These ten values are categorised under four dimensions: Openness to Change; Conservation; Self-Transcendence and Self- Enhancement.

For this study, using the four dimensions of this model as code categories would offer a systematic approach to sorting the data related to value systems. The rationale behind adopting the use of a theoretical framework to support the analysis of the data collected on value systems, was to ensure that I suspended my own dominant assertions of what I observed and apply alternative theoretical judgements supported by the literature used in the development of this model. The motivators behind the behaviour observed could be coded as either a positive or a negative exhibition of the dimension in which the value falls. The ten values, following the Schwartz (2012) model, are placed under one of these four dimensions: Openness to Change which contains Self-Direction, Stimulation and to a certain extent Hedonism. With Conservation containing Security, Conformity/Tradition, as its polar. Then, Self-Transcendence which contains Universalism and Benevolence. With conversely, Self-Enhancement containing Achievement, Power and again to an extent Hedonism, making up the final quadrant (Schwartz, 2012).

The validity of this measurement of values lies in the original instruments that Schwartz developed to measure values. Schwartz first developed the Schwartz Value Survey (SVS) (Schwartz, 1992; 2006a) and then the Portrait Values Questionnaire (PVQ) (Schwartz, 2006a). Both the SVS and PVQ, and the scales they use to measure values have been assessed in studies using data from hundreds of samples in eighty two countries around the world and include diverse demographics, with representative national samples from thirty seven countries (Bilsky, Janik and Schwartz, 2011; Davidov et al., 2008; Schwartz, 2006).

In relation to the qualitative data that would be collected on emotional intelligence and value systems, I followed the advice of Heath and Street (2008) who advocate the development of theoretical frameworks to define and validate the researcher's topic or area of interest. They suggest that the generation of categories for analysis, which are rooted in theory, are more reliable. Therefore, I planned to adopt a process of "constant comparison" (Heath and Street, 2008, p.34) to refine my interpretations of the data collected against the theory researched and studies read in preparation for my own study.

3.6 Ethical considerations

The responsibility of the ethical undertaking of a case study, as with all research, lies with the researcher. Before undertaking this study, I firstly considered my position in the field and how my own professional role and experiences may have influenced both my own interpretations of what I observed and my participants' behaviour. I followed the Institute of Education (IOE) code of ethics, to ensure that the participants and The Year 11 School as a whole would benefit from the conducting of this research (Flinders, 1992; Seedhouse, 1998; Stutchbury and Fox, 2009). Also, that I, as a researcher following ethnographic principles, would be able to provide enough description of my planned approach to data collection that any reader would be able to judge my personal influences on the outcomes of this study (Brantlinger et al., 2005; Iloh and Tierney, 2014; Reeves et al., 2013; Yardley, 2000).

It is considered that one very important factor in research being considered ethical is that participants are aware of the research taking place and its intentions (Blaxter et al., 1996; Ritchie et al., 2003). Eisner (1990) goes on to suggest that ‘informed consent’ means that participants understand what is being researched but also what the intended meaning of the research is for. I was very aware that all of the students involved in this study could be considered as vulnerable children, considering the difficult home lives that many had. However, as issues arising from situations like this, was something that the school dealt with on a daily basis with all students at the school through the provision of full-time counselor support, I did not foresee this as an unmanageable situation.

With regard to this research, the following strategies were employed to maintain ethical appropriateness: The interventions that were put in place were done so for all students and it was a programme of interventions that would have been administered and reflected upon for success whether or not it was part of the research. I gained approval for my study from the Institute of Education, and all parents and students signed a general ‘Parent’s Consent to Information Sharing’ form which stated that: “The PRU and LEA may also use this information for service planning, monitoring and research purposes”. These forms highlighted the fact that The Year 11 School collected and held data on the students for academic, pastoral and research purposes. All data held at the school were stored in a secure environment – both soft and hard copies – and it was only available to the senior leadership team and the pastoral support team.

I also discussed the research with the other members of the senior leadership team, addressing any potential ethical issues. I consulted all staff regarding the nature of the study. I constantly monitored student attitude during any participation relating to the research, for any signs of distress being exhibited. The interviews took place in either my office, or in their classroom depending on availability, and were kept as informal as possible so that they were not seen as threatening at all to the students. Any transcripts of interviews were shared with the students, either during a planned follow up intervention meeting held as a result of the first questionnaire meeting or during a meeting arranged specifically for this purpose. Shared transcripts were signed off by students as correct accounts, the process being that during the interview I would record the student's responses by writing them down. I would then type up the transcript and arrange a second meeting to go through the responses made by the student. The student, if they agreed with the content of the typed transcript would then sign it to indicate this agreement – this is referred to as 'the ethics of aftercare' by Elemen, Kantowitz and Roediger (1999).

Being consistently reflexive in all processes and procedures that I undertook, I ensured that I was constantly monitoring the influence of my role with regard to my position of power and status at the school. As presented in the methodology discussed, I was careful to read how other researchers had managed this in their studies so that I could adopt similar precautions to safeguard that the methods I was using to record and evaluate the observations I was making of the participants in my study were reliable, valid and ethical (Tickle, 2017). Walford (2001) suggests that the imbalance of power in the teacher/student relationship is impossible to eradicate and, therefore, needs to be kept in

mind from an ethical perspective for the welfare of the student. Regarding the exercise of power by researchers, Scott and Usher (1996) state:

“What we are emphasising rather is that research imposes a closure of the world through representation, it is always and inevitably involved with and implicated in the operation of power” (p.176).

If a researcher is conducting research *on* participants, it is inevitable that there will be power on the side of the researcher. However, I would argue that most research is conducted in the interest of the participants, often looking to highlight the predicament of the participants, therefore, attempting to redistribute power. Scott and Usher (1999) suggest that research is:

“always political, although it is important to emphasise that what we mean by this is not that research is always political in a partisan sense nor indeed that it is deliberately biased and distorted so that it serves the interests of dominant groups” (p.1).

This is not to suggest that educational research should not be scrutinised for the misuse of power by the powerful (in this case the researcher).

With regard to this study, I acknowledge that it is neither value-neutral nor that as the researcher, I did not have the exercise of power, however, due to the closeness of my relationship with the students and my role at the school as the deputy head; the research was never going to be, nor intended to be so. As I discussed with other members of the senior leadership team prior to and during the research, it was more a case of recognising

the 'power' that we had as senior staff at The Year 11 School and monitoring that in the professional manner that we always had (Chenail, 2011; Fine, 1994).

One concern that I believed to be a major ethical consideration necessary was the maintenance of the anonymity of the students in the content of the thesis when it was completed. This was to ensure that students would not encounter the final research and address it without support; and to then have the realisation that one of the participants being discussed was themselves. Anonymity was provided as all names of students were changed for the purpose of the research. The names that I have used are completely fictional, as are the initials (which are linked to a code that I devised in order to remember each student specifically). To further anonymise the study, the name of the school has been changed and no description of it has been given with reference to the location or the surrounding communities.

I will again highlight that the research conducted was based on measures that would have been implemented in the school regardless of whether outcomes were being used as data for this study, or not. All of the self-reflective exercises that the students participated in formed part of their pastoral care and while there are inevitable risks of distress for vulnerable adolescents engaging in introspection, the vast majority of the students did so with little or no reserve. The ethical considerations that were given to the welfare of the students' disposition during and after these episodes of reflection, were monitored in the same considered way that their welfare was considered by the school at all times. Throughout the whole of the yearlong study, before participating in any activity directly

related to the research, the students were reminded that they did not have to participate and that they could withdraw at any time.

3.7 Summary

From this chapter the following can be summarised: Firstly, that the general epistemological stance for this research was of an interpretivist nature, as a study of social actions within an educational setting. However, this did not preclude the analysis of data from a positivist stance if it was considered that it would support the research taking place (Hammersley and Atkinson, 2007). Secondly, regarding social research, collecting data on anything as unpredictable as human social action – let alone the human social action of adolescents with predominantly poor emotional intelligence and/or value systems, and then drawing meaningful conclusions from that data is a challenging endeavour; therefore, a mixed methods approach firmly rooted in theoretical perspectives would be used so as to present plausible interpretations of the data collected (Heath and Street, 2008; Teddlie and Tashakkori, 2009). Thirdly, as case studies are usually, by nature, narrower in their perspective (Yin, 2012); by formulating a research strategy following ethnographic principles, this would allow for flexibility in allowing the research to evolve naturally throughout the duration of the study. Also, that this strategy would encourage that data be collected from a range of sources by a researcher entwined in the case setting (Reeves et al., 2013; Yin, 1992).

Constant reflexivity (a key ethnographic technique that supports validity and dependability) undertaken on behalf of the researcher through the reading of studies employing similar approaches and methods, and, by triangulating the data collected from the various sources used in the study; supports the reliability of the observation and collection process and the dependability of the researchers' interpretations of the social phenomenon being studied (Brantlinger, 2005; Denzin, 2012; Hammersley and Atkinson, 2007; Lincoln and Guba, 1985; Yardley, 2000).

As the researcher is encouraged to use data from a range of sources, student records and tracking as well as the Adolescent TEIQue-SF Questionnaire would be used to collect quantitative data. Qualitative data would be collected from diary entries and interview transcripts and would be systematically coded into meaningful categories. The Adolescent TEIQue-SF Questionnaire, and the theory behind it, would be employed for emotional intelligence, and the Schwartz (2012) theory of basic values, for value systems. Being reflexive through the process of 'constant comparison' which encourages comparing the methods being used to those in similar studies read, as well as, coding the data using categories firmly rooted in theory contributing to the dependability of a researcher's own perceived interpretations; would be more plausible and also increase the dependability of the data sources employed (Brantlinger et al., 2005; Denzin, 2012; Heath and street, 2008; Lincoln and Guba, 1985; Reeves et al., 2013; Yardley, 2000).

Finally, extensive consideration was given to the ethical nature of the study and, whilst at no point was this issue taken lightly, it was deemed fully acceptable in this regard. It was

recognised and acknowledged that this study was neither value-neutral nor that the researcher did not have the exercise of power; and therefore, monitored as such (Chenail, 2011; Fine, 1994).

In the chapters that follow, I firstly describe in Chapter 4, the intervention strategies that were formulated and implemented to raise awareness and levels of emotional intelligence and value systems; attempting to enable a more harmonious learning environment in which students might achieve academic and personal success. These descriptions offer context to the research arena as well as allowing the reader an insight into the background, ideas and experiences of the researcher. Then in Chapter 5, the process by which the data were observed and collected on student levels of emotional intelligence, value systems and indicators of school success is discussed. This chapter is followed by how these data on emotional intelligence, value systems and indicators of school success were monitored and analysed in Chapter 6.

Chapter 4 – Formulating and Implementing the Intervention Strategies

4.1 Introduction

When I joined The Year 11 School, interventions to support student behaviour and wellbeing were already in place. However, the school was continuously investigating new initiatives and exploring different strategies to help the students develop independent life skills, that would help them cope socially and academically at school and in their personal situations outside of school. The school was often approached by companies offering products to support student development in these areas, however, often these proved ineffective in providing students with the ongoing independent skills they required. I would suggest the reason for this was due to the limited time that the school had with these students in getting to know exactly the types of intervention they required. These students were a diverse group, therefore, required personalised intervention which was difficult to implement as they were often enrolled with little or no background data that could be used to prepare targeted intervention programmes before they arrived. Therefore, I undertook to investigate a way that we, as educators in this challenging sector of education, could grow our knowledge of, and skills in, supporting students like these. I proposed that this could be achieved by developing our own interventions that would equip the students with the knowledge of why they behaved in the ways that they did, how they could then work to improve this and how this would contribute to raised levels of achievement in school and an overall more harmonious experience.

In my first year at The Year 11 School, through observations made during the preliminary work conducted in the planning of this research, it became clear that there was a need for intervention regarding the emotional intelligence of the students at the school. I adopted a naturalistic approach to these early observations, to ensure that the participants were observed in their natural setting and that I interfered as little as possible (Lincoln and Guba, 1986). I observed that the students' behaviours often resulted in being negative due to an inconsistency of behaviour management practice and language used by the staff working in the school. Also, students sometimes reacted to situations, before really thinking first what the best course of action would be. Many of the negative incidents that I observed could have been avoided, with minor changes in behaviours, either by the student themselves, or a member of staff.

Therefore, in light of the observations made of this cohort upon my arrival, a number of new initiatives and interventions were put in place in an attempt to raise emotional intelligence levels and awareness. The role that value systems played in this process became apparent through the conversations had between staff when discussing the motivations behind the behaviours and attitudes that were being exhibited by students. Therefore, the rationale for the intended interventions extended to impact on improving both the levels and awareness of emotional intelligence and value systems. Through an initial review of the existing curriculum, monitoring, planning and pastoral support at The Year 11 School, I noted that in order to continue to improve these, so that they better supported both the cognitive and emotional development of the students; a focus on the students' abilities to manage the day to day emotional stresses caused by school life, was

where I suggested that considerable developments could be made. This was because the curriculum and processes seemed to focus too heavily on monitoring the teacher and what the teacher could do, rather than monitoring the students and what the students could do to improve their outcomes at school.

From my experience of being an educator in several educational settings, I knew that interventions had to be valued by the staff as well as the students in order for them to be effective. It was important that the teachers at the school felt that the interventions were supporting the academic learning that was being delivered, as well as developing their social and emotional skills. Further to this, from observing SEAL interventions already taking place in the school, I believed that some of the staff delivering these would benefit from a more personalised approach to the support being given, instead of them simply following the common themes provided in the programme. In that, an approach that targeted the specific needs of students attending a single year PRU, would be far more effective, and, a more consistent approach to monitoring and recording data across The Year 11 School would be of great benefit to developing these and to ongoing school improvement and development as a whole.

In practising reflexivity, I had to carefully consider my dual position of Deputy Head and researcher in the field when formulating and implementing these intervention strategies. Within the studies that I read in preparation for my own study, many of the researchers took on this dual role, both teaching and researching within the research setting (see Ball, 1981; Hargreaves, 1967; Lacey, 1970; Woods, 1979). Of particular interest was the

Hargreaves (1967) study of 'Social Relations in a Secondary School,' where he comments on how his relationships with students and teachers evolved over the course of his research as their trust in him grew. He also makes the comment that with the 'lower stream' pupils, he could not continue in his teacher role as they did not trust him not to get them into trouble for what they told him regarding breaking the school rules. Once he approached them from a position of researcher only, he states that these students then opened up, even divulging their criminal activity to him (Hargreaves, 1967). This was important for me to consider in the planning of my own study, especially in light of my role in the school and the nature of the vulnerable students I would be dealing with. It was particularly pertinent in the naturalistic approach that I planned to adopt in collecting qualitative data, as I wanted to ensure that I interfered as little as possible with the research setting and the participants' interactions in it. By constantly checking myself through research and drawing parallels with other studies I was learning how, whilst observing and analysing the data, I could put my own personal dominant assumptions of what I was observing aside and rely on my theoretical framework when interpreting and analysing these data.

Therefore, the following are descriptions of the interventions that were implemented, the reasons for implementing them, and how they were implemented and delivered as part of the curriculum for the academic year 2008-09. The strategies 'Emotional intelligence questionnaire meetings', the 'Social and Emotional Aspects of Learning lessons' and the 'Psychology lessons' were explicitly designed to help the students with their emotional wellbeing. The 'Behaviour for Learning Policy', the 'Mock exam weeks' and the 'Daily

afternoon physical activities' were put in place to help students interact successfully with the academic environment, each other and the staff so that they could achieve in the GCSE and Key Skills curriculum programme as successfully as possible. In my opinion, I would suggest that both are required for academic and personal success and, therefore, I would say that these strategies were put in place in order to contribute to the improvement of student levels and awareness of emotional intelligence and value systems.

4.2 Emotional intelligence questionnaire meetings

These were the only interventions that were implemented that could be specifically attributed to being as a result of this research occurring, and were formulated in response to the school's investigation into alternative methods to improve the students' levels and awareness of their emotional intelligence and to have impact on their value systems. The questionnaire used in these meetings, was primarily sourced as a data collection tool to measure levels of emotional intelligence. It was necessary for me to explain to the students that these interventions were being put in place as a school strategy, and, that if they would like to take part, I would administer to them the Adolescent TEIQue-SF Questionnaire (Appendix 2); the result of which would give them a ranking regarding their emotional intelligence that we could then assess again at the end of the year by repeating the questionnaire. I had found from the preliminary study, that those sorts of conversations were much better received on a one to one basis. Therefore, as I was

speaking with the students all individually, I took the time to explain to them what emotional intelligence was and that we would be looking at ways that we could improve our levels and awareness of emotional intelligence throughout the year. I explained that these meetings were recommended by the school as a way to support them, but that they were optional and that, like all individual meetings held between teachers and students in the school, were confidential. The use of the questionnaire gave the meetings structure, as it ensured that the focus remained on the student being able to talk about questions posed to them and to then be able to make connections with their own personal experiences. This in turn gave them the security to expand on how they perceived their personal levels of emotional intelligence and how it perhaps affected those who they interacted with at school each day.

Examples that I used to illustrate the ability to manage one's emotions was to ask the students if they had ever felt themselves getting annoyed at something and whether they had been 'in control' of this emotion, i.e. that they only 'lost their temper' if they had chosen to. It was important to emphasise this idea of control to the students as many of them had exhibited emotions of anger in mainstream school. However, from experience, I suggest that this exhibited emotion may often have been affected in order to gain attention. I suggested to the students that if they had ever felt themselves truly 'losing control' this might have shown an aspect of lower emotional intelligence. If they had been able to manage this emotion and keep it 'under control', they may have displayed higher levels of emotional intelligence. Another example was to ask if students had ever sat in a

meeting at school where they were upset, nervous or angry and that it was that feeling of trying to stay in control that could indicate the level of emotional intelligence.

With regard to understanding the emotions of others, one example that I used that the students seemed to be able to comprehend was to ask if they had ever walked into a room and they could tell that the people in the room were tense or angry (possibly from an argument) even though the people in the room neither said anything or had any facial expressions to indicate such. This idea of being able to 'tell' how another person was feeling seemed to be a concept that the students could relate to.

I also took this opportunity to ask students if they would like to have follow up meetings to discuss in more detail about the statements on the questionnaire, which some students did. In these follow up sessions, I went through each statement with the students and asked them to give reasons for the scores that they had attributed to themselves. I have included one of these transcripts in the student case data for John GC in Appendix 4.

An important aspect that I considered during the formulation and implementation of this intervention, was that although these meetings would be conducted by myself as a researcher in the first instance; that emotional intelligence questionnaire meetings, could continue to be implemented by teachers and would provide a structured consistent approach to talk to students about their emotional intelligence and would continue to provide consistent data to be recorded and then analysed to support ongoing school improvement.

4.3 Behaviour for Learning Policy

Another way that the school looked to create a more harmonious atmosphere was through the rewriting of the school's Behaviour Policy. During the academic year 2007-08, it was apparent that the existing policy needed to be updated. The school had previously already identified weaknesses in the school's progress with regard to student attendance, behaviour and attainment; and this had triggered the approval of a second Deputy Head (my appointment) to be the lead responsible for implementing a strategy to strengthen these identified areas. After a period of observation, review and discussion amongst staff and the school SLT, it was agreed that the revised 2008-09 version would be written in an attempt to give clear guidelines of expected behaviour, promoting positive emotional intelligence and value systems in the school. It was envisaged that a clear set of expectations would enable students to manage their emotional responses to situations better and, therefore, make better decisions that would promote a more harmonious environment in which to learn and give opportunity to support students to improve the set of value systems that they held (Gallagher, 2011; Hallam, Rogers, and Rhamie, 2010; Michael and Frederickson, 2013; Smith and Thomson, 2014).

The initial change that I made was to call it the 'Behaviour *for Learning* Policy' in order to focus attention away from poor behaviour and concentrate all staff and students on what behaviour was necessary from everybody involved in order for good learning to take place. The Year 11 School had previously seen itself as a 'behavioural centre' rather than a 'learning centre'. Simply the fact of calling The Year 11 School a 'school' and not a

'PRU' or a 'centre' had a positive effect on the attitude of the students and was evidenced in their wearing of the uniform correctly more often and arriving to school on time. It was again reviewed during the academic year 2008-09 as the policies and procedures were modified. The policy that is described below details the procedures by which the school was run on a day to day basis. I would consider that it was upon this policy that the ethos of learning, which grew in the school through the academic year, was founded.

For The Year 11 School, the Behaviour for Learning Policy was not something that was displayed around the school or constantly referred to. It was not engineered this way, but rather something that evolved. The reason for this was that as the day to day running of the school was so greatly focussed on learning for the students, that the language of choice with staff became one centred on learning. Therefore, if a student was preventing others from learning, the teacher would address this issue rather than the nature of the poor behaviour that was occurring. This was carried out so consistently across the teaching staff that students began to use the same language and would comment (usually in a jovial manner) that another student was affecting their learning. This had a very positive effect on defusing potentially volatile responses to reprimands. The one aspect of the policy that was referred to regularly was the fundamental and non-negotiable rights of everyone: that everyone had the right to feel safe at school; to learn to the best of their ability; and to be treated with fairness and respect. This tended to cover all areas of poor behaviour and, therefore, deflected the focus of a discussion away from the actual behaviour and onto the consequences of the behaviour (DfE, 2012; Garner, 2011; Powell and Tod, 2004).

If inappropriate behaviour occurred in the classroom and a student was preventing others from learning and all reasonable attempts had been made to redirect the student back onto learning, they were asked to leave the classroom. As the physical space of the unit was so secure and well monitored by cameras, students were often not given any direction as to where to go, as an attempt to redirect them to a specific person or place, could result in greater resistance and a more prolonged disturbance to learning for others. Therefore, they were just asked to leave the classroom. Invariably they would eventually arrive at the deputy heads' office where they were given a choice of 'learn or leave'. Again, this was not sensationally delivered, and it was made the choice of the student. The Behaviour for Learning Policy document is presented as Appendix 5.

Finally, one aspect of the Behaviour for Learning Policy that took particular focus and work, that I would like to raise here for context, surrounded the issue of drug use by the students at The Year 11 School. This concerned overwhelmingly cannabis use, and the extent to which it was a real factor in the wellbeing, emotional ability and values for so many of the students at The Year 11 School was something that I had found very surprising upon my arrival.

From personal observation of the 2008-09 cohort at The Year 11 School, this behaviour was one of the major barriers to success and progression for many of the students. It was a barrier to progression because if they came to school under the influence of the drug, it affected their ability to learn and achieve academically. Furthermore, even if – which was largely the case – a student could be discouraged from smoking cannabis before school,

it seemed to be the case that excessive use of the drug outside of the school day was having a negative effect on the emotional ability of the student. Frequent users showed signs of erratic personality traits, aggression or listlessness, and in some cases paranoia. There is certainly research that reports a link between drug use and low emotional intelligence (Brown et al., 2012; Nehra et al., 2012; Riley and Schutte, 2003; Trinidad and Johnson, 2002; Trinidad et al., 2004).

Therefore, in the Behaviour for Learning Policy, it was stated that:

“If a student arrives at school at any point during the school day and there is the suspicion that the student is under the influence of drugs, they may be sent home immediately. In cases of a group of students arriving at school at any point where some of the students are suspected of being under the influence of drugs, the whole group of students may be sent home by the reasoning of implication by association.”

Researchers claim that the option of drug use has become a normal choice made by adolescents, suggesting that the adolescent weighs up the health risks and legal risks before making a hedonistic choice (Criss et al., 2016; Parker et al., 1998). The concern for staff at The Year 11 School, was whether these students were in a position to be making an informed choice. Or, whether that choice was largely driven by peer group pressure, the value systems of the communities that they were from, and a desire to simply ‘escape’ from the reality of their lives. It had been my observation that whereas

twenty years ago, adolescents would push the boundaries by drinking alcohol and smoking cigarettes, adolescents such as the students at The Year 11 School smoked cannabis. The problem with this was the potential psychological and, therefore, emotional risks that these students were subjecting themselves to.

From observation and discussion with other professionals, after the previous decriminalisation of cannabis in 2004, I believed that its use by adolescents increased. Also, that it became a more openly discussed issue. It is interesting to note that in general, whilst the frequency of youth offending in all categories of crime, fell between 2007 and 2010; drug offences was a notable exception (Youth Justice Board, 2010). With regard to drug use, as far as I was aware, it was only cannabis that was being used by students at The Year 11 School. I do not have evidence that the students were not using any other drugs; it could be that they were willing to talk openly about their use of cannabis and not of other drugs.

According to the Home Office National Statistics for 2013-14, just over 15% of 16-24 year olds were using cannabis regularly during that period. Also, though, that adolescents were not using it on a daily basis, which differs from observations at The Year 11 School where, making conservative estimates, at least half of students were using cannabis daily. This figure rose to approximately two thirds for all users, frequent or infrequent, and from observation, for just under half of the students, cannabis use was seriously affecting learning, behaviour and success.

The genuine concern that was felt throughout the staff at The Year 11 School who had to support these young people, was: That if it is accepted that there is an indication that individuals with low emotional intelligence are more likely to use cannabis, and, that there are also studies indicating that cannabis use can cause psychological and emotional problems. Then, for students who used this drug on a daily basis, it could be a potentially very serious situation for many of these adolescents at The Year 11 School, who, with already poor social, psychological and emotional armoury, further exacerbated the problem with cannabis use.

Therefore, recognising the difficulties that this drug using behaviour presents to schools like The Year 11 School, the need for a behaviour for learning policy that focussed on the non-negotiable rights of others to learn in a harmonious environment and to exclude those who did not value this, became the focus. This policy provided staff with a daily intervention tool to use to support students' behaviour and learning, as well as, a common consistent language to communicate with students, which could be shared and owned within this school community dedicated to promoting a harmonious environment for students to achieve success.

4.4 Social and Emotional Aspects of Learning lessons

The Social and Emotional Aspects of Learning (SEAL) sessions were taught by staff (teachers and some non-teaching staff who opted into the programme) on a rotation basis

to all of the classes. The programme was introduced to the whole staff to look to gain a collective responsibility and it was agreed at the start of the year who would teach what aspects of the SEAL Knowledge, Skills and Understanding resource that was generally followed (Appendix 6). Choosing to be a part of the programme was optional for all staff except the teachers who were expected to facilitate and there tended to be different levels of success in the delivery – depending on the willingness and aptitude of the adult or adults leading the session. This is echoed in other research (Hallam, Rhamie and Shaw, 2006; Kettlewell et al., 2012; Weare, 2004).

As the SEAL topics could be very emotive for the students at The Year 11 School, the SEAL sessions that we had allocated times for became a drop-in session option that students could opt out of and use the time as study time if they did not want to attend. We continued to have the staff on a rotation basis, and made the students aware of this, so that in effect these sessions became an opportunity for them to have access to all staff over the term and gave the opportunity to talk to them in an informal but structured setting. We were aware that some groups of students had stronger affiliations with certain members of staff – whether that be due to a closer association to that adult through race, gender or background, or something else (Quinn et al., 2006; McGregor and Mills, 2012).

Unsurprisingly, the sessions that were best delivered and received were those that were run with a clear objective to a target audience by staff who wanted to be facilitating the session. The most positive and valuable intention of this strategy was that it was designed to involve all of the staff and not just the teachers, and this was a benefit to the school in

that it made it the responsibility of everyone to look to create as harmonious an environment as possible (Hallam, Rhamie and Shaw, 2006; Kettlewell et al., 2012; Weare, 2004).

4.5 Psychology lessons

One of the subjects that I had taught previously was A Level Psychology. It was a subject that I greatly enjoyed teaching as I found that it was a topic that captured the attention of the students. I always thought that part of the reason for this was because of its applicable nature to the lives of the adolescents taking the subject. I considered it to give an explanation to some of the emotional reactions, bodily responses and social influencers that the students were experiencing and trying to understand. Also, because of its applicable nature, I had found it to be a subject that students from a range of abilities could access – especially when the AS and A2 components were introduced, the AS Level Psychology paper became an exam that was accessible to lower ability students, even if they could not go on to the A2 paper. In light of this, I put forward to the senior leadership team whether this would be a subject that students at The Year 11 School could access and benefit from.

To those few students who I prepared for the January AS Psychology paper, I taught to the syllabus (available in Appendix 7). However, for those who I was teaching psychology as an end in itself, I offered an abridged version focussing on the following topics that I

considered may have been of value to them to understand, in order to deal with emotional situations in a more productive way.

From Unit 1 of the AS Level Psychology paper, I taught them firstly the Memory topic from the Cognitive Psychology section. I taught this first as the students were to have their first set of mock exams at the end of the first term and by teaching them the concepts of how their memories worked – that it might assist them in their exam preparation and any revision that they did. We covered strategies for memory improvement and inaccuracies in memory such as from eye-witness testimony. Following that, I addressed the theories of Early Social Development that forms part of Developmental Psychology. I explained the theories of attachment including cultural variations in attachment. I also led discussions on the possible effects of attachment disruption and the failure to form attachments.

From Unit 2, I addressed Stress from Biological Psychology. This topic was by far the most attentively taken in and pertained very much to the concept of emotional intelligence. We covered the bodily response to stress including the ‘fight or flight’ concept response to stress. We also discussed stress in everyday life including what might cause stress such as life changes and daily hassles. To end this topic, psychological and physiological methods of stress management were addressed. The final topic that I studied with the students was Social Influence from Social Psychology. This included the types of conformity that occur including internalisation and compliance. We investigated explanations of why people conform, as well as why some people could resist pressures

to conform. This raised interesting discussions surrounding students' personal backgrounds and situations and pertained very much to motivations that underlie value systems of communities as well as the influence an environment can have on these and in turn an individual (Bronfenbrenner, 1979; Rutter, 2013; Ryan, 2001; Schwartz, 2012; Unger, 2013; Watling Neal and Neal, 2013).

4.6 Daily afternoon physical activities

Many of the students at The Year 11 School led an unhealthy lifestyle and when I arrived at the school, due to the volatile nature of the students, physical activities were rarely present on the curriculum. During the academic year 2007-08, afternoon activities were piloted and then a full programme was put in place for the academic year 2008-09, which was believed would have a positive effect on both the emotional wellbeing and value systems of the students (Holroyd and Armour, 2003; Sandford, Armour and Warmington, 2006; Tate and Greatbatch, 2017).

This proved to be probably the hardest part of the timetable to organise. One reason was that due to the negative experiences that many of the staff who had been at the school before me, had endured, through poor behaviour from the students who had been taken offsite to attend any physical activities previously. This meant that initially, I found it very hard to encourage (and in some cases even direct) staff to take part. However, when I asked people to recount these past experiences, the negative outcomes were often due

to poor organisation and the staff taking the students to these activities having very little experience in facilitating let alone teaching sports and physical education. Therefore, one very positive outcome from this situation was that as a senior leadership team, it was agreed, for the first time, to allocate a teacher salary to a qualified physical education teacher. Not only did this prove successful as far as this teacher being able to offer BTEC Sport as another qualification, but also, they came with strong behaviour for learning techniques. Most importantly of course, they were able to lead training for, and lead the physical education programme. Much like teaching the SEAL programme, in the end we did not ask teachers to participate, who were not comfortable doing so, which did mean that there were a few members of staff (myself included) who were involved in the afternoon activities very regularly.

One other hurdle that I had not envisaged was the difficulty to book venues to have these activities at. As there were no facilities available at The Year 11 School, we had to go offsite for all sports apart from the single table tennis table in the recreation room. I understood the reservations that some of the local sports centres had, who had experienced some very poor behaviour by students from The Year 11 School in the past. However, for those facilities that I contacted further afield, I was disappointed (but maybe not so surprised after I had thought about it) at the reluctance to let a Pupil Referral Unit group to visit. I often had to be quite creative in persuading these places to give our students a trial run and it was certainly an incentive to make sure that the behaviour for learning of the students was excellent. It was something that I actually used to encourage our students to show that we were a school that had positive values.

The activities ranged from sports such as football, basketball, badminton and table tennis at local sports centres and providers, to an afternoon session at the local youth club where students could use the bouncy castle – which was popular.

4.7 Mock exam weeks

Many of the students at The Year 11 School had never experienced, or had limited experience of, sitting formal exams in an exam hall whilst they were at mainstream school. The reasons for this ranged from persistent absenteeism meaning that they were never present at school at the times of the year when exams took place; or, that they were present at school but were not trusted to behave in an appropriate fashion under examination conditions and so were ‘housed’ in alternative rooms; or, that the students refused to sit the exams in the exam hall.

For the 2008-09 cohort, a yearlong exam preparation programme was put in place to support these young people to cope with the incredible stress that these pivotal GCSE exams placed on them. This consisted of three mock exam weeks that ran exactly as the actual exams would, to allow students to customise themselves to the pressure of exam conditions. I incorporated explanations of the bodily response to stress, stress management strategies, memory function and memory recall techniques into the psychology lessons leading up to the exam weeks. We also provided breakfast for the students during the exam week and had bananas and water available prior to each exam.

The standards of behaviour expected for each exam were of the highest exam condition standards. This entailed following the Joint Council for Qualifications (JCQ) exam guidelines which were that there was no communication between students, all personal belongings were left at the back of the exam room, all headwear and outdoor clothing was removed. Any student falling below those standards was warned once and then if the behaviour dropped below again, they were removed from the exam room.

The exam room was the recreation room, which was the largest room in the school. All furniture was removed, and exam desks were set out in rows. Students were lined up in silence before entering the exam room and had desks assigned to them indicated by a card on the desk with their name on. To a mainstream school, these procedures might have seemed obvious and very much the norm, but for students at The Year 11 School, these were demands that they had not had to endure – or had not done so with much success – previously.

In order to monitor the ability of individual students to manage the examinations process, records were kept on the performance of each student in each exam that they sat. The details were a record of their potential to complete exams, not of the results of the exams. The exam analysis coding key, the actual exam seating plan and sample tables from the first mock exam week can be found in Appendix 8.

4.8 Summary

Considering observations made during the preliminary study, a number of new initiatives and interventions were formulated and put in place to be used in the main study. As the main study adopted ethnographic principles as part of the methodology, these intervention strategies had a twofold purpose. Firstly, they offered an arena where participant observations could be made to collect data to substantiate that these interventions raised emotional intelligence and value systems levels and awareness. Secondly, they offered the reader a greater insight into the educational environment of The Year 11 School, as well as providing a description of my own positionality within the field of research being explored (Blommaert and Jie, 2010), thereby, allowing the readers the insight needed to judge any influences these may have on the outcomes of this research (Reeves et al., 2013).

This pivotal stage in students' educational careers is incredibly stressful for all students, whether in mainstream or alternative provision education. Therefore, by designing strategies that would contribute to a structured environment to help students manage this stress and develop skills to promote their own wellbeing, I believed that we were giving students the best chance to achieve school success, both personally and academically. The interventions were formulated with longevity in mind so that, if found impactful, could continue to be used by teachers and schools as intervention tools when planning effective programmes for student success at school.

In the next chapter, Chapter 5, the process by which the data was observed and collected on student levels of emotional intelligence, value systems and indicators of school success, is discussed. That is then followed by how these data on emotional intelligence, value systems and indicators of school success were monitored and analysed in Chapter 6.

Chapter 5 – Procedures for the Data Observation and Collection

5.1 Introduction

This chapter outlines the process by which I gathered data. As explained in Chapter 3, I decided to apply ethnographic principles to my case study, therefore, I explored the various techniques used by researchers collecting data through fieldwork. I decided upon four techniques identified as being suitable: participant observations, interviewing, and, the use of both written and non-written sources (Walcott, 1997). In practicing reflexivity, and, when considering the vulnerability of my participants, I decided not to use video or photography in any of my collection processes, as I thought that this would have made the students self-conscious and would have reduced the quality of the data being collected and increased the ethical questions of the study.

As I was conducting a mixed methods study, I collected qualitative data using the interview transcripts from the questionnaire meetings held with students and from my field notes made through participant observations, which I then recorded in diary form. Quantitative data was collected from various non-written sources: student records, academic tracking, exam seating plans and results from the Adolescent TEIQue-SF Questionnaire.

Participant observation was particularly important in my study as it allowed me to make up close observations of the participants. Through the planning of my study, I was

attracted to the concept of a naturalistic setting for the conducting of my study and I, therefore, wanted to intervene with the setting and the participants as little as possible (Lincoln and Guba, 1985). However, my role of Deputy Head of The Year 11 School required that I be an active participant within the study and, therefore, I had to consider that for much of the time I would directly intervene in the setting as I taught the psychology lessons, interviewed students using the Adolescent TEIQue SF Questionnaire, and facilitated the Behaviour for Learning Policy and the mock exam weeks.

To preserve as much of a naturalistic setting as possible, I did not take field notes while interacting in the setting as Deputy Head, but, recorded these in short hand notes during 'free periods' of the school day, and then expanded upon these in my diary that I wrote each day after school. There were times, however, where I did not need to directly intervene and could be more of what Walcott (1997) would describe as a 'visitor observer' and take field notes of the participants while they interacted with each other and the staff in the research setting. I tried to make these written notes 'out of the line of sight' of the participants so that they would not become conscious of my observing and as a result change their behaviour (Emerson, Fretz and Shaw, 2007). At the same time, I was careful not to hide my observation or note taking from my participants, as for ethical reasons, I wanted the participants to know that they could discuss the research with me at any time and ask questions if they wanted to; it was important that they felt that my observation and note taking were of benefit to them.

Hamersley and Atkinson (2007), comment on the need for focussing on how notes are taken in the field and how these are then converted into 'fieldnotes' during the writing up process to ensure the quality of the data being collected. When considering this, I practised reflexivity, as I reflected on the need of checking the way that I converted my notes taken during the day into my diary 'fieldnotes', as I knew that my own experiences in my education career would influence the way that I wrote these down. I remembered that it would be important to consider this in any evaluations made as a result of the analysis of these data.

With regards to interviewing, this was less significant in my study. Upon entry, every student completed the Adolescent TEIQue SF Questionnaire and were introduced by me to the research and to the concepts of emotional intelligence and value systems. These initial meetings were not interviews, however, at the end of answering these questionnaires every student was offered a follow up meeting to discuss the concepts and ask any questions they had about either these or the research.

During these follow up meetings, I did take the opportunity to ask some questions to elicit information that I wanted to collect – in ethnography this interview would be described as pre-structured (Hamersley and Atkinson, 2007). What is important to note, is that during the conducting of my study, these interviews became more reflexive, as although they were arranged sessions, I did not predetermine the questions and allowed the participants to lead the discussion. I recognised that I would need to rely more heavily on a thorough

and rigorous process of analysis when analysing the data collected from these pre-structured interviews (Hammersley and Atkinson, 2007).

Accounts of these data collection processes are shown in Table 5.1 and are divided into the following sections: In Section 5.2, I firstly, describe the data that were collected concerning the emotional intelligence of the students. These data comprised of the emotional intelligence questionnaire scores that the students completed upon entry into the school and then again after the May half term of the 2008-09 academic year; the student's own perception of which quartile they would rank themselves compared to the other students in the year; the teachers' perception of the students' emotional intelligence quartile ranking; and finally the researcher perceived emotional intelligence quartile ranking of the students. Then, in Section 5.3, I present an overview of the process by which I wrote the character assessments for the students who attended The Year 11 School during the academic year 2008-09. The purpose of these character assessments was to give some insight into the personalities of the students and an indication of their perceived value systems. Section 5.4 consists of an explanation of the diary data that were collected throughout the year including emotional intelligence and value systems observation data. Section 5.5 explains the process of the behaviour, attitude and attendance data collection that occurred throughout the year. Section 5.6 details the data collection from the exam attitude analysis that was accumulated throughout the year. Following this, Section 5.7 explains how all academic tracking data were compiled. In Section 5.8 six student cases are briefly introduced as important within the data collection process for analysis. Finally, in section 5.9 a final timeline for this case study is given.

Table 5.1: The different sources of data collection

Sources of data collection	Dates collected	Section
Student emotional intelligence data	Autumn term 2008 – Summer term 2009	Section 5.2
Student character assessments	Summer term 2009	Section 5.3
Diary data including emotional intelligence and value systems observation data	Autumn term 2008 – Summer term 2009	Section 5.4
Student behaviour and attendance data	Autumn term 2008 - Summer term 2009	Section 5.5
Exam attitude analysis data	Autumn term 2008 – Summer term 2009	Section 5.6
Academic tracking data	Autumn term 2008 – Autumn term 2009	Section 5.7

There was considerable data, collected by the school on the students each year as a matter of course, that could be used as part of this research. For example, the collection of behaviour and attendance data was a process that pre-existed my arrival at the school. Therefore, it was a case of honing the data collection processes in order to support the research.

There were also a considerable number of procedures put in place to collect and collate further data that would support the research. For example, the student character assessments that were written and the diary data that were compiled and interrogated were implemented as part of the research.

Then finally, there were data that were collected for the first time due to the research taking place, however, it was intended that the processes would maintain for future cohorts. For example, the emotional intelligence and value systems data, and exam attitude analysis data were all collected as part of the research but were considered of enough value by the senior leadership team, to become part of the data collection processes of the school year on year.

5.2 Student emotional intelligence data

The first set of data are the emotional intelligence scores for the Adolescent TEIQue-SF Questionnaire (Appendix 2) that the students were asked to complete upon entry into The Year 11 School. The questionnaires were administered largely during the induction week that happened for all new students. I met with all students individually and gave them a consistent explanation of the concept of what emotional intelligence was. The length of the sessions varied as it depended on whether the students would complete the questionnaire by themselves, or whether they required assistance in understanding the questions. I was extremely careful in not providing support in a way that would influence the student responses in any way; and, I debriefed each student after and gave them the opportunity to ask any questions, which few did, or to request a follow up session.

I noted that the amount of support that was required from each student as a possible inconsistency that occurred with the administering of the questionnaires. Although this

was something that had occurred in the preliminary study and, therefore, I was aware that this might be an issue, I still found that some students would not accept any assistance in completing the questionnaire, meaning that I had no indication as to whether they had taken the time to read the statements correctly. Conversely, some students required a high amount of support in completing the questionnaire and asked clarifying questions throughout. My assistance with the questionnaires may have resulted in the students giving answers that they thought I would have considered as correct (despite the fact that I had emphasised that there were no right or wrong answers) or they might have given answers that they considered to offer the greatest peer credibility or kudos. For example, many of the boys may not have been willing to give the truthful answer if it implied that they were sensitive to others' feelings. This possible inconsistency would have needed to have been accounted for when interpreting the data.

The table found in Appendix 9 shows all emotional intelligence data that were observed and collected on the students throughout the academic year 2008-09. The first set of data were presented as a raw score and then the score was placed in a percentile range. The higher the raw score, the higher the percentile range (see Table 5.2). The scores were then ordered, and the students were placed in either the 'Upper', 'Upper Middle', 'Lower Middle' or 'Lower' quartile ranking.

Table 5.2: The raw score and percentile range for the Adolescent TEIQue-SF Questionnaire and Quartile Ranking

Score range	Percentile range
0 – 4.1333	0-10
4.1334 – 4.5000	10-20
4.5001 – 4.7667	20-30
4.7668 – 5.0333	30-40
5.0334 – 5.2000	40-50
5.2001 – 5.3667	50-60
5.3668 – 5.5333	60-70
5.5334 – 5.7333	70-80
5.7334 – 5.9667	80-90
5.9668 +	90-100

The second set of data were the results of the same questionnaire that the students were asked to complete during and after the May half term. The students were in general much more content to complete the questionnaire by then and seemed to spend more time considering their responses. Nearly all of the students were happy to take the questionnaire and complete it on their own and in their own time. One reason for this could be that the students were, by this stage of the year, considerably more engaged in the school as a whole and, therefore, more responsive to requests from it. Also, having been taught psychology for a year, the students were much more accustomed to the idea of emotional intelligence and it had become part of the language of the school. One inconsistency in collecting these data was that not all of the students completed the questionnaire at the same time as some students completed it in early May, whereas others only completed it as they were going through their exit process in the second half of June; making the possible variance in time in some cases up to a month and a half.

Whether this critical time in the lives of these students could have affected the answers that they would give might have needed to have been considered.

One procedural issue I had during the data collection of the Adolescent TEIQue-SF Questionnaire was the fact that at the outset of the research, I was looking to use the questionnaire as a measurement that I could employ to show any improvements in the emotional intelligence of the students over the year. However, once I was in the process of collecting the data, it became evident that the increases or decreases shown on the questionnaire were very much affected by external factors that were emerging as being common in this diverse group of participants. For example, even though the short number of questions did suit this group's attention span, their unpredictable behaviour towards certain activities or requests on any given day, did make me have to consider that the quantitative data collected from this could offer a completely unreliable evaluation of progress if used in isolation. Therefore, the value of the questionnaire evolved over the period of the study as a tool that could give an indication of where a student's emotional intelligence sat, ranked among the other students at the school. Which then could be used as an indicator with other means of ranking the students (the researcher perceived rankings), when looking for trends in exhibited behaviours.

5.3 Student character assessments

At the beginning of the summer term 2009, I wrote character assessments on all students who had attended The Year 11 School during the academic year 2008-09. For the purpose of providing clarity of what these assessments are within this study, I have defined these as: a brief appraisal of each student's personality and learning traits exhibited through their interactions with teachers, staff and peers within The Year 11 School environment, written with the collected evidence from participant observations and other data collected during the study. The purpose of these character assessments was to give some insight into the personality traits of the students including their emotional intelligence and value systems. My role of Deputy Head supported the continuity of the participant observations being made as I was responsible for monitoring student movement in and around the school. Therefore, I was able to consistently observe the participants in the different locations within the research setting (classrooms, corridors, recreation room dining hall and off-site sport/activity centres) from the time students arrived until they exited the building or were dismissed from an off-site provision at the end of the school day.

It was also from these observations, that I based which quartile I placed the students according to the researcher perceived emotional intelligence rankings that were used in Section 5.2. In the interests of anonymity, with the exception of the student cases who have their (fictional) first names used as well, the students are referred to by two letters that represent their surnames. These surnames and the first names of the case students

are not actual or representative of the students in this research. The sex of the student is not disguised and is accurate. These character assessments are available in Appendix 10.

For example, for the character assessment for John GC (available in Appendix 4), I have stated that, *'He cannot control his anger and becomes very frustrated when he plays sport'*. This comment was made as a result of observations of him, such as noted in the diary entries about John GC (also available in Appendix 4), on 18 March 2009 and again on 25 March 2009, where it is stated that:

"18 March 2009

John GC and Dave DD had an altercation at football today. A teacher commented that if he had not gone to break it up, the fight would have dwindled to nothing, but because he was in between them, John GC felt brave enough to punch Dave DD.

25 March 2009

Before the students left in the minibus for football this afternoon, I told John GC that he had a one match ban and needed to leave the bus. He would not get off at first and then when he did, he told a teacher and me that he would 'bang us up' and to 'watch and see' when he did. Unfortunately, LA then supported John GC by shouting at me. He has been excluded. I would suggest that he showed poor emotional intelligence in how he attempted to manage this situation." (Appendix 4, p.329-30).

Also, I have commented that John GC is not sympathetic to others. This can be evidenced in his interview transcript (available in Appendix 4), where it states that when asked if he could get in someone's shoes and feel their emotions, he commented that:

"[I] can but I don't really want to. I can do it but I choose not to. People need to deal with their own emotions, you can't help them all the time." (Appendix 4, q.17, p.327)

In describing the characters of the students, I was careful to practise reflexivity as I knew that it was important that I put my own personal assumptions about what I was observing aside and rely on my theoretical framework to shape my appraisals of each participant and the situation.

5.4 Diary data including emotional intelligence and value systems observation data

These data were extrapolated from the diary that was recorded during the academic year 2008-09. The diary was written at the end of each school day. I would reflect on the day and attempt to recall and record as many incidents containing behaviours exhibiting either high or low emotional intelligence, or incidents of positive or negative value systems. I also asked other members of staff to relay any incidents to me, either verbally or noted down, that I had not personally encountered.

Table 1 in Appendix 11 indicates the percentage breakdown of entries in terms of whether they were perceived to be describing incidents of students exhibiting behaviours of high

emotional intelligence, low emotional intelligence, positive value systems or negative value systems.

For example, in the diary data written about John GC (available in Appendix 4), an entry that was recorded as showing low emotional intelligence would have been on 8 December 2008, when it was written that:

“One commonly observed behaviour from John GC has been that when he has exhibited signs of stress at taking the exam, he has rejected the exam and said that he refused to take it seriously as he considered it only a mock and therefore not important. GC is exhibiting signs of anger and frustration at not being able to complete the exams.”

An example of observations of high emotional intelligence could be seen as on 13 January 2009, when it was stated that:

“Dave DD sat his AS Psychology exam this morning. He was visibly nervous when he arrived. I took him to the exam room and he told me that he was 'cacking himself'. I laughed and said that it was good that he was recognising his emotions and that he was now in a position to deal with them. We talked about the body's response to stress and that he just needed to accept it and let it pass. (I observed him actually doing this in the exam.) His behaviour was exemplary throughout the exam.”

An example of observations of negative value systems could be seen as on 9 February 2009, when it was stated that:

“John GC, with IU, LA and ID all truanted from break time onwards. I would suggest that they went to smoke cannabis.”

An example of observations of positive value systems could be seen as on 19 May 2009, when it was stated that:

“LL came back today after his 'strop' yesterday. He sat his level 1 Key Skills ICT exam and passed it. He was extremely pleased with this outcome. I would suggest that his attitude to learning has been completely modified over this year.”

Each entry may have had more than one descriptive attached to it. For example, an entry might have been perceived to have been describing observed behaviour exhibiting low emotional intelligence as well as negative value systems – or any other combination. To provide trustworthiness to transcript and diary documents, I coded the recorded text using the trait emotional intelligence model developed by Petrides and Furnham (2001) and the Schwartz (2012) theory of basic values (Brantlinger et al., 2005; Reeves et al., 2013; Yardley, 2000).

5.4.1 Coding for emotional intelligence

For the purposes of scrutinising these data with regard to emotional intelligence, Table 2 in Appendix 11 is a breakdown of the Petrides and Furnham (2001) sub-sets of exhibited behaviours of emotional intelligence: ‘well-being’, ‘self-control’, ‘emotionality’ and ‘sociability’ which became the code categories for emotional intelligence. I used the

descriptors provided by Petrides and Furnham (2001) as the sub-codes to identify incidents of high or low levels of emotional intelligence as recorded through my participant observations (Table 5.3). Coding categories and the use of sub-codes within these are created to make the sorting of large quantities of data easier and also to ensure the consistency of the approach. The letters in brackets for each category and sub-code were devised for ease of use while marking the codes through my diary data.

Table 5.3 Emotional intelligence code categories and sub-codes

EI Code category	High level sub-codes	Low level sub-codes
Well-being (WB)	Happiness (HP) Fulfilment (FL) Positivity (PS)	Low Self-Regard (LR) Disappointment (DS) Negativity (NG)
Self Control (SC)	Unimpulsive (UI) Regulated (RG)	Impulsive (IM) Unregulated (UR)
Emotionality (EM)	Recognise Emotion (RE) Express Emotion (EE)	Internalise (IE) Unexpressed Emotion (UE)
Sociability (SO)	Listening (LS) Communication (CM)	Uncommunicative (UC)

In order for an incident to have been attributed as containing behaviours indicating levels of high 'well-being', the student might have been observed to have shown signs of happiness, fulfilment and a positive attitude with regard to their past achievements and future expectations. For example, as on 2 June 2009 when it was observed that:

“FF has completely bought into learning now. She is happy to go into an exam even if she is aware that she probably won't pass it the first time. She now understands a short term loss for a long term gain.”

(Analysis codes: WB: PS; HP and SC: RG and EM: RE)

Low levels of 'well-being' would have been observed to have shown signs of low self-regard and disappointment in their current life situation. For example, as on 12 March 2009 when it was observed that:

“Lionel LL became angry concerning the level of work he was completing in maths and broke a chair. The deputy headteacher told him that he would be excluded for five days. LL said that if he was being sent home he needed to be permanently excluded as he was going to punch the maths teacher before he left.”

(Analysis codes: WB: NG and SC: IM; UR and SO: UC)

Students exhibiting behaviours indicating high 'self-control' might have shown low levels of impulsivity and have been able to regulate pressure and stress. For example, as on 13 January 2009 when it was observed that:

“Monique DQ sat her AS Psychology exam this morning. Monique DQ completed the whole paper - I do not know what she would have written as I have covered so little work with her. Her behaviour was exemplary throughout the exam.”

(Analysis codes: SC: UI; RG)

Whilst low levels of 'self-control' would have shown signs of impulsive behaviour and poor stress management. For example, as on 8 December when it was observed that:

"The first mock exams week began today. The students are exhibiting signs of considerable stress at being put under exam conditions. The majority of students are taking them seriously, which is a positive sign of their commitment to learning. Dave DD, who has shown considerable focus in preparation for the exams, is now acting in a silly and immature manner in the exam room."

(Analysis codes: SC: IM; UR)

Incidents of high 'emotionality' might have contained behaviours exhibiting the ability to perceive and express emotions to others. For example, as on 7 May 2009 when it was observed that:

"This morning, RE, Kas QS, RK, Lionel LL, JC and Dave DD were all in the 'rec room' during registration. The atmosphere was very positive and everyone was being very respectful to each other."

(Analysis codes: WB: PS and EM: RE; EE)

Low 'emotionality' would have been in cases where a student had difficulty in internalising and expressing emotions towards others. For example, as on 6 February 2009 when it was observed that:

"Dave DD came in exhibiting very childish behaviour again today. He refused to engage in work but was not rude, just silly. I spoke to Dave DD for some time again"

about him understanding when childish behaviour is acceptable and when it is not. He spent the whole of the meeting attempting to stifle laughter and giggling.”

(Analysis codes: WB: LR; NG and EM: IE; UE)

Finally, incidents of ‘sociability’ focused on social interaction rather than one to one or close relationships. Good or poor listening and communication skills could have been an example of high or low levels of ‘sociability’ respectively. For example, as on 5 February 2009, when it was observed that:

“During registration this morning, Dave DD and JQ were playing table tennis. There were no arguments. At the end of registration I asked JQ to bring his bat to me, he brought it to me but appeared not to be happy doing so, but made no comment. He then walked the length of the corridor to Sport, walked into the class and punched Dave DD, completely unprovoked. Dave DD took the punches and then put JQ on the floor. He never lost control and when I asked him to get off JQ he did so immediately. He was impressive during the incident, however for the rest of the day his observed behaviour was immature in nature.”

(Analysis codes: SO: UC and SC: IM; UR)

5.4.2 Coding for value systems

For the purposes of scrutinising these data further with regard to value systems, Table 3 in Appendix 11 is a breakdown of the four Schwartz (2012) value dimensions in which the ten motivational types of value fall: ‘Openness to Change’, ‘Conservation’, ‘Self-

Transcendence’ and ‘Self-Enhancement’ which became the code categories for value systems. The ten motivational value types were used as my sub-codes and I used the descriptors provided by Schwartz (2012) of these to identify positive or negative motivational values behind the student behaviour recorded through my participant observation. The dynamic structure of relations behind these ten values, as explained by the model are both congruent and conflicting, therefore, some cross over is expected, and this made coding easier and more fluid.

Table 5.4 Value systems code categories and value systems sub-codes

VS Code category	VS sub-codes
Openness to Change (OPC)	Hedonism (HED) Stimulation (STI) Self-Direction (SDI) Self-Growth (SGR)
Self-enhancement (SEN)	Achievement (ACH) Power (POW)
Self- Transcendence (STR)	Universalism (UNI) Benevolence (BEN)
Conservation (CON)	Conformity (CNF) Tradition (TRA) Security (SEC)

In order for an incident to have been attributed as containing motivational behaviours indicating 'Openness to Change', the student might have been observed to have shown signs of being positive and displaying anxiety free values that encourage self-expansion and growth. For example, as on 12 August 2008 when it was observed that:

"Some students who are not always focussed in lessons such as RE, ID and BR are managing the exams very well and seem to be enjoying the challenge."

And on 21 January 2009 when it was observed that:

"It was the second progress review day today. The students again showed their desire to be treated as normal school children. The students with parents were walking around exhibiting excellent behaviour"

And on 28 January 2009 when it was observed that:

"SJ's behaviour and ability to cope with situations continues to improve. His desire to shake my hand as firm as possible and a female teacher's hand firmly but not too firm (after we had discussed this) is very engaging."

(Analysis codes: OPC: SDI; SGR)

A negative motivational behaviour indicator in opposition to 'Openness to Change' would be coded as 'Conservation'. This negative behaviour is motivated by a desire to be in control of any given situation and to be secure in their own self-preservation even though they are aware that they may be in the wrong. These negative values are motivated by self gain and driven by a need for power and social superiority.

For example, on 22 September 2008 when it was observed that:

“I visited NR who had expressed a wish to continue studying for his psychology exam. When I met with him I said I was happy to meet and work with him but he had to understand that I saw AV after the event and I knew that he had stabbed him because of the nature of the wound therefore he needed to know that I would testify against him if asked to. He assured me that he understood. He showed no emotion during this discussion ... Before leaving, I commented to him that I did not know who was giving him the advice to plead ‘not guilty’, but in my opinion this was very poor advice and he should think carefully before entering this plea. He said that he would. Again, he remained completely calm during this discussion; I did not get to see him again as he was moved out of London before the following Monday.”

(Analysis codes: CON; CNF; SEC; SEN)

For behaviours indicating ‘Self-Transcendence’, a student might have been observed to have shown signs of displaying anxiety-based values that self-protect against threat and help them in controlling anxiety. For anxiety-free values of ‘Self-Transcendence’, a student might have been observed to have shown signs of displaying positive behaviour that indicates devotion to others and promotes close relationships: examples of both can be exhibited by different students in response to the same event, as on 27 August 2008 when it was observed that:

“The English Oral exams took place today. RV, DD, GC and RE took part. All of the students were visibly nervous but exhibited it in different ways. RV was rude to staff and kept saying how stressed she was; DD was acting in a very immature and silly manner; GC was simply grumpy and RE was very quiet. They all did very

well in the end with RV receiving the highest grade. DD and GC did not know how to respond as they see themselves as more intelligent than RV. However, DD did manage to be gracious and congratulate her, GC said nothing at all. RV was extremely proud of herself afterwards.”

(Analysis codes: STR: UNI; BEN)

Behaviour indicating ‘Self-Enhancement’ would be a student being displaying negative behaviours associated with anxiety-based values such as self-centred satisfaction, social superiority and esteem. For example, as on 13 January 2009:

“OM, IV, JA ZC and BG went shoplifting today. They stole so many sweets, they were giving them away to anyone who wanted them and finally ended up throwing them at each other.”

(Analysis codes: SEN: ACH; POW)

In Table 4 of Appendix 11, it is indicated whether the number of incidents of high/low emotional intelligence and positive/negative value systems involving individual students increased or decreased throughout the year. I compared the figures from the first two terms to that of the last term. Where improvements occurred, it was indicated in green; where students got worse, it was indicated in red. Where students remained constant, it was indicated in amber. For students who remained constant by achieving no incidents of low emotional intelligence or negative value systems, I also deemed as a positive and thus was also indicated in green.

As I coded these data, I acknowledged a few inconsistencies that I would need to keep in mind during the analysis of all the data together. Firstly, that these data could not be considered entirely reflective of the students who only had minimal mention throughout the diary. For example, two students who appeared to have made clear progress with regard to their emotional intelligence and value systems, QL and LV; both received negative gradings for incidents of high emotional intelligence. This was due to them having only one entry in the first two terms and none in the third which, therefore, did not reflect a true picture of these students who were more reserved (and thus had less entries into the diary) than other students. Also, that as the interest of the staff and teachers grew in the study so did their contributions to the collection of observations passed on to me to record, therefore, the number of incidents recorded increased in the spring and summer term.

I also noticed that very often when there were incidents of high emotional intelligence or positive value systems, it was written in the diary as a general note encompassing all students. However, this is not reflected in the data. Nonetheless, these data held their value in highlighting general patterns of students who improved, those who remained the same, and those who actually regressed during the year.

5.5 Student behaviour and attendance data

These data are available in Appendix 12, they indicate firstly the percentage of good lessons that each student attained compared to how many lessons they attended. A 'good lesson' was a lesson that achieved a grade of B2 or better on the weekly reports completed by the teacher for each lesson during the week. See Table 5.5.

Table 5.5: The Behaviour and Effort for Learning grading system

Behaviour		Effort	
A	Very good	1	Full participation
B	Good	2	Participated in most activities
C	Satisfactory	3	Limited participation
D	Cause for concern	4	Did not engage

This was a completely accurate figure as the number of lessons attended was manually counted on the weekly report sheets (Appendix 13), and then the number of those lessons that were deemed as good were manually counted. A percentage was then taken.

The second set of data indicated the percentage of lessons that the students attended compared to how many lessons they should have attended. These data were also calculated from the weekly reports and included all lessons, registration and any other time that the students' whereabouts and attitude and behaviour should have been accounted for.

The third set of data gave the percentage attendance figures taken from the daily register where students received a mark for the morning and a mark for the afternoon. The attendance figures from the weekly reports and the daily register do not match due to some students being in school but not in the lesson that they were timetabled for. Also, many of the students arrived late in the morning which meant that they did not receive a grade in morning registration, however, they would still have been marked present on the daily register which was taken at 09.30 (after registration was finished). Finally, there were also some administrative discrepancies that must be taken into consideration, in that, not all grades were always given on the weekly reports which meant that the lessons attended percentage may have been lower than the daily register attendance. However, in the analysis, an average administration discrepancy could be accounted for with each student, which should still have indicated students who were not attending timetabled lessons but were present at school and were, therefore, 'internally truanting'.

5.6 Exam attitude analysis data

Regarding the collection of data for these exam weeks, it required for me to sit in every exam for the whole of each week to be able to observe and note the students' behaviours (see Appendix 8).

The details were a record of their potential to complete exams, not of the results of the exams. The initial tables were of the first and second mock exam weeks that took place

from Monday 8 to Friday 12 December 2008 – one week before the Christmas break, and then from Monday 9 to Friday 13 February 2009. The key to indicate how the performance of the students was recorded can be seen in Table 5.6.

Table 5.6: Key to exam analysis performance

Code	Explanation
ABS	Absent from school
COM	Completed
DNS	Did not start the exam
E	Engaged in the exam
EXC	Student was excluded on the day of the exam
F	Focussed on the exam
Found	Foundation paper
High	Higher paper
NA	Not applicable (not entered for this exam)
NE	Not engaged in the exam
NF	Not focussed on the exam
NPL	Student left without permission (time given)
PE	Partially engaged in the exam
PF	Partially focussed on the exam
PL	Student was permitted to leave (time given)
S-S	S-S – Started the exam but was sent out for unacceptable behaviour
W-	Student had a short term loss of focus and/or engagement during the exam
S-W	S-W – Started the exam but walked out without permission
TR	TR – Truanted from school during the exam
WRL	Student on a work related learning course

For these sets of results, each student was recorded as either completing the exam which meant that they had sat through the exam until they were given permission to leave with no behavioural concerns; as starting the exam but then left before they were given permission to; as starting the exam and then being asked to leave the exam room due to behavioural concerns; that they were present at school but refused to enter the exam room; that they had been present at school but truanted during the exam; or finally, that they were absent on the day of the exam. Percentages were then taken to indicate the

completion rate of examinations for students who were present at school for the examinations throughout the week and an absenteeism rate for the week. These percentages were presented for each group and for the cohort as a whole.

The third examination week which took place from Monday 30 March to Wednesday 2 April was a final set of exams run as an exact rehearsal of the actual exams that would be sat in the summer. Only the students for whom it was proposed at this stage would be taking their GCSE examinations sat these mocks. The results presented for these exams were more detailed than the previous two sets. They indicated the focus and engagement of the students at the start, half hour stage, hour stage and the finish of the exam. By focus, it meant the extent to which they were focussed on the task in hand – sitting the exam, and whether they were being distracted by anything or behaving in an unacceptable fashion. By engagement, it meant the extent to which they were engaged in the task – sitting the exam, and whether they were displaying a loss of concentration. Therefore, a student could be focussed on the exam implying that he/she was behaving in an appropriate manner but was not engaging in the work. Or alternatively, that they were engaged in the work implying that they wanted and were trying to complete the task, but were lacking the focus to be able to do so. The tables also indicate if a student had a short term loss of focus or engagement and the time at which they were allowed to leave, or that they left without permission. All students were given ten minutes as a minimum time to check through their work upon indicating that they had finished before they were permitted to leave.

With the use of the above information, an exam seating plan was devised with the intention of maximising the potential of the individuals sitting the examinations. It was considered that some students would perform better in the pressurised environment of the exam room, whereas others would be better suited working in an alternative exam room with fewer people, and some students who would be better in a room on their own. This took considerable planning and discussion with staff and students. Invigilators had to be assigned for the various exam rooms.

I chose to observe each exam for consistency. The only observations that I could not make were in the actual exams when some students were placed in different rooms from the 'exam hall' in order to be able to be better focussed in the exam. For these, I had to rely on the other staff invigilating. However, by that point in the year, all staff were aware of the process that I had been undertaking and also, the students were by then very focussed on learning and, therefore, there were less behaviours required to be observed and coded.

5.7 Academic tracking data

Taking time into account for holidays, students at The Year 11 School attended for only nine months. Due to the often turbulent nature of their previous educational experience, they regularly arrived at the school with very little baseline data for the academic team to work from. Also, students were mostly academically able to achieve, however, again due

to the often inconsistent nature of the education that they had experienced prior to their joining of the school, the students were lacking the ability to manage the classroom learning environment and had to re-learn these skills. Therefore, predicting the academic potential of the students and tracking this for progress in such a short space of time was a challenging endeavour. Furthermore, the often turbulent nature of the home lives of the students could also impact on the academic progress that the students made and as students would often progress at different rates throughout the year; this further made predicting academic potential a difficult task (Abdelnoor, 2007; Centre for Social Justice, 2011; Kendall et al., 2007; Ofsted, 2016).

Due to this, the academic team at The Year 11 School used a number of tools to track the students throughout the year. Upon arrival, students were tested on a diagnostic computer programme that attempted to indicate the basic levels of ability in English, Maths and ICT. These were useful in some cases where the student might have been quite reticent about their previous school experience and The Year 11 School had received little or no data on them, so the diagnostics could, therefore, indicate if the student had a higher than perceived ability. However, these tests were often inaccurate as a measure of ability as it was dependent on the extent to which the student committed themselves to the test. For example, I often observed a student merely choosing the same option answer for all of the multiple-choice questions. Also, when students arrived at The Year 11 School, they were sometimes resistant to learning and lacked confidence, therefore, asking them to sit what they perceived as a test did not always produce a favourable response and did not give a true reflection of the ability of the student. In light

of this, the most accurate determinant of a student's ability tended to be from teacher assessment that was made from observations of the student learning and scrutiny of initial work that was produced by the student.

The Year 11 School invested considerable meeting time to training staff on the ability to use different indicators, which were often subtle, to determine the ability of the student (Gallagher, 2011; Kettlewell et al., 2012; McCluskey et al., 2015; Thomson and Pennacchia, 2015). A straightforward example of this was that if a student was verbally able to cope with the content of a lesson and was showing engagement, but when asked to commit something to paper, became resistant and if they would complete the work, the quality was poor. This could have indicated that the student was of a certain academic ability, of which they were aware. However, due to a lack of time spent in the classroom, they were below that ability with regard to literacy. Therefore, if the student could raise literacy levels quickly, they could still have achieved to some of their potential and a judgement could be made on this basis.

Within the first two weeks of the start of term, the academic team were asked to give an assessed target grade for all students. As has been discussed, this was based virtually solely from the observations of the teachers and because of this, was only taken as an indication of their potential and was used as information for the initial progress review with the parents and carers. Teachers were then asked to give a tracking grade during the autumn term which could be derived from an assessed piece of work. Students sat the first of their three mock exams throughout the year in December and a grade was given

for that. So, in January, when teachers gave their re-assessed target grade for the students, it was considered that enough data had been collected on the student to make an accurate prediction of final achievement and it was on these predictions that the final results were compared to when scrutinising the ability of the academic team to accurately assess student ability. From the point of the spring assessed grades being submitted, students were 'traffic light' graded on a weekly basis by the academic team. Students were graded as red if they were behind in the necessary progression to achieve to their potential. They were graded as amber if they were on course with regard to progression towards their potential. They were only graded green upon completion of all coursework and exam preparation work and were at the point of revision.

Two further mock exam grades were added before final predictions were made by the academic team. These final predictions were used for comparison with the final results as a measure of student achievement. They were also compared to the spring teacher assessed target grades to indicate the progress of the students throughout the year. This could often be different to the actual achievement of the students as they could either underachieve in the examinations despite completing all preparation work, or sometimes they would attain above their target grades despite not completing all preparation work.

The data in Appendix 14 were compiled in the chronological order that they were collated, and dates of deadlines are included. All grades were assimilated to GCSE grade equivalents to give consistency across the subjects that ranged from GCSEs, BTECs and Key Skills qualifications. A key to the equivalents can be seen in Table 5.7.

Table 5.7: Assimilated grade equivalents to GCSE grades

GCSEs	BTECs	Key Skills
A-A*	Distinction	-
B	Merit	-
C	Pass	Level 2
D	Fail but near	Level 1
E	Fail	Level 1
F	Fail	Level 1
G	Fail	Level 1
U	Fail	Fail

For Key Skills grading, a student working at a D to G grade was dependent on how secure that Key Skill qualification at level 1 was. For example, a student working or being predicted a D grade for a Key Skill indicated that they were secure in gaining it. A student being predicted a G would be in danger of not achieving it. Similarly, although grades D to G indicated a fail for BTECs, the higher the grade, the higher the possibility of the student changing that grade to a C and, therefore, a pass. For GCSEs, for the 2008-09 cohort, no students were entered for higher papers which meant that they could not attain a grade higher than a C.

After the final results were available, all students were measured for progress and achievement as per the existing school processes. The criteria for this were as follows: All students were given a points score for their spring assessed target grade predictions. The points system gave one point for a G prediction up to eight points for an A* prediction for each qualification entered for. The same points system was applied to the final predictions made prior to the exams and a rise or fall from the former set to the latter set indicated whether progress had been maintained or made (that the points stayed the

same or went up). Or, whether progress had not been made (the points went down). The same process was applied for the predictions points and the actual results points to indicate whether achievement had been met or exceeded, or not.

5.8 Student cases

In the following chapter, Chapter 6, I present a model that I developed and used in the course of my study to illustrate the different progress made by participants with regards to their emotional intelligence and value systems. Chapters 7 and 8 comprise six student cases who were selected by using this model. I wanted to mention it in this chapter, as I have used a selection of the numerical data presented in the data collection collectively for each individual, as well as the diary entries made on the students through the year, any sessions that took place with the students and their exit interviews; to write the cases. A full compilation of the data for the case of John GC is presented in Appendix 4, as an example.

I used the diary data to offer examples of behaviour that could support the discussion regarding the thesis questions and any conclusions that I drew in the final chapter, Chapter 9. Also, as I mentioned in the diary data section, the use of the diary data in these chapters was intended to substantiate the process by which I made the evaluations when coding the incidents for evidence of positive and negative value systems and high or low emotional intelligence.

For each student, I firstly expanded on the character assessments that I had written during the year, using the diary data where possible to illustrate my assertions as I did throughout the student case. I then reviewed the numerical data available in a collective form using a combination of the emotional intelligence data, the behaviour and attendance data, the exam analysis data, academic tracking data and exit interviews; as well as character assessments, including emotional intelligence and value systems, and general improvement trends, that again included emotional intelligence and value systems, to build a picture of the student and their time at The Year 11 School. Finally, I used the diary entries to substantiate my assertions of the student as to whether I considered them to have had made improvements with regard to their emotional intelligence and values systems.

5.9 Final timeline for this case study

The final timeline for this case study data observation and collection process was as follows:

Summer Term 2008

- Devised initial research design.
- Reviewed yearlong study research design in light of findings from preliminary study.

- Wrote schemes of work for AS Psychology lessons; the Emotional Intelligence Learning lessons; and the sports programme.

Autumn Term 2008

- Began study of 2008-09 cohort.
- Assessed all students entering The Year 11 School regarding emotional intelligence using the Adolescent TEIQue-SF Questionnaire.
- Began yearlong data collection on students regarding progress, behaviour and attendance.
- Began yearlong daily diary record of any incident or interaction at school where emotional intelligence and/or value systems could be seen to be a factor.
- Began compiling cases on certain students comprising of interview notes, personality summaries and observations concerning incidents where emotional intelligence and/or value systems were a factor.

Spring Term 2009

- Completion of staff emotional intelligence rating of students.
- Wrote a personal character assessment of each student in 2008-09 cohort.

Summer Term 2009

- Completion of data collection on students regarding progress, behaviour and attendance.
- Completion of yearlong daily diary record of any incident or interaction at school where emotional intelligence and/or value systems could be seen to be a factor.
- Completion of cases on certain students comprising of interview notes, personality summaries and observations concerning incidents where emotional intelligence and/or value systems were a factor.
- Re-evaluated all 2008-09 cohort students regarding emotional intelligence using the Adolescent TEIQue-SF Questionnaire.

Autumn Term 2009

- Compilation of results from 2008-09 cohort.

5.10 Summary

The data that were collected can be summarised as follows: At the beginning of the summer term 2009, all emotional intelligence data on the students throughout the academic year 2008-09 were collected. Researcher perceived character assessments were written on all students who had attended The Year 11 School during the academic

year 2008-09. The diary data that were observed and collected, including student behaviours pertaining to emotional intelligence and value systems, were extrapolated from the diary that was recorded during the academic year 2008-09. All of the data pertaining to behaviour and attendance were collected. In order to monitor the ability of individual students to manage the examinations process, records were kept on the performance of each student in each exam that they sat. The details were a record of their potential to complete exams, not of the results of the exams. Also, all data relating to academic tracking were collected and compiled in the chronological order that they occurred, and dates of deadlines are included. All grades were assimilated to GCSE grade equivalents to give consistency across the subjects that ranged from GCSEs, BTECs and Key Skills qualifications.

All of these data collected contributed to building an in-depth picture of vulnerable young people in a naturalistic setting. By applying ethnographic principles to my research, I was able to interact and observe within the setting of The Year 11 School. This gave me greater insight into the interactions and conversations happening between students, students and staff and between staff; as to how the intervention strategies were helping the students get better at being in an academic setting and improving their relationships with each other and the staff. As researcher in the field, I was constantly aware of my presence and did as much as I could to minimise any intrusion in the setting to preserve the quality of the data being collected through participant observation. I practiced reflexivity throughout these data collection processes, especially in the writing up of my daily notes jotted down daily into my field notes contained in diary form. In the chapter

that follows, this practice of reflexivity would continue in the analysis of these data and in making evaluations of the participants' behaviours in relation to the phenomenon being observed.

Chapter 6 – Findings from the Data Monitoring and Analysis

6.1 Introduction

This chapter contains the process by which the data that were observed and collected, as described in the previous chapter, regarding the emotional intelligence, value systems and indicators of school success; were then monitored and analysed. In this review of the data, I was looking for trends that indicated relationships between emotional intelligence and value systems, and between emotional intelligence and value systems and the assessments of student success that were available throughout the year. I applied a process of “constant comparison” (Heath and Street, 2008, p.24), so that I continually reviewed and refined how I used and interpreted the data collected, against the literature reviewed for this research and the comparative studies I had read. Through my reflexive practice, I challenged my own assumptions of the field of study by ensuring that my interpretations and evaluations made, were guided by the perspective of my theoretical framework.

In order to help explain how my monitoring and analysis of data evolved during the conducting of my research, in Section 6.2, I present a model that I used as a tool to illustrate the differences between students, through their positions on a grid, with regard to their emotional intelligence and value systems. I also describe how this model was found to be useful by the staff and teachers at the school, as it provided language to use when discussing observed student behaviour, and on from that, a model for staff to use

to be able to better understand any improvements made in student emotional intelligence and/or value systems.

Section 6.3 contains an analysis of all data collected concerning the emotional intelligence of the students. These data comprised of the emotional intelligence questionnaire scores that the students completed upon entry into the school and then again after the May half term of the 2008-09 academic year; the student's own perception of which quartile they would rank themselves compared to the other students in the year; the teachers' perception of the students' emotional intelligence quartile ranking; and finally, the researcher perceived emotional intelligence quartile ranking of the students. Section 6.4 contains an analysis of the results of the behaviour and attendance data collection that occurred throughout the year. These data comprised of the percentage of good lessons that were recorded for each student; the percentage attendance based on the daily register and also, the percentage attendance of all lessons attended. Then, the analysis of the data collected from the exam attitude data that were compiled throughout the year is presented in Section 6.5. These were the data from all three mock exam weeks as well as the actual GCSE exams at the end of the year. This is followed by an analysis of all academic tracking data, consisting of all targets set, final predictions and actual results in Section 6.6. Finally, all data that were compiled regarding the coding of the diary entries is analysed in Section 6.7. This is made up of the total exhibited behaviours of high or low levels of emotional intelligence and positive or negative value systems.

The strength of this analysis is supported in that, as an active participant within the research setting, I was able to build relationships with the students, staff and teachers that enabled me to conduct both structured observations and have informal conversations and interactions with the participants. This resulted in the monitoring and analysis of all the data collected to be more robust and insightful.

6.2 The Emotional Intelligence and Value Systems Observation and Monitoring model

The Emotional Intelligence and Value Systems Observation and Monitoring, or EIVSOM, model was formulated in an attempt to offer a visual representation of how the findings from the data could be used to group the participants according to their emotional intelligence and value systems. A draft of this model began quite early in my research. It first became useful when discussing different students with various teachers and members of staff, as, while talking to them I found myself drawing the grid illustration, to plot students on, to help me explain how the data and information I was collecting on the students was helping me to differentiate between the student participants and to evaluate whether a student's emotional intelligence and value systems were changing over time and what the impact of these changes were. I started using the terms positive and negative (for value systems) and high and low (for emotional intelligence) as they are definable and easy to grasp. Using these terms focussed the discussion on the understanding and explanation of exhibited behaviours of the students.

Non-academic staff found this model particularly useful as they interacted less with the students and did not have the relevant educational training, therefore, being less familiar with the students and did not have the professional terminology to use to describe what they were observing. They found the terms and the language that was included in the model useful in helping them to describe and discuss what they observed in students interacting with them, each other or members of staff in the school environment. For example, there were occasions when the security guard, who was responsible for monitoring the students entering and exiting the school each day, started to refer to the poor behaviour he observed as students exhibiting low levels of emotional intelligence and/or negative value systems.

Teachers in the school adopted the model to use in academic planning and monitoring meetings as a tool with which to discuss student behaviour for learning in relation to their academic tracking and progress. I used the data already collected by the school in this research, and this model showed the teachers how they could use these same data alongside their own observations of the students they taught, with regards to their emotional intelligence and value systems. By encouraging teachers to record their own observations of students and to use it together with the student data on academic progress (including attendance, behaviour and effort), teachers were empowered to discuss student progress more holistically, focussing on the student academically, socially and emotionally. Also, that the language being used was consistent which helped focus the monitoring conversations and enabled more meaningful and clear discussions to be held between teachers of different subjects across the school, and in turn with the

non-teaching staff in the school. I proposed that by using this model as a preliminary step in a formal school improvement action plan, teachers could present a clear picture of student progress that incorporated a rounded evaluation of individuals in a class, or indeed, like a PRU.

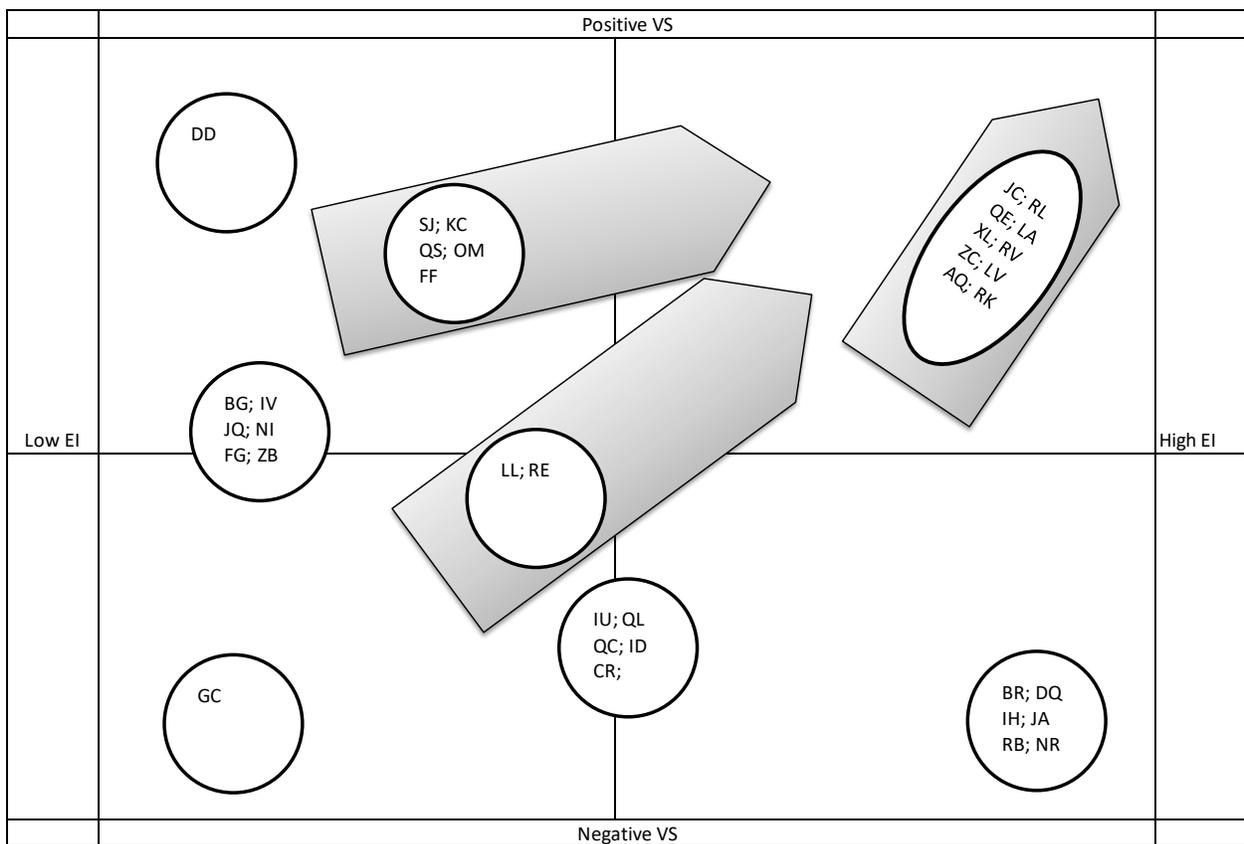
An example of the model is presented in Figure 6.1. I have plotted thirty six out of the forty participants from my study on it to illustrate how it can be used as a visual tool to differentiate the students, and, when used over time, to show trends that could be used when discussing the students and whether they were evaluated to have made progress or not. I used all of the data collected from the various sources together, to build a picture of each student; this triangulation of data supports the dependability of this model. The diary data provided strong observational data that helped me to understand the variations in quantitative data collected on students throughout this study. In the same way, the quantitative data supported judgements where there were less qualitative data available on a particular student and this helped to explain the variations. The reason four participants were not included in this model was that there was not sufficient quantitative data collected on them to substantiate the qualitative data recorded.

An explanation of how I triangulated the data is useful to give insight into the positions for the groups of participants on the grid model. I used the quantitative and qualitative data collected on emotional intelligence (Table 6.2) and triangulated this with the research perceived improvements in emotional intelligence and value systems (Table 6.7). I then

corroborated this with the diary data (Appendix 11) before using the character assessments (Appendix 10) to give greater insight and depth to this process.

When talking about the positions, I used the term quadrant to describe each section of the grid. For example, upper left quadrant for low emotional intelligence and positive value systems; lower right quadrant for high emotional intelligence and negative value systems.

Figure 6.1: Triangulated data collected on student emotional intelligence and value systems through monitoring and observation to illustrate any improvement trends



The participants placed inside the arrows are the students who were perceived to have made improvements with regard to both their emotional intelligence and value systems and their data, therefore, indicated these positive trends illustrated by the arrows.

Those participants placed in the circles were grouped according to their collective levels of emotional intelligence and value systems, whose data did not indicate any discernable improvements. However, for those students positioned on the grid lines (for whom many had gaps in their data) I am of the opinion, that with more time, the school could have impacted positively on these groups of students as the character assessments indicated a certain willingness to interact in the school environment and engage with the staff. Whereas, unfortunately, the participants placed in the circles positioned in the corners of the upper left, lower left and lower right quadrants are the students for whom the data would suggest that the school had no impact on with regards to improvements of emotional intelligence and/or value systems.

To give an in-depth analysis of this data monitoring process, in Chapters 7 and 8, I selected six participants to present as student cases. The rationale for selecting these six in particular was due to their position on the model which made them stand out as being different from each other, and, also by the fact that I had complete sets of data for each of those selected which gave me confidence that any findings would be considered dependable. Before that, however, in the remaining sections of this chapter, I present the findings for the data collected from the monitoring and analysis of emotional intelligence, values systems and indicators of school success.

6.3 Student emotional intelligence data

Table 6.2: Emotional intelligence data collected on 2008-09 cohort ranked by upon entry EI TEIQue score

Student	Upon entry EI TEIQue scores and percentile range	Upon entry EI TEIQue quartile ranking	May 09 EI TEIQue scores and percentile range	May 09 EI TEIQue quartile ranking	Student perceived EI quartile ranking	Teacher perceived EI quartile ranking	Researcher perceived EI quartile ranking
JC	5.63 (70-80)	Upper	6.07 (90-100)	Upper	Upper	Upper	Upper
BR	5.63 (70-80)	Upper	4.63 (20-30)	Up Mid	Up Mid	Up Mid	Up Mid
GC	5.6 (70-80)	Upper	5.27 (50-60)	Upper	Refused	Lower	Lower
RL	5.6 (70-80)	Upper	5.93 (80-90)	Upper	Upper	Upper	Upper
NB	5.53 (70-80)	Upper	5.5 (60-70)	Upper	Refused	Up Mid	Up Mid
QE	5.53 (70-80)	Upper	5.83 (80-90)	Upper	Upper	Upper	Up Mid
IH	5.5 (60-70)	Upper	Absent	Absent	Absent	Lower	Upper
LA	5.43 (60-70)	Upper	5.43 (60-70)	Upper	Up Mid	Upper	Upper
RV	5.36 (60-70)	Upper	4 (0-10)	Low Mid	Low Mid	Up Mid	Low Mid
IU	5.1 (40-50)	Up Mid	5.46 (60-70)	Upper	Upper	Upper	Up Mid
XL	5.03 (40-50)	Up Mid	5.23 (50-60)	Up Mid	Up Mid	Up Mid	Up Mid
ZC	4.97 (30-40)	Up Mid	4.93 (30-40)	Up Mid	Low Mid	Upper	Up Mid
JA	4.83 (30-40)	Up Mid	4.8 (30-40)	Up Mid	Up Mid	Low Mid	Upper
RK	4.73 (20-30)	Up Mid	4.37 (10-20)	Low Mid	Up Mid	Upper	Upper
QS	4.73 (20-30)	Up Mid	5.2 (50-60)	Up Mid	Low Mid	Low Mid	Low Mid
ID	4.7 (20-30)	Up Mid	Absent	Absent	Absent	Low Mid	Low Mid
CR	4.67 (20-30)	Up Mid	4.67 (20-30)	Up Mid	Up Mid	Lower	Low Mid
QL	4.63 (20-30)	Up Mid	4.63 (20-30)	Up Mid	Lower	Low Mid	Low Mid
LV	4.63 (20-30)	Up Mid	5.43 (60-70)	Upper	Up Mid	Upper	Upper
QC	4.6 (20-30)	Low Mid	3.93 (0-10)	Lower	Low Mid	Up Mid	Low Mid
RB	4.5 (20-30)	Low Mid	5.17 (40-50)	Up Mid	Up Mid	Up Mid	Upper
LL	4.37 (10-20)	Low Mid	3.97 (0-10)	Lower	Low Mid	Lower	Low Mid
DQ	4.33 (10-20)	Low Mid	4.47 (10-20)	Low Mid	Up Mid	Low Mid	Upper
NR	4.3 (10-20)	Low Mid	Absent	Absent	Absent	Low Mid	Up Mid
ZB	4.13 (10-20)	Low Mid	3.8 (0-10)	Lower	Low Mid	Lower	Lower
AQ	4.13 (10-20)	Low Mid	4.37 (10-20)	Low Mid	Up Mid	Upper	Up Mid
DD	4.07 (0-10)	Low Mid	4.57 (20-30)	Low Mid	Upper	Up Mid	Lower
RE	4.03 (0-10)	Lower	4.43 (10-20)	Low Mid	Up Mid	Up Mid	Low Mid
SJ	4 (0-10)	Lower	4.37 (10-20)	Low Mid	Lower	Lower	Lower
KC	3.87 (0-10)	Lower	4.4 (10-20)	Low Mid	Lower	Lower	Lower
BG	3.87 (0-10)	Lower	3.47 (0-10)	Lower	Low Mid	Lower	Lower
IV	3.87 (0-10)	Lower	3.47 (0-10)	Lower	Low Mid	Low Mid	Lower
OM	3.63 (0-10)	Lower	3.9 (0-10)	Lower	Low Mid	Lower	Lower
FF	1.8 (0-10)	Lower	3.8 (0-10)	Lower	Up Mid	Low Mid	Lower
BL	Refused	Refused	Refused	Refused	Up Mid	Up Mid	Up Mid
JQ	Refused	Refused	Absent	Absent	Absent	Absent	Lower
NI	NA	Low Mid	4.6 (20-30)	Up Mid	Up Mid	Absent	Low Mid
FG	Absent	Absent	Absent	Absent	Absent	Absent	Low Mid

From the data presented in Table 6.2, the first relationships that I looked for were between the Adolescent TEIQue-SF Questionnaire scores, both upon entry and in the May, and the student, teacher and researcher perceived rankings. The upon entry results showed that as the researcher, my rankings were only 47% in agreement with the Adolescent TEIQue-SF Questionnaire results. Students then ranked themselves with 37% agreement to the questionnaire rankings and the teachers ranked them with 31% agreement. Then comparing the rankings to the May results; my rankings as the researcher dropped to a 44% agreement, as did the students who dropped to 34%. However, the teacher rankings improved to 40% agreement.

As there were no clear findings in these results, I broke the students into the emotional intelligence quartiles and looked for any significant information to be shown. For the lower quartile, the most notable figures were that the students who ranked in this quartile, according to the Adolescent TEIQue-SF Questionnaires, rarely ranked themselves in the lower quartile. Upon entry, only two of the seven students who ranked in this quartile regarded this to be the case. For the May questionnaire, none of the seven perceived their ranking to be in this lower quartile. This could possibly be due to the fact that students with low emotional intelligence may well not be aware that they are poor in this area. Interestingly, the lower quartile was the quartile where the researcher perceived rankings corresponded most positively with the Adolescent TEIQue-SF Questionnaires, with six out of seven being the same upon entry and five out of seven in the May. This gave an overall large majority score of 79% agreement, compared to the equally high disagreement of the students of 86%. This could show that as well as the students who

scored in the lower quartile were not aware (or were not prepared to admit) that they were in this lower quartile; that they were also students who could accurately be perceived by others to rank in this lower quartile. The teacher perceived rankings also supported this as it was the quartile where they had the most agreement of 57%. It is worth noting here that the researcher perceived rankings had a consistently higher correspondence with the questionnaire results as compared to the teacher rankings. This could be expected because as the researcher, I had a greater understanding of the process that was occurring and that I had a more vested interest in taking the time to accurately rank these students.

As I then further examined the data, it became evident that there were fewer clear trends of correspondence, either high or low, that could be extrapolated from the two middle quartiles. However, the upper quartile gave the following results: Firstly, the researcher and teacher rankings showed a higher correspondence to the Adolescent TEIQue-SF Questionnaire rankings than with the two middle quartiles, however, the researcher rankings of 53% agreement was considerably lower compared to the lower quartile rankings. It was with the student rankings that there were further clear findings to comment on. Upon entry, only three out of the nine students placed in this quartile by the Adolescent TEIQue-SF Questionnaire rankings, ranked themselves as so. However, by the May, of the eight students who ranked in this quartile, four of them also ranked themselves in this upper quartile, with two more ranking themselves one quartile lower in the upper middle quartile and two students refusing to take part. So, if we disregard the refusers, it could be considered from the data that there was an increased awareness of

their emotional intelligence with these upper quartile students during their year at The Year 11 School.

With regard to improvements in student emotional intelligence during their time at The Year 11 School, I compared the results of the upon entry questionnaire to that of the May questionnaire. I chose to examine results where a student moved by one quartile or more as to measure the scores alone showed very minor increases or decreases in many cases. Overall, across all students, according to the results of the Adolescent TEIQue-SF Questionnaire, eight of the students moved up by at least one quartile accounting for 22%. Therefore, the Adolescent TEIQue-SF Questionnaire showed a relatively poor outcome rate regarding the improvement of emotional intelligence for these students. However, as those students in the upper quartile could not improve upon their ranking, if we then took the six out of eight students in that quartile who maintained their upper ranking, that increased the percentage to 41% improvement. Furthermore, if all who improved or maintained the same were considered, then this accounts for a very large majority of 81% of the students. What was interesting was to consider those students, of whom there were six, whose emotional intelligence scores, according to the Adolescent TEIQue-SF Questionnaire, became lower during their time at The Year 11 School.

As no student could drop from the lower quartile, I first considered the three students from the lower middle quartile whose scores dropped them into the lower quartile by the May questionnaire. Firstly ZB, he was a student who had been in custody at the start of the autumn term and when he came to The Year 11 School, he was a very withdrawn and

complex student who was living in care. When he first arrived, he had communication difficulties with adults and authority figures. He did have a couple of peers who he could communicate with, however, he was wary of other students who he did not know. On a one to one basis, ZB could at times work with a teacher and would occasionally laugh at himself, however, these interactions were always fragile and could deteriorate rapidly – often without warning. I knew his half-sister very well from the year above and I worked hard with ZB regarding his emotional intelligence awareness. I would offer that even though his quartile ranking dropped from the upon entry questionnaire to the one that he completed at the end of his time at The Year 11 School, that does not necessarily mean that his emotional intelligence deteriorated, but rather that he became more aware of his emotional intelligence frailties and this was better reflected in his second questionnaire results.

The same could be said of QC, another student whose score dropped into the lower quartile from the lower middle quartile during his time at The Year 11 School. QC appeared to be a very emotionally intelligent student and showed confidence when one was first acquainted with him. He had a reputation that preceded him before entering the school and he used this to intimidate other students. However, once this initial bravado was set aside, QC was a student who could be very childish, petulant and show poor emotional intelligence. He did have an understanding of his own emotions and could show remorse at times. Therefore, I would propose that his lower result in the second questionnaire could also show an increased awareness of his poor emotional intelligence.

The final student from the lower middle quartile was Lionel LL, who also seemed to become more aware of his own emotional deficiencies to such an extent that he was able to reflect it in his completion of the questionnaire at the end of May. Lionel LL was a looked after child who had considerable trauma in his home life. He was a troubled student who once claimed to me that he had nothing to lose. Over the year, the school became a refuge for him and, at school at least, he began to address the emotional issues that he was facing. Therefore, even though his second questionnaire indicated that his emotional intelligence had deteriorated, I would contest that it in fact showed that his emotional intelligence was now reflected accurately and that he had started to improve upon his emotional intelligence through his new found emotional awareness.

The one student who from the initial upper middle quartile dropped to the lower middle quartile also supports my assertion that the second questionnaire did not necessarily reflect deterioration of emotional intelligence, but a more realistic appraisal of it. RK was a socially aware student who had a supportive family structure and he was very focussed to achieve academically. However, he showed a great deal of bravado upon entry and his higher questionnaire result upon entry could have reflected that.

In the upper quartile, two students showed a drop in their quartile ranking by the May questionnaire. BR was a student who only sporadically attended the school. He never really became part of the school and I don't think that his questionnaire results can be scrutinised to any great length as it is possible that he did not give a great deal of thought to either. However, the final student, RV, who was the only student to drop by two

quartiles, could further illustrate the point that the second questionnaire achieved a more accurate self-appraisal of the student's emotional intelligence. RV came to The Year 11 School as a non-attender from another PRU. She had little support from home and used to play her divorced parents off one another. During her time at the school she exhibited behaviours of being spoilt and would respond poorly to criticism. She was reasonably intelligent and could have achieved the targeted 5 GCSE A*-C grades or equivalents if she had applied herself, however, the lack of family support for her studies resulted in poor attendance in the latter stages of the year. The firm line taken at the school did give her some structure and she took a particular interest in psychology. This awareness of why she behaved the way she did at times, I would suggest, affected the way that she completed the questionnaire at the end of the year, and why she was ranked in the lower middle quartile on that occasion.

In light of the indications presented above, when using the Adolescent TEIQue-SF Questionnaire as a measure against other data available, it is the May (end of year) results that were considered from here on.

6.4 Student behaviour and attendance data

As the percentage attendance of timetabled lessons was subject to administrative discrepancies, I used the attendance percentages taken from the daily register to interrogate alongside the emotional intelligence data from Section 6.3. From the data,

there was little relationship between the May Adolescent TEIQue-SF Questionnaire rankings to indicate significant trends regarding attendance. The lower quartile students had an average attendance of 59.4%. This rose considerably to 75.4% for lower middle ranked students, before dropping to 57% for upper middle ranked students. Finally rising again to 76.4% for upper quartile ranked students.

With regard to the overall average attendance of students by researcher perceived emotional intelligence ranking quartiles, there was an indication of a positive relationship between the level of emotional intelligence and attendance. Lower ranked students had an average attendance percentage of 61.1%. This dropped marginally to 58.8% for lower middle ranked students before rising to 67.8% for upper middle quartile ranked students followed by 70.1% for upper ranked students.

It was with regard to the percentage of good lessons compared to the lessons that the students attended that showed a clear positive relationship with the emotional intelligence rankings. The May Adolescent TEIQue-SF Questionnaire quartile rankings showed an average percentage increase from 76.6% to 81.3% to 82.8% to 85.5% for the lower, lower middle, upper middle and upper quartiles respectively. Also, for the researcher perceived rankings, the increases of 68.5% to 78.9% to 84.5% to 87.7% for the lower quartile students through to the upper quartile students respectively.

The above shows a clear indication that the higher the ranked emotional intelligence of a student, the more likely they were to have good lessons (good behaviour for learning) at The Year 11 School.

6.5 Exam attitude analysis data

The main purpose of the mock exam week processes was to enable the students at The Year 11 School to appropriately manage the pressures of sitting formal examinations. It was not primarily concerned with enabling them with the knowledge and understanding required to sit the exam, but the emotional ability to manage the situation of the exam. Therefore, the outcomes of this process were of significant interest with regard to how the different sets of students, ranked by researcher perceived and Adolescent TEIQue-SF Questionnaire emotional intelligence quartiles, fared in these situations.

Overall, I considered the results to give a general indication that there was a positive relationship between emotional intelligence and successful exam attitudes. In order to make the extensive data available more manageable, I broke the students down into their quartile rankings for emotional intelligence and then accounted for their percentage success rate in examination completion over the course of the year. See Table 6.3 and 6.4.

Table 6.3: Percentage of successful examination completion by emotional intelligence according to the May Adolescent TEIQue-SF Questionnaire rankings

	Mock exam week 1	Mock exam week 2	Mock exam week 3	Actual GCSE exams
Lower quartile	30%	56%	40%	44%
Lower middle quartile	35%	72%	53%	91%
Upper middle quartile	52%	50%	46%	89%
Upper quartile	78%	59%	68%	97%

Table 6.4: Percentage of successful examination completion by emotional intelligence according to the researcher perceived rankings

	Mock exam week 1	Mock exam week 2	Mock exam week 3	Actual GCSE exams
Lower quartile	41%	56%	40%	88%
Lower middle quartile	49%	53%	50%	74%
Upper middle quartile	68%	75%	58%	82%
Upper quartile	63%	66%	65%	94%

Taking the results from students ranked according to the outcome of the May Adolescent TEIQue-SF Questionnaire, looking at each exam week on its own first of all: As the successful sitting of the exams was largely dependent on the student's emotional ability to manage the exam situation, it could be supposed that those students ranked with

higher levels of emotional intelligence would have a higher completion success rate. It was important to recognise that the success of a student sitting an exam could have had other factors affecting it, such as their academic ability, their preparedness, the value placed on the outcome of the exam by themselves and their family. However, as we were considering the success of each quartile as a group, general patterns should have emerged.

For the mock exam week 1, there was a clear increase in completion success from the lower quartile having a success rate of 30% to the lower middle quartile having 35% success, to the upper middle quartile with 52% and finally with the upper quartile having success of 78%. For mock exam week 2, however, the trend was not as apparent with only the lower and upper quartiles fitting into the expected trend. With mock exam week 3, the trend was more evident with only the upper middle quartile not performing as could be expected. Then finally, for the actual exams, there was a general increase through the quartiles with only the lower middle and upper middle quartiles having minimal deviation from the trend being looked for. Again, there were possible variables created as the exams moved from mock exams to actual exams and that only the students sitting the GCSEs sat the mock exam week 3 and actual exams. However, as a whole quartile was represented each time, the overall premise that students with higher levels of emotional intelligence should perform better – in as far as being able to cope with the pressures to complete the exams – than those with lower levels of emotional intelligence; could still be extrapolated.

In order to further attempt to quantify the results to show how successfully the figures indicated the purported trend, each percentage was given a maximum of three points depending on whether it was higher or lower than the above or below quartile. So, for example in Table 6.3, as the lower quartile percentage in mock exam week 1 was lower than the three other quartiles (as expected), it was given three points. As the upper middle quartile was higher than the two quartiles below (as expected), but higher than the upper quartile (as expected), it received only one mark. By doing this, the overall support of the figures to the supposition could be found. In the case of May Adolescent TEIQue-SF Questionnaire rankings, there was a compliance rate of 75% indicating that the trend was apparent for the large majority of the data.

For the researcher perceived emotional intelligence rankings, the results showed a similar large majority compliance to the purported trend that the higher the emotional intelligence of a student, the more likely they were to have success in being able to complete examinations. The compliance score when the students were ranked by the researcher perceived criterion was 79%.

Following on from this, it could also be supposed that as the school invested so much time into giving the students the support and knowledge required to enable them to be able to better cope emotionally with the pressures of examinations, that there should be an upward trend of success for the students from each quartile as they passed through the year. Therefore, if the data were to support this, each quartile should have had progressively greater success from the first exam week through to the actual exams.

Again, using the scoring system of a maximum of three points for each percentage, dependent on its position as compared to the other percentages for the quartiles through the year; the May Adolescent TEIQue-SF Questionnaire rankings showed a compliance of 67%, which although lower than for the trend of each exam week separately, it still showed a large majority adherence to the supposition. This was also the case for the researcher perceived rankings showing an even higher large majority compliance of 73%.

With regard to the absenteeism rates for the exams, they tended to improve as the year went on. However, there were three individual cases, JA, RB and QE, who deviated from the contended trends mentioned above, when using emotional intelligence levels as the indicator. During the actual GCSE examinations, these three students who were ranked as to be in the upper quartile by either the May Adolescent TEIQue-SF Questionnaire or researcher perceived rankings (and were ranked no lower than upper middle by the other criterion), failed to attend one of their GCSE examination papers. As the majority of those students who did not attend any of the GCSE papers were largely in the lower quartiles and could, therefore, have their failure to attend explained by the lower emotional intelligence causing them to stay away from the emotionally challenging situation; these three students challenged this trend and none of the students had shown any significant signs of stress during the mock exam weeks. Therefore, another reason for their choosing to severely damage their chances of leaving school successfully placed to have choices about their future, needed be considered and will be referred back to later as further data are analysed.

6.6 Academic tracking data

Table 6.5 shows the points score total for the spring prediction, the final predictions and the actual results at the end of the year. Also, the number of A*-C and A-G grades that were being predicted or were achieved. It also states whether progress or achievement was met for each student according to the criteria as was explained in Chapter 5, Section 5.7.

In order to be able to scrutinise the data for trends relating to the progress and achievement of the students and their emotional intelligence rankings, I firstly used the data in Table 6.5 to list the top ten students in as far as success in progress and achievement academically and the ten least successful students. The criteria for this was based on whether they had made both progress and achievement throughout the year, and then secondly, if they had not made progress but had made up the points score in achievement to better, equal or be within one point of their spring prediction in their final results. The least successful students were those who made neither progress nor achievement. (It is important to reiterate here that these results were not based on attainment levels – as in, highest/lowest grades; however, were based on the predicted levels of achievement for each individual student based on both academic ability and personal circumstances which may have affected their ability to achieve.)

Table 6.5: Progress and achievement of all students ranked by results points

Stu- dent	Spring prediction			Final prediction			Results			Prog- ress	Achiev- ement
	A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
DQ	5	5	26	7.5	8	39.5	8	8	40	Yes	Yes
RK	4	8	34	5	8	35	6.5	8	38	Yes	Yes
ZC	7	7.5	36.5	5	8	35.5	5	8	35.5	No	Yes
DD	6	8	36.5	5	8	35.5	5	8	35.5	No	Yes
XL	-	-	-	2	6	24.5	5	8	35	-	Yes
RL	4	8	35	3	4	18	5	6	28	No	Yes
OM	1	5	19	4	6.5	29	3	6.5	27	Yes	No
GC	4	5.5	25.5	4	5	24	3	5	23	No	No
RE	0	6	16	1	2	9	3	5	23	No	Yes
LA	2	5	21	1	5	20	2	5	22	No	Yes
JC	1	6	23	2	4.5	17.5	3	5.5	20.5	No	Yes
NB	-	-	-	2	6	21	1	5	18	-	No
LV	3	8	31	2	3	13	2	4	18	No	Yes
JA	1	5.5	19.5	1	5	19	1	5	17	No	No
NI	-	-	-	1	3	13	2	4	17	-	Yes
IU	2	6	24.5	2	5.5	22.5	1	5	17	No	No
QE	2	6	21	2	4.5	19	2	4.5	16	No	No
AQ	1	6	21	2	4	18	2	4	16	No	No
ZB	0	4	12	0	3	11	0	4	15	No	Yes
QS	1	5	17	0	4.5	16	0	4.5	15	No	No
QL	1	6	19	0	3.5	10.5	1	5	14.5	No	Yes
KC	0	4	9	0	2	8	1	3	13	No	Yes
ID	0	6	17	1	5	19	0	4	13	Yes	No
FF	0	5.5	14.5	1	2	9	1	3	13	No	Yes
BR	2	6	18	0	4	16	0	4	13	No	No
LL	0	1.5	1.5	0	2	8	0	3	12	Yes	Yes
RV	1	6	19	0	3	10	1	3	12	No	Yes
RB	2	6	24	1	2	7	0	3	10	No	Yes
IV	0	5	15	0	2	8	1	3	9	No	Yes
BG	0	3	9	0	2	8	0	2	8	No	Yes
SJ	0	1	1	0	0	0	0	1	4	No	Yes
QC	0	6	21.5	0	4	12	-	-	-	No	-
BL	-	-	-	0	4	13	-	-	-	-	-
JQ	1	4.5	19.5	-	-	-	-	-	-	-	-
CR	0	3	6	0	0	0	-	-	-	No	-

I took the ten most successful students and listed them with their emotional intelligence ranking, by the May Adolescent TEIQue-SF Questionnaire and the researcher perceived results and noted which quartile they fell into, see Table 6.6. The data presented in this way showed that the large majority of the students were from the two lower quartiles. For

both measurements, students from the lower quartile measured as two out of ten for the May Adolescent TEIQue-SF Questionnaire and four out of ten for the researcher perceived rankings.

Eight was the combined total for the lower middle quartile out of a possible twenty (ten for each measurement – May Adolescent TEIQue-SF Questionnaire and researcher perceived rankings), compared to two out of twenty for the upper middle quartile and four out of a combined possible total of twenty for the upper quartile. Therefore, the lower and lower middle quartiles accounted for 70% of the ten most successful students.

Table 6.6: Emotional intelligence data on ten most successful achievers

Student	May 09 EI TEIQue quartile ranking	Researcher perceived EI quartile ranking
LA	Upper	Upper
ZB	Lower	Lower
KC	Low Mid	Lower
ZC	Up Mid	Up Mid
DD	Low Mid	Lower
RE	Low Mid	Low Mid
SJ	Low Mid	Lower
RK	Low Mid	Upper
LL	Lower	Low Mid
DQ	Low Mid	Upper

Conversely, this trend continued for the least successful students with combined totals of seven out of twenty for the upper middle quartiles and seven out of twenty for the upper quartiles accounting for the same 70% large majority of students who were not successful in meeting their personal academic targets, as shown in Table 6.7.

Table 6.7: Emotional intelligence data on ten least successful achievers

Student	May 09 EI TEIQue quartile ranking	Researcher perceived EI quartile ranking
JA	Up Mid	Upper
RB	Up Mid	Upper
GC	Upper	Lower
ID	Absent	Low Mid
QE	Upper	Up Mid
AQ	Low Mid	Up Mid
BR	Up Mid	Up Mid
QS	Up Mid	Low Mid
IU	Upper	Up Mid
LV	Upper	Upper

6.7 Diary data including emotional intelligence and value systems observation data

In order to attempt to scrutinise the data for trends between improvements in researcher perceived emotional intelligence, researcher perceived value systems, Adolescent TEIQue-SF emotional intelligence, behaviour for learning, attendance and achievement; Table 6.8 was compiled. Those students who were not tabled was due to there being insufficient data for one or more of the categories of improvement. Table 6.8 shows the twenty five students for whom I had all of the data available.

Table 6.8: Improvement trends for researcher perceived emotional intelligence, researcher perceived value systems, Adolescent TEIQue-SF Questionnaire emotional intelligence, behaviour for learning, attendance and attainment by student

Student	Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Adolescent TEIQue-SF Questionnaire rating	Behaviour	Attendance	Attainment achieved
JA	N	N	N	Y	N	N
LA	Y	Y	N	Y	Y	Y
ZB	N	N	N	Y	N	Y
GC	N	N	N	N	N	N
JC	Y	Y	N	N	Y	Y
KC	Y	N	Y	Y	Y	Y
ZC	Y	Y	N	N	Y	Y
DD	N	Y	Y	N	Y	Y
QE	Y	Y	Y	Y	N	N
RE	Y	Y	Y	N	Y	Y
FF	Y	Y	Y	Y	Y	Y
BG	N	Y	N	Y	N	Y
SJ	Y	N	Y	Y	N	Y
RK	Y	N	N	Y	Y	Y
LL	Y	Y	Y	Y	Y	Y
QL	Y	N	N	N	N	Y
RL	Y	Y	Y	N	Y	Y
OM	Y	Y	Y	Y	N	N
AQ	Y	Y	Y	N	Y	N
DQ	N	N	Y	Y	N	Y
QS	Y	Y	Y	Y	Y	N
IU	N	N	Y	N	N	N
IV	N	N	N	N	N	Y
LV	Y	Y	Y	N	N	Y
RV	Y	Y	N	Y	N	Y

I used the data to look for possible relationships between the different columns. Firstly, the relationship between the researcher perceived improvement of emotional intelligence and that of the researcher perceived improvement of value systems exhibited a large majority positive trend of 76% (52% with both improved, 24% with both not improving).

I then applied this same process to the value systems results as compared to the improvements in behaviour, attendance and academic achievement. The positive relationship between improvements in value systems and improvement in behaviour was less evident with a total minority of 48% (32% with both improving, 16% with both not improving). For attendance and value systems, the total positive trend was higher with a large overall majority of 72% (40% with both improving, 32% with both not improving). Finally, academic achievement and value systems showed a slight majority with 56% (44% with both improving, 12% with both not improving).

Thirdly, I considered all of the students who had improved value systems and what percentage also had improved researcher perceived emotional intelligence as compared to the percentage of students who did not improve their value systems. The results showed that a very large majority of 87% of students who had improved value systems also had improved emotional intelligence. This, compared to those students who did not have improved value systems exhibiting a minority of 40% with improved researcher perceived emotional intelligence.

Finally, I broke the data down again to consider whether for those students who had improved value systems, they would have a higher percentage of improvement with behaviour, attendance and academic achievement. The results for behaviour were much less significant with 53% of students with improved value systems also having improved behaviour compared to an actual higher score of 60% for those who did not have improved value systems. For attendance, the results showed that a majority of 67% of

students with improved value systems had improved attendance compared to only a small minority of 20% of students without improved value systems. Finally, for academic achievement, there was very little difference between students with improved value systems and those without, with both gaining large majorities of 73% and 70% respectively.

In the earlier Section 6.4 on exam analysis, I referred to three students who had failed to attend a GCSE exam and as they were perceived to have, and had scored from the questionnaire, as having upper or upper middle quartile ranked emotional intelligence; that there must have been another explanation for them missing such a vital event. For JA, he was found as having not improved his value systems and this could be used as a possible explanation. For RB, I had insufficient data to comment on his value systems and this habitual absenteeism could in itself be considered the cause. With regard to QE, I had recorded that he had improved on his value systems and did care about the outcome of his examinations. However, I was aware that his father had shown some disdain towards QE for his new found commitment to education and I would postulate that it could have been these value systems from outside of the school that affected QE's decision making at such a crucial juncture.

6.8 Summary

The Emotional Intelligence and Value Systems Observation and Monitoring, or EIVSOM, model was reflexively formulated to illustrate any improvement trends of student levels of emotional intelligence and value systems; and, in response to teachers and staff finding the visualisation of the data and the language used in the model useful in supporting focussed and consistent discussions about students. Also, that the model, when used in more formal academic forums such as progress monitoring and strategic planning meetings, could trigger in-depth analyses of identified students that would support individual education plans and contribute to strategic school improvement planning as a whole.

The findings presented in this chapter indicated that once the students had been grouped by their emotional intelligence quartiles, it was possible to search for relationships with data such as attendance, behaviour, and achievement. Then on from this, that the data suggested that whilst both attendance and attitude to learning improved the higher the emotional intelligence ranked quartile of students, achievement improved the lower the emotional ranked quartile of students. However, for qualitative data collected together, such as the collated diary data, that it was much more difficult to find clear relationships; and that in fact, it was the individual incidences that could offer greater insight into the emotional intelligence and value systems of the students. It was in this analysis, that the strength of argument, for taking these data presented together as the following cases on individual students, was developed; where it was considered that a more evaluative

approach on individual cases might give further insight into the reasons that some students were successful in raising levels of emotional intelligence and value systems, and others were not.

In the following two chapters, the cases of the six students are presented, with Chapter 7 reviewing three students who were not perceived to have had a successful experience at The Year 11 School, then three students who were perceived to have had a successful experience, in Chapter 8.

Chapter 7 – Insights into Three Students Considered to have Not Made Improvements in Emotional Intelligence and Value Systems

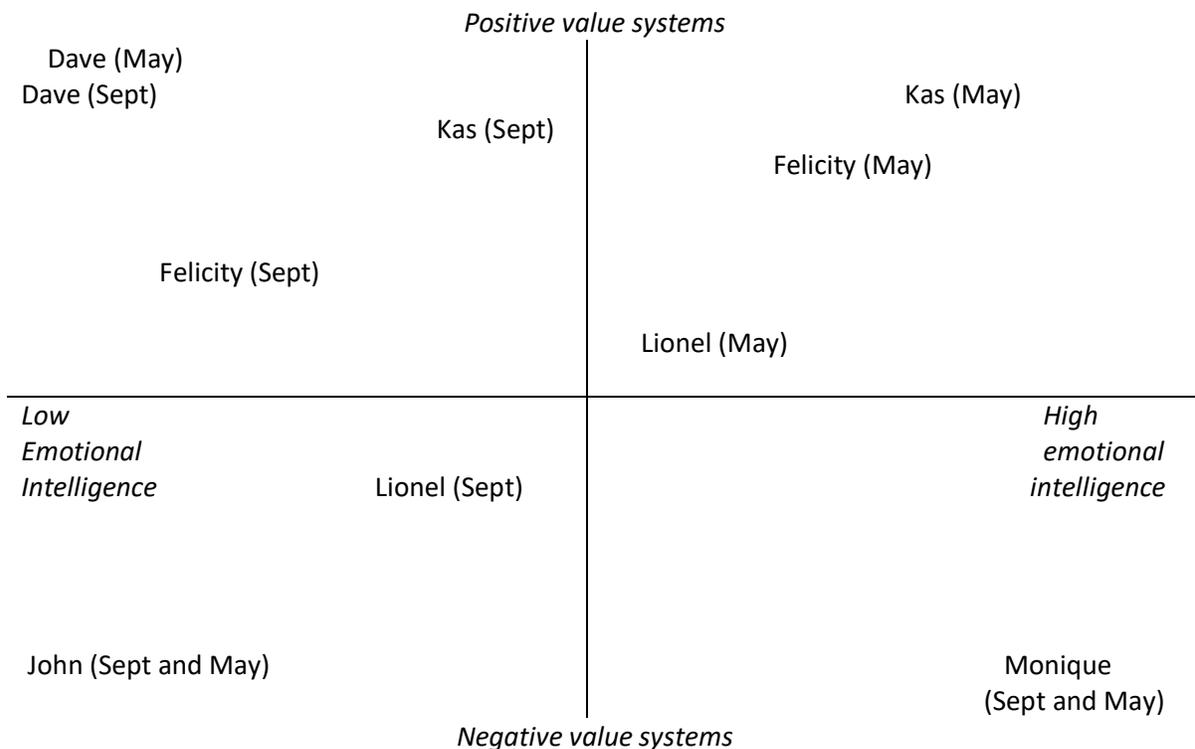
7.1 Introduction

The following two chapters contain cases focussing on six students. The individual cases present an expanded character assessment of each student, written with the support of my field notes, recorded as diary entries during the year. The diary entries help me to judge whether I thought that the students had made improvements with regard to their emotional intelligence and value systems. These judgements, together with the data collected during the research and the trends generated from these data, helped to build a picture of the student and their time at The Year 11 School. By following ethnographic principles, this enabled me to be a researcher entwined in the research setting, and through participant observations, to make up close evaluations of the students relating to the social phenomenon being studied – emotional intelligence and value systems. Without this technique, I do not think that I would have gained the insights into these students that I did, as it allowed for the naturalistic setting to be protected, as I did not need to interfere with the students as a ‘visiting researcher’ to the field, but could interact with the student participants in my role as Deputy Head while making observations. I was very aware of my need to practise reflexivity in this dual role and put to one side any dominant assumptions that I already held as an educator and by using my theoretical framework to guide my analysis of the data I recorded in diary form. Also, by reading other studies and articles I was able to compare my process of data collection, analysis and

evaluation with those of others conducting research in a similar field to constantly check that I was being true to my methodology.

I have used the Emotional Intelligence and Value Systems Observation and Monitoring, or EIVSOM, model to offer a visual representation of how the combination of levels of emotional intelligence and value systems for these students progressed from the beginning of the year to the end of the year (Figure 7.1).

Figure 7.1 The observation and monitoring of high/low emotional intelligence and positive/negative value systems assessment for the student cases



The model illustrates that Dave had quite positive value systems at the start of the year (Sept), but low levels of emotional intelligence. By the end of the year (May), his emotional intelligence had remained largely constant, with value systems improving marginally. For

Kas, it shows that her emotional intelligence levels improved considerably, whilst her value systems improved only slightly, but were relatively high to start with. For Felicity, the illustration shows that both her emotional intelligence and value systems were improved upon. For Lionel, he was the only student in the cases to have low emotional intelligence and negative value systems upon arrival and end the year with relatively higher emotional intelligence and positive value systems. Whilst finally, both John and Monique did not show any improvement in their perceived entry points with regard to their levels of emotional intelligence and values systems.

The remainder of this chapter will focus on the student cases of John, Dave and Monique and consider the possible reasons for the perceived lack of success to improve upon their emotional intelligence and value systems throughout the year. The following chapter is then focussed on the student cases of Felicity, Lionel and Kas and considering the possible reasons for their perceived success in having improved upon their emotional intelligence and value systems throughout the year.

7.2 John GC

7.2.1 Character assessment including emotional intelligence and value systems

In the character assessment, I wrote that I considered John to have been the most complex character of that cohort. I would go on to say that I don't think that I have come

across, before or after, such an academically able student with such poor value systems and low emotional intelligence combined with a very misguided support structure at home rendering him this extremely complex case. When he first arrived at The Year 11 School, he was very interested in psychology – that I was teaching. He showed great aptitude for the subject and I had commented to colleagues that he had been able to pick up the concepts as quickly as any AS Level student I had taught before. However, his absolute fear of failure, his difficult relationship with me as the primary enforcer of sanctions, and the fact that the content of the psychology lessons opened the possibility that he may have had to address his own psychological frailties; meant that he could not commit to the subject. However, it was during those lessons that I was able to observe his constant struggle with wanting to achieve and knowing that he could, but not being able to make that step to show that he cared about his education. It appeared that his low emotional intelligence prevented this and his poor value systems enabled him to be able to justify his actions.

An example of this from the diary data was on 12 January when we were having revision sessions for the second mock exams week. John, after failing to attend any of the revision sessions for the AS Psychology paper, arrived at school heavily under the influence of cannabis. He came to see me to apologise for not coming to the revision sessions but told me that he had been revising on his own. He said that he would attend that afternoon. When he arrived, he refused to come with me and said that he was taking his work home to do his revision there. I did not contest this, but rather than go home he came into the classroom, sat at the back and went to, or pretended to be, asleep. He was desperate to

be a part of the learning, but could not bring himself to be, whilst he could not remove himself from it entirely. His low emotional intelligence and poor value systems gave him no tools to deal with this situation. If he had had higher emotional intelligence, he may have been able to overcome his fear of failure. If he had had better value systems, he may have been able to make the commitment to his studies, which he so wanted to do and was evident by him remaining at school of his own accord.

I also commented in the character assessment about his awareness of his academic ability when he first arrived at The Year 11 School, stating that he wanted to achieve the best possible grades. Again, I believe that the combination of his low emotional intelligence and poor value systems made it very difficult for him to deal with his natural academic ability. From the diary data, on 8 December, there is reference to when John sat exams during the first mock exams week. John had been exhibiting signs of stress at taking an exam, he rejected the exam and said that he refused to take it seriously as he considered it only a mock and, therefore, not important. He was showing signs of anger and frustration at not being able to complete the exam, as he knew that with minimal work he would have been able to do so. I commented in the diary that I hoped that this would encourage John to commit to learning in his lessons more fully.

His cannabis use was also mentioned in the character assessment. As has been commented, many of the students used cannabis and it affected their learning in as far as it prevented them from attending school whilst under the influence of the drug. However, with a student such as John, I questioned whether the effects of his cannabis

use affected his mental health. As has been discussed, John had a very fragile set of emotional tools to deal with situations that he found difficult. When he was under the influence of cannabis, his behaviour often became even more erratic. From an unqualified eye, it did seem to me that he exhibited symptoms of paranoia.

7.2.2 Emotional intelligence

Table 7.2: John GC emotional intelligence data

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Refused
Adolescent TEIQue-SF Questionnaire ranking (Sept 08):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

In both of the Adolescent TEIQue-SF Questionnaires that John completed, he ranked in the upper quartile. However, both the researcher perceived ranking and the teacher perceived ranking placed him firmly in the lower quartile, and there are extensive diary data available to support this lower quartile ranking. To note an example other than the exhibited behaviours of not being able to cope with the pressures of sitting exams; on 25 March, John had behaved poorly at a football fixture that the school had organised. Therefore, John had been informed that he would not be allowed to play in the next fixture - so had been aware of this for some time and had accepted it. When this fixture came to pass, the students were assembling to leave in the minibus. I told John that he had a one match ban and needed to leave the bus. He would not get off at first and then when he did, he told another teacher and me that he would 'bang us up' and to 'watch and see' when he did. Subsequently, John was excluded for this for two days. It was my observation that John knew that he could not attend the football match, but did not have

the emotional skills to manage the situation and take the one match ban which would have enabled him to play in the following match. John looked 'pained' throughout the altercation and you could see that he just didn't want to be left behind, but had no way to articulate these feelings.

What is interesting with regard to the emotional intelligence data is, for a student with such clear low levels of emotional intelligence, that he should score in the upper quartile when completing the Adolescent TEIQue-SF Questionnaire. I would put forward that this highlights one of the operational issues regarding this form of testing of emotional intelligence. In that, for a student such as John, with his very high intelligence quotient, that he was able to understand what the questionnaire was asking and was able to give the answers that would entail him being given a high ranking.

Interestingly, John was the only student to have the widest possible variance (from lower quartile to upper quartile, respectively) from the researcher perceived emotional intelligence rankings to the May Adolescent TEIQue-SF Questionnaire result rankings.

7.2.3 Behaviour and attendance

Regarding attendance, overall, John's attendance was good averaging at 78% for daily attendance. This overall figure was pulled down by the spring term attendance that fell to 62.3% which hides somewhat the fact that John had very high attendance at the beginning and end of the year with daily attendance of 88% and 87.5% for the autumn

and summer terms respectively. This figure can be contrasted to the percentages of lessons that were attended by John, which was much lower at 54% for the whole year, averaging over twenty per cent below. These data would support the notion that I have already mentioned that John wanted to succeed at school, hence his attendance there. However, he lacked the emotional intelligence and value systems to be able to engage in the learning, hence the poor percentage of classes attended. There are numerous entries to support the premise that John arrived at school with the intention to learn and then could not cope with the situation and truanted – usually to go and smoke cannabis. For example, on 9 February, John with IU, LA and ID were noted as having all truanted from break time onwards. Then again on 19 March he was noted as having truanted after stating that he had wanted to stay and do coursework. Then again as the actual exams approached, the truanting continued, as on 12 May when John is noted as having become very angry and then coercing XL and IU to leave with him to go and smoke cannabis. One other noteworthy occasion was on 13 March when John left at break with IU and LA. They had gone to IU's house and told his mother that I had sent them home. IU's mother called to check and when she found out that they had been truanting, she sent them back to school. It was only John who returned to school and as it was the policy that if a student truanted, that they would remain out of school for the rest of the day, he sat outside of the school at the bus stop until just before the other students were to leave, when he got on a bus. It would seem that these behaviours give a clear indication that John did want to buy into the ethos of the school, but could not find the strategies to do so.

John also spent a great deal of time 'in the corridor' arguing with staff about anything that he could find in order to avoid committing to learning. Two examples of the elaborate lengths that John would go to and energy he would use up in avoiding dealing with the reality of situations were as follows: On 11 June, John arrived in the morning and was told that he had to complete his Key Skills ICT and AON portfolios before he could continue with his BTEC Sport. He responded very negatively to this and refused, stating that he would only do his BTEC Sport work. Then, the following day, John informed me that he had finished all of his Key Skills portfolios. When I went and asked his teachers who informed me that he hadn't, I told him he needed to do so before he could do anything else. He asked me incredulously whether I was going to make him do Key Skills before GCSEs, I said yes. He called me a 'wasteman'. He then still went back to BTEC Sport. I came and removed him. The cycle continued until he realised he would not succeed in getting to do his BTEC Sport and so he left. At this point in the year I commented in the diary that John had realised what opportunities he had given up and his behaviours became more erratic with this growing realisation.

Regarding the percentage of good lessons that John had, these figures were somewhat misleading as with a student such as John who spent so much time out of the classroom, he only attended the lessons he was prepared to go to and, therefore, the overall figure of 69.2% for the whole year paints an unrealistic picture. That is not to say that John could not have good lessons, and as I have already stated, he at times showed great aptitude. However, these occasions were always tenuous and could deteriorate very quickly. In fact, John often responded poorly at the end of a lesson if things had gone well - almost

as though he was not able to cope with success and the responsibility or expectation that it might bring. For example, on 23 April it was noted that John had worked extremely hard on his English coursework the previous day. When I commented 'good boy', he told me not to say that. I thought he meant the 'boy' part, so I said 'good', and he told me to just not comment. I stated in the diary that I thought it was the compliment from me that he did not want as it made it seem that he was complying with the 'rules'. Also, on 22 May, after completing his level 2 Key Skills Communications exam (which he had been visibly nervous of doing, showing that he cared), I said to him well done and his response to me was, 'why?'. He had obviously wanted to take and pass the exam but when told well done he dismissed the value of the exam and in fact he left before the results were announced later that day. These incidents, I consider to show John's combination of low emotional intelligence and poor value systems.

7.2.4 Exam attitude

John had a turbulent time when it came to sitting examinations. He was a student who would have rarely sat formal exams whilst at mainstream school and would not have been prepared for the rigors of exam pressures. In the first mock exam week, John sat six out of the eight exams and it was during this week that he was observed to be becoming aware that despite his natural intellect, due to having missed so much learning, that he had insufficient knowledge and understanding at that point, and the fact that he did not have the emotional tools to deal with these occasions. John often remarked during this week that these were only mocks and that he would work properly for the actual exams.

By the second mock exam week, John found the pressure harder and only completed three out of the eight exams. During these exams, it was noted on 11 February that John commented that he would not sit the English exam as he could not be bothered to do a mock exam and that he knew he would be able to pass the real exam. He was quiet when he was telling me this and looked as if he might cry. I suggested to him that it was his fear of failure that was preventing him from sitting this mock. He said that he was not scared of failure. I said that if he did not do the mocks, the school would not be able to enter him for the actual GCSE. He said that was my choice and, therefore, there was nothing that he could do. He said that he would do English work in the exam room but not the actual exam. I suggested to him that he could just try to consider the exam as English work and asked him to come and sit in the exam room even if he did not actually write the exam. He went back into his English revision session. Afterwards, the English teacher commented that when he entered the room, John puffed his chest out and announced to the class that he hated me and how much rubbish I talked. It is my assertion that if John had had a better set of value systems, he would have been able to place value on the exam preparation process and then commit to the mock exams even though he may have been finding it difficult emotionally.

By the third mock exam week, John failed to attend any of the exams. At this point, the only exams that the school believed he would commit to were the GCSE Maths and English papers. Due to his very poor emotional handling of the examination room pressures, it was not considered fair to the other students to risk John distracting their focus with an outburst. Therefore, he was placed in an alternative room with only two or

three other students who the school believed would not be distracted by him if he couldn't manage. This proved to be one of the successes of his time at The Year 11 School as he was able to complete all four papers without incident. Even at this late stage, however, John did not want to accept that he could not cope with the exam hall conditions and on the first morning of the exams, although he was aware that he was not entered for the Religious Studies exam, he still came into the exam room and asked what was going on and kicked the door when asked to leave. Later, in the Maths exam, he again knew that he was not in the main room but lined up to enter with the others. When I put my arm on his shoulder to direct him to where he knew he needed to be, he told me not to touch him in an aggressive manner.

In his final exam on 4 June it was noted that he had exhibited physical signs of pain during what was a very difficult paper, but had managed to complete it.

7.2.5 Academic achievement

Table 7.3: John GC progress and attainment data

Spring prediction			Final prediction			Results			Progress	Attainment
A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
4	5.5	25.5	4	5	24	3	5	23	No	No

Much of the details regarding John's struggle to embrace his academic ability has been noted above. Overall, he massively underachieved academically, however, for the two examinations that he valued, despite all of the distractions that he created for himself; he achieved a C grade for both his Maths and English GCSE papers, the highest grade he was able to attain in the foundation papers that he sat.

7.2.6 Exit interview

John was the only student to refuse to have an exit interview.

7.2.7 John case summary

Table 7.4: John GC improvement trends

Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Improvement in TEIQue Adolescent questionnaire rating	Improvement in behaviour	Improvement in attendance	Attainment achieved
N	N	N	N	N	N

John was a complex case. I would assert that he had very negative value systems and also very low emotional intelligence which combined to produce very poor behaviour for learning. John was a student who thought (or wanted to think) that he had high emotional intelligence, he thought that he could manipulate situations to his favour – and because he had poor value systems – he thought that this was okay to look to exploit others for his own gain. He often commented to me things like he might as well try to get one over on someone else otherwise they would just do it to him. Or, why should he help anyone else, as no one would help him. He had a very negative outlook on life. Unfortunately (or fortunately), John did not have the emotional skills to be able to manipulate situations to his own advantage and would merely unsettle the atmosphere to the extent that some students commented that he made them feel uncomfortable. To illustrate this behaviour, there was an incident on 11 June when John had been told that he could not work on BTEC Sport until he had completed his Key Skills portfolios. He attempted to manipulate the situation by playing one teacher off another at first and then resorting to plain lying at the end. When his attempts to turn the situation to his perceived advantage had failed, he

became very abusive to both students and staff. He commented that the Key Skills exams were worthless and that they were exams for unintelligent people. I had to escort him off the premises. There were students in the room who had been working on their Key Skills portfolios at the time and had been proud of the work. John's outburst was so disturbing that the teachers could not refocus them to their tasks and the morning deteriorated considerably. In fact, John's outburst had such an effect on NI that he did not engage in the work again and as a result underachieved.

I consider that it was John's very negative value systems that allowed him to think that it was acceptable to behave in that manner, and his low emotional intelligence that resulted in it being such a distressing episode – all because John could not get his own way when a teacher was simply acting in his best interest to maximise his potential.

7.3 Dave DD

7.3.1 Character assessment including emotional intelligence and value systems

As with John GC, Dave was another very complex student who exhibited behaviours indicating very low emotional intelligence. However, what was different from John was that Dave had a very clear and positive set of value systems that were evident within him personally and as a factor in his home life. He had been excluded from two previous schools due to constant low level disruption preventing others from learning. His general

behaviour was very immature, and this was his default response to any situation that tested him at all emotionally. The diary data state that Dave acted in an immature and silly manner on numerous occasions. One entry on 6 February encapsulates many conversations that I had with him. It states that Dave had arrived at school exhibiting very childish behaviour again. He refused to engage in work but was not rude, just silly. I spoke to Dave for some time again about him understanding when childish behaviour is acceptable and when it is not. He spent the whole of the meeting attempting to stifle laughter and giggling. I told him that if he could not control himself he would have to go home. He was fine for the rest of the day.

Regardless of the above, Dave was a very hard working student who genuinely wanted to achieve. He could be very funny and engaging but had no idea where to draw the line. He did have a strong set of positive value systems and he employed these as much as possible to achieve and overcome his low emotional abilities. For example, during the first term on 21 October, the top fifteen students from the Behaviour and Effort League Table (BELT) were taken to an outward bounds activity centre. A number of the students ridiculed Dave while he was attempting to ascend the climbing wall. I reminded them of the need for encouragement and most responded positively towards Dave, who exhibited high levels of fear at attempting the 'Leap of Faith'. Eventually, the instructor was able to get him to jump by taking him through the process one stage at a time. It was my observation that Dave saw the value in the activity and used that to overcome his fear, to be able to succeed.

It appeared that the constant challenge for Dave was that as his emotional intelligence was so low, that he was always having to rely on his values to help him get things right and although he wanted to improve his emotional intelligence, he found it very difficult to do so.

7.3.2 Emotional intelligence

Table 7.5: Dave DD emotional intelligence data

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

Dave ranked in the lower middle quartile for both of the Adolescent TEIQue-SF Questionnaires that he completed. He ranked himself as being in the upper quartile, however, I would maintain that when he said it, he was aware that it was not the case and in fact, according to the diary entries, on 24 April, after he had lost at table tennis and had then smashed the door against the radiator as he stormed out of the room; that it was earlier on in the day that he had told me that he would rank himself in the top quartile for emotional intelligence.

As I have stated, I would have and did rank him in the lower quartile, however, the teacher ranking placed him in the upper middle quartile. Possibly, this could have been due to other staff confusing his positive value systems with his emotional intelligence.

7.3.3 Behaviour and attendance

Dave had the best attendance record for the year group at 95.5% for the whole year and peaking at 98.2% for the summer term. His attendance of lessons was the second highest at 82.5% and significantly closer to his actual attendance than most others. The discrepancy that he did have could largely be explained by the administration errors that occurred in completing these registers. It was my observation that The Year 11 School was a place that he enjoyed attending, as it was there that exceptions were made for his low emotional intelligence and strategies given to him. In the diary entries, I had commented that sometimes staff were 'short' with Dave due to his constant low level immature behaviour and it required being reminded to all of us who interacted with Dave, that most often, this immature behaviour was his defence mechanism when he found himself in emotionally challenging situations. As I stated on 28 January, Dave had had a college interview on that day and had exhibited the same poor behaviour that he had shown during the mock exam week. Due to the fact that he was rude, the response he got, from me in this instance, was negative as it often was from other teachers who tired of his immature behaviour. It was only after I had reprimanded him for his behaviour that I realised that this was a behavioural response to the stress of the college interview. However, for the most part, Dave was embraced at The Year 11 School and he certainly experienced more success there than he had at his previous schools.

His percentage of good lessons was also very high averaging at 92.3% for the year. In lessons he was largely engaged as he wanted to learn and to achieve because of his

positive value systems. It was more in extracurricular or extraordinary situations such as the examinations, that his immature behaviour would show itself. In fact, in class, Dave could often be a catalyst for creating a harmonious atmosphere with certain groups of students working together. On 7 May it was mentioned that RE, Kas QS, RK, Lionel LL and Dave were all in the 'rec room' during registration and that the atmosphere was very positive and respectful. And then again on 1 June when it was stated that JC, Monique DQ, RK, RB and Dave came back to school in the afternoon to do coursework and were all completely focussed. As I have mentioned, Dave could at times be very funny and when he was relaxed and comfortable with himself, his good nature shone through and affected others in a positive manner.

7.3.4 Exam attitude

As with most students at The Year 11 School, this was a clear area that could be evidenced to show that good progress was made, and provision provided for Dave. Again, as with many of the students at The Year 11 School, Dave had sat very few formal exams in an exam hall setting as he had not been able to cope with the emotional pressures, and although Dave had managed to only have to be removed from three of the eight exams that he sat during the first exam week, it was clear that emotionally he had found the experience very distressing. It was probably only the fact that it was evident to all staff that he was so desperate to succeed, that he managed to make it through the other five. I stated on 8 December that the first mock exams week had begun that day and the students were exhibiting signs of considerable stress at being put under exam conditions.

The majority of the students were taking them seriously, which was a positive sign of their commitment to learning. Dave, however, who had shown considerable focus in preparation for the exams, was acting in a silly and immature manner in the exam room.

Dave was also entered for the AS Psychology paper in the January 2009. There had been very little time from the start of term for the students to learn the subject, and at the AS level a year early. However, Dave and one other student had shown particular application and aptitude for the subject and it was decided that they would be entered. There was also the added benefit of them sitting a formal exam and the exposure to the emotional pressures that this brought. On 12 January, the day before the exam, Dave had a revision session arranged with me. Even though I was aware that he would be happy to do the revision, he made a considerable fuss that he would rather go to football in the afternoon. He walked up and down the corridor commenting how he couldn't be bothered to do psychology. The moment that the other students left, he calmed down completely and came into my office ready to learn. During the session it was clear that he had spent considerable time revising over the holidays, however, as the session went on, he began to show signs of agitation and erratic behaviour that he had shown during the mock exam week. We discussed this behaviour and how he could help to focus himself in the examination if he started to feel stress. I stated in the diary entry that I would need to be present with him in the exam room or he would not manage to cope and that he may not manage anyway. The following day, Dave sat his AS Psychology exam. He was visibly nervous when he arrived, and I took him to the exam room and he told me that he was 'cacking himself'. I laughed and said that it was good that he was recognising his emotions

and that he was now in a position to deal with them. We talked about the body's response to stress and that he just needed to accept it and let it pass (I observed him actually doing this in the exam). His behaviour was exemplary throughout.

He did not pass the exam, however, the success of him sitting it put him in good stead for later in the year. He continued to struggle during the further mock exam weeks and when he sat the actual exams he was placed in a room on his own. However, the process of allowing him to show how much he cared about his academic achievement and for him to acknowledge his emotional intelligence barriers meant that he was able to successfully sit all formal exams in the summer.

7.3.5 Academic achievement

Table 7.6: Dave DD progress and attainment data

Spring prediction			Final prediction			Results			Progress	Attainment
A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
6	8	36.5	5	8	35.5	5	8	35.5	No	Yes

Dave worked consistently well throughout the year and showed a constant commitment to learning. His final results were positive with him achieving 5 GCSE A*-C equivalent grades in GCSE English, Key Skills Communication, Key Skills ICT and BTEC Sport double award. He achieved an F and an E for the half GCSEs of Religious Studies and Citizenship respectively. Unfortunately, he only achieved a D grade for GCSE Maths and failed his Key Skills Application of Number. There was no reason for him to have failed these exams other than the nerves that he felt during the exams. All of the other

qualifications had a higher coursework component than the Maths qualifications and this was reflected in Dave's failure, as he had sufficient knowledge of the subject; however, he was never able to produce it in the exam environment throughout the year and was targeted to attain only a D grade because of this.

7.3.6 Exit interview

Dave did not say anything of any great substance during his exit interview, and unfortunately, Dave finished the year off in disappointing fashion. The final six entries in the diary are concise, but sum up Dave's continued inability to cope with any emotional strain, which in this case was him having to leave the school when he did not want to and had no way of expressing this in a productive manner. Therefore, his final week occurred as follows: On 8 June, Dave enquired as to whether he was being invited on the end of year trip. I tentatively said that although up to that point, he had not met the whole year behaviour for learning targets; he could still meet them but would need to be absolutely perfect from that point on. He couldn't manage the pressure, behaved poorly and was sent home. On 9 June, Dave's attitude to learning was poor, he was rude and childish. I postulated in the diary that we had not impacted at all on his emotional intelligence during the year. On 10 June, the behaviour of Dave was once again childish and disruptive. When I reprimanded him for this, he responded poorly with petulance and rudeness. On 12 June, Dave completed his last piece of work. He refused to do his exit interview. I speculated in the diary that this was so that he did not have to leave. On 15 June, Dave came into school even though he had finished. He finally took part in his exit interview

where he showed very little thanks for what he had been given the opportunity to achieve at The Year 11 School. The final entry is 16 June, when Dave again came in uninvited and was described as rude and arrogant when asked to leave.

7.3.7 Dave case summary

Table 7.7: Dave DD improvement trends

Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Improvement in TEIQue Adolescent questionnaire rating	Improvement in behaviour	Improvement in attendance	Attainment achieved
N	Y	Y	N	Y	Y

Dave had positive value systems. He knew the right thing to do and had the support from home to do so. However, he had extremely low emotional intelligence. From the moment he arrived at The Year 11 School he had difficulty managing his emotions. For example, he was by far the most talented table tennis player at the school. However, on the odd occasion that he would lose, he could not manage with the emotion of this and would act very negatively, banging doors and storming out. He also found it difficult to read the emotions of others. If for example he was sharing a joke with a teacher and then time had passed and the teacher had indicated that it was appropriate to carry on with work, he could not read this situation and would continue with the joke until he annoyed the teacher or more usually the other students. He had very little malice in him, but would often find himself in altercations with other students because he did not read a situation very well. From observation, the combination of positive value systems and low emotional intelligence often meant that the school could focus on the value systems in place to

enable a student to understand that slamming doors was not the right way to behave and that by working to improve emotional intelligence could lead to being able to make the right choice more often. With Dave, however, the school failed to improve his emotional intelligence to any significant extent because it was so low to start with. He did manage to use strategies to aid him in sitting examinations which he found emotionally very difficult. In the first exam week, Dave could not focus in the exam room despite knowing it was the right thing to do and that he wanted to. By the actual exams he had acknowledged that he had difficulty in managing his emotions and the school put a number of strategies in place to support him. In social interactions with others, however, he could rarely bring himself to adapt new approaches.

The fact that he was aware that he was taking poor options was exhausting for him. He often looked uncomfortable and almost in anguish. On the odd occasion when he was relaxed in himself, he was a most pleasant and engaging young man. His combination of such positive value systems and such low emotional intelligence made him a complex case, and I would offer, attributed largely to his often very erratic behaviour.

7.4 Monique DQ

7.4.1 Character assessment including emotional intelligence and value systems

A third complex case, Monique, came to The Year 11 School after having been permanently excluded from her mainstream school in Year 9 and then only sporadically attending other Pupil Referral Units until her arrival. She was a very able student who was easily capable of working at a 5 GCSE A*-C grades or equivalent standard. The Year 11 School was a provision that was set up specifically for students such as Monique, who could achieve academically in one year and gain the necessary grades to 'move on' to further education. It was my opinion very early on, that Monique had very high levels of emotional intelligence and that she was very aware of the emotions of others and how to manipulate them. This was often noticed when Monique was not present at events and the different way that other students would behave without her presence. I noted in the diary on 6 February that if Monique had attended the trip, that had taken place on that day, that it would have completely altered the dynamics and produced negative results. I stated that it was an argument for not taking her on the end of year residential as one other student in particular, Kas QS, would not be able to be as she was on the day trip, if Monique had attended – such was Monique's ability to manipulate other students' decision making.

Monique was very aware of the ability she had to read situations, however, it was my opinion that because Monique had a very poor set of value systems, that she did not use

her emotional intelligence to create a more harmonious environment, but rather, that she merely looked for ways to achieve self-gain.

She had been sent to The Year 11 School as a student who was reported to have anger management problems. However, it was my contention that she was rarely out of control and that she acted in an angry manner as this is what had brought about the results of her getting her own way previously. She would very often be abusive to me in front of other students as she was on 21 October, when we had attended an outward bounds centre. This was the first time that I had clearly seen the change of Monique at one moment displaying anger and abusiveness and then when I removed her from others, she became polite and apologetic almost instantly.

Monique could be most engaging and charismatic when she chose to and used this charm with staff members almost on a rotation basis in an attempt to keep getting her own way. I commented on 24 March that we were doing Monique a disservice by not being more collectively consistent with her, however, that she was a difficult student to manage due to her high levels of emotional intelligence.

7.4.2 Emotional intelligence

Table 7.8: Monique DQ emotional intelligence data

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Sept 08):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

As I have alluded to already in this thesis, I had procedural concerns surrounding the Adolescent TEIQue-SF Questionnaire as to whether it was only measuring an individual's perception of what their emotional intelligence was, rather than their actual emotional intelligence. It appeared that Monique offered another angle to this issue. The reason for this is that when I was referring to a student manipulating the answers to the questionnaire, it was largely with the view that they were attempting to make it look as though they had higher levels of emotional intelligence than might have been the case. However, with regard to Monique, I would contend that she in fact looked to manipulate the answers in order for it to appear that she had lower emotional intelligence than she did in fact have. For someone of Monique's innate intelligence, she would have been able to understand the process of the questionnaire. She was a student who always seemed to be 'proud' of the fact that she had been excluded from school and was now in a 'PRU'. In fact, she was one of the few students who refused to call The Year 11 School a 'school' and continued to refer to it as the 'PRU' or more often, the 'centre'. She seemed to take pride in being regarded as a 'bad girl' and that these values led her to manipulate the results of the questionnaire so that she was ranked in the lower middle quartile. I regarded her very much in the upper quartile. Again, I would propose that the teachers had mistaken Monique's poor set of value systems that were often apparent, and her outbursts that I considered as contrived, as evidence of Monique having lower emotional intelligence and ranked her in the lower middle quartile. Interestingly, privately, on a one to one basis, Monique acknowledged to me that she was aware of her emotional intelligence and ranked herself as being in the upper middle quartile.

7.4.3 Behaviour and attendance

Monique had average attendance of 77.9% overall for the year and her attendance to lessons compared to her daily attendance was average at 58.7%. What was noteworthy was that Monique's good lesson percentage was consistently high with an average of 91.3% peaking at 95.5% during the summer term. This was possibly because when Monique did attend lessons, she was very focussed on learning because she knew that she needed to do enough work to make a success, in achieving academically, as well as she could do at The Year 11 School. Also, I would go further to make the assertion that due to Monique's ability to manipulate staff members and her willingness to make people feel uncomfortable due to her poor set of value systems; that good lessons would be given for her when they might not have been given to other students.

7.4.4 Exam attitude

Monique did not suffer from nerves prior to sitting exams the way in which many other students at The Year 11 School did. She was academically able and aware that she could do enough work to succeed. It was my opinion that she had very high levels of emotional intelligence and was able to manage her emotions in pressure situations. In the first mock exam week, Monique completed the first five exams without incident, was then sent out of the next and did not return for the final two. It was as if she had checked that she could manage the situation and once she knew that she could, she did not value it any longer. I did note during that week that some of the higher ability students such as

Monique had shown frustration during the exams as they had not been able to complete them fully, as they would have wanted to, as they had not covered all of the content.

In the second mock exam week, Monique completed all of them for the first four days and then did not attend school on the Friday. The same pattern followed for the third mock exam week except in one exam when she was sent out for swearing at me. I noted in the diary on 21 October that the incident occurred because another student was disrupting the start of the exam and was being asked to leave before it could begin. All other students were sitting in silence waiting for QC to be removed. Monique, however, kept asking me if she could start, showing impatience at not being able to get on with the exam and acting as if the whole process was a bit tedious. I told her that she needed to remain in silence as the rest of the students were doing and she told me to ‘fuck off’ and was sent out.

For the actual exams, as it was agreed by staff that Monique had the ability to change the whole dynamics of a situation, it was felt unfair to risk this for the other students and, therefore, she was placed in a room alone. She did not contest this: one, because I think that she could see the benefits of it, and two, because she perceived it to feed into her ‘special treatment’ and ‘bad girl’ personas that she actively strived to generate.

7.4.5 Academic achievement

Table 7.9: Monique DQ progress and attainment data

Spring prediction			Final prediction			Results			Progress	Attainment
A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
5	5	26	7.5	8	39.5	8	8	40	Yes	Yes

As I have mentioned, Monique was a very able student who, because of her emotional intelligence (in a way that an even more able student such as John GC couldn't), was able to take the opportunity that was presented to her at The Year 11 School and achieve as highly as the examinations that were available to her would allow. Despite relatively poor attendance, many self-initiated dramas to contend with, and what must have been an exhausting 'act' of presenting an unnatural persona of herself, she was consistently targeted and predicted as being on course to achieve and she duly did by achieving all eight GCSEs or equivalents - that were available to her, at C grade - which was the highest grade available to her in the examinations that she sat.

For the one subject – Short Course GCSE Religious Studies - that she had been predicted as achieving below a C grade due to having attended very few classes, she still achieved a C. She was the highest achieving student in the cohort.

7.4.6 Exit interview

For a person of such a relatively young age, I found the egocentric nature of Monique to be remarkable. There is no doubt in my opinion that for all her high levels of emotional intelligence in many areas, she did have very low self-esteem and had clear identity issues. The façade that she had created for herself, as I have mentioned, must have been quite exhausting for her. It is stated in the diary on a number of occasions that Monique's behaviour made other people feel uncomfortable, and I often felt quite drained from the false and forced nature of her personality. This was observed throughout the year from

very early on when we were on a school trip and it was observed that she made others feel uncomfortable with her affected behaviour; to a day on 3 March when she was observed to be singing at the top her voice with another student, Kas QS, to passers-by outside on the high street. The observations that were made were that Monique was 'acting' and appeared to be in pain as the scene was played out.

It is my contention that as a school, we were not able to get Monique to recognise this and at the end of the year when she came in for the exit interview I stated as much, commenting after the interview in the diary on 17 June, that we had not impacted on her attitude throughout the year and that she was still using her perception and coercive abilities to try to manipulate situations; that her self-interested set of value systems had not been diluted at all.

In the exit interview, the façade continued and she painted a rosy picture of her future (that I was sure that she could orchestrate for herself), and that she would have been to university overseas and would be in the fashion industry. She would have money and independence and only if things had not gone well would she be married with children. At no point did she acknowledge that her persona was a 'front' and at that point I had no strategies left to further challenge that it was.

7.4.7 Monique case summary

Table 7.10: Monique DQ improvement trends

Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Improvement in TEIQue Adolescent questionnaire rating	Improvement in behaviour	Improvement in attendance	Attainment achieved
N	N	Y	Y	N	Y

Monique once became so abusive to a member of staff that the police were called. When the police arrived, she abused them as well asking what they thought they were going to do – arrest her. They arrested her. It was my observation that she had a very negative set of value systems. She thought that it was okay for her to be abusive to people as long as she said that she was sorry afterwards – which she regularly did. Although this scenario isn't uncommon in students, especially if they have low emotional intelligence and the use of abusive behaviour is a result of inadequate coping strategies to situations not going how they would like; I would argue that Monique had exceptionally high emotional intelligence – she was very much in control of her own emotions and could read the emotions of others very well. Unfortunately, she used these skills in the realisation of her negative value systems.

An example of this was when Monique hit another student because he refused to relent during a discussion about school work. The violence was not provoked or expected and took the whole class, the teacher and the victim very much by surprise. During the incident, where she inflicted minimal injury due to her diminished size compared to the boy she had attacked, she also took his phone. She was brought to my office and the situation was explained to me. She was acting in a very irate manner pacing my office. I

told her that she would be excluded and that her place may now be in jeopardy at The Year 11 School. I also told her that she would not be allowed to leave the office until she returned the phone to me. She continued to rant, I sat calmly. I never stood in front of the door so if she was truly in a rage she could have fled the scene, but she did not. I was of the opinion that the whole incident was for my benefit as she often looked for the attentions of different staff members throughout the year. I then said to her that if she handed me the phone we could go and have a hot chocolate to discuss what had happened. She immediately calmed down, gave me the phone and asked if she could phone and ask her mum to come as well.

I am not suggesting that Monique did not have behavioural issues that needed addressing. However, I do not think that Monique needed to be sat with a councillor who would ask her to tell them about her anger. This would simply be reinforcing her negative value systems that supported the idea that if you want attention, you just need to make a scene and be outrageous.

7.5 Summary and analysis

With regard to these three student cases, they offer a good illustration of how different combinations of high or low emotional intelligence and positive or negative value systems produced a lack of success in bringing about improvements in these areas. I referred to all three cases as complex, which they were, and could even be considered extreme.

John had low emotional intelligence and negative value systems, and unfortunately, I would have to conclude that as a school, there was very little impact made on John throughout the year in regard to these two areas. As I have discussed, he had low emotional intelligence, but was either in denial of it as a defence mechanism, or he actually believed himself to have adequate or even high emotional abilities – which he did not. Very differently from John, Dave had a clear set of positive value systems instilled from home and innate within himself. As a whole school, a great deal of support was given to address his also clear case of low emotional intelligence – and during the year, in some respects, there were signs that progress was being made. Unfortunately, by the end of the year, however, I would have to conclude that he had made little overall progress with regard to his emotional intelligence. Again, differently to both John and Dave, Monique had negative value systems but extremely high emotional intelligence. The great shame for her was that due to her negative value systems, she used her emotional intelligence for selfish ends. In fact, I would go further to state that her high emotional intelligence hindered the school's ability to positively change her value systems.

A final example of John's behaviour was when he was due to sit his AS Level Psychology exam. During the months leading up to the exam, he was totally engaged in the subject and had a natural flare for the theory of psychology. If he had continued in that vein I am confident that he would have scored well in the AS exam, even though he was still in Year 11 and had spent little time learning the subject. However, in the days prior to the exam, he began to show signs of distress. I addressed these issues with him and explained that it was just his stress response. The irony of the situation was that we had studied the

psychological and physical responses to stress and he had a full understanding of what they were, he would not acknowledge that he was in any way exhibiting these responses. This was an example of his low emotional intelligence. Where his negative value systems were a factor was that in the last few days leading up to the exam, he would come to the revision sessions under the influence of cannabis. I would remove him from the sessions, but in the process of him leaving, he would attempt to sabotage the session by telling the students that the subject was rubbish and it didn't mean anything and that I (as the teacher) did not know anything and that they would all fail. Rather than him face up to his own emotional deficiencies, he attempted to prevent anyone else from succeeding. This example shows how both negative value systems and low emotional intelligence can have such devastating effects on the behaviour of a student.

It was my observation that John's negative value systems prevented him from allowing the school to work with him regarding his low emotional intelligence. He had created a defensive strategy (that was very much endorsed by his mother) that nothing was his fault – he simply would not take ownership of his actions. Therefore, it was very difficult to get him to truthfully reflect upon these actions, and also, due to his negative value systems, get him to acknowledge the detrimental effects that his behaviour often had on others. The school had little or no effect on improving either John's value systems and because of these negative value systems – his low emotional intelligence as well. It is my contention that regrettably, John left The Year 11 School very under equipped emotionally, and his habitual cannabis use could only be seen to further exacerbate the

issues. John's case does support the notion regarding negative value systems as a hurdle to improving emotional intelligence.

A final example of Dave's behaviour was shown at the end of the summer term. Once students had completed the exams and handed in all coursework, I would sign them off and that would officially be their leaving day. Firstly, Dave avoided me for a couple of days after he had completed his work and it was very apparent that he did not want to leave. I asked him if he would like to help with the organising of sports equipment for the following year (which would have entailed moving equipment to a new building with two members of staff). He informed me that he was not my slave and that he could not wait to get out of this place. I reluctantly agreed to this and signed him off. For the next week, Dave found reasons to come into school even though he had been signed off and indicated repeatedly that he no longer wanted to be there. It was quite distressing as he would not admit in any way to anyone that he did not want to leave – even though it was blatantly clear that he did not. Eventually, I had to escort him from the premises and tell him he was not to return. It was a very ignominious end to his time at The Year 11 School but one that he had engineered due to his very low emotional intelligence. Unfortunately, despite all of the efforts by the school, Dave had not developed emotionally, and I would have to say that I do not think the school had the adequate resources to deal with the emotional issues that he was dealing with, and if he had remained with us for more than one year I would have looked to offer him psychological counselling beyond the provision that the school could offer. I do believe that because of his positive value systems, given the adequate support, he could have improved his levels of emotional intelligence.

The significant issue with a student such as Dave is that this low level emotional intelligence does not engender dramatic behaviour and so does not attract dramatic attention - such as children showing extensive anger often will. However, I would offer that Dave's behaviour at the end of term was quite tragic and showed a real deficiency in his emotional weaponry. Continually coming into school after a student has finished is far from a unique phenomenon, however, it is usually a cry for help as they are scared to take the next steps in their life and can be supported once this is addressed and recognised by the student. It was the fact that Dave would not accept that he feared what he was going to do next, that was what was of such a concern.

Finally, an extract from the diary entries illustrates Monique's behaviour well:

24 March 2009

"I would suggest that Monique is being given too much attention for non-learning reasons by staff again. She manoeuvres herself around the staff befriending them until they do not give her what she wants and then moves on. Currently she is not speaking to one teacher, but she is calling another teacher 'dad'. She is being nice to another member of staff who she recently stated that she hoped would die. She had no one to work with in the afternoon as she would not work in English. It would have been a good lesson for her to realise that her actions had led to her not having the support she needed, but she managed to convince another member of staff to sit with her. I would suggest that we do Monique a disservice by not being collectively strong enough to not allow her to play one member of staff off another.

I would suggest that this is further evidence of her ability to read the emotions of others very well and use this to her advantage.”

Unfortunately, the school had very little impact on raising her value systems during the year.

As a final note to this chapter, looking for any themes emerging between the three students focussed on, (which I will expand on more fully in the discussion and conclusion); there did seem to be the pattern that if a student has poor value systems, it appeared difficult to have them engage in strategies to improve their emotional intelligence. John and Monique seem to support this.

Also, it would appear that low levels of emotional intelligence had a negative effect on a student's ability to manage the pressures of sitting exams. Interestingly, however, final academic achievement appeared to be influenced more by the level of positivity of value systems. Overall though, I would put forward that as these three students were very complex cases in themselves, that themes of behaviours could be difficult to draw out, and that they would be better used as individual examples of how observation of student emotional intelligence and value systems can be used as an explanation of behaviours.

When reflecting on these challenging student cases, it is useful to also consider the ecological systems theory (Bronfenbrenner, 1979). The students themselves did not speak in much detail about their families and, therefore, there is not a great amount of

recorded diary data on this. Perhaps this was because school for many of them became a refuge, a place where, if the students allowed themselves to be, the school values (some explicitly worded in the behaviour for learning policy) would protect them and give them respite from what they might have been experiencing in their lives outside of school. Teachers, me included, in the school did catch glimpses of what home life was like for these students, and the councillor support staff had further detail on the challenges these young people faced.

As theorised by Bronfenbrenner, an individual is an inseparable part of a micro-system, mesosystem, exosystem, and macrosystem, and that the family is the central part of the whole system. For these students, many of whom came from culturally diverse families, there were so many factors that they had to navigate on a day to day basis from within the nucleus of their own family and then in the interactions that occur with various organisations – the relevant one here being the relationship between home and school. Bronfenbrenner (1977) emphasises that children develop and learn in the context of the family and that shared meaning must be developed over time between the child and the family system and in turn the school and schooling system.

This suggests that students such as the participants in this study were at a distinct disadvantage, as they more often than not had unstable or deprived home lives and had also changed school numerous times. Therefore, there was seldom enough time spent in one institution for positive relationships and interactions to be cultivated between home and school. This lack of continuity has been identified as one of the reasons some children

fail at school (Pianta and Walsh, 1996). Some students, Dave being a good example, had a supportive family who interacted reasonably well with The Year 11 School. The values they held about school and achieving success at school were positively perceived by Dave; therefore, his value systems supported him in adhering to the school's values. This made it easier for Dave to attempt to achieve at school most of the time, however, perhaps made it more difficult for him to imagine what his life would be like without the protective confines of the school environment and, therefore, he sabotaged his own potential to succeed through his inability to improve his emotional intelligence.

For Monique and John, it would be possible to assert that from the brief encounters had with their parents (both single mothers), that they did support and take an interest in their child at school, and, in both cases the relationship could be described as over indulgent in defence of their child with a lack of ability to find fault in them. Therefore, I considered that it was the parents' values demonstrated in their involvement and interactions with school, that these two students internalised into their own learning traits (Marchant, Paulson and Rothlisberg, 2001). I am of the opinion that their strong dependent relationships with their mother meant that their inherent poor value systems prevented them from being able to entirely accept the values of the school, and, as a consequence to improve their own value systems to then be able to use or improve their emotional intelligence abilities to help them to achieve success at school, both academically and personally.

Chapter 8 – Insights into Three Students Considered to have Made Improvements in Emotional Intelligence and Value Systems

8.1 Introduction

Felicity, Lionel and Kas were selected as they were three students who were presented as having improved their emotional intelligence and value systems in relation to other participants.

8.2 Felicity FF

8.2.1 Character assessment including emotional intelligence and value systems

An acknowledged and reflected upon concern with collecting the diary data was that the negative incidents were recorded more frequently than the positive ones. As such, Felicity has fewer entries than some of the other students in these cases. When plotting her on the Emotional Intelligence and Value Systems Observation and Monitoring, or EIVSOM, model, my concerns were alleviated as she was positioned where I would have expected her to be, having spent so much time interacting with her as an active participant within the study. This outcome provided confidence in the model and in the mixed methods approach selected for my study.

Felicity had a positive experience at The Year 11 School in as far as her improvement and understanding of her emotional intelligence; and at school, the development of a more positive set of value systems. I wanted to include Felicity in the cases as she was an example of what success could be achieved in these areas.

When she came to The Year 11 School, Felicity had a reputation of being very rude to adults. She had very low self-esteem which had led her to making very poor life choices previously and coming to The Year 11 School was a final opportunity to succeed. She responded very well to the structure that the school offered and seemed to flourish from the new expectations that the teachers had of her. I often thought that for some students, the school was a more conducive environment to be successful in, as some of the students were able to respond more acceptingly to being ‘told off’ as they had less concerns about the ‘loss of face’ that others may have had. This was certainly the case with Felicity who seemed to relish the experience of being reprimanded and then being able to apologise, wipe the slate clean and modify her behaviour. The Year 11 School was an environment that worked for Felicity.

8.2.2 Emotional intelligence

Table 8.1: Felicity FF emotional intelligence data

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

Felicity had low emotional intelligence. She had low self-esteem, poor stress management systems and was often uncomfortable in social interaction settings. She found it very difficult to get on one to one with many people; however, she did get on very well with some. I propose that it was this positive, along with the fact that she was willing to accept from these certain individuals who she trusted, that she did have low emotional intelligence and that it could be improved upon if she worked at it - that enabled her to make the progress that she did throughout the year. One of the entries that I made regarding Felicity was on 19 May, when I commented that when she passed her level 1 Key Skills ICT exam, that she cried at her achievement. I stated that she hadn't been this emotional for other successes, but I thought that she had possibly been 'caught up' in the positive exam/learning atmosphere that had been created.

Felicity came in the lower quartile for both of the Adolescent TEIQue-SF Questionnaires that she completed and ranked herself in the lower quartile as did I as the researcher. The teachers ranked her in the lower middle quartile and I would put forward that as for Dave DD before, the teachers possibly misinterpreted positive value systems for emotional intelligence.

8.2.3 Behaviour and attendance

Felicity had sporadic attendance throughout the year and her turbulent home life often contributed to this. She very often did not come to school on a Monday after a 'heavy weekend'. It was understood, from what she disclosed to some staff, that she led a very

adult existence away from the school. Her overall attendance for the year was 68.9%. Her percentage of good lessons was consistently high and for the summer term it was one of the highest in the school with 98%.

8.2.4 Exam attitude

As with many of the students, these data represented very well the progress that Felicity made throughout the year. In her first set of mock exams, she managed to complete only one out of the eight. She would not start the first one, started but walked out of the next two. Completed the next and then did not come to school for the rest of the week missing the last four. This could then be compared to the second exam week where she completed all seven that she was eligible to sit.

There were three entries made in the diary during the second mock exam week commenting on the turnaround. On the first day of the exams, 9 February, I stated that BG and KC both completed their exams as did Felicity. These were all students who had refused to sit exams on the Monday of the first mock exam week. I commented that I had spoken to all three students beforehand about how to manage themselves during the exam and that the criterion for success was simply to be able to remain in the room throughout the exam. From the psychology lessons they all understood the physical response to stress and that the students were using the language from the psychology lessons when dealing with stressful situations. Two days later, on 11 February, I commented that although the students were less settled on arrival and that the whole of

11.3 (Felicity’s class) were refusing to sit the Citizenship exam at first and I had had to go and retrieve them from outside; that Felicity had come without argument. Then finally on the last day on 12 February, I wrote simply that Felicity had exhibited excellent behaviour in the exam room that day.

Eventually, Felicity did not sit any GCSE exams as her academic ability meant that she was to sit the Key Skills exams only. However, I would contest that this experience raised her self-esteem considerably, gave her the confidence that she could manage her emotions under stressful situations and gave her a new focus on her learning that was lacking before. In fact, I commented the following month on 17 March that the self-esteem of Felicity had risen considerably and that she was now starting to complete coursework that she claimed was too difficult before. I stated that it was a ‘snowball effect’ of, as she completed more work that her confidence was growing and that she was further challenging herself.

8.2.5 Academic achievement

Table 8.2: Felicity FF progress and attainment data

Spring prediction			Final prediction			Results			Prog- ress	Attain- ment
A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
0	5.5	14.5	1	2	9	1	3	13	No	Yes

The Year 11 School was set up primarily to accommodate students who were capable of achieving 5 GCSE A*-C grades or equivalents in a one year period. However, students such as Felicity who had no other provision open to them were sometimes accommodated. Felicity was not an academically strong student who eventually, despite

all the positive improvements of her emotional intelligence and value systems, achieved just one Key Skills qualification in ICT. There is an argument that the reason that Felicity was willing to buy into the ethos of The Year 11 School was because she was less likely to question instructions or reasoning due to her lower academic acuity.

Felicity did in fact pass all of her Key Skills exams for Communications and Application of Number, but was not able to complete the coursework to a satisfactory level to gain the overall passes.

8.2.6 Exit interview

Felicity commented in the interview that she hoped to finish school and become enrolled on a plumber course and to become a plumber, earning her own money, living in a house with no kids. She stated that the trips to the theme parks and the seaside had been the highlight of the year for her rating them both 100 out of 10. I commented that no wonder she did not get her Key Skills Application of Number. At the end of the interview, she commented that she had improved at The Year 11 School more than anywhere else and that she had hopefully passed all of her coursework requirements. The negatives were that she still did not get on with two members of staff at the school. At the end of the interview, she said that she had loved it at The Year 11 School.

One final note from the diary data was that Felicity announced on 25 March that she had gotten engaged. As I understand it, the engagement didn't last.

8.2.7 Felicity case summary

Table 8.3: Felicity FF improvement trends

Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Improvement in TEIQue Adolescent questionnaire rating	Improvement in behaviour	Improvement in attendance	Attainment achieved
Y	Y	Y	Y	Y	Y

Felicity came to The Year 11 School with an extremely poor behavioural reputation. She had been excluded from two mainstream schools and had been in another alternative provision for two years prior to attending The Year 11 School. One story that had unfortunately travelled with her was that she had spat in the face of a teacher at a previous school. With that in mind, it may sound strange that I would rate her as having positive value systems, but it is my contention that she did. She was from a very poor family both financially and culturally, and a lot of the decisions that they made reflected this. For example, Felicity had very little regard for her health or her future when she came to the school. However, and this reverts back to the idea of an innate ethical standard; Felicity did know what was right and wrong, even if her outlook was a little warped at times. She would, for example, often attempt to intervene if she felt that an injustice was occurring. I would argue that it was the low emotional intelligence of Felicity that had largely resulted in her making many of the poor choices that she had in the past. Not being able to stand up to peer pressure to do right, acting poorly because she found herself in situations that she could not deal with, showing disregard for herself as her self-esteem was non-existent; all contributed to her poor decision making - not negative value systems. This led to staff and students having differing views about Felicity. Those who Felicity allowed herself to be her true self around saw a very kind person who wanted to make her situation

better and had empathy for others. For those who Felicity was not comfortable with, they were shown poor behaviour which I would purport to be – whilst not condoning – a defence mechanism triggered by Felicity's insecurities.

8.3 Lionel LL

8.3.1 Character assessment including emotional intelligence and value systems

Lionel had a very traumatic home life story prior to and during his time at The Year 11 School. When I first met him, he was a very troubled individual who came to the school with a file that stated that he was a possible risk to the harmony of the school and even to the safety of the other students. He was in care and remained so throughout his time at the school. The first few months were very turbulent culminating with him being excluded after an incident one afternoon in November when he refused to get off of the minibus after he had thrown a piece of sponge at one of the teachers.

Lionel was another student who was not of 5 GCSE A*-C grades or equivalents capability, and The Year 11 School was a one last attempt to find some direction for a young man who was in trouble with the police, had been taken away from his family and had no real support structures. However, Lionel did have something engaging about him and very quickly, despite his very poor behaviour, teachers and staff at The Year 11 School thought that they could offer some form of support for him to make a success of his time at the

school. In fact, there was a diary entry commenting on 18 March that Lionel had sat his Entry Level 3 Maths exam that day; that he had been nervous but tried not to show it; that he would not give his phone up as a delaying tactic; and that he had passed and the member of staff, who worked most closely with him, had cried. He had the ability to engage people because he never used his predicament as an excuse. He always accepted his situation without argument. When staff took the time to talk to Lionel and find out how he looked after himself and took his clothes to the laundry and dealt with the other people living in the hostel where he stayed; it allowed them to realise how remarkable it was that he was still attending The Year 11 School throughout all of this.

It was probably the case that due to his engaging nature, Lionel was given more chances to succeed than some other students who had not been allowed to continue at the school. As an example of this, on 12 March when I was not in school as I was on a course, it was fed back to me that a teacher was hit on the head by Lionel, not aggressively but disrespectfully. However, Lionel was not sent home or sanctioned, he was spoken to. Then later that day Lionel became angry concerning the level of work he was completing in maths and broke a chair. The deputy headteacher told him that he would be excluded for five days. Lionel said that if he was being sent home he needed to be permanently excluded as he was going to punch the maths teacher before he left. The headteacher and the deputy headteacher spent the next half hour with Lionel and at the end of it he was allowed to remain in school and go to badminton as normal.

I am not saying that the result would have been any different if I had been in school (although it was having a zero tolerance policy discussed previously in the interventions section regarding the behaviour for learning policy, that had brought much of the success of the year for the school). The point is that Lionel was someone who learnt to 'play the game' and would manage to disarm situations, simply by being so honest that both teachers and students made allowances for him. Lionel had some emotional intelligence and a certain set of value systems that I think did make him aware of what was right and wrong. As an example of each, firstly his emotional intelligence: He started to realise that he could get a better outcome from situations if he was polite to people and it was stated in the diary on 5 May that Lionel was observed trying to get someone to make him cup of hot chocolate from the staff room. He asked one member of staff after another until someone made it for him. He then went back to class but would not disclose to anyone who had done him this favour. Then with his value systems, although his world was very difficult and he had been treated very badly on occasions and that he had treated others poorly in return, when I had another reintegration meeting with Lionel on 4 February, and told him plainly that degrading a female member of staff with abusive language was not acceptable, it was noted that he was observed to physically recoil from this and show genuine embarrassment. I commented in the diary that I thought that this suggested that he knew what was right and wrong, however, it was the putting it into practice that he found difficult.

8.3.2 Emotional intelligence

Table 8.4: Lionel LL Emotional intelligence data

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

Due to the fact that I had observed Lionel recognise the emotions of others on occasion, I did not rank him in the lower quartile but the lower middle quartile. He also ranked himself in the lower middle quartile, whilst the teachers ranked him in the lower quartile which was not surprising considering the number of outbursts that they observed of Lionel during the first term. The Adolescent TEIQue-SF Questionnaire that he completed upon entry to the school ranked him in the lower middle quartile. The one that he completed at the end of the year ranked him in the lower quartile. I would argue that the fact that his ranking went down was not due to his emotional intelligence having deteriorated, but more that he had become aware of his emotional intelligence needs and was more open to being honest about them.

As the year went on and Lionel began to feel more secure at The Year 11 School, he exhibited a growing understanding of managing emotional situations within the school setting. For example, by the time the exams had started, he had developed strategies to deal with nerves and it was noted on 21 May that he was nervous on one occasion prior to an exam and went to sit on his own to calm himself down. He then became nervous as the exam began and started to act in a very childish manner, which he stopped when told to and completed the paper. Previously, his nerves would have manifested themselves in

an aggressive manner and this reversion to childish behaviour meant that he had an outlet that did not result in the immediate expulsion from the exam that would have occurred previously. His methods may have been a little alternative, but he could be observed to be trying to cope with his emotions in as positive a manner as possible.

8.3.3 Behaviour and attendance

Lionel had sporadic attendance throughout his year at The Year 11 School, interestingly though, after his first two terms being 61.3% and 65.8% for the autumn and spring term respectively; his summer term attendance rose with considerable improvement to 82.1%. In fact, it was commented in the diary on 12 May that as Lionel came to the end of the year that he was delaying finishing his coursework portfolio as he knew that once he had, he would have to leave school and it was clear by that stage that he did not want to.

As far as lessons attended, his percentage was particularly low at 38.2% for the whole year, indicating that he must have spent a lot of time outside of the classroom, although this was often working on an impromptu basis one to one with a member of staff who would have taken him under their wing for an hour or two.

With regard to his percentage of good lessons, they were also far below the required targets to attend any of the reward activities, at 67% for the whole year. These activity days were something that Lionel always failed to make, but always wanted to. On 2 April, it was noted that he had tried to get onto the bus when the students were going to the

seaside and that if I had not managed to get in front of the door before him, that it would have been very hard for me to have removed him from the bus. Also, there was an entry late in the year on 9 June when Lionel had found out that he had not been selected to go to the end of year residential and that he was rude to Kas QS, who had become his friend, as she had been selected. It was noted that Kas stood her ground and told Lionel that he should have worked hard for the whole year and not just in the second half of it and then he would be going as she was. Lionel reluctantly accepted this.

8.3.4 Exam attitude

Due to Lionel's poor attendance and limited academic ability, it was evident quite early on that he would not be in a position to sit GCSEs at the end of the year and that he would be taking Entry Level qualifications. That said, as the school did for all students, he was put in for the first two mock exam weeks to give him the exposure of the emotional pressure. Unfortunately, Lionel only attended school for two of the exams in the first week – walking out of one and refusing to start the other. Then on the second week, he was absent all week and then came in on the Friday and sat the mock GCSE English paper (which he had no possibility of being successful in) and sat through the exam without incident.

As the year progressed, Lionel became more and more engaged in his learning at the level that he was working at and started to strive for more. It was noted on 18 May, after the GCSE exams had begun, that Lionel was observed wanting to be a part of the exams,

after, at the start of the year he was being targeted at Entry Level 3. It goes on to note that he became very frustrated and did not know how to manage the situation and so he took his Application of Number portfolio and said that he was going to burn it and then left. He didn't and brought it back the next day and passed his level 1 Key Skills ICT exam which he was very proud of.

8.3.5 Academic achievement

Table 8.5: Lionel LL progress and attainment data

Spring prediction			Final prediction			Results			Progress	Attainment
A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
0	1.5	1.5	0	2	8	0	3	12	Yes	Yes

Lionel left The Year 11 School with three Entry Level Key Skills passes in Application of Number, Communications and ICT. This may not seem like much, but to Lionel and all of the staff who had worked with him, it was a huge success and one that was celebrated. Even after the disappointment of not being able to go to the end of year residential and being rude to a number of staff and students, Lionel came in to see me the following day and apologised, shook my hand and asked me what he should wear to the graduation evening.

8.3.6 Exit interview

On 4 June, I noted in the diary that Lionel had completed his exit interview and that it had been a humbling experience for me. I commented that the fact that he could recognise that his life had not been very positive this year, but that he was still so optimistic about

his future, showed a warmth to him that was very engaging and that he had increased his emotional intelligence awareness during his year at The Year 11 School.

In the interview he commented that he hoped that in five years he would have his own flat, as would his mum. That he would be speaking to his dad and his grandma and that hopefully they wouldn't be in prison any more. He hoped that he would be a self-employed plumber and that he would have a wife and kids and enough money to go on holiday to Spain or Jamaica. If things didn't go well, however, he could see himself in prison or still living in a hostel and on benefits.

He thought that he had made many improvements throughout his year and his favourite activities were table tennis and basketball.

8.3.7 Lionel case summary

Table 8.6: Lionel LL improvement trends

Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Improvement in TEIQue Adolescent questionnaire rating	Improvement in behaviour	Improvement in attendance	Attainment achieved
Y	Y	Y	Y	Y	Y

Lionel was a student who came to us with negative value systems and low emotional intelligence. His behaviours were the result of him having had little support in his childhood, both his mother and father having spent time in custody and him being moved to various care homes which lead to him building his own personal set of negative value systems in order to protect himself. This coupled with low emotional intelligence, having

had virtually no assistance – especially during his formative years – in learning how to deal with his emotions and the emotions of others, led to Lionel having a destructive attitude towards his life. On more than one occasion, upon entry into the school, he was referred to by different teachers as a child who believed he had nothing to lose. This was reflected in his behaviour because if he got something wrong and realised he was going to be sanctioned in any way, he would make things worse. He did not seem to be able to realise that if he stopped when he first got something wrong, the consequences would be less severe than if he continued to perpetuate the problem. For example, Lionel was not allowed to offsite sporting activities for a period of time due to a misdemeanour whilst at a sports centre. After a period of positive behaviour, he was allowed to take part once again. On 21 November, on the way to the sports centre, in the minibus, he threw a piece of sponge at a teacher. It was not the most serious incident of poor behaviour as the sponge could not have hurt anyone; however, the school had a zero tolerance to any poor behaviour whilst in transit for obvious safety reasons. I was driving in the second minibus behind the vehicle that Lionel was in. We had only just left out of the school gate, so the driver of the first minibus pulled over, as did I. The teacher got out of the minibus and came and relayed the incident to me. Lionel would have been aware at this point that as we were so close to school he would simply be sent back to school and I would deal with the incident later. When I went over to the minibus and told him to remove himself, he refused. I had a very good relationship with Lionel and I explained very calmly that he had got a bit excited and had got it wrong, no harm was done but he broke the rules so just needed to go back to school and that would be the end of it. Had he removed himself from the vehicle at that point, it would have been kept to a minor incident. Instead of this,

Lionel refused to remove himself which meant that the minibus could not leave. It annoyed the other students and resulted in the activity having to be abandoned. This resulted in Lionel being excluded from school. I drove Lionel home after the incident as I needed to relay this information to his Youth Offending Officer as part of his court order. During the journey I asked him if he understood how he had escalated the problem. At that moment, away from peer pressure and after he had had time to reflect, he said that he did. As he got out of the car, he said the word 'sorry', very quietly and very quickly. It appeared to me that his behaviour during this episode was due to his low emotional intelligence not being equipped to manage with the disappointment of realising that the action of throwing the piece of sponge – which I believe was not meant with malice or intent and was merely the unthinking act of an adolescent boy who was excited about going to play badminton – was going to result in him not being allowed to go. His inability to respond to the requests of myself and the other students and his preparedness to cause the fact that no one else was able to enjoy the activity was due to his negative value systems that he had constructed as a defence for himself over time. The fact that these value systems had not been ingrained from parental influence as such (although influenced by parental actions no doubt), meant that he still found it in him to apologise to me. After that incident I reflected upon whether there was the opportunity to break down the negative value systems that he held at that time.

8.4 Kas QS

8.4.1 Character assessment including emotional intelligence and value systems

I had less data available regarding Kas than I had with some other students that I could have used as cases, in part due to Kas' lower than average attendance. However, also due to the fact that, as with Felicity FF, Kas made significant improvements and became a student who had far less of the negative incidents that tended to be noted down. I wanted to include Kas as I believed that if there was one student who had improved both her value systems and emotional intelligence in a meaningful and lasting way, it was she.

Kas was an extremely loud, vivacious, larger than life character and I stated in the character assessment that it was this factor that had entailed her not being able to succeed in the mainstream school environment. She appeared to have a reasonable set of value systems considering her home environment; she showed some level of emotional intelligence and sensitivity at times; and she was focused on learning. However, she had not found an environment where she could express herself, and her personality be catered for and channelled in a positive fashion. Had she gone through mainstream school without incident, I am sure that she could have achieved 5 GCSE A*-C grades, however, as she had missed so much school time previously and as she would have had to have worked hard to attain those grades; they were not realistically within her grasp by the time of her arrival at The Year 11 School.

Nothing particularly astounding happened during Kas' year at the school. It was more that she bought into the ethos of the school and over a period of time she learnt to manage her emotions more productively and channel her energies more effectively. She took heed of advice given regarding good values to have and tried to apply them in her interactions at the school. A very good example of this was towards the end of the year when students were taking their Key Skill exams. Kas had just failed her ICT exam, but she conducted herself with considerable maturity, cheering Lionel LL when he got his pass result and clapping for Felicity FF when she was telling her mother on the phone that she had passed. I commented at the time that it seemed as if Kas had had these emotional skills and values inherent and that it was The Year 11 School that was offering her the secure environment within which to exhibit them.

8.4.2 Emotional intelligence

Table 8.7: Kas QS emotional intelligence data

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

Kas did not make huge or dramatic strides in any one area, she just developed better skills over time. When she first came to The Year 11 School, she certainly exhibited behaviours that confirmed why she had been excluded from mainstream school. As an example, during the second mock exam week on 9 February, RE and Kas came into the exam room lacking focus, other students who had already started the exam were working in silence. I had warned Kas and then RE as they had communicated in the exam room,

however, they had continued to antagonise each other and so I had asked them to leave. RE kicked the table and Kas went out screaming. Outside the exam room she could be heard kicking a wall and refusing to leave the area. When she kicked the wall, the clock fell off in the exam room. Kas refused to leave school for the rest of the day and continued to be problematic. I stated in the diary that I had phoned her home and found that her mother was in Germany until that night. What Kas did after events such as these was that she listened to the reasons that it was not acceptable, apologised, internalised how she might have done things differently and generally, as the year progressed, improved her behaviour for learning.

She was ranked upper middle quartile by the Adolescent TEIQue-SF Questionnaires and lower middle quartile by herself, the teachers and the researcher. Somewhere in the middle of the cohort was probably about right.

8.4.3 Behaviour and attendance

Kas had very poor attendance in the autumn term of only 57.3% which rose somewhat over the next two terms leaving her with an overall average of 70.1%. Her attendance to lessons was also surprisingly low at approaching thirty percent lower than her daily attendance. I can only account for that by the fact that Kas must have had a great deal of internal truancy (in school but not in lessons) as she rarely truanted outside of school. Her percentage of good lessons was just above the required rate with an overall average of 78.7%. It could be that this figure appeared lower than expected due to the fact that in

order to gain a good lesson, the student needed both to behave well and be focussed on the learning and Kas' propensity to go off task with fanciful stories, may have accounted for this.

8.4.4 Exam attitude

Again, the exam attitude analysis data depict a story that encapsulates the progress made by the student. In the first mock exam week, Kas was able to complete three out of eight exams. Walking out of one, being sent out of another and not attending the other three. It was commented in the diary entries on 12 December with regard to Kas, that if she could access the paper as soon as she looked at it, then she would engage in the exam. However, if she could not, or if she finished the paper very quickly, that she found it difficult to sit passively in the exam room.

By the second mock exam week, Kas had a much more successful experience and with the one exception mentioned earlier in the section when she arrived late, could not focus and was sent out; she managed to sit through the other seven successfully.

Kas was not going to be entered for any GCSEs at the point of the third mock exam week and was absent all week. However, by the time of the actual exams, this decision had been amended and she sat her GCSE Maths and Religious Studies papers successfully and without incident. Interestingly, there was an entry on 30 March during the third mock exam week regarding the GCSE Maths paper that at the time Kas had not been entered

for. It stated that although Kas was not in the exam as she was not doing GCSE Maths, she was desperate to be involved in the learning. She was heard outside singing that she had finished her coursework. I noted that it was good to see her wanting to be involved in the learning even if her way of expressing it could have been more appropriate.

8.4.5 Academic achievement

Table 8.8: Kas QS progress and attainment data

Spring prediction			Final prediction			Results			Prog- ress	Attain- ment
A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
1	5	17	0	4.5	16	0	4.5	15	No	No

The above anecdote encapsulates very well the academic progress for Kas, achieving in the end three Level 1 Key Skills qualifications, an F grade in GCSE Religious Studies short course and also an F grade in GCSE Maths. It was not a set of remarkable results, but for a student who needed to work hard academically and having missed so much schooling previously; a set that Kas could be proud of.

8.4.6 Exit interview

The exit interview of Kas was very appreciative of what The Year 11 School had done for her. Whether any of the positive changes that she had made in her attitude would have had a lasting effect would remain to be seen. After the exit interview, it came to light that she wanted to go to the graduation but did not have a dress to wear. One was bought for her by a teacher in the school as a parting gift. Kas arrived late to the graduation with Lionel LL and was not wearing the dress.

8.4.7 Kas case summary

Table 8.9: Kas QS improvement trends

Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Improvement in TEIQue Adolescent questionnaire rating	Improvement in behaviour	Improvement in attendance	Attainment achieved
Y	Y	Y	Y	Y	N

Kas had positive value systems and low emotional intelligence. She came from a family who cared for her and had instilled a positive sense of right and wrong. She did, however, find it difficult to manage herself in social settings. She was not at all malicious; she just did not always read situations very well and could at times be 'over the top'. She was a very loud individual and one could understand how her personality failed to fit into the more uniformed flow of a mainstream school. At The Year 11 School, she was able to learn to manage her emotions and allow her positive value systems to guide her to make the right choices. An example to illustrate this was when Kas was sent home by me for failing to perform to the exacting standards set during the first mock exam week. It was from my observation that she had appeared to have wanted to perform properly in the exam, however, her nerves had produced a negative response to this challenge. Once realising that she had got things wrong, she could not bring herself back and refused to go home. This escalated the incident further and resulted in her being excluded for one day. Upon her return from exclusion, she was extremely sorry and performed outstandingly for the rest of the exams.

8.5 Summary and analysis

As a good comparison to the three student cases in the previous chapter, Felicity, Lionel and Kas give very clear examples of how The Year 11 School could have a positive effect of increasing levels of both emotional intelligence and value systems in students.

Felicity is the first indication of a success story from the student cases. The progress she made epitomises the efforts made by The Year 11 School in its attempts to not only empower these students with academic qualifications but also prepare them emotionally as well. Felicity came to the school with positive value systems and low emotional intelligence. In the opposite way that John GC would not recognise the benefits that managing situations better would be more productive and beneficial, due to Felicity's positive value systems, she wanted to manage situations better and, therefore, was willing to work at her emotional intelligence and learn from her mistakes.

Lionel was a welcomed anomaly to the contention that student's with negative value systems are more difficult to enable to improve their low emotional intelligence. It was my observation that Lionel improved both his value systems and his emotional intelligence while he was at The Year 11 School. His value systems were negative upon entry, however, they were not ingrained as he had had very little support in his development. At The Year 11 School he was given a set of rules to live by and adequate support in adhering to these rules for possibly the first time in his life. With these rules to follow, he realised that it improved his experiences whilst at school. He then began to trust the

school and staff and listened to encouragement to attempt to raise his emotional intelligence and during the year probably made greater advances than any other student.

With regard to Kas, due to her positive value systems, it was evident that she wished to improve upon her emotional intelligence and by the end of the year had taken significant steps forward regarding managing her emotions and understanding and responding appropriately to others. So much so that she was accepted into a mainstream school sixth form studying A Levels, something that I would have had little confidence of her managing when she arrived at The Year 11 School.

Final examples to illustrate these behaviours can be shown firstly with regard to Felicity during the first two exam weeks. In the first week, Felicity had a very poor response to sitting the exams and in fact only managed to complete one exam; walking out of two, refusing to start another and then not attending at all for four of them. However, in the period between the mock exam weeks, she addressed the issues of stress that she was feeling and listened to and applied coping strategies that meant that she completed all exams in the second week. By the end of the academic year, it appeared that Felicity had dramatically improved her emotional intelligence and with this her value systems had also found a consistency that she was happy with.

Two contrasting examples of Lionel's behaviour that illustrate the improvements made were firstly early on in the year when he was excluded for being extremely vulgar to a female member of staff. His reaction at the time had been the result of him becoming

frustrated because he could not get his own way – an example of low emotional intelligence – and his chosen response was because his negative value systems allowed him to behave in that manner. However, when he came back for the reintegration meeting, I realised that he was sorry for his behaviour and that he knew it was wrong and, therefore, indicating that his value systems were not set. Then compare this to the end of the year when he was completely engaged in learning, had learnt to manage his stress response, and knew how to ‘play the game’ to get a cup of hot chocolate from a member of staff in a very positive and engaging manner. He changed from a boy who believed he had nothing to lose to a young man who in his exit interview was quite humbling with his positive outlook for the future despite his very challenging past.

As for Kas, to be accepted back into mainstream schooling was a huge step forward for a student who at the start of the year had stood outside on the road at lunchtime and sung very loudly to the passers-by. It was an incident where Kas may have thought she was being amusing, but in fact she was embarrassing herself and making the members of the public, the other students present and me, feel uncomfortable. By the end of the year, because she had listened to the support and advice given to her, she wore very smart clothing to the exams as she thought it would help her to focus. Her positive value systems had embraced the new insights she had with her improved emotional intelligence.

As with the previous chapter, looking for themes emerging between these three students; the overarching similarity appears to be that as all of the students had a set of value systems that enabled them to see the benefits of working within the school’s strategies to

improve their emotional intelligence. Furthermore, that this drove them to do so and in doing so, to also improve in areas such as exam attitude, attendance and behaviour.

When considering the cases of Felicity, Lionel and Kas, the definition of resilience comes to mind, as these were students who despite 'serious risk experiences' (Rutter, 2006) occurring in their lives, got up every day, put on a uniform and came to school. For these students I observed that the relationships they developed with their teachers and peers during their time at The Year 11 School strongly influenced their motivations.

The Howard and Johnson (2000) study suggests that the Bronfenbrenner (1979) ecological systems theory can be used in conjunction with resilience theory as a way to explain how some students experience greater degrees of success in the same challenging circumstances, and this seemed relevant to these student cases. The data collected for these students indicated that even though these students' support network at home was not particularly strong or positive necessarily, they had an ability to adapt, and when in the school environment this resilience ability enabled them to internalise the values of the school and those of people who they had significant relationships with, like their teachers, support staff and in some instances peers, into their own learning traits and behaviours traits (Marchant, Paulson and Rothlisberg, 2001). They seemed to respond to the secure and safe atmosphere in the school as it did not seem to exist as much in their home environments. This allowed, these students, to improve their personal value systems and also their levels of emotional intelligence, which in turn impacted on their ability to achieve school success, both academically and personally.

Chapter 9 – Discussion and Conclusion

9.1 Introduction

In this final chapter, I refer to the two supporting questions that were asked in order to help me navigate my way through the aim of this study. I have scrutinised all the data available and have developed this discussion, offering examples from the student cases of Chapters 7 and 8 where appropriate. I do so with the knowledge that these are my personal reflections that will have inevitable researcher biases attached to them, but also, that I have been reflexive in making these and that any reports that have been written and any evaluations that have been made as a result, are supported by theoretical frameworks. It is this process that has challenged me to be rigorous in the analysis of the data collected. I would also maintain that these observations, that I can make due to having worked and been completely immersed as an actor in the environment that the research took place, when used alongside the numeric data that were produced from this study; offers valuable insight into how we might further support students from vulnerable and challenging circumstances.

A reminder of the overarching research aim and questions for this study:

To explore the contribution of emotional intelligence and value systems in supporting students, in their final year of formal education in a Pupil Referral Unit setting, to achieve school success, both academically and personally.

- Could the environment at The Year 11 School influence the students' ability to improve their emotional intelligence and value systems?
- What was the relationship, if any, between emotional intelligence and value systems of the students at The Year 11 School; and did this relationship enable or hinder their success?

9.2 Could the environment at The Year 11 School influence the students' ability to improve their emotional intelligence and value systems?

By the end of the academic year, the school had developed a real culture of learning and this was something that had been nurtured by the teachers, staff and students interacting with each other in a well-structured environment. The discussion that follows offers that the findings from the data collected on the participants, indicates that the intervention strategies implemented at The Year 11 School, did influence the students' ability to improve their emotional intelligence and value systems, and achieve school success, both academically and personally.

With regards to incidents of firstly emotional intelligence and then value systems, the diary data indicated that in the autumn term, 77.8% of recorded incidents were related to low emotional intelligence. By the summer term, this figure had dropped to 35.9%. This is mirrored by incidents of high emotional intelligence that rose from 5.6% in the autumn

term to 19.1% in the summer term. I would strongly suggest that these improvements, in acts of high emotional intelligence and decrease in incidents of low emotional intelligence, were major factors contributing towards both achievement and the creating of a more harmonious atmosphere. For value systems, the diary data actually indicated a rise in episodes, both negative and positive. This, I would suggest, can largely be attributed to the fact that the concept of value systems became more familiar to staff during the conducting of the study; and as a result, observations and discussions around motivational values became more frequent. Therefore, these were documented less in the autumn term than in the spring and summer terms. I considered these data with this limitation in mind, and, I would very much maintain that the levels of value systems throughout the school did improve which is supported by the 70% researcher perceived improvement data recorded for value systems.

Reflecting on the design of my research, I offer that it was through my choice of employing ethnographic principles to this case study, that I was able to have such close proximity to the participants and make observations of how the environment was influencing their ability to improve their emotional intelligence and value systems. The reflexivity that I practised throughout the conducting of the observations, when writing up my research reports and during the analysis of any findings, was important. This was because it helped to support my choice of a mixed methods approach to data collection and to elevate the dependability of the collected data, and the subsequent analyses and evaluations. Further to this, the naturalistic setting of this case study, suited the age group of the participants, as it encouraged them to engage in the intervention strategies presented to support them

in increasing their chance of school success, as it provided the students opportunities to voice their own opinions about how they were feeling and about the progress they were making towards getting better academically, and in the life choices they were making.

I was also careful to consider my positionality in relation to the social context in which I was observing the phenomenon. The case study method considers context as an essential part of the phenomenon being explored, in this case the concept of emotional intelligence and value systems. Therefore, next, I offer a discussion of the individual intervention strategies, described in Chapter 4, to explore how these learning contexts contributed to influencing the students' ability to improve their emotional intelligence and value systems.

Firstly, the psychology lessons that were taught, were an intervention strategy that I put in place having had observed the positive effect that some of the topics had on the outlook of sixth form students who I had taught in previous schools. It was also an opportunity for me to be able to discuss psychological and emotional matters with the students without it being a counselling type session. I found that the students responded very positively to these lessons. Whether it was high ability students who could have challenged themselves with the academic rigour of the AS paper, or lower ability students; all of the students were willing to engage in the topics that were covered. I believe that especially with these students who were vulnerable and would have experienced pastoral support asking them to describe their emotions; having the subjects taught in an academic classroom setting gave them the release from needing to have introspection and were,

therefore, happy to reflect on the physiological and psychological responses exhibited in emotional situations. Then, in order to be able to give clarity to these explanations, the students naturally looked to their own experiences and gave personal examples.

Initially, I had intended to only teach AS Psychology to the most able students. However, after the other students began to show an interest in the content, I decided to teach psychology lessons to all students. I personally found that teaching subjects such as stress and anger in an academic setting was much more productive in terms of student response, than I had encountered when delivering emotional intelligence learning, SEAL type lessons. I would support the idea that the subject of psychology could be taught from Key Stage 3 and above, and if taught as an academic subject, could greatly enhance any PSHE programme that a school might have (IoE and NFER, 2014).

As well as the psychology lessons, there were the SEAL lessons that the school was expected to deliver (McLaughlin and Clarke, 2010). I would propose that overall, they were delivered with varying degrees of effectiveness and that the reason for this was largely due to the ability and comfortableness of the facilitator in the delivery. This supports the reference made in the literature review that one of the concerns regarding SEAL, could be the dependency it has on teacher delivery (Weare, 2004).

As can often be the case for many students attending PRUs, due to their home lives, students at The Year 11 School had endured a great deal of trauma (DfE, 2014; Tate and Greatbatch, 2017; Taylor, 2012). Their experiences amounted to an emotive collection of

accounts that could create a highly charged atmosphere – even with topics such as ‘the family’ – if they were raised in an open forum setting without the proper facilitation. Therefore, the choice given to students by the school to opt in or out of these sessions and the rotation of staff, again, giving students the chance to choose who they wanted to engage with in dealing with social and emotional issues; seemed to promote the opportunity for developing a more harmonious learning environment. This decision to give the students this choice to attend was possible as the psychology lessons were compulsory; therefore, already providing a forum to discuss issues and strategies to build skills to help them cope better with the situations they were faced with, both in and out of school.

As I have suggested, these sessions had varying levels of success. At their worst, they bordered on inappropriate with students looking to take advantage of the situation as the staff members were probed to discuss personal issues; and at best, they were sessions where students were able to off load to a group of peers and an adult or adults who they trusted. It certainly added support to the literature advocating specific training in regard to delivering these lessons (Hallam, Rhamie and Shaw, 2006). An example of one of the most successful sessions was with a support member of staff and one of our pastoral councillors, both of whom had grown up in the area where the majority of the students at The Year 11 School were from. These sessions were always well attended by a number of the boys in the school who we would not otherwise have expected to have been willing to attend.

Further positive examples included a series of sessions that were run by two female learning assistants who delivered a 'Girls Allowed' programme focussing on the female students at the school. These sessions were delivered in an unsensational manner and addressed pertinent issues faced by young females, providing practical advice. Also, another session was run by a teacher who invited a youth group to come in and deliver a programme surrounding identity, culture and the family (Appendix 15). One particularly strong topic that they addressed was the issue of fatherhood. Many of the students were from single parent families with overwhelmingly, the father not being a constant presence in their lives. These discussions were always emotive and expressive and as many of the students were experiencing this 'gap' in their lives, there was a collective understanding that was often expressed. Another outside provider who was invited in was an art student who was a relative of one of the administration staff, who ran sessions on expressive art which involved using the different mediums of art for the students to express their feelings. Potentially, part of the reason that outside support was invited in was due to the fact that as a school staff, we sometimes felt ill equipped to run these sessions.

It had been my intention that all staff would be involved in the conducting of this programme in order to instil a collective nature to the process, and, the positive outcome of this strategy was that it involved more of the staff and not just the teachers, and this was a benefit to the school in that it made it the responsibility of everyone to look to create as harmonious an environment as possible (Kettlewell et al., 2012). As the effectiveness of the sessions were very much based on the ability, comfortableness and commitment of the facilitator, the more widespread the opportunity for staff to deliver the programme,

the greater the chance for success. One of the reasons that I stated that I had success with the psychology lessons, was the fact that it was an arena that I was comfortable and confident to be in with students discussing emotional matters. I do not think that I would have had the same outcomes if I had been delivering SEAL sessions.

The third intervention was the Behaviour for Learning (BfL) Policy that was put in place. It is my opinion that it was this policy that gave the foundation upon which to build such a positive year. I believe that in order to raise the collective emotional intelligence and value systems of an institution, very clear 'non-negotiables' are required (Gallagher, 2011; Hallam, Rogers, and Rhamie, 2010; Michael and Frederickson, 2013; Smith and Thomson, 2014). The unofficial motto of the BfL policy was for students to 'Learn or Leave' and there were three undeniable rights that all were entitled to: that everyone had the right to feel safe, to be able to learn to the best of their ability and to be treated with fairness and respect. I believe that if an organisation has such non-negotiables, and as long as they are upheld by all staff, the students can base their emotional and social growth around these values and, therefore, bring about a more harmonious environment in which to learn (Brackett et al., 2004; Carlile, 2012; Petrides, Frederickson and Furnham, 2004; Petrides et al., 2006).

I have experienced behaviour policies in schools, where in the effort to encompass many situations, they are too vague to be able to be upheld consistently and continually (DCSF, 2008). By having these simple values, it was found at The Year 11 School that they encompassed virtually every situation that had a student not exhibiting good emotional

intelligence or positive value systems. Furthermore, as all students knew that these were non-negotiables, it prevented much of the often time consuming and negative debating of the rules that can occur. With students such as those who attended The Year 11 School, having these very clear expectations that were not deviated away from during the course of the year, gave the students the best chance of improving their emotional intelligence and value systems; and therefore, should be considered as integral to any strategies being implemented in the attempt to raise student emotional intelligence and value systems, in order to create a more harmonious learning environment that can enable students to achieve academically and personally.

As for the intervention of daily afternoon physical activities, there is little doubt that these had a positive effect on the emotional ability of students. Also, the values that can be learnt from playing competitive sport were observed. All of the reasons that are attributed to the positive effects of physical activities upon the psyche of an individual, were evident after students had participated in the afternoon sporting option (Holroyd and Armour, 2003; Sandford, Armour and Warmington, 2006). Unfortunately, there was not the opportunity to have conducted a more in-depth data collection procedure surrounding the effects of PE and sport on the emotional intelligence and value systems of the students at The Year 11 School – other than general observations. However, had this been conducted, I would have expected positive evidence to have been found. It was often noted by staff that the atmosphere walking or driving back from these activities, after the students had expended their ‘pent up’ energy, was very pleasant, relaxed and positive.

Regarding the next intervention, as was raised in the review of literature undertaken for this thesis, PRUs are under constant pressure to make it a priority to attend to the social and emotional needs of the students, but that this should not detract from the need for good academic focus as well (DfE, 2011; DfE, 2014; Ofsted, 2011; Ofsted, 2016; Tate and Greatbatch, 2017; Taylor, 2012). Therefore, an intervention that I would certainly promote in any strategy to raise both emotional intelligence and value systems, in order to create a more harmonious environment in which academic achievement is more likely; is the mock exam weeks and exam attitude learning that took place throughout the year.

The rationale for this strategy was to help support the students manage their emotions during what was, for the majority, a very stressful time of the academic year. Many of the students, having never sat exams in a formal academic setting, were not able to cope with the rules and restrictions of this process. Therefore, their negative responses to this situation led to poor displays of emotional intelligence and value systems, resulting in them being excluded from these activities so that they did not disrupt the examination environment for others.

I found out this information from the 2007-08 cohort, unfortunately, only after observing many of the students fail to be able to manage and perform to their potential under exam conditions whilst taking their actual GCSEs. From my arrival in January 2008, it was something that I had overlooked – that the students had not received adequate exam practice. There had been a set of mock exams, but these had been poorly attended

through a combination of absenteeism and truancy; and for those students who did sit the exams, behaviour had not been at an acceptable level.

For most of the students who I observed sitting the first GCSE (that was their Maths paper) in the summer 2008, it was not a case of them not being committed to the subject and desiring success, but more that they lacked the emotional skills to deal with the pressure and stress of an examination situation. As an example to illustrate this point, one student had remained behind the day before this exam with the Maths teacher and studied until five o'clock – two and a half hours after other students had left. However, in the exam room the following morning, before the exam started, I had to speak to him several times regarding his behaviour, which was not appropriate in an exam room. He was at one point, twisting pieces of tissue into long bits of string and inserting these into his nostrils. From his actions the day before, I was aware that he did care about success in the exam, but due to his inability to manage the pressure and stress of the situation, had reverted to 'playing the fool' as a defence mechanism.

This episode was a distressing experience for everyone involved and after the exam I spoke to the student at some length about his emotional response to the pressure of the exam and he confided in me that he had been extremely nervous from the time that he had left school the day before. He did not know why he had acted in such a silly manner at the start of the exam and that he had found it very difficult to concentrate throughout the exam. He also stated that it was the first exam that he had sat since his SATS in Year 9.

Episodes like these raised the awareness that students needed to be taught how to manage situations like these if they were going to achieve success at school. In this instance the student demonstrated the desire for success, indicating that his value systems were positive. It was that he did not have the level of emotional intelligence required to cope with the pressure of the situation. Therefore, the psychology lessons in combination with structured opportunities to practise these skills was required for these students to build the resilience needed to manage the examinations and to be able to contribute, and not detract, from the harmonious environment.

To monitor the ability of individual students to manage the examinations process, records were kept on the performance of each student in each exam that they sat. The details were a record of their potential to complete exams, not of the results of the exams. With the use of this information, an exam seating plan was devised with the intention of maximising the potential of the individuals sitting the examinations. It was considered that some students would perform better in the pressurised environment of the exam room, whereas others would be better suited working in an alternative exam room with fewer people, and some students who would be better in a room on their own. This took considerable planning and discussion with staff and students. Invigilators had to be assigned for the various exam rooms.

Simply, this intervention had the greatest outcomes in as much as giving a clear indication that firstly, emotional intelligence could be learnt, and secondly, that by improving emotional intelligence, greater success could be achieved at school. I would propose that

all schools could run a similar programme regardless of the backgrounds of the students. By doing so, the school is enabling students to: grow their levels of emotional intelligence; not fear examinations and under-perform in the exam; and, learn the positive values of being willing to put themselves in a pressurised situation and to not fear failure.

The final intervention to discuss is that of the introduction of the Adolescent TEIQue-SF Questionnaire to the students and the subsequent emotional intelligence meetings that took place. With regard to the questionnaire being used as an intervention strategy, the most important outcome was the fact that it started an ongoing 'discussion' in both the classroom and the staffroom about the awareness of emotional intelligence levels of the students and the impact of this on their value systems; and, how this might cause certain behaviours and responses. Then, on from that, how strategies could be put in place to improve upon these behaviours and responses.

One of the major unintentional findings to occur from the interventions put in place was that through the establishing of strategies such as the emotional intelligence questionnaire meetings; an increased and raised level of discourse between the staff regarding the exhibited behaviours of the students was observed. I would offer that this was because the environment supported observations and discussions, to be made and then had, with a framework that was held together by the intervention strategies. Also, as with emotional intelligence, the fact that value systems were a topic that had been articulated upon, it had changed the way that staff members were describing the behaviours of the students. I will expand on this further in the next section and in the

conclusion, however, just to highlight here, that as an intervention, due to the fact that it raised awareness, understanding and created a usable language; it was the research itself, and the professional development opportunities that it offered the staff, that had possibly the greatest effect on the attempt to improve emotional intelligence and value systems for the students at The Year 11 School (Hart, 2013; Knight, 2007).

All of the collected data on the students, suggests that by providing a prepared, well-structured and professionally facilitated programme, students can be positively influenced to be motivated to want to achieve school success; and, that this increases their ability to raise their levels of emotional intelligence and value systems. The result at The Year 11 School, was the creating of a more harmonious learning environment that enabled greater academic and personal achievement for the students during the academic year 2008-09.

9.3 What was the relationship, if any, between emotional intelligence and value systems of the students at The Year 11 School; and did this relationship enable or hinder their success?

Sixty eight per cent of the students improved their emotional intelligence during the academic year according to researcher perceived data. From my own observations, I would have said that it was a higher figure than that, but maybe that was a reflection on the atmosphere of the school as a whole, considering the amount by which some of the students progressed through the year. Certainly by the summer term, the school seemed

a much more emotionally intelligent environment. For value systems, 60% of the students were researcher perceived to have improved. Again, this felt as if it should be higher, but the increases made by certain students would certainly have given the school an improved sense of positive values.

As the research progressed, there seemed to be the emergence of a pattern of interplay with regard to the relationship between emotional intelligence and value systems. From observation, I would put forward the notion that if a student arrived at The Year 11 School with positive value systems and their emotional intelligence was low; it was easier for them to improve their emotional intelligence than it was for students with negative value systems and low emotional intelligence. The reason that I would put forward as to why this was the case, is that students with positive value systems want to get things right, therefore, it is easier to impress upon them that if they improve their emotional intelligence, it will be positive for them in their ability to make better choices. Kas and Felicity were student cases who supported this supposition. Students with negative value systems, however, are less easily convinced of the benefits as their outlook tends to be much narrower. John from the student cases supported this.

From researcher perceived data, 48% of students supported this assertion by having positive value systems upon entry and having improved their emotional intelligence by the end of the academic year. As well as this, 24% had negative value systems upon entry and failed to improve their emotional intelligence; thus combined, accounting for 72% of the students providing support for the suggestion that students with positive value

systems are more likely to increase their emotional intelligence whilst students with negative value systems are not.

As for value systems, I would contend that for students with some level of positivity with regard to their values, the school was able to further extend this positive ethos. The student cases of Felicity and Kas clearly support this, and even to a certain extent, Lionel and Dave. However, for students with negative value systems already in place, the school found it difficult to make any significant impact on these students. The student cases of John and Monique support this. Unfortunately, however, as I have suggested, even for students who raised their value systems, I would question whether it was only in the school environment that they exhibited any marked improvements. The effect that the school had on the attitude of these students away from the safe confines of the school, I might regrettably predict to be negligible (Bronfenbrenner, 1979; Castiglione, Rampullo and Licciardello, 2014; Ryan, 2001; Schwartz, 2012).

This research began because I was tasked with reviewing the procedures by which the school was run in order to achieve the best outcomes. One of the suggestions that I had made upon arriving at the school, was the idea of raising levels of understanding regarding emotional intelligence and how low levels can bring about poor outcomes for students. This was a dialogue that was had initially with all staff to bring them on board to the idea of me conducting the year as a study. Once a full understanding of the benefits of raising the awareness and levels of emotional intelligence of the students, this developed into the dialogue of how sometimes, signs of high levels of emotional

intelligence in the students could also cause disharmony at the school; as if in effect, the students use their ability to manage their own emotions and understand the emotions of others for negative ends. This further developed the dialogue onto the idea of the value systems of the students that were either positive or negative toward the values of the school. It was a general consensus that value systems were raised and attempted to be improved with the students every day and that the introduction of this research had merely articulated it. From this, discussions about the behaviours of students began to evolve into using a language which separated the actions of the students from the individual and gave the staff a language to use in order to describe when a student acted in a very negative way by attributing it to their value systems; and alternatively, if they reacted in a very irrational manner, to attribute it to levels of emotional intelligence. With the development of the model that is presented at the beginning of Chapter 6, the staff were able to rank, order and review students in terms of their emotional intelligence and value systems and have the language to describe the observations that led them to place the student where they did; and that this was an extremely powerful tool in being able to assess the needs of the students and decide which interventions should then be employed.

It is this interplay between both emotional intelligence and value systems that I consider to be where the original contribution to knowledge is made in this research. The concepts of emotional intelligence and value systems have long been considered in the field of education, however, I offer that this research provides insights into how a structured environment can influence the ability of students in being able to improve their emotional

intelligence and value systems. And, that teachers and staff can contribute to this environment structure by continuously making observations of students and recording these to use alongside numeric data that is traditionally collected on students. So that, adjustments to the environment can be made to suit the needs of the students attending the school. Also, that by introducing a consistent language for staff and even students to use to describe and discuss observed behaviours, this will empower staff and encourage students to promote good behaviour for learning. The Emotional Intelligence and Value Systems Observation and Monitoring, or EIVSOM, model, introduced in Chapter 6, offers staff a tool to use to guide these discussions of students with regards to their emotional intelligence and value systems; and, encourages staff to use all data available on students to make evaluations about their progress and behaviours. Lastly, that the outcomes from these discussions could be used to trigger deeper investigations into individual students to inform personalised education plans and to contribute to continuous whole school improvement planning.

9.4 Limitations of the research

Regarding the limitations of this research, the following are the main issues that I would raise:

When first analysing the data, I spent a long time looking for improvement trends that had occurred with regard to emotional intelligence, value systems and the other measurable

attitudes and achievements of the students throughout the year. Within the timeframe during which the research was conducted, any improvements or deteriorations were often only incremental and, therefore, a considerable amount of time was spent looking for trends with what could be considered negligible data. However, when I started to consider the data as a snapshot indication of the students at that level of emotional intelligence and positivity of value systems, achieving what they did during the year as a whole; the data became more meaningful.

One aspect of the research that was not developed was to evaluate the individual effectiveness of the intervention strategies that were put in place to raise emotional intelligence and value systems. The focus for this study was more about the observed behaviours of the students, but, perhaps, a focus on the individual intervention strategies themselves would produce more data that could be used alongside the data collected for this study. This could give further insight into how emotional intelligence and value systems of students could be improved to increase students' academic and personal success at school.

Another consideration that could have been made for this research or could be used as a vehicle for further research, would be to undertake a follow up study on the students from the 2008-09 cohort (and the six student cases in particular) to compare and contrast their current situation with that of the observations made of them in this research. However, if this was to be done, significant ethical considerations would need to be made.

I acknowledge that I could have made a more in-depth analysis of the relationships that existed between students, parents and teachers using the Bronfenbrenner (1979) ecological systems theory. A more developed consideration of the nested systems of these young people and the links and relationships that exist within and between them; might have provided greater insight into how family and community values align with those of the young person's school. The reason for not exploring this was that it would have required a more significant ethical consideration to have ensured the wellbeing of these students and their families. As this was a single Year 11 PRU, I did not think that there would be enough time to build strong enough relationships with these students' families to be able to effectively conduct this type of social research.

The inevitable researcher bias that existed throughout this study has to be considered as a limitation that was managed through the use of ethnographic principles throughout the planning and conducting of this case study. Whilst I stand by the argument that it was because I was so involved in the environment that I was researching, that I collected such valuable insight; even with the continuous practise of reflexivity, it was difficult as a researcher to manage the role of dispassionate observer whilst still conducting my other role as the deputy head of the school, which obviously carried its own responsibilities that did involve a certain level of emotional interaction. I do not think that the role of researcher hindered my commitment to my role as deputy headteacher, but I do concede the inevitable effect that my role as deputy headteacher had on my role as researcher. For example, even though I have made all attempts to regard the students in the research with equality, I am aware that my relationships with different students affected the way I

have written about them. To a certain extent, I make no apology for this as it is with the use of emotional intelligence and value systems that relationships are built, however, I realise that my personal prejudice and preferential dispositions towards the students may be apparent and should be acknowledged (Chenail, 2011; Fine, 1994; Iloh and Tierney, 2014; Pope, 2005; Reeves et al., 2013; Yardley, 2000).

It should also be acknowledged that this is a study based upon a single small school with only one cohort of students and that the study focussed largely on the cases of six students within that cohort. Any conclusions drawn from this research must be taken in context when being used to make generalisations.

Finally, there was the constant pressure of ethical responsibility. The further I progressed through this research, the more it became apparent, the sensitive and very personal accounts I was relaying. Whilst I have made all attempts to preserve anonymity, it was ever present on my mind when recounting sensitive subject matter.

9.5 Implications of this research

I would put forward that this research offers a platform from where further research could be conducted into how schools can continue to develop strategies to build the skills students require to achieve success at school, both academically and personally.

The research of Ungar (2013) which suggests that we focus less on the child and more on the environment to build resilience in children, makes me consider that further research conducted on how effective intervention environments are in contributing to students being able to develop this skill, would be of value to educators working with vulnerable students living in socially deprived environments. This links with the government initiative 'No Community Left Behind' (DfE, 2018) which advocates the development of skills training for the youth living in these types of communities, and to the recent Vulnerability Report (2018), that raises the link between youth offending and children who attend alternative provisions like PRUs.

Further to this, at the time of submission for this thesis, the Timpson Review (2019), commissioned to review school exclusion, was published. It asks that the government commits to having a collective focus on the outcomes and experiences of all children who are excluded. To achieve this, the government will work with Ofsted to challenge the practice of 'off rolling' by making the mainstream schools that permanently exclude students accountable for their outcomes. A further commitment the government has made in response to the Timpson Review (2019) is that they will, "support schools and their partners to put in place effective interventions to give pupils at risk of exclusion the best chance to succeed" (Hinds, 2019, p.3). Therefore, this research, and, in particular the strong observational data recorded in diary form, could offer insights into the contribution of emotional intelligence and value systems of excluded students, who are often vulnerable; and the preventative strategies that schools could implement in order to avoid permanent exclusion in the first place.

9.6 Conclusion

I offer that this research, and its conclusions, are as a result of the process of data collection that enabled me to be an actor in the arena that was under scrutiny and, therefore, to have such first-hand experience of the participants and their behaviours. Without the whole research as it was described in the data collection process; and without all of the data collection submitted in the results, this research would not have had the insight to offer in the discussions that it did (Brantlinger et al., 2005; Hammersley and Atkinson, 2007; Reeves et al., 2013; Robson, 1993; Yin, 2012).

The importance of this thesis lies, firstly, in the fact that it is a yearlong study based at a Year 11 Pupil Referral Unit, that can show tangible outcomes to interventions that can be employed in order to influence student levels of emotional intelligence and value systems; both collectively and individually. And then secondly, that these outcomes give rise to a substantive argument that: emotional intelligence and value systems can be monitored and assessed through observation and dialogue; and that if observations by those who spend the most time with the students, are monitored, analysed and discussed reflexively; accurate assessments of the interplay between a student's emotional intelligence and value systems can be made, so that appropriate intervention strategies can be implemented. This is what I have referred to as the Emotional Intelligence and Value Systems Observation and Monitoring, or EIVSOM, model. I would propose that emotional intelligence education in schools does have a role to play with regard to school success. What I think would be a mistake, is for schools to presume that it is the sole answer to

school harmony and achievement issues. I would strongly suggest that the significance of the positivity of the value systems of the students should also be considered in the formulation of intervention strategies.

Finally, from this research, I would put forward the following broad generalisations that could be made regarding the behavioural effects of the interplay between emotional intelligence and value systems:

If a student has low emotional intelligence and positive value systems, the school can enable improvements in emotional intelligence for the student to enhance the chance of school success. Only in the cases of acutely low levels of emotional intelligence, at the outset, that limited results might be expected. The student cases of Dave DD, Felicity FF and Kas QS appear to support this notion.

If a student has low emotional intelligence and negative value systems, the school will find it difficult to enable improvements in emotional intelligence unless the value systems are improved at the same time. It is possible for the school to enable positive change in value systems for a student, but will depend on the extent to which the initial negative value systems are set. The student cases of John GC and Lionel LL appear to support this notion.

If a student has high emotional intelligence and negative value systems, the school may find it difficult to enable positive change to the value systems of the student; and in fact,

the high levels of emotional intelligence of the student may hinder the attempts by the school. The student case of Monique DQ appears to support this notion.

If a student has high emotional intelligence and positive value systems, there is a strong possibility of success occurring for the student at school without particular intervention being required.

In drawing this thesis to a conclusion, the model that I used in Chapter 6 (Figure 6.1) should not be seen as a definitive set of data, but rather a tool that could be used fluidly during a school year, to enable discussion concerning student behaviour for learning, which is being enhanced or hindered by a students' combination of high/low levels of emotional intelligence and positive/negative value systems. I offer that if some of the interventions used in this thesis are employed and students are observed, assessed and monitored according to their levels of emotional intelligence and value systems; that successful intervention strategies could be put in place to bring about success at school for young people at risk and in challenging circumstances. This in turn will increase their chances of success, as they transition out of AP education, into Post-16 education, training or employment and into society as a whole.

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APPENDICES

Appendix 1: School timetable for 2008-09 cohort

Monday

Group 1	Group 2	Group 3	Group 4
Psychology Room A	Maths Room D	Sport Room B	Humanities Room C
ICT Room I	English Room A	Maths Room D	Sport Room B
Break			
Sport Room B	ICT Room I	English Room A	Maths Room D
Maths Room D	RS Room C	ICT Room I	English Room A
Lunch			
Football: Off-site, Art: Art Rm, Girls Allowed: Rm A, Study Workshop: Rm I			

Tuesday

Group 1	Group 2	Group 3	Group 4
Humanities Room C	Sport Room B	ICT Room I	English Room A
English Room A	Maths Room D	Sport Room B	ICT Room I
Break			
ICT Room I	Psychology Room A	Maths Room D	Sport Room B
Humanities Room C	ICT Room I	English Room A	Maths Room D
Lunch			
Basketball: Off-site, Study Workshop: Room I, English: Room A			

Wednesday

Group 1	Group 2	Group 3	Group 4
Sport Room B	ICT Room I	Psychology Room A	Maths Room D
Maths Room D	Sport Room B	ICT Room I	English Room A
Break			
English Room A	Humanities Room C	Sport Room B	ICT Room I
Humanities Room C	English Room A	Maths Room D	Sport Room B
Lunch			
Football: Off-site, Art: Art Room, Psychology: Room A, Study Workshop: Room I			

Thursday

Group 1	Group 2	Group 3	Group 4
ICT Room I	English Room A	Humanities Room C	Sport Room B
Sport Room B	Humanities Room C	English Room A	Maths Room D
Break			
Maths Room D	Sport Room B	ICT Room I	Psychology Room A
English Room A	Maths Room D	RS Room C	ICT Room I
Lunch			
Old Town: Off-site, Study Workshop: Room I, Psychology: Room A			

Friday

11.1	11.2	11.3	11.4
English Room A	Maths Room D	Sport Room B	ICT Room I
ICT Room I	English Room A	Maths Room D	RS Room C
Break			
Sport Room B	ICT Room I	English Room A	Humanities Room C
Maths Room D	Sport Room B	Humanities Room C	English Room A
Lunch			
Badminton/Table Tennis: Off-site, ICT: Room I, Study Workshop: Room C			

Appendix 2: Adolescent TEIQue-SF Questionnaire

Adolescent TEIQue-SF

Instructions:

Please answer by putting a circle around the number that best shows how much you agree or disagree with each sentence below. If you strongly disagree with a sentence, circle a number close to 1. If you strongly agree with a sentence, circle a number close to 7. If you're not too sure if you agree or disagree, circle a number close to 4. Work quickly, but carefully. There are no right or wrong answers.

	Disagree	Agree
1. It's easy for me to talk about my feelings to other people.	1	2 3 4 5 6 7
2. I often find it hard to see things from someone else's point of view.	1	2 3 4 5 6 7
3. I'm a very motivated person.	1	2 3 4 5 6 7
4. I find it hard to control my feelings.	1	2 3 4 5 6 7
5. My life is not enjoyable.	1	2 3 4 5 6 7
6. I'm good at getting along with my classmates.	1	2 3 4 5 6 7
7. I change my mind often.	1	2 3 4 5 6 7
8. I find it hard to know exactly what emotion I'm feeling.	1	2 3 4 5 6 7
9. I'm comfortable with the way I look.	1	2 3 4 5 6 7
10. I find it hard to stand up for my rights.	1	2 3 4 5 6 7
11. I can make other people feel better when I want to.	1	2 3 4 5 6 7
12. Sometimes, I think my whole life is going to be miserable.	1	2 3 4 5 6 7
13. Sometimes, others complain that I treat them badly.	1	2 3 4 5 6 7
14. I find it hard to cope when things change in my life.	1	2 3 4 5 6 7
15. I'm able to deal with stress.	1	2 3 4 5 6 7
16. I don't know how to show the people close to me that I care about them.	1	2 3 4 5 6 7
17. I'm able to "get into someone's shoes" and feel their emotions.	1	2 3 4 5 6 7
18. I find it hard to keep myself motivated.	1	2 3 4 5 6 7
19. I can control my anger when I want to.	1	2 3 4 5 6 7
20. I'm happy with my life.	1	2 3 4 5 6 7
21. I would describe myself as a good negotiator.	1	2 3 4 5 6 7
22. Sometimes, I get involved in things I later wish I could get out of.	1	2 3 4 5 6 7
23. I pay a lot of attention to my feelings.	1	2 3 4 5 6 7
24. I feel good about myself.	1	2 3 4 5 6 7
25. I tend to "back down" even if I know I'm right.	1	2 3 4 5 6 7
26. I'm unable to change the way other people feel.	1	2 3 4 5 6 7
27. I believe that things will work out fine in my life.	1	2 3 4 5 6 7
28. Sometimes, I wish I had a better relationship with my parents.	1	2 3 4 5 6 7
29. I'm able cope well in new environments.	1	2 3 4 5 6 7
30. I try to control my thoughts and not worry too much about things.	1	2 3 4 5 6 7

Appendix 3: Parents' consent to information sharing form

Parents' Consent to Information Sharing

Complaints Procedure.

If you have any complaints about the service, please contact:
Head of Integrated Support Services.
Tel:

If you still feel that the Council has wrongly withheld information, including third party information, you have the right to make a complaint to the Information Commissioner. You can contact the Information Commissioner in writing.

Access to the records.

The Data Protection Act 1998 allows you to ask to see the information held about you. To do this you must make a request in writing (e.g. letter, fax, e-mail). State clearly what information you are requesting and supply your name and address. There may be a charge of up to £50 for photocopying.

We understand and agree that information about me/us has been and will continue to be collected so that the PRU and the LEA can access and provide appropriate assistance and services. The PRU and LEA may also use this information for service planning, monitoring and research purposes and may share the information with external agencies and providers of relevant services that they need to work with to ensure that we are provided with the most appropriate services.

We understand that this information will be stored either electronically or in the manual records by the PRU/LEA for case management purposes until the end of the agreement and for 6 months following, to monitor and evaluate the effectiveness of the plan. The PRU/LEA will keep the information updated and notify anyone who is given the information of any changes to ensure corrections are made.

Signed:
PRU representative

Parent/Carer

Parent/Carer

Pupil

Date: _____

Appendix 4: Sample student case data

John GC character assessment

GC is, in my opinion, the most complex character we have in this cohort. He is extremely intelligent and quick on the uptake. When he first came to The Year 11 School, he talked of wanting to achieve the best possible grades. He worked very well up until the point of any assessment, when he would refuse to engage. He seems terrified of failure. I understand that he smokes cannabis and I would suggest that this is detrimental to his psychosis. He cannot control his anger and becomes very frustrated when he plays sport. In saying this, GC can be very empathetic to other students often recognising their achievement even when he has failed in the same task. However, while he can be empathetic, he is not sympathetic. He has openly said that if others are in trouble it is for them to deal with. He does understand the emotions of others, but does not seem able to use it to his advantage. He seems a very unhappy boy. I would not rank him any higher than the lower quartile.

John GC emotional intelligence data

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Refused
Adolescent TEIQue-SF Questionnaire ranking (Sept 08):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

Sept 08 emotional intelligence score	Sept 08 emotional intelligence percentile range	May 08 emotional intelligence score	May 08 emotional intelligence percentile range
5.6	70-80	5.27	50-60

John GC behaviour and attendance data

	Percentage good behaviour by lessons attended (%)	Percentage attendance by lessons attended (%)	Percentage attendance by daily register (%)
Autumn term	76.2	61.8	88
Spring term	55.7	41.6	62.3
Summer term	65.5	60.4	87.5
Whole year	69.2	54	78

John GC exam analysis data

Key to exam analysis

Code	Explanation
ABS	Absent from school
COM	completed
DNS	Did not start the exam
E	Engaged in the exam
EXC	Student was excluded on the day of the exam
F	Focussed on the exam
Found	Foundation paper
High	Higher paper
NA	Not applicable (not entered for this exam)
NE	Not engaged in the exam
NF	Not focussed on the exam
NPL	Student left without permission (time given)
PE	Partially engaged in the exam
PF	partially focussed on the exam
PL	Student was permitted to leave (time given)
S-S	S-S – Started the exam but was sent out for unacceptable behaviour
W-	Student had a short term loss of focus or engagement during the exam
S-W	S-W – Started the exam but walked out without permission
TR	TR – Truanted from school during the exam
WRL	Student on a work related learning course

Exam weeks I and II

Student	Group	Mon P2 KS ICT	Mon P4 GCSE Eng	Tues P2 KS Eng	Tues P4 GCSE Maths	Wed P4 GCSE Eng	Thurs P2 GCSE Cit	Fri P2 GCSE RS	Fri P4 KS Maths
Exam week I	4	COM	DNS	COM	COM	COM	COM	DNS	COM
Exam week II	4	NA	TR	ABS	COM	COM	ABS	ABS	COM

Exam week III

Sub-ject	Entr y	Start	30 mins	1 hour	Finish	Out- come
Eng I	EXC					ABS
RS	NA					NA
Maths	EXC					ABS
Eng II	DNS					ABS

Actual GCSE exams

Subject	Entry	Start	Middle	Finish	Outcome
RS	NA				NA
Maths I	FOU	F,E	F,E	F,E, PL-14.40	COM
Cit	NA				NA
Maths II	FOU	F, E	F, E	F, E	COM
Eng I	FOU	F, E	F, E	F, E, PL-11.15	COM
Eng II	FOU	F, E	F, E	F, E, PL-3.15	COM

John GC academic tracking data

Tracking date	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
Autumn teacher assessed target grade	D	D	C	D	E	B	D	D
Autumn term tracking grade	D	D	E	E	E	C	D	D
Autumn term mock grade (exam week I)	C	C	F	D	C	F	U	G
Spring teacher assessed target grade	C	C	B	C	D	F	U	G
Spring mock exam grade (exam week II)	D	D	ABS	ABS	NA	U	ABS	ABS
Final mock exam grade (exam week III)	ABS	ABS	NA	NA	NA	NA	NA	NA
Final teacher assessed target grade	C	D-G	C	C	C	NA	NA	NA
Final results	C	D-G	C	C	D-G	NA	NA	NA

John GC progress and attainment data

Student	Spring prediction			Final prediction			Results			Progress	Attainment
	A*-C	A*-G	Points	A*-C	A*-G	Points	A*-C	A*-G	Points		
GC	4	5.5	25.5	4	5	24	3	5	23	No	No

John GC interview with researcher on 25 September 2008

1. It's easy for me to talk about my feelings to other people.

Agree. Sometimes I don't think it is appropriate to talk about what I am thinking. But other times I do.

2. I often find it hard to find it hard to see things from someone else's point of view.
Agree. Sometimes I understand what people are trying to say to me but usually I am trying to get my point across.

3. I'm a very motivated person.
Not sure. Because I am only motivated when I want to be – only when something that benefits me or I get something out of it. Otherwise I am not motivated.

4. I find it hard to control my feelings.
Not sure. Stuff like crying I don't really do. I can control that. But when I get angry, I can't control that so it is a bit balanced.

5. My life is not enjoyable.
Completely disagree. Because my life is enjoyable. There is nothing I don't like about my life. If there was I would deal with it by now – I am fifteen!

6. I'm good at getting along with my classmates.
Completely agree. I have always been able to get on with people because I am funny and everyone likes laughing.

7. I change my mind often.
Completely disagree. Because I don't like changing my mind because it feels like other people have won. I don't like other people winning. If I am wrong, I will just come up with an excuse. Don't like being wrong.

8. I find it hard to know exactly what emotion I am feeling.
Completely disagree. Because I know exactly what I feel like all the time. Because I can always tell people how I am feeling at the time if they ask me.

9. I'm comfortable with the way I look.
Completely agree. Because I am. No one has ever said that I look bad so I guess I look alright.

10. I find it hard to stand up for my rights.
Completely disagree. Because I don't like being wrong and I don't like being told what to do. It's the same as not changing my mind.

11. I can make other people feel better when I want to.
Strongly agree. Because I can make people laugh most of the time, but sometimes they are too angry but usually I can.

12. Sometimes, I think my whole life is going to be miserable.
Strongly disagree. Never used to think that until school went wrong and I got kicked out of school. But now I don't think that now.

13. Sometimes, others complain that I treat them badly.
Strongly disagree. No one says that to me apart from a couple of girls who are chatting rubbish.

14. I find it hard to cope when things change in my life.
Completely disagree. Because a lot of things have happened in my life and I haven't changed. I've been the same since reception. I've always been like this, just grown older.

15. I'm able to deal with stress.
Strongly agree. Because I can deal with stress most of the time but sometimes I will get the hump and say, "why is he here?". But not often.

16. I don't know how to show the people close to me that I care about them.
Strongly disagree. Not that I don't know how to, just don't like showing them.

17. I'm unable to "get into someone's shoes" and feel their emotions.
Strongly agree. Can but I don't really want to. I can do it but I choose not to. People need to deal with their own emotions, you can't help them all the time.

18. I find it hard to keep myself motivated.
Completely disagree. Never found it hard like when I had community service. They had flower beds and only me and the YOT worker finished it because I wanted to finish it. It's just not a job if it isn't finished. Like cleaning my room because I don't like doing it, but when I do, I do it well.

19. I can control my anger when I want to.
Completely agree. Because I can. Like about know my emotions. If I want to, but sometimes I don't want to because someone has annoyed me. So if I want to I can as if I am showing that I am angry it might make someone else angry and result in a fight. So to prevent conflict, I don't

20. I'm happy with my life.
Completely agree. Because I am happy and there is nothing I dislike about it.

John GC diary data

Stu- dent	Low emotional intelligence	High emotional intelligence	Negative value systems	Positive value systems
GC	Increase	Decrease	Increase	Increase

John GC Improvement trends

Student	Researcher perceived improvement of emotional intelligence	Researcher perceived improvement of value systems	Improvement in TEIQue Adolescent questionnaire rating	Improvement in behaviour	Improvement in attendance	Attainment achieved
GC	N	N	N	N	N	N

John GC diary entries

27 November 2008

The English oral exams took place today, GC took part. All of the students were visibly nervous but exhibited it in different ways; GC was in a bad mood. They all did very well in the end with RV receiving the highest grade. GC did not know how to respond as he would consider himself more intelligent than RV. He said nothing at all when the results were announced.

8 December 2008

The first mock exams week began today. The students are exhibiting signs of considerable stress at being put under exam conditions. The majority of students are taking them seriously, which is a positive sign of their commitment to learning. One commonly observed behaviour from GC has been that when he has exhibited signs of stress at taking the exam, he has rejected the exam and said that he refused to take it seriously as he considered it only a mock and therefore not important. GC is exhibiting signs of anger and frustration at not being able to complete the exams. This will hopefully encourage him to commit to learning in his lessons more fully.

12 January 2009

GC, after failing to attend any of the revision sessions for the AS Psychology exam, arrived at school heavily under the influence of cannabis. He came to see me to apologise for not coming to the revision sessions, but told me that he had been revising on his own (which I know not to be true). He said that he would attend this afternoon. He struggled to focus in lessons all day until the revision session was due to begin, he then refused to come with me and said that he was taking his work home to do his revision there. I did not contest this, but rather than go home he came into the classroom, sat at the back and went to, or pretended to be, asleep. I am not sure if he will even present himself for the exam tomorrow. I have never observed such strange behaviour in a student before. He is desperate to be a part of the learning, but cannot bring himself to be, but cannot remove himself from it entirely. He seems to be very lost at the moment.

13 January 2009

GC sat the AS Psychology exam this morning. GC arrived late and under the influence of cannabis. He sat quietly throughout the exam and asked only one or two questions (DD

and DQ asked for support many times). He did not complete the paper. His behaviour was exemplary throughout the exam.

9 February 2009

GC, with IU, LA and ID all truanted from break time onwards. I would suggest that they went to smoke cannabis. All four had sat the exams in period two.

11 February 2009

During period three, GC was commenting that he would not sit the English exam as he could not be bothered to do a mock exam and that he knew he would be able to pass the real exam. He was quiet when he was telling me this and looked as if he might cry. I suggested to him that it was his fear of failure that was preventing him from sitting this mock. He said that he was not scared of failure. I said that if he did not do the mocks, we would not be able to enter him for the actual GCSE. He said that that was my choice and therefore there was nothing that he could do. He said that he would do English work in the exam room but not the actual exam. I suggested to him that he could just try to consider the exam as English work and asked him to come and sit in the exam room even if he did not actually write the exam. He went back into his English revision session. Afterwards, the English teacher commented that when he entered the room GC puffed his chest out and announced to the class that he hated me and how much rubbish I talked. I have never met a student so unwilling to test themselves for fear of failure. RL was the only student who was drawn into the negative discussion with GC.

12 February 2009

RL has been influenced by GC over the past couple of days and today he was using similar language to him, stating that these were only mock exams and therefore not important.

13 March 2009

GC left at break today with IU and LA. They went to IU's house and said that I had sent them home. IU's mum phoned and checked. She then sent all of them out of the house. Only GC returned but we did not permit him to come back in. He looked lonely sitting outside on his own at the bus stop.

16 March 2009

GC is still refusing to engage in learning.

18 March 2009

GC and DD had an altercation at football today. A teacher commented that if he had not gone to break it up, the fight would have dwindled to nothing, but because he was in between them, GC felt brave enough to punch DD.

19 March 2009

GC, with IU and LA truanted in the afternoon after promising to do coursework.

23 March 2009

GC is still refusing to engage in learning. Fear of failure is still the only reason I can offer for this.

25 March 2009

Before the students left in the minibus for football this afternoon, I told GC that he had a one match and needed to leave the bus. He would not get off at first and then when he did, he told a teacher and me that he would 'bang us up' and to 'watch and see' when he did. Unfortunately, LA then supported GC by shouting at me. He has been excluded. I would suggest that he showed poor emotional intelligence in how he attempted to manage this situation.

31 March 2009

GC and his mother did not attend the arranged return from exclusion meeting.

22 April 2009

GC has engaged in learning for the past two days and came in today stating that he wanted to do the higher paper for both English and Maths GCSE. He agreed to take the Maths higher paper home to do and bring back the next day. However, he did not return after school to collect it.

23 April 2009

GC worked extremely hard on his English coursework yesterday. When I commented 'good boy' when he said that he would continue to work on it again today, he told me not to say that. I thought he meant the 'boy' part so I said 'good', he told me to just not comment. I think it is the complement from me that he does not want as it makes it seem that he is complying with the rules and therefore with me.

28 April 2009

GC was on his way to do coursework in English when he found out that the teacher was not going to be present but that he could carry on with the work on his own as he knew what to do. He stated that he was not going to stay if she didn't care and walked in the other direction. As things transpired, the teacher did not have to leave the lesson and he returned after half an hour. If he had committed to his coursework it would have been at 'A grade' standard, however, it will only be at C/D standard because of his erratic behaviour.

30 April 2009

GC completed his English coursework today at the very last minute. This I would suggest was for effect.

12 May 2009

I would suggest that students are starting to exhibit behaviour of being nervous about the exams. This is mainly in the form of poor behaviour. GC is showing an increase in his anger levels. GC, with XL and IU left to go and smoke cannabis. They cannot face up to the serious time that they now have ahead of them.

18 May 2009

GC was aware that he was not in the RS exam, but still came into the room and asked what was going on and kicked the door when asked to leave. In the Maths exam, he again knew that he was not in the main room but lined up to enter with the others. When I put my arm on his shoulder to direct him to where he knew he needed to be, he told me not to touch him in an aggressive manner.

22 May 2009

GC was very nervous about doing his level 2 Key Skills Communications exam. I said well done to him at the end, he asked me 'why?' He left before the results were announced.

4 June 2009

In the English exam today, GC showed physical signs of panic. However, he worked his way through a very difficult exam. Having behaved in a pleasant manner towards me yesterday, was rude to me all day today.

9 June 2009

GC, at the last moment, now wants to complete his BTEC Sport. He hasn't been entered and will need to be told.

11 June 2009

GC arrived this morning and was told that he must complete his Key Skills ICT and AON portfolios before he could continue with his BTEC Sport. He responded very negatively to this and refused stating that he would only do his BTEC Sport work. The teacher then reaffirmed that he was not entered for BTEC Sport. GC became abusive and told her to 'shut up' and 'fuck off' and that she did not know what she was talking about. He refused to listen to any instructions to leave and began openly devaluing the Key Skills qualifications to other students in the room who were working on them and showing commitment to them.

12 June 2009

GC informed me that he had finished all of his Key Skills portfolios. When I went and asked his teachers who informed me that he hadn't, I told him he needed to do so before he could do anything else. He asked me incredulously whether I was going to make me do Key Skills before GCSEs, I said yes. He called me a 'wasteman'. He then still went back to BTEC Sport. I came and removed him. The cycle continued until he realised he would not succeed in getting to do his BTEC Sport and so he left. I would suggest that he knows now that he has failed to take the opportunities that were offered to him at the start of the year.

15 June 2009

GC, with RE, LA and II went to smoke cannabis at lunch time.

16 June 2009

GC's mother called me today to defend his behaviour in the past few days. She has ignored everything that I have attempted to convey to her regarding her son's behaviour this year and therefore the behaviour has not changed. She called me a liar and got angry, exhibiting very similar behaviour to GC. Also like GC, she did not follow up her threats of coming in to see me. He then arrived to sit his Key Skills maths exam. He refused to listen to me when I was giving him information about the exam.

17 June 2009

GC came in and was very rude to me stating that he was going to beat me up. Eventually he was sent home. He then returned again and lied to other staff and was then sent home again. GC is a student who we have allowed to blur the boundaries of what the expectations are for him. I would suggest that if we had been stricter with him, we may not have changed him, but at least he would have been clear of what was expected of him.

18 June 2009

GC came in today despite being told not to. He was asked to leave, but was not escorted from the premises. He did not leave until he had found me and attempted to initiate a verbal confrontation. He was very abusive and I would suggest that this is due to him knowing that everything I said would happen. I have never met a student with such insecurity, fear of failure and self-destructiveness. He was subsequently told that he could not attend graduation.

John GC exit interview

GC was the only student to refuse to have an exit interview.

Appendix 5: Behaviour for Learning Policy Document 2008-09

Behaviour for Learning Policy 2008-09

The function of The Year 11 School is to give Year 11 students a fresh start and to make the most of their remaining time in compulsory education.

Aims and expectations

It is a primary aim of The Year 11 School that every member of the community should feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour for learning policy is therefore designed to support the ways in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and is able to achieve to the best of their ability.

The aim of this policy is to promote good relationships through a clear and consistent framework to enable all the school community to work together with the common purpose of helping everyone to succeed.

At The Year 11 School, the following are fundamental and non-negotiable:

Everyone has the right:

- ◆ to feel safe at school;
- ◆ to learn to the best of their ability;
- ◆ to be treated with fairness and respect.

The Year 11 School expects every member of the school community to behave in a considerate way towards others. The school rewards good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour that will enable learning rather than to merely deter anti-social behaviour.

Core Principles

- 1 The school's fundamental rights form the basis for all behaviour for learning management. These are that everyone has the right to feel safe at school; to learn to the best of their ability; and to be treated with fairness and respect.
- 2 Plan for good behaviour for learning. (*)
- 3 Separate the behaviour from the student.
- 4 Use the language of choice and consequence.

- | | |
|---|---|
| 5 | Keep the focus on the primary behaviour. (**) |
| 6 | Actively build trust and relationships. (***) |
| 7 | Model the behaviour toward others that you would like to receive. |

* All times of the day (registration, lessons, break, and lunch) should be planned in order to enable a calm and positive learning environment.

**Always try to keep the focus on the primary behaviour and ignore secondary issues such as procrastination, sulking and arguing. For example:

- ◆ tactically ignore the non-verbal secondary behaviour (i.e. body language but not verbal abuse)
- ◆ keep the focus on the primary issue and don't become diverted
- ◆ avoid argument – especially in public

*** Every day is a fresh start. There may be some follow up issues to be addressed if they were not able to be resolved at the time but this should be handled in a practical and unsensational manner.

Classroom Expectations

Classrooms are places of work for both students and staff. There needs to be clearly understood expectations to allow everyone to work successfully, safely and enjoyably.

Features of a good learning environment in the classroom:

- ◆ Positive, consistent expectations and routines that are clearly communicated
- ◆ Good relationships and mutual respect
- ◆ An appropriate curriculum
- ◆ Good lesson delivery and classroom organisation
- ◆ A sense of purpose
- ◆ Positive ethos towards learning

Staff are expected to:

- ◆ Arrive on time for lessons
- ◆ Create and sustain a positive, supportive and secure environment
- ◆ Prepare stimulating lessons
- ◆ Motivate and extend all students
- ◆ Mark all work promptly and formatively
- ◆ Keep an attractive, clean and tidy room, maintaining interesting displays, including student work

- ◆ Have consistently high expectations of behaviour that will enable and enhance learning

Students are expected to:

- ◆ Arrive on time for lessons
- ◆ Enter rooms sensibly and prepare for work quietly
- ◆ Show respect to staff and classmates in order to promote good learning
- ◆ Respect the classroom environment and help to keep it looking attractive, clean and tidy
- ◆ Listen to and follow instructions of all staff, without argument (unless they are spoken to rudely or are asked to do something that may endanger themselves or someone else)

If inappropriate behaviour for learning in the classroom occurs:

If a student is behaving in a manner that is preventing others from learning, after all reasonable attempts to re-direct the student back onto learning have been made, the student should be asked to leave the room or support will be asked for to have the student removed.

At the end of the day, staff are asked to:

- ◆ complete and comment on the weekly report to parents.
- ◆ If necessary, meet with the progress partner, pastoral or senior management team to discuss possible interventions to manage behaviour for learning.
- ◆ If necessary, make phone calls home.
- ◆ If necessary, an incident report form should be completed and passed to the senior management team who will decide on action to be taken if needed.

Incidents occurring outside the classroom are the responsibility of all staff and actions from staff identified above should be implemented in the same manner.

Rewards for Positive Behaviour: The Credit System

The credit system is a convenient way of rewarding and reinforcing positive behaviour within The Year 11 School. A credit (or point) will be awarded for students who gain an 'A' or 'B' for behaviour *and* '1' or '2' for effort during each teaching and registration period – according to the following grading system.

Behaviour		Effort	
A	Very good	1	Full participation
B	Good	2	Participated in most activities
C	Satisfactory	3	Limited participation
D	Cause for concern	4	Did not engage

Each member of staff will also be able to award one extra credit each day to a student for being particularly sensible, helpful or showing a positive attitude during the day. These additional credits are awarded at the end of each day by adding to the individual student's weekly report and are initialled by the member of staff.

Students on work-related activities are also able to achieve credits. These are recorded by the Work Related Learning team.

At the end of each half-term, credits will be added up and any student who achieves in the top fifteen of the 'Behaviour and Effort League Table (BELT)' is invited on an activity day.

There is no 'debit system', in that good behaviour that has been recognised will be rewarded and not be penalised by a 'bad day'.

The 'Student of the Week' award is made by consensus of all staff and is awarded for a general all round good performance in school and/or in Work Related Learning activities.

The credit system is in addition to the rewards for good attendance.

The Progress Partner will inform their students of their credit scores on a weekly basis and the league table is displayed in the recreation room.

The Achievement Tracker System

Tracker Purpose:

- Allows all students to be recognised for good work. Successfully completed trackers are put on student file.
- Students who are having difficulty in achieving in school can be supported by the tracker system. The idea is that the tracker system is fluid and students should be moving up or down the tracker system. If a student is on one tracker for an extended period of time without success, it is important that other support structures/initiatives are put in place to address issues.
- The tracker system is only part of the support that should be offered to those students who are having difficulty in achieving successfully. Positive/negative home contact, verbal praise/reprimand and dialogue about how success can be achieved must run alongside the tracker.

- There are three incremental levels of Achievement Tracker, but all have the same format:

Progress Partner:

For when there are some behavioural concerns affecting achievement.

To monitor student achievement.

To report to a Progress Partner.

Pastoral:

For when there are significant behavioural concerns affecting achievement.

To monitor student achievement.

To report to the Pastoral Team.

Deputy Head:

For when there are serious behavioural concerns affecting achievement.

To monitor student achievement.

To report to a Deputy Head.

Tracker Guidelines:

- In order to complete a successful Achievement Tracker, a student must complete 3 good days.
- A 'good day' is when a B2 grade or better is achieved in every lesson.
- If a student fails to successfully complete the achievement tracker (i.e. does not get three 'good days' out of five), they will move onto the next tracker and their parents will be informed.
- If a student loses their tracker, they will automatically fail the tracker.
- The tracker will be put on the student's file so it must be kept in good condition.
- A student's parent/carer(s) should be contacted when they are placed on the tracker and when they come off it.

Possible Tracker Marks:

Behaviour		Effort	
A	Very good	1	Full participation
B	Good	2	Participated in most activities
C	Satisfactory	3	Limited participation
D	Cause for concern	4	Did not engage

Dress code:

All students are expected to wear the following dress code:

- Black trainers or shoes
- Black trousers or skirt

- White shirt
- Black jumper or jacket

If students fail to wear appropriate dress code they may be asked to go home and change before returning to school. This decision is at the discretion of the deputy headteachers or headteacher.

Lateness:

If a student arrives after 9.15 in the morning, a student may be refused entry to school until the beginning of the next lesson. This is at the discretion of the deputy headteachers or headteacher.

Drug use:

If a student arrives at school at any point during the school day and there is the suspicion that the student is under the influence of drugs, they may be sent home immediately. In cases of a group of students arriving at school at any point where some of the students are suspected of being under the influence of drugs, the whole group of students may be sent home by the reasoning of implication by association.

Appendix 6: The knowledge, skills and understanding developed by the SEAL resource

Self-awareness

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning. (Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning.)

Knowing myself

- I know when and how I learn most effectively.
- I can take responsibility for my actions and learning
- I feel good about the things I do well, and accept myself for whom and what I am.
- I can recognise when I find something hard to achieve.

Understanding my feelings

- I can identify, recognise and express a range of feelings
- I know that feelings, thoughts and behaviour are linked
- I can recognise when I am becoming overwhelmed by my feelings
- I know that it is OK to have any feeling, but not OK to behave in any way I feel like

Managing feelings

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to regulate their learning and behaviour – for example managing anxiety or anger, or demonstrating resilience in the face of difficulty. (Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Managing how I express my feeling

- I can stop and think before acting
- I can express a range of feelings in ways that do not hurt me or other people.
- I understand that the way I express my feelings can change the way other people feel
- I can adapt the way I express my feelings to suit particular situations or people.

Managing the way I am feeling

- I can calm myself down when I choose to
- I have a range of strategies for managing my worries and other uncomfortable feelings
- I have a range of strategies for managing my anger
- I understand that changing the way I think about people and events changes the way I feel about them
- I can change the way I feel by reflecting on my experiences and reviewing the way I think about them

- I know that I can seek support from other people when I feel angry, worried or sad
- I know what makes me feel good and know how to enhance these comfortable feelings.

Motivation

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation. (Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Setting goals and planning to meet them

- I can set a challenge or goal, thinking ahead and considering the consequences for others and myself
- I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.

Persistence and resilience

- I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time
- I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different
- I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.

Evaluation and review

- I know how to evaluate my learning and use this to improve future performance

Empathy

Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding. (Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning.)

Understanding the feelings of others

- I can recognise the feelings of others
- I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances
- I can understand another person's point of view and understand how they might be feeling

Valuing and supporting others

- I value and respect the thoughts, feelings, beliefs and values of other people

- I can be supportive to others and try to help them when they want it
- I know that my actions affect other people and can make them feel better or worse

Social skills

- Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others (Excellence and enjoyment: learning and teaching in the primary years – Learning to learn: progression in key aspects of learning)

Belonging to a community

- I feel that I belong to and am valued in my class, school and community
- I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everyone

Friendships and other relationships

- I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people
- I recognise 'put downs' and know how they affect people, so I try not to use them
- I can make, sustain and break friendships without hurting others

Working together

- I can work well in a group cooperating with others to achieve a joint outcome
- I can tell you what helps a group to work well together

Resolving conflicts

- I can resolve conflicts to ensure that everyone feels positive about the outcome

Standing up for myself

- I can be assertive when appropriate

Making wise choices

- I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on
- I can make a wise choice with work or behaviour

Appendix 7: AS psychology specification

Unit 1 - Cognitive Psychology, Developmental Psychology and Research Methods

Candidates will be expected to:

- develop knowledge and understanding of concepts, theories and studies in relation to Cognitive Psychology and Developmental Psychology
- develop skills of analysis, evaluation and application in relation to Cognitive Psychology and Developmental Psychology
- develop knowledge and understanding of Research Methods associated with these areas of psychology
- develop knowledge and understanding of ethical issues associated with these areas of psychology.

Knowledge and understanding of Research Methods should be developed through:

- direct study of Research Methods
- undertaking practical research activities involving collection, analysis and interpretation of qualitative and quantitative data
- analysis and evaluation of studies relevant to the Cognitive and Developmental

Psychology content of this unit.

Cognitive Psychology - Memory

Models of memory

- The multi-store model, including the concepts of encoding, capacity and duration. Strengths and weaknesses of the model
- The working memory model, including its strengths and weaknesses

Memory in everyday life

- Eyewitness testimony (EWT) and factors affecting the accuracy of EWT, including anxiety, age of witness
- Misleading information and the use of the cognitive interview
- Strategies for memory improvement

Developmental Psychology - Early Social Development

Attachment

- Explanations of attachment, including learning theory, and evolutionary perspective, including Bowlby
- Types of attachment, including insecure and secure attachment and studies by Ainsworth
- Cultural variations in attachment
- Disruption of attachment, failure to form attachment (privation) and the effects of institutionalisation

Attachment in everyday life

- The impact of different forms of day care on children's social development, including the effects on aggression and peer relations
- Implications of research into attachment and day care for child care practices

Research Methods

Methods and techniques

Candidates will be expected to demonstrate knowledge and understanding of the following research methods, their advantages and weaknesses:

- Experimental method, including laboratory, field and natural experiments
- Studies using a correlational analysis
- Observational techniques
- Self-report techniques including questionnaire and interview
- Case studies

Investigation design

Candidates should be familiar with the following features of investigation design:

- Aims
- Hypotheses, including directional and non-directional
- Experimental design (independent groups, repeated measures and matched pairs)
- Design of naturalistic observations, including the development and use of behavioural categories
- Design of questionnaires and interviews
- Operationalization of variables, including independent and dependent variables
- Pilot studies
- Control of extraneous variables
- Reliability and validity
- Awareness of the British Psychological Society (BPS) Code of Ethics
- Ethical issues and ways in which psychologists deal with them
- Selection of participants and sampling techniques, including random, opportunity and volunteer sampling
- Demand characteristics and investigator effects

Data analysis and presentation

Candidates should be familiar with the following features of data analysis, presentation and interpretation:

- Presentation and interpretation of quantitative data including graphs, scattergrams and tables
- Analysis and interpretation of quantitative data. Measures of central tendency including median, mean, mode. Measures of dispersion including ranges and standard deviation
- Analysis and interpretation of correlational data. Positive and negative correlations and the interpretation of correlation coefficients
- Presentation of qualitative data
- Processes involved in content analysis

Unit 2 - Biological Psychology, Social Psychology and Individual Differences

Candidates will be expected to:

- develop knowledge and understanding of concepts, theories and studies in relation to individual differences, social psychology, and biological psychology
- develop skills of analysis, evaluation and application in relation to individual differences, social psychology, and biological psychology
- develop knowledge and understanding of research methods associated with these areas of psychology
- develop knowledge and understanding of ethical issues associated with these areas of psychology.

Knowledge and understanding of research methods should be developed through:

- undertaking practical research activities involving collection, analysis and interpretation of qualitative and quantitative data
- analysis and evaluation of studies relevant to the content for each area of psychology in this unit.

Biological Psychology - Stress

Stress as a bodily response

- The body's response to stress, including the pituitary-adrenal system and the sympathomedullary pathway in outline
- Stress-related illness and the immune system

Stress in everyday life

- Life changes and daily hassles
- Workplace stress
- Personality factors, including Type A behaviour
- Distinction between emotion-focused and problem-focused approaches to coping with stress
- Psychological and physiological methods of stress management, including Cognitive Behavioural Therapy and drugs

Social Psychology - Social Influence

Social influence

- Types of conformity, including internalisation and compliance
- Explanations of why people conform, including informational social influence and normative social influence
- Obedience, including Milgram's work and explanations of why people obey

Social influence in everyday life

- Explanations of independent behaviour, including how people resist pressures to conform and pressures to obey authority
- The influence of individual differences on independent behaviour, including locus of control
- Implications for social change of research into social influence

Individual Differences - Psychopathology (Abnormality)

Defining and explaining psychological abnormality

- Definitions of abnormality, including deviation from social norms, failure to function adequately and deviation from ideal mental health, and limitations associated with these definitions of psychological abnormality
- Key features of the biological approach to psychopathology
- Key features of psychological approaches to psychopathology including the psychodynamic, behavioural and cognitive approaches

Treating abnormality

- Biological therapies, including drugs and ECT
- Psychological therapies, including psychoanalysis, systematic de-sensitisation and Cognitive Behavioural Therapy

Appendix 8: Exam attitude analysis data

Key to exam analysis tables

Code	Explanation
ABS	Absent from school
COM	Completed
DNS	Did not start the exam
E	Engaged in the exam
EXC	Student was excluded on the day of the exam
F	Focussed on the exam
Found	Foundation paper
High	Higher paper
NA	Not applicable (not entered for this exam)
NE	Not engaged in the exam
NF	Not focussed on the exam
NPL	Student left without permission (time given)
PE	Partially engaged in the exam
PF	Partially focussed on the exam
PL	Student was permitted to leave (time given)
S-S	S-S – Started the exam but was sent out for unacceptable behaviour
W-	Student had a short term loss of focus and/or engagement during the exam
S-W	S-W – Started the exam but walked out without permission
TR	TR – Truanted from school during the exam
WRL	Student on a work related learning course

Exam analysis results for exam week 1(December 08)

Group 1

Student	Group	Mon P2 GCSE Maths	Mon P4 GCSE RS	Tues P4 KS Eng	Wed P2 KS Maths	Wed P4 GCSE Cit	Thurs P2 GCSE Eng	Thurs P4 KS ICT	Fri P4 GCSE Eng
NE	1	DNS	DNS	ABS	ABS	ABS	S-W	COM	ABS
RE	1	COM	COM	COM	COM	COM	COM	COM	COM
SJ	1	S -W	DNS	S-W	DNS	DNS	S-W	COM	COM
LL	1	ABS	ABS	ABS	S -W	DNS	ABS	ABS	ABS
OM	1	COM	S-W	COM	COM	DNS	COM	COM	COM
CR	1	COM	ABS	COM	ABS	ABS	ABS	S-S	COM
QS	1	ABS	S-S	ABS	COM	S-W	COM	COM	ABS

Completion rate: 59%

Absenteeism rate: 30%

Group 2

Student	Group	Mon P2 GCSE Eng	Mon P4 KS ICT	Tues P2 GCSE Maths	Tues P4 KS Eng	Wed P2 GCSE Eng	Thurs P4 GCSE Cit	Fri P2 KS Maths	Fri P4 GCSE RS
ZB	2	S-S	DNS	ABS	COM	COM	COM	COM	ABS
JC	2	COM	COM	COM	COM	COM	COM	COM	ABS
QC	2	COM	COM	COM	COM	ABS	COMP	ABS	COM
QE	2	COM	COM	ABS	COM	COM	COM	COM	COM
FG	2	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
RK	2	COM	COM	ABS	ABS	COM	COM	ABS	ABS
QL	2	COM	COM	ABS	COM	ABS	COM	ABS	ABS
JQ	2	COM	COM	COM	COM	S-W	COM	DNS	COM
RV	2	COM	COM	ABS	COM	ABS	COM	ABS	COM

Completion rate: 91%

Absenteeism rate: 35%

Group 3

Student	Group	Mon P2 GCSE RS	Mon P4 GCSE Maths	Tues P2 KS Eng	Wed P2 GCSE Cit	Wed P4 KS Maths	Thurs P2 KS ICT	Thurs P4 GCSE Eng	Fri P2 GCSE Eng
JA	3	ABS	ABS	COM	COM	COM	COM	COM	COM
KC	3	S-W	S-W	COM	S-W	DNS	ABS	COM	ABS
ID	3	COM	COM	COM	COM	COM	ABS	COM	ABS
FF	3	DNS	S-W	S-W	COM	ABS	ABS	ABS	ABS
BG	3	DNS	DNS	DNS	DNS	DNS	DNS	DNS	DNS
AQ	3	ABS	ABS	COM	ABS	COM	COM	S-W	COM
BR	3	COM	COM	COM	ABS	ABS	ABS	COM	ABS
IV	3	S-S	DNS	ABS	S-W	ABS	ABS	ABS	ABS
LV	3	COM	COM	COM	COM	COM	COM	COM	COM

Completion rate: 62%

Absenteeism rate: 31%

Group 4

Student	Group	Mon P2 KS ICT	Mon P4 GCSE Eng	Tues P2 KS Eng	Tues P4 GCSE Maths	Wed P4 GCSE Eng	Thurs P2 GCSE Cit	Fri P2 GCSE RS	Fri P4 KS Maths
LA	4	ABS	S-W	COM	ABS	COM	ABS	DNS	DNS
RB	4	COM	COM	ABS	ABS	COM	ABS	ABS	ABS
GC	4	COM	DNS	COM	COM	COM	COM	DNS	COM
ZC	4	COM	COM	COM	COM	S-W	S-W	COM	COM
DD	4	COM	COM	COM	COM	S-S	S-S	S-W	COM
RL	4	COM	COM	COM	COM	COM	COM	COM	COM
DQ	4	COM	COM	COM	COM	COM	S-S	ABS	ABS
IU	4	COM	COM	COM	COM	ABS	COM	COM	DNS

Completion rate: 77%

Absenteeism rate: 17%

Exam week I

Group	% Absent	% Complete
11.1	30%	59%
11.2	35%	91%
11.3	31%	62%
11.4	17%	77%
All	34%	73%

Student exam room allocation

Student	Maths GCSE	English GCSE	RS GCSE	Cit GCSE
JA	Main	Main	NA	NA
LA	Main	Main	NA	NA
NB	Main	Main	NA	Main
RB	NA	NA	NA	NA
ZB	NA	Room A	NA	NA
GC	Room A	Room A	NA	NA
JC	Graphics Room	Graphics Room	Graphics Room	NA
KC	NA	NA	NA	NA
QC	Room A	Room A	NA	NA
ZC	Main	Main	Main	Main
DD	Room B	Room B	Green Room	Green Room
ID	Green Room	Green Room	NA	NA
QE	Main	NA	NA	Main
RE	NA	NA	Main	NA
FF	NA	NA	NA	NA
BG	NA	NA	NA	NA
NI	Main	NA	NA	NA
SJ	NA	NA	NA	NA
RK	Main	Main	Main	Main
BL	Main	Main	NA	NA
LL	NA	NA	NA	NA
QL	Main	NA	Main	NA
RL	Main	Main	NA	NA
XL	Main	Main	Main	Main
OM	Main	NA	Main	NA
AQ	Room A	NA	NA	NA
DQ	Deputy Office	Room A	Room B	Room A
JQ	Green Room	Green Room	NA	NA
BR	Main	NA	NA	NA
CR	NA	NA	NA	NA
QS	Room A	NA	Room A	NA
IU	Main	Main	Main	NA
IV	NA	NA	NA	NA
LV	NA	Main	NA	NA
RV	NA	Main	NA	NA

Appendix 9: Emotional intelligence data

Emotional intelligence data collected on 2008/09 cohort ranked by upon entry EI TEIQue score

Student	Upon entry EI TEIQue scores and percentile range	Upon entry EI TEIQue quartile ranking	May 09 EI TEIQue scores and percentile range	May 09 EI TEIQue quartile ranking	Student perceived EI quartile ranking	Teacher perceived EI quartile ranking	Researcher perceived EI quartile ranking
JC	5.63 (70-80)	Upper	6.07 (90-100)	Upper	Upper	Upper	Upper
BR	5.63 (70-80)	Upper	4.63 (20-30)	Up Mid	Up Mid	Up Mid	Up Mid
GC	5.6 (70-80)	Upper	5.27 (50-60)	Upper	Refused	Lower	Lower
RL	5.6 (70-80)	Upper	5.93 (80-90)	Upper	Upper	Upper	Upper
NB	5.53 (70-80)	Upper	5.5 (60-70)	Upper	Refused	Up Mid	Up Mid
QE	5.53 (70-80)	Upper	5.83 (80-90)	Upper	Upper	Upper	Up Mid
IH	5.5 (60-70)	Upper	Absent	Absent	Absent	Lower	Upper
LA	5.43 (60-70)	Upper	5.43 (60-70)	Upper	Up Mid	Upper	Upper
RV	5.36 (60-70)	Upper	4 (0-10)	Low Mid	Low Mid	Up Mid	Low Mid
IU	5.1 (40-50)	Up Mid	5.46 (60-70)	Upper	Upper	Upper	Up Mid
XL	5.03 (40-50)	Up Mid	5.23 (50-60)	Up Mid	Up Mid	Up Mid	Up Mid
ZC	4.97 (30-40)	Up Mid	4.93 (30-40)	Up Mid	Low Mid	Upper	Up Mid
JA	4.83 (30-40)	Up Mid	4.8 (30-40)	Up Mid	Up Mid	Low Mid	Upper
RK	4.73 (20-30)	Up Mid	4.37 (10-20)	Low Mid	Up Mid	Upper	Upper
QS	4.73 (20-30)	Up Mid	5.2 (50-60)	Up Mid	Low Mid	Low Mid	Low Mid
ID	4.7 (20-30)	Up Mid	Absent	Absent	Absent	Low Mid	Low Mid
CR	4.67 (20-30)	Up Mid	4.67 (20-30)	Up Mid	Up Mid	Lower	Low Mid
QL	4.63 (20-30)	Up Mid	4.63 (20-30)	Up Mid	Lower	Low Mid	Low Mid
LV	4.63 (20-30)	Up Mid	5.43 (60-70)	Upper	Up Mid	Upper	Upper
QC	4.6 (20-30)	Low Mid	3.93 (0-10)	Lower	Low Mid	Up Mid	Low Mid
RB	4.5 (20-30)	Low Mid	5.17 (40-50)	Up Mid	Up Mid	Up Mid	Upper
LL	4.37 (10-20)	Low Mid	3.97 (0-10)	Lower	Low Mid	Lower	Low Mid
DQ	4.33 (10-20)	Low Mid	4.47 (10-20)	Low Mid	Up Mid	Low Mid	Upper
NR	4.3 (10-20)	Low Mid	Absent	Absent	Absent	Low Mid	Up Mid
ZB	4.13 (10-20)	Low Mid	3.8 (0-10)	Lower	Low Mid	Lower	Lower
AQ	4.13 (10-20)	Low Mid	4.37 (10-20)	Low Mid	Up Mid	Upper	Up Mid
DD	4.07 (0-10)	Low Mid	4.57 (20-30)	Low Mid	Upper	Up Mid	Lower
RE	4.03 (0-10)	Lower	4.43 (10-20)	Low Mid	Up Mid	Up Mid	Low Mid
SJ	4 (0-10)	Lower	4.37 (10-20)	Low Mid	Lower	Lower	Lower
KC	3.87 (0-10)	Lower	4.4 (10-20)	Low Mid	Lower	Lower	Lower
BG	3.87 (0-10)	Lower	3.47 (0-10)	Lower	Low Mid	Lower	Lower
IV	3.87 (0-10)	Lower	3.47 (0-10)	Lower	Low Mid	Low Mid	Lower
OM	3.63 (0-10)	Lower	3.9 (0-10)	Lower	Low Mid	Lower	Lower
FF	1.8 (0-10)	Lower	3.8 (0-10)	Lower	Up Mid	Low Mid	Lower
BL	Refused	Refused	Refused	Refused	Up Mid	Up Mid	Up Mid
JQ	Refused	Refused	Absent	Absent	Absent	Absent	Lower
NI	NA	Low Mid	4.6 (20-30)	Up Mid	Up Mid	Absent	Low Mid
FG	Absent	Absent	Absent	Absent	Absent	Absent	Low Mid

Appendix 10: Academic Year 2008-09 student character assessments

JA

JA came to The Year 11 School in April 2008 whilst still in Year 10. One to one he is very friendly and quite grown up, however, especially in lessons, he has a tendency to be childish and rude. He is fully aware of what he is doing and is very good at saying the things that will make someone annoyed. He can be hurtful. He is very aware of other's emotions and how to get the desired reactions. Unfortunately, he often uses these skills for negative outcomes. Therefore, I would suggest that he is in the upper middle quartile of a mainstream group of students, however in this cohort I would rank him in the upper quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

LA

LA came to The Year 11 School in April 2008 whilst still in Year 10. When he first arrived, the school had concerns of cannabis use and due to this, early in September 2008, he was put on an outplacement for a period of time. Upon returning to The Year 11 School his attitude has been much improved, however his attendance has dropped considerably. He has ongoing home issues. He can be very friendly and grown up, however has a tendency to become very childish and petulant if he does not get his own way. Therefore, I would rank him in the upper middle quartile of a mainstream group, but due to the makeup of this cohort, I would rank him in the upper quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

NB

NB was the penultimate student to arrive at The Year 11 School in the academic year 2008/09. He came from a mainstream school as a result of violent conduct. He is very withdrawn, and I understand him to be a regular cannabis user, often coming to school in the morning, under the influence of the drug. Due to his reticent nature, it is very difficult to offer a perceived emotional intelligence ranking for him. I do not think he is in the lower

middle quartile as he seems to be taking in what is going on around him and I am sure there is more about him than he is letting on. I think he is unpredictable, but I found it difficult to make any confident assessment due to him being such a closed individual.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Refused
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

RB

At the time of writing this, there is a warrant out for RB's arrest due to failing to attend court again. This does not paint an accurate picture of RB's personality. He is very polite and amenable whenever he attends The Year 11 School – which is infrequently. He seems to be socially aware of other people and considering being not only a latecomer to the school but also a poor attendee, he has negotiated his relationships with both peers and adults well. However, at times he demonstrates evidence of having low self-esteem by allowing others to take advantage of his generous nature. He is not at all engaged in learning, but he will always say the right things to me to make it sound as if he is about to start afresh every time. I think he has avoided a custodial sentence a number of times because he knows the right things to say. I would therefore put him the upper quartile range in this cohort.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

ZB

ZB missed the first month of the autumn term due to being in custody. He is a very withdrawn and complex child who is living in care at the moment. He has communication difficulties with adults and authority figures. However, he does communicate with peers but is very wary of others. He does have a couple of peers who he seems to relax around, and I have seen him enjoying their company. On a one to one basis ZB can, at times, work effectively with a teacher and exhibit the ability to laugh at himself and by doing so show his awareness of his own shortcomings. However, this relationship is usually fragile, and it takes very little for ZB to allow the interaction to deteriorate. He is often found out of lessons walking the corridor. ZB is a likeable student, but I do have concerns for his emotional intelligence.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
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Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

GC

GC is, in my opinion, the most complex character we have in this cohort. He is extremely intelligent and quick on the uptake. When he first came to The Year 11 School, he talked of wanting to achieve the best possible grades. He worked very well up until the point of any assessment, when he would refuse to engage. He seems terrified of failure. I understand that he smokes cannabis and I would suggest that this is detrimental to his psychosis. He cannot control his anger and becomes very frustrated when he plays sport. In saying this, GC can be very empathetic to other students often recognising their achievement even when he has failed in the same task. However, while he can be empathetic, he is not sympathetic. He has openly said that if others are in trouble it is for them to deal with. He does understand the emotions of others, but does not seem able to use it to his advantage or in a positive manner. He seems a very unhappy boy. I would not rank him any higher than the lower quartile.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Refused
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

JC

JC is a very pleasant student. She came to us after the first intake, but has completely ingratiated herself with staff and students. At the same time, I am fully aware that when provoked, she would not hold back in showing her anger and has done so on one occasion at The Year 11 School. She has an engaging manner about her and knows how to be nice in order to get what she wants. This is not a criticism however, as I have never seen her use it for negative purposes. I would definitely put her in the upper quartile compared to the other students in her cohort.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

KC

KC openly admits that he struggles to manage his emotions. A very common occurrence is that he will get angry over something very small. He will then become verbally abusive and threatening. I would suggest that at no point is he actually a threat and the situation can often be defused with humour. He is calm again very quickly as he has not actually lost his temper but it is an act. However, this is not a sign that he has high emotional intelligence, as he has had to use this act to avoid dealing with another issue – usually learning. He is for all this a very likeable student who could do well if he could learn to control his very childish behaviour. I would definitely rank him in the lower quartile.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

QC

QC appears a very together student. He will walk into a room and appear very confident. He has a reputation out of The Year 11 School and uses it to intimidate other students. The other students are wary of him. However, under this bravado, he is quite childish and can be quite petulant if he does not get his own way. I get on very well with QC and know that deep down he knows what is right and wrong. However, he needs to be strong enough to choose the right options if he is going to succeed. His attendance is very poor, and this affects his relationships at The Year 11 School. Even though he may appear emotionally intelligent, I would not rank him any higher than the lower middle quartile.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Absence
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

ZC

ZC is a student who would not necessarily be expected to be at The Year 11 School. He is quiet in most of his lessons and he does not engage with many students. However, with those that he has become friends with he displays a friendly personality and a keen sense of humour. However, all students are here for a reason and ZC can be very difficult when he chooses to be, ignoring requests to stay in lessons and is prone to walking the corridor. He can be rude when he does not get his own way. I have a good relationship with ZC most of the time. I would rank him in the upper middle quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

DD

DD is another very complex character who in my opinion struggles greatly due to his low emotional intelligence. He is a very funny individual who can be extremely entertaining. However, he does not seem to know when to draw the line. He finds it hard to manage adult conversation and will become very childish. This is obviously a distraction in class. He is a good person and works hard. It is a shame that he cannot manage himself better as he could go far. He does not seem to read the situation when other people are becoming irritated with him. I would definitely rank him in the lower quartile because of this.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

ID

ID is a student who has a lot of pent up anger. He has been excluded from The Year 11 School a number of times and can be very rude. He has been particularly confrontational with me and has verbally threatened me with physical violence. Under all of this I am sure there is a student who wants to achieve but does not have the emotional skills to manage situations in a positive way. In situations where he is not comfortable he will attempt to reduce the conversation to an argument. I have not ranked him in the lower quartile because he does have the ability to read other people's emotions. Unfortunately, from observation, he has only used this skill negatively, either to play one member of staff off another; or to irritate staff or students by saying hurtful things.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Absent

QE

QE has matured considerably during his time at The Year 11 School. Upon arrival he had a tendency to be unwilling to engage in adult conversation with staff members. He would look to discredit others in order to improve his own standing in the cohort. He also engaged only on his terms with regard to learning. He is now much more relaxed in himself and has formed better relationships with adults. I would suggest that QE is a student whose emotional intelligence has improved.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

RE

RE is a likeable student who can be very grown up and pleasant. Academically, he has progressed significantly this year. He is however very lazy and requires a great deal of 'spoon feeding'. He can also be very grumpy, often finding anything and everything to complain about. I would suggest that this is a defence mechanism so as not to get too excited about life in order to not be too disappointed if things do not go right for him. He is also prone to childish behaviour if things do not go his way.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

FF

FF is a student who came to us with a reputation for being rude to adults. Since arriving at The Year 11 School she has been treated as a young adult and has responded very positively. She was prone to outbursts, but due to discussions with staff about how to best manage situations, she has learnt to manage her emotions better. I would suggest that FF's emotional intelligence has improved. However, FF does suffer from very low self-esteem and still struggles to deal with some social interaction in a positive manner. Therefore, I would still rank her in the lower quartile. She has committed herself to learning which has given her a focus. I have a very positive relationship with FF.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Lower Quartile

Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

BG

BG has had a very traumatic year at home and this has affected his behaviour at The Year 11 School. His attendance is erratic and his mood dictates how well he manages in class. If he brings issues from home into school, he invariably has a poor attitude to learning. In saying that BG does know right from wrong and does want to achieve, he just lacks the social and emotional skills to do so. I have a positive relationship with BG and can usually get him to see when he has made poor choices. He is a student who needs to be taught some emotional tools to cope with situations. He is the type of student who might benefit from one to one counselling.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

FG

FG attended at The Year 11 School for a very small period of time. She had been a school refuser prior to entry and whilst at first, she appeared to be engaging in the work, very quickly her attendance tapered off and alternative provision was reluctantly sought for her.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Absent
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Absent
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Absent

IH

IH came to The Year 11 School in the April 2008, he was immediately a very difficult student to manage. He often went out at break and lunch with students who would come back showing signs of smoking cannabis. However, it was very difficult to tell if IH had been smoking cannabis and he always denied it. There were suggestions that he was supplying cannabis to the other students. He was a student who could change the dynamics not just of his class but of the whole school. I would suggest that he has very high emotional intelligence but that he uses it to gain the upper hand over people and

therefore be able to exploit them. IH has been placed in an alternative provision after continued failure to follow school rules.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Absent

NI

NI was the final student to join The Year 11 School during the academic year 2008/09 arriving only six weeks before the end of the year. He is very much still a mainstream school student and understands the school structure. He is too late to do GCSEs but will attempt to complete his level 2 Full Award in Key Skills (completing Communications, Application of Number and ICT). He is very bitter about leaving his mainstream school but also seems intent on making the best of the situation and has responded very positively at The Year 11 School.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Absent
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

SJ

SJ is another very emotionally complex character. He came to the school at the start of the summer term of his Year 10 in 2008 and at the time I did not think that The Year 11 School had the curriculum offer in order to engage him enough to make a success of his time at the school. However, he is currently still attending and whilst SJ's academic ability is very poor compared to other students, he has learnt to cope much better with his emotional outbursts that were usually as a result of his frustrations. Whilst SJ remains very much in the lower quartile range, his emotional intelligence has definitely improved during his time at The Year 11 School. I would suggest that this is largely due to the continued care and attention that he has been given by certain members of staff who have built up very good, if at times difficult, relationships with him.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

RK

RK is a very socially aware student who has a mum who cares a great deal about him. He knows right and wrong and can be very friendly and engaging. However, sometimes he uses his charm to get his own way when he does not necessarily deserve it. If he can learn not to show this selfish streak, he could go far. I have a turbulent relationship with him. I think he respects what I stand for, but he attempts to confront me when I enforce the expectations on him. He is fully engaged academically. I would put him in the upper quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

BL

BL joined the school in the spring term. He was very withdrawn and solitary at first. Over time, he has started to engage more with students and staff. He has shown that he is emotionally aware. I would suggest that his reticence was from a difficult home life prior to arriving at The Year 11 School. I think he has been wary up until this point of being comfortable with showing more of his true nature. There has been one incident of him losing his temper, but apart from that he has shown good self-control. Although he often talks of wanting to achieve academically, he rarely exhibits this commitment in practice. In this cohort, I would place him at the lower end of the upper middle quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Refused
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Refused

LL

LL is a looked after child who has had considerable trauma in his home life before and during his time attending The Year 11 School. He was a very troubled individual when I first met him, and he was highlighted as a possible risk to the harmony and safety of the school as he, as he once told me, had 'nothing to lose'. He has however, with very hard work from a number of staff, realised that he does have something to offer and that he can achieve this year. The Year 11 School has become something of a refuge for him. He is at the lower end of the cohort with regard to academic ability; he is also a frequent cannabis user. I have a good relationship with him and he has become a very engaging and popular student with peers and staff alike.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

QL

QL came to The Year 11 School during the spring term and was extremely quiet and withdrawn on arrival. She is still very quiet but has found The Year 11 School a safe place and she is starting to engage academically. She came from a mainstream all-girls school and it has definitely taken a while to adjust. I would also comment however, that she is more astute than some might give her credit and she takes in all that is going on around her and acts accordingly. I would therefore not put QL in the lower quartile, but the lower middle quartile.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

RL

RL can be a very engaging student who knows how to interact with others and is very socially aware. He exhibits a sensitive side to his personality but tries to hide it in front of peers. He is an academically able student. One downside to his emotional intelligence is his propensity for immaturity when learning. He sometimes does not get it right with regard to not overstepping the mark and knowing when a joke has gone far enough. Apart from that, RL is a very emotionally intelligent individual. I would rank him in the upper quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

XL

XL arrived at The Year 11 School in the spring term. He is from a mainstream school and understands the way a school works. He is a friendly student who wants to get on with staff and students. However, he is also very aware of the image he is portraying and is very self-conscious as a result. If he relaxed and was more comfortable with himself, he

would be a much happier. He is prone to walking the corridor but is also committed academically and should achieve this year.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

OM

OM found it difficult to fit in when he first arrived and he suffered some bullying. If he is found out to be in the wrong, he becomes very defensive and he is prone to outbursts of abuse towards staff. In saying that, he has progressed considerably during the year and has shown signs of his emotional intelligence improving. Due to this fact I would place OM in the lower middle rather than the lower quartile.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

AQ

When AQ first arrived, he was found to be a very withdrawn student, unwilling to gainfully engage with adults. Truancy and attendance were an issue. Since then he has slowly started to show more of his personality and actually has a very dry sense of humour and a decency about him. He has started to progress in his academic work and I would suggest his emotional intelligence has also improved. He was a student who would not take his 'hoodie' down when he first arrived, and now he is a student who will go out of his way to support a member of staff who he appreciates has helped him. Therefore, I would rank him in the upper middle quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

DQ

DQ is another very complex student. She is a very able child who has not attended a school regularly for two years prior to arriving at The Year 11 School. She can be quite delightful when she chooses to and is very good at saying the right things. However, when she does not get her own way she can be very spiteful to students and adults alike. I would suggest that she is in full control of her emotions when she says such things as, "I wish you were dead", which she has said to me on more than one occasion. I think she says these things for shock value. I would suggest that she has very low self-esteem and has identity issues. She is very academically able but will underachieve this year. She seems desperate to be a 'bad girl' and enjoys the tag of being a 'PRU' student. I would rank her in the upper quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

JQ

JQ arrived at The Year 11 School in the middle of the autumn term. He was a student who could be very engaging at times. However, his more common observed behaviour was very unpredictable and at times appeared to show some signs of instability. He was known to be a user of cannabis and whether this was a contributory factor to his possible psychosis. His behaviour continued to deteriorate and was eventually found alternative provision as his behaviour was too disturbing for the at times fragile learning environment of the school.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Absent
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Refused
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Absent

BR

BR is a student who has never really become part of the school community. His attendance has been very erratic during the year. He is often not in dress code and he does not 'look' like a student. He is academically able and when he is in, he does express a desire to achieve. He can be very pleasant and mature on a one to one basis, but he can also be aggressive in his manner when he does not get his own way.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
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Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

CR

CR is something of a character. He is a persistent youth offender outside of school and has had very poor attendance at The Year 11 School and has not engaged in learning at all. In saying this, he does have a certain charm about him at times and does have his own personal (if a little warped) sense of right and wrong. He plays the clown a lot of the time, but he is an intelligent boy who is aware of the emotions of others. He does however have difficulty in managing his own emotions – especially anger, and therefore I would rank him in the lower middle quartile.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

JR

JR was present at The Year 11 School for a very short amount of time as he was found bringing a weapon into the school which resulted in him being found alternative provision immediately.

Researcher perceived emotional intelligence quartile ranking:	Absent
Teacher perceived emotional intelligence ranking:	Absent
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Absent
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Absent

NR

NR was only at The Year 11 School for a very short amount of time. He was involved in a critical incident when he stabbed another student before school. The student who was attacked had only attended The Year 11 School for a few days and it was to do with an argument that had begun between NR and another student (not the one he attacked). The case went to court; NR remained out of borough during this time. He pleaded not guilty despite it being seen by a number of other students and the court found in his favour due to no weapon being found. I visited NR the week after the incident and he denied it to me despite him knowing that I had been there at the time. He was very calm and

together and I found his collected presence almost unnerving. Therefore, even though he obviously has the potential for acting with violence, I would place him in the upper middle quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Absent

AS

AS had only attended The Year 11 School for a very short period of time before he was involved in a critical incident. He was stabbed during an argument before school. He never returned to school after the incident and was placed in an alternative provision.

Researcher perceived emotional intelligence quartile ranking:	Absent
Teacher perceived emotional intelligence ranking:	Absent
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Absent
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Absent

QS

QS is a very loud and vivacious individual. I would imagine that she failed to succeed in mainstream school because of her personality being too much for the classroom environment. She is a kind person, but she does not know how to manage her emotions and sometimes gets things wrong because of it. She cares about her academic achievement. I have a very good relationship with her.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Middle Quartile

IU

IU is a student who I would describe as having a set of value systems that he tries to live by, but low emotional strength to be able to live up to those systems. He wants to achieve academically and will often say the right thing, however, he rarely follows up his verbal commitments with learning in actuality. Peer group pressure has a strong hold on him

and he has low self-esteem. He is very undersized for his age. I have a good relationship with him, but he reacts poorly to criticism from me.

Researcher perceived emotional intelligence quartile ranking:	Upper Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

IV

IV is a student who has been diagnosed with ADHD and had been on medication for the condition for a number of years. Upon turning sixteen, he had the medication taken away. However, on his mother's request, he has been put on the medication again. This has had a negative effect on IV's ability to manage his emotions. He can be a very pleasant young man and I have a very good relationship with him. Unfortunately, he can be extremely rude and can seemingly lose control of his usually sound moral standing. IV is an able student who will at this moment underachieve. I would place him in the lower quartile.

Researcher perceived emotional intelligence quartile ranking:	Lower Quartile
Teacher perceived emotional intelligence ranking:	Lower Middle Quartile
Student perceived emotional intelligence ranking:	Absent
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Lower Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Quartile

LV

LV is a student who has developed both academically and emotionally during her time at The Year 11 School. When she first arrived, whilst there were rarely behavioural problems, she was very lackadaisical towards learning. Over the year she has started to realise the benefits of learning simply as an end in itself and she should achieve beyond initial expectations. Emotionally, she has matured in her outlook on life considerably. She is able to read people and situations well and has begun to use this to negotiate more beneficial outcomes. I would therefore rank her in the upper quartile.

Researcher perceived emotional intelligence quartile ranking:	Upper Quartile
Teacher perceived emotional intelligence ranking:	Upper Quartile
Student perceived emotional intelligence ranking:	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Upper Quartile

RV

RV came to us as a non-attender from her previous educational provision. She started the year well and will at least achieve academically to some extent. She will however underachieve as she has the potential to do better but does not have the support from home. She seems to be quite spoilt and she plays her separated mother and father off on each other. I have a good relationship with RV, but she also responds poorly to criticism from me.

Researcher perceived emotional intelligence quartile ranking:	Lower Middle Quartile
Teacher perceived emotional intelligence ranking:	Upper Middle Quartile
Student perceived emotional intelligence ranking:	Lower Middle Quartile
Adolescent TEIQue-SF Questionnaire ranking (Upon entry):	Upper Quartile
Adolescent TEIQue-SF Questionnaire ranking (May 09):	Lower Middle Quartile

Appendix 11: Diary data

Table 1: Percentage breakdown for diary recorded incidents of emotional intelligence and value systems

	Low emotional intelligence	High emotional intelligence	Negative value systems	Positive value systems
Autumn term	77.8%	5.6%	5.6%	11%
Spring term	53.6%	26.8%	14.5%	5.1%
Summer term	35.9%	27.7%	19.1%	17.3%
Whole year	44.2%	26.3%	16.8%	12.7%

Table 2: Percentage breakdown for diary recorded incidents of emotional intelligence into sub-sets of well-being, self-control, emotionality and sociability

	Low well-being	High well-being	Low self-control	High self-control	Low emotionality	High emotionality	Low sociability	High sociability
Autumn term	33.3%	0%	26.7%	6.7%	0%	0%	33.3%	0%
Spring term	21.5%	3%	19.3%	17%	17.7%	3%	18.5%	0%
Summer term	18.7%	15.4%	9.4%	9.4%	21%	5.6%	12.1%	8.4%
Whole year	20.3%	10.2%	13.7%	12.1%	19%	4.4%	15.4%	4.9%

Table 3: Percentage breakdown for diary recorded incidents of value systems into the dimensions of openness to change, conservation, self-transcendence and self-enhancement

	Pos OPC	Neg OPC	Pos CON	Neg CON	Pos STR	Neg STR	Pos SEN	Neg SEN
Autumn term	16.7%	0%	0%	33.3%	16.7%	0%	0%	33.3%
Spring term	17.5%	8.8%	5.2%	24.6%	8.8%	3.5%	1.8%	29.8%
Summer term	12.6%	0%	18.2%	26.5%	18.2%	0%	5.6%	18.9%
Whole year	14.1%	2.4%	14.1%	26.2%	15.5%	1%	4.4%	22.3%

Table 4: The increase or decrease in the number of incidents of high/low emotional intelligence and positive/negative value systems involving individual students throughout the year

Stu- dent	Low emotional intelligence	High emotional intelligence	Negative value systems	Positive value systems
JA	Increase	Decrease	Increase	Constant
LA	Increase	Decrease	Decrease	Increase
NB	Absent	Absent	Absent	Absent
RB	Absent	Absent	Absent	Absent
ZB	Constant	Decrease	Increase	Constant
GC	Increase	Decrease	Increase	Increase
JC	Decrease	Increase	Constant	Increase
KC	Increase	Increase	Increase	Increase
QC	Absent	Absent	Absent	Absent
ZC	Increase	Increase	Increase	Constant
DD	Decrease	Increase	Constant	Decrease
ID	Absent	Absent	Absent	Absent
QE	Decrease	Constant	Constant	Increase
RE	Decrease	Increase	Increase	Increase
FF	Decrease	Increase	Constant	Increase
BG	Decrease	Decrease	Constant	Increase
IH	Absent	Absent	Absent	Absent
NI	Absent	Absent	Absent	Absent
SJ	Decrease	Decrease	Constant	Decrease
RK	Increase	Increase	Increase	Increase
BL	Absent	Absent	Absent	Absent
LL	Increase	Increase	Decrease	Increase
QL	Constant	Decrease	Constant	Decrease
RL	Constant	Decrease	Constant	Increase
XL	Increase	Constant	Increase	Increase
OM	Constant	Increase	Decrease	Constant
AQ	Decrease	Increase	Constant	Increase
DQ	Decrease	Increase	Increase	Increase
JQ	Absent	Absent	Absent	Absent
BR	Constant	Constant	Increase	Constant
CR	Absent	Absent	Absent	Absent
NR	Absent	Absent	Absent	Absent
QS	Decrease	Increase	Decrease	Increase
IU	Increase	Constant	Increase	Constant
IV	Absent	Absent	Absent	Absent
LV	Constant	Decrease	Constant	Constant
RV	Decrease	Constant	Decrease	Increase

Appendix 12: Behaviour and attendance data

Whole year behaviour and attendance percentages for 2008/09 cohort

Student	Percentage of good lessons compared to lessons attended (%)	Percentage attendance of lessons compared to lessons timetabled for (%)	Percentage attendance from daily register (%)
JA	71	43.3	67.6
LA	84.6	26.4	49
NB	82	36.3	56
RB	88	14.3	37.1
ZB	74.8	39.6	77.9
GC	69.2	54	78
JC	99.3	86.2	95
KC	69	31.5	62.4
QC	75	23.2	37.3
ZC	91.9	58.5	83.9
DD	92.3	82.5	95.5
ID	75	40.7	57.5
QE	86.1	61.8	77.6
RE	80.8	75.2	92.3
FF	86.4	52.6	68.9
BG	76.2	33.7	51.9
IH	43.4	25.5	57
NI	NA	NA	54.4
SJ	53.3	41.2	55.1
RK	88.6	61.9	84.6
BL	79.3	50	60.4
LL	67	38.2	66.7
QL	100	42.7	60
RL	88	70.5	93.2
XL	80.6	44.3	67.7
OM	85.6	58.3	74.7
AQ	88.5	56.3	77
DQ	91.3	58.7	77.9
JQ	75.1	60.1	69.3
BR	85.2	25.9	39.6
CR	68.2	11.6	32.7
NR	83.3	75	77.8
QS	78.7	43.1	70.1
IU	83.6	50.4	69.9
IV	71.2	33.7	38.5
LV	91	39.8	62.5
RV	86.4	33.3	58

Appendix 13: Weekly report template

Student:

Group:

Week commencing:

Progress Partner:

	Meeting 9.00- 9.15	Period 1 9.15-10.00	Period 2 10.00- 10.45	Period 3 11.00-1145	Period 4 11.45- 12.30	Period 5 1.00- 1.45	Period 6 1.45- 2.30
Monday		Humanities	Sport	Maths	English	Options	Options
Tuesday		English	ICT	Sport	Maths	Options	Options
Wednesday		Maths	English	ICT	Sport	Options	Options
Thursday		Sport	Maths	Humanities	ICT	Options	Options
Friday		ICT	Humanities	Humanities	English	Options	Options

Behaviour		Effort	
A	Very good	1	Full participation
B	Good	2	Participated in most activities
C	Satisfactory	3	Limited participation
D	Cause for concern	4	Did not engage

Key: 'L' – Late; 'Abs' – Absent; 'Tr' – Truanted

Weekly Attendance:	
Total B2+:	Total Ds:

Appendix 14: Academic tracking data

GCSE equivalents

GCSEs	BTECs	Key Skills
A-A*	Distinction	-
B	Merit	-
C	Pass	Level 2
D	Fail but near	Level 1
E	Fail	Level 1
F	Fail	Level 1
G	Fail	Level 1
U	Fail	Fail

Autumn teacher assessed target grade

Tracking date: 17 September 2008

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	F	D	NA	EL3	F	D	E	E
LA	E	D	E	D	D	B	D	D
ZB	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
GC	D	D	C	D	E	B	D	D
KC	NA	G	G	D	G	D	G	G
QC	G	D	D	D	F	D	E	E
ZC	C	C	B	C	D	A	D	D
DD	D	D	C	C	D	A	C	C
ID	F	D	F	D	F	C	D	D
QE	F	D	E	D	F	C	D	D
RE	NA	G	NA	EL3	EL3	C	E	EL3
FF	G	D	D	D	E	C	D	D
BG	F	D	E	D	E	B	D	D
FG	F	D	C	C	E	C	D	D
IH	NA	F	NA	G	G	D	E	EL3
SJ	NA	G	NA	EL2	EL3	E	E	EL3
RK	F	D	D	D	E	B	D	D
LL	NA	G	NA	G	EL3	D	E	EL3
RL	E	D	C	C	E	B	D	D
OM	E	D	NA	E	F	B	C	D
AQ	F	D	E	D	E	B	D	D
DQ	D	D	B	C	D	B	C	C
CR	G	D	NA	EL2	EL2	D	F	EL3
NR	E	D	D	D	E	C	D	D
QS	F	D	D	D	F	D	E	E
IU	E	D	C	C	E	B	C	C
IV	G	D	G	D	E	B	E	EL3
LV	F	D	D	D	E	B	C	C
RV	F	D	D	D	F	C	D	D

Autumn term tracking grade

Tracking date: 22 October 2008

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	F	F	G	G	F	D	E	E
LA	E	E	E	E	D	D	D	D
ZB	F	F	E	E	E	C	E	E
GC	D	D	E	E	E	C	D	D
KC	G	G	G	G	G	D	G	G
QC	F	F	F	F	F	C	E	E
ZC	C	C	E	E	D	C	D	D
DD	D	D	D	D	D	B	C	C
ID	F	F	E	E	F	C	D	D
QE	F	F	F	F	F	C	D	D
RE	F	F	EL3	EL3	EL3	C	E	EL3
FF	G	G	F	F	E	C	D	D
BG	F	F	F	F	E	C	D	D
IH	G	G	EL3	EL3	G	D	E	EL3
SJ	G	G	EL3	EL3	EL3	F	E	EL3
RK	F	F	E	E	E	F	D	D
LL	G	G	EL3	EL3	EL3	F	E	EL3
RL	E	E	E	E	E	C	D	D
OM	E	E	F	F	F	C	D	E
AQ	F	F	G	G	E	F	E	EL3
DQ	D	D	C	C	D	B	B	D
JQ	F	F	E	E	E	C	E	EL3
BR	F	F	F	F	F	F	F	C
CR	G	G	EL3	EL3	EL2	F	F	EL3
QS	F	F	F	F	F	D	D	D
IU	E	E	E	E	E	C	C	C
IV	F	F	F	F	E	D	E	EL3
LV	F	F	F	F	E	C	D	C
RV	F	F	E	E	F	C	D	D

Autumn term mock grade

Tracking date: 17 December 2008

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	E	E	C	D	D	F	U	E
LA	ABS	ABS	D	D	E	D	U	U
RB	ABS	ABS	C	ABS	C	ABS	ABS	ABS
ZB	U	U	G	U	U	F	U	U
GC	C	C	F	D	C	F	U	G
JC	ABS	ABS	E	D	ABS	ABS	D	ABS
KC	U	U	F	D	U	F	U	U
QC	E	E	G	D	D	F	E	F
ZC	D	D	D	D	D	C	E	U
DD	E	E	D	D	C	C	E	F
ID	E	E	D	D	ABS	D	G	E
QE	E	E	G	D	D	D	G	E
RE	F	F	F	D	E	C	G	G
FF	U	U	U	U	U	F	U	G
BG	ABS	ABS	ABS	ABS	U	F	U	U
SJ	U	U	G	EL3	U	F	U	U
RK	ABS	ABS	C	ABS	D	F	ABS	G
LL	U	U	ABS	EL3	U	F	ABS	ABS
QL	ABS	ABS	G	ABS	ABS	ABS	F	F
RL	E	E	D	D	C	D	E	E
OM	E	E	E	D	D	D	U	U
AQ	E	E	F	U	D	D	ABS	ABS
DQ	C	C	B	D	D	D	U	U
JQ	F	F	U	D	E	ABS	G	U
BR	E	E	E	U	U	D	G	ABS
CR	ABS	ABS	U	D	U	F	U	ABS
QS	G	G	E	ABS	U	F	ABS	U
IU	E	E	C	D	D	D	D	E
IV	ABS	ABS	U	D	D	F	U	U
LV	F	F	D	D	E	C	G	F
RV	ABS	ABS	E	U	E	D	G	G

Spring teacher assessed target grade

Tracking date: 7 January 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	F	D	E	C	D	F	U	E
LA	E	D	C	C	D	D	U	U
RB	E	D	C	C	D	D	E	E
ZB	F	U	E	D	E	F	U	U
GC	C	C	B	C	D	F	U	G
JC	E	D	D	C	E	D	D	D
KC	G	U	F	D	F	F	U	U
QC	E	D	D	D	D	F	E	F
ZC	C	C	C	C	C	C	E	U
DD	D	C	C	C	C	C	E	F
ID	E	D	F	D	F	D	G	E
QE	E	C	F	C	D	F	G	E
RE	F	D	G	D	D	D	G	G
FF	G	D	F	D	E	F	U	G
BG	F	U	U	D	E	F	U	U
SJ	G	U	EL3	EL3	EL3	F	U	EL3
RK	F	D	C	C	D	B	E	G
LL	G	U	EL3	EL3	EL3	F	G	EL3
QL	F	D	E	C	E	F	F	F
RL	E	D	B	C	D	C	E	E
OM	E	D	E	C	D	D	U	U
AQ	E	C	F	D	D	D	E	E
DQ	C	C	B	C	C	D	U	U
JQ	E	U	F	C	D	F	G	U
BR	E	C	F	C	F	D	G	G
CR	G	U	G	D	EL3	F	U	EL3
QS	F	D	D	C	F	F	U	U
IU	E	D	C	C	D	D	D	E
IV	F	D	G	D	D	F	U	EL3
LV	F	D	D	C	E	C	G	F
RV	F	D	D	C	E	D	G	G

Spring mock exam grade

Tracking date: 25 February 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	ABS	D	ABS	ABS	ABS	U	D	ABS
LA	ABS	ABS	ABS	ABS	ABS	U	ABS	ABS
NB	G	G	F	U	F	C	F	D
RB	E	ABS	F	ABS	NA	U	ABS	ABS
ZB	U	U	D	U	F	U	ABS	D
GC	D	D	ABS	ABS	NA	U	ABS	ABS
JC	F	D	D	C	D	C	D	D
KC	ABS	ABS	NA	ABS	ABS	U	E	ABS
QC	E	ABS	F	U	D	U	ABS	G
ZC	E	D	D	U	C	C	F	D
DD	C	D	C	C	NA	C	C	C
ID	E	ABS	D	U	D	C	G	ABS
QE	E	D	F	U	C	C	E	U
RE	NA	NA	E	U	D	C	E	E
FF	ABS	E	E	D	F	C	F	D
BG	ABS	ABS	NA	NA	D	U	F	ABS
SJ	NA	NA	NA	NA	ABS	U	NA	NA
RK	D	E	C	U	D	C	ABS	E
BL	F	ABS	D	D	G	C	U	U
LL	NA	NA	NA	NA	ABS	U	ABS	ABS
QL	ABS	ABS	ABS	ABS	G	U	ABS	ABS
RL	E	ABS	D	U	NA	C	D	D
XL	E	D	C	D	F	C	U	D
OM	NA	D	E	C	C	C	E	E
AQ	F	D	E	U	D	C	G	ABS
DQ	D	ABS	C	C	C	C	ABS	C
BR	F	D	U	U	ABS	C	ABS	D
CR	NA	NA	ABS	ABS	F	U	ABS	ABS
QS	NA	NA	E	D	F	C	ABS	E
IU	E	ABS	D	ABS	D	C	ABS	D
IV	ABS	ABS	ABS	ABS	NA	U	F	U
LV	ABS	E	D	C	D	C	G	G
RV	E	ABS	D	D	E	U	ABS	D

Coursework and exam preparation tracking grade I

Tracking date: 4 March 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	Orange	Orange	Orange	Orange	Red	Red	Orange	Orange
LA	Red	Red	Red	Red	Red	Orange	Red	Red
NB	Orange	Orange	Green	Green	Red	Red	Orange	Orange
RB	Red	Red	Red	Red	Red	Red	Red	Red
ZB	Red	Red	Orange	Orange	Red	Red	Orange	Orange
GC	Orange	Orange	Red	Red	Orange	Red	Red	Red
JC	Orange	Orange	Red	Red	Red	Orange	Orange	Orange
KC	Red	Red	Orange	Orange	Red	Red	Red	Red
QC	Orange	Orange	Red	Red	Red	Red	Orange	Orange
ZC	Orange	Orange	Orange	Orange	Orange	Orange	Red	Red
DD	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
ID	Red	Red	Red	Red	Red	Red	Orange	Orange
QE	Orange	Orange	Orange	Orange	Orange	Red	Red	Red
RE	Orange	Orange	Orange	Orange	Orange	Orange	Red	Red
FF	Red	Red	Red	Red	Red	Red	Red	Red
BG	Orange	Orange	Orange	Orange	Red	Red	Orange	Orange
IH	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
NI	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
SJ	Red	Red	Orange	Orange	Red	Red	Red	Red
RK	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
BL	Orange	Orange	Orange	Orange	Red	Red	Red	Red
LL	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
QL	Red	Red	Red	Red	Red	Red	Red	Red
RL	Orange	Orange	Orange	Orange	Orange	Orange	Red	Red
XL	Orange	Orange	Green	Green	Red	Red	Orange	Orange
OM	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
AQ	Orange	Orange	Orange	Orange	Orange	Orange	Red	Red
DQ	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
JQ	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
BR	Orange	Orange	Red	Red	Red	Orange	Red	Red
CR	Red	Red	Red	Red	Red	Red	Red	Red
NR	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
QS	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
IU	Red	Red	Red	Red	Red	Red	Orange	Orange
IV	Red	Red	Orange	Orange	Red	Red	Orange	Orange
LV	Orange	Orange	Orange	Orange	Red	Red	Orange	Orange
RV	Red	Red	Orange	Orange	Red	Orange	Orange	Orange

Coursework and exam preparation tracking grade II

Tracking date: 11 March 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	Orange	Orange	Orange	Orange	Red	Red	Red	Orange
LA	Red	Red	Red	Red	Red	Orange	Red	Red
NB	Red	Red	Green	Green	Red	Red	Red	Orange
RB	Red	Red	Red	Red	Red	Red	Red	Red
ZB	Orange	Orange	Orange	Orange	Red	Red	Red	Red
GC	Orange	Orange	Red	Red	Red	Red	Red	Red
JC	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
KC	Red	Red	Orange	Orange	Red	Red	Red	Red
QC	Red	Red	Orange	Orange	Red	Red	Red	Red
ZC	Orange	Orange	Orange	Orange	Red	Orange	Red	Orange
DD	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
ID	Red	Red	Red	Red	Red	Orange	Red	Orange
QE	Red	Red	Orange	Orange	Orange	Red	Red	Red
RE	Orange	Orange	Orange	Orange	Orange	Red	Red	Red
FF	Red	Red	Orange	Orange	Red	Red	Red	Orange
BG	Orange	Orange	Orange	Orange	Red	Red	Red	Orange
SJ	Red	Red	Orange	Orange	Red	Red	Red	Red
RK	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
BL	Orange	Orange	Orange	Orange	Red	Red	Red	Red
LL	Orange	Orange	Orange	Orange	Orange	Red	Red	Red
QL	Red	Red	Red	Red	Red	Red	Red	Red
RL	Red	Red	Orange	Orange	Orange	Orange	Red	Red
XL	Orange	Orange	Green	Green	Red	Red	Red	Red
OM	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
AQ	Orange	Orange	Orange	Orange	Orange	Orange	Red	Red
DQ	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
BR	Orange	Orange	Red	Red	Red	Orange	Red	Red
CR	Red	Red	Red	Red	Red	Red	Red	Red
QS	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
IU	Red	Red	Orange	Orange	Red	Red	Orange	Orange
IV	Red	Red	Orange	Orange	Red	Red	Orange	Orange
LV	Orange	Orange	Orange	Orange	Red	Orange	Red	Orange
RV	Red	Red	Orange	Orange	Red	Orange	Red	Orange

Coursework and exam preparation tracking grade III

Tracking date: 18 March 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	Red	Red	Orange	Orange	Red	Red	Red	Red
LA	Orange	Orange	Red	Red	Orange	Orange	Red	Orange
NB	Red	Red	Green	Green	Red	Red	Red	Orange
RB	Red	Red	Red	Red	Red	Red	Red	Red
ZB	Orange	Orange	Orange	Orange	Red	Red	Red	Red
GC	Red	Red	Red	Red	Orange	Orange	Red	Red
JC	Orange	Orange	Orange	Orange	Orange	Orange	Red	Red
KC	Red	Red	Orange	Orange	Red	Red	Red	Orange
QC	Red	Red	Orange	Orange	Red	Orange	Red	Red
ZC	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
DD	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
ID	Red	Red	Orange	Orange	Red	Red	Red	Orange
QE	Red	Red	Orange	Orange	Orange	Red	Red	Orange
RE	Orange	Orange	Orange	Orange	Orange	Red	Red	Red
FF	Orange	Orange	Orange	Orange	Red	Red	Red	Orange
BG	Orange	Orange	Orange	Orange	Red	Red	Orange	Orange
SJ	Red	Red	Red	Red	Red	Red	Red	Red
RK	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
BL	Orange	Orange	Orange	Orange	Red	Red	Red	Red
LL	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
QL	Orange	Orange	Red	Red	Red	Red	Red	Red
RL	Red	Red	Orange	Orange	Orange	Orange	Red	Red
XL	Orange	Orange	Green	Green	Orange	Orange	Red	Red
OM	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
AQ	Red	Red	Orange	Orange	Orange	Orange	Red	Red
DQ	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
BR	Red	Red	Red	Red	Red	Orange	Red	Red
CR	Red	Red	Red	Red	Red	Red	Red	Red
QS	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
IU	Red	Red	Orange	Orange	Red	Red	Red	Orange
IV	Red	Red	Orange	Orange	Red	Red	Red	Red
LV	Orange	Orange	Orange	Orange	Orange	Orange	Red	Orange
RV	Red	Red	Orange	Orange	Red	Red	Red	Red

Coursework and exam preparation tracking grade IV

Tracking date: 25 March 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	Red	Red	Orange	Orange	Orange	Red	Orange	Red
LA	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
NB	Red	Red	Green	Green	Orange	Red	Orange	Orange
RB	Red	Red	Orange	Orange	Red	Red	Orange	Red
ZB	Orange	Orange	Green	Green	Red	Red	Orange	Red
GC	Red	Red	Red	Red	Orange	Orange	Orange	Red
JC	Orange	Orange	Orange	Green	Orange	Orange	Orange	Red
KC	Orange	Orange	Orange	Orange	Red	Red	Orange	Orange
QC	Red	Red	Orange	Green	Red	Orange	Orange	Red
ZC	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
DD	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Green
ID	Orange	Orange	Orange	Orange	Red	Orange	Orange	Orange
QE	Red	Red	Orange	Green	Orange	Orange	Orange	Green
RE	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Red
FF	Red	Red	Orange	Green	Red	Orange	Orange	Orange
BG	Orange	Orange	Orange	Orange	Red	Red	Orange	Orange
SJ	Red	Red	Red	Red	Red	Red	Orange	Red
RK	Orange	Orange	Green	Green	Orange	Orange	Orange	Green
BL	Orange	Orange	Orange	Green	Orange	Red	Orange	Red
LL	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Red
QL	Orange	Orange	Red	Red	Red	Red	Orange	Red
RL	Red	Red	Orange	Green	Orange	Red	Orange	Red
XL	Orange	Orange	Green	Green	Orange	Orange	Orange	Orange
OM	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
AQ	Red	Red	Orange	Green	Orange	Orange	Orange	Red
DQ	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
BR	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Red
CR	Red	Red	Red	Red	Red	Red	Orange	Red
QS	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
IU	Red	Red	Orange	Orange	Orange	Red	Orange	Orange
IV	Red	Red	Orange	Orange	Red	Red	Orange	Red
LV	Orange	Orange	Orange	Green	Orange	Orange	Orange	Orange
RV	Red	Red	Orange	Orange	Red	Red	Orange	Red

Coursework and exam preparation tracking grade V

Tracking date: 3 April 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	Red	Red	Orange	Green	Orange	Red	Orange	Red
LA	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
NB	Red	Red	Green	Green	Orange	Red	Orange	Orange
RB	Red	Red	Orange	Orange	Red	Red	Orange	Red
ZB	Green	Green	Green	Green	Green	Red	Orange	Red
GC	Red	Red	Red	Red	Orange	Orange	Orange	Red
JC	Green	Green	Green	Green	Orange	Orange	Orange	Red
KC	Green	Green	Orange	Orange	Red	Red	Orange	Orange
QC	Red	Red	Orange	Orange	Orange	Orange	Orange	Red
ZC	Orange	Orange	Orange	Green	Orange	Orange	Orange	Orange
DD	Green	Green	Green	Green	Orange	Orange	Orange	Green
ID	Green	Green	Green	Green	Red	Orange	Orange	Orange
QE	Orange	Orange	Orange	Green	Orange	Orange	Orange	Green
RE	Orange	Orange	Orange	Orange	Green	Orange	Orange	Orange
FF	Red	Red	Orange	Green	Green	Orange	Orange	Orange
BG	Orange	Orange	Orange	Orange	Red	Red	Orange	Orange
SJ	Red	Red	Red	Red	Red	Red	Orange	Red
RK	Green	Green	Green	Green	Orange	Orange	Orange	Green
BL	Orange	Orange	Orange	Green	Orange	Red	Orange	Red
LL	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
QL	Orange	Orange	Orange	Orange	Red	Red	Orange	Red
RL	Orange	Orange	Green	Green	Green	Red	Orange	Red
XL	Green	Green	Green	Green	Orange	Orange	Orange	Orange
OM	Green	Green	Green	Green	Green	Orange	Orange	Orange
AQ	Orange	Orange	Green	Green	Orange	Orange	Orange	Red
DQ	Green	Green	Orange	Orange	Green	Orange	Orange	Orange
BR	Green	Green	Orange	Orange	Green	Orange	Orange	Red
CR	Red	Red	Red	Red	Red	Red	Orange	Red
QS	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
IU	Red	Red	Orange	Orange	Orange	Red	Orange	Orange
IV	Red	Red	Green	Green	Red	Red	Orange	Red
LV	Green	Green	Green	Green	Green	Orange	Orange	Orange
RV	Red	Red	Orange	Orange	Red	Red	Orange	Red

Final teacher assessed target grade

Tracking date: 12 May 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA	E	D-G	E	C	D-G	NA	NA	NA
LA	E	D-G	D	C	D-G	NA	NA	NA
NB	F	U	G	D-G	D-G	CC	NA	NA
RB	F	NA	NA	U	C	NA	NA	NA
ZB	NA	NA	E	D-G	D-G	NA	NA	NA
GC	C	D-G	C	C	C	NA	NA	NA
JC	F	NA	D	C	C	NA	D-G	NA
KC	NA	NA	NA	D-G	D-G	NA	NA	NA
QC	E	NA	G	D-G	D-G	NA	NA	NA
ZC	D	D-G	C	C	C	CC	D-G	D-G
DD	D	D-G	C	C	C	CC	D-G	D-G
ID	E	D-G	E	C	D-G	NA	NA	NA
QE	D	D-G	NA	C	C	NA	NA	D-G
RE	NA	NA	NA	D-G	C	NA	NA	NA
FF	NA	NA	NA	D-G	C	NA	NA	NA
BG	NA	NA	NA	D-G	D-G	NA	NA	NA
NI	NA	D-G	NA	D-G	C	NA	NA	NA
SJ	NA	NA	NA	EL3	NA	NA	NA	NA
RK	E	D-G	C	C	C	CC	D-G	D-G
BL	E	U	F	D-G	D-G	NA	NA	NA
LL	NA	NA	NA	D-G	D-G	NA	NA	NA
QL	F	NA	NA	D-G	D-G	NA	D-G	NA
RL	E	NA	C	C	C	NA	NA	NA
XL	D	D-G	D	C	C	NA	D-G	D-G
OM	D	D-G	NA	C	C	CC	D-G	NA
AQ	D	D-G	NA	C	C	NA	NA	NA
DQ	C	C	C	C	C	CC	D-G	C
BR	D	D-G	NA	D-G	D-G	NA	NA	NA
CR	NA	NA	NA	NA	NA	NA	NA	NA
QS	E	D-G	NA	D-G	D-G	NA	D-G	NA
IU	E	D-G	C	C	D-G	NA	D-G	NA
IV	NA	NA	NA	D-G	D-G	NA	NA	NA
LV	NA	NA	E	C	C	NA	NA	NA
RV	NA	NA	F	D-G	D-G	NA	NA	NA

Coursework and exam preparation tracking grade final version

Tracking date: 18 June 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS	GCSE Cit
JA						NA	NA	NA
LA						NA	NA	NA
NB						NA	NA	NA
RB			NA			NA	NA	NA
ZB	NA					NA		
GC						NA	NA	NA
JC						NA	NA	NA
KC	NA		NA			NA	NA	NA
ZC								
DD								
ID						NA	NA	NA
QE			NA			NA	NA	
RE	NA		NA				NA	NA
FF	NA		NA			NA	NA	NA
BG	NA		NA			NA	NA	NA
NI			NA			NA	NA	NA
SJ	NA		NA			NA	NA	NA
RK							NA	
LL	NA		NA			NA	NA	NA
QL			NA			NA	NA	NA
RL							NA	NA
XL							NA	
OM			NA				NA	
AQ			NA			NA	NA	NA
DQ							NA	
BR			NA			NA	NA	NA
QS			NA			NA	NA	NA
IU						NA	NA	NA
IV	NA		NA			NA	NA	
LV	NA					NA	NA	NA
RV	NA					NA	NA	NA

Final results

Tracking date: 27 August 2009

Student	GCSE Maths	KS AON	GCSE Eng	KS Com	KS ICT	BTEC Sport	GCSE RS(.5)	GCSE Cit(.5)
JA	G	D-G	E	C	D-G	NA	NA	NA
LA	D	D-G	C	C	D-G	U	NA	NA
NB	F	D-G	E	C	D-G	U	NA	NA
RB	F	U	NA	D-G	D-G	NA	NA	NA
ZB	NA	D-G	E	D-G	D-G	NA	NA	NA
GC	C	D-G	C	C	D-G	NA	NA	NA
JC	G	D-G	C	C	C	NA	G	NA
KC	NA	D-G	NA	D-G	C	NA	NA	NA
ZC	D	D-G	C	C	C	CC	E	F
DD	D	D-G	C	C	C	CC	F	E
ID	F	D-G	E	D-G	U	NA	NA	NA
QE	G	D-G	NA	C	C	NA	NA	F
RE	NA	D-G	NA	D-G	C	CC	U	NA
FF	NA	D-G	NA	D-G	C	NA	NA	NA
BG	NA	EL3	NA	D-G	D-G	NA	NA	NA
NI	E	C	NA	C	D-G	NA	NA	NA
SJ	NA	EL3	NA	EL3	D-G	NA	NA	NA
RK	D	C	C	C	C	CC	C	E
LL	NA	D-G	NA	D-G	D-G	NA	NA	NA
QL	G	D-G	NA	D-G	C	NA	G	NA
RL	E	U	C	C	C	CC	NA	NA
XL	D	D-G	C	C	C	CC	G	F
OM	E	D-G	NA	D-G	C	CC	F	NA
AQ	F	D-G	NA	C	C	NA	NA	NA
DQ	C	C	C	C	C	CC	C	C
BR	G	D-G	NA	D-G	D-G	NA	NA	NA
QS	F	D-G	NA	D-G	D-G	NA	F	NA
IU	F	U	D	C	D-G	U	G	E
IV	NA	U	NA	C	D-G	NA	NA	NA
LV	NA	D-G	D	C	C	NA	NA	NA
RV	NA	EL3	E	C	D-G	NA	NA	NA

Appendix 15: Outside agency session outlines

Identity & Culture Workshops

Fatherhood Pt 1– Where have all the good men gone?

Our fatherhood workshop addresses the unique challenges that young people face without fathers in the household.

- Changing Patterns -We will look at what we can do to change a pattern / lifestyle.
- Positive Steps - What they can do
- Facts and figures
- Abandonment
- What is a good age to have children?
- Role Models

Fatherhood part 2

- A father's job description, person specification
- Communicating with young people
- Role Models
- The impact (good/bad) that fathers have had on their lives
- Stereotypes

Stereotypes, Myths & Facts

We will explore the students' perceptions, real and unreal of other people in their communities (neighbourhood, school), and in society at large. We will be talking openly and positively about race, religion, cultural similarities and differences. Exploring how stereotypes effect our interaction and relations with others.

How does society perceive young people? What are the stereotypes about young people? How can they be challenged? Howdy young people behave? Looking at such roles as 'The Angry', 'The Bully', 'The Disrespectful', 'The Foul Mouthed' 'The Rude'.

It's up to you

This session will involve recapping the previous 5 weeks of workshops. What have the young people learnt, have they put anything into practise. Can they invite change as an opportunity for growth? This will be done via a brainstorming session where the young people will have plenty of time to participate by listening and expressing themselves.

